

UAE Edition

NEW

INTERACTIONS



GRADE 11 GENERAL
GRADE 10 ADVANCED
2025-2026

LISTENING AND SPEAKING

Mc
Graw
Hill

Judith Tanka
Paul Most
Lida R. Baker

NEW INTERACTIONS

LISTENING AND SPEAKING

1110

Grade General Grade Advanced

Judith Tanka
Paul Most
Lida R. Baker

**Mc
Graw
Hill**



UAE Edition, New Interactions, Grade 11 General / Grade 10 Advanced Listening and Speaking

By Judith Tanka,
Paul Most, Lida R. Baker, and
McGraw Hill Authors

New Edition Series Editor:
Danae Kozanoglou

Copyright © 2025 by McGraw Hill.

Published by McGraw Hill.

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw Hill, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning. Exclusive rights by McGraw Hill for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw Hill.

9781398964068



mheducation.com



TABLE OF CONTENTS

	Scope and Sequence	iv-vii
1	A Picture of Health	2
2	Infotainment	22
3	Let's Hang Out!	42
4	Get Up, Go Out, Get Moving!	62
5	Live and Learn!	82
6	Bright Lights, Big City	102
	Audio Scripts	122
	Image Credits	140

SCOPE AND SEQUENCE

Chapter	Listening	Speaking
1 A Picture of Health p2	Listening for main ideas and details, stressed words, reductions, and transitions Getting meaning from context Listening for specific information	Talking about stress Talking with health professionals and making appointments Conducting research and giving a poster presentation
2 Infotainment p22	Listening and taking notes Listening for main ideas and details, stressed words, reductions, and transitions Getting meaning from context	Conducting an interview Using functions and expressions Conducting research, collecting data, and giving a presentation Summarizing a story plot Narrating an event
3 Let's Hang Out! p42	Listening for main ideas and details, stressed words, reductions, and transitions Getting meaning from context Role-playing Listening for specific information	Conducting research and giving a speech Conducting an interview Summarizing and reporting survey results

Critical Thinking	Vocabulary	Pronunciation	Language Focus
Using a graphic organizer: problem-solution chart	Words related to health and stress issues	Identifying and understanding tag questions	Using tag questions
Discussing the benefits of a healthy lifestyle	Words related to health and fitness issues		Describing symptoms
			Saying what happened and how you felt
			Asking for and giving advice
Using a <i>Wh</i> graphic organizer	Words and phrases about TV and social media	Identifying reduced and unreduced pronunciation	Using vocabulary
Outlining a summary	Expressions for stating opinions	Identifying and comparing language functions	Using reduced pronunciation
Documenting research findings		Identifying stressed words as information carriers	Using <i>Wh</i> questions to take notes
			Narrating a story: reporting events
Preparing a 30-second speech	Words and phrases about social plans and friends	Identifying intonation in and practicing exclamations	Using stress
Documenting survey findings and identifying possible trends	Expressions for likes and dislikes	Identifying and interpreting attitude and implied messages	Using intonations and exclamations
	Expressions followed by <i>-ing</i> , noun, or infinitive	Identifying stressed words as information carriers	Reporting survey results
			Expressing likes and dislikes

SCOPE AND SEQUENCE

Chapter	Listening	Speaking
4 Get Up, Go Out, Get Moving! p62	Listening for main ideas and details, stressed words, reductions, and transitions Listening for specific information Listening for the dropped “h”	Conducting an interview Conducting research and giving a presentation
5 Live and Learn! p82	Listening for main ideas and details, stressed words, reductions, and transitions Listening for and visualizing location	Asking for clarification Using expressions of location Describing map locations Discussing personal views
6 Bright Lights, Big City p102	Listening for main ideas and details, stressed words, and transitions Listening for clues to relationships between people Listening for and visualizing directions	Expressing feelings Starting and ending a phone conversation Expressing frustration Requesting and giving directions Conducting research and giving a presentation

Critical Thinking	Vocabulary	Pronunciation	Language Focus
Using an outline Guessing the sport	Words and phrases related to health and fitness	Identifying and practicing stressed words Identifying and practicing reduced forms	Using stress Dropping the “h” sound Using <i>-ing</i> or <i>-er</i> to describe sports Expressing likes and dislikes
Analyzing and interpreting an image Using a lecture introduction to predict content Taking notes on a lecture: indentation, keywords, abbreviations, and symbols	Words for academic life Words for compass directions Expressions of location Using the prepositions <i>in</i> , <i>on</i> , and <i>at</i> in addresses and locations	Identifying and practicing stressed words Identifying and practicing reduced forms	Using stress Using reductions Expressing location Asking for clarification Using <i>should</i> and <i>shouldn't</i>
Using a Venn diagram			
Predicting questions speakers will ask Taking notes on numbers and statistics Using transitions as cues for note-taking	Words for expressing feelings Expressions for opening and closing conversations Expressions to show lack of understanding	Identifying and practicing stressed words	Using stress Using vocabulary Expressing frustration Starting and ending phone conversations Requesting and giving directions

A Picture of Health

Chapter Goals

- ◆ **Listening:** Getting meaning from context, understanding and using tag questions, listening for main ideas and specific information on symptoms and treatment of illnesses, note-taking on phone conversations with health professionals.
- ◆ **Speaking:** Talking about stress, asking for and giving advice on health and stress issues, presentation about treating an illness, blogging on the benefits of a healthy lifestyle, critical thinking, organizing ideas in a problem-solution chart.

Focus on the Images

- ◆ What are the people doing in the images? Why do you think they have chosen these activities?
- ◆ What are the most popular forms of exercise in your country? Why do you think they are so popular?
- ◆ Apart from exercise, what other things should people do to stay healthy?

Brainstorm and Associate

- ◆ Words and phrases about health and fitness
- ◆ Advice and information about health and fitness

Think and Comment

“The greatest wealth is health.”

Virgil, ancient Roman poet





LISTENING 1

At the Health Club

Before You Listen

- 1 **Topic** Think about what you can see in the images and discuss the questions.



