

**ỦY BAN NHÂN DÂN THÀNH PHỐ HỒ CHÍ MINH
TRƯỜNG CAO ĐẲNG BÁCH KHOA NAM SÀI GÒN**



GIÁO TRÌNH

MÔN HỌC/MÔ ĐUN: ĐỌC VIẾT 1

NGÀNH/NGHỀ: TIẾNG ANH

TRÌNH ĐỘ: CAO ĐẲNG

*Ban hành kèm theo Quyết định số: 409/QĐ-NSG, ngày ... tháng ... năm 20...
của Hiệu trưởng Trường Cao Đẳng Bách Khoa Nam Sài Gòn*

Tp.HCM, năm 20...

	Video	Reading	Vocabulary
UNIT 1 Self Page 7 <ul style="list-style-type: none"> • Three student profiles • Chat transcript: Are you free? 	Campus life	Skim to get a general idea of the topic	Organize words by topic to remember them better
UNIT 2 Family Page 17 <ul style="list-style-type: none"> • Article: It's 5:54—time for dinner! • Six survey reports: Family traditions 	Around the dinner table	Scan texts to find important information quickly	Find words quickly in a dictionary
UNIT 3 Stuff Page 27 <ul style="list-style-type: none"> • Web page: Make it personal! • Encyclopedia entry: The White House 	Messy desk, messy mind	Preview a text to get an idea of what it is about	Use context to understand new words
UNIT 4 Money Page 37 <ul style="list-style-type: none"> • Web article: Money types • Five product reviews: Rate our products 	At the shops	Notice topic sentences to find main ideas in paragraphs	Pair adjectives with their antonyms to expand your vocabulary
UNIT 5 Taste Page 47 <ul style="list-style-type: none"> • Feature article: Food careers • Restaurant profiles: Let's try something different tonight! 	Eat out or eat in?	Highlight text to identify and remember key information	Write true sentences with new words to remember them in context

Grammar	Writing	Study skills	Unit outcomes
Use <i>to be</i> in present tense writing	Write simple sentences with compound subjects or verbs Plan and write a personal profile	Read about and discuss setting goals	Use skimming when reading simple texts Write simple personal information on your profile
Use subject and object pronouns (<i>I, you, me, him</i>) to talk about people and objects	Use pronouns to avoid repetition in writing Prepare, write, and edit a paragraph about your family	Learn how to make and use flashcards	Practice scanning simple articles or reports Write and edit a single paragraph about your family
Notice and use articles (<i>a, an, the</i>) in reading and writing	Organize and write paragraphs Plan, write, and revise a paragraph describing a room	Read and think about organizing your study space	Preview simple texts to improve reading and understanding Compose and edit a descriptive paragraph about a place
Use adjective word order to organize your descriptions	Use commas with adjectives for correct and effective sentences Brainstorm, compose, and edit a paragraph describing a product	Learn to use an online dictionary effectively	Find topic sentences when reading articles Prepare and write a paragraph about a product
Use simple present tense to describe general truths and regular actions	Notice and use commas in sentences Prepare, compose, and revise a restaurant review	Explore different ways of learning grammar	Highlight key information in texts Prepare and write a review expressing likes and dislikes

	Video	Reading	Vocabulary
UNIT 6 Play Page 57 <ul style="list-style-type: none"> • Survey: Fitness survey • Interview: Going the extra mile 	Taking hobbies to the extreme	Read and annotate texts to remember important details	Find correct definitions for key words in a dictionary
UNIT 7 Places Page 67 <ul style="list-style-type: none"> • Three place descriptions: Cool neighborhoods • Essay: A greener Seoul 	In the city	Use charts to organize information from texts	Label pictures or things with their names
UNIT 8 Fun Page 77 <ul style="list-style-type: none"> • Popular science article: Traveler types • Tour brochure: Tip Top Tours 	Time for vacation!	Recognize different text types to know what information they offer	Notice and use collocations with go to write about actions or journeys
UNIT 9 Plans Page 87 <ul style="list-style-type: none"> • Résumé: Katie Lee • Three professional interviews: Tell me about your job 	Career choices	Identify examples that support main ideas	Use the suffixes -er and -or to write about jobs and roles
UNIT 10 Celebration Page 97 <ul style="list-style-type: none"> • Essay: Mother's Day • Blog entry: Unusual festivals 	In celebration of food	Take notes when reading to remember information more effectively	Change verbs into nouns with the suffix -tion

