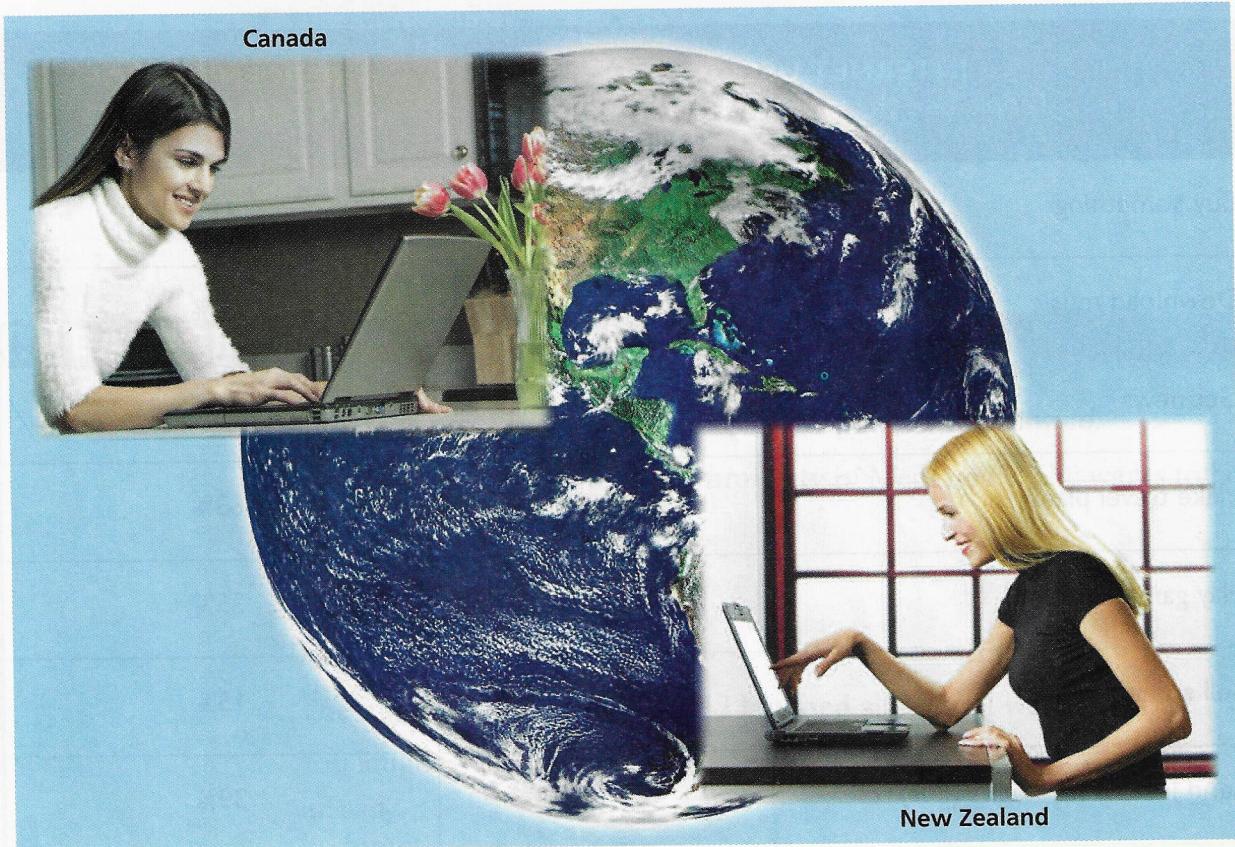


The Friendship Page



FOCUS ON THE TOPIC

A PREDICT

Look at the picture. Discuss the questions with the class.

1. Where are the people?
2. What are they doing?
3. The title of this unit is “The Friendship Page.” What is The Friendship Page?

B SHARE INFORMATION

1 Look at the chart.

How do people in the U.S. use the Internet?

Seventy percent (70%) of adults in the U.S. use the Internet. That's 141 million people. Here are some things they do online.

INTERNET USE ¹ People use the Internet to . . .	PERCENTAGE OF INTERNET USERS
Buy something	71%
Download music	27%
Get news	67%
Make travel plans	63%
Play games online	35%
Sell something	15%
Send instant messages (IMs)	39%
Send or read e-mail	91%
Use a search engine, like Google®	91%
Use a website like MySpace®, Facebook®, or Friendster®	16%

¹ Source: www.pewInternet.org/trends/Internet_Activities_1.11.07.htm as of January 2007

2 Answer the questions and complete the sentences. Compare your answers with a partner's.

1. Look at the chart. How do most people use the Internet?

1 _____ and _____

2 _____

3 _____

2. Do you use the Internet? _____

a. Yes, I use the Internet to _____.

b. No, I don't like the Internet.

c. No, I don't have a computer.

d. Your answer: _____.

C BACKGROUND AND VOCABULARY

Read the sentences. Then circle the definition of the **boldfaced** word.

1. Bronwyn wants to help her **community** in Melbourne. She wants to help people in other countries, too.

A **community** is ____.

a. all the people in one place

b. all the people that you know

2. The movie last night was great! I **laughed** all night. I was so happy.

You laugh when something is ____.

a. sad

b. funny

3. On The Friendship Page, people can write about their **goals**: a good job, a lot of money, a big family.

A **goal** is ____.

a. a problem you have now

b. something you want in the future

(continued on next page)

4. When no one is fighting, people can live in **peace**.

When you have peace, there is ____.

- a. quiet, agreement
- b. anger, disagreement

5. Karen likes The Friendship Page. She wants to **meet** new friends.

When you meet people, you ____.

- a. call them on the telephone
- b. see or know them for the first time

6. Everyone has problems sometimes. Some people get **advice** on The Friendship Page.

When you get advice, you get ____.

- a. helpful ideas
- b. money from your job

7. “Have no friends not equal to yourself” is a **quote** from Confucius (551–497 BC), a Chinese philosopher.

A quote is ____.

- a. someone’s problems
- b. someone’s words

8. The Friendship Page is **safe** for young people and adults. Bronwyn and her helpers watch The Friendship Page very carefully.

When something is safe, it is ____.

- a. not dangerous to use
- b. very easy to use

9. Bronwyn and her helpers are **volunteers**. No one gets money for working on The Friendship Page.

Volunteers are ____.

- a. people who get money for working
- b. people who don’t get money for working

10. People on The Friendship Page like to **chat** about family, work, and friends.

When friends chat, they ____ together.

- a. talk or write
- b. visit or travel



2 FOCUS ON READING

A READING ONE: Welcome to The Friendship Page



Bronwyn Polson is from Melbourne, Australia. She started *The Friendship Page*, a website about friendship. Read this description of *The Friendship Page*:

“Everything you want to know about friends and friendships.”

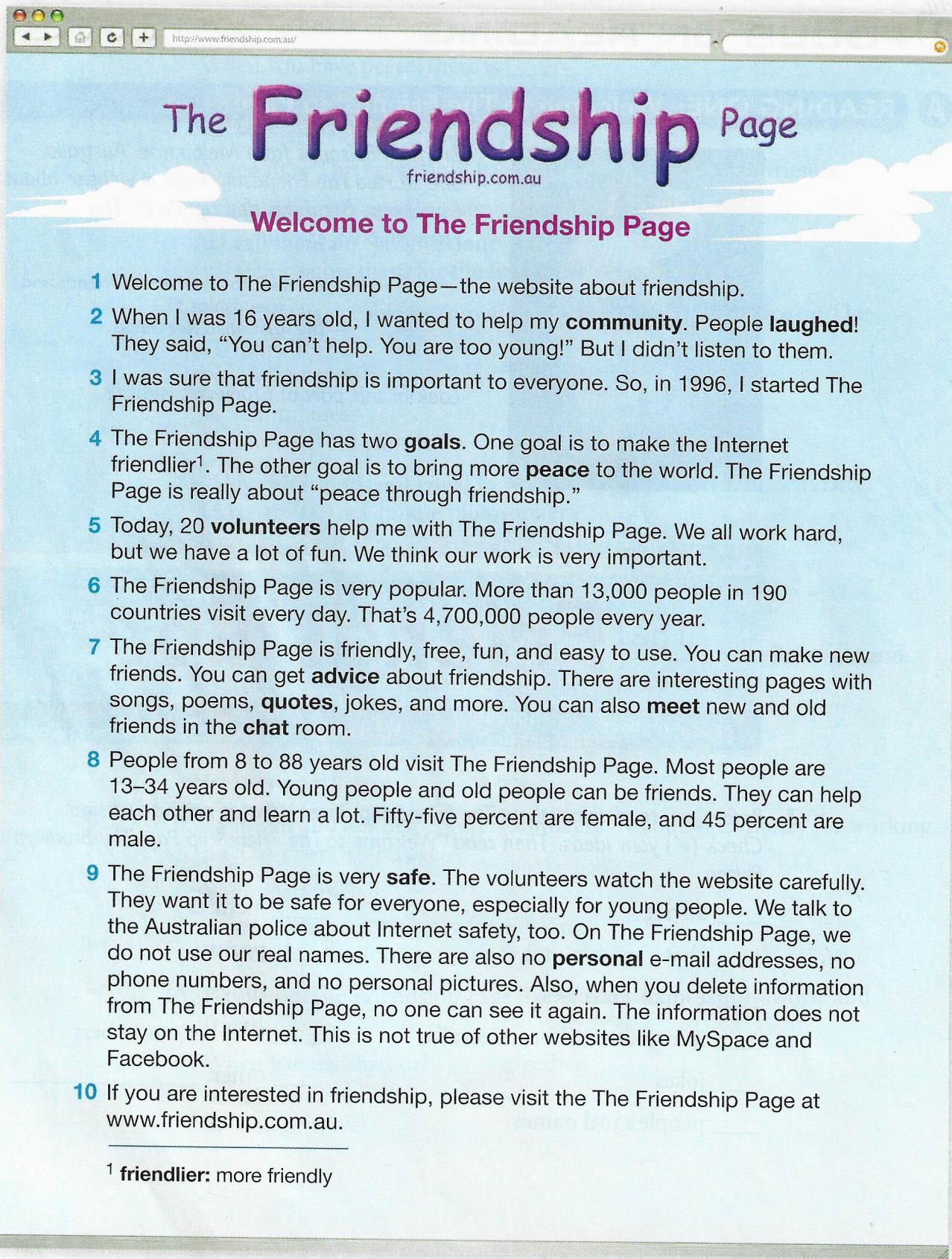
—The Australian Net Guide

Look at this part of Bronwyn’s website.