1. Do you go to a health club or a gym? Why? Why not?

2. Are health clubs and gyms popular in your country or area? Why? Why not?

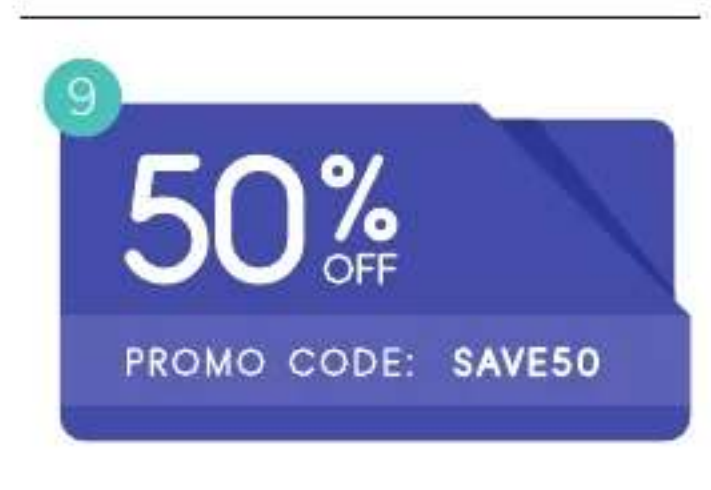
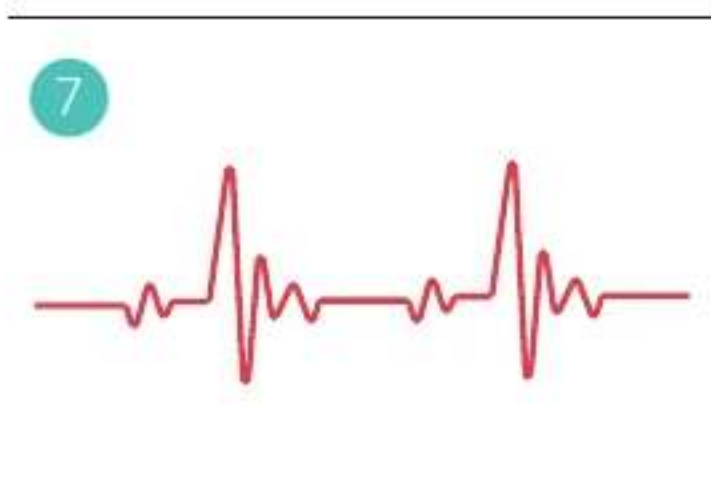
3. In your opinion, what are the advantages and disadvantages of:
 - A doing outdoor activities and sports?

 - B working out at a gym?



- 2 **Vocabulary** Listen to the words and phrases from the conversation. Then match the nouns and two of the verbs with the following images.

Nouns		Verbs	Expressions
boxing	lane	jog	in good or bad
cardio	locker room	lift weights	shape
discount	yoga	ought to	show (someone)
health club			around



3 Your predictions and expectations Answer the questions.

1. Where are Peter and Kenji? Why do you think they are there? What are they doing?
2. Are they members of the health club? Which clues did you use?
3. Who is the person in the middle? What do you think he's talking about? How do you know?



While You Listen

 **4 Listening and comparing** Listen and compare with your answers in 3. Identify the points that you guessed correctly.

 **5 Listening for main ideas** Listen to the conversation and answer the questions.

1. What is the purpose of the tour?
2. What would the guide like Peter and Kenji to do?

Compare and discuss your answers with a partner.



6 Listening for details Listen again and complete as many sentences as possible. Compare with a partner and check your answers.

1. The health club has the latest equipment in the _____ room.
2. Peter and Kenji saw a _____ class.
3. Kenji asks about classes in _____ and _____.
4. One of the _____ is the fastest swimmer in the pool.
5. Adel says they should exercise at least three times a week to keep in _____.
6. The club is offering a special _____ to students this month.



Language Focus Stress



7 Listening for stressed words Read part of the conversation and fill in as many blanks as possible. Then listen again and fill in the rest of the blanks with the words you hear.

- Kenji:** You also have (1) _____ and (2) _____ classes here, (3) _____ you?
- Adel:** Yes. I'll give you a (4) _____ of classes when we finish our tour. Now here's our (5) _____ pool.
- Peter:** Wow! Look at that woman in the (6) _____ lane. She's really fast, (7) _____ she!
- Adel:** Oh, yeah. That's Ellen, one of our (8) _____. C'mon, I'll show you the (9) _____ and the locker room.
- Adel:** You know, if you want to (10) _____ our gym, you (11) _____ to do it (12) _____ the end of the month.
- Kenji:** (13) _____? Why?
- Adel:** Well, because we have a special (14) _____ for students this month. (15) _____ go to my office and I'll (16) _____ you all about it.

After You Listen

8 Discussing Look at the images and discuss the questions with a partner. Use the underlined vocabulary in your answers.

1. Which of these activities have you tried? Did you like or dislike them? Why?
lifting weights jogging boxing yoga swimming
2. Are you in good shape? If so, how do you keep in shape? If not, what can you do to get in shape?
3. Are you interested in going to a health club? Why? Why not?
4. Students and senior citizens can often get discounts at health clubs, theaters, restaurants, and other places. Do you think this is fair? Why? Why not?
5. Is it safe to leave your money and other valuable things in the locker room at a gym? Why? Why not?
6. Your friend wants to get in shape quickly. Tell your friend what he or she ought to do.



Language Focus Tag Questions



A tag question is a statement with a “tag” at the end. Affirmative statements take negative tags, and negative statements take affirmative tags.

Example: He’s strong, isn’t he? You’re not tired, are you?

People pronounce tag questions in two ways. Listen to the following examples. Notice the difference in intonation.

Rising Intonation

Your father is a doctor, isn’t he?

In the first example, the speaker isn’t sure of the answer. He is asking for information, so his voice goes up at the end of the sentence:

Your father is a doctor, isn’t he?

In the second example, the speaker is sure that the father is a doctor. The question is not a real question; instead, it is a way of “making conversation”. The speaker’s voice goes down at the end of the sentence:

Your father is a doctor, isn’t he?

When the verb *be* is used in the main statement of the sentence, use *be* to form the tag question.

Example: “Paolo is tired, isn’t he?” “Loretta isn’t here, is she?”

