New Dynamic English

Level 4: Modules 7 & 8

Instructor's Guide

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Version 2.4

February, 2003

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Module 7, Unit	Main Learning Points	Comments
1. Life Choices Harry's Accident Joan's Challenge Joe's Cafe Sandra's Dilemma Question Practice w/SR Focus on Conditionals	• Conditionals: Contrary-to-fact, Present, and Future (*if*, *unless*, *had*) • Logical Relations between events (*because*, *even though*, *not unless*, *if*, *had to)* • Past Habitual (*used to*, *could, would)* • Cause/Effect Sequences and Relations • Modals *(will, would, might, could)* in conditionals • Necessity, *have to,* in Conditionals • Passives (*hadn't been injured*) • Wh-questions and making Conditionals.	• Students learn to make predictions and suppositions based on real and contrary-to-fact conditions. • Develop language for decision making, linking events, and for giving reasons.
2. Epidemic Our Changing Lives Fighting Infections The Adaptability of Life Preparing for Our Future Sentence Reordering	• Classification and Exemplification (*such as*, *other kinds of*, *one type*, *another example*) • Present Perfect tense to express Result (*have made it easier*) • Potentiality and Past Ability *(can/could)* (*you can still live, an epidemic could...*) • Logical Relations and Sentence Connecting (*therefore*, *these, also, as a result, another)* • Adjective clauses (*which, that*) • Passives w/Perfect tenses, *be used*+infinitive	• Students learn to listen for the main ideas or for specific information in a presentation. • Students learn how to link and organize sentences in a presentation. • Develops vocabulary related to health and other global issues.
3. Space and Time Sequences Presentation Speaking Practice w/SR Space Game Time Game	• Specification (*neither of them, on either side, one of them)* • Conditional Action (*not unless, if, so that*) and Problem Solving • Qualifiers *if*, *except for* • Past Perfect tense *(*still *hadn't arrived)* • Time Sequence (*by the time that, not until, when*, *while*, *as*, *adverb clauses*, etc.)	• Students learn to follow instructions involving conditions and sequences. • Focuses on spatial relationships, time sequences, conditional action, and specification/exception. • Features click and drag games.
4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR	• Gap-filling and speech recognition exercises review grammar and vocabulary with a special emphasis on Conditionals. • Develops oral fluency and reading skills.	• Reviews the language of Units 1-3, focusing on key points such as conditionals, verb tenses, and modals.
5. Video Interactions w/SR Telephone for Business Telephone Invitation Interview with an Actor Dinner Conversation Hot Seats	• Making Requests, Giving Advice, Speculating, and Use of the Telephone for business. • Negative Questions (*can't you come*) and Tag Questions (*you can, can't you?*) • Students develop oral fluency through Speech Recognition activities.	• Students learn how to make polite requests, suggestions, and refusals over the telephone and in a friendly conversation.

Scope and Sequence, Module 8

Module 8, Unit	Main Learning Points	Comments
1. The Secret Code Setting a Trap The Suspects The Investigation Guilty or Not Guilty? Focus Exercises	• Adverb and Noun clauses (*that someone had gotten in, when the files were opened*) • Past Possibilities (*may have opened the drawer)* • Past Conditionals (*if she went to the office, she couldn't have…*) • Modals and Degrees of Certainty and Logical Necessity (*must have, could have, may have*) • Making Conditionals and Past Inferences	• Students examine evidence and draw conclusions as they try to solve a mystery. • This Unit follows up 7(1) which also focuses on Conditionals. • Important language for problem-solving, and for giving reasons.
2. Matrix Vocabulary Historical Figures A World Timeline News Events Great Accomplishments Regions of the World Matrix Game	• Vocabulary related to global issues, history, trends and news events • Adjective, Adverb and Noun clauses (*She succeeded to the throne when she was 17 years old*.) • Adjective phrases (*Winner of the Nobel Peace Prize*, *Nelson Mandela…*) • Gerunds and Infinitives (*with some parts getting no rainfall, too hot for matter to exist)*	• Extends vocabulary in subject areas necessary for academic and general studies. • Oral and written follow-up assignments build presentation skills.
3. UFOs: For and Against Presentation For or Against? Drake's Equation Rulers and Clocks Sentence Reordering	• Citing Evidence, Reason, and Argumentation (*according to, given the fact that, it has been well established…*) • Logical Necessity, Degrees of Certainty (*impossibility, unlikely, must accept the fact, not unreasonable, might have)* • Speculations, Implied Conditionals (*it would mean that..., they might have discovered)* • Qualification and Logical Connectors *(however, even if, this means, just, only, on the contrary, otherwise, as a result)* • Sentence Ordering and Pronoun Reference. *(it, this means, this, as a result, such a)*	• Students learn to analyze an argument. • This innovative lesson focuses on the building of arguments and counter arguments. • Builds note-taking and summarization skills.
4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR	• Gap-filling and speech recognition exercises review grammar and vocabulary with an emphasis on Conditionals and Inferences. • Develops fluency and reading skills.	• These lessons review Units 1-3 and focus on key points such as Conditionals, Verb Tenses, and Modals.
5. Video Interactions w/SR Telephone for Business Friends on the Telephone UFO Interview Press Conference	• Giving Advice, Speculating, and Use of the Telephone. • Implied conditionals	• Provides a model for role-plays and for being interviewed.

Introduction to Level 4

New Dynamic English Modules 7 & 8 (Level 4) prepare students to use English to express abstract ideas and logical relationships. This abstract focus is necessary for problem solving, making hypotheses and logical inferences, and participating in discussions about the news and general issues of importance. The language studied at this level provides a broad foundation for specialized content studies and for using English for business and social situations.

The focus throughout is on the language of critical thinking, the logical sequencing of ideas, and the building of a strong vocabulary. At the completion of Level 4, students will have a strong enough base in English to allow for successful studies in a wide range of subject areas, including social studies, business, and technology. Students will also be ready to prepare for language tests such as the TOEFL, TOEIC, and Cambridge examinations.

Content for Level 4

The material presented in Level 4 provides the basis for 40-60 hours of study, depending on the language background of the students.

This estimate assumes that the language presented in each level is used as a model that is systematically extended and personalized in classroom activities and follow-up assignments as suggested in this manual. The usual order is as follows:

1. Preview each lesson with a focus on general comprehension.
2. Analyze and practice the language in each lesson with a focus on the key language structures.
3. Extend and personalize the content of each lesson via student generated language, including role-plays, oral reports, written reports, and group activities.
4. Review and test.

General Language Specifications for Level 4

New Dynamic English Levels 1-4 develop a strategic spoken vocabulary of over 2,500 high-frequency words that provide a strong foundation for academic study, business, and daily conversation.

Level 4 covers intermediate and advanced language structures required to understand and express the conceptual content in a wide range of subjects and develops all four skills areas: listening, speaking, reading, and writing. In addition, the video lessons provide useful language models for the telephone and for other social situations.

Detailed Language Specifications for Level 4

The language focus for Level 4 is on critical thinking, inference, conditionals, degrees of certainty, cause and effect (past, present, future, real/unreal), speculation, logical relations, sentence linking devices, and other language used in support of decision-making, problem-solving, theorizing, and arguing a point. There are also lessons which focus on active listening, summarizing, and sentence ordering, to help students understand the logical structure of paragraphs and simple arguments.

Key language structures include the modals and conditionals (real/unreal), qualifiers (unless, except, neither, etc.), relative clauses, complex passives, degree (too, enough, as far as possible), time sequences (e.g., not until, while, when, by the time...), and the past perfect. Please see the Scope and Sequence chart for a summary of the main language points for each Unit.

The vocabulary focus throughout is on preparing students to discuss global issues, trends and news events, from the election of presidents to the burning of the Amazon rain forests and the dangers of a global epidemic. In the Matrix Vocabulary, Unit 8(2), students study a timeline of Earth's history, from the birth of the universe to the present day.

Module 7 Lesson Map

Unit 1: Life Choices

- Harry's Accident
- Joan's Challenge
- Joe's Café
- Sandra's Dilemma
- Question Practice w/SR
- Focus Exercises

Unit 2: Epidemic

- Our Changing Lives
- Fighting Infections
- The Adaptability of Life
- Preparing for the Future
- Sentence Reordering Exercise

Unit 3: Space and Time Sequences

- Presentation
- Speech Practice w/SR
- Space Game
- Time Game

Unit 4: Review Exercises (for Units 1-3)

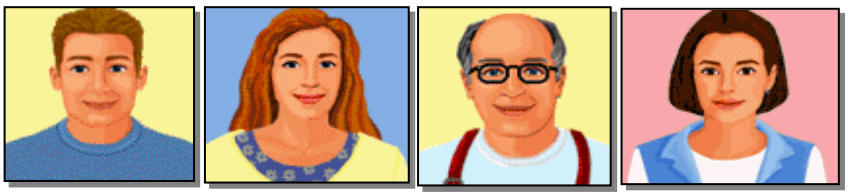
- Dictations
- Fill-In Exericses w/SR
- Speech Practice Exercises w/SR
  - Sentence Reading
  - Answering Questions
  - Conditionals
  - Speech Quiz

Unit 5: Video Interactions w/SR

- Telephone for Business
- Telephone Invitation
- Interview with an Actor
- Dinner Conversation
- Hot Seats

1. Life Choices

Harry's Accident; Joan's Challenge; Joe's Cafe; Sandra's Dilemma; Question Practice; and Focus on Conditionals



This Unit focuses on decisions and their consequences, both real and imaginary. In *Harry's Accident, Joan's Challenge, Joe's Café,* and *Sandra's Dilemma*, the language models are presented, with comprehension checks. When these four lessons have been studied, students should do the *Question Practice* lesson, which uses Speech Recognition, and the *Focus on Conditionals* lesson which gives students practice constructing conditionals which follow from a set of facts. The two support-lessons should be done frequently -- until the *Completion Percentage* is 80% or more -- while students continue to practice and review the language in the four main lessons.

Goals:

To be able to speculate about or predict the consequences of a series of events.

To be able to explain why and how an event in the past, present, or future leads to another.

To contrast factual, imaginary, and predicted outcomes of an event.

To be able to make predictions with different degrees of certainty.

Objective 1: To understand and express different degrees of logical connection between events in the past, present, and future, using the modals (*would, could, might, will, may, etc.*), and logical connectives such as *as a result, even though,* and *unless.*

Objective 2: To understand and express contrary-to-fact conditionals, using the following two structures:

If + subj. + *had+V(n)* --> subj. + (d)*modal* + *have+V(n)*
Had + subj. + *V(n)* --> subj. + *(d)modal* + *have+V(n).*

Objective 3: To understand and express conditional predictions with different degrees of certainty and reality, such as:

If + subj. +*V* --> subj. + *modal* + *V* *(more likely)*
If + subj. + *V(d)* --> subj. + *(d)modal* + *V (less likely).*

Learning Points

conditional, likely/unlikely
If + subj + V → real prediction, If + subj + V(d) → unlikely speculation
If she *sells/sold* the company, the new owners *will/would* control it. If he *is/were* lucky, he might make enough to retire. If Sandra *refuses/refused* their offer, the other company *will/would* compete against her. If they *compete/competed* against her, she *will/would* have to work harder. If they *decide/decided* to, they *could* even let her go.

conditional, unreal/imaginary
If + subj. + V(d) → speculation; If + subj. + had+V(n) → speculation;
Had + subj. V(n) → speculation
If you *were* Sandra, what *would* you do? If they *didn't like* the way she runs the company, they *wouldn't* want her to stay. If the car *hadn't been going* too fast, it *wouldn't have* gone out of control. If Joe's prices *had been* lower, he *might* not *have lost* so much business. Joe's business *might have survived had* the factory not *had to lay off* workers.

***have to* / compulsion (**have to, let happen**)**
He *has to* use a wheelchair. She *had to* pay for food and rent. The factory *had to* lay off workers. If they compete against her, she'*ll have to* work harder. She can sell the company and *let them control* it. She's sure they would *force her to make* changes. Since then, he *has had to* use a wheelchair.

logical relations (as a result, because of, even though, in spite of, instead of, since, unless**)**
Since Joan was looking for a challenge, she decided to apply. *In spite of* his injury, Harry has gone ahead with his life. *As a result of* the accident, Harry almost died. *Unless* she agrees to stay on, they won't buy her business.

modals with past real meaning (would, could**)**
When he was a young man, he *could* run very fast. Instead of thinking about the things he *couldn't* do, he focused on what he *could* do. She wanted a job that *would* be challenging. She was confident that she *would* do well.

modals with unreal or unlikely meaning (would, could, might**)**
Though Harry wishes he *could* walk, he is looking forward to the future. He wonders what *might* have happened had he not been injured. If he's lucky, he *might* make enough to retire. If they decide to, they *could* even let her go. They *could* also decide to lay off some of her employees. If she sold the business, she *would* never know what she could have done.

passives with modals (will be forced to close, wouldn't have been injured**)**
If he hadn't been running near a road, he *wouldn't have been hit by* a car.

passives (was hit by a car, was bought, had been offered, were paid)
He has to use a wheelchair because he *was injured* in an accident. What *happened* to the travel agency? It *was bought by* another company.

past habitual *used to*
Harry *used to be* a runner. Joan *used to work* at a travel agency. What happened to the travel agency where she *used to work*? Where *did* Joan *use to work*?

Classroom and Language Extension Activities

Step 1: Presentation
Begin with ***Harry's Accident***. Present the first part of the lesson in class, or have the students go through the lesson on their own. Focus on Logical Relations and contrary-to-fact Conditionals.

Step 2: Oral Practice
In pairs, or small groups, have students discuss and summarize portions of the lesson. In a large class, have the students piece together the lesson and put the summary on the board.

Step 3: Listening Focus
Assign students to do **Listening Focus 1** in the lab or at home.

Step 4: Presentation and Oral Practice
Present ***Joan's Challenge***, and review contrary-to-fact Conditionals, with new examples.

Step 5: Listening Focus
Assign students to do **Listening Focus 2** in the lab or at home.

Repeat the above series of steps for *Joe's Café* and *Sandra's Dilemma*.

Follow-up
Once the presentation lessons of the Unit have been presented, introduce the ***Question Practice*** and ***Focus on Conditionals*** lessons. Students should do these on their own, once or twice each study session. As homework, assign the **Practice Exercises**. When students have a Completion Percentage of at least 80% for the entire unit, they should take the Mastery Test.

Language Extension

Once the Unit is mastered, have the students personalize the language with two or more of the following classroom activities. If further preparation is necessary, have the students work in pairs or groups first. At this level it is especially important to follow up the lessons with written exercises as a way to reinforce and extend the language.

Classroom Activity 1: Present (orally or written) a series of past events in your (or someone else's) life, where one event led to another.

Example 1: Parents got a new job --> We moved to another city --> I changed schools and met new friends
Example 2: Watched the Olympics --> became interested in skiing --> started skiing --> won the national championship

In the above series of events, explain how the events were connected and how strongly they were connected.

Example 3: Even if my parents hadn't gotten a new job, we might still have moved to another city.
Example 4: She might have become interested in skiing even without watching the Olympics. She couldn't have won the national championship without knowing how to ski.

Classroom Activity 2: Answer the question: "If you had three wishes, what would they be, and why?"

Classroom Activity 3: Think of a decision you have to make about the future. Give reasons for and against deciding one way or the other.

Classroom Activity 4: Research Assignment
Choose a historical figure and focus on an important decision they made that affected you or your country. Explain why you agree or disagree with their decision.

Classroom Activity 5: Complete each of the following sentences, and then explain.

a: "One of the best decisions I ever made was when I....
b: "One of the most difficult choices I'll have to make in the future is…

Key Sentences (Partial Transcript)

Harry's Accident

Harry used to be a runner. Then, one day while running alongside a road, he was hit by a car. The car was going too fast and had gone out of control. As a result of the accident, Harry almost died from a serious injury. Since then, he hasn't been able to walk, and he has had to use a wheelchair.

In spite of his injury, Harry hasn't let it stop him from going ahead with his life. After his injury, instead of thinking about all the things he couldn't do, he focused on what he could do. He realized that there are many interesting possibilities for someone who can't walk.

One of the things he became interested in was foreign languages. Everyday he listened to tapes and read books, and he found he was very good at learning languages. After several years he became fluent in five languages. Then he started working as a translator.

Now he works full time for a translation company. He and a group of friends are even thinking of starting their own company.

Though Harry wishes he could walk, he is looking forward to the future. Sometimes, when looking back on his life, he wonders what might have happened had he not been injured. He misses being able to walk or run. But at least he is able to live on his own and do things that he enjoys. He thinks there is much to be thankful for.

Joan's Challenge

Joan used to work at a travel agency. She helped people plan trips and arranged for their hotels and transportation. She worked there for several years and was promoted several times for her hard work.

Unfortunately, the agency she was working for was bought by another company. As a result, her job was eliminated.

At first she was depressed. She had to pay for food and rent, but she had no money coming in. She needed a job, but not just any job. She wanted a job that would be challenging.

After applying for several jobs, she saw an ad in the newspaper. The ad was for a job at a small health food company. The pay wasn't very good, but it looked like a company with a promising future. Since Joan was looking for a challenge, she decided to apply.

Within a week she had been offered the job. She wasn't sure whether she should take it or not because of the low salary. A friend advised her to take a higher paying job with a larger company. But Joan liked the idea of working her way up in a small company. She was confident that she would do well and that she could help it grow. Its products were good, and there was increasing interest in health foods.

Now, after much hard work, she's a vice-president at Ace Health. Since she joined the company, it has more than doubled in size. Joan looks forward to each day and feels proud of her accomplishments. She's glad she made the decision she did. If she hadn't taken a chance, she thinks things wouldn't have turned out the way they have.

Joe's Café

Joe used to run a little coffee shop. Business was good and his shop was busy because it was near a factory. The factory workers often came there for coffee and something to eat.

Then two things happened. First, another coffee shop opened across the street. This hurt Joe's business because some of his customers went to the other shop. The other coffee shop's prices were lower because its workers were paid less.

Second, and more serious, the factory began to lay off workers. It was forced to reduce its operations because of its high levels of pollution.

It wasn't long before the number of customers had dropped by more than half. At that point, Joe was forced to close the business he had run for twenty years. Now he's trying to decide what to do next.

One possibility he is considering is to open up another shop in another place. Another choice is to take a friend's advice and invest all of his money in the stock market. If he's lucky, he might make enough to retire. On the other hand, if his investments were to fail, he could lose everything. He's not sure if he should take the risk.

Sandra's Dilemma

Sandra has her own business, a small printing company. She started it more than ten years ago. It's a growing business, and her clients are happy with her work. She prints posters, brochures and

books. She enjoys her work, and she takes pride in what she has accomplished.

Now another company has offered her a lot of money to buy her business. They even want her to stay on and work for them. In fact, if she won't stay on for at least a year, they won't buy her business. They like the way she runs her business.

On the other hand, they would like to cut costs and make the business even more profitable. She's sure they would force her to make changes.

Sandra has a choice. She can sell the company and let them control it. Or she can keep the business and run it herself.

If she sells the company, she worries what might happen to her employees. She doesn't want to sell unless she knows her employees can keep their jobs.

If she refuses their offer, the other company will compete against her. They will open a new printing company nearby. If they compete against her, she'll have to work harder. There's even a chance her company will fail and be forced to close. On the other hand, she will be her own boss. She also has many loyal customers who are pleased with the quality of her work.

If Sandra accepts their offer, the other company will pay her a high salary. She will also have a ten percent share of the larger company. On the other hand, if they own the company, they will make the big decisions. If they decide to, they could even let her go. They could also decide to lay off some of her employees.

If you were Sandra, what would you do?

She is probably going to refuse their offer. She enjoys running the business, and she wants to see how well she can do. Unless she keeps the business, she'll never know what she could have done on her own. If she sold the business, she would never know what she could have done on her own. She would also feel bad if her employees lost their jobs.

If you were one of Sandra's employees, what would you advise her to do?

Question Summary

What did Harry used to be? What wouldn't have happened had he not been running near a road? What happened while he was running near a road? Why did the car go out of control? Why can't Harry walk? Why does Harry have to use a wheelchair? How long has Harry been unable to walk? What did Harry focus on after his injury? Because of his injury, what could Harry have done? What did he realize? What is something he found he could do? What is one reason he could become a translator? What couldn't he have done if he hadn't studied foreign languages? What does Harry miss being able to do? What is something Harry can be thankful for?

Where did Joan use to work? Why did Joan lose her job? Why was Joan's job eliminated? What happened to the travel agency where she used to work? Why was she depressed? What kind of job did she want? How did she find out about the job at the health food company? What job was being advertised? Why did she apply for the job? Why wasn't she sure if she should take the job?

Who used to come to Joe's for coffee and something to eat? Would business have been as good if there hadn't been a factory nearby? How did the other coffee shop hurt Joe's business? How did the other coffee shop's prices compare to Joe's? Why did the factory have to begin laying off workers? What advice would you give to Joe? Why shouldn't he invest all his money in the stock market? What is he trying to decide? Besides investing in the stock market, what is he considering? Why can't he retire right now? What would happen if he invested in the stock market and stock prices went down?

Who owns a small printing company? Why does the other company want her to stay? If she sells the company, who will control it? Who will run the company if she refuses to sell it? What might happen if she refuses to sell? If Sandra sells her company, who will make the big decisions?

Fact/Conditional Summary

He was hit by a car while running alongside a road.
If he hadn't been running near a road he wouldn't have been hit by a car.
It went out of control because it was going too fast.
If the car hadn't been going too fast, it wouldn't have gone out of control.
He can't walk because he was injured in an accident.
If he hadn't been injured, he could walk.
He has to use a wheelchair because he was injured in an accident.
He wouldn't have to use a wheelchair if he hadn't been injured.