Grammar	Writing	Study skills	Unit outcomes
Use adverbs and phrases to write about how often you do things	Combine sentences with <i>and</i> or <i>but</i> Brainstorm, write, and edit a paragraph about free time activities	Read about methods for creative learning	Read and annotate simple texts Compose and edit a paragraph about your free time
Use prepositions of place (<i>in, on, behind, etc.</i>) to describe what is around you	Use capital letters correctly with names and places and in sentences Plan, write, and share a description of your neighborhood	Read and discuss test-taking strategies	Use charts to organize reading notes Prepare and write a paragraph about your neighborhood
Use <i>both</i> and <i>neither</i> to identify what people, places, or things have in common	Use transition words (<i>and, too, also, in addition</i>) to add ideas when you write Discuss, compose, and edit a paragraph comparing two travel styles	Use graded readers to read English more confidently	Recognize different text types when reading Write and edit a comparison paragraph
Describe people and preferences with <i>like, be like</i> and <i>would like</i>	Give reasons to support ideas in your writing Brainstorm, plan, and write about a job or profession	Explore strategies to start a writing project	Read to find examples in support of main ideas Write a persuasive paragraph with support for your ideas
Use correct subject-verb agreement with compound subjects and indefinite pronouns	Use transition words (<i>but, though, however</i>) to contrast ideas Prepare, write, and revise a paragraph describing a festival	Learn to organize your notes	Read and take notes to prepare for writing Compose and edit a descriptive paragraph about a festival

READING

Skimming

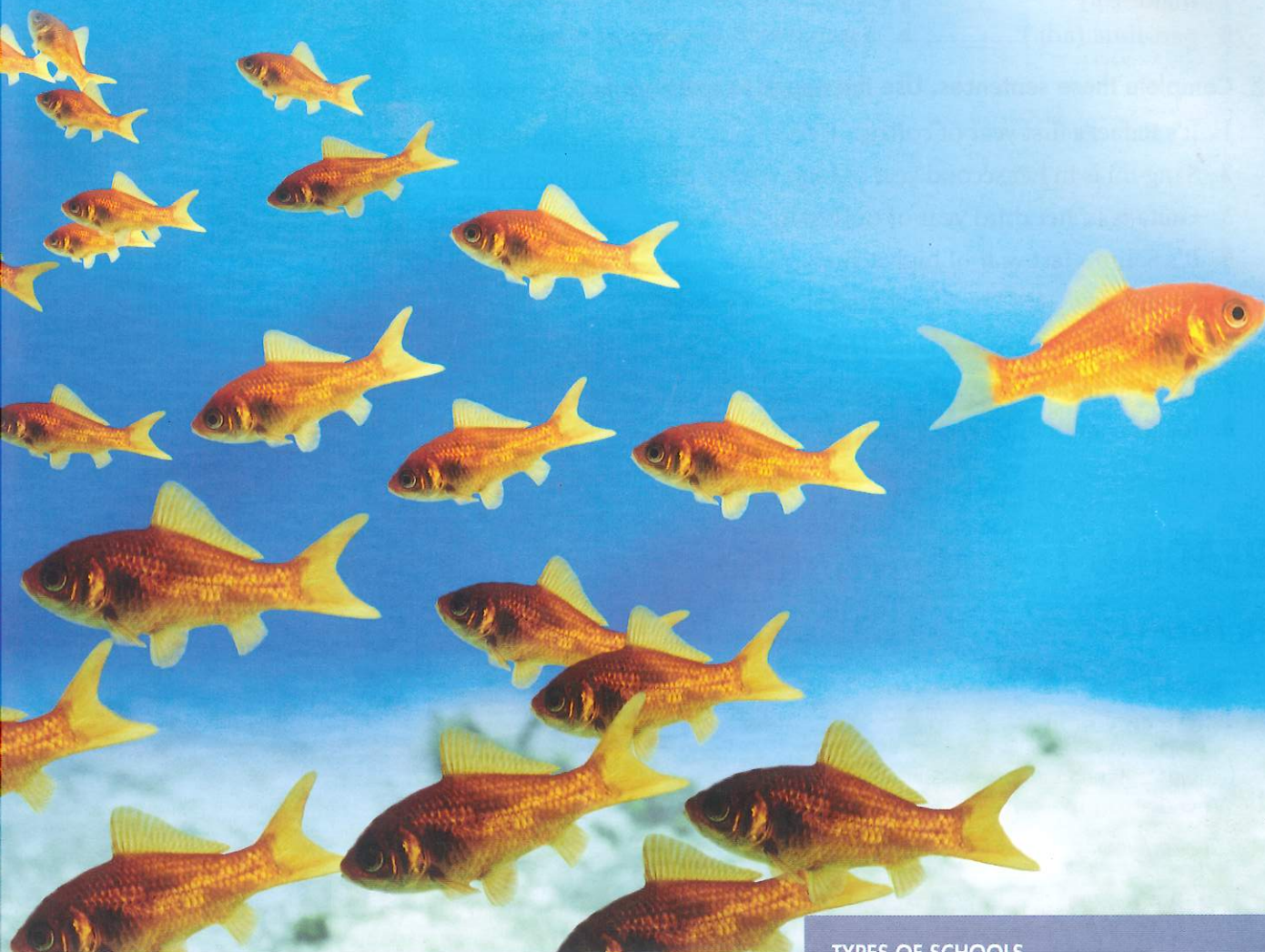
VOCABULARY

Organizing words
by topic

GRAMMAR

Present tense of *be*

WRITING

Making simple
sentences

Discussion point

Discuss these questions with a partner.

1 Are you a full-time student?

Yes, I am a ... No, I'm not a ...

2 Where do you study?

I study at ...

3 What languages do you speak?

I speak ... and a little ...