1 Before you read, think about *The Friendship Page*. What is on this website? Check (✓) your ideas. Then read “Welcome to *The Friendship Page*” by Bronwyn Polson.

<input type="checkbox"/> advice	<input type="checkbox"/> pictures
<input type="checkbox"/> chat	<input type="checkbox"/> poems
<input type="checkbox"/> e-mail addresses	<input type="checkbox"/> songs
<input type="checkbox"/> information about Australia	<input type="checkbox"/> telephone numbers
<input type="checkbox"/> jokes	<input type="checkbox"/> other: _____
<input type="checkbox"/> people's real names	



The screenshot shows a web browser window with the URL <http://www.friendship.com.au/> in the address bar. The main content is a page titled "The Friendship Page" with the subtext "friendship.com.au". Below the title is a large, stylized purple "Friendship" word. The page features a blue background with white clouds. A pink banner at the top says "Welcome to The Friendship Page". Below the banner is a numbered list of 10 points. The browser has standard OS X-style window controls (red, yellow, green buttons) and a toolbar with icons for back, forward, search, and refresh.

Welcome to The Friendship Page

- 1 Welcome to The Friendship Page—the website about friendship.
- 2 When I was 16 years old, I wanted to help my **community**. People **laughed!** They said, “You can’t help. You are too young!” But I didn’t listen to them.
- 3 I was sure that friendship is important to everyone. So, in 1996, I started The Friendship Page.
- 4 The Friendship Page has two **goals**. One goal is to make the Internet friendlier¹. The other goal is to bring more **peace** to the world. The Friendship Page is really about “peace through friendship.”
- 5 Today, 20 **volunteers** help me with The Friendship Page. We all work hard, but we have a lot of fun. We think our work is very important.
- 6 The Friendship Page is very popular. More than 13,000 people in 190 countries visit every day. That’s 4,700,000 people every year.
- 7 The Friendship Page is friendly, free, fun, and easy to use. You can make new friends. You can get **advice** about friendship. There are interesting pages with songs, poems, **quotes**, jokes, and more. You can also **meet** new and old friends in the **chat** room.
- 8 People from 8 to 88 years old visit The Friendship Page. Most people are 13–34 years old. Young people and old people can be friends. They can help each other and learn a lot. Fifty-five percent are female, and 45 percent are male.
- 9 The Friendship Page is very **safe**. The volunteers watch the website carefully. They want it to be safe for everyone, especially for young people. We talk to the Australian police about Internet safety, too. On The Friendship Page, we do not use our real names. There are also no **personal** e-mail addresses, no phone numbers, and no personal pictures. Also, when you delete information from The Friendship Page, no one can see it again. The information does not stay on the Internet. This is not true of other websites like MySpace and Facebook.
- 10 If you are interested in friendship, please visit the The Friendship Page at www.friendship.com.au.

¹ **friendlier**: more friendly

2 Now look at your answers to Question 1 on page 5. Were your answers correct?

READ FOR MAIN IDEAS

Circle the **two correct answers** to complete each sentence.

1. According to the reading, the two goals of The Friendship Page are _____ and _____.
 - a. to make the Internet friendlier
 - b. to work very hard
 - c. to bring more peace to the world
 - d. to make a lot of money
2. The Friendship Page is _____ and _____.
 - a. safe
 - b. friendly
 - c. difficult to use
 - d. old

READ FOR DETAILS

Complete the sentences with the correct numbers from the reading.

1. The Friendship Page started in _____.
2. _____ volunteers help Bronwyn with The Friendship Page.
3. _____ people visit The Friendship Page every day.
4. _____ people visit The Friendship Page every year.
5. People from _____ countries use The Friendship Page.
6. People from _____ to _____ years old use The Friendship Page.
7. _____ percent are girls or women. _____ percent are boys or men.

MAKE INFERENCES

Work with a partner. Read each sentence. Write **T** (true) or **F** (false). Then share your answers with the class.

- _____ 1. People agree that 16-year-old kids can help the community.
- _____ 2. Bronwyn has a lot of friends.
- _____ 3. Today, many people think The Friendship Page is a good idea.
- _____ 4. Some websites are not safe.

EXPRESS OPINIONS

Do you want to visit The Friendship Page? Check (✓) your answer. Then choose a reason or add your ideas. Share your answer with a partner.

_____ Yes, I want to visit The Friendship Page.

- I like to meet friends online.
- The Friendship Page is safe.
- I like the goals of The Friendship Page.
- _____

_____ No, I don't want to visit The Friendship Page.

- I don't like to meet friends online.
- It is not safe to meet people online.
- I don't want more friends.
- _____



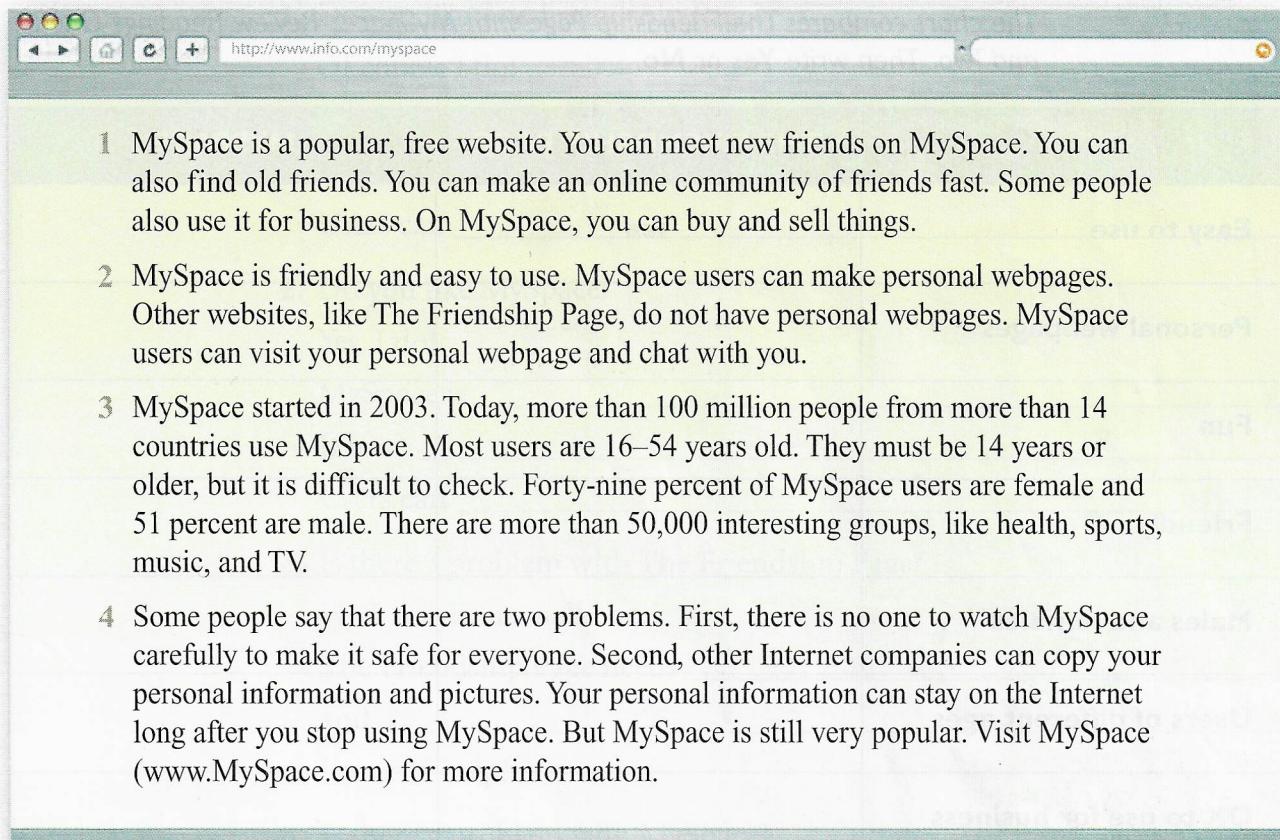
Meeting a friend online



Meeting a friend in person

B**READING TWO: Welcome to MySpace**

Read the passage about MySpace.



1 MySpace is a popular, free website. You can meet new friends on MySpace. You can also find old friends. You can make an online community of friends fast. Some people also use it for business. On MySpace, you can buy and sell things.

2 MySpace is friendly and easy to use. MySpace users can make personal webpages. Other websites, like The Friendship Page, do not have personal webpages. MySpace users can visit your personal webpage and chat with you.

3 MySpace started in 2003. Today, more than 100 million people from more than 14 countries use MySpace. Most users are 16–54 years old. They must be 14 years or older, but it is difficult to check. Forty-nine percent of MySpace users are female and 51 percent are male. There are more than 50,000 interesting groups, like health, sports, music, and TV.

4 Some people say that there are two problems. First, there is no one to watch MySpace carefully to make it safe for everyone. Second, other Internet companies can copy your personal information and pictures. Your personal information can stay on the Internet long after you stop using MySpace. But MySpace is still very popular. Visit MySpace (www.MySpace.com) for more information.

Write **T** (true) or **F** (false).

- 1. People pay \$10 to use MySpace.
- 2. You can meet friends on MySpace.
- 3. You can sell things on MySpace.
- 4. Users have personal webpages on MySpace.
- 5. Volunteers watch MySpace to make it safe.

C INTEGRATE READINGS ONE AND TWO

STEP 1: Organize

The chart compares *The Friendship Page* with *MySpace*. Review Readings One and Two. Then write **Yes** or **No**.

	THE FRIENDSHIP PAGE	myspace
Easy to use	Yes	
Personal webpages		
Fun		
Friendly		
Males and females		
Users of different ages		
OK to use for business		
Safe for young users		
Interesting pages or groups		
Free for users		
Problems		

STEP 2: Synthesize

Imagine that you are Bronwyn Polson. Use the information in the chart to complete the answers.

1. Do you like The Friendship Page?

Of course I do!

The Friendship Page is _____.

It has _____.

Users can _____.

2. Do you like MySpace?

Yes, I do!

MySpace is _____.

It has _____.

Users can _____.

