



# SPECIAL Possessions

## 1 FOCUS ON THE TOPIC

1. Look at the photograph of dream catchers. What do people do with them? What culture do they come from?
2. A dream catcher is a special possession<sup>1</sup> to some people. What are some other special possessions?
3. Everyone dreams at night. Do you remember your dreams? Do you think dreams are important? Tell a partner about one of your dreams.

<sup>1</sup> **special possession:** something you keep because it is important to you

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

## 2 FOCUS ON LISTENING

### LISTENING ONE THE STORY OF DREAM CATCHERS

#### VOCABULARY



Read and listen to the Web page about the Mille Lacs people of the Ojibwe Nation. Then match each boldfaced word to its definition on the next page.

Welcome to the culture page of  
**THE MILLE LACS PEOPLE**

**HOME**  
**CONTACT**  
**ABOUT US**

We are a group of Ojibwe people living in the Mille Lacs area of Minnesota. Many years ago, the Ojibwe people lived in the Great Lakes area. Our **traditional** way of life was **peaceful** as we hunted, fished, and farmed. Then more people moved to our land from Europe and the United States. They came to our land with **modern** ways, and our life changed. These changes lasted for many years—they were not **temporary**. Some Ojibwe people became sick from European diseases and died. Also, our traditional **style** of government changed, and the young Ojibwe could not go to our schools anymore. They went to English-speaking schools. The Ojibwe people lost many important things. We lost our language and traditional stories. Some of us lost our life and **breath**! But today, things are different. We **protect** our culture in many ways. We send our older people into schools to teach children about Ojibwe life. At our Culture Center, we have **popular** classes on our language, history, and music. In the summer, we have our **powwow** tradition. This is a time for people to dance and sing together. We believe that dancing and singing are good for the **mind** and body. Body, mind, and music—a powwow brings everything together.

Please visit our Culture Center to learn more about the Mille Lacs people. We **appreciate** your interest.

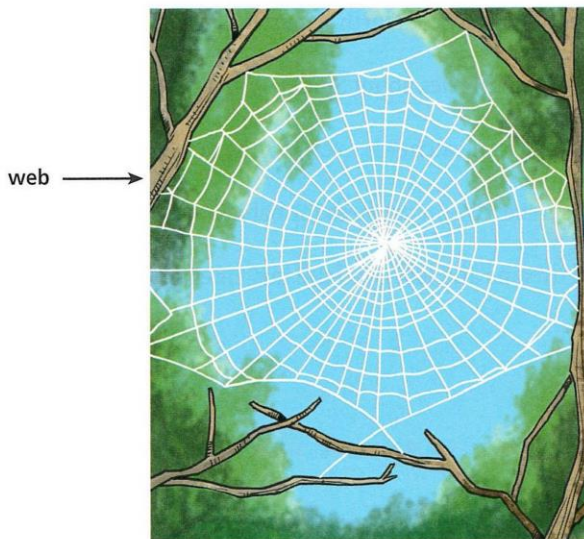



- |                    |  |
|--------------------|--|
| ___ 1. breath      | a. liked by many people                            |
| ___ 2. mind        | b. new   |
| ___ 3. modern      | c. pattern or design                               |
| ___ 4. peaceful    | d. to keep safe                                    |
| ___ 5. popular     | e. air coming into or out of the mouth or nose     |
| ___ 6. protect     | f. coming from the past                            |
| ___ 7. style       | g. understand that something is good and important |
| ___ 8. temporary   | h. the thinking part of humans                     |
| ___ 9. traditional | i. not fighting or worrying                        |
| ___ 10. appreciate | j. not lasting                                     |

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

## PREVIEW


- 1 How do you think people make dream catchers? Discuss this question with a partner.



- 2**  Listen to the excerpt from “The Story of Dream Catchers.” Read the sentences. Check (✓) **Yes**, **No**, or **I Don’t Know**. Discuss your answers with a partner.