TYPES OF SCHOOLS

college

preparatory school

high school

university

language school

vocational college

LANGUAGES

Arabic

Japanese

Russian

Chinese

Korean

Spanish

French

Portuguese

Turkish

Vocabulary preview 1

1 In each set of four, match the words with their meanings.

- | | | | |
|--------------------|-----|---|-------------------------------------|
| 1 freshman (n.) | ___ | a | a first-year student |
| 2 junior (n.) | ___ | b | a second-year student |
| 3 senior (n.) | ___ | c | a third-year student |
| 4 sophomore (n.) | ___ | d | a fourth-year student |
| 5 campus (n.) | ___ | e | not full-time |
| 6 club (n.) | ___ | f | main area of study |
| 7 major (n.) | ___ | g | land around a college or university |
| 8 part-time (adj.) | ___ | h | a group with a common interest |

2 Complete these sentences. Use the words in exercise 1.

- It's Rafael's first year of college. He's a _____.
- Sang-mi is in her second year of high school. She's a _____.
- Greta is in her third year of university. She's a _____.
- It's Salim's last year of high school. He's a _____.
- Jennifer's _____ is Education.
- Ben is taking only one class. He's a _____ student.
- Sylvie is a member of the English _____.
- Joel is a student but lives with his parents. He lives off _____.



NOTE

U.S. English: major

Brit. English: degree (subject)

READING 1 Student profiles

Before you read

Work with a partner. Discuss these questions.

- Where do you live?
I live in ...
- Who do you live with?
I live with ...

Global reading

SKIMMING

When you skim a text, you don't read every word. You look over the text quickly to get a general idea of the topic. Look at the title, pictures, captions, and the first line of each paragraph. Skimming a text first makes it easier to understand the material when you read it more closely.

Skim the text *Student profiles*. Check (✓) what it is about.

- ☐ a social networking site for college students
- ☐ descriptions of students at Lucas College
- ☐ profiles of three college seniors

TYPES OF STUDENT
ACCOMMODATION

an apartment
a dormitory
a guesthouse
a (shared) house
a studio (room)
full board / half board

Close reading

1 Read *Student profiles*. Complete the chart.

	Abdullah	Hotaru	Sarah
Age	20	22	
Year	freshman		
Country	Saudi Arabia	Japan	
Major(s)			Elementary Education
Language(s)		Japanese, English	
Club(s)	Debate		

2 Write the first names of the students to complete these sentences.

- 1 _____ lives alone off campus.
- 2 _____ doesn't live off campus.
- 3 _____ lives with two people.



STUDENT PROFILES

Every month, Lucas College profiles three students. If you see these students on campus, be sure to say hello!

Abdullah Al-Dossari is a freshman from Riyadh, Saudi Arabia. He's 20 years old, and his major is Engineering. He speaks Arabic, English, and German. He's a member of the Debate Club. He lives on campus in a dormitory, but wants to get an apartment next year. Abdullah plans to live with his brother. His brother is a junior here at Lucas College.

Hotaru Watanabe is a senior from Osaka, Japan. She's 22 years old. She's excited about her last year here. She has a double major in English and Business Administration. She speaks Japanese and English. She's a member of two clubs—the Drama Club and the Film Club. She shares an apartment off campus with two friends.

Sarah Clerci is 21 years old. She's a junior from Geneva, Switzerland. She speaks French, German, Italian, and English. Her major is Elementary Education. She lives alone in a small apartment off campus. She plans to live on campus next year. Sarah belongs to the Italian Club. She has a part-time job as a French tutor in an elementary school.

Over to you

Discuss these questions in a group.

- 1 Which student are you similar to? How?
I think I'm similar to ... We both ...
- 2 What majors are popular in your country?
... is a popular major. Also, ...

TOP 5 MAJORS IN THE U.S.

- 1 Business Administration
- 2 Psychology
- 3 Nursing
- 4 Biology
- 5 Education

Vocabulary preview 2

1 Write the words under the pictures.

languages movies social networking travel
literature shopping sports video games



1



2



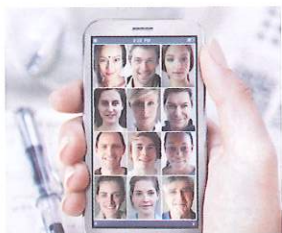
3



4



5



6



7



8

2 Work with a partner. Which things in exercise 1 are you interested in? Which aren't you interested in?

I'm interested in ...

I'm not interested in ...

READING 2 Are you free?

Before you read

Which of these do you use to communicate with friends? Which don't you use? Discuss with a partner.

chat online email talk face to face text use social networks

I ... a lot / sometimes. I don't ... much / at all.

Global reading

Skim the text *Are you free?* Check (✓) the relationship between Ying and Bianca.

☐ friends ☐ colleagues ☐ teacher and student

Close reading

Read these sentences about Ying and Bianca. Write **T** (true) or **F** (false).

- 1 Bianca is watching TV in her room. ____
- 2 It's 10:15 p.m. in Bangkok. ____
- 3 Ying is taking five classes this semester. ____
- 4 Both Ying and Bianca think college is hard. ____
- 5 Bianca's major is Economics. ____
- 6 Bianca speaks Japanese very well. ____
- 7 Bianca, Ying, and Achara are all sophomores. ____
- 8 Bianca's friend Isabel is interested in video games. ____



Over to you

Discuss these questions in a group.