When a modal verb like *can*, *could*, *should*, *would* is used in the main statement of the sentence, use the same verb to form the tag question.

Example: “Tzu Han can swim, can’t she?” “Yong Jin shouldn’t go, should he?”

When other verbs are used in the main statement of the sentence, use *do* to form the tag question.

Example: “Farida plays tennis, doesn’t she?” “Carlos doesn’t have a car, does he?”

Tip English speakers often use tag questions to start conversations in public places; for example, at a bus stop, in a supermarket line, in a doctor's waiting room, in an elevator. The tag questions are always about something general, not personal.

Examples: This elevator is really slow, isn't it?
This market has really fresh produce, doesn't it?

 **9 Pronouncing tag questions** Listen and repeat the sentences. The first five are asking for information, so they have rising intonation. The last three are ways of making conversation. They have falling intonation.

1. We need special shoes for cardio, don't we?
2. The pool is warm, isn't it?
3. You play football, don't you?
4. You don't eat junk food, do you?
5. You didn't hurt yourself, did you?
6. My father looks healthy, doesn't he?
7. Your friends love to dance, don't they?
8. She can swim fast, can't she?



 **10 Understanding tag questions** Listen to tag questions from the dialogue. From the intonation, decide if the speaker is asking a real question or just making conversation. Circle Conversation (C) or Question (Q).

- | | |
|--------|--------|
| 1. Q C | 4. Q C |
| 2. Q C | 5. Q C |
| 3. Q C | 6. Q C |

11 Using tag questions Work with a partner. Each of you will look at a different set of sentences. Add a tag question to each sentence. Use rising intonation if you don't know what your partner's answer will be. Use falling intonation if you know the answer. You should both answer truthfully.*

Example: (Burgers are fattening.)

Student A asks: Burgers are fattening, aren't they?

Student B answers: Yes, I think so. (means Student A is correct.)

Tip *If a tag question is affirmative, answer "No" if you agree with the speaker. Answer "Yes" if you disagree. For example:

A: There's no homework tonight, is there?

B: No, there isn't. (means Speaker A is correct) OR

B: Yes, there is. (means Speaker A is incorrect)

Student A

1. You're from _____, _____?
2. The weather is _____ today, _____?
3. There's no homework tonight, _____?
4. You play tennis, _____?
5. Jogging is very boring, _____?

Student B

1. You have a (large/small) family, _____?
2. This classroom is very _____, _____?
3. Milk isn't healthy for adults, _____?
4. This lesson is _____, _____?
5. Health clubs are expensive, _____?

LISTENING 2**Treating an Illness****Before You Listen**

- 1 **Topic** Look at the images and brainstorm ideas, words, and phrases about:

- what you know about the flu or the common cold
- words and phrases about health problems and illnesses.

Then answer the questions. Compare with a partner.

1. Is it a good idea for people to go out when they are ill? Why? Why not?
2. What can you do to help someone who is not feeling well at work, at school, or at home?
3. What can you do to protect yourself from catching a cold or other illness in crowded places?



 **2 Vocabulary** Listen to the words from the conversation. Then match the words with the images.

Nouns		Adjective
aspirin	muscle	swollen
fever	prescription	
forehead	sore throat	
headache	upset stomach	



Tip

A prescription is an official piece of paper which is written by a doctor. It gives the name of the medicine a patient needs and other important information. You take the prescription to a pharmacy to get the medicine.



Strategy

Graphic Organizer: Problem-Solution Chart

You can use a problem-solution chart to list problems and possible ways to solve them. In the following chart, the problem column is Flu Symptoms and the solution column is Treatment for the Flu.

- 3 **Thinking critically** Divide some of the words and phrases from 2 into “Flu Symptoms” and “Treatment for the Flu” and write them in the problem-solution chart. Add your own ideas.

Flu Symptoms	Treatment for the Flu

While You Listen



- 4 **Listening for main ideas** Listen to the conversation and complete the sentences.

- Barbara is at _____
- She is tired because _____



- 5 **Listening for specific information** Listen again and take notes in the problem-solution chart.

Barbara's Complaints	Doctor's Advice
1. <i>headache</i>	<i>stop drinking coffee</i>
2.	
3.	
4.	
5.	
6.	

After You Listen

- Summarizing** Use your notes from 5 and summarize Barbara's visit to the doctor. Include her symptoms and the doctor's advice. Use the past tense.
- Role-playing** Role-play a visit to the doctor with a partner. Describe your symptoms and listen to the doctor's advice. Swap roles and repeat.

LISTENING 3

Talking to Health Care Professionals

Before You Listen



1 **Topic** Look at the images and answer the questions.

1. What do the images show? What do you think the people in the images are talking about?
2. Why would someone call a health professional or a health center? Give some reasons.



While You Listen



- 2 Listening and note-taking** You will hear three telephone conversations about health situations. Take notes on each call.

Conversation 1

Reason for call: _____
 Name of dentist: _____
 Location: _____
 Time of appointment: _____

Conversation 2

Reason for call: _____
 Name of patient: _____
 Price of medicine: _____
 Special instructions: _____
 Closing time: _____

Conversation 3

First reason for call: _____
 Name of baby's doctor: _____
 Time of baby's new appointment: _____
 Second reason for call: _____
 Time of husband's appointment: _____
 Name of husband's doctor: _____



- 3 Listening again** Listen again and check your answers. Compare with a partner.

After You Listen



Language Focus Describing Symptoms

In Listening 2, you learned some common symptoms of the flu or a cold. Here are additional expressions for reporting on a variety of symptoms.

I have a cough/rash/backache.

My arm hurts/aches.

My (eye) is sore/swollen/red.

I feel dizzy/nauseated/tired/hot/cold/depressed.

I have no appetite/energy.

- 4 **Role-playing** Choose one of the following situations to role-play with a partner. Look only at the box for your role. Do not look at your partner's information.

Situation 1: Dentist's Office

Roles: Patient and Receptionist

Patient's Instructions

1. Call the dentist's office to change your appointment. Tell the receptionist:
 - A the time of your old appointment
 - B the reason for the change.
2. Arrange a new appointment time with the receptionist.