	Yes	No	I Don’t Know
1. A dream catcher has a web.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The web has holes at the top.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The meaning of the web is “life.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## MAIN IDEAS

- 1**  Listen to the whole story. Look at your answers from the Preview on page 59. Did they help you to understand the story?
- 2** Read the sentences. Put the sentences in order from 1 to 7. Follow the order that you hear in the story. The first one has been done for you.

- \_\_\_ a. The traditional dream catcher comes from the story of Spider Woman.
- \_\_\_ b. People buy dream catchers for their friends.
- \_\_\_ c. The Ojibwe people move to other parts of North America.
- 1 d. The Ojibwe people tell traditional stories about Spider Woman.
- \_\_\_ e. The traditional place to put a dream catcher is over your bed.
- \_\_\_ f. Mothers and grandmothers make dream catchers for babies.
- \_\_\_ g. A dream catcher stops bad dreams and lets good dreams enter the mind.

## DETAILS



Listen again. Circle the correct answer to complete each sentence.

1. The story of dream catchers is a/an \_\_\_\_\_.
  - a. Ojibwe story
  - b. modern story
2. Webs are part of dream catchers because of \_\_\_\_\_.
  - a. North America
  - b. Spider Woman
3. Dream catchers protect babies. They let in \_\_\_\_\_.
  - a. good dreams
  - b. bad dreams
4. Many modern dream catchers are \_\_\_\_\_ traditional ones.
  - a. different from
  - b. the same as
5. Powerful dreams are good for \_\_\_\_\_.
  - a. our dream catchers
  - b. our minds
6. Big dream catchers in stores are not \_\_\_\_\_.
  - a. popular
  - b. traditional


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

## MAKE INFERENCES

### UNDERSTANDING A SPEAKER'S BELIEFS

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

We can make inferences about a speaker's beliefs. To do this, we listen for important words. These words help us to understand the speaker's beliefs.


-  Listen to the example. What does the speaker believe about dreams?

#### Example

**SPEAKER'S BELIEF:** Both good and bad dreams are \_\_\_\_\_.

- a. powerful
- b. good for sleeping

The correct answer is: **a.** The word *protect* helps us to understand the speaker's belief that both good and bad dreams have power. Bad dreams have the power to hurt us, and good dreams have the power to keep us safe.

-  Listen to each excerpt from the lecture. Pay attention to the speaker's words and think about the speaker's beliefs. Circle the correct word or phrase to complete the sentence.

#### Excerpt One

1. The speaker believes:

Dreams have the power to change our way of \_\_\_\_\_.

- a. thinking
- b. feeling

#### Excerpt Two

2. The speaker believes:

It is beautiful to remember our friends' \_\_\_\_\_.

- a. love
- b. gifts

### Excerpt Three

3. The speaker believes:

It is not helpful to use a dream catcher \_\_\_\_\_.

- a. for driving
- b. for sleeping

### EXPRESS OPINIONS

Do you agree or disagree with the statements? Circle your answer. Then discuss your answers in a small group. Explain your opinions.