- 1 What topics do you talk about with friends? What don't you talk about? Why?

We talk / don't talk about ... because ...

- 2 What do these sayings mean? Which is true for you and your friends? Do you have similar sayings in your own language?

Opposites attract.

Birds of a feather flock together.

I think ... means your friends are similar to / different from you.

Are you free?

Status
Chat
New
Delete

ying: Hi Bianca. I see you're online. Are you free?

bianca: Hi Ying. Sure. I'm not busy.

ying: What time is it in Mexico City?

bianca: 10:15. And in Bangkok?

ying: Here, too. But a.m. not p.m. 😊

bianca: Ha! Are you at home?

ying: Yeah. I'm in the kitchen.

bianca: How's school?

ying: Not bad. I have five classes this semester, so I'm busy. College is hard!

bianca: I know! My grades aren't very good this year.

ying: Same here. And we're only sophomores.

bianca: Do you have a major?

ying: I do! Economics. You?

bianca: English.

ying: That's good. You're good at languages.

bianca: You think so?

ying: Sure. You speak English, Spanish, and Japanese. That's amazing!

bianca: I'm a member of the Japanese Anime Club. I don't really speak Japanese.

ying: BTW my friend wants an e-pal. Do you have a friend for her?

bianca: What's she like?

ying: Her name is Achara. She's 20, a freshman, and very nice.

bianca: What is she interested in?

ying: Literature and travel.

bianca: My friends aren't interested in literature.

ying: She likes video games, too.

bianca: My friend Isabel loves video games. Maybe her?

ying: Ask her. Please!

bianca: OK.

ying: I think I'm late for class. Look for me online and let's chat again soon.

bianca: OK. Bye for now.

TOPICS

books	jobs
clothes	money
cooking	movies
family	music
food	school
friends	sports

Vocabulary skill

ORGANIZING WORDS BY TOPIC

One way of organizing new words is by topic. List new words in a vocabulary notebook under their general topic. As you learn new words, add them to the correct topic.

COMMON INTERESTS			
<i>languages</i>	<i>movies</i>	<i>social networking</i>	<i>travel</i>
<i>literature</i>	<i>shopping</i>	<i>sports</i>	<i>video games</i>

You can also list new topic words under different sub-topics.

COMMON INTERESTS			
<u>Things I like:</u>		<u>Things I don't like:</u>	
<i>movies</i>	<i>shopping</i>	<i>languages</i>	<i>video games</i>
<i>travel</i>	<i>sports</i>	<i>literature</i>	<i>social networking</i>

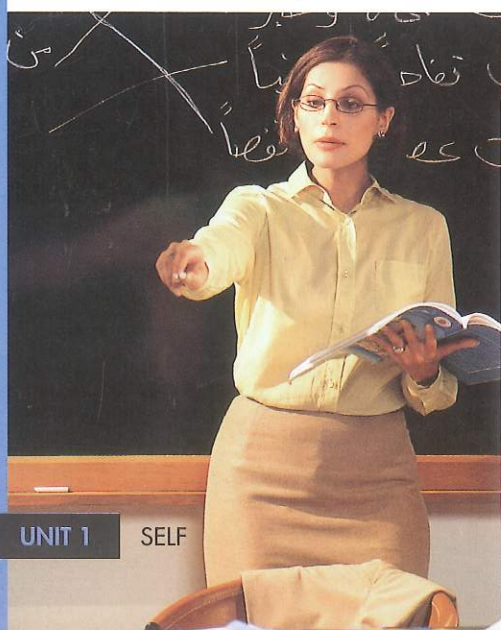
1 Underline the topic word in each group.

- 1 clothes shopping books
- 2 senior students sophomore
- 3 homes dorm apartment
- 4 text email communication
- 5 college schools university
- 6 debate clubs English

2 Write the topic word for each group of words.

1 _____	2 _____	3 _____	4 _____
Spanish English Chinese	baseball soccer tennis	teacher server engineer	Education Engineering Economics

3 Add two more items to each group of words in exercise 2.



WRITING Writing an online profile

You are going to learn about the verb *be* and making simple sentences. You are then going to use these skills to write an online profile describing yourself.

Grammar

PRESENT TENSE OF BE

The simple present tense of *be* has three forms. We use the simple present to talk about facts and things that are generally true.

Form	Example
I + am (not)	I am not a student.
he/she/it + is (not)	It is a city in Saudi Arabia.
you/we/they + are (not)	They are not good friends.

- 1 Read this email. Correct the mistakes with *be*. (There are five more mistakes.)

Hi Rachid,

is

What is new in California? School are OK. I is a member of the Drama and Chess clubs this year. The Drama Club is really fun, but the Chess Club not is very interesting. I am not good at chess, I guess.

Our English teacher is really nice. Her name are Mrs. Parker. She is from San Francisco. Santa Cruz is near San Francisco, right? You is neighbors!

I have a new phone number. It am 339-555-0178. Call me sometime!