3. Is there a problem with The Friendship Page?

Well, maybe a small one.

The Friendship Page needs _____

and _____.

We need help!

4. Is there a problem with MySpace?

MySpace is not always _____.

People need to be careful with their personal information.

A VOCABULARY

REVIEW

Read the paragraph. Then fill in the blanks with words from the box.

advice

laughed

quotes

chat

meet

safe

community

peace

users

goal

personal

volunteers

At 16, Bronwyn Polson's 1. goal was to do something good for her 2. and for the world. Bronwyn called newspapers and social service organizations, but they just 3. They said she was too young to help. So, she started a website called The Friendship Page. She believes in " 4. through friendship." On The Friendship Page people 5. new friends. They can 6. about important things. It has 7. for people with friendship problems. The 8. page is the most popular part. 9. help Bronwyn. They want The Friendship Page to be 10. for everyone. 11. do not give important 12. information. The Friendship Page is a lot of work, but Bronwyn enjoys it very much.

EXPAND

When you meet people, you **greet** them (you say hello), and then you say a little more. It is important to greet someone correctly. It is also important to say good-bye correctly. Use these expressions “in person” (face to face), online, or on the phone.

SITUATIONS	EXPRESSIONS
Meeting someone for the first time (in person or online)	It's nice to meet you. Nice to meet you.
Meeting someone for the second time (in person or online)	Nice to meet you again.
Meeting someone for the second time or more (in person)	Nice to see you again.
Saying good-bye to a new friend	It was nice to meet you. (in person or online) Nice meeting you. (in person or online) Nice talking to you. (in person or on the phone) Nice chatting with you. (in a chat or on the phone)

Complete the conversations with the expressions from *Expand*. Sometimes more than one answer is possible.

1. (in an online chat room or face to face)

JEFF: Hi, my name is Jeff.

You: _____ . My name is _____ .

JEFF: _____ , too.

2. (at a party)

JANET: Hi, I'm Janet. We met last year at Jeff's birthday party.

You: Oh, that's right. _____ , Janet.

(continued on next page)

3. (in an online chat room or face to face)

JACK: Well, I have to run.

YOU: OK. _____.

JACK: You, too. Thanks. _____, too.

4. (on the phone)

YOU: Hello?

JACKIE: Hi. This is Jackie, Janet's friend.

YOU: Hi, Jackie. I'm glad you called.

(You and Jackie talk for 10 minutes.)

JACKIE: OK, I'll let you go.

YOU: OK. _____ Thanks for calling.

JACKIE: Bye now.

YOU: Bye.

 CREATE

A **screen name** is the special name you use online, like "GoodStudent" or "TerryTerrific." Think of a screen name for yourself. Use your screen name in this activity.

You are in a Friendship Page chat room with GoodStudent. You met GoodStudent last week for the first time. Today GoodStudent introduces you to TerryTerrific. Talk about The Friendship Page together. Complete the conversation. Use the vocabulary from Review and Expand. Practice your conversation with two partners.

*** The Friendship Page

friendship.com.au

Friendship Chat

GS: Hi, _____.
(your screen name)

You: Hi, GoodStudent. _____
(Say hello with "Nice ...")

GS: You too! _____
(your screen name), this is my
friend TerryTerrific.

TerryTerrific, this is _____
(your screen name)

TT: Nice _____
(Say hello with "Nice ...")

You: Nice _____, too. I like your
(Say hello with "Nice ...")
screen name. It's terrific!

I know GoodStudent is in Sydney. Where are you from, Terry?

TT: I am in Seoul, South Korea. Where

_____?
(Ask the same question.)

You: I'm in _____.
(your city or country)

TT: Isn't this great? I like The Friendship Page. It

_____.
(Give a positive opinion about The Friendship Page.)

You: Yes, and I can _____.
(Write something you can do on The Friendship Page.)

GS: Yes, and _____.
(Write another thing you can do on The Friendship Page.)

Wow! It's 11:00 A.M. here. I have class.

You: And I have to sleep!

TT: OK. I have to go, too. _____
(Say good-bye with "Nice ...")
both.

You: _____, TerryTerrific.
(Say good-bye with "Nice ...")

Nice _____, GoodStudent.
(Say good-bye with "Nice ...")

TT: Bye.

GS: Later! ☺

You: See ya.

2 Practice your conversation with two partners.

B GRAMMAR: Questions with Be and Have

1 Read the questions (Q) and answers (A).

1. Q: Is The Friendship Page a website?

A: Yes, it is. It is a website about friendship.

2. Q: Who is Bronwyn Polson?

A: She is a young woman from Australia.

(continued on next page)

3. Q: Am I too young to help?
 A: No, you aren't.

4. Q: Does Bronwyn have a lot of friends?
 A: Yes, she does. She has a lot of friends on The Friendship Page.

5. Q: Do users have trouble using The Friendship Page?
 A: No, they don't. They don't have trouble using it.

2 Look at the questions and answers in 1 again. Underline the verbs, including the helping verbs, twice. Underline the subjects once.

QUESTIONS WITH BE

1. For **yes / no** questions, use:

the verb **be** + **subject**

You can answer yes / no questions with a short answer.

Don't use contractions in short answers with yes.

[verb] [subject]

Is The Friendship Page a website?

[subject] [verb]

Yes, it **is**.

[verb] [subject]

Am I too young to help?

[subject][verb]

Yes, you **are**.

NOT: Yes, **you're**.

[subject][verb]

No, you **'re** not.

[subject][verb]

No, you **aren't**.

2. For **wh-** questions, use:

Wh- word + **be** + **subject**

[verb] [subject]

Who is Bronwyn Polson?

[verb] [subject]

What is The Friendship Page?

[verb] [subject]

When is your birthday?

[verb][subject]

Where **are** they from?

[verb] [subject]

How old **is** The Friendship Page?

QUESTIONS WITH HAVE

I. For yes / no questions, use:

do / does + subject + have

You can answer yes / no questions with a short answer.

Do you **have** a lot of friends?
we
they

Does she **have** a goal?
he

Does she **have** a goal?

Yes, she does.

No, she doesn't.

o you hav

Yes, I do.

2. For wh- questions, use:

Wh- word + do / does + subject

Remember to end questions with a question mark (?).

[helping verb] [subject] [main verb]
What does The Friendship Page **have** on it?
It **has** jokes, quotes, and much more.

[subject]
How many friends does she **have**?
She **has** many friends.

3 Write questions about *The Friendship Page*. Then give your questions to a partner. Ask your partner to write the answers.

1. The Friendship Page / be / a website?
2. Friendship Page users / have / personal webpages?
3. The Friendship Page / have / a chat room?
4. Bronwyn Polson / have / a goal?
5. What / be / Bronwyn's goal?

Is The Friendship Page a website?

(continued on next page)

6. How old / be / The Friendship
Page? _____

7. Who / be / Bronwyn Polson? _____

8. Bronwyn / be / from England? _____

9. Where / be / Bronwyn / from? _____

10. Bronwyn Polson / have / people
to help her? _____

11. How old / be / you? _____

12. Where / be / you / from? _____

13. You / have / one best friend? _____

14. Who / be / your best friend(s)? _____

15. You / have / a personal
webpage on MySpace? _____

Your partner's answers:

1. Yes, it is. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

C WRITING

In this unit, you read about two websites where people meet and make friends.

You are going to **write a paragraph about a classmate and one of his or her friends**. Use the vocabulary and grammar from the unit.*

PREPARE TO WRITE: Interviewing

To learn about another person, you are going to do a prewriting activity called **interviewing**. In an interview, you ask questions. Then you use the information from the interview when you write.

*Interview a classmate. Ask questions using the words provided and the correct form of **be** and **have**. Write the answers in complete sentences on a separate piece of paper.*

1. What / be / your name?
2. Where / be / you from?
3. When / be / your birthday?
4. You / have / a job? What / be / your job? Be / you / a student?
5. You / have / hobbies or interests? What / be / they?
6. Who / be / your best friend?
7. Where / be / he (or she) from?
8. How old / be / he (or she)?
9. Your friend / have / a job? What / be / his (or her) job? Be / he (or she) / a student?
10. What / be / his (or her) hobbies or interests?

*For Alternative Writing Topics, see page 24. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit, but may not target the same grammar or rhetorical structures taught in the unit.

WRITE: A Sentence

A **sentence** is a group of words that makes a statement or asks a question.

THE SENTENCE

1. A sentence is a group of words that expresses a complete idea.

2. A **sentence** has a **subject** and a **verb**.

BUT: In **commands**, don't use a subject (you).

[subject] [verb]

Bronwyn is a university student.

[subject] [verb]

Volunteers help with The Friendship Page.

[subject][verb]

I want to write a book about friendship.

[verb]

Send me an e-mail tomorrow.

3. The **first word** in a sentence begins with a **capital letter**.

The website offers information and advice.

Friendship is important to everyone.

4. Use a **period** at the end of a sentence.

Use a **question mark** at the end of a question.

Use an **exclamation point** at the end of a sentence with strong feeling.

The Friendship Page has fun information.

Is this website safe?

Wow! The Friendship Page is free!

1 Read the sentences. Underline the subjects once and the verbs twice. Add punctuation (a period, a question mark, or an exclamation point) at the end of each sentence.

What Is Facebook_____

Facebook is another popular website_____ Facebook started in 2004_____

It is really great_____ Users have personal webpages_____ They chat with old friends and meet new ones_____ Are you interested_____ Visit Facebook online for more information_____

2 If the group of words is a sentence, check (✓) **sentence**. If not, check **not a sentence**, and change it to make it a sentence.

	sentence	not a sentence
1. My friend's name is Jane <u>A</u>	_____	✓
2. Urville and Vera are from Chicago.	✓	_____
3. Tony 23 years old.	_____	_____
4. Is a good student.	_____	_____
5. My sister likes playing basketball.	_____	_____
6. I play basketball?	_____	_____
7. She has a lot of friends.	_____	_____
8. My brother my best friend.	_____	_____
9. we have fun on The Friendship Page.	_____	_____
10. We like reading the jokes and the quotes.	_____	_____

3 Read the sentences. Find five more errors and correct them.

M

(1) my classmate's name is Bernard. (2) He is 24 years old. (3) He is from Senegal (4) Likes playing soccer and going dancing. (5) Bernard's best friend Alexandre. (6) he is from France. (7) He is intelligent and shy. (8) He likes going to the beach and reading. (9) Do you have any questions to ask him.