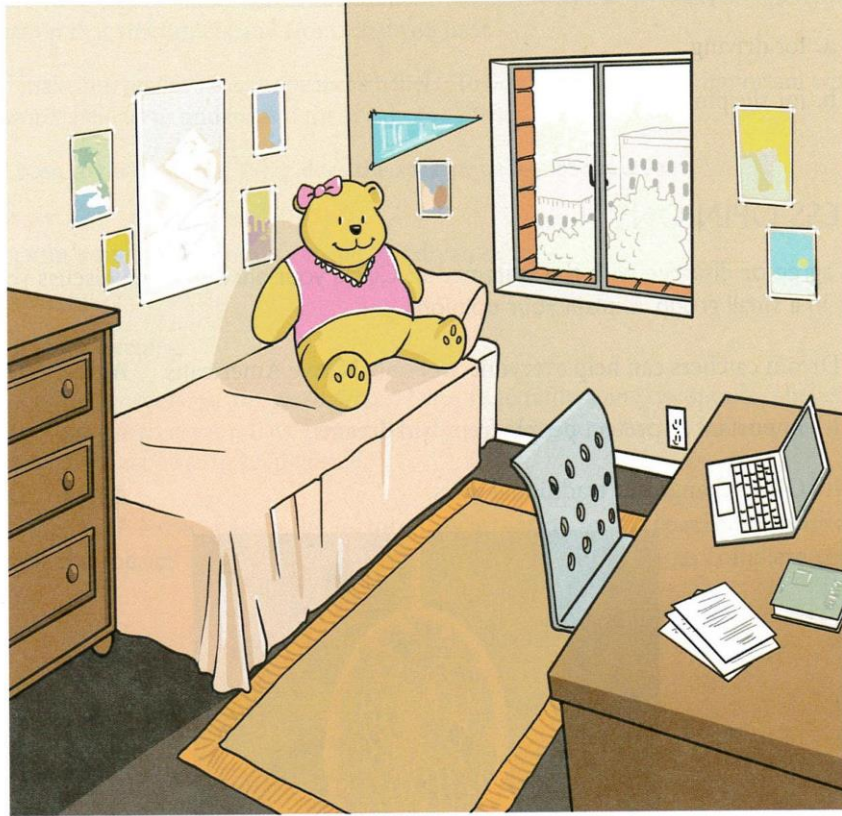
- 1. Dream catchers can help everyone, not only Native Americans.    **Agree**    **Disagree**
- 2. It's important to protect people from bad dreams.                    **Agree**    **Disagree**
- 3. It's OK to change our traditional ways.                                 **Agree**    **Disagree**




GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.



## COMPREHENSION



Two college students are moving into a room in the dormitory, which is a large building with rooms for students. Another student joins them. They have a conversation about their special possessions.

 Listen to the conversation and read the statements. Mark each statement **T** (true) or **F** (false). Correct the false statements.

- \_\_\_ 1. At the beginning, both Sara and Amber are happy about the toy bear.
- \_\_\_ 2. Lucy the bear goes everywhere with Lauren.
- \_\_\_ 3. Lucy is a new toy bear.
- \_\_\_ 4. Amber doesn't keep old things.
- \_\_\_ 5. Sara has a lucky dream catcher to help her pass tests.



## VOCABULARY

1 Read the conversation and notice the words in bold.

STUDENT 1: Why are you wearing a red baseball cap?

STUDENT 2: It's my **good luck charm**. It helps me pass tests.

STUDENT 1: That's **cool**. I have a lucky ring. See? It was my grandmother's ring. She had it for a long time and then she **passed it down** to me. I wear it all the time because I love her so much. It has a lot of **sentimental value** to me.

STUDENT 2: Nice. I think my sister has our grandmother's old ring. She keeps everything! Old books, old toys, everything. She's a **pack rat**.

STUDENT 1: My brother is a pack rat, too. He keeps all his old clothes, but he never wears them!

STUDENT 2: My sister's like that too . . .

2 Complete the sentences by matching each sentence beginning on the left with the correct ending on the right. Write the letter of the correct ending on the line.

- |  |  |
|--|--|
| ___ 1. If you are a pack rat . . .         | a. nice or good.                                 |
| ___ 2. Things with sentimental value . . . | b. you always save your old things.              |
| ___ 3. If someone passes a ring down . . . | c. good luck.                                    |
| ___ 4. A good luck charm brings us . . .   | d. help us remember family and friends.          |
| ___ 5. Something "cool" is . . .           | e. it goes from older to younger family members. |

 GO TO MyEnglishLab FOR VOCABULARY PRACTICE.

## LISTENING SKILL

### UNDERSTANDING A SPEAKER'S EXCITEMENT

When speakers are very excited about a topic, they often speak louder. They sometimes pronounce words more slowly or with a higher voice. When speakers are not excited about a topic, their voices do not change very much. They pronounce all the words in the same way.

Understanding a speaker's excitement is part of understanding how he or she feels about the topic. When we understand a speaker's feeling, we can have a better conversation because we understand the other person's opinion and point of view.

④ Listen to the example. Is the speaker excited? How do you know?