He learned a foreign language. As a result, he became a translator.
He couldn't have become a translator if he hadn't learned a foreign language.

She lost her job because the agency she worked for was bought by another company.
She wouldn't have lost her job if the agency hadn't been bought by another company.
Her job was eliminated because another company bought the agency.
Her job wouldn't have been eliminated had another company not bought the agency.
She was depressed because she had lost her job.
She wouldn't have been depressed had she not lost her job.
Since Joan was looking for a challenge, she decided to apply.
If she hadn't been looking for a challenge, she wouldn't have decided to apply.
She applied for the job because she wanted a challenge.
If she hadn't wanted a challenge, she wouldn't have applied for the job.
Since she joined the company, it has more than doubled in size.
If she hadn't joined the company, it might not have doubled in size.

Joe's shop was doing well until the other coffee shop opened.
If the other coffee shop hadn't opened, Joe's coffee shop might still be doing well.
He was losing money, so he had to close his shop.
If he hadn't been losing money, he wouldn't have had to close his shop.
He doesn't have enough money, so he can't retire.
If he had enough money, he could retire.
He won't lose money unless the stock market goes down.
He'll lose money if stock prices go down.

Her business is growing because she's doing a good job.
Her business wouldn't be growing if she weren't doing a good job.
Her business wouldn't be growing unless her clients were happy.
Her business wouldn't be growing if her clients weren't happy.
Her business is growing because her clients are happy.
If her clients weren't happy her business wouldn't grow.
They like the way Sandra runs the company, so they want her to stay.
If they didn't like the way she runs the company, they wouldn't want her to stay.
They won't buy her company unless she agrees to stay.
If she doesn't agree to stay, they won't buy her company.
The other company won't compete against her unless she refuses to sell.
If she refuses to sell, the other company will compete against her.

Focused Listening

Focus 1

Focus on Harry and Joan. Listen for the connecting phrases that express causal relationships between two events or situations.

*Harry can't walk **because** he was injured.*
*Harry was able to work as a translator **because** he was fluent in five languages.*
*The agency she was working for was bought by another company. **As a result,** her job was eliminated.*
*She wasn't sure whether she should take the job or not **because of** the low pay.*

Goal

To become familiar with different ways to connect events. Some events are causally linked, and other events are linked only in a time sequence.

Student Follow-up

1. List three connected events in Harry's life, and then in Joan's life. Is one event the cause of the other? If yes, indicate which event is the cause of the other.
2. Are there any events that are not causally connected to any other? How are they connected?

Harry was injured in an accident. He was good at learning languages.

Focus 2

Language Focus

Speculating about what could have happened in the past, but didn't.

Listening Task

Focus on Harry and Joan. Study the sentences that describe what could have happened in the past (but didn't). (*Harry could have felt sorry for himself.)*
Note the use of these two conditional structures:

1. ***If*** + subj. + ***had*** + (not) + V(n) --->
   subj. + **V(d) modal** + (not) + ***have***+V(n)
2. ***Had*** + subj. + (not) + V(n) -->
   subj. + **V(d) modal** + (not) + ***have***+V(n)

*If he **had not been injured,** he **wouldn't have had** to use a wheelchair.*
***Had** he **not studied** hard and learned five languages, Harry **wouldn't have been** able to become a translator.*

Goal

Students will not confuse contrary-to-fact speculations with factual statements.

Student Follow-up

1. Describe a recent event that could have had a different outcome.
   Had I gotten up earlier at 7:00, I wouldn't have been late to the meeting.
2. Write a paragraph about something you didn't do, but wish you had, and give reasons.
   I wish I had studied English more seriously. If I had, I might have gotten a better job.

Focus 3

Language Focus

Expressing likely and unlikely assumptions about the future.

Listening Task

Focus on Joe. Listen to the sentences that describe what will happen in the future if he decides to invest all of his money in the stock market. Note how different conditionals are used to express likely and unlikely assumptions.
[likely]: ***If*** + subj + **V** -> subj + ***modal/(d)modal*** + V
[less likely]: ***If*** + subj + **V(d)** ->subj. + ***(d)modal*** + V

If his investments ***fail,*** he ***could lose*** everything.
If his investments ***failed/were to fail,*** he ***could lose*** everything.

Goal

Students will understand when a supposition (*if*) is considered more or less likely to happen.

Student Follow-up

Present a plan that depends on the weather. Use conditionals to express likely and unlikely changes.

*If it **doesn't rain**, we'll be able to play tennis. We can also go swimming. On the other hand, if it **rained**, we **could** all go to a movie or visit a museum.*

Focus 4

Language Focus

Expressing degrees of certainty and necessary conditions for something to happen in the future.

Listening Task

Focus on Sandra. Listen carefully as Sandra considers the future consequences of selling and not selling her company. The use of ***will*** rather than ***would//might /could*** indicates a greater certainty that an event will happen if a condition is met. ***Unless*** is used to indicate that a situation will occur only if certain conditions are met. ***Unless*** means ***if . . . not*** in most cases.
*If Sandra **refuses** their offer, the other company **will** compete against her.*
***Unless** she accepts their offer, the other company will compete against her.*

*If she **refused** their offer, she'**d** have to work harder.*
***Unless** she agrees to stay on for a year, they **won't** buy her business.*

Student Follow-up

1. Use conditionals to speculate on what you will do next weekend or far into the future.

If I finish my work, I'll go to the movies on Saturday.
If Mary would come with me, I would go to the concert in the park on Sunday.
I won't go to the beach unless the weather is warm.

2. Write a one page paper about what you would do if you were in Sandra's position. Explain all the consequences of your actions.

Focus 5

Language Focus

Language Mastery

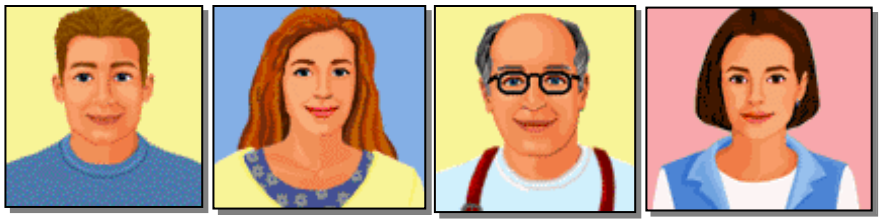
Listening Task

Review all of the lessons in this unit several times. Practice recording 10~15 sentences each time, so that you can say these sentences fluently and with confidence. When your Completion Percentage is 80-100%, take the Mastery Test. Try to get a score higher than 90%.

Practice Exercises

7 (1) Life Choices: Exercise A

Match the description with the picture of the appropriate person.



Harry ____ Joan ____ Joe ____ Sandra ____

a) She used to work at a travel agency. If she had taken the higher paying job, she wouldn't be as happy now.

b) She owns a small printing company. If she sells her company, she will be forced to make changes. She might have to lay off some employees.

c) He and a group of friends are thinking of starting their own translation company. Though he wishes he could walk, he is looking forward to the future.

d) He had to close his cafe. If he invests in the stock market, he might make enough money to retire.

7 (1) Life Choices: Exercise B

Complete the sentence with the appropriate word or phrase. Hint: Although both choices may be grammatical, only one is consistent with the stories in the *Life Choices* lesson.

1. Sandra would never know what she could have done on her own ***(if, unless)***_____ she sold her business to the larger company.

2. Joan accepted the job at Ace Health ***(because, even though)*** _____ the pay was low.

3. Another coffee shop opened up across the street. ***(As a result, Because)***_____, Joe lost some of his customers.

4. ***(While, Even though)***_____ Joan was working at the travel agency, her agency was bought by another company.

5. Sandra won't receive 10% of the larger company ***(if, unless)*** _____ she agrees to sell her business.

6. Harry was able to get a job as a translator ***(because, unless)*** _____ he was fluent in five languages.

Practice Exercises

7 (1) Life Choices: Exercise C

Match the sentence from the top of the page with the best sentence ending from the bottom of the page. Write the number of the sentence next to its sentence ending.

1. Had Harry spent his life feeling sorry for himself . . .
2. Joan wouldn't have been depressed . . .
3. Sandra will have to work harder . . .
4. If a coffee shop hadn't opened up across the street . . .
5. Joan took the job at Ace Health . . .
6. If Joe's investments fail . . .

(Sentence Endings)

____ . . . Joe might not have had to close his cafe.

____ . . . he wouldn't have been a successful translator.

____ . . . because she wanted a challenge.

____ . . . if they compete against her.

____ . . . he could lose everything.

____ . . . if she hadn't lost her job.

Practice Exercises

7 (1) Life Choices: Exercise D

Rewrite the conditional <u>without</u> using *if*.

Example:
Original*:* *If the car hadn't been going so fast, it wouldn't have gone out of control.*
Rewrite*:* *Had the car not been going so fast, it wouldn't have gone out of control.*

1. If Joan hadn't joined the company, it wouldn't have doubled in size.

_____

_____

2. If the other coffee shop hadn't opened up across the street, Joe might not have had to close his business.

_____

_____

3. If Harry had not studied foreign languages, he would not have been able to become a translator.

_____

_____

4. Joan's job would not have been eliminated if another company hadn't bought her agency.

_____

_____

5. Joan thinks things would not have turned out so well if she hadn't taken a chance.

_____

_____

Practice Exercises

7 (1) Life Choices: Exercise E

Rewrite the conditional using *if*.

1. Had Joan not liked the idea of working for a small company, she would not have taken the job at Ace Health.

_____

_____

2. Had the factory not had high levels of pollution, it would not have had to reduce its operations.

_____

_____

3. Had Joe's prices been lower, he might not have lost so much business.

_____

_____

4. Had Harry not been injured, he wouldn't have to use a wheelchair.

_____

_____

5. Had Joan not worked so hard, she might not have become a vice-president of the company.

_____

_____

2. Epidemic

Our Changing Lives; Fighting Infections; The Adaptability of Life; Preparing for Our Future; and Sentence Reordering

This Unit focuses on listening for specific points of information in a presentation. Students are asked to listen for the main idea or a supporting idea as indicated by a prompt at the top of the screen. This is followed by a comprehension task before continuing the presentation. As the Shuffler level increases, the listening prompts will change. *It is necessary to go through each lesson at least three times* to cover the different listening prompts.

In each of the four presentation sections, the target language models and vocabulary are presented. When these lessons are completed, students should do the **Sentence Reordering** lesson. This lesson helps students better understand how sentences are linked and organized in a presentation. Highlighted words in the text show how sentence order is indicated.

Goals:

To be able to listen for specific points in a presentation.

To be able to summarize the main points in a presentation.

To be able to recognize the difference between the main idea and supporting ideas.

To be able to make a short, well-organized presentation.

Objective 1: To understand and express descriptive information in the form of an adjective clause (*which, that)* as a means to express more complex ideas.

Objective 2: To understand and express how things are classified and organized into general and specific cases, with more detailed descriptions becoming less general. (Some diseases… An example of such a disease is polio, a disease which has killed millions.)

Objective 3: To understand how ideas can be linked by using reference language such as pronouns (*they*, *these, those*) and logical connectors (*however, for example, as a result*).

Learning Points

classification and exemplification
(such as, both, for example, are used to, that… which… some kinds, one type)
Many diseases, *such as* smallpox and pneumonia, are now under control. Smallpox and pneumonia are *both* diseases. Polio, *for example*, is a viral disease *that attacks the nervous system.* Antibiotics are used to treat bacterial infections, *such as* pneumonia. Polio is a viral disease *that has been brought under control. Some kinds of* infections come from viruses. HIV, *for example*, is a virus. Tuberculosis is a bacterial infection *that has killed millions*. An antibiotic is *a type of* drug. Drugs *which used to be effective* no longer work.

present perfect tenses to express a result have+V(n), have+been+V(n)
Better communications and transportation *have given* us a global economy. Medical science *has made* great progress. Modern drugs *have made it easier* to treat a cold. The development of vaccines and antibiotics *have helped to control* the spread of infectious Because of the success of the polio vaccine, polio *has been brought under control*. Powerful antibiotics *have* also *been developed*. Polio is a disease that *has killed* millions. The E-coli bacteria *has become* a threat. Genetic differences *have helped* us to adapt. Adaptability *has resulted* in more resistant bacteria. Some bacteria *have become* stronger. Throughout history, epidemics *have caused* many deaths. Modernization *has increased* the threat of a global epidemic.

***can* and *could* to show potentiality and past ability**
If your heart wears out, you *can* get a new one. If your kidney fails, you *can* still live and maybe even receive a transplant. If an infection *cannot* be controlled, it *can/could* cause an epidemic. Compared to how it used to be, an epidemic *could* spread more quickly now. When travel was slow and difficult, a deadly epidemic *couldn't* quickly spread. Now, however, a serious disease *could* spread around the world with a few days. Epidemics *could* be confined more easily in the past. There is a real concern that a worldwide epidemic *could* break out. This epidemic *could* threaten our survival.

adjective clauses
Diseases *which wiped out populations just a hundred years ago* are now under control. The products *we use* come from around the world. Polio, for example, is a viral disease *that attacks the nervous system.* Polio is a viral disease *that has been brought under control.* Tuberculosis is a bacterial infection *that has killed millions*. To kill or control a disease, it is necessary to kill or control the infection *which causes it*. A drug *which kills 90% of a particular type of bacteria* may leave stronger bacteria *that are resistant*. Drugs *which used to be effective* no longer work.

logical relations and sentence connecting
(for example, as a result, also, one, other, these, this, another, it, too, they, however)
Better communications and transportation, *for example*, have given us… *As a result*, in every house there are products… *Along with* changes in technology, the world's population continues… Powerful antibiotics have *also* been developed. *One* great success has been… *Other* kinds of infection come from… *These* antibodies will… *Another* approach is to interfere… *This* can be done by… *It* makes it far more difficult to survive. Like human beings, *they* can adapt *too*. Now, *however*, a serious disease could spread around the world within a few days.

passives with perfect tenses, *be used* + infinitive, and *can/could*
Polio *has been brought under control*. Powerful antibiotics *have* also *been developed*. Antibiotics *are used to treat* bacterial infections. Sometimes a drug *can be used to fight* an infection. Epidemics *could be controlled* more easily in the past. If an infection *cannot be controlled*, it can cause an epidemic.

Classroom and Language Extension Activities

Step 1: Presentation
Begin with ***Our Changing Lives,*** followed by ***Fighting Infections***. Focus on active listening, or listening for a specific item of information or idea. Ask the students to take notes, and then ask them to identify the main ideas in each section. List the main ideas on the blackboard. Have students check to see that their notes include these main ideas.

Step 2: Oral Practice
In pairs, or small groups, and using the list of main ideas, have students discuss and practice summarizing each of the two lessons.

In a large class, and using the list of main ideas, have the class answer comprehension questions about each section and construct a vocabulary list, including other medical terminology of importance: sore throat, headache, vitamins, parts of the body, etc.

Step 3: Listening Focus
Assign students to do **Listening Focus 1** in the lab or at home.

Step 4: Presentation and Oral Practice
After reviewing Listening Focus 1, go through the lessons again, this time focusing on supporting ideas and examples. Focus on the language of classification and exemplification (see Learning Points for this lesson). Have the students practice summarizing the information, paying particular attention to giving evidence and examples.

Step 5: Listening Focus
Assign students to do **Listening Focus 2** in the lab or at home.

Step 6: Presentation and Oral Practice:
In ***The Adaptability of Life*** and ***Planning for Our Future*** focus on how the ordering of sentences is indicated by logical connectors, pronouns, and causal/logical relations. See Learning Points.

Step 7: Listening Focus
Assign students to do **Listening Focus 3** in the lab or at home.

Step 8: Presentation
Review **Listening Focus 3.** Introduce the ***Sentence Reordering*** lesson and assign **Listening Focus 4.**

Language Extension

Once the Unit is mastered, have the students extend the language with two or more of the following classroom activities. If further preparation is necessary, have the students work in pairs or groups first.

Classroom Activity 1: Present (orally or written) a global, national, or local issue of importance. The presentation should include the following:

a. Statement of the problem or issue*: e.g., Pollution, Population, Bullying, Crime and safety, Global warming, An asteroid hitting the Earth, Sources of energy, Racism, International relations, Cloning, Genetic engineering, etc.*
Example: Sooner or later, as our Earth travels around the sun, we are certain to be hit by an asteroid or comet.

b. Illustration or example of the problem to show why it is important*:*
Example: According to scientists, if an asteroid a mile in diameter hit the earth, it could wipe out all life on Earth.

c. Consequence of not dealing with the problem and recommendations for what to do.
Example: Though the probability of this happening soon is very small, there is a chance that it could happen within our lifetime. Now that we have the technical capability, we should begin to prepare for such an event, etc.

For the above presentation, students should use sources such as the internet, newspapers, or other reference materials to find the facts necessary to support their presentation.

Classroom Activity 2: Think about how technology has changed our lives in the past 150 years. Give reasons and examples why you think our lives have gotten better or worse.

Classroom Activity 3: Think about how technology may change our lives in the next 100 years. What kinds of changes would be good? What kinds of changes would be bad?

Classroom Activity 4: Research Assignment
Choose a disease, such as polio or tuberculosis, and give an explanation of what it is, its treatment, and its effects on human populations throughout history. Use reference materials to find the facts necessary to support your presentation.

Classroom Activity 5: Research Assignment
Explain how a virus or bacterium adapts to a changing environment. Use reference materials to find the facts necessary to support your presentation.

Classroom Activity 6: Research Assignment
Explain what the body's immune system is and how it works to fight off an infection. Use reference materials to find the facts necessary to support your presentation.

Classroom Activity 7: Research Assignment
Explain how infections can spread from person to person. What are some of the ways we can protect ourselves from being infected? Use reference materials to find the facts necessary to support your presentation.

Key Sentences (Partial Transcript)

Our Changing Lives

Our lives are changing. New technologies are developing every day, changing the ways we live and think. As a result, in every house there are products from around the world.

Along with changes in technology, the world population continues to grow. People are living longer. Diseases which wiped out populations just a hundred years ago are now under control.

Medical science has made great progress. If your heart wears out, you can get a new one. If your kidney fails, you can still live, and maybe even receive a transplant. Modern drugs have made it easier to treat a cold or get over the flu. Many diseases, such as pneumonia and small pox, are now under control or wiped out entirely.

Fighting Infections

There have been many great successes in history. In the field of medical science, there have been many great discoveries. The development of vaccines and antibiotics has helped to control the spread of infectious diseases.

Polio, for example, is a viral disease that attacks the nervous system. Because of the success of the polio vaccine, polio has been brought under control.

Powerful antibiotics have also been developed. Antibiotics are used to treat bacterial infections, such as pneumonia.

Drugs and vaccines work together with our body's immune system to fight infection. Some kinds of infection come from viruses. HIV, for example, is a virus. Other kinds of infection come from bacteria. Tuberculosis is a bacterial infection that has killed millions. And recently, the E-coli bacteria has become a threat.

To cure or control a disease, it is necessary to kill or control the infection which causes it. Sometimes a drug can be used to fight an infection. For example, antibiotics are often used to fight common infections, such as pneumonia.

For some diseases, a vaccine is made by using a weakened form of a virus. When injected into the body, the vaccine causes the immune system to create antibodies. These antibodies will prevent or fight off infection.

Another approach is to interfere with a virus's ability to reproduce and spread. This can be done by injecting various substances into the body.

The Adaptability of Life

Life is adaptable. This has helped humans to survive in many different situations. In any group of people there are genetic differences. As a result, some people will be more resistant to a new disease than others.

The adaptability of life also has a bad side. It makes it far more difficult to control diseases. Bacteria and viruses are both life forms. Like human beings, they can adapt too. A drug that kills 99% of a particular type of bacteria may leave stronger bacteria that are more resistant. As these stronger bacteria reproduce and spread, drugs that used to be effective no longer work. This means that new drugs or other means of control need to be developed.

Of course, if an infection cannot be controlled, it can cause an epidemic. An epidemic occurs when a disease spreads to many people. Epidemics have occurred throughout history. In some cases, epidemics have resulted in many deaths.

Preparing for Our Future

In preparing for our future, we need to consider epidemics and how to control them. It used to be that diseases were confined to a small area. Travel was slow and difficult. A deadly epidemic in Europe couldn't quickly spread to South America. Now, however, a serious disease could spread around the world within a few days.

There is a real concern that a worldwide epidemic could break out. This epidemic could threaten our survival. Medical scientists and public health officials in many countries are now studying this issue. They want to develop policies and plans to be prepared for such an event.

In the struggle against disease, national boundaries mean nothing. Diseases don't stop at the borders between nations. Therefore, we need to think and act on a global scale. Clean water supplies, air quality in airplanes, and effective vaccination policies are worldwide issues.

The threat of a global epidemic is another example of how modernization is bringing us together. We must learn to live together more effectively than we have in the past. As with many important issues, the

best approach is to use good judgment. If we work together, we can build a better future.

