



# Reading Contents

<h1>1</h1> <p>Animal Imagery in Different Languages</p> <p>Pages 1–22 ◀</p>	<b>Topic</b> Animal-related images and expressions in languages	<b>Writing Hands-on</b> Determiners
	<b>Patterns in Use</b> 1. ... a <u>person/anyone/those</u> who + <u>be/V</u> ... 2. S + V <sub>1</sub> + <u>before/after</u> + S + V <sub>2</sub> S + V <sub>1</sub> + <u>before/after</u> + V <sub>2</sub> -ing	
	<b>Function</b> Specifying characteristics of animals	
<h1>2</h1> <p>In Love with a Cell Phone</p> <p>Pages 23–44 ◀</p>	<b>Topic</b> Some common symptoms of disconnect anxiety	<b>Writing Hands-on</b> Subject-Verb Agreement: Part I
	<b>Patterns in Use</b> 1. S + have + been + V-ing 2. some ... others ... (still others ...) some ... the others ...	
	<b>Function</b> Thinking of possible features or functions that future cell phones may have	
<h1>3</h1> <p>The Wonderful World of Hayao Miyazaki</p> <p>Pages 45–66 ◀</p>	<b>Topic</b> The elements found in Hayao Miyazaki's animated films	<b>Writing Hands-on</b> Subject-Verb Agreement: Part II
	<b>Patterns in Use</b> 1. either ... or ... neither ... nor ... 2. If + S <sub>1</sub> + <u>were/V<sub>1</sub>-ed</u> ... , S <sub>2</sub> + would/could/might + <u>be/V<sub>2</sub></u> ...	
	<b>Function</b> Presenting one of Miyazaki's animated films	
<h1>4</h1> <p>Tips for Improving Your Memory</p> <p>Pages 67–86 ◀</p>	<b>Topic</b> Ideas to improve memory	<b>Writing Hands-on</b> Subject-Verb Agreement: Part III
	<b>Patterns in Use</b> 1. The <u>more</u> (+ N)/ <u>adj.-er/adv.-er</u> + S <sub>1</sub> + <u>be/V<sub>1</sub></u> ... , the <u>more</u> (+ N)/ <u>adj.-er/adv.-er</u> + S <sub>2</sub> + <u>be/V<sub>2</sub></u> ... 2. <u>whether ... or ...</u> , S + V	
	<b>Function</b> Engaging memory	

# 5

## Blame It on the Brain

Pages 87–106 ◀

### Topic

Gender differences in communication

### Writing Hands-on

Avoiding Shifts in Person

### Patterns in Use

1. with + O + OC (*V-ing/p.p.*)
2. one ... the other(s) ...  
one ... another ... the other(s) ...

### Function

Distinguishing whether male or female is suitable for some specific jobs

# 6

## Let's Dig In!

Pages 107–128 ◀

### Topic

Important factors that influence people's food choices

### Writing Hands-on

Shifts in Tense

### Patterns in Use

1.  $S_1 + \underline{\text{be}}/\underline{\text{V}} \dots$ , and + so + be/aux. +  $S_2$   
 $S_1 + \underline{\text{be}} + \text{not}/\underline{\text{aux.}} + \text{not} + \underline{\text{V}} \dots$ , and + neither + be/aux. +  $S_2$
2. ... N + why/where/when-clause

### Function

Learning some food-related expressions

# 7

## The Power of the Press

Pages 129–150 ◀

### Topic

The double-edged sword of media

### Writing Hands-on

Punctuation: Part I

### Patterns in Use

1. It + be + N/phrase/clause + that ...
2. There + be + N + V-ing/p.p.

### Function

Detailing a piece of news

# 8

## Mother's Hands

Pages 151–172 ◀

### Topic

A mother's love

### Writing Hands-on

Punctuation: Part II

### Patterns in Use

1. As soon as +  $S + V_1$ ,  $S + V_2$   
→ Upon +  $V_1$ -ing,  $S + V_2$
2. If +  $S_1 + \text{had} + \underline{\text{been}}/\underline{\text{p.p.}}_1 \dots$ ,  $S_2 + \text{would/could/might/should} + \text{have} + \underline{\text{been}}/\underline{\text{p.p.}}_2 \dots$

### Function

Expressing appreciation through writing a thank-you note



# 9

The Warmer It Gets, the Worse Things Become

Pages 173–192 ◀

## Topic

Some damaging effects caused by global warming

## Writing Hands-on

Avoiding Fragments

## Patterns in Use

1. S + Vt (*wonder/ask/tell/know/etc.*) (+ O) + if/whether-clause
2. S + V<sub>1</sub>, and S + V<sub>2</sub>  
→ S + V<sub>1</sub>, V<sub>2</sub>-ing

## Function

Thinking of some ways to slow down global warming

# 10

Ice-Cream Tasters Have a Sweet Job

Pages 193–214 ◀

## Topic

The good and bad of a special job—ice-cream tasters

## Writing Hands-on

Run-on Sentences and Comma Splices: Part I

## Patterns in Use

1. S<sub>1</sub> + V<sub>1</sub> + so that/in order that + S<sub>2</sub> + aux. + V<sub>2</sub>
2. No matter how/what/who/when/where/which-clause, S + be/V . . .

## Function

Figuring out if one has the qualifications for the job he or she wants to do

# 11

The Alternative Nobel Prize

Pages 215–238 ◀

## Topic

The funny and imaginative side of science

## Writing Hands-on

Run-on Sentences and Comma Splices: Part II

## Patterns in Use

1. What/All (that)/The only thing (that) + S (+ aux.) + do + be + (to) V
2. not . . . (,) but . . .

## Function

Learning about some examples of the Ig Nobel Prizes

# 12

A “Hero” Called Frankenstein

Pages 239–258 ◀

## Topic

A classic story about a scientist and the monster he created

## Writing Hands-on

Review

## Patterns in Use

1. Subordinating conjunction (*because/when/although/etc.*) + S + V<sub>1</sub>/be + p.p.<sub>1</sub>, S + be/V<sub>2</sub> . . .  
→ (Subordinating conjunction +) V<sub>1</sub>-ing/p.p.<sub>1</sub>, S + be/V<sub>2</sub> . . .
2. S + should/could/might + have + p.p.

## Function

Designing a perfect baby by using imagination



# Listening & Speaking Contents

<b>1</b>	<b>What Do You Say?</b>	<i>Page 262</i> ◀	<b>Function</b> Offering/Accepting/Refusing invitations
<b>2</b>	<b>Have Some More!</b>	<i>Page 264</i> ◀	<b>Function</b> Making/Accepting/Refusing requests
<b>3</b>	<b>Can I Ask You a Favor?</b>	<i>Page 266</i> ◀	<b>Function</b> Asking/Providing help
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