

1 Language Review

A. Complete each sentence with the correct form of **do**, **have**, or **be**.

1. Sam _____ never had a credit card.
2. _____ Jen need help moving this weekend?
3. It _____ a coincidence that we got here at the same time.
4. Don was disappointed when he _____ not get the job.
5. Omar has _____ living in the same house his entire life.
6. The euro _____ introduced in Europe in 2002.
7. Since I _____ already eaten dinner, I declined the invitation to the restaurant.
8. How often _____ you eat lunch in the cafeteria?



B. Change the active sentences to passive sentences.

1. People grow coffee in eighty different countries.

2. The jury will give the verdict tomorrow morning.

3. Painters are painting my house at this very moment.

4. Saudi Arabia is holding a cabinet meeting tomorrow.

5. They have held the football match at Gardner Stadium for the last eight years.

6. The school has cancelled classes for today.

7. Someone wrote this book in the 18th century.

8. The police arrested the suspect near the scene of the crime.

Unit Goals

Language Review

Reading

Computer Viruses:
A Headache
for Humans
The Psychology of
Color

Language Plus

Writing

Write about a problem
or difficult situation you
have experienced

1 Language Review

A

- This exercise reviews the use of *do*, *have*, and *be* as auxiliary verbs, which was presented in Unit 1. Refer students to the Grammar chart on page 8 to review as necessary.
- As a quick review, before students complete the sentences, write the following sentences on the board and elicit the auxiliary verbs that go in the blanks.

Jen _____ finished her homework. (has)

We _____ invited to Tom's graduation party.
(were/are)

He _____ talking on his cell phone now. (is)

_____ you watch the film last night? (Did)

When you called, I _____ already left. (had)

- Have students work individually to complete the sentences.

Answers

- | | | | |
|---------|-----------|---------|--------|
| 1. has | 3. is/was | 5. been | 7. had |
| 2. Does | 4. did | 6. was | 8. do |

B

- This exercise reviews the passive, which was presented in Unit 2. Refer students to the chart on page 22 to review as necessary.
- Write this sentence on the board: **An electrician installed the alarm.** Ask a volunteer to change it to the passive. (The alarm was installed by an electrician.) Remind students that the passive is formed with *be* + the past participle of the verb. Working with the same sentence, call on students to change the sentence to different tenses; for example, the future with *will*. (The alarm will be installed by an electrician.) Continue asking for the simple present (is installed),

present and past progressive (is/was being installed), and the present and past perfect (has/had been installed).

- Have students work with a partner to write the passive sentences. One student writes sentences 1 to 4 and the other writes sentences 5 to 8. Then they exchange and check each other's work.
- Review the sentences with the class. Remind students that passive sentences often do not mention the person who performs the action. Ask: **Which is the one sentence in this exercise that should include a phrase with by?** (Number 2)

Answers

- Coffee is grown in eighty different countries.
- The verdict will be given tomorrow morning by the jury.
- My house is being painted at this very moment.
- A cabinet meeting will be held tomorrow.
- The football match has been held at Gardner Stadium for the last eight years.
- Classes have been cancelled for today.
- This book was written in the 18th century.
- The suspect was arrested near the scene of the crime.

C

- This exercise reviews the past perfect forms presented in Unit 2 on page 22.
- Write the following sentence on the board:

They _____ (work) on the essay for two hours when Tom called and said that the teacher _____ (change) the topic.

Ask students: **Which verb should be in the past perfect progressive?** (work) **Why?** (It's an activity that was continuing for a time before they got the phone call.) Have a student come to the board and write the correct verb forms in the blanks. (had been working, had changed)

- Have students work individually to complete the sentences. Check answers as a class.

Answers

1. had, left
2. had been eating
3. had been
4. had followed/had been following
5. had, found
6. had, lived
7. had, called
8. had been trying

D

- This exercise reviews adverbs of degree, which were presented in Unit 3. Refer students to the chart on page 36.
- Ask a volunteer to read aloud the directions and the example. Point out that it is usually necessary to make other changes to the sentence in addition to adding the adverb. Students need to rewrite the sentence to express the same idea. In the example, the words *at all* are deleted when *absolutely* is added.
- Write sentences 1 and 2 on the board and elicit the responses from the class.
 1. **I barely slept last night.** (The words *very little* are deleted.)
 2. **We're almost there.** (The tense changes from future to present and *soon* is omitted.)
- Have students work with a partner to rewrite sentences 3 to 8. As students are working, go around the room and help as needed. For sentence 7, suggest that they change the verb from *write* to *rewrite*.

- Check answers by having students write their new sentences on the board.

Answers

Answers will vary. Sample answers:

1. I barely slept last night.
 2. We're almost there.
 3. You look so different that I hardly recognized you.
 4. I'm nearly done with this book.
 5. That is an extremely funny photo.
 6. The altitude was so high that I could barely breathe.
 7. The essay was in such bad shape that it had to be completely rewritten.
 8. The hairstylist cut my hair too short.
- For additional practice with adverbs of degree, write phrases like the following on the board: **barely knew, hardly ate, nearly finished, extremely tired, completely unnecessary, too excited, almost, certain.** Have students work with a partner to write original sentences with the phrases. Have students read one or two of their sentences aloud to the class.