Question Summary (Answer Key)

This is about technology and change.
New technology is changing our lives.
The products we use come from around the world.
The world's population continues to grow.
Some diseases are now under control.
People are living longer because of changes in technology.
This is about how science has changed our lives.
If your kidney fails, you can still live.
Pneumonia and small pox are both diseases.
Many diseases are under control because of medical science.
Vaccines and antibiotics are used to control the spread of diseases.
Polio is a viral disease that has been brought under control.
One great success has been the development of vaccines.
Viruses and bacteria can both cause infections.
Our body's immune system fights infections.
HIV is a virus.
We must kill or control an infection to cure or control a disease.
Antibodies fight infection.
A virus can reproduce and spread.
One way to control a virus is to stop it from reproducing.
Drugs can be used to fight an infection.
An antibiotic is a type of drug.
Adaptability has helped us to survive.
Genetic differences have helped us to adapt.
In any group of people there are differences.
Adaptability has resulted in more resistant bacteria.
Adaptability is both good and bad.
Drugs which used to be effective no longer work.
Some bacteria have become stronger.
Throughout history epidemics have caused many deaths.
Epidemics occur when a disease spreads to many people.
An epidemic can be prevented if an infection can be controlled.
Compared to how it used to be an epidemic could spread more quickly now.
When travel was slow and difficult epidemics could be confined.
Epidemics could be confined more easily in the past.
An epidemic *could threaten our survival.*
We need to develop policies to be prepared for an epidemic.
Scientists are studying the issue of how to prepare for an epidemic.
The struggle against disease is a global issue.
National boundaries cannot stop an epidemic.
Modernization has increased the threat of a global epidemic.
To build a better future we need to work together.
We need global policies to prevent the spread of disease.

Sentence Reordering (Answer Key)

New technologies are developing every day, changing the ways we live and think. Better communications and transportation, *for example*, have given us a global economy. *As a result*, in every house there are products from around the world.

Some kinds of infection come from viruses. HIV, *for example*, is a virus. *Other kinds* of infection come from bacteria. Tuberculosis is a bacterial infection that has killed millions.

To cure or control a disease, it is necessary to kill or control the infection which causes it. Sometimes a drug can be used to fight an infection. *For example*, antibiotics are often used to fight common infections such as pneumonia.

In preparing for our future we need to consider epidemics and how they spread. *It used to be* that diseases were confined to a small area. A deadly epidemic in Europe *couldn't* quickly spread to South America. *Now, however*, a serious disease could spread around the world within a few days.

In the struggle against disease, national boundaries mean nothing. Diseases don't stop at *the borders* between nations. *Therefore*, we need to think and act on a global scale.

In the field of medical science, there have been many important discoveries. *The development* of vaccines and antibiotics has helped to control the spread of infectious diseases. Polio, *for example*, is a viral disease that attacks the nervous system. Because of the success of the polio vaccine, polio has been brought under control in most parts of the world.

For some diseases *a vaccine* is made by using a weakened form of a virus. When injected into the body, *the* vaccine causes the immune system to create antibodies. *These* antibodies will prevent or fight off infection.

Life is *adaptable*. For humans, *adaptability* has been a key to survival. In any group of people there are genetic differences. *As a result*, some people will be more resistant to a new disease than others.

Bacteria and viruses are both life forms. Like human beings, *they* can adapt too. A drug that kills 99% of a particular type of bacteria may leave *stronger* bacteria that are resistant. As *these* stronger bacteria reproduce and spread, drugs which used to be effective no longer work.

There is a real concern that a worldwide epidemic could break out. *This* epidemic could threaten our survival. Medical scientists and public health officials in many countries are now studying *this* issue. They want to develop policies and plans to be prepared for *such* an event.

Focused Listening

Focus 1

Listen to *Our Changing Lives* and *Fighting Infections*. Listen for the main ideas in each section. How do you know these are the main ideas?

The first section is about how technology is changing our lives.
The next section says that along with changes in technology, the world's population is growing.

Goal

To identify the main ideas in a presentation.

Student Follow-up

1. List the main ideas in each section.
2. Are the main ideas in each section connected? Does one have to come before another? Give examples.

We could talk about the changing population before we talk about changes in technology: Along with the world's increasing population, technology is changing our lives.

Focus 2

Language Focus

Expressing supporting ideas (evidence) and examples. Note the use of the present perfect tense, conditionals, and phrases such as: *such as, other kinds, for example,* to give evidence and examples that support the main ideas.

Modern drugs *have made it easier* to treat a cold.
The development of vaccines and antibiotics *has helped to control* the spread of infectious diseases.
If your kidney fails, you can still live.
Many diseases, *such as* small pox, are now under control.

Listening Task

In *Our Changing Lives* and *Fighting Infections*, listen for the supporting ideas and examples. How are they different from the main ideas?

Goal

Students will begin to see how an idea is developed in a series of sentences: main ideas, evidence, and examples.

Student Follow-up

Give evidence and examples for one of the following statements about your own life:
(1) *Technology has changed my life a lot.*
(2*) Technology hasn't really changed my life at all.*

Focus 3

Language Focus

Show how sentences are linked by causal relationships, pronouns, and other logical connectors.

Listening Task

Focus on how adaptability has both positive and negative effects on human survival in *The Adaptability of Life* and *Preparing for Our Future*. Logical connectors (*therefore, as a result)* and pronouns (*it, they, these)* indicate that one statement follows from another, and the order cannot be reversed. Note the use of *make* and *cause* to express causation.

The adaptability of life has a bad side.
It makes it more difficult to control diseases.

Diseases don't stop at the borders between nations.
Therefore, we need to think and act on a global scale.

Goal

Students will understand different ways of connecting sentences to show a logical flow of ideas. Linking words should reinforce the flow of ideas to make comprehension easier and for emphasis.

Student Follow-up

1. List the negative and positive effects of the adaptability of life on human survival.
2. What are negative and positive effects of better technology on public health and human survival? Support your statements with examples that contrast the present with the past.
3. Do the written follow-up Exercises for this Unit.
4. Do the *Sentence Reordering* lesson.

Focus 4

Language Focus

Building long sentences by using descriptive clauses instead of separate sentences.

Listening Task

Go through each section again. Make a list of five or more descriptions that explain or specify. In particular, note the use of *which* and *that*.

Polio is a viral disease *that attacks the nervous system.*
Diseases *which wiped out populations just a hundred years ago* are now under control.
Drugs *which used to be effective* no longer work.

Student Follow-up

1. Use descriptive clauses to complete the following sentences:
   I'm the kind of person who ... (enjoys being with friends.)
   I like people who ...
   I don't like to do things that ...
   I enjoy discussing issues which ...

2. Write a one page paper about what you think is an important global issue.

Focus 5

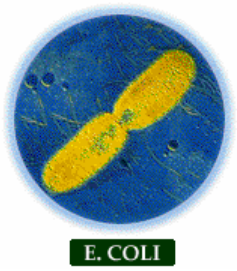
Language Focus

Language Mastery

Listening Task

Review all of the lessons in this unit several times. Practice recording 10~15 sentences each time, so that you can say these sentences fluently and with confidence. When your Completion Percentage is 80-100%, take the Mastery Test. Try to get a score higher than 90%.

Practice Exercises



7 (2) Epidemic: Exercise A

Fill in the blank with the expression that best fits the context provided.

1. Sometimes drugs can be used to fight an infection.

   (**For example, As a result**) _____ antibiotics are used to fight common infections such as pneumonia.

2. (**Because of, Therefore**) _____ the concern that a worldwide epidemic could break out, medical scientists and public health officials are developing plans to be prepared for such an event.

3. Like human beings, bacteria and viruses also have the ability to adapt.

   (**Therefore, For example**) _____, it is very difficult to control diseases.

4. Diseases don't stop at the borders between nations.

   (**Because, Therefore**)_____ we need to think and act on a global scale.

5. Some kinds of infection come from viruses.

   HIV, (**as a result, for example**) _____ is a virus.

6. (**Unless, If**) _____ we work together, we can build a better future.

7 (2) Epidemic: Exercise B

Fill in the blanks with the form of the verb (present or present perfect) that best fits the context.

Medical science (**make**) _____ great progress. If your heart (**wear out**) _____, you can get a new one. Modern drugs (**make**) _____ it easier to treat a cold or get over the flu. Many diseases (**be**) _____ now under control or wiped out entirely.

Practice Exercises

7 (2) Epidemic: Exercise C

The words on the right are examples of the terms on the left. Match the term with its corresponding example.

1. Virus	_____ polio
2. Viral disease	_____ E. coli
3. Bacteria	_____ antibiotics
4. Bacterial disease	_____ tuberculosis
5. Treatment (drug)	_____ HIV

7 (2) Epidemic: Exercise D

Complete each sentence with the appropriate adjective clause.

1. Polio is a viral disease _____.
2. Scientists have developed many new drugs _____.
3. Some drugs, _____, are no longer effective.
4. Global policies _____ need to be developed as soon as possible.
5. Infections _____ are called viral infections.

(Adjective clauses)

(a) . . which used to work

(b) . . that attacks the nervous system.

(c) . . which are helping us control the spread of diseases.

(d) . . that can help reduce the danger of an epidemic.

(e) . . which come from viruses

Practice Exercises

7 (2) Epidemic: Exercise E

Fill-in the blanks with the choice that best indicates the ordering of the sentences.

1. For some diseases _____ is made by using a weakened form of a virus. When injected into the body, _____ causes the immune system to create antibodies. _____ antibodies will prevent or fight off infection.

   (a) a vaccine (b) the vaccine (c) these (d) some

2. _____ of infection come from viruses. HIV, _____, is a virus. _____ of infection come from bacteria.

   (a) One kind (b) Some kinds (c) for example (d) Other kinds

3. _____ that diseases were confined to a small area. A deadly epidemic in Europe _____ quickly spread to South America. Now, _____, a serious disease could spread around the world within a few days.

   (a) It used to be (b) couldn't (c) however (d) therefore

4. In the struggle against disease, national boundaries mean nothing. Diseases don't stop at the borders between nations. _____, we need to think and act on a global scale.

   (a) however (b) therefore (c) in order to (d) besides

3. Space and Time Sequences

Presentation; Speaking Practice; Space Game; and Time Game

This Unit focuses on spatial arrangements, specifying time and action sequences, and giving instructions that require certain conditions to be met. Once the language is comprehended, students must make inferences, solve a problem, and then arrange a sequence of objects on screen.

In the *Presentation* lesson, the target language models and vocabulary are presented, with comprehension checks and **Glossary** support. When this is completed, students may try the *Speaking Practice* lesson, where they will be presented with a sequence which they should describe by either using the mouse to click on the correct choice or by clearly speaking their answer using the Speech Recognition feature of the program. When these two lessons are completed, students should try the *Space* and *Time Games* to test their understanding. If they have difficulty, they should review the Presentation lesson again.

Goals:

To be able to use a description instead of a name to specify an object.

To be able to express logical alternatives (*one of, either*) and exclusions (*neither*).

To be able to understand and give instructions which involve a condition or exception.

To be able to understand and indicate the correct sequence of actions and events.

Objective 1: To understand and make specific reference to something by using descriptive phrases (*the red-haired woman*) instead of a name.

Objective 2: To understand and give instructions which involve logical alternatives and qualified choices (*not unless, unless, except for, if A then B, if either of them, etc.*)

Objective 3: To understand how verb tenses and time phrases are used to indicate relationships in time (*was still V(ing) when ..., had just V(n) when...*).

Learning Points

logical specification and reference
(nobody, neither of them, on either side, one of them, the person on the left, the bald man, as far away as possible, anywhere, the child who isn't in the middle, a woman, the red-haired woman)
Move *the bald man* next to *the woman with glasses*. Put *one of the children* in the middle unless *somebody* is already there. Put the child *who isn't in the middle* on the far right. Put the other child as far right as possible. Don't put Nicole *anywhere* except next to *the red-haired woman*. *The bearded man* has *a woman* on *either side* of him.

conditional action
(not unless, if, so that, only if, even if, etc.)
Move the red-haired woman *so that* the bearded man has a woman next to him on either side. *If* either of the men is in the center, *move* him to the far left. *As long as it isn't Kathy*, *put* one of the children between the center and the far left. *Put* Jimmy on the far right *unless* he is in the middle. Move the bald man next to the woman with glasses, but *only if* the person in the middle is a man. Put Sharon on the far left *even if* someone is in the center.

qualification and exception
(if, except, except for, besides, but, unless)
Don't put her anywhere *except* on the far left. They are children, *except for* the adult in the middle. *Besides* the one in the middle, they're children. The red-headed woman is on the right, *but not all the way*. Jeff left the office before Sharon did, *but not until* after Nicole. Put one of the children in the middle *unless* somebody is already there. *If* the red-haired woman is on the left, put Kathy next to her.

past perfect tense *V(d) + have+V(n), V(d) + have+V(n) be+V(ing)*
Sharon still *hadn't come* and Nicole was already working when Jeff got there. By the time her car broke down it *had* already *started* to rain. It *had been raining* for about ten minutes when her car broke down. It didn't start to rain until after her car broke down and she *had telephoned* for a repair truck. Her car *had broken down* and it was starting to rain when she telephoned for help. Sharon *had* just *arrived* when Jeff came in the door.

time sequences, phrases, and adverb clauses
(by the time that, not until, still, already, when..., while..., etc.)
Put Nicole on the left unless somebody is *already* there. They couldn't leave *until after* Jeff left. Nicole was *still* working *when Sharon left. By the time Dave arrived*, everybody else was there. Sharon *still hadn't come* and Nicole *was already working when Jeff got there*. *By the time* her car broke down *it had already started* to rain. It had been raining for about ten minutes *when her car broke down.* She was talking on the car phone *when it started to rain*. *While she was talking* on the car phone, it started to rain. *As she was talking* on the phone she realized that it *was beginning* to rain. *After stopping* for gas she called her husband and said she would be late. Sharon arrived *just before Jeff did*.

Classroom and Language Extension Activities

Step 1: Presentation
Go through the ***Presentation*** lesson once in class, focusing on **logical specification** and **reference,** such as *neither, either, on the far left, one of the two women, etc.* and time sequences, such as *still, already, etc.*

Step 2: Oral Practice
In pairs, or small groups, have students practice describing different spatial arrangements. For example, each pair should give an example of how to use *neither, on either side, one of them, etc.*

Step 3: Listening Focus
Assign students to do **Listening Focus 1** in the lab or at home.

Step 4: Presentation and Oral Practice
Briefly introduce the ***Speaking Practice*** lesson and the ***Space Game*** lesson. Focus on **conditional action**.

In pairs or small groups, have students illustrate how to give conditional instructions which use the target language such as: *even if, if, not unless, unless, etc*.

Step 5: Listening Focus
Assign students to do **Listening Focus 2** and **Listening Focus 3** in the lab or at home.

Step 6: Presentation
Focus on the language of **temporal sequences.** Briefly introduce the ***Time Game***, and assign students to do **Listening Focus 4** and **Listening Focus 5** in the lab or at home.

Language Extension

Once the lessons have been presented and practiced, the class should try the following class activities:

Classroom Activity 1: Spatial Arrangement Game 1
Divide the class into two teams, team A and team B, and nominate five class members who will be the 'characters' who will be arranged. Let's assume the characters are: Steve, Ellen, Mary, Bob, and Sachiko,

1. On index cards, hand out 10 arrangements such as the following to both teams:
   a. (Ellen) ( ) ( ) ( ) (Steve) (Steven is on the far right and Ellen is on the far left.)
   b. (Steve) (Bob) ( ) (Ellen) (Sachiko) (There isn't anyone in the middle.)
   c. ( ) (Mary) (Bob) (Ellen) ( ) (There is a woman on either side of Bob.)
2. Each team studies the arrangements and writes out several general and specific descriptions for each. They may NOT use names. To specify each character, they should use a description, such as "the girl with glasses," but only one specific description for each character is allowed.
3. For each arrangement, have the 'characters' stand in the correct order.
4. The teams then give two descriptions of the arrangement. If a description is TRUE, the team gets a point. If it is FALSE, the team loses a point. Once a description is given by one team, it may not be used by the other team, so the teams should take turns.
   Example: ( ) ( ) (Sachiko) ( ) (Bob)

   Team A: A woman is in the middle and a man is on the far right. (general)
   Team B: The woman with black hair is in the middle and the taller man is on the far right. (specific)
   Team B: There isn't anybody between the woman and the man.
   Team A: One of the two people is the middle, and the other is on the far right.
   (There isn't anybody on the far left nor on either side of the middle.)
   (Neither the man nor the woman is on the far left or on either side of the middle.)

Classroom Activity 2: Spatial Arrangement Game 2
Divide the class into two teams. Each team nominates five team members who will be the 'characters' who will follow the instructions given by the other side.

1. Each team writes out five 5-part instructions using the other team's 'characters.' For example: "If nobody is in the middle, the woman with glasses should go to the far left." "If someone is on the far left, she should move to the middle." "If nobody is in the middle, one of the men should go there." "The man in the red shirt should go to the far right unless nobody is in the middle." "If nobody is between the woman and the man, the girl with the longest hair should go there."
2. Someone from Team A gives the instructions, repeated twice, and the 'characters' from Team B must follow them. When the first series of instructions is completed, it is Team B's turn to give instructions, and the 'characters' from Team A follow them, etc…
3. If a set of 5 instructions is followed correctly, each team gets 5 points. If an instruction is incorrect, the team giving the instruction loses one point, loses its turn, and the other team is given a point. If an instruction is given correctly but followed incorrectly, the team giving the instruction gets a point, the team following the instructions loses one point and is given a second try. If the second attempt is also incorrect, the team giving the instructions is given another point, the team following the instructions loses another point, and the turn is over.
4. The team with the highest number of points wins.

Classroom Activity 3: Time Sequence Game
Divide the class into two teams. Each team nominates five team members who will be the 'characters' who will position themselves in the correct order of events as given by the other side.

1. Each team writes out five 3-part narratives using the other team's 'characters.' For example:
   "Bob didn't arrive at the party until after Jean and Mary, but before John and Paul."
   → 1. _____ 2. _____ *3. Bob* 4. _____ 5. _____
   "Jean was already there when Mary arrived."
   → *1. Jean* *2. Mary* 3. Bob 4. _____ 5. _____
   "Paul still hadn't arrived when John finally got there."
   → 1. Jean 2. Mary 3. Bob *4. John* *5. Paul*.

2. Someone from Team A reads each sentence twice, and the characters from Team B must arrange themselves into the correct sequence. When the first sequence is completed, it is Team B's turn, and the 'characters' from Team A arrange themselves in the required order.

3. If a set of 3 sentences is followed correctly, each team gets 3 points. If a sentence is incorrect, the team giving the sequence loses one point, loses its turn, and the other team is given a point. If a sequence is given correctly but followed incorrectly, the team giving the sequence gets a point, the other team loses a point and is given a second try. If the second attempt is also incorrect, the team giving the sequence is given another point, the team making the mistake loses another point, and the turn is over.

4. The team with the highest number of points wins.

Key Sentences (Partial Transcript)

Presentation

Neither one of them is in the middle. Neither of them is an adult. A child is on either side of the red-haired woman. Neither of the children is in the center. One of them is on the far right and one of them is on the far left. The person in the middle is neither a child nor a woman. One of the children is a girl, and the other is a boy.

They are children, except for the adult in the middle. Except for the woman in the middle, they don't have red hair. They are as close together as possible. They are as far away from each other as possible. There isn't anybody in the middle. There are people on the left and right, but nobody in the center.

There is a child on either side of Sharon. The little girl is neither in the middle nor next to David. One of the children is next to Jeff. One of the two people on the left is a woman. The red-headed woman is on the right, but not all the way.

Nicole was still working when Sharon left. Sharon had just arrived when Jeff came in the door. By the time Nicole arrived, Jeff was already working. There wasn't anyone there when Sharon arrived at the office.

It was raining until the tow truck arrived. While she was talking on the car phone, it started to rain. The tow truck still hadn't come when it started to rain. By the time her car broke down it had already started to rain. It had been raining for about ten minutes when her car broke down.
As she was talking on the phone she realized that it was beginning to rain.

Nicole and Sharon couldn't leave until after Jeff left. Except for Jeff, nobody was at the office when Sharon arrived. By the time Dave arrived everybody else was there.

Speech Practice

Neither one of them is in the middle.
Neither of them is an adult.
A child is on either side of the red-haired woman.
They are as far away from each other as possible.
They are as close together as possible.
One of the two people on the left is a woman.
Neither of the adults is next to the girl.
There isn't anybody in the middle.
The two children are next to each other.
It started to rain just after her car broke down.
It was raining until the tow truck arrived.
She had just gotten gas when it started to rain.

Space Game (sample moves)

Put Nicole on the left unless somebody is already there.
If nobody is in the middle, put David there.
Move the bald man next to the woman with glasses, but only if the person in the middle is a man.
If neither of the children is in the middle, put David next to Jimmy.
If either of the children is in the middle, put Jeff next to Jimmy.
Put Jimmy on the far right unless he is in the middle.
Put the child who isn't in the middle on the far right.
With only one move, arrange it so that both of the children are next to a man.

Don't put Sharon anywhere except on the far left.
Put Sharon on the far left even if someone is in the center.
Move the red-haired woman so that the bearded man has a woman next to him on either side.
If either of the two men is on the left, put the other man in the center.
Move the woman with glasses as far away from the bearded man as possible.
As long as it isn't Kathy, put one of the children between the center and the far left.
Put Jeff anywhere you can except next to Jimmy.

Time Game (sample sequences)

Jeff left the office before Sharon did, but not until after Nicole.
Nicole and Sharon couldn't leave until after Jeff left.
Nicole was still working when Sharon left.
By the time Dave arrived everybody else was there.
Sharon still hadn't come and Nicole was already working when Jeff got there.

The office was empty when Sharon got to work.
Jeff was surprised when he found Sharon already at work.
By the time Nicole arrived, Jeff was already working.
Except for Jeff, nobody was at the office when Sharon arrived.

By the time her car broke down it had already started to rain.
It had been raining for about ten minutes when her car broke down. Luckily she was able to call for a repair truck.

