

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

A professional organizer helps people make their homes more organized. In an organized home, it is easy to find things. Everything has a place, and there are no extra things. Read the Web page of a professional organizer and fill in the blanks with the words from the box. You will not use all of the words.



appreciate
breath
cool

good luck charms
mind
modern

pack rat
peaceful
popular

sentimental value
style
traditional

GET ORGANIZED!

HOME

CONTACT

ABOUT US

Are you a _____ with too many things? Do you want to feel
more _____ in your home? Do you want to think with a clear
_____? I can help. I am a professional organizer for this busy

_____ world. I can make your house a very _____
 4. _____ 5.
 place for you and your friends. They will love it! (And it's sometimes true—a
 nice, organized house will make you more _____ with friends.)
 6.
 Listen—I know that organizing is hard. I understand that some of your things have
 _____, and you want to keep them. That's fine with me. You can
 7.
 keep your special possessions and _____. I will not tell you what to
 8.
 do. That's not my _____. But I *will* organize your home—and you
 9.
 will _____ the changes. Just click below to contact me today.
 10.

EXPAND

- 1 Work with a partner. Read the conversation between a professional organizer and a pack rat. Notice the words in bold.

PROFESSIONAL ORGANIZER: OK, let's get started. What is something that you don't need anymore? What do you want to **get rid of**?

PACK RAT: I'm not sure. I don't like to throw things away. Maybe I will need them later. Then what will I do?

PROFESSIONAL ORGANIZER: Don't worry about that. Let's think about today. What about this old bike? Do you want to keep it?

PACK RAT: Yes. It's my first bike. It's very important to me.

PROFESSIONAL ORGANIZER: OK. You want to **hold on to** it. That's fine. What about these old math books? Do you still need them?

PACK RAT: Not today . . . but maybe in the future—

PROFESSIONAL ORGANIZER: I really don't think you will need them in the future. Why don't we give them away?

PACK RAT: To who?

PROFESSIONAL ORGANIZER: I'm sure we can find someone—maybe a teacher or old book **collector**. Or maybe somebody wants to **recycle** them. Let's keep going . . .

2 Match the words and phrases to their definitions.

- | | |
|-----------------------------|--|
| ___ 1. recycle | a. keep something |
| ___ 2. collector | b. use something again |
| ___ 3. get rid of something | c. a person who gets and keeps similar things (books, stamps, jewelry) |
| ___ 4. give something away | d. not keep something |
| ___ 5. hold on to something | e. give something to another person |

CREATE

Discuss these questions with a partner. Student A, ask questions 1–3. Student B, ask questions 4–6. Prepare to share interesting answers with the class.

1. Are you a collector? What do you collect?
2. Are you a pack rat? Is it hard for you to get rid of things? Explain.
3. How often do you give things away? What do you give away?
4. Do you want a professional organizer to help you at home? Why or why not?
5. Do you have any good luck charms? Do they help you?
6. What kinds of things have sentimental value in your life?

 **GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.**

GRAMMAR

1 Read the sentences. Then answer the questions.

- a. The book collector often shops online.
- b. Old traditional ways always change.
- c. I never keep old things.
- d. Do you usually put a dream catcher near your bed?
- e. It is always expensive² to collect cars.
- f. Professional organizers are sometimes very busy.

1. Which words are adverbs of frequency? Underline them.
2. Where do adverbs go with the verb *be*?
3. Where do adverbs go with all other verbs?

THE SIMPLE PRESENT WITH ADVERBS OF FREQUENCY

1. Use adverbs of frequency to show how often something happens or how often people do things.	Always: 100% of the time Usually: 90% of the time Often: 70% of the time Sometimes: 30% of the time Never: 0% of the time
2. When the verb is <i>be</i> , put the adverb of frequency after the verb.	The students are never late to class. A toy bear is always cute. The style of a dream catcher is sometimes modern.
3. With all other verbs, put the adverb of frequency before the verb.	He often keeps his old books. She usually looks for rings online.
4. For <i>yes/no</i> and <i>wh-</i> questions, put the adverb before the verb. You can also ask about frequency by using <i>How often ...?</i>	Does she often buy toys? Is a dream catcher always expensive? What do they usually collect? How often do you remember your dreams?
5. In negative statements, put <i>don't</i> and <i>doesn't</i> before the adverb of frequency. Use <i>ever</i> instead of <i>never</i> . In negative statements with the verb <i>be</i> , put the adverb of frequency after the verb <i>be</i> .	They don't often go shopping. He doesn't always keep old things. She doesn't ever take off her ring. We aren't usually late to class. Clothing isn't always expensive.

- 2** Sara and Amber are listening to a college lecture on special possessions. Complete the sentences with the correct adverb of frequency.

PROFESSOR: We know that people _____ have special possessions, but why? The reasons depend on the person. For example, an 80-year-old grandmother loves her old ring. She _____ shows it to her grandson, but he doesn't think the ring is important. He is more interested

1. (often / never)

2. (never / sometimes)

(continued on next page)

in his guitar or basketball. We understand this difference clearly. But, it is an interesting question: Why do people _____ like different kinds of things? Can anyone tell me why?

3. (never / usually)

AMBER: Is it because of different ages? I mean, the grandmother is old, and the grandson is young, so they _____ like the same things.