Receptionist's Instructions

1. A patient will call you to change an appointment. Answer the phone politely; then listen to the patient's problem.
2. Arrange a new appointment time with the patient.



Situation 2: Doctor's Office

Roles: Patient and Receptionist

Patient's Instructions

1. Call the doctor's office to make an appointment. Tell the receptionist:
 - A your medical problem (why you're calling)
 - B when you want to come in.
2. Ask where you can park.



Receptionist's Instructions

1. A patient will call you to make an appointment. Answer the phone politely; then listen to the patient's problem.
2. Arrange an appointment time with the patient. Answer the patient's questions.



Situation 3: Doctor's Office

Roles: Patient and Doctor

Patient's Instructions

1. You have a strange medical problem. Tell your doctor:
 - A your symptoms
 - B when they started
 - C how often you have them.



Doctor's Instructions

1. Listen to a patient tell you about his or her strange symptoms.
2. Ask the patient when these symptoms started and how often they happen.
3. Tell the patient that he or she has an unusual disease and give the patient instructions about how to treat the problem.



SPEAKING 1

Talking About Stress



1 **Topic** Focus on the images and answer the questions.

1. How do you think the people in the images are feeling? Why?
2. Have you been in a similar position? How did you feel? Did you feel cold or hot? Did your heartbeat increase or decrease? Did you have any other symptoms?
3. What do you do to control stress and calm down?



2 **Listening for main ideas** Listen to the conversation and circle True (T) or False (F).

1. Amal is worried about her interview.
2. The interviewers asked difficult questions.
3. Chloe thinks Amal will get her internship.
4. Amal was well-prepared for her interview.

T	F
T	F
T	F
T	F





3 Listening and speaking Listen again and add the missing parts of the conversation. Then role-play the conversation with a partner.

- Chloe:** What's up, Amal? Your internship interview was today, wasn't it?
- Amal:** Yes, it was and, I'm so glad it's over! (1) _____
- Chloe:** Really? I thought you were ready for it. You're doing so well on your course. They couldn't expect better, could they?
- Amal:** Hmmm. I could have done better, I think. It was a rush to get there on time. I almost missed the bus, but I just made it. When I got there, the interviewer asked me if I had trouble getting to their premises. I said it was no problem.
- Chloe:** (2) _____
- Amal:** Before the interview, I thought I was really cool, but I was wrong. When I sat down in front of the interview panel, (3) _____. They probably thought there was something wrong with me. The interviewer asked why I had decided to study law and I couldn't answer.
- Chloe:** But you did speak, eventually, didn't you?
- Amal:** Well, sort of. (4) _____ to calm down a bit. Then I mumbled something about how I admired the law firm and I'd studied some of their major cases.
- Chloe:** They didn't ask too many difficult questions, did they?
- Amal:** Not really. They just asked about my interests and main ambitions. I thought I was giving all the wrong answers. (5) _____
- Chloe:** So, do you think you've got the internship?
- Amal:** I don't know yet. They told me they'll contact me by the end of the week. (6) _____, but I managed to shake hands with them before I left the room.
- Chloe:** See? They haven't turned you down, have they? So, think positively – there's some hope.
- Amal:** I hope you're right. I'll have to wait and see. If I don't get it, at least I'll be better prepared next time.



Language Focus Saying What Happened and How You Felt

I thought I was really cool, but I was wrong.
I never felt so nervous in my life.
The interviewer opened the door and invited me in.
He asked if I had trouble getting to their premises.
I started to feel very sick. There was a knot in my stomach.
I wanted to turn around and run out the door.

4 Role-playing Choose one of these situations to role-play with your partner. Use some of the expressions in the Language Focus box to discuss how you felt.

1. You gave a performance on stage in front of an audience for the first time.
2. You have just taken your driving test.
3. You had to meet a deadline to hand in an important assignment, but you missed it.

- 5 **Thinking and discussing** Rate the causes of stress listed in the table for yourself. Then find out how stressful such events are for other people. Add more causes.

0 = none
1 = minimal

2 = easy to control
3 = average

4 = substantial
5 = optimal/max

Causes of Stress	You	Name	Name	Name	Name
	_____	_____	_____	_____	_____
Exams					
Assignments					
Research					
Money					
Roommate issues					
Tutorial					
Grades					
Interview					
Meeting new people					
Moving					
Being on time					

- 6 **Thinking critically** Read the statements about different views on stress. Circle A for those you agree with or D if you disagree. Work in pairs or small groups and give reasons for your answers. Compare with the class.

1. A manageable amount of stress is often considered positive because it functions as an incentive for people to do things.
2. The more stressful the activity, the better it is for high performance.
3. Stress always has a negative effect on people.
4. Stress usually prevents people from doing things.
5. Stress can cause mistakes and confusion.
6. Stress is an excuse that people use to avoid doing things.
7. Too much stress can be harmful to one's health.
8. Athletes never get stressed.

A D

A D

A D

A D

A D

A D

A D

A D

SPEAKING 2

What Do You Think I Should Do?

- 1 **Topic** Focus on the images and describe what you can see. Explain how you think each person is feeling. Why do you think they're feeling this way? What kind of problem is each person dealing with?

- headache
- toothache
- difficulty with assignment
- missed deadline
- wrist syndrome (pain from typing)
- internet connection
- stomach ache
- difficulty seeing clearly/bad eyesight



Language Focus Asking For and Giving Advice

Here are some expressions for asking for and giving advice.

Asking for Advice	Giving Advice
What do you think I should do?	You should...
What do you think I ought to do?	You ought to...
Should I... ?	Try to...
Can you give me some/any advice?	Why don't you...
Can you recommend... ?	I advise you to...



- 2 **Asking for and giving advice** Read and complete the dialogue with expressions from the Focus box. Then listen and check your answers.

Man: Hi, Andrea. How're you doing?

Woman: I am so stressed out! I can't eat, I can't sleep. I feel like I'm going crazy!

Man: Why? What's the problem?

Woman: I've got so much to do. You know, taking the kids to school, my job, housework, sports – there just isn't enough time for everything. (1) _____?

Man: You really (2) _____ take a vacation. Maybe go away for a weekend.