C. Complete each sentence with the past perfect or past perfect progressive form of the verb in parentheses.

1. The train _____ already _____ by the time we got to the station. (leave)
2. The cat _____ the tuna from the table when he yelled at it. (eat)
3. By 11:00 yesterday morning, we _____ to three shopping malls. (be)
4. She called the police because someone _____ her. (follow)
5. Julie didn't apply for the job because she _____ already _____ a different job. (find)
6. My brother _____ never _____ on his own before he got that apartment. (live)
7. I offered to drive him, but he _____ already _____ a taxi. (call)
8. I _____ to call her when suddenly she knocked on my door! (try)

D. Rewrite each sentence using the adverb of degree in parentheses.

💡 I have no money at all on me. (absolutely)

I have absolutely no money on me.

1. I slept very little last night. (barely)

2. We'll be there soon. (almost)

3. You look so different that I almost didn't recognize you. (hardly)

4. I'll be done with this book soon. (nearly)

5. That is such a funny photo. (extremely)

6. The altitude was so high that I had a lot of trouble breathing. (barely)

7. The essay was in such bad shape, it had to be written all over again. (completely)

8. The hairstylist cut my hair shorter than I like. (too)



E. Circle the best adverb for each sentence.

1. I'll (probably / fortunately) apply to at least three colleges.
2. (Unfortunately / Presumably), we won't be able to join you for dinner. We have other plans.
3. I am (certainly / unluckily) not going to tell him something that will upset him.
4. He goes out every night. (Presumably / Honestly), he has a lot of friends.
5. You have a big smile on your face. (Obviously / Actually) you did well on the exam.
6. I would (certainly / presumably) recommend staying home today if you feel sick.
7. (Honestly / Apparently), I didn't know that the project was due today.
8. I'm having a dinner party on the 3rd, although (officially / naturally) I don't graduate until the 11th.
9. That is an extraordinary bracelet! (Presumably / Admittedly), you keep it in a safe place.



F. Circle **for** or **to** to complete each sentence.

1. He bought a gift (for / to) each contestant.
2. Then he gave a gift (for / to) each contestant at the end of the episode.
3. Could you lower the thermostat (for / to) me?
4. Could you also hand the phone (for / to) me?
5. Our teacher pronounced the word (for / to) us.
6. Then she gave the worksheet (for / to) us.



G. Change the position of the indirect object in each sentence.
Add **for** or **to**.

💡 Please pass me the salt.
Please pass the salt to me.

1. My friend told me a great joke.

2. The boy wrote his mother a poem.

3. My grandfather's neighbor buys him groceries whenever he is sick.

4. The prosperous old woman gave the charity a fortune.

5. My parents threw me a dinner banquet when I graduated.

E

- This exercise reviews sentence adverbs presented in Unit 3. Refer students to the chart on page 36 for review as necessary.
- Have students work individually to circle the correct words. Check answers by calling on students to read the sentences aloud.

Answers

1. probably
2. Unfortunately
3. certainly
4. Presumably
5. Obviously
6. certainly
7. Honestly
8. officially
9. Presumably

F

- This exercise reviews the use of *for* and *to* with indirect objects, which was presented in Unit 4. Refer students to the Grammar chart on page 50 for review.
- Write these sentences on the board and elicit the words that go in the blanks.

Carol made a cake _____ her. (for)

She handed a piece of the cake _____ her. (to)

- Have students work individually to circle the correct word for each sentence.

Answers

- | | | |
|--------|--------|--------|
| 1. for | 3. for | 5. for |
| 2. to | 4. to | 6. to |

G

- This exercise reviews direct and indirect objects, which were presented in Unit 4. Refer students to the Grammar chart on page 50 for review as necessary.
- Refer back to the sentences on the board from exercise F. Elicit another way to write each one:

Carol made her a cake.

She handed her a piece of the cake.

For each sentence, ask: **What's the direct object?**

(cake/a piece of cake) **What's the indirect object?** (her)

Ask a volunteer to read aloud the directions and the example.

- Have students work individually to rewrite the sentences. Check answers by having students write the sentences on the board.

Answers

1. My friend told a great joke **to** me.
2. The boy wrote a poem **for** his mother.
3. My grandfather's neighbor buys groceries **for** him whenever he is sick.
4. The prosperous old woman gave a fortune **to** the charity.
5. My parents threw a dinner **for** me when I graduated.

H

- This exercise reviews both sentence adverbs and adverbs of degree, which were presented in Unit 3. Refer students to the chart on page 36 for review as necessary.
- Have students look at the first sentence stem and elicit possible answers from several different students. Then have students work individually to complete the rest of the sentences.
- Check answers by having two or three students read their completed sentences for each item.