4 Now write your **first draft**. Your first draft is the first time you write your ideas. Your first draft is different from your **final draft**. You will make some changes later. Begin like this:

“My classmate's name is . . . He is . . .”

OR

“My classmate's name is . . . His best friend is . . .”

REVISE: Ordering Your Ideas

A group of sentences about one main idea is a **paragraph**.

Read the paragraphs. Then answer the questions.

The Friendship Page is very safe. The volunteers watch the website carefully. They want it to be safe for everyone, especially for young people. We talk to the Australian police about Internet safety, too.

How many sentences are in this paragraph? _____

MySpace started in 2003. Today, more than 100 million people from more than 14 countries use MySpace. Most users are 16–54 years old. They must be 14 years or older, but it is difficult to check. Forty-nine percent of MySpace users are female and 51 percent are male. There are more than 50,000 interesting groups, like health, sports, music, and TV.

How many sentences are in this paragraph? _____

When you write your paragraph, you can organize the information in different ways. Here are two: (1) person by person or (2) by ideas. Look at Description One and Description Two.

- 1 *Read Description One. It gives sentences about Fernando and then sentences about his friend, Ricardo. The order is “person by person.”*

Description One

My classmate's name is Fernando. He is from Spain. He is 21 years old. He is a student in Chicago. Fernando is friendly. He likes going to parties. Fernando's best friend is Ricardo. He is from Spain. He is 20 years old. He is a student in Madrid. Ricardo is friendly and athletic. He likes going to parties and playing sports.

2 Read *Description Two*. It gives information about Fernando and Ricardo together. The order is “by ideas.”

Description Two

My classmate’s name is Fernando. His best friend is Ricardo. Fernando is from Spain. He is 21 years old. Ricardo is also from Spain. He is 20 years old. Fernando is a student in Chicago. Ricardo is a student in Madrid. Fernando and Ricardo are both friendly. They like going to parties. Ricardo also likes playing sports.

3 Read both *Description One* and *Description Two* again. For both descriptions,

- Underline the sentences about Fernando.
- Circle the sentences about Ricardo.
- Underline twice the sentences about both Fernando and Ricardo.

4 Look at your sentences from your interview. Order your ideas. Number the sentences. Organize your sentences like *Description One* or *Description Two*.

EDIT: Writing the Final Draft

Prepare to write the *final draft* of your paragraph. Check your grammar, spelling, capitalization, and punctuation. Check that you used some of the vocabulary and grammar from the unit. Use the checklist to help you write your *final draft*. Then neatly write or type your paragraph.



FINAL DRAFT CHECKLIST

- Did you describe a classmate and his (or her) friend?
- Did you use complete sentences?
- Did you organize your information?
- Did you use *be* and *have*?
- Did you use vocabulary from the unit?

ALTERNATIVE WRITING TOPICS

Write about one of the topics. Use the vocabulary and grammar from the unit.

1. Bronwyn Polson has a goal. She wants “peace through friendship.” She wants people to learn about friendship. Do you have a goal? It can be big or small, for the world or for yourself. Write three to five sentences about your goal. Begin with: “*In the future I want to (be a doctor/write a book) ...*”
2. Do you have friends or family who live far away? How do you communicate with them: by e-mail or on the telephone? Write five sentences about communicating with these people.
3. Describe one of your good friends. Who is this person? Why are you friends? Look at the list. Check (✓) the most important qualities of your friend. Use your dictionary for help. Write five or more sentences about your friend.

Qualities of a Good Friend

funny

good-looking

helpful

honest

intelligent

patient

popular

talkative

your idea(s): _____

RESEARCH TOPICS, see page 218.

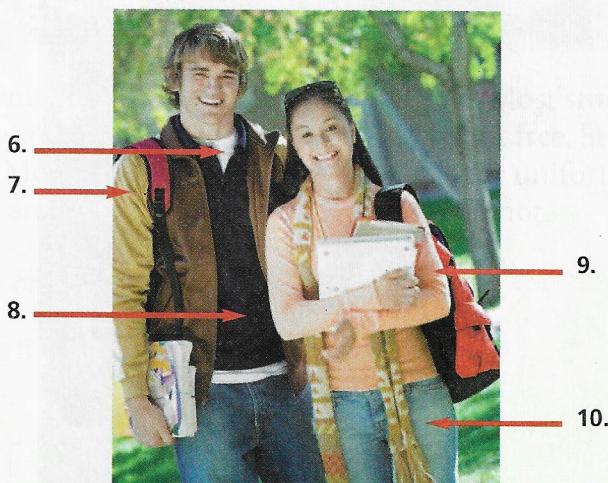
UNIT 2

What Will I Wear?

dress pants _____
dress shirt _____
jacket _____
jeans _____
polo shirt _____
blazer _____
school sweater _____
skirt _____
sweater _____
T-shirt _____



A



B



1 FOCUS ON THE TOPIC

A PREDICT

Look at the picture. Discuss the questions with the class.

1. Which students are wearing a **school uniform**? Point to the students.
2. Label the pieces of clothing each person is wearing in pictures A and B. Write the numbers next to the words in the box.
3. Is a school uniform a good idea? Why or why not?

B SHARE INFORMATION

Look at the four students. Look at their clothes and the vocabulary in the box. Are their clothes OK for school? Write the number on the line. Then compare your answers with a partner's. Explain your choices using the words in the box.

dress shoes hat sandals sweatshirt tie vest

Definitely OK for school Probably OK for school Probably not OK for school Definitely not OK for school

1

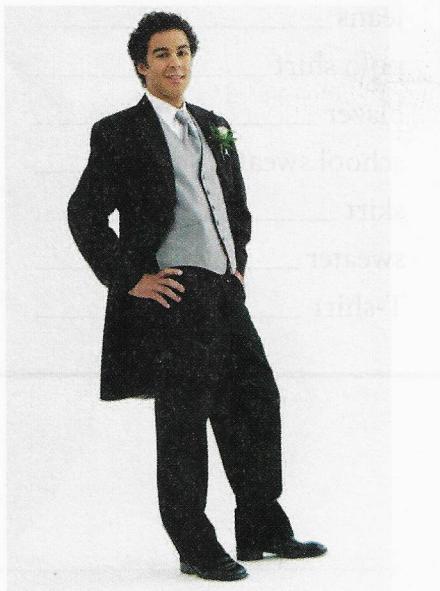
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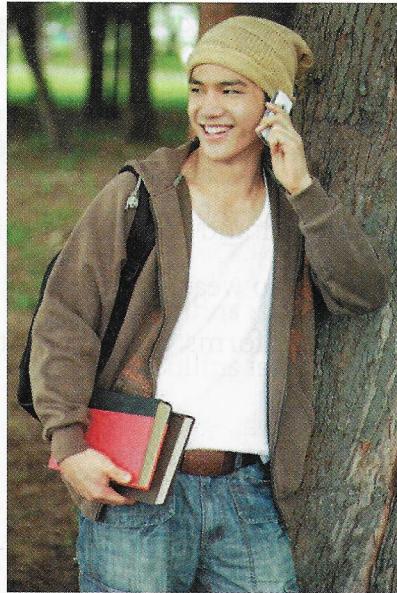
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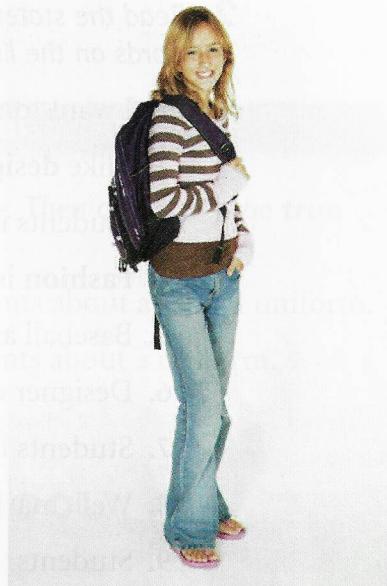
_____ Emily



_____ Eric



— Jason



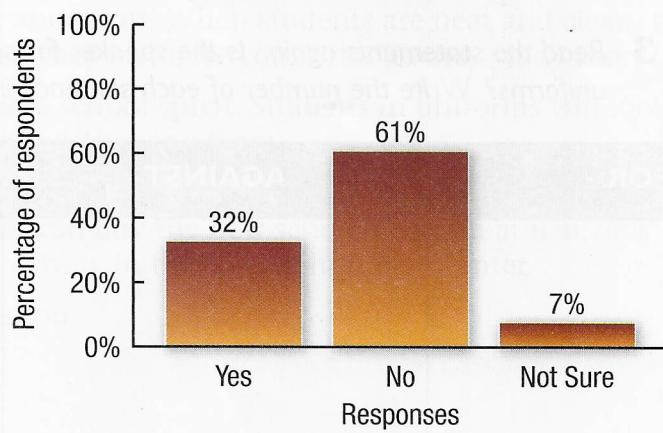
— Diane

C BACKGROUND AND VOCABULARY

Public schools in the United States are free for all students. Most students in public schools do not wear uniforms. Private schools are not free. Students pay for private school. Most students in private schools wear uniforms. Some people think uniforms are a good idea, but other people do not.

1 Look at the graph. Then answer the question below the graph.

Is it a good idea for public school students to wear a school uniform?



Source: Kids Zone: Learning with NCES, 2007

Do most people think a school uniform is a good idea or a bad idea?

2 Read the statements. Match the **boldfaced** words with their definitions. Write the words on the lines.

1. I want to wear my **clothes**. I don't like uniforms.
2. I like **designer** clothes—for example, Calvin Klein or Armani or Prada.
3. Students in uniforms work together and have group **spirit**.
4. **Fashion** is important to me. I like to wear different clothes.
5. Baseball and soccer **teams** wear uniforms. School is not a sport!
6. Designer clothes are **expensive**.
7. Students in a uniform look very **neat** and clean.
8. Well, maybe a school uniform will **increase** group spirit.
9. Students will not be **comfortable** in jackets and ties all day!
 - _____ a. easy to wear
 - _____ b. clothing, eyeglasses, etc. popular at a certain time
 - _____ c. groups that play or work together
 - _____ d. a happy feeling of being together with other people
 - _____ e. become more
 - _____ f. made by a famous person or clothing company
 - _____ g. having a high price
 - _____ h. in order, not messy
 - _____ i. clothing, things you wear such as shirts, pants, and jackets

3 Read the statements again. Is the speaker for or against or not sure about school uniforms? Write the number of each sentence in the correct column.