It didn't start to rain until after her car broke down and she had telephoned for a repair truck.
Her car had broken down and it was starting to rain when she telephoned for help.
She was talking on the car phone when it started to rain.
While she was talking on the car phone, it started to rain.
A few minutes later she stopped for gas and the rain stopped.
As she was talking on the phone she realized that it was beginning to rain.

Since she was low on gas she stopped at a gas station.
It was already raining when she stopped for gas.
After stopping for gas she called her husband and said she would be late.
Luckily, the rain didn't start until after the tow truck arrived.
While she was driving home, it started to rain.
A few minutes later her car broke down so she used her car phone to call for a tow truck.
The tow truck still hadn't come when it started to rain.

Focused Listening

Focus 1

Focus on the spatial relationships in the *Presentation* lesson. In this lesson you will hear a sentence and then see the spatial arrangement that it describes. When you first hear a sentence, pause the program and try to imagine the spatial arrangement it describes. Then continue the program to view the arrangement to see if you had the right idea. If you are unsure of the meaning, use the ABC button to see the text and click on the highlighted words for more examples.

Neither of the children is in the center.
There is a child on either side of the red-haired woman.
There isn't anyone in the middle.

Goal

To describe spatial arrangements using physical description and relative position

Student Follow-up

1. List two ways of describing each of the characters.

the little boy	*one of the two children*
the little girl	*the other child*
the woman with glasses	*one of the women*
the red-haired woman	*the woman in the middle*
the man in the space suit	*the bald man*

2. List two ways to describe each of the five spatial positions.

in the center, on the far left, between the center and the far left, second from the right, all the way to the right, etc.

Focus 2

Review the spatial relationships in the Presentation, and then focus on the temporal sequences. Some of the sentences refer to the order in which three characters leave or arrive at their office. Note the use of words and phrases such as: *still, already, just, until, by the time that, when, etc.*

Nicole was *still* working *when* Sharon left. Sharon *had just arrived when* Jeff came in the door. *By the time* Nicole arrived, Jeff was *already* working. There wasn't anyone there *when* Sharon arrived at the office.
By the time her car broke down, it had *already* started to rain.

Goal

Students will be able to understand and express time sequences.

Student Follow-up

1. Put three of the characters in order, from 1-3. Then write a one sentence narrative which defines the sequence in time through a series of actions or states.

(1) Sharon (2) Jeff (3) Nicole
Jeff arrived before Nicole, but Sharon was already there.
When Jeff arrived, Sharon was already there and Nicole still hadn't come.
By the time Jeff arrived, Nicole still hadn't come, but Sharon was already working.

2. Using the language from this lesson, describe two time sequences from your own life.

By the time I graduated from high school, I already had a job.
I didn't start studying English until I was in high school.

Focus 3

In the *Speaking Practice* lesson, decide which of the phrases correctly describes the situation on the screen. Speak your answer clearly when the Speech Meter appears. If you do not choose the correct answer, or if your speech is not clear enough, you will be asked to try again. You may also click on the answer if you have difficulty being recognized or if there isn't a microphone.

For more information on how to use Speech Recognition, you may use the pull-down help menu at the top of the screen in each lesson, or refer to *How to Use Speech Recognition* in the Study Guide.

Goal

The focus of this lesson is to have students practice speaking clearly, a necessary skill for giving accurate instructions.

Student Follow-up

Review the *Presentation* lesson, and practice saying each sentence. Record your voice by clicking on the Record button, and compare it to the native speaker by clicking on the Headphones button (to hear yourself) and the Repeat button (to hear the native speaker).

Focus 4

In the *Space Game,* follow the instructions and see if you can score over 500.

Please remember to click on the PASS button if there is no correct move to make.

Language Focus

Note how "if" and "unless" determine whether or not to make a move.

If nobody is in the center, put David there.
Put Nicole on the left unless somebody is already there.

Goal

Students will understand how to follow and give instructions which involve a pre-condition or qualification.

Student Follow-up

Using the language of this lesson, write out a series of step-by-step instructions for negotiating the sale or purchase of something.

If they order twenty units, offer them a ten percent discount. Don't give them more than a twenty percent discount unless they buy at least fifty units. If they refuse, ask them for a counter proposal. For example, we can give them a larger discount if they pay in advance or if they agree to buy at least 100 in the next six months.

Focus 5

In the *Time Game,* follow the instructions and see if you can score over 350. Arrange the objects in the correct time sequence showing, for example, which character left or arrived at the office first, second, or last.

If you need to hear a sentence more than once, please remember to click on the Repeat button.

Language Focus

Note how words such as *still* and *already* help reinforce the time sequence.

Nicole was still working when Sharon left.
Nicole was already working when Jeff got there.

Goal

Students will understand how to follow a narrative and/or give instructions which involve a time sequence.

Student Follow-up

Using the language of this lesson, write out a series of step-by-step instructions for how to do something, such as: how to serve a tennis ball, how to swing a golf club, how to make a turn while skiing, how to make a cake, how to print something from the internet, how to send an e-mail, how to change lanes while driving, how to build a fire without a match, how to swim, how to ride a bicycle, how to walk, or how to change a tire on a car.

Take the tennis ball and throw it about two feet above your head. While the ball is going up, take your racket back and bend your elbow so the racket is pointing down. When the ball reaches the highest point, etc.

Practice Exercises

7 (3) Space and Time: Exercise A

Use the following sentences to determine the spatial arrangement of the characters. Only one arrangement fits all of the sentences. One of the blanks will remain empty.

1. None of the adults is in the middle.
2. One of the children is on the far right.
3. Jeff and Jimmy are as far away from each other as possible.
4. If Jeff is on the far left, Kathy is in the middle.
5. The space between Nicole and Kathy is empty.
6. David is next to Jimmy unless Jimmy is in the middle.
7. Except for Sharon, the people on the right are male.

_____ _____ _____ _____ _____ _____ _____


Nicole


David


Sharon


Jeff


Jimmy


Kathy

Practice Exercises

7 (3) Space and Time: Exercise B

Read the short paragraphs and specify the order of events.

a) Sharon had just arrived when Jeff came in the door. By the time Nicole got to work, Jeff had already been working for two hours.

(Specify the order of arrival of the three workers.)

1. _____ 2. _____ 3. _____

b) Sharon couldn't leave until after Nicole left. When Sharon left, Jeff was still working.

(Specify the order of departure of the three workers.)

1. _____ 2. _____ 3. _____

c) Her car had broken down, so she telephoned for a tow truck. Fortunately, it didn't start to rain until after the tow truck arrived.

(Order the events by giving each one a number.)

_____ She telephoned for the tow truck.

_____ It started to rain.

_____ Her car broke down.

_____ The two truck arrived.

d) As she was talking on the telephone she realized it was beginning to rain. By the time she got gas, the rain had already stopped.

(Order the events by giving each one a number.

_____ She got gas.

_____ She was talking on the telephone.

_____ It started to rain.

_____ It stopped raining.

Practice Exercises

7 (3) Space and Time: Exercise C

Fill in the blanks with the correct choice.

1. _____ she was driving home, it started to rain. _____ she was low on gas, she decided to stop for gas. _____ stopping for gas, she noticed that the rain had stopped and it was beginning to snow. It was _____ snowing when she finally got home. Fortunately, she had gotten home safely, so she was finally able to relax.

   (a) while (b) during (c) since (d) after (e) still (f) already

2. _____ landing at the airport, we took a taxi into the city. _____ we were traveling along along the expressway, I suddenly felt ill. That was _____ I realized that I had been infected by the virus. From what I had read about the epidemic, this virus could spread very quickly. If so, I had probably _____ infected my friend, and the taxi driver as well. I wasn't sure what to do next. Perhaps it was best not to wait _____ we got to the hotel to tell them.

   (a) while (b) after (c) since (d) when (e) until (f) already

3. _____ my trip I saw many interesting things and ate lots of good food. Unfortunately, just _____ I got to Athens, my passport was stolen. _____ I couldn't leave without it, I had to change my schedule and go to the embassy. Two days later, I had a new passport, and I was on my way again. I had a wonderful time!

   (a) while (b) during (c) since (d) after (e) until (f) already

4. Review Exercises for Module 7

When Units 1-3 are completed, it is important to review the main points even while beginning to work on Module 8. The following lessons help students refocus on some of the main language points that are covered and included in the Mastery Tests. These lessons should be done on a ***frequent*** basis.

Dictations

Dictations focus on important language at the word and phrase level. Detailed instructions for doing the dictations can be found in the Study Guides and also in the pull-down Help Screens (*This Lesson*), once you are in the Dictations lesson. The Dictations for Module 7 are as follows:

Dictation 1
1. He was hit by a car while running alongside a road.
2. If he hadn't been running near a road, he wouldn't have been hit by a car.
3. It went out of control because it was going too fast.
4. If the car hadn't been going too fast, it wouldn't have gone out of control.

Dictation 2
1. He can't walk because he was injured in an accident.
2. If he hadn't been injured, he could walk.
3. He has to use a wheelchair because he was injured in an accident.
4. If he hadn't been injured, he wouldn't have to use a wheel chair.

Dictation 3
1. She lost her job because the agency she worked for was bought by another company.
2. She wouldn't have lost her job if the agency hadn't been bought by another company.
3. Her job was eliminated because another company bought the agency.
4. Her job wouldn't have been eliminated had another company not bought the agency.

Dictation 4
1. They like the way Sandra runs the company, so they want her to stay.
2. If they didn't like the way she runs the company, they wouldn't want her to stay.
3. They won't buy her company unless she agrees to stay.
4. If she doesn't agree to stay, they won't buy her company.

Dictation 5
1. Modern drugs have made it easier to treat a cold or get over the flu.
2. Sometimes a drug can be used to fight an infection.
3. For example, antibiotics are often used to fight common infections such as pneumonia.
4. Many diseases, such as pneumonia and small pox, are now under control or wiped out entirely.

Dictation 6
1. In preparing for our future we need to consider epidemics and how they spread.
2. It used to be that diseases were confined to a small area.
3. A deadly epidemic in Europe couldn't quickly spread to South America.
4. Now, however, a serious disease could spread around the world within a few days.

Fill-Ins

This lesson reviews some of the main grammar points that have been introduced in Units 1-3. Detailed instructions for doing the Fill-Ins (with Speech Recognition) can be found in the Study Guides and also in the pull-down Help Screens (*This Lesson*) once you are in the Fill-Ins lesson. Please note that the highlighted words in the answer sentences are linked to the Glossary. Sample sentences from the Fill-Ins lesson are:

(1) If they compete against her, she'll *have to* work harder. (3) He was hit by a car *that* had gone out of control. (5) He could be a translator *even if* he couldn't walk. (7) If he hadn't *been* injured he could walk. (9) She wouldn't have been depressed *had* she not lost her job. (11) He won't lose money *unless* stock prices go down. (13) Joe's coffee shop was doing well *until* the other coffee shop opened. (15) There *have been* many great successes in history. (17) Tuberculosis is a bacterial infection *that* has killed millions. (18) Sometimes a drug can *be used* to fight an infection. (20) Drugs which *used to* be effective no longer work. (23) Epidemics *could be* confined more easily in the past. (24) An epidemic *could* threaten our survival. (25) They are children, *except for* the adult in the middle. (28) Nicole was still working *when* Sharon left.

Speech Practice

In addition to developing oral fluency, this lesson provides a means to review and focus attention on many of the key language points developed in Units 1-3, especially Conditionals. Detailed instructions for using Speech Recognition and for doing the Speech Practice lesson can be found in the Study Guides and also in the pull-down Help Screens.

This Speech Practice lesson has four sections: ***Sentence Reading, Answering Questions, Conditionals,*** and ***Speech Quiz***. Please note that the Score for the Speech Quiz is designed so that students can try to increase their personal scores each time they do the quiz, rather than as a test. A record of each score can be found in the Student Records.

5. Video Interactions, Module 7

This lesson shows a variety of native speakers in the following situations: business and personal telephone conversations, a dinner conversation and an interview. Students may view each scene in a *presentation* mode, and also in an *interactive* mode where the students can interact with the native speakers through Speech Recognition (or mouse click) choices.

Detailed instructions for this lesson, and also for Speech Recognition, can be found in the Study Guides and also in the pull-down Help Screens once you enter the lesson.

Each scene illustrates important language, such as phrases for using the telephone, and conditionals, one of the main focus points for this Module. Each scene can easily be role-played or can serve as a model for students to write their own situation.

Business Telephone (Key Expressions)

You've *got a call on line three.* Do you want to take it?
No, not right now. *Could you take a message? Could you find out who it is please? (*polite requests*)*
He said *it was important*. (reported speech)
Okay, *put him through.* I'll *take it.*

Do I have any messages?
Just a minute. *Let me check*... You've got two messages, and a package.
Could you send them up to my room please?
Certainly sir. I'll send them up *right away.*
Thank you

A Telephone Invitation

I hope you can come... *You can, can't you? (*tag question*)*
When *did you say it was? (*reported speech*)*
I really *wish I could*, but *I'm afraid I can't. I've got to meet a friend of mine for dinner.*
Why don't you bring... (suggestion) I'm sure she *would* enjoy it. *Can't you come? (*negative question*)*
Let me call my friend and see what he says. *If he says okay, maybe we'll come.* (conditional)
Well, *I'll look forward to meeting him.*
Maybe we'll see you tomorrow night then.
Great! *See you then*.

Interview with an Actor

Do I *have to* be truthful?
That's *up to you*. *Whatever you decide* is okay.
If you weren't an actor, what *would you* like to be?
I'd want to be a musician or a singer. (conditional)
How about something like a doctor or businessperson?
I'd prefer to do something where *I could...*
If you could live anywhere *except* where you live now, where *would it be? (*conditional*)*
Let's see. You know, I think *it might be nice* to..
I think I *could* get a modeling job there.
I *suppose I'd have to learn* the language.
If you were really in trouble, who *would you* go to for help?
I *wouldn't go* to them *unless* everything else *failed*.

A Dinner Conversation

Well, what is it about the job that you like?
It *would be* fun working there. (implied conditional)
I'd be doing all sorts of different things.
So?
It's the money *that* bothers me. They said that *was* as much as they *could* pay. (reported speech)
I'*ve got to* decide in the next day or two.
If you want my advice, *I'd say you should* give it a try.

Module 7 Summary - New Dynamic English 4

Vocabulary through Module 7: approximately 2,000 words

Summary of Verbs, Regular and Irregular in each Unit

Regular Verbs

(1) Choices

accept
accomplish
advise
agree
apply for
appreciate
arrange
close
compete
consider
control
decide
die
double
drop
eliminate
enjoy
fail
focus
force
happen
help
injure
invest
join
learn
like
listen
live
look back
look for
look forward
look like
love
miss
need
offer
open
plan
print
promote
reduce
refuse
start
stay on
stop
try
turn out
use
walk
want
wish
wonder
work
worry

(2) Epidemic

act
adapt
attack
cause
change
confine
continue
create
develop
fail
help
increase
inject
interfere
kill
live
need to
occur
prepare
prevent
receive
reproduce
study
survive
threaten
treat (a cold)
use
wipe out
work

(3) Space and Time

arrange
arrive
call for
move
rain
realize
start
stop
talk
telephone
use
work

Irregular Verbs, their Past Tense and Past Participle forms

V	Lessons	V(d) Past	V(n) Participle
be able to	(1,3)	was/were able to	been able to
become	(1,2)	became	become
be under control	(2)	was/were under control	been under control
begin	(1,2)	began	begun
bring	(1,2)	brought	brought
break down	(2)	broke down	broken down
break out	(2)	broke out	broken out
build	(2)	built	built
buy	(1)	bought	bought
come	(1,2,3)	came	come
cut (costs)	(1)	cut	cut
do	(1,2,3)	did	done
drive	(3)	drove	driven
feel	(1)	felt	felt
feel sorry for	(1)	felt sorry for	felt sorry for
fight	(2)	fought	fought
fight off	(2)	fought off	fought off
find	(1)	found	found
get	(1,2,3)	got	gotten/got
get over (the flu)	(2)	got over	gotten/got over
give	(2)	gave	given
go	(1)	went	gone
go ahead	(1)	went ahead	gone ahead
go out of control	(1)	went out of control	gone out of control
grow	(1)	grew	grown
have	(3)	had	had
have to	(1)	had to	had to
hit	(1)	hit	hit
hurt	(1)	hurt	hurt
keep	(1)	kept	kept
lay off	(1)	laid off	laid off
leave	(2)	left	left
let	(1)	let	let
let go (fire)	(1)	let go	let go
lose	(1)	lost	lost
make (a decision)	(1)	made	made
make (causative)	(2)	made	made
mean	(2)	meant	meant
put	(3)	put	put
read	(1)	read	read
run (a shop)	(1)	ran a shop	run a shop
say	(3)	said	said
see	(1)	saw	seen
sell	(1)	sold	sold
spend	(1)	spent	spent
spread	(2)	spread	spread
take a chance	(1)	took a chance	taken a chance
take a risk	(1)	took a risk	taken a risk
take (the job)	(1)	took (the job)	taken (the job)
take pride in	(1)	took pride in	taken pride in
think (about)	(1,2)	thought (about)	thought (about)
wear out	(2)	wore out	worn out
win	(1)	won	won

Module 8 Lesson Map

Unit 1: The Secret Code

- Setting a Trap
- The Suspects
- The Investigation
- Focus Exercises
- Guilty or Not Guilty?

Unit 2: Matrix Vocabulary and Matrix Game

- Historical Figures
- A World Timeline
- News Events
- Great Accomplishments
- Regions of the World

Unit 3: UFOs: For and Against

- Presentation
- For or Against?
- Drake's Equation
- Clocks and Rulers
- Sentence Reordering Exercise

Unit 4: Review Exercises (for Units 1-3)

- Dictations
- Fill-In Exericses w/SR
- Speech Practice Exercises w/SR
  - Sentence Reading
  - Answering Questions
  - Conditionals
  - Speech Quiz

Unit 5: Video Interactions w/SR

- Business Telephone
- Friends on the Telephone
- A UFO Interview
- News Conference

1. The Secret Code

Setting a Trap; The Suspects; The Investigation; Focus Exercises; and Guilty or Not Guilty?

In the context of solving a mystery, this Unit focuses on making inferences about what may or may not have happened in the past. In *Setting a Trap*, *The Suspects*, and *The Investigation*, the language models are presented along with comprehension checks. When these three lessons are completed, students should do the *Focus Exercises* lesson, which gives them practice making inferences. In the final lesson, *Guilty or Not Guilty*, students decide which of the suspects committed the crime. If their choices are correct, the rest of the lesson is unlocked and one of two solutions is revealed. If their choices are incorrect, the lesson is locked, and the students must review the previous lessons before they can try again.

Goals:

To be able to make inferences about a past sequence of events.

To be able to explain why and how a set of facts leads to a range of possible conclusions.

To be able to use language as a problem solving tool.

To be able to make inferences with different degrees of certainty.

Objective 1: To understand and express different degrees of logical connection between a series of events in the past, using the modals (*must, could, might, may, etc.*) and logical connectives such as *as a result, even though,* and *unless.*

Objective 2: To understand and express the difference between past conditionals and contrary-to-fact conditionals when making inferences, such as:

If + subj. + *V(d)* --> subj. + V(d) *modal + have+V(n) (past conditional and inference)*
If + subj. + *V(d)+ have+V(n)* --> subj. + *V(d) modal + have+V(n) (contrary to fact).*

Learning Points

adverb and noun clauses
Bob became suspicious *that someone had gotten in to his drawer*. It looked *as if things had been moved around.* He wasn't sure *if anyone had looked in the book.* Only a few people could have known *that the book even existed*. It kept a record of *when the files were opened.* Bob found out *that someone was getting into his files.* He was sure *that whoever it was had a copy of his key.* He couldn't figure out *how they could have gotten it.* It could detect *when the drawer was opened.* He discovered *that someone had accessed his files twice during the weekend*

past possibilities
Someone *may have opened* the drawer. He *may have been able to* access the files because he knows a lot about computers. She *might have been* at the office before 11:00 on Saturday. *One possibility* is that a competitor sent someone to break in. The only way to have gotten in was *if the drawer wasn't locked*. If it was before 11:00, *it could have been Shirley*.

past conditionals (in contrast to contrary-to-fact conditionals**)**
If + subj. + V(d) → subj. (modal) have+V(n)
If she *went* to the office (*if she had gone*), she *couldn't have been* there past 11:00. They *couldn't have known* about the book *unless someone told them (had told them)*. The only way to have gotten in was *if the drawer wasn't locked (hadn't been locked). If the drawer was unlocked,* the thief *must have done it during the day. If* the files *were accessed (had been accessed)* after 2:00 on Saturday*, it couldn't have been* Leslie.

modals, degrees of certainty and logical necessity in making inferences and predictions
(would, could, must have, could have, may have)
Suddenly he realized what *must* have happened. There are several companies that *would* be interested in the project. Bob thinks they *would* pay a lot. There's no way they *could* have known about Bob's book. Shirley *couldn't* have been at the office at either time. Whoever wrote the program *must* have known about computers. *Since* nobody opened Bob's drawer, *there must have been* another way to get the codes.

passives, past perfect passive be+V(n), V(d) have+V(n) be+V(n)
He found that the files *were accessed* twice over the weekend. It looked as if things *had been moved* around. It could detect when the drawer *was opened*. It kept a record of when the files *were opened*. He checked to see when his desk drawer *had been opened.*

past perfect in past narrative and reported speech V(d) have+V(n)
He became suspicious that someone *had gotten* into his drawer. It looked as if things *had been* moved around. He wasn't sure if anyone *had looked* in the book. He told several people that he *had solved* the problem.