Answers

Answers will vary.

I

- This exercise reviews information questions that were presented in Unit 3.
- Explain that students will work in pairs and use their partner's answers from **H** to create short conversations by asking and answering questions.
- Call on two students to read aloud the example. Elicit other questions that students might ask based on the example. For example: *When are you going on vacation? Who are you going with? What are you going to do there?*
- Allow students time to prepare and write their conversations. Then call on pairs to share their conversations with the class.

Answers

Answers will vary.

J

- Go over the directions and have volunteers read the example sentences. Point out the use of *both* in the first example to express a similarity. Elicit other expressions and write them on the board: *both of us; my partner and I; one thing we have in common is...* Point out the use of *while* in the second example to express a difference. Elicit alternative expressions and write them on the board: *whereas; however; but; on the other hand.*
- Give students a couple minutes to think about their answers. Then call on different students to share with the class.

Answers

Answers will vary.

- As an extension, choose three of the items in **H** and hold a class survey. For example, ask: **What is one thing you're very frightened of? When do you feel completely happy? What's something you absolutely can't stand?** Write students' answers on the board to find out how many things students have in common.

Workbook

Assign pages 259–261 for review of vocabulary and grammar presented in Units 1–4.

H. Complete each sentence about yourself.

1. One thing I absolutely can't stand is _____.
2. I am completely happy when I _____.
3. One time I almost _____.
4. I'm very excited about _____.
5. Unfortunately, I _____.
6. Luckily, I _____.
7. Admittedly, I am not good at _____.
8. Sometimes I can be extremely _____.
9. I have been told that I am quite _____.
10. One thing I am very frightened of is _____.

I. Share your answers from H with a partner. Choose three of your partner's answers and ask questions to find out more information. Use **what, when, where, why, who, or how**. Write your three conversations below.

💡 Student A: I am really excited about going on vacation this summer.

Student B: Really? Where are you going on your vacation?

Student A: My family and I are going to visit the Maldives.

Student B: Wow! How long are you going to stay there?

Student A: We're going to spend ten days there.

1. _____

2. _____

3. _____

J. What do you and your partner have or not have in common? Share with the class.

💡 We both feel completely happy when we get high grades on our report cards.
I am very frightened of thunder and lightning, while my partner is frightened of snakes.

2 Reading

Before Reading

Read the passage and underline details that tell you how a computer virus and a biological virus are similar.

Computer Viruses: A Headache for Humans



A computer virus is a computer program that has the ability to infect a computer without the user's permission, or even knowledge. There are more than a few similarities between computer viruses and human viruses.

Biological viruses enter the body through some kind of direct contact with the body and attach themselves to a *host cell*. The virus spreads, and the resulting damage can include pain, suffering, or even death. Similarly, computer viruses enter a *host file* in your computer when you open an infected email attachment. This virus then spreads, resulting in damage that can include deletion of files, emailing of all the addresses in the computer's email address book, a slowing down of the system, or even fatal damage to the hard drive.

If these viruses are so damaging, why do people allow them to infiltrate their computers? Because people are tricked into it. Viruses are sent attached to email messages. These emails use a variety of tricks to fool the reader into opening up the attachment. For example, some of these emails are designed to appeal to people's emotions. The "YOU HAVE WON" virus included an attachment titled "A-Gift-For-You.text.vbs." Users, thinking they had been sent a gift letter, opened the file, instantly releasing a virus and infecting their computer. Another common virus

disguised as a personal message is "Koob." "Koob" is spread through messages sent through social networking sites. The emails have subject lines like, "You look funny on our new video." When users try to download the "video," what they really get is a virus.

Another common way email users are manipulated into opening attachments that contain viruses is with messages that appear to come from businesses that people frequently use. These typically include auction sites, delivery services, and financial institutions. One such virus is the "UPS/FedEx Delivery Failure." This email comes with a message informing the user that a package he or she had supposedly sent could not be delivered. Users are told to click on the attachment for a refund. In reality, of course, the attachment unleashes a virus.

Ironically, one virus-spreading email was disguised to look like an email about protecting the user's computer from viruses! The "Microsoft Patch" virus was spread through an email that urged the user to download a software patch to prevent viruses. This email even included the Microsoft™ icon, which fooled many into believing the email was legitimate. In reality, the "patch" was a virus. This virus was forwarded by millions of people, resulting in the infection of computers around the world.

2 Reading

- With books closed, ask students what they know about both human and computer viruses. Make notes of some of their ideas on the board.

READING STRATEGY Ask questions before reading

- Tell students that good readers often think of questions, things they want to know about a topic, before they start to read. Put students in pairs and have each pair write two questions about computer viruses.
- Ask three or four pairs to share their questions with the class. Write these on the board. Then ask if anyone has any different questions. The following are some questions students might suggest. (Not all of these are answered in the reading.)

What is a computer virus?

How do computers get viruses?

Who creates virus programs?

What do computer viruses do to a computer?

How can you protect your computer from getting viruses?