FOR	AGAINST	NOT SURE
	1,	



FOCUS ON READING

A READING ONE: A Letter from the Principal

Read only the first sentence of Mr. Collins' letter. Then check (✓) the **true** sentence.

Mr. Collins is asking students and parents about a school uniform.
 Mr. Collins is telling students and parents about a uniform.



LINCOLN HIGH SCHOOL

Mr. Peter F. Collins
Principal
Lincoln High School
2064 School Street
Salem, New Hampshire 03079

Dear Students and Parents:

Next year, all students at Lincoln High School will wear a school uniform.

Boys and girls will wear a white shirt and a dark blue jacket. Boys will also wear a blue tie and dark gray pants. Girls will wear dark gray pants or a dark gray skirt.

Wearing a uniform is a good idea. The uniform will help students study hard. They will think about school and school work, not about **fashion**. Today, students think too much about **clothes** and how they look. It is important to think about education first.

Uniforms also look **neat** and clean. When students are neat and clean, they are more **comfortable**. When they are more comfortable, they study more.

Uniforms will also **increase school spirit**. Students in uniforms will look like a team, and they will work together as a team.

Uniforms are also less **expensive** than popular **designer** clothes. Parents will be happy about that. Parents can buy the new school uniform at Benson's Department Store on Broadway in the Salem Shopping Center.

Enjoy your summer vacation.

Sincerely,

Peter F. Collins

Peter F. Collins

READ FOR MAIN IDEAS

Read the entire letter on page 29. Circle the correct answer to complete the sentence.

Mr. Collins ____.

- a. wants to wear a school uniform
- b. does not want students to wear a uniform
- c. wants students to wear a uniform

READ FOR DETAILS

Complete the sentences. Use each word only once.

blue
comfortable

expensive
fashion

gray
neat

spirit
white

In his letter, Mr. Collins writes:

1. The colors of the uniform are _____, _____, and _____.
2. Students think about _____ too much.
3. Uniforms are not _____.
4. Uniforms are _____ and _____ to wear.
5. School uniforms increase school _____.

MAKE INFERENCES

Write **T** (true) or **F** (false). Talk about your answers.

- ___ 1. Students at Lincoln High have a uniform this year.
- ___ 2. Parents want to spend less money on clothes.
- ___ 3. Mr. Collins thinks school spirit is important.
- ___ 4. Students at Lincoln High chose the colors of the new uniform.
- ___ 5. Mr. Collins wants to know the opinions of students and parents.

EXPRESS OPINIONS

In his letter, Mr. Collins gives reasons why he wants to have a school uniform.

In your opinion, which reasons in his letter are good? Which are bad?

Write his reasons in the chart on the next page. Compare your answers with a partner's.

GOOD REASONS	BAD REASONS

B READING TWO: School Newspaper Editorial

1 Read the editorial by a student at Lincoln High School.



THE LINCOLN TIMES

The Newspaper of Lincoln High School
By Samantha Lin, Editor

This week Principal Peter Collins wrote a letter to students and parents at Lincoln High. In his letter, Mr. Collins says that students will wear a uniform starting next year. This is a bad idea.

Mr. Collins says uniforms are less expensive than designer clothes. Maybe this is true, but not all students have designer clothes. And some uniforms are more expensive than other clothes.

More important, uniforms decrease school spirit. There will be no individuality—students in uniforms all look the same and feel the same. This is really bad. Students want to feel special. Fashion gives students individuality. Sometimes we don't want to be neat—sometimes we want to be messy. For some students, messy is comfortable.

Next year students at Lincoln High will all look and feel the same: bad. Principal Collins needs to change his plan. Please call his office and tell him your opinion.

2 Work with a partner. Answer the questions.

1. Does Samantha Lin agree or disagree with Mr. Collins?
2. How do you know?

C INTEGRATE READINGS ONE AND TWO

STEP 1: Organize

Look at Readings One and Two again. Write the ideas **for** and **against** school uniforms in the chart.

FOR UNIFORMS	AGAINST UNIFORMS

STEP 2: Synthesize

Role-play. Work with a partner. One partner is Mr. Collins, and the other is the parent of a student at Lincoln High School. Imagine that you go to Principal Collins' office to talk about the new uniform. Continue the conversation.

PARENT: [knock, knock . . .] Mr. Collins?

COLLINS: Yes, Mr./Mrs./Ms. _____! Come in. Please, sit down.
(last name)

PARENT: Thank you.

COLLINS: What can I do for you today?

PARENT: I want to talk about the school uniform.

COLLINS: Yes, the uniform. [smiling] The kids don't like the idea too much.

PARENT: Well, I agree with the kids.

COLLINS: Oh, really?

PARENT: Yes. I don't think having a uniform is a good idea because

COLLINS: But _____

PARENT: _____

COLLINS: _____

PARENT: _____

COLLINS: _____

PARENT: _____

COLLINS: _____

3 FOCUS ON WRITING

A VOCABULARY

REVIEW

Complete the sentences by unscrambling the boldfaced words.

1. I love to wear my blue shirt. It's very **baceflmoort**. _____
2. *Vogue* is a famous **hafinos** magazine. _____
3. Giorgio Armani is a famous **gedenirs**. _____
4. The number of students **saceeinrs** every year, but the number of teachers **sacedeer**s. _____, _____
5. Barbara's clothes are always **enta**, but Bob's clothes are very **seysm**.
_____, _____
6. I have a lot of **chelost** in my closet. _____
7. I am on the baseball **meat** at my school. _____
8. School **pistir** is important. _____
9. Our fashion shows our **yaiddlinituvi**. _____
10. Gucci shoes are too **inpesvexe** for me to buy. _____

EXPAND

You **put on** specific pieces of clothing.

When you **get dressed**, you put on all your clothes for the day.

Debbie **puts on** her school uniform in the morning.

If I am cold, I **put on** a sweater.

She **gets dressed** at 7:00 each day.

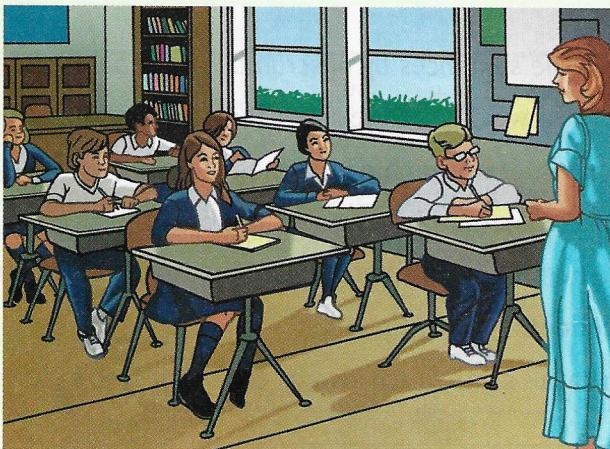
I **get dressed** before I eat breakfast.



You **wear** clothes or pieces of clothing (after you put them on).

Debbie **wears** a uniform at school every day.

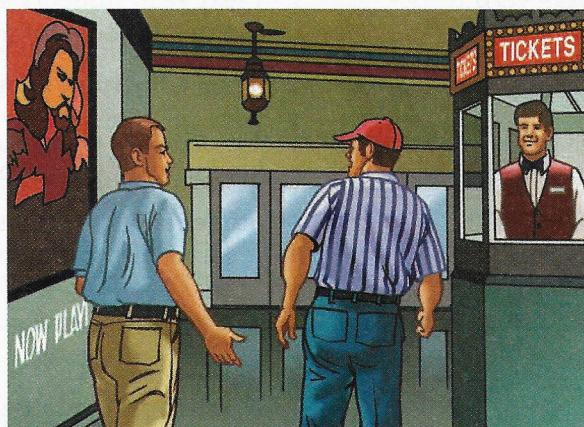
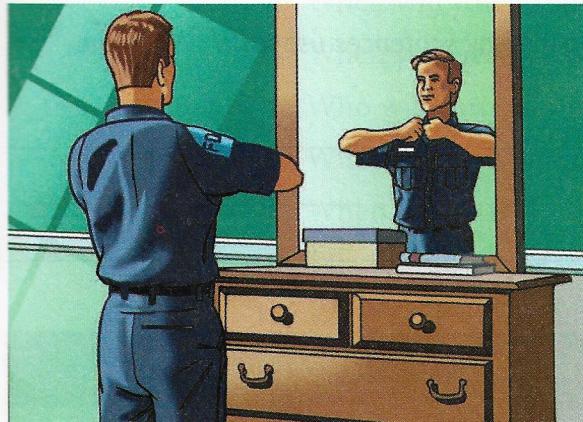
He **is wearing** a suit right now.



Complete the sentences. Share your answers with a partner.

1. Every morning before breakfast, I _____.
2. When I feel cold in class, I _____.
3. When you play on the baseball team, you _____.

CREATE



Write five sentences about the person in the pictures. Use **put on**, **get dressed**, or **wear** and some of the words from the box.

clothes	designer	increase	neat	uniform
comfortable	equal	individuality	spirit	wear
decrease	fashion	messy	team	

1. In the morning he _____
2. At work _____
3. After work _____
4. He (not) _____
5. _____

B GRAMMAR: The Future with *Will*

1 Look at Reading Two on page 31. How many sentences use **will**? Write the sentences on the lines.

THE FUTURE WITH **WILL**

1. Use **will** before the base verb to talk about the future.

Next year, students at Lincoln High **will wear** a school uniform.

They **will think** about school work, not about clothes.

Uniforms **will** also **increase** school spirit.

Students **will work** together as a team.

2. For negative sentences, use **will not** or **won't** before the base verb.

We **will not wear** a uniform at work! It's too uncomfortable.

Karen **won't buy** designer clothes. They are too expensive.

3. For questions, put **will** before the subject.

Will you go to Benson's Department Store with me?

What will you wear to work at Hamburger Hut?