Woman: Oh, that won't help. I'll have to work even more to catch up when I get back.

Man: (3) _____ hire someone to help look after the kids and do the housework?

Woman: Good idea! I can't go on like this. (4) _____?

 **3 Listening and speaking** Listen and identify the context of each conversation. Write the number on the line.

- Two friends discussing a bad habit that is causing a problem. _____
- Two colleagues discussing a medical problem at work. _____
- A student in his tutor's office, talking to his tutor about an assignment. _____

 **4 Listening and completing** Use expressions from the Language Focus box to complete as many parts of the conversations as possible. Then listen again and fill in all the blanks.

Conversation 1

Tutor: (1) _____ you want to include. (2) _____ and sort them into order for each paragraph. Then it should be easier to fill in the details for the whole assignment.

Student: That sounds logical. My notes are all over the place right now. I just want to do a good job, but I feel so pressed for time.

Tutor: (3) _____ and hand it in by the end of the week. Never mind going for perfection, or it will never be finished! Then you can get some rest over the weekend.

Conversation 2

A: Well, when I got up, I noticed you had posted on Facebook at 2:30 a.m. (4) _____ much earlier.

B: (5) _____ It's the only time I get to catch up on the news.

A: (6) _____ ... without the phone. The light keeps your brain working overtime and makes it hard to relax. The news can wait! (7) _____ on the way to work?

Conversation 3

Woman: For now, (8) _____ and take an aspirin. (9) _____ before it gets worse.

Man: I know. I'll book an appointment now. But I can't work like this.

Woman: Okay. Give me your notes, and I'll get someone else to type the report. Oh, and (10) _____ with a wrist support. It will make a difference.

5 Role-playing Work in pairs or small groups. Use the list of problems in 1 and add your own.



- Look at the images and define the context for the role-play:
 - Who are the people talking?
 - What is their relationship?
 - What is the purpose of the conversation?
 - When and where are they talking?
- Do the role-play in pairs or groups to ask for and give advice. Swap roles.

SPEAKING 3

Fit and Healthy



- 1 **Topic** Focus on the images. Do you think these people are healthy? Why? Why not? What did you use as clues? Have you ever done similar activities? Did you enjoy them? Why? Why not?
- 2 **Thinking critically** You are participating in a poster competition called "Healthy Habits: A Healthy Lifestyle in College". You have to think about long-term habits and activities that can help people stay healthy and practices that can help deal with stress. Think about:
 - food (e.g. meals, type of food, fresh fruit and vegetables, fast food)
 - exercise (e.g. running, walking, fitness center, sports activities that can also benefit an organization or people in need)
 - sleep
 - seeing friends
 - talking about things that worry you
 - any other ideas.

DOs	DON'Ts
Eat regular meals Get enough sleep	Live on snacks Stay up all night

- 3 **Comparing notes** Compare notes with other pairs or groups. Add or modify points.
- 4 **Presenting your poster** Work in small groups. Decide who is going to talk about certain points. Think about and be prepared to use arguments in order to support your views.



Skills Focus

Researching and Finding Out



- 5 **Brainstorming** Describe each image and brainstorm words that you associate with physical exercise and an active way of life.
- 6 **Interviewing and finding out** Interview your classmates about their views on physical activities. Include some of the following opinions about:
 - attitudes towards physical activities
 - willingness to make the effort (manage time, arrange transport, etc.)
 - past experience and plans.
- 7 **Blogging** Comment on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on) on the benefits of a healthy lifestyle for college students as well as for all adults.

SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

5 outstanding **4** very good **3** satisfactory **2** limited **1** unsatisfactory

LISTENING

I can interpret images and make creative comments.	5	4	3	2	1
I can activate what I know about a topic and answer questions.	5	4	3	2	1
I can anticipate language and content based on experience and knowledge.	5	4	3	2	1
I can listen for main ideas and details in spoken discourse.	5	4	3	2	1
I can identify true or false information from a conversation.	5	4	3	2	1
I can identify and use appropriate style/register (informal, standard, formal).	5	4	3	2	1
I can listen for specific information and take notes.	5	4	3	2	1
I can identify and use tag questions.	5	4	3	2	1
I can distinguish stressed items as information carriers.	5	4	3	2	1
I can use a problems-solution chart to take notes.	5	4	3	2	1
I can anticipate and identify context through clues.	5	4	3	2	1

VOCABULARY

I can understand and use words and phrases related to health and stress.	5	4	3	2	1
I can understand vocabulary from context.	5	4	3	2	1
I can understand and use words related to health and fitness issues.	5	4	3	2	1
I can understand and use words and phrases to talk about symptoms and make appointments.	5	4	3	2	1

GRAMMAR

I can understand and use tag questions.	5	4	3	2	1
I can understand and use modal verbs and other structures to ask for and give advice.	5	4	3	2	1

SPEAKING

I can ask for and give advice on health-related and other issues.	5	4	3	2	1
I can describe my reaction and how I felt in a particular situation.	5	4	3	2	1
I can talk about health, fitness, and stress issues.	5	4	3	2	1
I can talk to health professionals and make appointments.	5	4	3	2	1
I can discuss the benefits of a healthy lifestyle.	5	4	3	2	1
I can review and comment on a conversation.	5	4	3	2	1
I can express and support my opinion.	5	4	3	2	1

RESEARCH AND DOCUMENT

I can search and find relevant sources on the Internet.	5	4	3	2	1
I can evaluate and select appropriate sources and data.	5	4	3	2	1
I can use data selectively to create my own document.	5	4	3	2	1

Infotainment

Chapter Goals

- ◆ **Listening:** Listening for main ideas and details, listening for reduced and unreduced forms, identifying stressed items as information carriers, listening and taking notes on events, anticipating and identifying context, using a *Wh* graphic organizer, getting meaning from context in commercials, advertisements, conversations, and news broadcasts, interpreting and identifying attitude and implied messages.
- ◆ **Speaking:** Expressing opinions, agreement, and disagreement using appropriate expressions, narrating a story or an incident, using historic present simple, researching and presenting a movie or TV series, thinking critically, commenting on aspects of a movie or series.