What should you do if your computer gets a virus?



Play the audio of the reading. Have students listen and follow along.

- Review the list of questions on the board. Which questions did the article answer? Which didn't it answer?
- Ask a few additional questions about key points in the article not covered in the **After Reading** questions. For example:

How serious is the damage viruses can cause in computers? (It's very serious. It can completely destroy all the information on a hard drive.)

How do viruses take advantage of social networking sites? (They use the email services on the sites to email people who are members.)

Why did people believe that the "Microsoft Patch" was real? (It had the company logo on it.)

Why do people who send viruses use the names of well-known businesses like UPS and Microsoft? (Because many people use these sites and trust the companies.)

- For additional vocabulary practice, write the following definitions and paragraph numbers on the board. Have students find the word that fits the definition in the paragraph.
 - paragraph 2
having a disease or virus of some kind (infected)
 - paragraph 3
having a different appearance; hiding the true identity of a person or thing (disguised)
 - paragraph 4
let something loose, often before an attack (unleash)
 - paragraph 5
happening in the opposite way from what is expected (ironically)
 - genuine, following the laws or rules** (legitimate)
 - paragraph 6
prevent; stop yourself from doing something (avoid)

Culture Notes

UPS (United Parcel Service) and FedEx (Federal Express) are both companies that offer package delivery services worldwide. Among the services they offer customers is the ability to track packages online to find out exactly when a package reaches its destination.

Microsoft™ Corporation is a multinational computer corporation based in the U.S. It makes products for computers such as the Windows® operating system used by almost all PC computers and the set of programs known as Microsoft Office, which includes word processing, spreadsheet, email, and presentation programs. Bill Gates, the founder and major owner of Microsoft, recently retired from his job as CEO in order to devote more time to the Bill and Melinda Gates Foundation, a charitable organization that works in the fields of health and education around the world.

After Reading

A

- Have students look at the list of words and find each word in the article. Discuss each word and elicit the meaning appropriate for the context.

paragraph 2

fatal damage to the hard drive = describing damage or an error that can't be fixed, deadly

paragraph 3

allow them to infiltrate their computers = to get into or gain access to a place secretly

paragraph 4

users are manipulated = controlled or influenced by someone

paragraph 5

an email that urged the user = tried strongly to persuade someone to do something

paragraph 6

Think of the precautions you take = things you do to prevent something bad from happening

- Have students work individually to complete the sentences.
- Check answers by calling on students to read their completed sentences aloud.

Answers

1. infiltrate
2. fatal
3. urge
4. manipulated
5. precaution

B

- Put students in groups of three to ask and answer the questions.
- Check answers by having groups report their answers to the class. Have students support their answers by referring back to parts of the article with the correct information.

Answers

Answers will vary. Sample answers:

1. A computer virus is a program that can get into a computer's system and damage it without the user knowing about it.
2. Biological viruses get into the body through one of the body's cells, called a "host cell." Computer viruses enter a computer through a "host file" that the user downloads to the hard drive. Both viruses are like an infection that spreads and causes damage.
3. It's a virus that comes as an email attachment to a message about a problem with the delivery of a package. It tells the user to click on the attachment. The attachment contains a virus that then gets into the computer.
4. It is spread through an email that urges the user to download a software patch to prevent viruses.
5. You should install anti-virus software and avoid opening emails with potentially infected files.

Discussion

- Arrange students into small groups. Assign each group one of the discussion questions. Give students five or six minutes to discuss the question.
- Have one person in each group report the results of their discussion to the class and ask the class if they agree or not. This should end up in a general class discussion of all of the questions.



Additional Activity

In groups, have students make posters about how people can protect themselves against computer viruses. The poster should list suggestions and include illustrations. Students may need time out of class to do additional research for this. Have students present and explain their posters to the class.

Do all you can to avoid exposing your computer to a virus. Think of the precautions you take against catching biological infections. You wash your hands and avoid contact with sick people. Extend the same care to your computer. Consider investing in antivirus software. And whatever you do, avoid opening emails with potentially infected files. You may just save your computer from contracting a nasty illness, and yourself from suffering a terrible headache.



After Reading

A. Complete each sentence with one of these words:

fatal infiltrate manipulated precaution urge

1. How did the spy _____ the government building? Weren't there security guards on duty?
2. Due to several _____ design flaws in the operating system, all the computers in the office crashed.
3. You must stop smoking. I _____ you to consider the impact it has on your body.
4. The businessman _____ the client to make him do what he wanted.
5. Elena thought it might rain. So she took the _____ of bringing an umbrella.

B. Answer the questions.

1. What is a computer virus?
2. Describe the similarities between human and computer viruses.
3. What is the "UPS/FedEx Delivery Failure" virus?
4. What is ironic about the "Microsoft Patch" virus?
5. What are some steps you can take to prevent your computer from being infected by a virus?