2 Write your answers in complete sentences.

1. Will you be home tonight at 9:00 P.M.? _____

2. When (at what time) will you go home today? _____

3. Will you do your homework tonight? _____
4. When will you go shopping for clothes? _____
5. When you need help, who will help you? _____
6. Who will you call on the telephone next? _____
7. Will you take a vacation soon? _____
8. When (in what year) will you be 100 years old? _____
9. Where will you be tomorrow at 9:00 A.M.? _____
10. What time will you have dinner tonight? _____

C WRITING

In this unit, you read a letter from the school principal telling students about the new school uniform.

You are going to **write a letter to the head of your school, your child's school, or your workplace**. Describe a uniform or dress code¹ that you think is a good idea. What will students (or employees) wear? Why will this uniform or dress code be OK? Use the vocabulary and grammar from the unit.*

PREPARE TO WRITE: Brainstorming

To help you think of a topic for your paragraph, you are going to do a prewriting activity called **brainstorming**. When brainstorming, you quickly make a list of ideas. You don't stop to think about your ideas. You just add to your list. After brainstorming, look at the list and choose the ideas that you want to keep.

1. Look at your topic. What place will you write about: your school, your child's school, your workplace, or someplace else?
2. On a piece of paper, brainstorm a list of clothes people wear now at this place.
3. On a piece of paper, brainstorm a list of clothes people will wear (your plan).

¹ **a dress code:** a set of rules about clothes students or employees can and cannot wear (not as specific as a uniform)

*For Alternative Writing Topics, see page 42. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit, but may not target the same grammar or rhetorical structures taught in the unit.

WRITE: A Letter with an Opinion

To give an opinion, use *I think (that) _____.*

In formal writing, use **that**.

In everyday speaking, you do not have to use **that**.

1 Work with a partner. Take turns asking and answering the questions. Give your opinion. Is it a good idea or a bad idea? Do not write your answers.

ASK: Do you think _____ is a good idea or a bad idea?

ANSWER: I think _____ is a (good / bad) idea.

1. free food at school
2. more vacation days
3. more homework
4. longer classes
5. a school uniform
6. a dress code at school
7. a uniform for police officers and firefighters
8. a uniform for flight attendants

2 Write your answers to the questions in Exercise 1. Use *I think that ...*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

When you give an opinion, you often give a reason. When you give a reason, use **because**.

Uniforms are a bad idea **because** students will be unhappy.

3 Complete the sentences.

1. Free books for students is a (*good / bad*) idea because

2. Fifty-minute classes are a (*good / bad*) idea because

3. Buying designer clothes is a (*good / bad*) idea because

4. Wearing jeans at school is a (*good / bad*) idea because

5. A police officer in a uniform is a (*good / bad*) idea because

6. A waitress in a uniform is a (*good / bad*) idea because

7. _____

is a (*good / bad*) idea because _____

4 Get ready to write your letter. Answer the questions in complete sentences. Remember to choose one situation: at your school, at your child's school, or at your workplace.

1. What do people wear now?

2. Is this a good idea or a bad idea? Why?

3. What is the best idea (uniform / dress code / no dress code)?

4. Why will this plan be better?

5 Write the first draft of your letter. Complete the letter with the sentences you wrote in Exercise 4.

Dear _____:
(name)

I am writing to give my opinion about clothing at

_____.

Today people at _____ wear

(the place)

_____ to _____. I think
(school / work)
that ... _____.

In my plan, _____ will wear ... _____

(students / workers / people / etc.)

Sincerely,

(your name)

REVISE: The Order of Descriptive Adjectives

Use **descriptive adjectives** to “make a picture” with words. The chart shows the order of descriptive adjectives.

ORDER OF DESCRIPTIVE ADJECTIVES						
	Opinion	Physical Description	Color	Pattern	Material	
She has on (a) He is wearing (a)	comfortable neat messy	bright dark heavy light light-weight short short-sleeved long-sleeved	black blue green	checked plaid striped polka-dot	cotton polyester silk wool	shirt pants

Examples

[opinion]
[physical description]
[color]
[pattern]
[material]

He has on a comfortable bright blue striped cotton shirt.

[color][material]

She is wearing black wool pants.

Complete the tasks.

1. Describe the clothes you have on today. Start with *Today I am wearing* or *Today I have on . . .*

2. Describe what someone in your class has on today. Write your description on the lines. Then describe the person to the class. Let the class decide who the person is.

3. Look back at your first draft. Make sure you use descriptive adjectives in your letter.

EDIT: Writing the Final Draft

Prepare to write the final draft of your letter. Check your grammar, spelling, capitalization, and punctuation. Check that you used some of the vocabulary and grammar from the unit. Use the checklist to help you write your final draft. Then neatly write or type your letter.

FINAL DRAFT CHECKLIST

- Did you write a letter about a uniform or dress code?
- Did you answer the four questions in the Write Section on page 40?
- Did you use descriptive adjectives to describe the uniform or dress code?
- Did you use *will*?
- Did you use vocabulary from the unit?

ALTERNATIVE WRITING TOPICS

Write about one of the topics. Use the vocabulary and grammar from the unit.

1. Find a picture of a person in a magazine. Describe what that person has on. Does the person look good? Explain why or why not.
2. Is there a school or work uniform you like? Who wears it? Describe it. Why do you like it?
3. Think of a special place you will be going to soon. Describe what you will wear. Explain your answer.

RESEARCH TOPICS, see page 218.

UNIT 3

Art for Everyone



1 FOCUS ON THE TOPIC

A PREDICT

Look at the picture. Discuss the questions with the class.

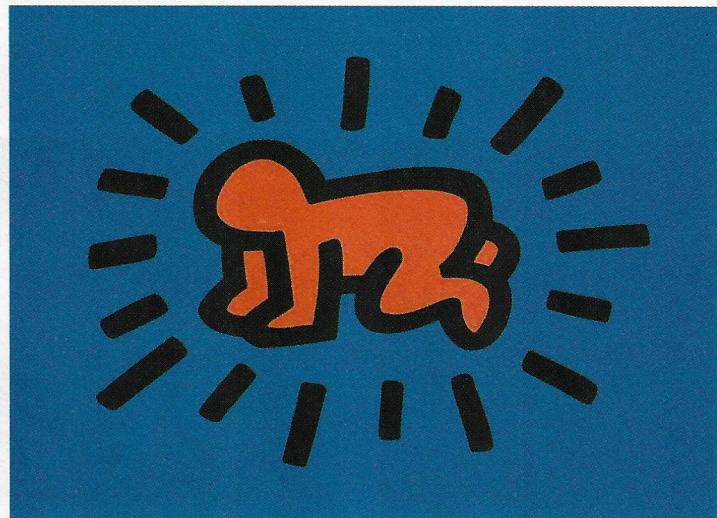
1. What is the man doing?
2. Where is he?
3. Do you know this man?

B SHARE INFORMATION

Work with a partner. Look at the two pictures. Fill in the chart. Then share your answers with the class.



Picture 1



Picture 2

	PICTURE 1	PICTURE 2
1. What do you see in each picture?		
2. Give each picture a name or title.		
3. Which picture is more interesting to you?		

C BACKGROUND AND VOCABULARY

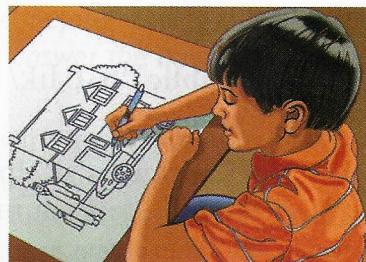
1 Read the words and their definitions.

ad /æd/ *noun.* short for *advertisement*; words or pictures that make you want to buy something



an ad

drawing /'drɔɪŋ/ *noun.* a picture made with a pencil, pen, or chalk¹

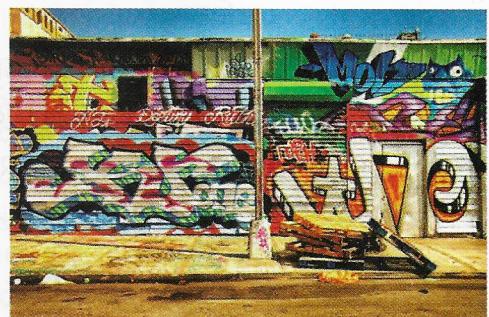


a drawing

energetic /'en ər'dʒet ɪk/ *adjective.* very active

famous /'feɪməs/ *adjective.* known by a lot of people

graffiti /grə'fi tɪ/ *noun.* pictures and writing made on public walls and buildings



graffiti

¹ **chalk:** Teachers use chalk to write on the blackboard.

museum /'mu^zzi əm/ *noun.* a place to look at (not to buy) art

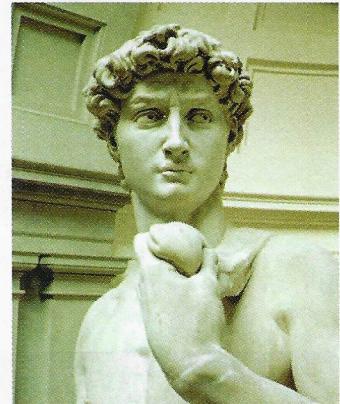
painting /'peɪn tɪŋ/ *noun.* a picture made with paint



a painting

public /'pʌb lɪk/ *adjective.* for everyone to see or use

sculpture /'skʌlp tʃər/ *noun.* art made with wood, stone, or metal



a sculpture

2 Complete each sentence with one of the words. You may need to use the plural form.

1. Keith Haring liked to work and play a lot. He was very energetic.
2. Picasso and Rembrandt are more public than Keith Haring.
3. Today, people can see Haring's art in public in the U.S., Japan, Brazil, and Europe.
4. Haring also made posters to sell things in magazines.
5. In the early 1980s, Haring made a lot of public art on the streets of New York. He wanted everyone to see his art.
6. When he made a sculpture, Haring used different colored pens, pencils, and chalk.

7. Leonardo da Vinci's *Mona Lisa* is a _____.

8. Michelangelo's *David* is a very famous _____. Usually Haring called his pieces *Untitled*.

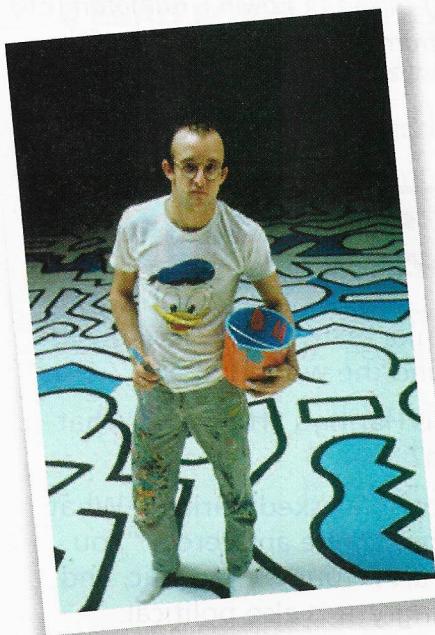
9. Haring put _____ on the walls of buildings and subways in New York City.