Your friend,

Jared

- 2 Complete the student profile with the correct form of *be*.

Achara Wattana (1) _____ from Bangkok, Thailand. She (2) _____ 20 years old and a junior at King Mongkut's University of Technology. Her major (3) _____ Engineering. Her favorite classes (4) _____ Geometry and English.

Achara (5) _____ interested in many things. She loves technology, of course, but (6) _____ also interested in sports and social networking. Her friends and family (7) _____ very important to her. Her best friend (8) _____ Ying Nantakam.

When people ask Achara about her plans after graduation, she answers, "I (9) _____ not sure." She often says, "I am so busy!" But she (10) _____ happy with her life.



Writing skill

MAKING SIMPLE SENTENCES

A sentence expresses a complete thought. A simple sentence has a subject and a verb, and often (but not always) an object.

I know. (subject + verb)

Ying likes languages. (subject + verb + object)

A simple sentence can have a compound subject, verb, or object.

Bianca and Ying are friends. (compound subject)

Bianca reads and writes Japanese. (compound verb)

Achara likes literature and travel. (compound object)

1 Draw a line (/) between the subject and verb in each sentence.

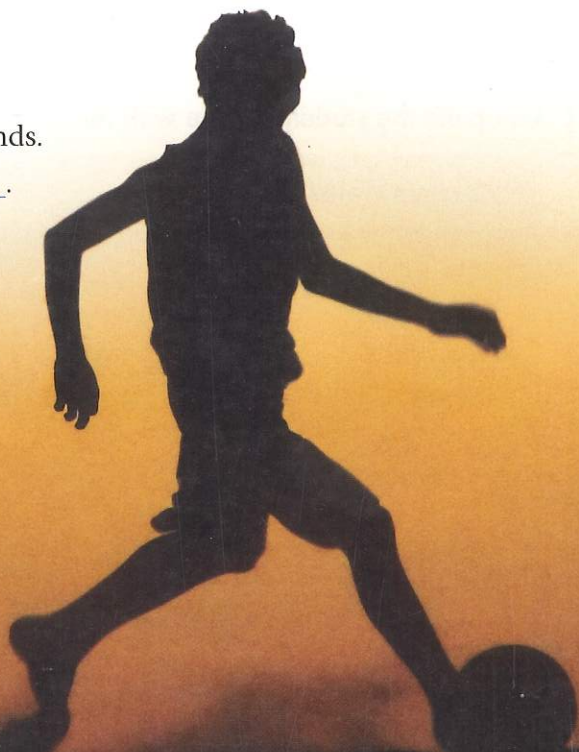
- 1 Hotaru / speaks two languages.
- 2 Abdullah's first language is Arabic.
- 3 English and French are easy subjects for Sarah.
- 4 Hotaru has two majors.
- 5 Abdullah and his brother are from Saudi Arabia.
- 6 Sarah lives and works off campus.
- 7 Hotaru lives off campus.
- 8 Family is important to Abdullah.

2 Combine the two sentences.

- 1 Bianca is a sophomore. Ying is a sophomore.
Bianca and Ying are sophomores.
- 2 Bianca speaks English. Bianca speaks Spanish.
- 3 Achara watches soccer. Achara plays soccer.
- 4 Bianca is online. Bianca is free.
- 5 Isabel works hard. Isabel studies hard.

3 Complete these sentences with your own ideas.

- 1 _____ and I talk a lot.
- 2 _____ and _____ are my best friends.
- 3 I'm interested in _____ and _____.
- 4 I _____ and _____ English.



WRITING TASK

Read this student profile. Underline the forms of *be*. Circle any compound subjects, verbs, or objects.

My name is Carlos González. I am 20 years old. I am a university student. I am a sophomore in Maracaibo. It is a city in Venezuela. I live with my mother and father. I speak Spanish and English. I read and understand French. My major is Latin American Literature. My favorite writers are Gabriel García Márquez and Isabel Allende. I am very interested in sports. I like soccer and baseball. I am also interested in movies and social networking. My friends and I are online every day. Nice to meet you!



BRAINSTORM

Complete the chart about yourself.

Name	
Age	
Year in school	
City/Country	
Major	
Interests	
Other information	

PLAN

Plan an online profile. Look back at your brainstorm and choose the information to include.

WRITE

Write your profile. Pay attention to your use of the verb *be*. Write complete sentences. Your profile should be 50–75 words long.

SHARE

Exchange your profile with a partner. Read the checklist on page 109 and give feedback to your partner.

REWRITE AND EDIT

Consider your partner's comments and rewrite your profile.

STUDY SKILLS Setting goals

Getting started

Discuss these questions with a partner.

- Look at these examples of language goals. Which one is a general goal? Which three are specific goals?
 - I will add 10–20 words to my vocabulary notebook each week.
 - I will create and use flashcards for difficult words before every test.
 - I will increase my English vocabulary.
 - I will organize words by topic this year.

I think this one is a ... goal. What do you think?

- Do you think setting language goals is important? Why or why not?

I think setting language goals is/isn't important because ...

Scenario

Read this scenario. Think about what Nina is doing right and what she is doing wrong.