Classroom and Language Extension Activities

Step 1: Presentation
Introduce the ***Setting a Trap*** lesson in class, focusing on **adverb and noun clauses** in sentences such as *Bob became suspicious* ***that someone had gotten in to his drawer***. Use Questions and Answers to get the students to think about the problems in the story.

Step 2: Oral Practice
In pairs, or small groups, have students practice summarizing the story.

Step 3: Listening Focus
Assign students to do **Listening Focus 1** and **Listening Focus 2.**

Step 4: Presentation and Oral Practice:
Briefly review the ***The Suspects*** lesson, and then introduce the *Investigation* lesson focusing on **past possibilities**, **past conditionals/inferences**, and **modals**.
In pairs or small groups, have students make inferences about each of the characters.

Step 5: Listening Focus
Assign students to do **Listening Focus 3.**

Step 6: Presentation
As a class, focus on the evidence and make inferences. Pay attention to the logical *force* of each inference and the **modals**, such as *must have* or *may have*. Introduce the ***Guilty or Not Guilty*** lesson, and ask students who already know the solution to keep quiet. Assign students to do **Focus 4** .

Follow-up
Once the lessons of the Unit have been completed, assign the **Practice Exercises**.

Language Extension

Extend the language of this unit with two or more of the following classroom activities. If further preparation is necessary, have the students work in pairs or groups first.

Classroom Activity 1: Answer the question: "If you could do one thing in your life over again, what would it be?" and explain why.

Classroom Activity 2: Think of a decision you had to make in the past. Explain why you made the decision that you did.

Classroom Activity 3: Video Project
Have the class write and produce a short mystery involving a crime, with witnesses and a suspect. Put the suspect on trial. Two students should act as prosecuting attorneys and two students should act as defense attorneys. Other students can be the witnesses and members of the jury. Then film the meeting of the jury to decide the guilt or innocence of the defendant.

Classroom Activity 4: Movie Viewing
View a movie about a trial, such as "Twelve Angry Men," or "The Verdict." Present the key evidence in the trial and explain why the evidence was important.

Classroom Activity 5: Book Report
Read a mystery book, such as an Agatha Christie mystery, or Sherlock Holmes. Summarize the story and present the key evidence that leads to a solution.

Key Sentences (Partial Transcript)

Setting a Trap

Bob is an engineer at Ace Electronics. He is the lead researcher on an important project for the company. The purpose of the project is to develop a more efficient way to store energy, such as in very small batteries. The project is nearing completion. If it's successful it could bring a lot of business to his company. Because of its importance, only a few people are familiar with its details.

Bob keeps his work on the company's computer network. The only person who has complete access to it is him. In order to access his personal files, it's necessary to use a password.

About six weeks ago Bob became suspicious that someone had gotten into his desk drawer. He wasn't sure, but it looked as if things had been moved around. In his drawer, Bob kept a small code book. In the book he kept the passwords necessary to access his project files. He generally changed the passwords every week or two, and the book was where he wrote them down. He wasn't sure if anyone had looked in the book. But, if someone did, he wanted to find out who it was.

Only a few people could have known that the book even existed. The first thing he did was write a program that monitored access to his files. It kept a record of when the files were opened. It also made a record of any passwords which were used.

Within a few days Bob found out that someone was, in fact, into his files. This confirmed his suspicions, so he continued to monitor the situation. He thought about changing the lock on his desk drawer, but decided against it. He didn't want the guilty person to know that he was suspicious.

The files were usually accessed at night or on the weekend. Since several of the people in his group worked late at night and on weekends, he couldn't be sure who it was. He was sure that whoever it was had a copy of his key. He couldn't figure out how they could have gotten it.

Last Thursday night he installed a silent alarm in his desk drawer. It could detect when the drawer was opened and would transmit the information into another computer. Then, on Friday he told several people that he had solved an important problem related to the project. Before leaving, he changed the passwords and wrote them into his book. Then he locked the drawer.

Early Monday morning, Bob arrived at the office and checked his computer. He discovered that someone had accessed files twice during the weekend. He looked at the times and made a note of them. Then he checked to see when his desk drawer had been opened. To his surprise however, nobody had opened it. There was no record on the computer of entry into the drawer.

Suddenly he realized what must have happened. He still isn't sure who did it however. See if you can find out who it is and how they did it.

The Suspects

There are several suspects: Dan Carter, Leslie Ho, Shirley Long, and Phil Rose. Each of these people have known about the project for at least six weeks. That was when Bob first noticed that something was wrong. Another possibility is that a competitor sent someone to break in.

Shirley
Shirley is a computer programmer. She is very smart, and she knows a lot about computer security. She has been with the company for six months. She used to work for a competitor, before Phil hired her.

Shirley left for a vacation in Europe early Saturday afternoon. Her flight left at 1:00 p.m. and she checked in around noon. It takes at least an hour to drive from the office to the airport.

Phil
Phil Rose is Bob's boss. He is quite wealthy and unmarried. Phil has recently been critical of the company. He has met with several competitors to discuss a possible sale of the company.

He doesn't know much about computers or programming. He played golf on Saturday and went to a concert Saturday night. He worked at the office on Sunday afternoon for a couple of hours. He met Shirley more than a year ago when she worked for a competitor.

Dan
Dan Carter is a brilliant engineer, but a little strange, and he likes to gamble. Dan and Leslie don't appear to get along, but they often work together.

He was at the office on Friday night and after 2:00 on Saturday afternoon. He says he was sick on

Sunday, but Bob thinks he went to a horse race. Several competitors have tried to hire him. Bob worries about his gambling debts.

Leslie
Leslie is an excellent employee, but she has personal problems. According to Shirley, Leslie's husband is very sick, and they need money. She left earlier than usual on Friday to be with her husband. Leslie was with her husband at a hospital until 11:00 on Saturday morning. She came to the office on Saturday after leaving the hospital. It takes twenty minutes to drive to the office from the hospital. Several companies have tried to hire her, but she seems happy at Ace.

Competitors
There are several competitors who would be interested in the project. Bob thinks they would pay a lot of money for the details. Shirley used to work for one of them. Several of the competitors have tried to hire Dan and Leslie. Phil has met with several of them. There's no way they could have known about Bob's book. Bob doesn't know if they are aware of Dan's gambling problem.

The Investigation

Here are some of the facts that Bob found. He found that the files were accessed twice over the weekend. They were accessed once on Saturday and again on Sunday. Nobody opened Bob's desk drawer where the new codes were written down.

Video cameras showed that Leslie left at 2:30 and Dan left around 4:30 on Saturday afternoon. A woman came to the office on Saturday morning, but it isn't clear who it was because she was wearing a large hat. It doesn't show when she left. Phil was at the office on Sunday afternoon.

Sample Inferences:
If it was Shirley, she couldn't have done it alone.
If it was Shirley, someone else must have helped her.
Since nobody opened Bob's drawer, there must have been another way to find the codes.
If the files were accessed after 2:30 on Saturday, it couldn't have been Leslie.
If the drawer was unlocked, then the thief must have done it during the day.
It couldn't have been Shirley unless she did it with someone else.
If Shirley went to the office on Saturday, it must have been at least an hour before her flight left.
If Shirley went to the office on Saturday, she might have gotten the codes.
If Shirley didn't go to the office on Saturday, it could have been Leslie or Dan.
Whoever got the codes might have written a program to get them.
Phil couldn't have written the program.
If the files were accessed after 2:30 on Saturday, it couldn't have been Leslie.
The woman with the large hat might have been Shirley or Leslie.

Guilty or Not Guilty

Here is additional information that will help you to make a final decision.

The program then shows one of the following two options, and the students must choose the correct solution based on all the evidence.

Option A:
On Saturday, files accessed at 9:30 a.m.
On Sunday, files accessed at 2:45 p.m.

Option B:
On Saturday, files accessed at 3:00 p.m.
On Sunday, files accessed at 2:45 p.m.

If Option A, then the guilty parties are Shirley and Phil. If Option B, then the guilty parties are Dan and Phil

Solution for Option A: Shirley and Phil.
Shirley and Phil are planning to leave Ace and get married. They are getting information for the company Shirley used to work for. Shirley discovered Bob's code book six weeks ago while he was in a meeting. The drawer was unlocked, so she didn't need a key. When she realized that he often changed the codes, she wrote a program to find the codes. The program recorded the first and last 500 keystrokes entered on Bob's computer each day. With that data, it was possible to find the passwords by doing a simple search. On Saturday she came to the office, ran the program, and got the passwords. She wrote them down and left them in Phil's office. Then she went to the airport. On Sunday, Phil used the passwords to access the files. He used the internet to send them to the competitor. Money had already been put into a Swiss bank account.

Solution for Option B: Dan and Phil
Phil and Dan are planning to leave Ace and join a competitor. Dan needed money to pay off his gambling debts, so it was easy for Phil to get him to help.

Phil discovered Bob's code book six weeks ago while Bob was in a meeting. The drawer was unlocked. When Phil realized that the codes were being changed, Dan wrote a program to find the codes. On Saturday Dan got the passwords from Bob's computer. He had to be careful, so he waited until Leslie left. Then he wrote them down and left them in Phil's office.

Focused Listening

Focus 1

Focus on *Setting a Trap*. Listen carefully to the story, and make notes of the important points. These will help you in your investigation.

Listen for language where Bob wasn't sure about something, or where a possibility is being presented.

He became suspicious ***that someone had gotten into his drawer.***
It looked ***as if things had been moved around.***
He wasn't sure ***if anyone had looked in the book.***

Goal

To become familiar with how to present an uncertain set of events in the past.

Student Follow-up

1. List four possibilities that are presented in the story and indicate what you think actually happened in each case.
2. Write a summary of the key events in the story, including a timeline.

Focus 2

Focus on *The Suspects.* Click on each suspect and listen carefully to the information provided. You will also see information about each suspect in notes on the screen. In order to prepare for the next section, *The Investigation,* you should make a summary chart of who could have been at the office at different times over the weekend.

Language Focus

Note how experience and action are expressed differently:

Experience: He has met with several competitors.
She used to work for a competitor.
Action/Event: She left for a vacation early Saturday afternoon. He played golf on Saturday.

In a narrative, the past tense *V(d)* is used to describe a series of past events. The present perfect *have+V(n)* and past perfect *V(d) have+V(n)* forms are used to express experience or results, and do not carry a narrative forward in time.

Goal

Students will learn how to carry a narrative forward in time by using actions or events to establish specific points in time. Use of the present perfect or past perfect indicates a state of completion, but does not directly express an action. The actions are implied by the fact that they have happened.

Student Follow-up

1. Use the past tense to narrate a series of three or more events. Try to create a sense of suspense, as in a mystery story.

I heard something move in the other room. I got up and went to the door. Suddenly the door opened and I saw a ghost!

2. In your series of three or more events, try using the past perfect tense in one or more places. How does it change the feeling of the narrative?

I had heard something move in the other room when I got up and went to the door. Suddenly the door opened and I saw a ghost.

I heard something move in the other room. I got up and had gone to the door when suddenly the door opened and I saw a ghost.

3. In the same series of three or more events, try using other ways to present the events. Which one do you like best?

After hearing something move in the other room I got up and went to the door. Suddenly the door opened and I saw a ghost!

Focus 3

Focus on *The Investigation,* and then the *Focus Exercises.* Make a note of any new information, for example that the files were accessed on both Saturday and Sunday. You should use all of your notes when making inferences in this lesson.

Language Focus

Using cause/effect statements with modals and conditionals to express logical inferences about the past. The modals indicate the logical force of the inference.

must = necessity
might = possibility
could = potentiality/ability

Please note the following:
It could have been Shirley (who did it) = Shirley could have done it.
If it was Shirley (who did it) …= If Shirley did it…

Goal

To understand the difference between a past conditional and a contrary-to-fact conditional.

To understand how modals express the logical force of an inference.

Student Follow-up

Present a plan for last week that depended on the condition of something, such as the weather.

1. Assume that you don't know what the weather (or condition) was, since you weren't there. Use conditionals to infer what may or may not have happened.
2. Then assume that you know what the weather (or condition) was, and express how things might have been different than they were.

*According to the plan, if it **was** really cold, they must have come back early. If it was sunny, I'm sure they played volleyball. Even if it rained, they **probably went** on a hike. Etc.*

*If it **hadn't been** so cold, they wouldn't have come back so early. If it had been sunny, I'm sure they would have played volleyball. Even if it had rained, they **probably would have gone** on a hike.*

Focus 4

Focus on *Guilty or Not Guilty*. Listen carefully to the additional piece of evidence. This provides the key to making a final choice about who did the crime.

After you decide on the solution, mark *guilty* or *not guilty* next to each suspect. If you are correct, you will hear additional information about the solution. If your choices are incorrect, you must go back and review the case before trying again. You will not be allowed to try again until you have completely reviewed at least one lesson, including True/False questions.

Please note that when you return to the *Guilty or Not Guilty* lesson you may be presented with a different set of facts as the final key, which means the solution may be different. So please be careful.

Student Follow-up

1. Explain how you reached your verdict. Give a step-by-step analysis of the evidence that led you to your conclusions and explain the inferences you made.
2. Write a one page paper about what you would do if you were in Sandra's position. Explain all the consequences of your actions.

Practice Exercises

8 (1) The Secret Code: Exercise A

Match the person with the correct statement about that person.

a. He couldn't have done it alone because he doesn't know anything about computers.

b. He might have done it since he needs to pay for gambling debts.

c. He installed an alarm in his drawer so he would know if it had been opened.

d. She might have done it because her husband is sick and they need money.

e. She couldn't have done it alone since she was in Europe on Sunday.

Phil _____

Shirley _____

Bob _____

Dan _____

Leslie _____

Practice Exercises

8 (1) The Secret Code: Exercise B

Fill in the blanks with the verb form which best fits the context, either past or past perfect, active or passive voice.

1. About six weeks ago Bob got suspicious that someone (**get**) _____ into his drawer. He wasn't sure, but it looked as if things (**move**) _____. Bob kept a small code book. He generally (**change**) _____ the passwords every week or two, and the book was where he wrote them down. He wasn't sure if anyone (**look**) _____ in the book. The first thing he did was write a program that monitored access to his files. It kept a record of when the files (**open**) _____. It also made a record of any passwords which (**use**) _____.

2. Early Monday morning Bob (**arrive**)_____ at the office and checked the computer. He discovered that someone (**access**) _____ his files twice during the weekend. He looked at the times and (**make**) _____ a note of them. Then he (**check**) _____ to see when his drawer (**open**) _____.

3. He was sure that whoever (**break in**) _____ had a copy of his key. He couldn't figure out how they (**can**) _____ have gotten it. He (**think**) _____ about changing the lock on his desk drawer, but he (**decide**) _____ against it. He didn't want the guilty person to know that he was suspicious.

Practice Exercises

8 (1) The Secret Code: Exercise C: Making Inferences

Read the facts, and then choose the strongest inference (negative or positive) that can be made from the facts provided. Use only the facts provided below.

1. **Facts**: No one opened the desk drawer containing the new codes. The files had been accessed, and the codes were the only way to access the files.

    a. There might have been another way to access the codes.
    b. There must have been another way to access the codes.
    c. There couldn't have been another way to access the codes.

2. **Facts**: Whoever wrote the program knows about computers. Dan knows a lot about computers. Phil doesn't know anything about computers.

    a. Dan must have written the program.
    b. Phil might have written the program.
    c. Phil must not have written the program.

3. **Facts**: Shirley's flight left at 1:00 p.m., and she checked in around noon. It takes at least an hour to drive from the office to the airport.

    a. Shirley might have been in the office at 11:30 a.m.
    b. Shirley must have been in the office at 9:00 a.m.
    c. Shirley couldn't have been in the office at noon.

4. **Facts**: Dan was in the office after 2:00 p.m. on Saturday afternoon but not on Sunday. Leslie was also in the office on Saturday afternoon. Phil went into the office for a couple of hours on Sunday afternoon, but he wasn't in the office on Saturday. The files were accessed on both days.

    a. If the files were accessed on Saturday morning, it might have been Dan.
    b. Since the files were accessed on both days, neither Dan nor Phil could have done it alone.
    c. Dan must have done it if the files were accessed on Saturday afternoon.

5. **Facts**: Leslie was with her husband at the hospital until 11:00 a.m. She came into the office on Saturday after leaving the hospital. Leslie's husband is very sick, and they need money.

    a. Leslie must have done it because she and her husband need money.
    b. Since Leslie needs money, she might have done it.
    c. Leslie couldn't have done it if the files were accessed Saturday afternoon.

Practice Exercises

8 (1) The Secret Code: Exercise D

Complete the sentences with the correct ending. Write the number of the sentence next to its sentence ending.

1. The project is nearing completion. If it's successful . . .
2. Because of its importance . . .
3. In order to access the files, . . .
4. He became suspicious . . .
5. In the book he kept the passwords . . .
6. He wasn't sure if . . .
7. Only a few people could have known . . .
8. It kept a record of when . .
9. He didn't want the guilty person to know . . .
10. He couldn't figure out . . .

(Sentence Endings)

____ . . . only a few people are familiar with its details.

____ . . . that someone had broken into his drawer.

____ . . . it's necessary to use a password.

____ . . . anyone had looked in the book.

____ . . . necessary to access the project files.

____ . . . it could bring a lot of business to the company.

____ . . . that the book even existed.

____ . . . the files were opened.

____ . . . how they could have gotten the key.

____ . . . that he was suspicious.

Practice Exercises

8 (1) The Secret Code: Exercise E

Complete the sentences with the correct ending. Write the number of the sentence next to its sentence ending.

1. There are several competitors . . .
2. Nobody opened Bob's desk drawer, . . .
3. When she realized that he often changed the codes, . . .
4. If she went to the office on Saturday . . .
5. He may have been able to access the files . . .
6. They couldn't have known about Bob's book . . .
7. Since nobody opened Bob's drawer, . . .
8. Whoever wrote the program . .
9. The only way to have gotten into the drawer without a key was . . .
10. He might have done it . . .

(Sentence Endings)

____ . . . she couldn't have been there past 11:00.

____ . . . unless someone told them.

____ . . . because he knows a lot about computers.

____ . . . must have known about computers.

____ . . . where the codes were written down.

____ . . . there must have been another way to find the codes.

____ . . . she wrote a program to find the codes.

____ . . . if the drawer wasn't locked.

____ . . . who would be interested in the project.

____ . . . because he needed money to pay gambling debts.

2. Matrix Vocabulary

Historical Figures; A World Timeline; News Events; Great Accomplishments; and Regions of the World

This Unit prepares students to discuss global issues, trends, and news events. It develops vocabulary in subject areas necessary for academic and general studies.

In the first category, *Historical Figures*, we have chosen eight famous people from world history. The descriptions and events associated with each person use vocabulary that is current and essential for understanding news events, politics, and descriptions of contemporary newsmakers. In the classroom, students will nominate their own cast of important figures.

In the second category, *A World Timeline*, we present nine periods in history, beginning with the Big Bang. Again, the focus is on presenting a range of important vocabulary, from trade routes to the expansion of civilizations throughout the world.

In the third category, *News Events*, the focus is on six kinds of events that, unfortunately, are in the news every day: accidents, military conflicts, natural catastrophes, health problems, terrorist acts, and environmental problems, such as global warming.

In the fourth category, *Great Accomplishments*, we look at six of humankind's greatest accomplishments, including the building of the Great Wall, the Panama Canal, and the Pyramids.

In the final category, *Regions of the World*, we develop a range of vocabulary related to geography, natural resources, and the changing world.

Goals:

To be able to talk about and describe historical and contemporary newsmakers.

To be able to talk about and describe historical events and periods in the past and present.

To be able to talk about and describe a range of both negative and positive daily news events.

To be able to talk about regions of the world and a range of issues related to geography.

Objective 1: To build sentence complexity through the use of adjective, adverb, and noun clauses.

Objective 2: To focus on different ways to use gerunds and infinitives; in particular that gerunds express a process or state of being, and infinitives express an act or purpose.