Focus on the Images

- ◆ Choose three or more images. What kind of feelings do their facial expressions and/or gestures show?
- ◆ What do you think causes them to react the way they do? What can they see?
- ◆ Use what you know and your imagination to describe the image they are watching.

Brainstorm and Associate

- ◆ Words and phrases about TV and social media
- ◆ Memories and feelings about TV viewing, movies, series, music, and using social media

Think and Comment

“A picture is worth a thousand words.”

Anonymous





LISTENING 1

Staring at a Screen!

Before You Listen

- Topic** Look at the images and think about spare time activities. What do you like doing in your spare time? Look at the items on the list and check (✓) the ones you like doing. Add more activities if necessary. Then talk about it in your group. Explain exactly what you do, e.g. I like calling or emailing friends. Then answer the questions.



☐ reading

☐ art

☐ television

☐ sports

☐ construction

☐ video

☐ music

☐ friends

☐ social media

☐ walking

☐ cooking

☐ languages

Other:

- Do you watch television every day? What kind of shows do you watch?
- Do you watch the news on television, get it from the Internet, a newspaper, or other sources? Why? Give your reasons.
- What is your view on "fake news"? How easy is it to "spread fake news"? How does technology prevent or support this kind of practice?
- What would you do if you did not have access to the Internet or the television for a week?

-  **2 Vocabulary** Read and listen to the following phrases. Compare them with your list of words from your brainstorming. Circle the words that are the same, and add more words about using the television, a computer, or other device.

Nouns	Verb Phrases	Your Words
average week	change channels	_____
couch potato	channel surf	_____
remote control	turn down the volume	_____
waste of time	turn on the TV	_____

- 3 Thinking and predicting** You are going to listen to a conversation between Ming and Jack. Suggest answers to the questions before you listen. You can compare and make changes if necessary after you listen.

- Do you think Jack and Ming agree about watching television or using the Internet?
- Do they both get the news from the Internet or the newspaper?
- Do they agree about commercials?



Ming and Jack

Read the following statements. Circle M for Ming and J for Jack depending on who you think makes each statement. There are no wrong or right answers at this stage. You will have the opportunity to confirm or change your answers after you listen.

Before You Listen	Statements	After You Listen
M J	1. The average American watches four hours of TV a day.	M J
M J	2. You always have your TV on.	M J
M J	3. Some programs are bad, like those soap operas.	M J
M J	4. Well, actually, for the news, I prefer the newspaper.	M J
M J	5. I hate all the commercials.	M J
M J	6. I just turn down the volume or change channels.	M J
M J	7. I'll let you have the remote control.	M J
M J	8. Next time I come over, let's just turn the TV off.	M J

While You Listen

-  **4 Listening for main ideas** Listen to the conversation, and check your answers in 3.

 **5 Listening for details** Listen again if necessary. Write T if a statement is true and F if it is false.

1. _____ Jack watches more hours of TV than the average American.
2. _____ Ming is reading a newspaper.
3. _____ Ming prefers to watch the news on TV because there is a lot more information.
4. _____ Jack doesn't like watching sports on TV.
5. _____ Ming and Jack don't like TV commercials.

Language Focus Vocabulary

6 Using vocabulary Complete the sentences with the words and phrases in the box.

average week
change channels
channel surf

couch potato
remote control
the TV

turn down the
volume
turn on the TV

turn the TV off
waste of time

1. As soon as I get home from work, I _____ because I want to know what's on the news.
2. When friends come to visit, we usually _____ and just talk and have something to eat.
3. When I don't like a TV show, I _____ and find another program or turn it off and go out.
4. The commercials are very loud, so I _____ when they come on.
5. I prefer to read in a quiet room, without _____ on.
6. To find a good program on TV, I don't look in the newspaper. I usually just _____ until I find something interesting.
7. I don't like to exercise or go out; I prefer to stay home and watch TV. I guess I am a _____.
8. It's easy to change channels with a _____; you don't have to move.
9. I think TV is entertaining and educational, but other people think it's a _____.
10. I watch about 20 hours of TV during a(n) _____.

Language Focus Stressed Words

Strategy

Identifying Information Carriers

- ▶ Stressed items or words in connected speech are usually the ones that we need to hear in order to understand a message and identify important information.
- ▶ It is common for language learners to complain that native speakers are impossible to understand because they speak too fast. Although some people might actually speak fast, what is more often the cause has to do with connected speech and the fact that there are no pauses between words, in addition to features such as sentence stress, reduced pronunciation, intonation, etc.
- ▶ Stressed words are usually the keywords of the message, the information that the speaker wants to communicate. It is important, therefore, to be able to "hear" stressed items when we listen for specific information. In other words, it is not necessary to hear each and every word that a speaker uses in order to understand spoken communication.



7 Listening for stressed words Read the conversation, and fill in as many blanks as possible. Listen to the conversation again and check your answers. Repeat the phrase or sentence during each pause.

- Ming:** Hey, (1) _____ to this. The (2) _____ American watches (3) _____ hours of TV a day.
- Jack:** A day? You're (4) _____.
- Ming:** No, it says so right here in this (5) _____. Hmmm, I guess (6) _____ an average American, Jack. You (7) _____ have (8) _____ on.
- Jack:** Come on. Are you saying I'm a (9) _____ potato?
- Ming:** Yeah, I really think watching TV is a (10) _____ of time.
- Jack:** Oh, come (11) _____! (12) _____ programs are bad, like those (13) _____ operas. But what about sports or the (14) _____? You watch those sometimes, don't you?
- Ming:** Well, actually, for the (15) _____, I prefer the (16) _____. Or the (17) _____.
- Jack:** Why?
- Ming:** First, because they give you a lot more (18) _____. And I can (19) _____ them any time I want. Plus, I (20) _____ all the commercials.
- Jack:** I know what you (21) _____. That's why, when commercials come on, I just (22) _____ down the volume or change (23) _____.
- Ming:** Yeah, I noticed that. Channel surfing drives me (24) _____.
- Jack:** OK, next time you come over, I'll let you have the remote (25) _____.
- Ming:** Oh, that's so sweet. But I have a (26) _____ idea. Next time I come over, let's just turn the TV (27) _____.