Consider it

Read these tips on how to set language goals. Discuss each one with a partner. Why do you think each one is important?

- Look at the "big picture." Think about what you want to achieve. Be realistic about what you can achieve.
- Break your general goal into several specific goals. Write down these goals in clear, positive statements.
- Plan what you need to do to achieve each goal. Include how long you think each goal will take. Then follow that plan.
- Review your specific goals. If you achieve a goal too easily, make the next goal harder. If it took you a very long time to achieve a goal, make the next goal a little easier.
- Reward yourself when you achieve a goal.

Over to you

Discuss these questions with a partner.

- What are your general language goals?

I will ...
- Think of two or three specific language goals. Write them down.

goal /gəʊl/

NOUN [COUNT]

something that you hope to achieve

Nina is starting a reading and writing course. She wants to learn to write well in English, so she sets some language goals.

She decides to write down three specific goals:

- I will learn to write a paragraph in English.
- I will use more academic words in my writing.
- I won't make any grammar mistakes.

Nina gives herself a time period of eight months to achieve these goals. Each month, she looks at the goals again. She achieves her first goal in the first month. She is happy that she only has two more goals to achieve.



THINK ABOUT

reading	grammar
writing	pronunciation
listening	vocabulary
speaking	tests

Family

READING

Scanning

VOCABULARY

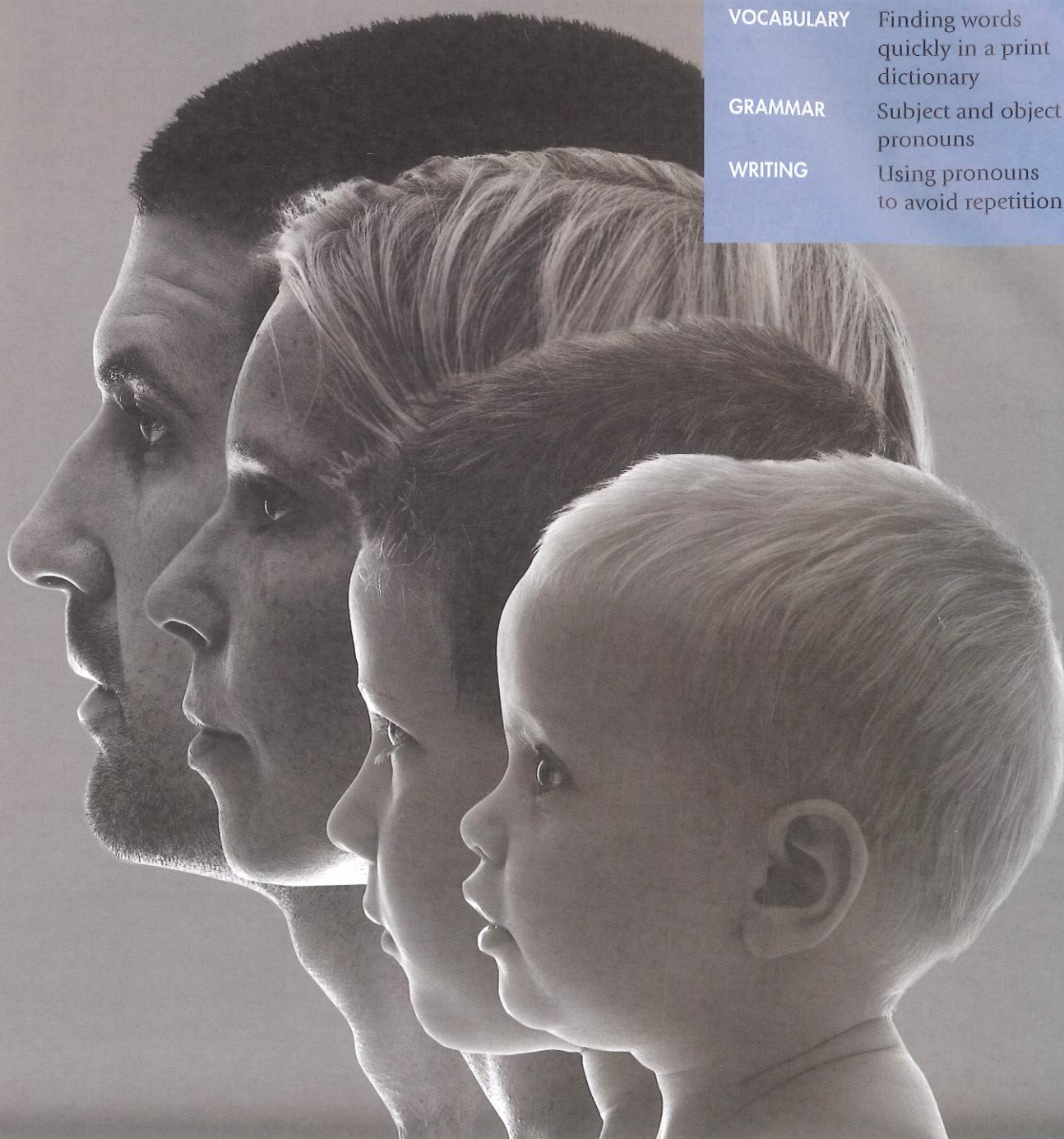
Finding words quickly in a print dictionary

GRAMMAR

Subject and object pronouns

WRITING

Using pronouns to avoid repetition



Discussion point

Discuss these questions with a partner.