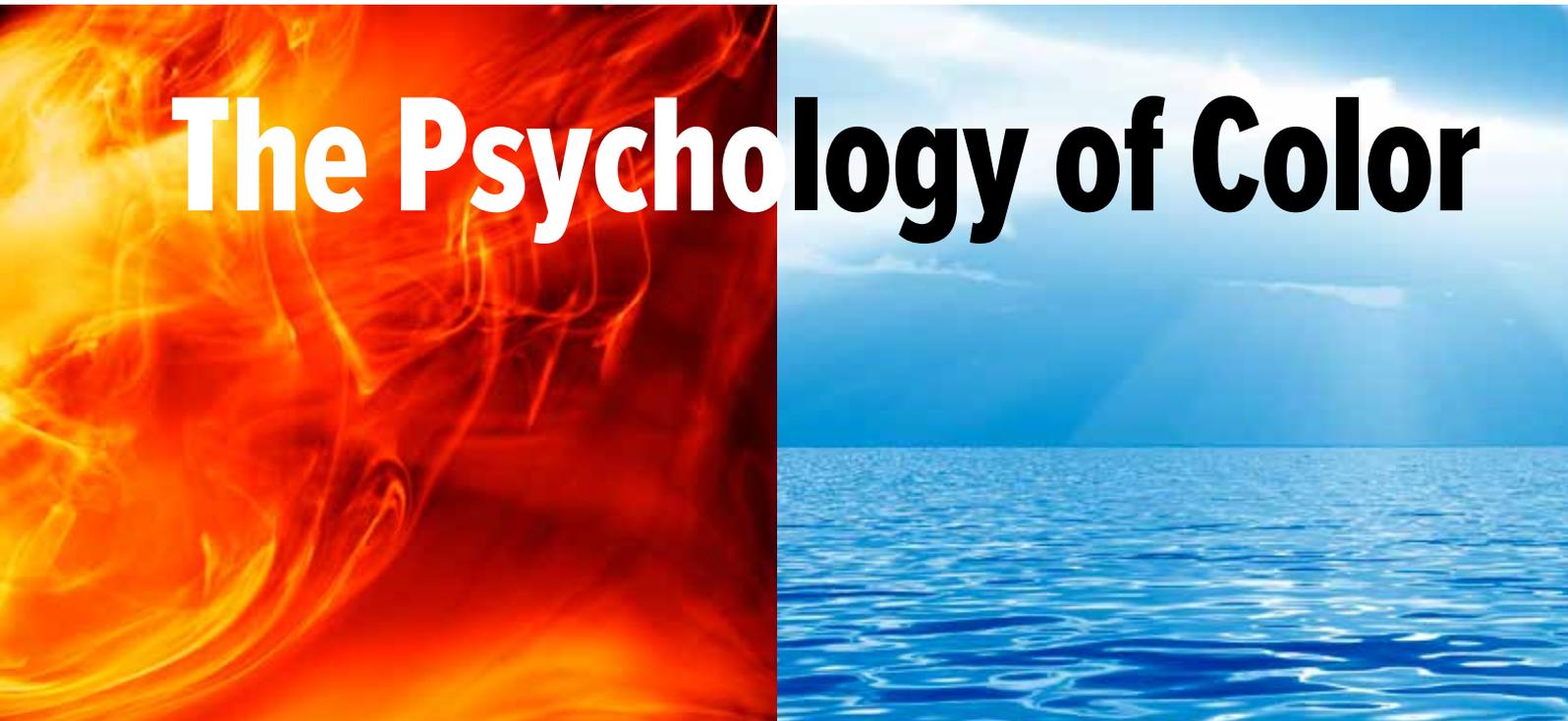
Discussion

1. Has your computer or a friend's ever been infected by a virus?
2. How did it happen?
3. What did you do? What did your friend do?
4. Why do you think there are so many computer viruses?
5. What kind of punishment is appropriate for people who create and spread viruses?

3 Reading

Before Reading

1. What color is the room you are in now? How does the color make you feel?
2. Have you ever painted a room? If so, what color did you choose and why?



The Psychology of Color

I want you to imagine yourself in a room painted a light blue color. Now, imagine yourself in a vibrant red room. Do you think you would feel differently in each of these rooms? If you are like most people, you would feel calmer in the blue room and more energized in the red room. Why is this? Psychological studies have found that different colors can have different effects on mood and behavior.

People have a tendency to associate colors with where these colors appear in nature. So, for example, without realizing it we associate soft shades of blue with the sky and sea. These associations make blue a calming color for most people. Asuka Obata runs a spa in Kyoto, Japan. All the walls of the salon are blue. Obata says, “It is essential that we create a sense of peace and tranquility. The color blue helps us achieve this.”

Red, however, is associated with fire and blood. So red is also associated with danger and vitality. The color red has even been shown to raise blood pressure! Adrian Vilas of Cordoba, Argentina, painted his office red. He says, “I like being surrounded by a color that gives me energy and inspiration.” On the other hand, have you ever wondered why traffic lights and stop signs utilize the color red? To warn of danger, of course.

While we all share natural associations with certain colors, the same color may have a very different meaning to people of two different cultures.