Learning Points

adjective, adverb and noun clauses
Confucius taught *that we should not do to others what we would not do to ourselves.* Cleopatra succeeded to the throne *when she was 17 years old.* Napoleon was a nineteenth century leader *who conquered much of Europe.* Much of the material *that formed our solar system* came from older stars. Scientists believe *that a catastrophic event caused many species of life to become extinct. When one country invades another,* it is an act of war. The Great Wall is the only human construction *that can be seen from the moon.* Mexico City is located *where the Aztecs had their capital several hundred years ago.* Many scientists think *that the destruction of the Amazon rain forest could cause a global disaster.*

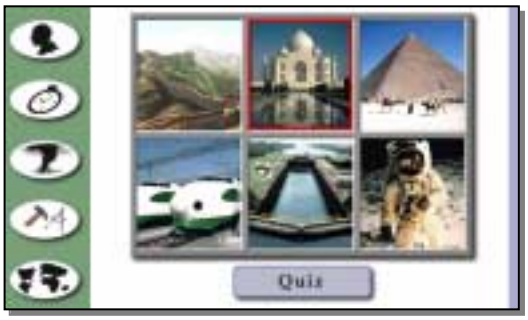
adjective phrases
Famous for her great beauty, Cleopatra was involved in several power struggles with leaders of the Roman Empire. *Winner of the Nobel Peace Prize*, Nelson Mandela negotiated an agreement to create a democracy *based on the nonracial policy of …* *Capable of going more than 135 miles per hour,* the Shinkansen is powered by electricity. *One of the greatest engineering works of all time,* the Panama Canal is at the boundary of North and South America. *Located in northern South America*, the Amazon is one of the world's most important regions.

gerunds and infinitives
(*V(ing*) as process or state of being, and *to V* as an action or purpose)
Three years after *becoming* Queen of Egypt, Cleopatra… Galileo was condemned for *supporting* ideas that… Mother Therea believed in the power of love *to heal suffering*. She devoted her life to *serving* the sick and *dying*. The first ships sailed around the world in 1522, *proving* that the Earth was round. One famous accident was the *sinking* of the Titanic. The high cost of *building* the Great Wall led to political problems… The largest pyramid measured nearly 150 meters high with a square base *measuring* 230 meters on each side. Capable of *going* more than 135 miles per hour, the Shinkansen… Gandhi led a revolution *to overthrow* British rule in India. He developed the use of passive resistance as a means *to force* change. His discovery of the moons of Jupiter helped *to disprove* the view that the Earth was the center of the universe. His army was forced *to retreat* with heavy losses. It was too hot for matter *to exist.* A catastrophic event caused many species of life *to become* extinct. By about 5,000 years ago, ancient civilizations were organized enough *to undertake* major engineering projects. Modern science began *to question* the view that … Earthquakes are difficult *to predict*.

passives
The Himalayas *were formed* by the pressing together of the Indian subcontinent against Asia. The moon landing *was viewed* by millions of people. The Shinkansen *is powered* by electricity. Engineers still aren't sure how the pyramids *were constructed.* The Great Wall is the only human construction that *can be seen* from the moon. Diseases *are* often *spread* by unsanitary conditions. Mahatma Gandhi *was assassinated* in 1948 by a Hindu fanatic.

Classroom and Language Extension Activities

Step 1: Presentation
Introduce the ***Historical Figures*** lesson in class, focusing on the vocabulary. Note how adjective clauses and phrases are used to describe Confucius and Cleopatra.



Step 2: Oral Practice
In pairs, or small groups, have students review the basic information for each character. Ask students to think about other people they would add to the list of historical figures.

Step 3: Listening Focus
Assign students to do **Listening Focus 1** and **Listening Focus 2** in the lab or at home.

Step 4: Presentation and Oral Practice
Briefly review the ***World Timeline*** lesson. In pairs or small groups have students take turns describing one period in history and explaining why it is important.

Step 5: Listening Focus
Assign students to do **Listening Focus 3** in the lab or at home.

Step 6: Presentation and Oral Practice:
Briefly review the ***News Events*** lesson and have students work in pairs to discuss each kind of event, in particular the causes, effects, and reasons for each.

Step 7: Listening Focus
Assign students to do **Focus 4** in the lab or at home.

Step 8: Presentation and Oral Practice:
Briefly review the ***Great Accomplishments*** lesson and have students work in pairs to describe each project, including how it was done and why it was done.

Step 9: Listening Focus
Assign students to do **Focus 5** in the lab or at home.

Step 10: Presentation and Oral Practice:
Briefly review the ***Regions of the World*** lesson and have students work in pairs to discuss each place, including its location, climate, and other reasons why it is important.

Step 11: Listening Focus: Matrix Game
Assign students to do **Focus 6** in the lab or at home.

Follow-up
Once the lessons of the Unit have been completed, assign the **Practice Exercises**.

Language Extension
Once the Unit is mastered, have the students complete four or more of the following classroom activities, which are important for vocabulary development. It is also possible to complete one lesson, and then do one of the extension assignments before going on to the next lesson. For example, after completing the *Historical Figures* lesson, students can be given Assignment 1 or 2 below.

Classroom Activity 1: Research Assignment
Choose a famous person from the past or present. Prepare an outline about that person's life, and then give a one or two minute oral presentation to the class.

Classroom Activity 2: Have the class make their own list of important people. Students should nominate people from the past or present and give reasons why each person should be included. Then have the class vote on which people should remain on the final list.

Classroom Activity 3: Research Report
Divide the class into six or more groups. Have each group choose one of the nine historical periods to research and then prepare a written report. One student from each group should make an oral summary of the report to the class.

Classroom Activity 4: In a one-page paper, answer the following question: "If I could live in any period of human history besides the present it would be...," and explain why.

Classroom Activity 5: News Report
Read and summarize a news story from an English language newspaper or weekly magazine.

Classroom Activity 6: News Program
Have the class write and produce their own news program on video. The stories can be real, in the present or past, or imaginary and in the future.

Classroom Activity 7: Accomplishments
Besides the accomplishments listed in this lesson, what is another great accomplishment you think should be added to the list? Give a general description of the project, and explain why you think is important.

Classroom Activity 8: Future Projects
Looking ahead to the future, what kind of major projects do you think humankind will be able to do within the next one hundred years or so? For example: building a colony on Mars, interstellar space travel, building new kinds of power stations, etc.

Classroom Activity 9: Research Assignment
Research and write a paper about the effects of deforestation, pollution, overpopulation, or global warming on our environment.

Classroom Activity 10: Group Project: The Causes of War
In groups, research and write a report which presents what your group believes are the three major causes of war throughout history. The report should include examples of specific wars and their causes. Each group should make an oral summary of their report to the class.

Classroom Activity 11: Review Game
Have each student submit a question and an answer about any of the topics in this Unit. The student's name must be included with the question. Then divide the class into teams. A moderator will then ask the questions to each team, alternating from team to team, until the correct answer is given. If a team is unable to answer the question within 10 seconds, the moderator will ask the same question to the next team, etc. Note: The student who submitted the question is not allowed to answer the question. Score 10 points for a correct answer for the first team, 9 points for the second team to try, 8 points for the third team to try, etc.

Key Sentences (Partial Transcript)

Historical Figures
Here are people from modern and ancient history.

Confucius was one of the world's first and most famous philosophers. Confucius taught that we should not do to others what we would not do to ourselves. Confucius was a philosopher and teacher who taught the importance of moral principles for both rulers and individuals.

Cleopatra succeeded to the throne of Egypt when she was 17 years old. Three years after becoming Queen of Egypt, Cleopatra was driven into exile by her younger brother. The life of Cleopatra has been the subject of many literary works, including Shakespeare's play, *Antony and Cleopatra*. Famous for her great beauty, Cleopatra was involved in several power struggles with leaders of the Roman Empire.

Mahatma Gandhi was a non-violent man who led a revolution to overthrow British rule in India. This 20th century Indian leader, Mahatma Gandhi, was assassinated in 1948 by a Hindu fanatic. Mahatma Gandhi developed the use of passive resistance as a means to force change.

Galileo demonstrated that the speed of fall is the same for all objects, regardless of weight. Galileo's discovery of the moons of Jupiter helped to disprove the view that the Earth was the center of the universe. In 1633, Galileo was brought to trial and condemned for supporting ideas that were against the teachings of the Catholic Church.

Nelson Mandela spent more than 25 years in prison before becoming the first black president of South Africa in 1994. Nelson Mandela was a key figure in the fight against the policy of racial discrimination adopted by South Africa in 1948. Winner of the Nobel Peace Prize, Nelson Mandela negotiated an agreement to create a democracy based on the nonracial policy of "one person, one vote."

Mother Teresa believed in the power of love to heal suffering. Winner of the Nobel Peace Prize, Mother Teresa worked with many poor people throughout the world. Mother Teresa took her vows as a Roman Catholic nun in 1937.

Napoleon Bonaparte crowned himself emperor of France in 1804. In 1812, Napoleon's army invaded Russia and was forced to retreat with heavy losses. Napoleon was a nineteenth century leader who conquered much of Europe before he was defeated and sent into exile.

George Washington was elected the first President of the United States in 1789. George Washington led a revolutionary army against the British in America's war of Independence. With the help of the French, his army finally defeated the British in America's War of Independence. George Washington was one of the founding fathers of American democracy.

A World Timeline
These are nine periods of time since the birth of the universe.

Scientific evidence suggests that the universe was born in a 'Big Bang' around 15 billion years ago. The universe grew from less than the size of an atom to the size of our solar system in about one millionth of a second. After the birth of the universe there was only energy in the form of radiation, since it was too hot for matter to exist. Atoms and molecules couldn't exist until the universe began to expand and cool. Radiation from the Big Bang can still be detected.

About 5 billion years ago, our solar system formed from interstellar gas that had collapsed into a flattened cloud. Most scientists believe that the sun and all the planets of our solar system formed about five billion years ago. Much of the material that formed our solar system came from older stars that had exploded and died.

The first life probably evolved sometime around 3.5 billion years ago. During this period, the first living cells began to reproduce and evolve into higher forms of life. Oxygen didn't enter the earth's atmosphere until plants evolved and gave off oxygen as a waste product.

Between ten and a hundred million years ago, the dinosaurs were wiped out when a large asteroid hit the Earth. Scientists believe that a catastrophic event caused many species of life to become extinct. There were many species of plants and animals at this time, but no humans.

Between 1,000,000 and 2,000,000 years ago, primitive humans began to roam the Earth. Early humans discovered the use of fire approximately 500,000 years ago. During this period, humans used simple tools made of stone and drew pictures which have been found in ancient caves.

Humans first built cities and began to farm between five and ten thousand years ago. During this period, ancient civilizations developed in many places around the world. By about 5,000 years ago, ancient civilizations were organized enough to undertake major engineering projects, such as the pyramids.

The first Olympic games were held in Greece about 2,500 years ago. Modern philosophy and the major religions began to develop at this time. The philosophers Plato of Greece and Confucius of China lived during this period. During this period, major empires began to rise and fall throughout the world. Two thousand years ago, the world's population grew to about 250 million people.

The first ships sailed around the world in 1522, proving that the Earth was round. At the beginning of this period, major trade routes opened and trade began to flourish between East and West. Between 250 and 750 years ago there was a revolution in thinking about the world and its relationship to God and the universe. The first dictionary of the English language was published in 1755. During this period, modern science began to question the view that the Earth was the center of the universe.

In the past 50 years the world's population has more than doubled. The first radio and television transmissions revolutionized communications during this period. In 1969 human beings left the Earth and landed on the moon. At the end of the Second World War, atomic bombs were dropped on the cities of Hiroshima and Nagasaki in Japan. In 1997 a computer beat the world's chess champion for the first time.

News Events
These types of negative events threaten our survival.

Natural disasters include earthquakes, volcanic eruptions, and severe weather conditions such as hurricanes and tornadoes. Throughout history, natural disasters have caused the deaths of millions of people. Natural disasters are caused by forces beyond our control. Earthquakes are difficult to predict and can cause a lot of damage. Bad weather can destroy crops and cause mass starvation.

Throughout history, *diseases* such as the black plague have killed millions of people. Diseases are often spread by unsanitary conditions such as bad drinking water. The rapid spread of a disease throughout a population is an epidemic. Diseases cause people to get sick and sometimes die.

When one country invades another it is an act of *war*. When groups of people within the same country fight each other it is called a civil war. There have been two world wars in the past one hundred years. Most countries have a military in order to defend themselves in case of war.

In the news we often learn of horrible *accidents* where many people are killed or hurt. Bad weather or mechanical failure are often the causes of accidents such as an airplane crash, or the sinking of a ship. After an accident, investigators usually try to determine its cause. One famous accident was the sinking of the Titanic on its very first voyage. Some accidents, such as a nuclear meltdown, can threaten the global environment.

Terrorism involves acts against humanity, usually for political reasons. Terrorist acts have included bombings of airplanes and buildings. In a terrorist act, innocent people are often hurt or killed. The victims of a terrorist attack often include innocent children.

An *environmental disaster* is a drastic change in the earth's environment which threatens our ability to survive. An environmental disaster might result from climatic changes due to global warming. The burning of fossil fuels could lead to an environmental disaster. Pollution of air and water supplies could destroy the Earth's ecosystem. Environmental problems, such as deforestation, will require all nations of the world to work together.

Great Accomplishments
Here are some of our most impressive accomplishments.

The *Great Wall* is more than 1200 miles long and was built more than 2,000 years ago. The Great Wall was built to help defend China from invasion. The high cost of building the Great Wall led to political problems in China. The Great Wall is the

only human construction that can be seen from the moon.

The *Taj Mahal* was constructed by more than 20,000 workers in Agra, a city in northern India. One of the most beautiful monuments in the world, the Taj Mahal was designed as a tomb for the wife of an emperor. This magnificent monument was completed in 1648 in honor of the wife of the 17th century emperor Shah Jahan.

The *pyramids* were built as tombs for the leaders of ancient Egypt. The Egyptian pyramids were constructed about 5,000 years ago. It took thousands of workers many years to build the pyramids. Engineers still aren't sure how the pyramids were constructed. The largest pyramid measured nearly 150 meters high with a square base measuring 230 meters on each side.

The *Shinkansen*, or "bullet train," was built in 1960 and was the world's fastest train. When put into service, the Shinkansen cut in half the time required to travel from Tokyo to Osaka. The Shinkansen was a symbol of Japan's growing economic power in the 1960's. Capable of going more than 135 miles per hour, the Shinkansen is powered by electricity.

The *Panama Canal* is about 40 miles long and connects the Atlantic and Pacific oceans. One of the greatest engineering works of all time, the Panama Canal is at the boundary of North and South America. Construction of the Panama Canal took less than ten years and cost $336 million.

The *lunar landing* was a historic event that gave us a cosmic view of our place in the universe. The lunar landing was an important step in space exploration. This was the first time that a human being walked on the moon. The moon landing was viewed by millions of people on their televisions.

Regions of the World
Here are some distinctive places from around the world.

Mexico City, the capital and cultural center of Mexico, is the world's largest city. Mexico City is located where the Aztec Empire had its capital several hundred years ago. Mexico City is one of the world's fastest growing metropolitan areas, with many of its new inhabitants coming from poor rural areas. The rapid growth of Mexico City has created serious problems such as air pollution.

Located in northern South America, the *Amazon* is one of the world's most important regions. The Amazon river discharges 20% of the Earth's total water flow into the oceans. The Amazon rain forest is home to many species of life found nowhere else. Many scientists think that the destruction of the Amazon rain forest could cause a global disaster.

The *Sahara* is the largest desert in the world, stretching across Northern Africa from the Atlantic Ocean to the Red Sea. The Sahara was once a fertile area where farmers grew crops, but as the climate changed, it became a desert. The climate of the Sahara is dry, with some parts getting no rainfall for years at a time. The name Sahara is from the Arabic word for "desert."

Located on the northern edge of the Indian subcontinent, the *Himalayas* are the world's highest mountain system. The Himalayas are a series of mountain ranges which stretch in an arc about 1500 miles long. The Himalayas were formed by the pressing together of the Indian subcontinent against Asia. The Himalayas include the world's highest mountain, Mount Everest, which was climbed for the first time in 1953.

The *Middle East* is where ancient civilizations and the first cities developed more than 10,000 years ago. As a region, the Middle East is important to the world's economy because of its vast reserves of oil. Located where the continents of Africa, Asia and Europe come together, the Middle East is home to a diverse group of cultures. Religious and cultural differences have led to war and constant tensions among the nations in the Middle East.

Mecca is the most sacred of Muslim holy cities. Every day, Muslims from around the world face Mecca during their daily prayers. According to Islamic tradition, Muslims should travel to Mecca at least once during their lifetime.

Focused Listening

Focus 1

Focus on *Historical Figures*. Listen carefully to the basic sentences about each person. Then use the Quiz button and answer the questions.

Language Focus
Listen for how each person is described, and make a note of important vocabulary. Notice how both active and passive verbs are used.

Goal
To learn how to describe people in terms of their accomplishments or significant events in their lives.

Student Follow-up
1. Choose two of the figures and compare or contrast the similarities and differences in their lives.
2. Choose a person who you think is one of the ten greatest people in history. Make a short summary of his or her accomplishments.
3. Make a list of characteristics which you value in a person. What kinds of things do you most admire?

Focus 2

Focus on *A World Timeline.* Listen carefully to the basic sentences about each time period and take notes. Then use the Quiz button and answer the questions.

Language Focus
Make a note of important vocabulary. Note how points in time and periods in time are specified:

After the birth of the universe…
Until the universe began to cool…
During this period…
Between ten and a hundred million years ago…
By about 5,000 years ago…
In the past 50 years…

Goal
To learn how to specify and describe a period in time.

Student Follow-up
1. Find additional information about one period or event in time, and present it.
2. Which period in time do you think is the most interesting? Explain why?

Focus 3

Focus on *News Events*. Listen carefully to the basic sentences about each kind of event. Then use the Quiz button and answer the questions.

Language Focus
Make a note of important vocabulary. Note how cause, effects, and reasons for each kind of disaster are expressed or implied.

Diseases cause people to get sick and sometimes die.
Unsanitary conditions can lead to an epidemic.
Natural disasters are caused by forces beyond our control.

Goal
To learn how to describe and discuss events in the news, including their causes, effects, and reasons for happening.

Student Follow-up
1. Which kinds of events are you most afraid of, and why?
2. What kinds of things can we do to protect ourselves or reduce our risks?
3. Look at a recent newspaper and list the kinds of accidents or events which are reported.

Focus 4

Focus on *Great Accomplishments*. Listen carefully to the basic sentences about each accomplishment. Then use the Quiz button and answer the questions.

Language Focus
Make a note of important vocabulary. Note how the purpose, means, costs, and benefits of a project are expressed.

The pyramids were built as tombs for Egyptian leaders.
Engineers still aren't sure how they were constructed.
When put into service, the Shinkansen cut in half the time to travel from Osaka to Tokyo.

Goal
To learn how to describe a major project.

Student Follow-up
1. Find additional information about one of these projects and present it.
2. What kinds of major projects have you benefited from?

Focus 5

Focus on *Regions of the World*. Listen carefully to the basic sentences about each accomplishment. Then use the Quiz button and answer the questions.

Language Focus

Make a note of important vocabulary. Note how adjective clauses or phrases are used to describe each place.

It was once a fertile area *where farmers grew crops.*
It's dry, with some parts *getting no rainfall…*
The Middle East is *where ancient civilizations developed more than 10,000 years ago*.

Goal

To learn how to describe a location or region in terms of events or characteristics.

Student Follow-up

1. Find additional information about one of these places or regions, and present it.
2. Describe the region or city where you live, in terms of its location, climate, characteristics, and history.

Focus 6

Focus on the *Matrix Game*. Listen to the questions and see how many you can answer.

Student Follow-up

1. Make a list of additional questions and answers for all the categories.

Practice Exercises

8 (2) Matrix Vocabulary: Exercise A

Complete each sentence with the *letter* of the correct clause or phrase from below.

1. Confucius was a philosopher and teacher _____.
2. Confucius taught _____.
3. Three years _____, Cleopatra was driven into exile by her younger brother.
4. Mahatma Gandhi was a non-violent man _____ to overthrow British rule in India.
5. Mahatma Gandhi developed the use of passive resistance _____.
6. Galileo was brought to trial and condemned _____ that were against the teachings of the Catholic Church.
7. Nelson Mandela spent more than 25 years in prison _____ in 1994.
8. He was a key figure in the fight against the policy of racial discrimination _____ in 1948.
9. He was a nineteenth century leader _____ before he was defeated.
10. He negotiated an agreement to create a democracy _____.

(Clauses and Phrases)

(a) . . as a means to force change

(b) . . before becoming the first black president of South Africa

(c) . . for supporting ideas

(d) . . who taught the importance of moral principles for both rulers and individuals

(e) . . after becoming Queen of Egypt

(f) . . that we should not do to others what we would not do to ourselves

(g) . . adopted by South Africa

(h) . . who conquered much of Europe

(i) . . based on a nonracial policy

(j) . . who led a revolution

Practice Exercises

8 (2) Matrix Vocabulary: Exercise B

Complete each sentence with the *letter* of the correct clause or phrase from below.

1. Our solar system formed from interstellar gas _____.
2. Much of the material that formed our solar system came from older stars _____.
3. Evidence suggests that the dinosaurs may have been wiped out _____.
4. During this period, humans used simple tools and drew pictures _____.
5. Modern science began to question the view _____.
6. The world's population has more than doubled _____.
7. The first ships sailed around the world in 1522, _____.
8. By about 5,000 years ago, ancient civilizations were organized enough _____.
9. Atoms and molecules couldn't exist _____.
10. Oxygen didn't enter the Earth's atmosphere _____.

(Clauses and Phrases)

(a) . . which have been found in ancient caves

(b) . . until the universe began to expand and cool

(c) . . that had collapsed into a flattened cloud

(d) . . that the Earth was the center of the universe

(e) . . that had exploded and died

(f) . . when a large asteroid hit the Earth

(g) . . proving that the Earth was round

(h) . . to undertake major engineering projects

(i) . . until plants evolved

(j) . . in the past fifty years

Practice Exercises

8 (2) Matrix Vocabulary: Exercise C

Complete each sentence with the *letter* of the correct clause or phrase from below.

1. One of the most famous accidents was the sinking of the Titanic _____.
2. Natural disasters are caused by forces _____.
3. The rapid spread of a disease _____ is an epidemic.
4. When groups of people _____ fight each other, it is called a civil war.
5. There have been two world wars _____.
6. In the news we often learn of horrible accidents _____.
7. Terrorism involves acts against humanity, _____.
8. An environmental disaster is a drastic change in the earth's environment _____.
9. An environmental disaster might result from climatic changes _____.
10. Throughout history, natural disasters have caused the deaths _____.