- 1 Do you live with your family?
I live / don't live with my family.
- 2 How many people live in your home?
There are ... people in my home.
- 3 Who are the people in your family?
In my family, I have ...

FAMILY MEMBERS

Male**Female**

grandfather	grandmother
father	mother
brother	sister
son	daughter
husband	wife

Vocabulary preview 1

1 In each set of four, match the words with their meanings.

- | | | |
|------------------|---|---|
| 1 argue (v.) | — | a the morning meal |
| 2 breakfast (n.) | — | b the evening meal |
| 3 housework (n.) | — | c jobs to keep your home clean and neat |
| 4 dinner (n.) | — | d to disagree and speak angrily |
| 5 laundry (n.) | — | e the midday meal |
| 6 lunch (n.) | — | f dirty clothes |
| 7 neighbor (n.) | — | g an animal you keep at home |
| 8 pet (n.) | — | h someone who lives near you |

2 Complete the sentences with the words from exercise 1.

- Our _____ across the street isn't friendly.
- It's 12:15 p.m. It's time for _____.
- Cleaning and cooking are examples of _____.
- I don't have any clean clothes. It's time to do the _____.
- I have a goldfish. It's my first _____.
- Let's not _____. I'll wash the dishes instead of you.
- I wake up at 7:00 a.m. I have coffee and cereal for _____.
- I get home at 6:30 p.m. Then I have _____ with my family.



READING 1 It's 5:54—time for dinner!

Before you read

Work with a partner. Read this definition. How is your family not typical?

Most families like ..., but my family ...

A typical family ..., but my family ...

typical /'tɪpɪk(ə)l/
adjective

like most things of the same type

Saturday was a typical winter day—cold and snowy.

THINK ABOUT

appearances interests
hobbies personalities

Global reading

1 Skim the text *It's 5:54—time for dinner!* Check (✓) the best sub-title.

- | | |
|---|---|
| <input type="checkbox"/> British eating habits | <input type="checkbox"/> The typical British family |
| <input type="checkbox"/> U.K. vs. U.S. families | <input type="checkbox"/> Typical meals |

SCANNING

When you scan a text, you look for specific information. As in skimming (Unit 1), you do not read every word. When scanning, you move your eyes quickly over the text to find only the information you need.

2 **Underline the key words in each sentence. Then scan the text and answer the questions.**

- 1 How many children are in a typical British family? _____
- 2 What percentage of daughters aged 20–24 live at home? _____
- 3 What do British families eat on Fridays? _____

Close reading

Read *It's 5:54—time for dinner!* Check (✓) what is typical for British families.

- | | |
|--|---|
| <input type="checkbox"/> live in an apartment | <input type="checkbox"/> go to a restaurant two times a month |
| <input type="checkbox"/> have a pet | <input type="checkbox"/> shop for groceries on Friday |
| <input type="checkbox"/> wake up at 5:15 | <input type="checkbox"/> wash 4.5 loads of laundry a week |
| <input type="checkbox"/> watch TV after dinner | <input type="checkbox"/> feel they are happy |



IT'S 5:54—TIME FOR DINNER!

According to a recent study, a typical family in the U.K. is a father, mother, and two children. They live in a house, not an apartment. Both parents work outside the home. They carry just £10.50* in cash. They spend about £76 on groceries each week, and they own a pet. Almost 63% of sons and 55% of daughters aged 20–24 still live at home with their parents.

The typical British family wakes up at 6:57. They eat breakfast together only two times a week. The parents drive to work. They each have a car. They get home from work at 5:15 and have dinner at 5:54. Because of their busy lives, they eat dinner together at home only three times a week. They go out to eat two times a month. On Mondays, they typically eat spaghetti bolognese. On Fridays, they bring home fish and chips from a local chip shop. After dinner, they watch TV for a total of nine hours each week. They go to bed at 10:39.

The family exercises 2.5 times a week, and does housework for 4.5 hours. The mother does most of the housework. They wash 5.3 loads of laundry a week.

About 70% of British families feel they are normal.

*GBP£1 ≈ US\$1.5



But, is the typical British family happy? In short, yes. Just over 80% say they are “happy” or “very happy.” However, they typically argue two times a week!

Over to you

Discuss these questions in a group.

- 1 What information about typical British families surprises you?

It surprises me that a typical British family ...

- 2 Do you think families in your country do these things more or less than families in the U.K.?

argue eat dinner together go out to eat watch TV

In my country, I think families ... more/less.