4. (never / always)

PROFESSOR: Well, that's possible, but according to one study, it's because of male and female³ differences. Males and females _____ keep things for different reasons. Let's think about a boy in high school: he holds on to a basketball and an old guitar—why? Both of these things are useful. They help him do things. They make him feel important. But girls in high school _____ get more excited about a toy bear or a ring from a friend.

5. (often / never)

6. (always / usually)

SARA: Why is that? Doesn't she want to feel important, too?

PROFESSOR: I'm sure she does, but the ring and the bear _____ have sentimental value. Things with sentimental value _____ help us remember important people in our lives. This is very important to the high school girl. That's why she doesn't _____ want to throw these things away! Both males and females enjoy their special possessions, but their reasons are _____ different.

7. (usually / never)

8. (sometimes / always)

9. (never / ever)

10. (often / sometimes)

³ male and female: boy and girl, man and woman

3 Work with a partner. Take turns describing a special possession—something you have and keep because it is very important to you. Answer these questions:

- What does it look like?
- Where does it come from?
- Is it useful? Is it beautiful?

- Where do you usually keep it?
- How do you usually take care of it?
- How often do you look at it or use it?
- How often do you show it to others?

GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE

PRONUNCIATION

- 1 Listen to the underlined verbs in the conversation. The present tense ending **-s** has three different pronunciations.

A: Your mother has a beautiful ring!

B: She loves that ring. She only takes it off to clean it.

A: Clean it? How do you clean a ring?

B: With toothpaste! She brushes her ring with toothpaste.

Look at the three underlined verbs in the conversation. Answer this question for each verb: Does the **-s** ending add a new syllable or just a new sound?

PRONOUNCING -S ENDINGS FOR PRESENT TENSE

In the present tense, the pronunciation of the third-person singular ending depends on the last sound of the *base form* of the verb.

1. Pronounce the **-s** ending /əz/ or /ɪz/ after /s/, /z/, **sh** and **ch** and **j**. (See the phonetic alphabet on page 236.) After these sounds, the **-s** ending adds a new syllable.

use (one syllable) → uses (two syllables)

She **uses** toothpaste to clean her ring.

Tom **washes** his new car every day.

The professor **teaches** the students on Mondays..

2. Pronounce the **-s** ending /s/ after /p, t, k, f/. The **-s** ending is a final sound.

She **keeps** her rings in a special box.

He wants to keep his old guitar.

The ring looks beautiful.

3. Pronounce the **-s** ending /z/ after **all other sounds**. The **-s** ending is a final sound.

She never wears rings.

The student **stays** at school all day.

The professor **arrives** at 8:00 A.M.

4. Work with a partner. Student A, you want to learn more about dream catchers. Student B, you want to learn more about the Ojibwe people. Student A, look at the information below. Student B, look at the information at the bottom of page 76. Use the model to ask your partner for the missing information. Then write the information in your chart. Student A, use the verbs in your chart to tell your partner the information that she / he is missing. Then switch roles. Student B will begin by asking questions. Look at the example:

Example

B: Do you know the hours of the Ojibwe Museum?

A: Yes, it opens at 10:00 A.M. and closes at 6:00 P.M.

/z/ /əz/

STUDENT A	TIMES	
The hours of the Ojibwe Museum	10:00 A.M.	6:00 P.M.

STUDENT B	TIMES	
The hours of the Ojibwe Museum	_____	_____

STUDENT A	TIMES	
1. The hours of the video about Ojibwe people (verbs: <i>begin, end</i>)	2:00 P.M.	3:00 P.M.
2. The hours of the Ojibwe Museum store (verbs: <i>open, close</i>)	11:00 A.M.	5:00 P.M.
3. The hours of the bus to the dream catcher store	_____	_____
4. The hours of the story telling by George Wolf	_____	_____

SPEAKING SKILL

ASKING QUESTIONS TO INCLUDE OTHERS IN A DISCUSSION

A good speaker knows how to include others by asking questions. These questions allow others to join a discussion. They give other people a chance to talk.

🔊 Listen to the example.

Example

LAUREN: Lucy isn't just a toy. She's a part of my life—and part of my family, too. What about you? Don't you have any special possessions?

The first question invites the other person to speak. The second question begins with *don't*. This means that the speaker expects the other person to say "yes." Questions that begin with a negative auxiliary (*don't/doesn't/isn't/aren't*) mean that the speaker expects the other person to agree or say "yes." Look at these examples:

A: Don't you think teddy bears are cute?

B: Yes, I do.

A: Isn't this pen lucky?

B: Yes, it is.

Other questions begin with affirmative auxiliaries (*do/does/is/are*). These questions mean that the speaker wants information. The speaker does not expect the other person to agree or say "yes." Look at these examples:

A: Do you have a teddy bear?

B: No, I don't.

A: Is this pen lucky?

B: I don't know.

1 🔊 Listen to the examples from Listening Two. Underline the questions in each one. Then listen again and repeat the questions.

1. Old things really aren't that important to me. How about you, Sara?
2. It stops the bad dreams. It only lets the good dreams come into your mind. Isn't it beautiful?
3. Is it a good luck charm? Does it help you to pass tests?
4. When I take notes with my lucky pen, I usually get As! What about you—do you ask the big bear for help with your tests?