The colors black and white provide a good example of how people can have different cultural responses to colors. In many cultures, black symbolizes death and mourning, and so black is the traditional color worn to funerals. However, in Asia it is not black that represents mourning, but white. So in Asia, white is the color people usually wear when they attend funerals.

3 Reading

- With books closed, have a class discussion about colors. Ask a few students: **What is your favorite color? Why?** Discuss the **Before Reading** questions:
 - What color is the room you are in now? How does the color make you feel?**
 - Have you ever painted a room? If so, what color did you choose and why?**

READING STRATEGY

Understanding the organization of an article

- Note:** For this activity, it is important that students not read the article before the start of the class.
 - Make enough copies of the article to have one copy for every five students. Cut the article up into separate paragraphs. (Keep paragraphs 4 and 5 together, as paragraph 4 has only one sentence.) Label the first paragraph as the Introduction, but don't number or label the other paragraphs.
 - Put students in groups of five and give each student one of the paragraphs in the article. Appoint one student as the group leader and give this student a copy of the introductory paragraph as well. (If it doesn't work out to divide the class into groups of five, you can have a group of four and give one student two paragraphs, or a group of six and have two students share a paragraph.)
 - Explain that their task is to put the paragraphs in the correct order. The leader will start by reading aloud the introductory paragraph. Then each member of the group will read his or her paragraph to the group. They discuss and decide which paragraph should be next. They continue in this way until they have all the paragraphs in a logical order. When they disagree, students should read the relevant paragraphs again.
 - As students are working, go around the room and answer questions about vocabulary. Try to make sure that all students in each group are participating and re-reading their paragraphs as necessary.
-  When all of the groups have put the paragraphs in order, play the audio of the article. Have students listen and check their order.
- Discuss the activity with the class. Ask: **How did you decide on the correct order?** As students answer, elicit these points:
 - The article discusses the natural effects of colors, related to their appearance in nature and the special effects of colors related to culture.
 - The first sentence of paragraph 2 is a topic sentence that leads to a discussion of the color blue.
 - Paragraph 3 begins with the phrase *Red, however* and goes on to discuss the color red. This indicates that it comes after the paragraph about the color blue.
 - Paragraph 4, the single sentence, introduces the topic, color and culture. The topic sentence of paragraph 5 introduces black and white as examples.
 - Paragraph 6 discusses the cultural meanings of the colors white and red.
 - Paragraph 7 is the conclusion.
 - For additional vocabulary practice, work with noun and verb forms from the article.
 - Explain to students that words, like people, often occur in families. Words are related to each other because they come from a common root. Write this chart on the board and have students copy it in their notebooks. Then have them find the related noun or verb forms in the article and write them in the chart.

Nouns	Verbs
energy	
	associate
creation	
	inspire
symbol	
	mourn
	celebrate
response	

(Answers: energize, association, create, inspiration, symbolize, mourning, celebration, respond)

After Reading

A

- Have students look at the list of words and find each word in the article. Discuss each word and elicit the meaning appropriate for the context.

paragraph 1

vibrant = bright, full of energy; Red is a bright, vibrant color.

paragraph 2

tendency = an inclination or leaning toward something; Associating colors with nature is something people have a tendency to do.

associate = relate one thing to another; Here people associate colors in nature to certain feelings.

tranquility = calmness, peacefulness; Tranquility is a feeling that is associated with blue.

paragraph 5

mourning = feeling of sadness when someone has died; Black represents mourning in some cultures.

represents = is a symbol of or stands for something; Here black represents death.

- Have students work individually to complete the sentences.
- Check answers by calling on students to read the sentences aloud.

Answers

1. represents
2. mourning
3. tendency
4. vibrant
5. tranquility
6. associate

B

- Put students in groups of three to ask and answer the questions.
- Check answers by having groups report their answers to the class. Have students support their answers by referring back to the parts of the article with the correct information.

Answers

Answers will vary. Sample answers:

1. The color blue appears in the sky and the sea. The color red appears in fire and blood.
2. Blue is a calming color. Red is an energizing color.
3. In most cultures, white represents purity, innocence, and goodness.
4. In China, white is the color of mourning.
5. In Chinese culture, red represents happiness and good luck. People wear red to celebrate the Chinese New Year.

Discussion

- Put students into small groups to discuss the questions and complete the chart.
- When students have finished their charts, have them pass the charts from group to group around the room. Students look at the other groups' charts and compare them with their own. Discuss the charts with the class.

Culture Note

Green is believed to be an easy color to see and restful for the eyes. At one point in the U.S., classroom blackboards were changed to “greenboards.” People thought it was easier to see the white chalk on the greenboard. Street and highway signs in the U.S. often have a green background with white letters. There have also been interesting experiments with children who have difficulty reading. Researchers have found that putting a transparent green overlay on top of what the child is reading often improves comprehension. They believe the reason for this is that for some children the white background is too reflective and this makes it difficult for them to see the black letters.