#### Example

**LAUREN:** Lucy has a lot of sentimental value. She was my grandmother's bear for *a long time*. Then my grandmother gave her to my mom, and my mom passed her down to *me!*

1. Is the speaker excited?

\_\_\_ a. Yes


\_\_\_ b. No

2. How do you know? Which words are louder, higher, or spoken more slowly?

The correct answers are: 1. a, 2. The speaker says *a long time* louder and more slowly. She says *to me* in a higher and louder voice.

#### Explanation

When Lauren uses a louder voice and pronounces words more slowly, she emphasizes the importance of Lucy, the toy bear. She is excited that her grandmother and mother gave her something so important and with such sentimental value.

 Listen to the excerpts from Toys in College. Is the speaker excited? Listen to the speaker's voice. Is it loud? Is it high? Does the speaker pronounce some words more slowly than others?

**Excerpt One**

1. Is the speaker excited?

\_\_\_ a. Yes

\_\_\_ b. No

2. How do you know? Which words are louder, higher, or spoken more slowly?

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**Excerpt Two**

1. Is the speaker excited?

\_\_\_ a. Yes

\_\_\_ b. No

2. How do you know? Which words are louder, higher, or spoken more slowly?

---

**Excerpt Three**

1. Is the speaker excited?

\_\_\_ a. Yes

\_\_\_ b. No

2. How do you know? Which words are louder, higher, or spoken more slowly?

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



## CONNECT THE LISTENINGS

### STEP 1: Organize

Why are special possessions important? Look at the list of reasons. Complete the chart by writing three reasons under “Dream Catchers” (Listening One) and three reasons under “Toys in College” (Listening Two).

#### List of Reasons

- part of families for many years
- lucky
- traditional
- helps you feel happy and peaceful
- sentimental value
- many styles

DREAM CATCHERS	TOYS IN COLLEGE
1.	1.
2.	2.
3.	3.

### STEP 2: Synthesize

Work with a partner. Student A, you are a news reporter. You will interview Student B about a new game called Special Possessions. Student B, you are the designer of the game. Explain to Student A why special possessions are important to people. Use reasons from the chart in Step 1: Organize to answer. Then explain your answers by speaking about an example.

#### Example

Special possessions are important because they have many styles. Dream catchers are a good example because some are very big. Some have beautiful feathers.

**REPORTER:** Why did you make this game? Do you really think that people will like to play a game about special possessions?

**DESIGNER:** Yes. Special possessions are important to people because . . .

(Give one reason from the chart.) \_\_\_\_\_ 1.

**REPORTER:** Really? Can you give me an example of that?

**DESIGNER:** Well, I think a good example is \_\_\_\_\_ because . . .

(Speak about an example.)

**REPORTER:** What about good luck charms? Are they special possessions, too?

**DESIGNER:** For some people, yes. Sometimes people use things in a new way because they want to be lucky. For example, some people \_\_\_\_\_.

(*Speak about an example.*)

Now switch roles. Student B, you are the news reporter. You will ask Student A questions. Student A, you are the game designer. Use information from the chart in Step 1: Organize to answer. If you repeat information, you can begin with, "As I explained before . . ."

**REPORTER:** So, special possessions are sometimes important to people because they bring good luck. What about things that people pass down in their families?

**DESIGNER:**

Those things are important, too. Those are things with \_\_\_\_\_. They are important because . . .

(*Choose the correct reason.*)

**REPORTER:** Can you give me an example?

**DESIGNER:** Well, one example is \_\_\_\_\_. This is important because . . .

(*Speak about an example.*)

Also, people sometimes like things with many different styles. For example

\_\_\_\_\_.