2 FOCUS ON READING

A READING ONE: Art for Everyone

1 You are going to read a magazine interview. Before reading the interview, read the timeline about Keith Haring's life. Then answer the question on page 48.



May 4, 1958 • Haring is born in Kutztown, Pennsylvania.

1978 • Haring goes to New York City.
He studies at the School of Visual Arts.
He draws graffiti in the NYC subway.

1979 • Haring leaves the School of Visual Arts.

1981 • He is arrested by the NYC police for drawing in the subway.

1982 • He stops making graffiti.
He has an art show at the Tony Shafrazi Gallery in NYC.

1983–1987 • Haring works in Europe, Asia, and the USA.

1986 • He paints a picture on the Berlin Wall in Germany.
He opens the Pop Shop in NYC to sell his art.

1988 • He opens the Pop Shop in Tokyo, Japan.

1989 • Haring starts The Keith Haring Foundation to help children and people with AIDS.

February 16, 1990 • He dies of AIDS.

What people, places, things, and ideas were important to Keith Haring?
Complete the chart.

PEOPLE	PLACES	THINGS	IDEAS / ACTIVITIES
people with AIDS			

2 Read the interview. Art World Magazine (AW) talked to Edwin T. Ramoran (ER) about the artist, Keith Haring. Mr. Ramoran is from the Bronx Museum of the Arts in New York.

ART FOR EVERYONE

1 **AW:** Mr. Ramoran, what kind of person was Keith Haring?

ER: Haring liked people. He liked parties and dancing. He was very energetic. You can see his energy in his art. His art moves and dances, too.

2 **AW:** When did Haring become famous?

ER: In 1978, he started to make pictures in the New York City subway. Some people were very upset. They said, "That isn't art. It's graffiti!"

3 But graffiti *is* art. And some people liked his art very much. They started to buy his **drawings, paintings, and sculptures**. Then galleries¹ became interested in his art,

too. By the mid-1980s, Keith Haring was famous around the world.

4 **AW:** What is Haring's art about? What does it mean?

ER: When people asked Haring, "What is your art about?" he answered, "You decide." His art is funny, energetic, and sometimes angry. It is also political.

5 His art is about education, freedom, and AIDS. These social issues were very important to Haring. His art is also about children. He worked with kids on many projects. For example, he made a large sculpture for a children's hospital in New York.

¹ **gallery:** a place to look at and buy art

6 **AW:** Was Haring different from other artists?

ER: Yes, he was.

7 **AW:** How was he different?

ER: Haring liked to make art in **public** places, like in the subway. He believed "art is for everyone." First, he was famous for his public art. Later, he became famous in galleries and **museums**.

8 He was also different because magazines had ads with his paintings and drawings. His drawings were also on other things, such as Swatch watches. He also sold his art in the Pop Shop. He used his art in

unusual ways to communicate with the world.

9 **AW:** Is his art still popular?

ER: Yes, it is. Haring died in 1990, but people still feel his energy in his art. Today, we can see his art all around the world. Some of the money from his art helps AIDS organizations and children's organizations. His art still helps people. And if people want to learn more they can go to www.haring.com.

10 **AW:** Very interesting. Thank you, Mr. Ramoran.

ER: It was my pleasure.

READ FOR MAIN IDEAS

Read each sentence. Circle the correct answer to complete the sentence.

1. In the early 1980s, Haring's art was in the _____ of New York City.
 - a. subways
 - b. galleries
2. Edwin Ramoran thinks that Haring made art for _____.
 - a. money
 - b. people
3. Haring's art was about _____.
 - a. social issues
 - b. famous people

READ FOR DETAILS

Complete the sentences with the words from the box. Use each word only once.

ads decide energy graffiti money public social issues

1. You can see his _____ in his art.
2. Some people said his work was just _____ and not really art.
3. He was famous for his _____ art first.
4. He made _____ for magazines.
5. People asked, "What is your art about?" Haring answered, "You _____."
6. _____, like AIDS and freedom, were important to Haring.
7. Some of the _____ from the Pop Shop helped AIDS organizations and children's organizations.

MAKE INFERENCES

Work with a partner. Why did people like Keith Haring's work? Check (✓) the two most important reasons. Then share your ideas with the class.

In the 1980s, people liked Haring's art because it was ____.

different

easy to understand

energetic

happy

new

public

young

your idea: _____

EXPRESS OPINIONS

Give your opinion. Complete one sentence or both. Add your own ideas. Then share your opinion with the class.

I like Keith Haring's art because it is _____

I don't like Haring's art because it is _____

READING TWO: Look at Haring's Art

1 Read the paragraph.

Some of Keith Haring's art was just for fun. Other pieces were about social or political issues. In 1989 Haring made *Stop AIDS*. The snake is AIDS. The scissors are people working together to stop AIDS. In 1985 he made 20,000 *Free South Africa* posters. He wanted to help people in that country fight for freedom.



2 Each sentence is false. Change the underlined word to make it true.

1. All of Keith Haring's art was just for fun.
2. The scissors in *Stop AIDS* symbolizes AIDS.
3. Haring designed 20,000 paintings for people in South Africa in 1985.

C INTEGRATE READINGS ONE AND TWO

STEP 1: Organize

Look at all of the Haring pictures in this unit again. What important ideas are in Haring's art? Check (✓) the boxes. Then share your answers with the class.

IDEAS IN HARING'S ART	UNTITLED, 1984	RADIANT BABY	STOP AIDS	FREE SOUTH AFRICA
Politics				
AIDS				
Love				
Energy				
Freedom				
Children				
(other)				

STEP 2: Synthesize

Use the chart in Organize to complete the sentences. Use each item only once.

1. _____ is about _____ and hope for the future.
 (Picture) (Idea)

There are rays around the child—like the rays of the sun. This shows the _____ of the child.
 (Idea)

2. _____ shows how people can work together to end a serious problem such as _____.
 (Picture) (Idea)

3. _____ is about _____. This picture is about the fight for _____.
 (Picture) (Idea)

4. In _____ you see a person. The person's arms go through his heart and brain. This picture shows how _____ is difficult.
 (Picture) (Idea)

3

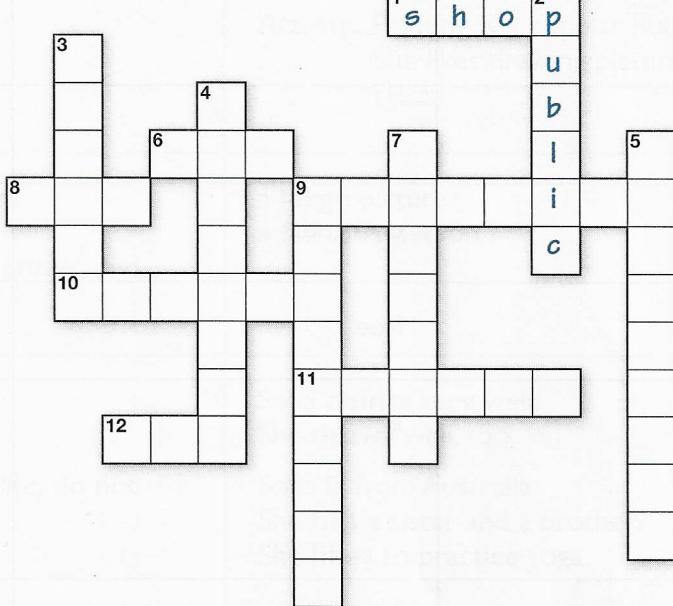
FOCUS ON WRITING

A VOCABULARY

REVIEW

Complete the crossword puzzle with the words from the box.

ads
art
different
drawings
energy
famous
galleries
graffiti
painter
pop
public
shop
social



Across

- In 1988, Haring opened the Pop _____ in Tokyo. It closed in 1989.
- He believed “_____ is for everyone.”
- The word _____ is short for “popular.”
- Some people said, “This is not art. It’s just _____.”
- _____ issues were very important to Haring.
- Haring had a lot of _____. You can see it in his art. It “moves.”
- The word _____ is short for “advertisements.”

Down

- Haring made _____ art. He wanted everyone to see it.
- People around the world know Haring. He is a _____ artist.
- Someone who draws makes _____.
- Haring was _____ from other artists.
- A person who paints is a _____.
- By the mid-1980s, Haring’s work was in many art _____ around the world.

EXPAND

1 Study the charts. The vocabulary for the unit is **boldfaced**.

NOUNS	ADJECTIVES	VERBS
dance dancer dancing	x	dance
drawing	x	draw
energy	energetic	energize
freedom	free	free
paint painting painter	x	paint
politics politician	political	x
the public	public	publicize
sculpture sculptor sculpting	x	sculpt

<p>A noun names: a person (an artist, Pablo Picasso) a place (a museum, London) a thing (a drawing) an idea (freedom) or activity (dancing)</p> <p>Nouns for people end in <i>-ist</i>, <i>-er</i>, <i>-or</i>, or <i>-ian</i>.</p> <p><i>Painting</i> and <i>drawing</i> have two meanings. One is a thing (count noun), and one is an activity (non-count).</p>	<p>A person who paints is called a painter or artist. But a person who draws is only called an artist.</p>
<p>An adjective describes a noun.</p> <p>Some adjectives, like <i>energetic</i>, <i>artistic</i>, and <i>public</i>, end in <i>-ic</i>.</p>	<p>a large picture a famous person</p>
<p>Most verbs show action.</p> <p>Other verbs, like <i>be</i>, <i>have</i>, and <i>like</i>, do not show action.</p>	<p>Sofia paints very well. She draws well, too.</p> <p>Sofia is from Australia. She has a sister and a brother. She likes to practice yoga.</p>

2 Complete the sentences with the correct form of the words.

1. (dance / dancing / dancer)

The tango is a _____ from Argentina.