(Clauses and Phrases)

(a) . . within the same country

(b) . . where many people are killed or hurt

(c) . . of millions of people

(d) . . usually for political reasons

(e) . . due to global warming

(f) . . throughout a population

(g) . . which threatens our ability to survive

(h) . . on its very first voyage

(i) . . beyond our control

(j) . . in the past one hundred years

Practice Exercises

8 (2) Matrix Vocabulary: Exercise D

Complete each sentence with the *letter* of the correct clause or phrase from below.

1. The Great Wall was built _____ China from invasion.
2. The Great Wall is the only human construction _____ from the moon.
3. The high cost _____ led to political problems.
4. The Taj Mahal was designed _____ for the wife of an emperor.
5. The pyramids were built as tombs _____ of ancient Egypt.
6. Engineers still aren't sure _____.
7. It took thousands of workers many years _____.
8. The largest pyramid had a square base _____.
9. Capable _____ more than 135 miles per hour, the Shinkansen is powered by electricity.
10. The Panama Canal is one of the greatest engineering works _____.

(Clauses and Phrases)

(a) . . of building it

(b) . . as a tomb

(c) . . that can be seen

(d) . . how the pyramids were constructed

(e) . . to help defend

(f) . . for the leaders

(g) . . to build the pyramids

(h) . . of going

(i) . . measuring 230 meters on each side

(j) . . of all time

Practice Exercises

8 (2) Matrix Vocabulary: Exercise E

Complete each sentence with the *letter* of the correct clause or phrase from below.

1. Mexico City is located _____ several hundred years ago.
2. It's one of the world's fastest growing areas, with many of its new inhabitants _____.
3. The Amazon rain forest is home to many species of life _____.
4. It's the largest desert in the world, _____ from the Atlantic Ocean to the Red Sea.
5. The Sahara was once a fertile area _____.
6. The climate of the Sahara is dry, with some parts _____.
7. The Himalayas are a series of mountain ranges _____ about 1500 miles long.
8. It includes the world's highest mountain, Mount Everest, _____ in 1953.
9. The Middle East is located _____.
10. Every day, Muslims _____ face Mecca during their daily prayers.

(Clauses and Phrases)

(a) . . getting no rainfall for years at a time

(b) . . found nowhere else

(c) . . from around the world

(d) . . which was climbed for the first time

(e) . . which stretch in an arc

(f) . . where the continents of Africa, Asia and Europe come together

(g) . . where farmers grew crops

(h) . . coming from poor rural areas

(i) . . stretching across Northern Africa

(j) . . where the Aztec Empire had its capital

3. UFOs: For and Against

Presentation; For or Against? Drake's Equation; Rulers and Clocks; and Sentence Reordering

This Unit focuses on the building of arguments and counter arguments, point by point. Arguments for and against the existence of UFOs are presented, with comprehension questions, and supported by 'notes,' which are displayed on screen. These notes help students visualize how arguments and counter arguments line up against each other and can build an argument.

In the second lesson, *For or Against?,* students listen to a statement and decide whether it supports the For or Against position.

The lessons, *Drake's Equation* and *Rulers and Clocks,* are bonus lessons which provide supplementary information for students interested in science.

The final lesson, *Sentence Reordering,* focuses on how sentences are logically arranged to present an argument or sequence of ideas. This lesson follows up a similar lesson, *Level IV:1 (2), Epidemic.*

Goals:

To be able to understand and analyze the points and evidence in an argument.

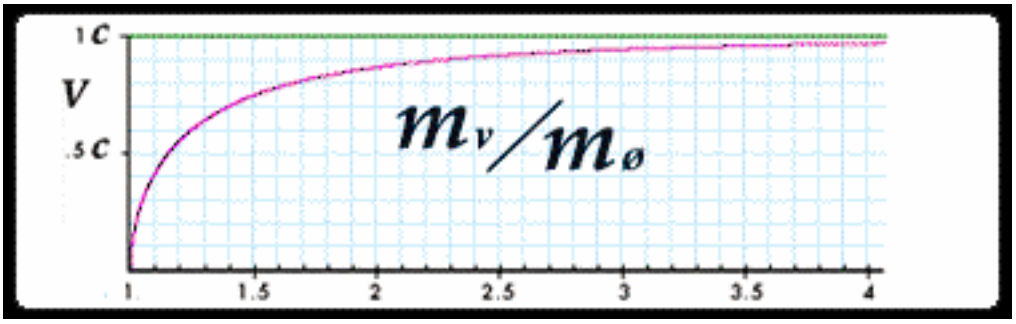
To be able to understand and express logical relationships between ideas.

To be able to cite and/or challenge evidence, assumptions, and inferences in an argument.

Objective 1: To understand how modals and logical connectors are used to express different degrees of logical force or certainty (*unlikely, reasonable, must, could, would, etc.*).

Objective 2: To understand and be able to use pronouns (*this, it, such a*) and sentence ordering cues (*as a result, however)* to make reference to previously specified information or events without having to restate them.

Objective 3: To be able to use implied conditionals and other means to hypothesize and draw conclusions from previously stated or understood assumptions.



Learning Points

logical necessity, degrees of certainty, and modals
In order to accept the existence of UFOs, we *must* accept the fact that alien life exists. Even if we accept that there *might* be 10,000 advanced civilizations in our galaxy, it is *unlikely* that any *could* be closer than 50 light years away. *This means* that an exchange of information *would* take 100 years. A journey of this distance *would* be impractical for even an advanced civilization. *Nothing can* travel faster than the speed of light. This light barrier is *impossible* to overcome, *even* for a civilization far more advanced than ours. An advanced alien civilization *could be* thousands of years older than we are. It *isn't unreasonable to think* that such a civilization *might have discovered* a way… The existence of UFOs *would* be evidence that an advanced civilization has somehow solved the problem.

qualifiers and logical connectors
(however, in fact, even if, this means, as a result, to seem, just, in this case, on the contrary, otherwise)
However, we must be able to find a balance. *Otherwise*, our beliefs can be used against us. *While it is true* that many UFO incident can be explained, *it is also true* that a number of incidents remain unsolved. The light barrier argument *seems* persuasive. *However*, it's *just a theory*. We cannot allow ourselves to believe anything *just because* we want to believe it. *On the contrary*, all the evidence is against it. *This means* that an infinite amount of energy would be required to accelerate it to a higher speed. *As a result*, no matter can be accelerated to the speed of light.

citing evidence, appeal to reason, arguing and countering a point
(according to, given the fact that, to be well established, all the evidence, no reason, based on)
There is *no reason* to think that we are unique. *In fact, some scientists estimate* that as many as 10,000 advanced civilizations exist in our galaxy. *This estimate is based on* our understanding of how life began on Earth. *According to science*, nothing can travel faster than the speed of light. The light barrier *has been well established. That's a good point*. *However, it's just a theory*. *The fact that* scientific theories have been wrong before *doesn't mean we can say that* anything is possible. *In this case, for example, there is no evidence to indicate that* anything can travel faster than light. *On the contrary, all the evidence is against it*. *Without a single exception, none of the reports has been verified*. The scientific evidence *seems convincing. However, we can be sure that there will be surprises* in the future. *Therefore, we should not rule out the fantastic*. *However, we must find a balance* between wishful thinking and fact. *Otherwise,* our beliefs can be used against us.

speculations, implied conditionals (would, could, might)
It *would mean* that the aliens had the technology to travel an enormous distance through space. *Even if we accept that there might be* advanced civilizations, it is unlikely that any *could be* closer than 50 light years away. This means that an exchange of information *would* take 100 years. A journey of this distance *would* be impractical for even an advanced civilization. An infinite amount of energy *would* be required. The existence of UFOs *would* require the existence of advanced alien life. It isn't unreasonable to think that an advanced civilization *might have discovered* a way to travel near or beyond the speed of light.

sentence ordering cues, pronoun reference
(it, this, as a result, such a , in fact, more, however)
It would mean that the aliens had the technology... *This estimate* is based on our understanding of how life began. The existence of an alien spacecraft requires much *more*. *This* means that an exchange of information would take 100 years. A journey of *this distance* would be impractical. *However, it's* just a theory. *Such a* civilization might have discovered a way to travel near or beyond the speed of light.

Classroom and Language Extension Activities

Step 1: Presentation
Go through the first part of the ***Presentation*** lesson in class, focusing on the **notes** in the lesson and how they are used to show the build-up of arguments and counter-arguments. Note the language used to connect one idea to another, such as *even if, must*, and *this means.* This kind of language is often used to persuade.

Step 2: Oral Practice
In pairs, or small groups, have students practice summarizing the first few arguments. Students should work from notes which use key words and phrases rather than complete sentences.

Step 3: Listening Focus
Assign students to do **Listening Focus 1** in the lab or at home.

Step 4: Presentation and Oral Practice
Briefly review the first part of the Presentation, and discuss important vocabulary and **learning points.** Focus on the argumentation strategies used by both sides, especially how each point is countered by the other.

In pairs or small groups, have students list two or three arguments in the lesson and explain the counter arguments used for each one. Are the counter-arguments effective?

Step 5: Listening Focus
Assign students to do **Listening Focus 2** and **Listening Focus 3** in the lab or at home.

Step 6: Presentation
Focus on the language of ***Drake's Equation*** to show how words like *these* and *that* are used to connect one phrase to another.

Step 7: Listening Focus
Assign students to do **Listening Focus 4** and **Listening Focus 5** in the lab or at home.

Language Extension

This Unit should be followed up by class debates or written papers that analyze how arguments are used as a means for persuasion.

Classroom Activity 1: Debates
Have the class should debate two or more of the following topics. Prior to the debates, each team should prepare a list of points both for and against their side, as well as a written summary of the evidence and facts that they have researched.

Proposed Topics for Debates:

(1) Technology has improved the quality of life.
(2) Good and Evil: Some people are born into a life of crime.
(3) People never change - History repeats itself.
(4) War is inevitable.
(5) Everyone should learn a foreign language.
(6) Grades (in school) and tests are necessary.
(7) Education should be mandatory and free.
(8) A society has the right to force its citizens to be immunized against a disease.
(9) Citizens should have the right to own a gun.

(10) Professional athletes should not be allowed to participate in the Olympic Games.
(11) Dress codes in school are good.
(12) Capital punishment: For some crimes it's necessary.
(13) English is the language of the future.
(14) Environmental issues, such as carbon dioxide emissions, should be regulated by the United Nations.
(15) Women should not be allowed to join the military in a combat role.
(16) Women are better suited to be political leaders than men.
(17) More women in government would mean less war.
(18) Society should provide high-quality day care for all working mothers.
(19) Violence should not be allowed on television.
(20) Governments should have the right to restrict the flow of information.

Classroom Activity 2: Written paper
Find an advertisement or commercial in either a magazine or on television, and analyze how it has been designed to persuade you to buy or use the product. What images or arguments are being used to attract you? What assumptions about you are being made? Is the advertisement effective? Why?

Classroom Activity 3: Video Project
Make a 30-second commercial about a product or service. List the assumptions you have made about the potential buyer, and explain the logic of persuasion you are using.

Classroom Activity 4: Interview
Conduct a survey to find out how many people believe in the existence of UFOs. What are the main reasons given for believing that UFOs exist? What are the main reasons given for believing that UFOs don't exist?

Key Sentences (Partial Transcript)

Presentation

A newspaper headline reports the landing of an alien spacecraft. Fact or fantasy? Let's examine arguments on both sides and decide which side has the stronger case.

(For)

First, in order to accept the existence of UFOs, we must accept the fact that alien life exists. Given the fact that there are billions of stars like ours, it's hard to believe that intelligent life exists only on Earth. There is no reason to think that we are unique in all the universe. In fact, some scientists estimate that as many as 10,000 advanced civilizations exist in our galaxy, the Milky Way. This estimate is based on our understanding of how life began on Earth and how Earth itself came into being. If we calculate the probabilities, a reasonable estimate is that intelligent life exists near one in a million stars.

(Against)

The real issue is not the existence of life on other worlds. The existence of an alien spacecraft requires much more. It would mean that the aliens had the technology to travel an enormous distance through space. Even if we accept that there might be 10,000 advanced civilizations in our galaxy, it is unlikely that any could be closer than 50 light years away. This means that an exchange of information would take 100 years. A journey of this distance would be impractical for even an advanced civilization.

It's important to understand the light barrier that makes space travel impractical. First, it has been well established that nothing can travel faster than the speed of light. Second, as an object's speed approaches the speed of light, its mass becomes infinite. This means that an infinite amount of energy would be required to accelerate it to a higher speed. As a result, no matter can be accelerated to the speed of light. This light barrier is impossible to overcome, even for a civilization far more advanced than ours.

(For)

That's a good point. The light barrier argument seems persuasive. However, it's just a theory. Scientific theories have been wrong before. An advanced alien civilization could be thousands of years older than we are. It isn't unreasonable to think that such a civilization might have discovered a way to travel near or beyond the speed of light.

(Against)

The fact that scientific theories have been wrong before doesn't mean we can say that anything is possible. We need evidence. We cannot allow ourselves to believe anything just because we want to believe it. In this case, for example, there is no evidence to indicate that anything can travel faster than light. On the contrary, all the evidence is against faster-than-light travel. This is one of the most fundamental laws of nature.

(For)

The existence of UFOs would be evidence that an advanced civilization has somehow solved the problem of interstellar travel. There are many people who claim to have seen UFOs. In one case, an alien spacecraft is supposed to have crashed near Roswell, New Mexico in 1947. A video even shows one of the dead aliens being examined at an American military base. Of course skeptics say the video is fake. They refuse to accept any evidence that goes against their beliefs.

(Against)

Without a single exception none of the reports of UFOs has ever been verified The Roswell video is, in fact, a clever fake. If such a thing had really happened, there would have been no way to cover it up. There is no reason to believe that the American government would or even could have hidden the truth for so long. On the other hand, there are many examples of deliberate hoaxes. For example, for several years people believed that mysterious crop circles were made by aliens. These crop circles were elaborate geometrical figures made in fields of wheat or other grain. Many people believed these patterns could only be explained by alien spacecraft. Even some scientists began to believe that these crop circles were evidence for alien intelligence. But eventually these too turned out to be a hoax. Two men dreamed up the idea one evening in an English pub. They fooled people for more than ten years, and others began to copy them.

(For)

The scientific evidence against UFOs seems convincing. However, if we compare what we know now with what we knew two hundred years ago, we can be sure that there will be surprises in the future. How many of us would have believed that the entire universe was at one time smaller than a single atom? Yet that is what science is telling us today. Therefore, we should not rule out the fantastic. While it is true that many UFO incidents can be explained, it is also true that a number of incidents remain unsolved. We should keep our minds open to

the possibilities beyond our understanding, including the existence of UFOs.

(Against)

Imagination is a great thing. However, we must be able to find a balance between wishful thinking and fact. Otherwise, our beliefs can be used against us. For example, the Aztecs believed that human sacrifice was necessary to insure that the sun would rise each day. As a result, hundreds of thousands of people were killed.

Modern science can be a powerful tool to help us decide between truth and fantasy. It isn't perfect, and we shouldn't become its slave. There are many questions it can never decide, such as why the universe was created, or what is right and wrong. On the other hand, we should use it to solve real problems that threaten our existence on this planet. Then, if an alien spacecraft ever does visit our planet, they can find a civilization worth visiting.

Now that you've heard arguments on both sides, which side do you think was more persuasive?

For or Against?

Indicate whether each statement is used to argue *for* or *against* the existence of UFOs.

(Arguments or Evidence *Against*)

No encounter with aliens has ever been verified.
Despite many who wish to believe otherwise, interstellar space travel is impractical.
Even if alien life exists, it's unlikely that they could travel to Earth.
The distance between stars is enormous, so it is unlikely that aliens could come here.
Even an exchange of messages would take many years.
According to science, nothing can travel faster than light.
Even an advanced civilization can't travel faster than light.

(Arguments or Evidence *For*)

With more advanced technology, it may be possible to travel faster than light.
Advanced aliens might be able to travel faster than light.
There is no proof that faster-than-light travel is impossible.
Scientists refuse to accept evidence that doesn't agree with them.
There are many people who claim to have seen UFOs.
Even if there have been hoaxes, some incidents are unexplained.
A number of UFO incidents remain unsolved.
We shouldn't rule out the fantastic, since it could be true.

Drake's Equation

To estimate the number of stars with intelligent life, we assume that 10% of the stars in our galaxy are yellow stars like our sun. Of these, we estimate that 10% have planets, and that 10% of these have planets like Earth. This works out to about 200 million planets like Earth. Of these we estimate that 10% have atmospheres that can support life, that 10% of these have life, and that 10% of these have intelligent life. That leaves 200,000 with some sort of intelligent life. Of course the number of these which support advanced civilizations is far less.

Relativity: Rulers and Clocks

Einstein realized that you can never overtake a beam of light. However fast you go, the light beam will always move at the same speed. To explain this, Einstein hypothesized that length and time contract as speed increases. The faster we travel, the shorter our rulers become and the slower our clocks tick. This change is just enough to keep the measured speed of light a constant, *c*.

To see this, let's suppose that we move away from Earth at 90% the speed of light. You might think that, relative to us, a beam of light coming from Earth, would be moving at 10% of the speed of light. However, that's not correct. In fact, it would be moving at *c*, the speed of light! This is true even though we are moving at 90% the speed of light as viewed from Earth. This is because our time and space would have contracted compared to time and space on Earth.

Here is an example. Let's assume that we are in a spaceship that is accelerated with a force equal to gravity. If we travel for 60 years, we can make a round trip to a point 2.5 million light years away! However, to observers on Earth, our trip would have taken 5 million years! Amazing, but true!

Sentence Reordering

1. Given the fact that there are billions of stars like ours, it's hard to believe that intelligent life exists only on Earth.
2. *In fact*, some scientists estimate that as many as 10,000 advanced civilizations exist in our galaxy, the Milky Way.
3. *This estimate* is based on our understanding of how life began on Earth and how Earth itself came into being.

1. The real issue is not the existence of life on other worlds.
2. The existence of an alien spacecraft *requires much more*.
3. *It would mean* that the aliens had the technology to travel an enormous distance through space.

1. Even if we accept that there might be 10,000 advanced civilizations in our galaxy, it is unlikely that any could be closer than 50 light years away.
2. *This means* that an exchange of information would take 100 years.
3. A journey of *this distance* would be impractical for even an advanced civilization.

1. It's important to understand the light barrier that makes space travel impractical.
2. *First*, it has been well established that nothing can travel faster than the speed of light.
3. *Second*, as an *object's* speed approaches the speed of light, its mass becomes infinite.
4. *This* means that an infinite amount of energy would be required to accelerate *it* to a higher speed.
5. *As a result*, no matter can be accelerated to the speed of light.

1. Imagination is a great thing.
2. *However*, we must be able to find a balance between wishful thinking and fact.
3. Otherwise, our beliefs can be used against us.

1. Modern science can be a powerful tool to help us decide between truth and fantasy.
2. *It* isn't perfect, and we shouldn't become its slave.
3. *On the other hand*, we should use it to solve real problems that threaten our existence on this planet.

1. The fact that scientific theories have been wrong before doesn't mean we can say that anything is possible.
2. *In this case, for example*, there is no evidence to indicate that anything can travel faster than light.
3. *On the contrary*, all the evidence is against faster-than-light travel.
4. *This* is one of the most fundamental laws of nature.

1. To estimate the number of stars with intelligent life, we assume that 10% of the stars in our galaxy are yellow stars like our sun.
2. *Of these*, we estimate that 10% have *planets*, and that 10% of these have planets like Earth.
3. *This* works out to about 200 million *planets* like Earth.
4. *Of these,* we estimate that 10% have *atmospheres* that can support life, that 10% of these have life, and that 10% of these have intelligent life.

1. For several years people believed that mysterious crop circles were made by aliens.
2. *These crop circles* were elaborate geometrical figures made in fields of wheat or other grain.
3. Many people believed *these patterns* could only be explained by alien spacecraft.
4. *Even some scientists* began to believe that these crop circles were evidence for alien intelligence.

1. There are many people who claim to have seen UFOs.
2. *In one case*, an alien spacecraft is supposed to have crashed near Roswell, New Mexico in 1947.
3. A video even shows one of the dead aliens being examined at an American military base.
4. Of course *skeptics* say the video is fake.
5. *They* refuse to accept any evidence that goes against their beliefs.

1. The light barrier argument seems persuasive.
2. *However*, *it*'s just a *theory*.
3. Scientific *theories* have been wrong before.
4. An advanced *alien civilization* could be thousands of years older than we are.
5. It isn't unreasonable to think that *such a civilization* might have discovered a way to travel near or beyond the speed of light.

1. The scientific evidence against UFOs seems convincing.
2. *However*, if we compare what we know now with what we knew two hundred years ago, we can be sure that there will be surprises in the future.
3. How many of us would have believed that the entire universe was at one time smaller than a single atom?
4. *Yet* that is what science is telling us today.
5. *Therefore*, we should not rule out the fantastic.

Focused Listening

Focus 1

Focus on the first half of the *Presentation* lesson, through the section dealing with faster-than-light travel.

Listen to the arguments and make your own notes. Do you agree with the notes provided in the program?

Note how evidence and logic are used to lead us to a conclusion, such as 'intelligent life probably exists.' The other side then attacks that conclusion *or its relevance* to the main argument: 'even if intelligent life exists, it doesn't mean that there are UFOs, which is a different issue.'

Each side presents points of evidence and logical inferences to lead us to conclusions which the other side then tries to refute or weaken. This back and forth exchange is the essence of argumentation: point, counterpoint, point, counterpoint, etc.

Goal

To see the relationship between an argument and a counter-argument.

Student Follow-up

1. Summarize the points for and against the possibility of interstellar space travel.
2. Summarize the points for and against the possibility of faster-than-light travel.