(*Speak about an example.*)

**REPORTER:** Yes—that's true. What about people who keep old things—you know books, toys, old newspapers . . .

**DESIGNER:** I have another idea for those people. I want to make a game called Pack Rat!

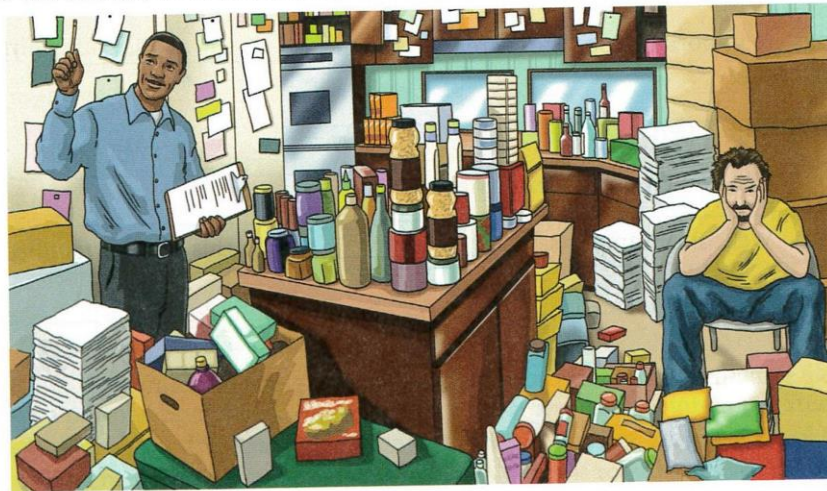
 **GO TO** MyEnglishLab **TO CHECK WHAT YOU LEARNED.**

## 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.

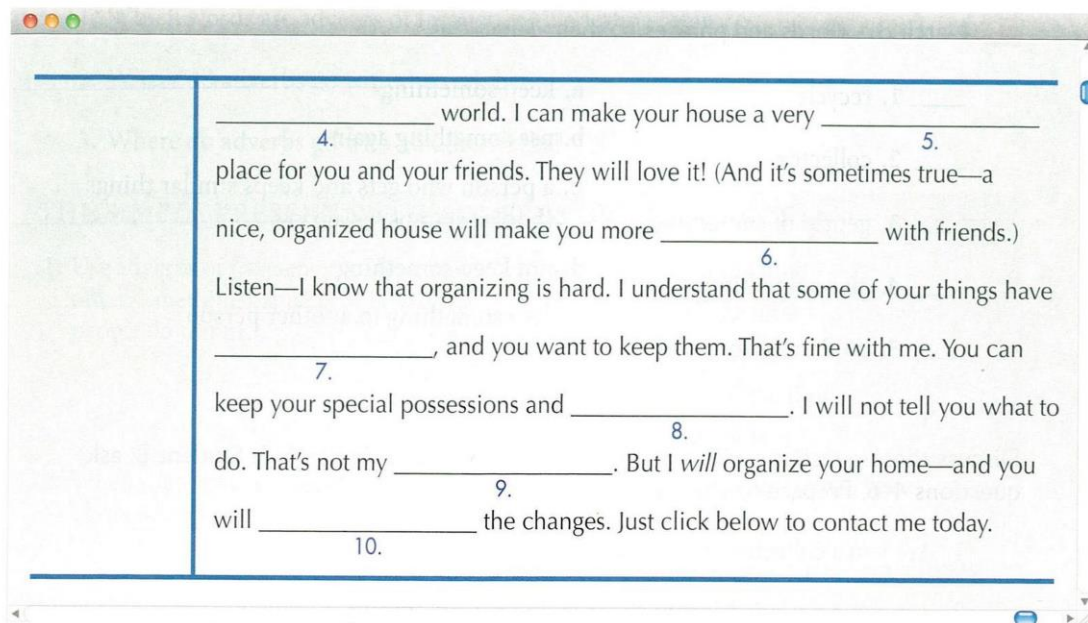


appreciate	good luck charms	pack rat	sentimental value
breath	mind	peaceful	style
cool	modern	popular	traditional

## GET ORGANIZED!

<b>HOME</b>	Are you a _____ with too many things? Do you want to feel
<b>CONTACT</b>	more _____ in your home? Do you want to think with a clear
<b>ABOUT US</b>	_____? I can help. I am a professional organizer for this busy





### 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<br>(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 expensive<sup>2</sup> to collect cars.
- f. Professional organizers are sometimes very busy.