Julio Bocca is a famous tango _____ from Argentina.

Bocca's _____ is beautiful.

2. (draw / drawing)

This is a good _____ of my father. It looks like him.

We _____ every day in art class.

Children enjoy _____ in school.

(continued on next page)

3. (energetic / energy / energize)

Patrick is too tired to dance. He has no _____.

A cup of coffee will _____ him.

If he sleeps well tonight, he will be more _____ tomorrow.

4. (free / freedom)

In this country, people are _____ to say almost anything.

Not every country has this _____.

5. (paint / painter / painting)

I have to buy more _____ at the art store.

I want to finish this _____. It's a picture of my house.

_____ is a fun activity.

I'm a good _____.

6. (political / politics)

I am not interested in _____.

My teacher's ideas are very _____.

7. (public / the public / publicize)

_____ likes the new show at the Shafrazi Gallery.

They _____ the big art shows on TV and in newspapers.

Mila likes to go to _____ places like parks and malls.

8. (sculptor / sculpture / sculpting)

Constantin Brancusi is a famous _____.

_____ was one way he made art.

The Kiss is a _____ by Brancusi.

CREATE

Write three more sentences about Keith Haring and his art. Use one word from the chart on page 54 in each sentence.

1. _____
2. _____
3. _____

B GRAMMAR: Simple Past of Be and Have

- 1 Read the excerpt from the interview about Keith Haring. Then answer the questions.

AW: Was Haring different from other artists?

ER: Yes, he was.

AW: How was he different?

ER: Haring liked to make art in public places, like in the subway. He believed “art is for everyone.” First, he was famous for his public art. Later, he became famous in galleries and museums.

He was also different because magazines had ads with his paintings and drawings. His drawings were also on other things, such as Swatch watches. He also sold his art in the Pop Shop. He used his art in unusual ways to communicate with the world.

Underline *was*, *were*, and *had* in the interview. How many examples can you find?

was _____ *were* _____ *had* _____

When do we use *am*, *is*, *are*, and *have*? _____

When do we use *was*, *were*, and *had*? _____

THE SIMPLE PAST OF BE

<p>1. The simple past forms of be are was and were.</p>	<p>Keith Haring was an artist. Social issues were important to him.</p>
<p>2. For negative sentences, use: subject + was / were + not In speaking and informal writing, use: wasn't / weren't</p>	<p>His art was not in museums at first. His parents were not famous. His art wasn't in museums at first. His parents weren't famous.</p>
<p>3. For yes / no questions, use: was / were + subject</p>	<p>Was Haring different from other artists? Were his drawings popular? Was Haring famous in the 1970s?</p>
<p>4. For Wh- questions, use: Wh- word + was / were + subject</p>	<p>Who was Keith Haring? What was his art about? How were his pictures different?</p>

SIMPLE PAST OF HAVE

<p>1. The simple past form of have is had.</p>	<p>Haring had a lot of energy.</p>
<p>2. For negative sentences, use: did + not + have In speaking and informal writing, use: didn't have</p>	<p>Haring did not have a brother. Haring didn't have a brother.</p>
<p>3. For yes / no questions, use: did + subject + have</p>	<p>Did Haring have fun with his art? Did Haring have a long career?</p>
<p>4. For Wh- questions, use: Wh- word + did + subject + have</p>	<p>Where did Haring have fun? When did Haring have the most success?</p>

2 Complete each sentence with **was**, **wasn't**, **were**, **weren't**, **had**, or **didn't have**.

1. Keith Haring and Andy Warhol were famous artists in the 1980s.
2. Both Haring and Warhol _____ from Pennsylvania, but they _____ from different cities.
3. Haring and Warhol (not) _____ the same age. Warhol _____ 31 years older than Haring.
4. Warhol and Haring _____ a lot of friends.
5. Warhol _____ a student at the Carnegie Institute of Technology.
6. In the 1950s, Warhol _____ a job on Madison Avenue in New York.
7. He _____ an artist for *Vogue* and *Glamour* magazines.
8. He (not) _____ a lot of money at that time.
9. By the early 1960s, Andy Warhol _____ a famous Pop artist.
10. Like Haring's art, Warhol's art _____ controversial.
11. Warhol _____ a painter, sculptor, writer, and filmmaker.
12. Keith Haring _____ a painter and a sculptor, but he (not) _____ a writer or a filmmaker.
13. Warhol and Haring _____ good friends in the 1980s.
14. Haring _____ very sad when Warhol died in 1987.
15. Warhol _____ 58 years old when he died.
16. He (not) _____ a very long life.

 Look at Reading Grids 1 and 2. Read one more idea about Keith Haring. Then you should answer the questions on the line. Use this information to write a short biography.

3 Work with a partner. Write questions about Keith Haring and his art. Use the past forms of **be** and **have**.

1. Who / be / Keith Haring? Who was Keith Haring?
2. Be / Haring / famous in the 1970s? _____
3. Be / Keith Haring / energetic? _____
4. In what city / be / Haring / born? _____
5. Be / Haring / only a painter? _____
6. Why / be / his art / controversial? _____
7. Be / the Pop Shop / a restaurant? _____
8. Where / be / the two Pop Shops? _____
9. How old / be / Keith Haring / in 1990? _____

4 Give your book to your partner. Your partner will write answers to your questions in full sentences.

Your partner's answers:

1. Keith Haring was an artist in the 1980s.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

C**WRITING**

In this unit, you read a timeline and an interview about Keith Haring. You also looked at examples of Keith Haring's art.

You are going to **write a biography about Keith Haring**. A **biography** is a story of a person's life. Use the vocabulary and grammar from the unit.*

PREPARE TO WRITE: Finding Information in a Reading

To help you plan your biography, you are going to **look for information in the readings** in this unit as a prewriting activity.

1 *Look at the timeline on page 47. Then answer the questions about Keith Haring.*

1. Where was Keith Haring born?

Keith Haring was born in Kutztown, Pennsylvania.

2. When was Keith Haring born?

3. When was Haring arrested by the police? Why?

4. When and where was Haring an art student?

5. What were his first drawings? Where were they?

6. When and where was Haring's first important art show?

2 *Look at Reading One on pages 48–49. Find one more idea about Keith Haring that you think is interesting. Write it on the line. Use this information in your biography, too.*

*For Alternative Writing Topics, see page 64. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit, but may not target the same grammar or rhetorical structures taught in the unit.

WRITE: Time Order

A biography usually gives events in **time order** (the order they happened). The writer begins with the first event and ends with the last event.

- 1 Read the sentences about Andy Warhol. Number the sentences in time order from 1 to 7.
 - _____ a. Warhol was a student at Carnegie Institute of Technology from 1945 to 1949.
 - _____ b. Andy Warhol and Keith Haring were good friends in the 1980s.
 - _____ c. Andy Warhol died in 1987.
 - _____ d. By the early 1960s, Andy Warhol was a famous Pop artist.
 - 1 e. Andy Warhol was born in Pennsylvania in 1912.
 - _____ f. In the 1950s, Warhol was a commercial¹ artist on Madison Avenue in New York.
 - _____ g. Warhol had his first art show in 1952.
- 2 Work with a partner. Compare your answers for Exercise 1. Were your answers the same as your partner's? Talk about any differences.
- 3 Look at your answers to the questions about Keith Haring in Prepare to Write on page 61. Put them in time order.
- 4 Write your first draft. Include a topic sentence that gives the main idea of your paragraph. Write sentences to explain or support the main idea. Don't worry about grammar yet. Just try to make your ideas clear.

REVISE: Using Commas in Dates and the Names of Places

- 1 Study the examples. Notice where the commas are.
 1. Keith Haring was born on May 4, 1958.
 2. Keith Haring was born on Monday, May 4, 1958.
 3. Haring was born in May of 1958.
 4. He was born in 1958.
 5. The Harings were from Kutztown, Pennsylvania.
 6. The Harings were from Kutztown.

¹ **commercial:** for business or money

7. They lived in Kutztown, Pennsylvania, in the 1970s.
8. Haring visited Madrid, Spain.
9. Haring visited Spain many times.
10. Haring visited Madrid, Spain, many times.

Use a comma:

- In complete dates (#s 1, 2)
- After a city name if the state (or country) name is next (#s 5, 7, 8, 10)
- After the city *and* state (or country) name *if* there are more words after the state/country (#s 7, 10)

2 Add commas to the sentences. Not every sentence needs commas.

1. Haring was born on May 4 1958.
2. Haring moved to New York New York in 1978.
3. He had his first important show in 1982.
4. Haring opened the Pop Shop in New York City in 1986. It closed in September of 1995.
5. The Pop Shop in Tokyo Japan opened on January 30 1988. It closed in 1989.
6. Keith Haring was in Pisa Italy on Sunday June 19 1989.
7. Haring died on Friday February 16 1990.

3 Write three sentences about yourself (for example, your address or your birthday). Use commas with dates and the names of places.

1. _____
2. _____
3. _____

EDIT: Writing the Final Draft

Prepare to write the final draft of your biography. Check your grammar, spelling, capitalization, and punctuation. Check that you used some of the vocabulary and grammar from the unit. Use the checklist to help you write your final draft. Then neatly write or type your biography.



FINAL DRAFT CHECKLIST

- Did you use a capital letter at the beginning of each sentence?
- Did you use a period at the end of each sentence?
- Did you use commas in the correct places?
- Did you put the events in time order?
- Did you use the past forms of *be* and *have*?
- Did you use vocabulary from the unit?

ALTERNATIVE WRITING TOPICS

Write about one of the topics. Use the vocabulary and grammar from the unit.

1. Look at the pictures on pages 43, 44, and 51 again. Choose one picture. Write five to ten sentences about this picture. What is it? How does it make you feel?
2. Keith Haring used simple symbols (such as babies, dogs, and dancers) that were important to the people in the 1970s and 1980s. What symbols are important to people today? Draw one. Write five to ten sentences about your symbol.
3. Keith Haring wanted everyone to experience his art. It was “art for everyone.” What do you think? Was Haring’s art “for everyone”? Write five to ten sentences.
4. Haring’s art was controversial, especially in the 1980s. Some people liked it, and some people didn’t like it. Look at the pictures on pages 43, 44, and 51 again. Why do you think Haring’s art was controversial? Write five to ten sentences about Haring and his art.

RESEARCH TOPICS, see page 219.