Workbook

Assign pages 262–263 for additional writing practice at word and sentence level.

In most other cultures, far from being associated with funerals, white represents purity, innocence, and goodness. For this reason, white is traditionally worn by brides in these cultures. However, in China, since white is the color of mourning, it is important that a bride *not* wear white. Instead, the traditional color worn by a bride in China is red. In Chinese culture, red represents happiness and good luck, and so Chinese celebrations are full of red. During the Chinese New Year, people prefer wearing red to any other color and older family members give money in red envelopes to younger members of the family.

Clearly, the way we respond to color is a complicated business. You may think you are choosing a red shirt just because you like the color. But the truth is, you are probably responding to it based on what your brain, the environment, and your culture tell you about the color!

After Reading

A. Complete the sentences with one of these words:

vibrant tendency associate tranquility mourning represents

1. The dove _____ peace to many people.
2. She was in _____ after her friend died.
3. She has a _____ to talk too loudly when she's on her cell phone.
4. The colors in this painting are so _____ that it hurts my eyes.
5. I love the _____ of the park in the early morning.
6. After a while, the students learned to _____ Wednesday with exams.

B. Answer the questions.

1. Where do the colors blue and red appear in nature?
2. How do most people respond to the colors red and blue?
3. What does the color white represent in most cultures?
4. Why must a bride not wear white in China?
5. What does the color red represent to the Chinese?
When do the Chinese wear red?

Discussion

Write the information in the chart below. Use the chart to discuss colors and their effect on people in groups of 3 - 4.

Discussing colors			
Color	Where you can find it in nature	How you feel about the color	What this color represents in your country

4 Language Plus **Aa**

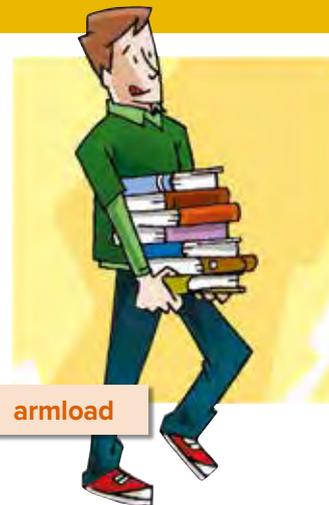
A. Complete each sentence with one of the words shown.



overload



truckload



armload



download



upload



offload

1. A _____ of supplies has arrived to help the victims of the earthquake.
2. You need to _____ those crates carefully. They're full of computer equipment.
3. Grab an _____ of dirty clothes and bring it to the laundry room.
4. We can _____ our presentation onto the classroom Internet site.
5. You shouldn't _____ that electrical outlet with so many appliances.
6. I'm going to _____ a game from a new online game store.

5 Writing

Tools for Writing: Capitalization

Do not capitalize names of seasons.

Use a capital letter for:

- the first letter of the first word of a sentence
- the pronoun
- proper nouns (specific people, places, organizations)
- days of the week, months of the year, and holidays
- countries, nationalities, and languages
- the first word of a quoted sentence

Rewrite each sentence with correct capitalization.

1. my mother and i traveled to london together last year.
2. will james attend harvard university in the fall?
3. when i asked to see doctor atar, the receptionist said, "the doctor just left."
4. people from haiti speak french and creole.
5. this year, earth day falls on a tuesday.

4 Language Plus

- Focus students' attention on the pictures and their captions. Ask: **What do all of the words have in common?** (They end with *-load*.) Tell students that a *load* is an amount of something that a person or vehicle can carry. Use questions like the following to elicit the meanings of the words shown.

What does the woman have in her hand?

(a *To Do* list)

What's her problem? (She has too much to do. She has an *overload* of work.)

Is there a lot of fruit on the truck or a little? (There's a lot. The truck is full. It's a *truckload* of fruit.)

What is someone doing with the computer and the memory stick? (They're *downloading* computer games from the computer to the memory stick.)

What is someone doing with the camera and the computer? (They're *uploading* pictures from the camera to the computer.)

How many books is the man carrying? (He's carrying an *armload* of books.)

What is the man doing with the boxes? (He's taking them off the boat. He's *offloading* them.)

- Have students work individually to complete the sentences. Check by calling on students to read the sentences.

Answers

- | | | |
|--------------|------------|-------------|
| 1. truckload | 3. armload | 5. overload |
| 2. offload | 4. upload | 6. download |

Language Builder

Overload can be a noun or a verb. For example:

We had an overload of work this weekend. (noun)

Don't overload the boat. (verb)

The expression *truckload* is sometimes used to mean a lot of something, not literally things on a truck. For example:

We earned a truckload of money last summer.

An *armload* is as much as a person can carry in his arms. This word is almost always used to describe what someone is carrying.

We *download* files from the Internet to a computer or a memory stick. We *upload* pictures from a camera to a computer. We also *upload* files from a computer to the Internet.

5 Writing

Tools for Writing: Capitalization

- Read the capitalization rules with the class. Write the following examples for each rule on the board.