Language Focus Reduced Pronunciation

Complete the text by filling in the blank spaces with the missing words.

non-native

awareness

pronunciation

understanding

language

Reduced (1) _____ is another feature of connected speech, which can make understanding spoken (2) _____ more demanding for the (3) _____ listener. Learner (4) _____ and exposure to this feature would contribute to more effective listening and (5) _____.



8 Comparing unreduced and reduced pronunciation Listen for the difference between unreduced and reduced pronunciation. Complete the unreduced form.

Unreduced Pronunciation	Reduced Pronunciation
1. _____ saying I'm a couch potato?	Arya saying I'm a couch potato?
2. You watch those sometimes, _____?	You watch those sometimes, <u>dontcha</u> ?
3. I know _____ mean.	I know <u>whatcha</u> mean.
4. I'll _____ have the remote control.	I'll <u>letcha</u> have the remote control.



Tip The underlined forms are not acceptable spellings in written, formal English.



9 Listening for reductions Listen to the conversation. You'll hear the reduced pronunciation of some words. Write the unreduced forms of the missing words in the blanks.

Man: (1) _____ looking at the TV guide?

Woman: Uh-huh. (2) _____ watch a film tonight?

Man: To tell (3) _____ the truth, I'm pretty tired. But we (4) _____ watch an early show. (5) _____ know (6) _____ see?

Woman: Not really. I'll (7) _____ choose. *Oliver Twist* is on at eight, and *The King's Speech* is at ten.

Man: Let's watch *Oliver Twist*. I'm tired now, and by ten o'clock I'm (8) _____ be dead.

After You Listen

10 Thinking critically Think about the conversation between Ming and Jack in 7. Whose opinion about watching television, channel surfing, and TV shows is closest to yours? Do you have a different opinion? Discuss your opinion in your group.

11 Discussing Look at the image and answer the questions. Compare and discuss answers in your group.

1. What is the man doing?

2. How is he feeling?

3. How long do you think he's been there?

4. What kind of programs has he been watching?

5. What do you think he will do in the next two hours?

6. What would you tell him?



LISTENING 2

News Report: An Airplane Crash

Before You Listen

- Topic** Look at the images. Brainstorm words and phrases associated with air travel. Then compare and discuss air travel and airplane safety with other means of transport.



- Vocabulary** Look at the underlined words in the sentences, and compare them with your list of words from 1. Then listen and match words and definitions.

Sentences		Definitions
1. _____	What was the <u>top story</u> on the evening news last night?	A person in the car other than the driver
2. _____	The airplane left Chicago at 3:00 and <u>landed</u> in San Francisco at 8:00.	B had no more
3. _____	My sports car is so small I can only take one <u>passenger</u> .	C stopped something from moving
4. _____	He had two serious <u>injuries</u> : a broken arm and a broken knee.	D places where the body is damaged
5. _____	She had to go to the hospital because she was <u>hurt</u> in the accident.	E the first story in a news program
6. _____	Dina's car broke down on the highway and <u>blocked</u> traffic for an hour.	F experienced pain or damage to the body
7. _____	I <u>ran out</u> of money, so I asked my parents for \$100.	G arrived; touched the ground

 Strategy

Using *Wh* Questions to Take Notes

When you think about, or take notes on an event, use four or five *Wh* questions or a *Wh* graphic organizer. This will structure your thinking (critical) and activate relevant knowledge. You will be prepared to listen actively, take organized notes that will help you build up the context, and give you a complete picture of the event.



- 3 Preparing to listen** You are going to listen to a news report about an airplane crash. Think about the information that you would like to have about the accident. Look at the following graphic organizer and prepare your questions before you listen.

Questions	
What	
Where	
When	
Who	
Why	
How many	

While You Listen



4 Listening for specific information Listen to the news report and make notes in your graphic organizer. Make sure you include information about the:

1. number of passengers
2. number of injured passengers
3. type of injuries
4. number of people injured on the ground.

Compare notes with a partner. Then listen again and check your notes.

After You Listen

5 Summarizing Work with a partner. Use your notes from 3 and 4 to prepare and fill in a summary outline. Then use your summary outline to “broadcast” your report.

SUMMARY OUTLINE					
Who/What	Event/Action	What/Who	Where	When	How/Other
<i>small plane</i>	<i>landed</i>		<i>Highway 1</i>	<i>about 1 hour ago</i>	
	<i>carried</i>	<i>6 passengers</i>			
<i>2 passengers</i>	<i>had</i>	<i>back injuries</i>			

LISTENING 3

Commercials: Really?

Before You Listen

1 **Topic** Look at the following images and brainstorm on:

- products that are advertised frequently
- services, e.g. cleaners, delivery, couriers, etc.

Do you remember any advertisements on billboards, magazines, or online? What made them memorable? (e.g. a slogan, tune, video clip, story, picture)



While You Listen



2 Getting meaning from context You will hear four commercials. Remember what you know about commercials and advertising as you listen. Make sure you follow the instructions.

- Step 1:** Listen to the first part of each commercial.
- Step 2:** Stop the recording after each question and choose the product or service that is advertised.
- Step 3:** Write the words that helped you choose the answer in the “Clues” column.
- Step 4:** Compare answers and clues with a partner.
- Step 5:** Listen to the last part of each commercial and check your answer.

Answers	Clues
1. A soup B breakfast cereal C vitamins	
2. A long-distance calling plan B sleeping pill C cell phone company	
3. A baby products B a used car C a new car	
4. A breakfast food B TV magazine C sleeping pill	

After You Listen

3 Thinking critically Choose the qualities that a good advertisement should have in your view. Think about advertisements online and TV commercials. Add your own ideas.

Qualities	Online Advertisements	TV Commercials
noticeable		
original or unique		
memorable		
funny		
colorful		
good tune		
realistic		
informative		

SPEAKING 1

Infotainment: What About It?

- 1 **Functions and expressions** Look at the images of people expressing opinions. Match the functions under the images with the right list of expressions. Write the corresponding number in each box.



Agreeing



- I think (that)...
- I feel...
- I believe...
- In my opinion...