Focus 2

Focus on the second half of the Presentation lesson, after the section dealing with faster-than-light travel. Listen to the arguments and make your own notes. Do you agree with the notes provided in the program?

Note how each side tries to discredit the other side's arguments: '*just a theory*,' '*science has been wrong before.*' Questionable evidence and bad logic are used to counter some arguments. See if you can identify arguments that are unreasonable. How are they refuted by the other side?

Goal

Students will be able to understand and analyze an argument so that they can counter it.

Student Follow-up

1. Summarize the points for and against requiring factual or scientific evidence to believe in something.

2. Explain how the Roswell and Crop Circle incidents were used in the arguments. Which side, *for* or *against*, benefited the most from each?

Focus 3

In the *For or Against* lesson, listen to each statement and decide whether it is used as an argument for or against the existence of UFOs. Click on *For* or *Against* to indicate your answer.

Goal

The focus of this lesson is to have students think about how the pieces of an argument fit together.

Student Follow-up

Pick three statements from the lesson, and explain exactly why and how they are used to argue *For* or *Against*.

With more advanced technology, it may be possible to travel faster than the speed of light. This statement is used to argue *For*. It is a counter to the 'light barrier,' which was used to argue against the possibility of interstellar space travel. If we can admit the possibility of traveling faster than light, the main argument against UFOs disappears.

Focus 4

In *Drake's Equation* and *Rulers and Clocks,* study the vocabulary in each lesson. Make notes for each presentation, using key words and phrases instead of complete sentences.

10% yellow stars → 10% with planets → 10% like earth

Language Focus

Note how pronouns such as *this, that* and *these* are used to connect one sentence or phrase to another.

Of *these*, we assume that 10% are…
To explain *this*,…
That leaves…

Note how "assume" and "suppose" are used to explain or illustrate an idea or hypothesis. We often use these words instead of 'if.'

Let's suppose that we are moving away from Earth…
Let's assume that we are accelerated…

Goal

Students will understand how to explain a supposition or hypothesis by use of an example.

Student Follow-up

Organize your notes from each section, and practice using them to make an oral summary. Put one or two main ideas onto index cards, or draw a diagram, such as in the Rulers and Clocks lesson.

Focus 5

Do the *Sentence Reordering* lesson. Arrange the sentences in the correct order. Use key words and phrases such as *these, that, this, it, in fact,* and *as a result* to help you find the correct order.

Student Follow-up

Choose five of the sequences. Write them down, and circle the words or phrases which you used to help you sequence the sentences. What other words, if any, could have been used?

***This** means that an exchange of information would take 100 years. → **A distance of 50 light years** means that an exchange of information ...*

Practice Exercises

8 (3) UFOs: For and Against: Exercise A

Match the FOR statements at the top of the page with the AGAINST statements at the bottom of the page.

FOR

1. _____ We can demonstrate that alien life probably exists.
2. _____ It isn't unreasonable to think that such a civilization might have discovered a way to travel near or beyond the speed of light.
3. _____ There are many people who claim to have seen UFOs.
4. _____ We should keep our minds open to possibilities beyond our understanding.
5. _____ Scientific theories have been wrong before.

AGAINST

(a) There is no evidence to indicate that anything can travel faster than the speed of light.

(b) We must be able to find a balance between wishful thinking and fact. Otherwise our beliefs can be used against us.

(c) The real issue is not the existence of life on other worlds.

(d) Without a single exception, none of the reports of UFOs has ever been verified.

(e) The fact that scientific theories have been wrong before doesn't mean we can say that anything is possible. We need evidence.

Practice Exercises

8 (3) UFOs: For and Against: Exercise B

For each pair of sentences below, circle the letter next to the sentence which is made most strongly.

1. **a)** The Roswell video may be a clever fake.

   b) The Roswell video is, in fact, a clever fake.

2. **a)** It isn't unreasonable to think that such a civilization might have discovered a way to travel near or beyond the speed of light.

   b) It is likely that such a civilization will have discovered a way to travel near or beyond the speed of light.

3. **a)** A journey of this distance would be impractical for even an advanced civilization.

   b) A journey of this distance might be impractical for even an advanced civilization.

4. **a)** If such a thing had happened, there would have been no way to cover it up.

   b) If such a thing had happened, it would have been difficult to cover it up.

5. **a)** If we compare what we know now with what we knew two hundred years ago, we can be sure that there will be surprises in the future.

   b) If we compare what we know now with what we knew two hundred years ago, we might expect that there will be surprises in the future.

6. **a)** There is no reason to believe that the American government could have hidden the truth for so long

   b) It is unlikely that the American government would have hidden the truth for so long.

Practice Exercises

8 (3) UFOs: For and Against: Exercise C

Choose the logical connector that best fits the context provided.

1. There is no reason to believe that we are unique in the universe.

   (**However, In fact**) _____, some scientists estimate that as many as 10,000 advanced civilizations exist in our galaxy, the Milky Way.

2. There have been many reports of UFOs. (**However, On the contrary**)_____, none of these reports has ever been verified.

3. It is important to keep our minds open to possibilities beyond our understanding.

   (**On the other hand, On the contrary**) _____, beliefs can sometimes be very dangerous.

4. The light barrier argument seems convincing. (**However, In fact**)_____, scientific arguments have been wrong before.

5. There is no reason to believe that anything can travel faster than the speed of light.

   (**On the other hand, On the contrary**) _____, all the evidence indicates that faster-than-light travel is impossible.

Practice Exercises

8 (3) UFOs: For and Against: Exercise D

Fill-in the blanks with the choice that best indicates the ordering of the sentences.

1. _____ scientific theories have been wrong before doesn't mean we can say that anything is possible. _____, there is no evidence to indicate that anything can travel faster than light. _____, all the evidence is against faster-than-light travel. _____ the most fundamental laws of nature.

   (a) On the contrary (b) The fact that (c) For example (d) Otherwise (e) This is one of

2. The light barrier argument seems persuasive. However, _____ just a theory. Scientific _____ have been wrong before. An advanced alien _____ could be thousands of years older than we are. It isn't unreasonable to think that _____ a civilization might have discovered a way to travel near or beyond the speed of light.

   (a) theories (b) it's (c) such (d) civilization (e) even if

3. Imagination is a great thing. _____, we must be able to find a balance between wishful thinking and fact. _____, our beliefs can be used against us. _____, the Aztecs believed that human sacrifice was necessary to insure that the sun would rise each day. _____, hundreds of thousands of people were killed.

   (a) Otherwise (b) For example (c) However (d) Therefore (e) As a result

4. _____ the light barrier, interstellar space travel seems impractical. _____, there may be conditions where the light barrier doesn't apply, for example by traveling through another dimension. _____, we might yet see a real UFO.

   (a) However (b) On the contrary (c) Because of (d) If that were possible

4. Review Exercises for Module 8

When Units 1-3 are completed, it is important to review the main points. The following lessons help students refocus on some of the main language points that are covered and included in the Mastery Tests.

Dictations

Dictations focus on important language at the word and phrase level. Detailed instructions for doing the dictations can be found in the Study Guides and also in the pull-down Help Screens. The Dictations for Module 8 are as follows:

Dictation 1
1. About six weeks ago Bob became suspicious that someone had gotten into his desk drawer.
2. He wasn't sure, but it looked as if things had been moved around.
3. The only way to have gotten into the drawer without a key was if the drawer wasn't locked.
4. If the drawer was unlocked, then the thief must have done it during the day.

Dictation 2
1. He found that the files were accessed twice over the weekend.
2. Nobody opened Bob's desk drawer where the new codes were written down.
3. Since nobody opened Bob's drawer, there must have been another way to find the codes.
4. Whoever got the codes might have written a program to get them.

Dictation 3
1. Phil couldn't have done it unless someone else was also involved.
2. Leslie couldn't have done it by herself because she wasn't at the office on Sunday.
3. Dan might have done it because he needed money to pay gambling debts.
4. If Shirley didn't go to the office on Saturday, it could have been Leslie or Dan.

Dictation 4
1. Throughout history, natural disasters have caused the deaths of millions of people.
2. Natural disasters are caused by forces beyond our control.
3. Diseases cause people to get sick and sometimes die.
4. Diseases are often spread by unsanitary conditions such as bad drinking water.

Dictation 5
1. An environmental disaster might result from climatic changes due to global warming.
2. Environmental problems, such as deforestation, will require all nations of the world to work together.
3. When groups of people within the same country fight each other it is called a civil war.
4. Most countries have a military in order to defend themselves in case of war.

Dictation 6
1. The fact that scientific theories have been wrong before doesn't mean we can say that anything is possible.
2. We cannot allow ourselves to believe anything just because we want to believe it.
3. In this case, for example, there is no evidence to indicate that anything can travel faster than light.
4. On the contrary, all the evidence is against faster-than-light travel.

Fill-Ins

This lesson reviews some of the main grammar points that have been introduced in Units 1-3. Detailed instructions for doing the Fill-Ins (with Speech Recognition) can be found in the Study Guides and also in the pull-down Help Screens (*This Lesson*) once you are in the Fill-Ins lesson. Please note that the highlighted words in the answer sentences are linked to the Glossary. Sample sentences from the Fill-Ins lesson are:

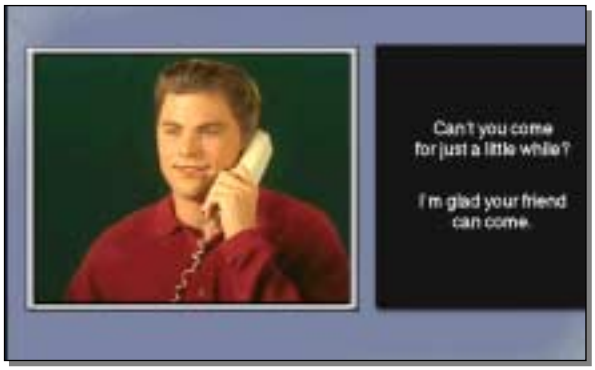
(1) *In order to* access his personal files, it's necessary to use a password. (3) Only a few people *could* have known that the book even existed. (4) A competitor couldn't have done it *without* inside help. (7) He couldn't figure out *how* they could have gotten it. (9) Suddenly he realized *what* must have happened. (11) He met Shirley more than a year ago *when* she worked for a competitor. (14) Shirley couldn't have been at the office at *either* time. (17) It couldn't have been Phil *unless someone* helped him. (18) Mandela spent 25 years in prison *before* becoming president. (23) They refuse to accept *any* evidence that goes against their beliefs. (24) Interstellar travel would be difficult *even with* advanced technology. (25) A light year is the distance *traveled* by light in a year. (28) What we know now *would have* surprised people 200 years ago.

Speech Practice

In addition to developing oral fluency, this lesson provides a means to review and focus attention on many of the key language points developed in Units 1-3, especially Inferences. Detailed instructions for using Speech Recognition and for doing the Speech Practice lesson can be found in the *Study Guide* and also in the pull-down Help Screens.

This Speech Practice lesson has four sections: ***Sentence Reading, Answering Questions, Conditionals,*** and ***Speech Quiz***. Please note that the Score for the Speech Quiz is designed so that students can try to increase their personal scores each time they do the quiz, rather than as a test. A record of each score can be found in the Student Records.

5. Video Interactions for Module 8



This lesson shows a variety of native speakers in the following situations: business and personal telephone conversations, an interview, and a brief press conference segment. Students may view each scene in a *presentation* mode, and also in an *interactive* mode where the students can interact with the native speakers through Speech Recognition (or mouse click) choices.

Detailed instructions for this lesson, and also for Speech Recognition, can be found in the Study Guides and also in the pull-down Help Screens once you enter the lesson.

Each scene illustrates important language, such as phrases for using the telephone, and conditionals, one of the main focus points for this Module. Each scene can easily be role-played or can serve as a model for students to write their own situation.

Business Telephone (Key Expressions)

This is Mike Lynch *calling*. *I'm with* X company.
Sorry, I'm not interested. But *if you'd like* to send some information about.., *I'd be happy* to read it.
Okay, thank you. I'll send it right away. Thank you for your time.
You're welcome

Friends on theTelephone

Why weren't you at the party last night? Everyone was disappointed.
I wanted to be there, but something came up.
It's too bad you weren't there. Carmen was there too.
Why didn't you let me know she was coming? *I would have come* for sure*, if I had known. (*contrary-to-fact*)*
I wasn't sure *if she was coming or not. (*real possibility*)*
You *should have told me anyway.*
I didn't want yo*u to be disappointed if she didn't come.*
She probably doesn't want to see me anyway.
Well*, you know Bob, if I were you I'd forget about her.*
I know, but I don't give up that easily.
Okay, I'll see you tomorrow, okay?
Thanks for calling.

UFO Interview

If someone told you that aliens were coming to Earth, would you be excited or afraid? (unlikely, imaginary)
I think *I'd be excited* at first. (implied conditional)
But then *I'd probably be afraid*
Why *would* you be afraid?
I guess it's because *I'd wonder* why they were coming. *If they came, they'd be* more advanced than we are*,* so maybe *it wouldn't be good for us.*
Why is that?
Well, if you look at human history, it seems that whenever two cultures come into contact, the less powerful culture begins to die out.
So you don't think that things *would get* better for us, such as better medicine, better technology and so on.
I don't know. Maybe.. but I *wouldn't* expect it.

A Press Conference

I'm here to answer any questions you may have about this morning's earthquake.
It was a fairly strong earthquake. It registered 7.1 on the Richter Scale. Several buildings collapsed, and we are searching for survivors. It was centered about 200 miles south of here, just off the coast.

Module 8 Summary - New Dynamic English 4

Active vocabulary through Module 8: approximately 2,500 words

Summary of Regular and Irregular Verbs in each Unit

Regular Verbs

(1) A Secret Code		(2) Matrix Vocabulary			(3) UFOs	
access	record	assassinate	expand	result	accelerate	realize
appear	seem	believe	explode	retreat	accept	refuse
arrive	show	cause	evolve	revolutionize	approach	remain
change	solve	climb	farm	sail	assume	report
check	store	collapse	flourish	show	base	require
check in	transmit	complete	force	succeed	believe	rule out
confirm	trap	condemn	form	suffer	calculate	sacrifice
continue	try	connect	hate	suggest	claim	seem
decide	use	conquer	heal	support	communicate	show
detect	wait	consider	help	stretch	compare	solve
develop	work	construct	include	struggle	contract	support
discover	worry	control	increase	threaten	copy	suppose
discuss		cool	injure	travel	cover up	surprise
exist		create	invade	use	crash	threaten
figure out		crown	invent	view	create	travel
find out		defeat	involve	walk	decide	turn out
gamble		defend	kill	wipe out	discover	use
happen		demonstrate	land	work	dream up	verify
hire		design	learn		estimate	view
install		destroy	live		examine	visit
investigate		detect	locate		exist	want
join		determine	measure		explain	work out
lock		develop	negotiate		fool	
look		devote	open		happen	
mark		die	overturn		help	
monitor		discharge	power		hypothesize	
move		discover	predict		increase	
near		disprove	press		indicate	
need		double	prove		insure	
notice		drop	publish		kill	
open		elect	question		land	
play golf		enter	reproduce		move	
realize		exist	require		need	

Irregular Verbs, their Past Tense and Past Participle forms

V	Lessons	V(d) Past	V(n) Participle
be	(1,2,3)	was/were	been
be able to	(1,3)	was/were able to	been able to
become	(1,2,3)	became	become
begin	(1,2,3)	began	begun
bring	(1,2)	brought	brought
build	(2)	built	built
come	(3)	came	come
cost	(1)	cut	cut
draw	(2)	drew	drawn
drive	(3)	drove	driven
fall	(2)	fell	fallen
fight	(2)	fought	fought
find (out)	(2,3)	found (out)	found (out)
fight off	(2)	fought off	fought off
fit	(1)	fit	fit
get (into)	(1)	got (into)	gotten/got (into)
give (off)	(2)	gave (off)	given (off)
go against	(3)	went against	gone against
grow	(2)	grew	grown
hear	(3)	heard	heard
hide	(3)	hid	hidden
hit	(2)	hit	hit
hold	(2)	held	held
hurt	(2)	hurt	hurt
keep (open)	(1,3)	kept (open)	kept (open)
know	(1,3)	knew	knew
lead	(2)	led	led
leave	(1,2,3)	left	left
let	(1)	let	let
make	(1,3)	made	made
mean	(3)	meant	meant
meet	(1)	met	met
overcome	(3)	overcame	overcome
overtake	(3)	overtook	overtaken
pay (off)	(1)	paid (off)	paid (off)
put	(1)	put	put
run	(1)	ran	run
rise	(2)	rose	risen
say	(1,3)	said	said
see	(1,2,3)	saw	seen
send	(1)	sent	sent
set up	(2)	set up	set up
sink	(2)	sank	sunk
spend	(2)	spent	spent
spread	(2)	spread	spread
take	(1,2,3)	took	taken
teach	(2)	taught	taught
tell	(1,3)	told	told
think	(1)	thought	thought
undertake	(2)	undertook	undertaken
win	(2)	won	won
write	(1)	wrote	written

Answer Key for Practice Exercises

7 (1). Life Choices Practice Exercise A
Harry (c) Joan (a) Sandra (b) Joe (d)

Life Choices Practice Exercise B
1. if
2. even though
3. As a result,
4. While
5. unless
6. because

Life Choices Practice Exercise C
(4) (1) (5) (3) (6) (2)

Life Choices Practice Exercise D
1. Had Joan not joined the company, it wouldn't have doubled in size.
2. Had the other coffee shop not opened up across the street, Joe might not have had to close his business.
3. Had Harry not studied foreign languages, he would not have been able to become a translator.
4. Joan's job would not have been eliminated had another company not bought her agency.
5. Joan thinks things would not have turned out so well had she not taken a chance.

Life Choices Practice Exercise E
1. If Joan hadn't liked the idea of working for a small company, she would not have taken the job at Ace Health.
2. If the factory hadn't had high levels of pollution, it would not have had to reduce its operations.
3. If Joe's prices had been lower, he might not have lost so much business.
4. If Harry hadn't been injured, he wouldn't have to use a wheelchair.
5. If Joan had not worked so hard, she might not have become a vice-president of the company.

7 (2). Epidemic Practice Exercise A
1. For example
2. Because of
3. Therefore
4. Therefore
5. for example
6. If

Epidemic Practice Exercise B
1. has made
2. wears
3. have made
4. are

Epidemic Practice Exercise C
Polio (1)
E coli (3)
antibiotics (5)
tuberculosis (4)
HIV (1)

Epidemic Practice Exercise D
1. (b) 2. (c) 3. (a) 4. (d) 5. (e)

Epidemic Practice Exercise E
1. (a), (b), (c)
2. (b), (c), (d)
3. (a), (b), (c)
4. (b)

7 (3). Space and Time Practice Exercise A
Jeff, Nicole, blank, Kathy, Sharon, David, Jimmy

Space and Time Practice Exercise B
a) 1. Jeff 2. Sharon 3. Nicole
b) 1. Nicole 2. Sharon 3. Jeff
c) 1. Her car broke down 2. She telephoned for the tow truck. 3. It started to rain
d) 1. She was talking on the telephone. 2. It started to rain. 3. It stopped raining. 4. She got gas.

Space and Time Practice Exercise C
1. (a), (c), (d), (e)
2. (b), (a), (d), (f), (e)
3. (b), (d), (c)

8 (1). The Secret Code Practice Exercise A
Phil (a)
Shirley (e)
Bob (c)
Dan (b)
Leslie (d)

The Secret Code Practice Exercise B
1. had gotten, had been moved, changed, had looked, were opened, were used
2. arrived, had accessed, made, checked, had been opened
3. had broken in/broke in, could, thought, decided

The Secret Code Practice Exercise C
1. (b) 2. (c) 3. (c) 4. (b) 5. (b)

The Secret Code Practice Exercise D
(2), (4), (3), (6), (5), (1), (7), (8), (10), (9)

The Secret Code Practice Exercise E
(4), (6), (5), (8), (2), (7), (3), (9), (1), (10)

8 (2). Matrix Vocabulary Practice Exercise A
1. (d) 2. (f) 3. (e) 4. (j) 5. (a) 6. (c) 7. (b) 8. (g) 9. (h) 10. (i)

Matrix Vocabulary Practice Exercise B
1. (c) 2. (e) 3. (f) 4. (a) 5. (d) 6. (j) 7. (g) 8. (h) 9. (b) 10. (i)

Matrix Vocabulary Practice Exercise C
1. (h) 2. (i) 3. (f) 4. (a) 5. (j) 6. (b) 7. (d) 8. (g) 9. (e) 10. (c)

Matrix Vocabulary Practice Exercise D
1. (e) 2. (c) 3. (a) 4. (b) 5. (f) 6. (d) 7. (g) 8. (i) 9. (h) 10. (j)

Matrix Vocabulary Practice Exercise E
1. (j) 2. (h) 3. (b) 4. (i) 5. (g) 6. (a) 7. (e) 8. (d) 9. (f) 10. (c)

8 (3). UFO: For and Against: Practice Exercise A
1. (c) 2. (a) 3. (d) 4. (b) 5. (e)

UFOs: For and Against: Practice Exercise B
1. (b) 2. (b) 3. (a) 4. (a) 5. (a)

UFOs: For and Against: Practice Exercise C
1. In fact
2. However
3. On the other hand
4. However
5. On the contrary

UFOs: For and Against: Practice Exercise D
1. (b) (c) (a) (e)
2. (b) (a) (d) (c)
3. (c) (a) (b) (e)
4. (c) (a) (d)