Vocabulary preview 2

1 Read the sentences. **Circle** the correct meaning of the words in bold.

- 1 I always give my mother a small **gift** on Mother's Day.
a job b present
- 2 All of these cakes look good. It's difficult to **pick** just one.
a choose b cook
- 3 Your socks don't match. You look very **silly**!
a serious b not serious
- 4 Today is **special** because it's my last day in high school.
a different b typical
- 5 That family is **strange**. They eat out for every meal.
a normal b unusual
- 6 Let's **take turns** washing the dishes.
a alternate b stop
- 7 My family eats **together** every Sunday.
a alone b with each other
- 8 In our office, it's a **tradition** to wear casual clothes on Fridays.
a bad behavior b the way a group has done something for a long time

2 Work with a partner. Discuss what you do on a typical day, and what you do on a special day.

On a typical day, I get up at 7. On a special day, I get up late.

READING 2 Family traditions

Before you read

Which of these things do you like to do ... alone? with your friends? with your family? Complete the chart. Then tell your partner.

celebrate holidays	cook	eat	go to movies
play games	shop	travel	watch TV

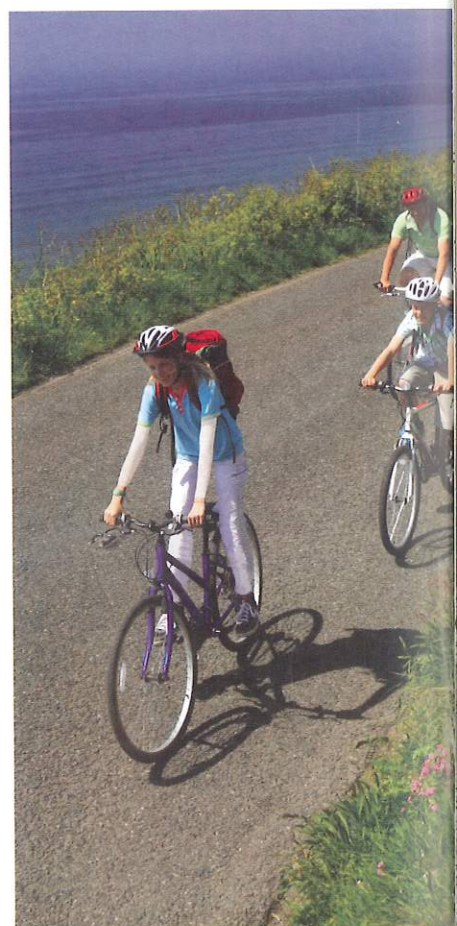
Alone	With my friends	With my family

I like to ... alone / with my friends / with my family. How about you?

Global reading

1 Skim the text *Family traditions*. Check (✓) what it is about.

- ☐ how family traditions are changing
- ☐ family traditions from our readers
- ☐ family traditions vs. holiday traditions



2 Scan the text *Family traditions*. Match each person with the correct tradition.

- | | | | |
|----------|-----|---|---------------------------------------|
| 1 Jared | ___ | a | cooks breakfast for his/her mother |
| 2 Winnie | ___ | b | goes out to eat with the whole family |
| 3 Danni | ___ | c | watches movies and eats pizza |
| 4 Greg | ___ | d | plays board games |
| 5 Suzie | ___ | e | enjoys a favorite meal at home |
| 6 Rob | ___ | f | doesn't use electronics |

Close reading

Read *Family traditions*. Answer these questions.

- Who picks the movies in Jared's family?
- What is Winnie's father's favorite meal?
- When does Danni's family go out to eat?
- How does Greg describe his family tradition?
- How many games does Suzie's family play each Friday?
- What does Rob put on the tray?

FAMILY TRADITIONS—WHAT OUR READERS SAY:

■ Once a month, we have movie and pizza night. We take turns picking a movie to watch together. It's fun because I watch something my parents like, and they watch something I like. My mother likes old black and white movies, so I see a lot of them! We also make pizza and eat it in front of the TV. — **JARED**

■ On our birthdays we get our favorite meal. My favorite meal is spaghetti and meatballs. My mom usually cooks, but my dad and sister help. On my sister's birthday we eat pizza. On my mom's birthday we have chicken, and on my dad's birthday we have steak. Of course, we always have a birthday cake, too. — **WINNIE**

■ My family is really busy. We have a large family, and it's not easy for everyone to get together at the same time. So we go out to eat together on the first Saturday of every month. We go to a nice restaurant, and we talk and talk and talk. — **DANNI**

■ We have an interesting tradition in our home, or maybe it's a rule. At dinnertime there are no TVs, computers, phones, tablets—nothing electronic! We don't even answer the door if someone rings the doorbell! Isn't that strange? I understand why my parents do it, but I don't like it. — **GREG**

■ Every Friday night, we have games night. After dinner, we go to the living room and play a board game, such as Scrabble® or Monopoly. We have about seven different ones we play, but we only play one game a night. I plan to keep this tradition after I start my own family. — **SUZIE**

■ Every year, on Mother's Day, I make breakfast for my mother. I get up early and make something special, such as a mushroom omelet with fruit salad. Then I put it on a tray with a newspaper and a flower, and bring it to my mother for breakfast in bed. She always acts surprised, but I do it every year. — **ROB**



Over to you

Discuss these questions in a group.

- Which tradition sounds fun? Why?
I think Jared's tradition sounds fun because ...
- What family traditions do you have?
In my family, we usually ...

THINK ABOUT

leisure special days
meal times