He's a student.

I'm here.

Tom, New York, Microsoft

Monday, January, Thanksgiving

Mexico, Venezuelan, Spanish

He said, "That's a great car!"

- Have students work individually to rewrite the sentences with the correct capitalization. Then have them compare sentences with a partner.
- Check answers by having students write the sentences on the board.

Answers

- My mother and I traveled to London together last year.
- Will James attend Harvard University in the fall?
- When I asked to see Doctor Atar, the receptionist said, "The doctor just left."
- People from Haiti speak French and Creole.
- This year, Earth Day falls on a Tuesday.



Additional Activity

Make, or have students make, sets of cards with one rule for capitalization on each card. In order to have more cards, you can separate some of the rules into separate items. For example, make one card for days, another for months, and another for holidays.

Then make, or have students make, cards with an example for each rule. Students use the cards to play a Concentration game. They mix up the cards and lay them out face down. Playing in teams or as individuals, students take turns turning over two cards, trying to match the rules with the examples.

Writing Prompt

- Read the Writing Prompt with the class.
- Brainstorm briefly a few more ideas that students might use for their own stories. Point out that they need to choose one short event as a topic, not something like “My First Year in High School.”

Developing Your Writing: The Introduction

- Before students begin to write their essays, focus their attention on the box *Developing Your Writing: The Introduction*. Then have them look at the sample essay, *The Day My Computer Died*. Ask questions, such as the following:

Which sentence tells what the essay is about?

(Something unexpected happened...)

How does the introduction make you want to

know more about the story? (It says that something unexpected happened, but it doesn't say what it was.)

How did the writer prepare to write the final paper?

(He or she did research in the library, took notes, and organized the ideas.)

When did the writer start writing the paper?

(the week before it was due)

What was the writer going to do on the last night before the paper was due? (run a spell check)

What happened then? (The computer froze.)

How do you think the writer will continue the story in the next paragraph? (probably by saying how he or she felt and how the problem was solved)

Write Your Personal Narrative

- Have students discuss a few ideas for their own narratives with a partner and then choose the one that they would like to describe.
- Have students work individually to complete the chart. They make notes about the problem(s) and the solution(s) in their story.
- Before students write their narrative, you might have them tell their story to a partner and listen to their partner's story. This will help them organize their ideas and tell the story more clearly.
- Have students work individually to think of a title and write their narratives. Tell them that they can wait until after they write to choose a title if they want to.

- Have students reread their essays and revise them. Tell them to check to make sure that they used grammar points from Units 1–4. Write the target grammar points on the board for their reference:

auxiliary verbs

the passive

the past perfect and past perfect progressive

adverbs of degree

sentence adverbs

- If students have not used any of these grammar points, ask them to try to include at least two or three different grammar points from the units as they revise the essay. They don't have to use them all. Students might do this as homework.
- Post the students' essays on the walls of the classroom and invite students to walk around the room and read each other's essays. You might give prizes for different things, such as The Funniest Story, The Worst Problem, The Most Creative Solution, etc.



Teaching Tip

Explain that revising is a very important part of writing. Professional writers may spend as much or even more time revising and editing their work as they do on the original writing. Real revision does more than just fix mistakes. It makes the writing clearer and more interesting for the reader.

Workbook

Assign page 264 for additional writing practice above word and sentence level.

Writing Prompt

Write a personal narrative about a problem or difficult situation you have experienced. Explain how you solved the problem or dealt with the situation. For example, you might write about a time your computer crashed the night before a report was due, or a time you were stuck at an airport overnight. Include grammar points from Units 1–4.

A personal narrative is a story about something that happened to you.

Write Your Personal Narrative

1. Choose a problem or difficult situation you have experienced.
2. Think about the situation. How did it come about? How did you deal with it? Use the chart to organize your ideas.

Problem(s)	Solution(s)

3. Think of a title for your narrative.
4. Write your narrative.

Developing Your Writing: The Introduction

The first paragraph of your writing is the introduction. The introduction should grab the reader's attention by expressing something interesting that makes the reader want to read more. The introduction should also include a topic sentence that states clearly what the essay is about. All the other sentences in the introduction should support the topic sentence.

As you write your introduction, ask yourself:

- Is this paragraph interesting and engaging? Will it make the reader want to know more?
- Does it include a topic sentence that clearly tells the reader what the essay is about?
- Do the other sentences support the topic sentence?

The Day My Computer Crashed

I'll never forget the last day of my freshman year at Abbington High School. The year had gone very well. I had made new friends, enjoyed my classes, and was expecting good grades in all of my courses. But something unexpected happened on the last day of the year.

I had done well in Mr. Martinez's history class all year. So I was not concerned when we were asked to write a final paper. In fact, I was even looking forward to it. I spent weeks in the library, researching my subject, taking notes, and organizing my ideas. I had started writing the essay a week before it was due. By the night before it was due, I had finished writing the essay and just needed to run a spell-check. But as soon as I began the spell check, the screen froze...