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<sup>2</sup> **expensive:** costing a lot of money

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

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

- 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 female**<sup>3</sup> 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)

<sup>3</sup> **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.

- |  |  |
|--|--|
| <p>1. Pronounce the <b>-s ending</b> /əz/ or /ɪz/ after /s/, /z/, <b>sh</b> and <b>ch</b> and <b>j</b>. (See the phonetic alphabet on page 236.) After these sounds, the <b>-s</b> ending adds a new syllable.</p> | <p>use (one syllable) → uses (two syllables)<br/>           She <b>uses</b> toothpaste to clean her ring.<br/>           Tom <b>washes</b> his new car every day.<br/>           The professor <b>teaches</b> the students on Mondays.</p> |
| <p>2. Pronounce the <b>-s ending</b> /s/ after /p, t, k, f/. The <b>-s</b> ending is a final sound.</p>  | <p>She <b>keeps</b> her rings in a special box.<br/>           He <b>wants</b> to keep his old guitar.<br/>           The ring <b>looks</b> beautiful.</p>   |
| <p>3. Pronounce the <b>-s ending</b> /z/ after <b>all other sounds</b>. The <b>-s</b> ending is a final sound.</p>   | <p>She never <b>wears</b> rings.<br/>           The student <b>stays</b> at school all day.<br/>           The professor <b>arrives</b> at 8:00 A.M.</p>   |



- 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?



a horseshoe



a rabbit's foot



a four-leaf clover

**2** What do you know about good luck charms in North America? Look at the photos. Complete the discussion by writing questions in the blanks. Then read the conversation with a partner. Switch roles and repeat the conversation.

- Isn't that a plant with four leaves?
- Can you think of other good luck charms?
- How about you?
- Isn't that lucky?

**STUDENT 1:** I want to buy a rabbit's foot.

**STUDENT 2:** Why?

**STUDENT 1:** It's good luck.

**STUDENT 2:** Really? A rabbit's foot?

**STUDENT 1:** Not a real one—a synthetic<sup>4</sup> one.

**STUDENT 2:** Oh, I see. Well, I need some good luck, too. I have a lot of tests this week.

\_\_\_\_\_ 1.

**STUDENT 1:** I have a lot of tests, too.

**STUDENT 2:** What other good luck charms do you know about?

**STUDENT 1:** Well, there's a little plant . . .

**STUDENT 2:** A clover? \_\_\_\_\_ 2.

**STUDENT 1:** Yes. It brings good luck. What about you? \_\_\_\_\_ 3.

**STUDENT 2:** How about a horseshoe? \_\_\_\_\_ 4.

**STUDENT 1:** You're right—it is. Maybe we can buy one. We need to pass our tests!

<sup>4</sup> **synthetic:** made by humans; not natural

## FINAL SPEAKING TASK

*In this task, you will have a discussion about the reasons for holding on to special possessions. Try to use the vocabulary, grammar, pronunciation, and signal words that you learned in this unit.\**

Work in small groups of three or four. Follow the steps.

**STEP 1:** Imagine that there is a fire in your home. You need to leave very quickly. You only have time to take one special possession with you. First, make a list of several special possessions in your home. Then look at the list of questions. Use the questions to decide which special possession you will take. Tell your group your decision and explain your reasons.

- Is it useful?
- Is it beautiful?
- Is it a traditional part of the family?
- Is it a good luck charm?
- Does it have sentimental value?
- Is it expensive?

**STEP 2:** Choose one reporter for your group. The reporter will mark each reason to see how many times students in your group discuss it. Then the reporter will tell the class about each decision and which reasons were the most important in your group.

### Example

- Is it useful? (III)
- Is it beautiful? (III)
- Is it a traditional part of the family? (I)
- Is it a good luck charm? (I)
- Does it have sentimental value? (II)
- Is it expensive? (III)

### Listening Task

Listen to the reporters from each group. What are the reasons for each decision? Which reasons did students choose most often? Which reasons do you agree and disagree with? Discuss your opinions with a partner.

\* For Alternative Speaking Topics, see page 81.