- That's my opinion, too.
- I agree (with you).
- I feel the same way.
- You're right.
- That's a good point.



Disagreeing



- Oh, come on!
- I disagree (with you).
- I don't agree.
- I don't feel the same way.



Expressing opinion



- I don't have a strong opinion about that.
- I think it depends on... (something)



Not sure



2 Listening and speaking Complete the blanks with the right expressions. Use clues from the conversation. Then listen and check your answers.

*I don't feel the same way.
Come on!
I believe...*

*I think it depends.
I don't agree.
That's my opinion, too.*

*I don't have a strong
opinion about it.*



Sarah, Kyle, and Chloe

- Sarah:** I think gaming is a total waste of time. You could do something more useful instead.
- Kyle:** (1) _____ How old are you? Everyone plays video games in their spare time.
- Sarah:** I don't like video games and neither does Chloe. Right, Chloe?
- Chloe:** Well, (2) _____ (3) _____ on how you feel. (4) _____
- Sarah:** What do you mean? You either like something or you don't!
- Chloe:** (5) _____ people have the right to feel differently about things, depending on the situation.
- Kyle:** (6) _____ And anyway quite a few people have developed successful careers as professional gamers.
- Sarah:** For how long? And what happens when it is all over? They will have wasted all this time for nothing!
- Chloe:** (7) _____ Successful gamers have been able to make enough money to help their families and save for their own education.
- Sarah:** Right! So that's not entertainment, is it? They do it to earn money. It's a job!
- Kyle:** So, what's wrong with that? Why are you so opposed to it?

3 Role-playing Work in groups of three. Take on the role of one of the characters and continue the discussion about gaming, social media, streaming, blogging, and vlogging. More expressions that you might like to use are in the box.

*I'm with you on that...
Spot on!
You can't be serious!*

*Let's agree to disagree
(on that).
Let me explain!*

*I see your point!
You've got a point, but...*





1 Topic Focus on the image. Think about how you would feel if you were:

1. a passenger on the plane
2. a driver or passenger in one of the cars.



Language Focus Narrating a Story: Reporting Events

Reflect on the news report of the airplane crash. You will recall that actions were reported in the past, e.g. *a small airplane... landed safely on Highway 1... I wasn't scared... But then I saw it was flying very low.* etc. However, if you want to narrate past events, such as an accident, shocking or surprising event, funny incident, and so on, in a lively manner with a fair bit of emotion, you should use the historic present.

The historic or narrative present is used to narrate past events in a livelier manner as if we were there, witnessing what was happening. It is frequently used in spoken and written narrative.



2 Identifying and comparing language functions Listen to one of the witnesses describe what he experienced. The first time he is speaking to bystanders off camera (A). The second time he is on camera, being interviewed by a reporter (B).

Compare the two accounts of what happened and identify the similarities and differences.

A

Witness 1: I'm driving along the highway (you know...) minding my business, trying to get home on time, we had guests to dinner, you see. Yes, well... sorry about this, I can't get over it. Give me a minute... All of a sudden, I see... I hear this loud noise and... and I see a plane flying really low. What can I tell you? It felt as if it was about to touch down

on the car. I'm terrified, so I quickly drive to the side of the road to... to get out of the way and... and... I panic and drive off the road and into the ditch! Bad luck, but at least I'm in one piece!

B

Witness 1: Well, at first, I wasn't scared. But then I saw it was flying very low. So, I drove to the side of the road in a hurry.

Features	A	B
verb forms		
repetition		
pauses		
false start/restart – rephrasing		
fillers		

Tip Fillers are words, phrases, or sounds such as *well, you know, um, ah, er* that a speaker uses to pause and think about what to say next.



- 3 Narrating the event** Read the audio excerpt of Witness 2 being interviewed by a reporter. Use your notes from 2 and change the account to a livelier, more emotional narration of how Witness 2 experienced the event before he had the time to organize and rehearse what he said.

Witness 2: I almost didn't see the plane at all. It happened so fast. When I finally heard the plane's engine, I knew something was wrong. And then I hit my brakes. Phew... it was really close. I'm still shaking.

Witness 2: _____

- 4 Preparing to narrate an event** Think about a special, funny, or unexpected incident in your life and tell your friends. You can use a *Wh* graphic organizer or make an outline with the events in the order that they happened. Make one or two-word notes as reminders. Do not write complete sentences. If you simply read aloud, you will not be speaking in a natural manner. Remember to use fillers, pause, repeat or rephrase when necessary.

Tip Note that speech is not necessarily made up of grammatically complete sentences.

- 5 Narrating the event** Tell your story to your group. Remember to use historic present to convey feelings and emotions. Narrate in as lively a way as possible. Then your classmates decide on who is the winner of the Special Story Competition.

SPEAKING 3

Research and Present



- 1 **Making a choice** Work with a partner or in a small group. Decide on a recent movie or TV series that you really liked and make a note of the following:

Title: _____ Year of Production: _____ Genre: _____

Tip We use the word “genre” in this context to refer to a particular type of movie or series. For example, adventure, mystery, history, drama, science fiction, comedy, cartoon, musical, biography, etc.

- 2 **Researching and collecting data** Do your research on the Internet and collect information (data) about the movie or series that you have chosen. Your aim is to prepare a presentation with your data and convince the rest of the class that your choice is the best. The class will then decide on the winning title. Remember that you will be competing with other groups, so you need to have all the key information and use arguments to support your choice. Find out about the cast, the plot, special effects, and any other strong points about your movie or series.
- 3 **Documenting your research findings** Use this outline to document (write down) your findings about the cast, the director, the producer, the scriptwriter, the soundtrack, and special effects. Add more items if you think they are important. Remember to make notes. (Do not write complete sentences).

Actors	Name	Role	Personality	Family	Career	Awards
1						
2						
3						
4						
5						

Director						
Producer						
Scriptwriter						
Soundtrack						
Special Effects						

- 4 Summarizing the story plot** Make notes about the story plot of the movie or series, in other words, what happened, when, who did what, where, how, and why.

Tip Remember to use adjectives and adverbs when you present your plot to make it as lively as possible and to connect actions and reactions, e.g. *She was so nervous that she tripped and fell down the stairs.*

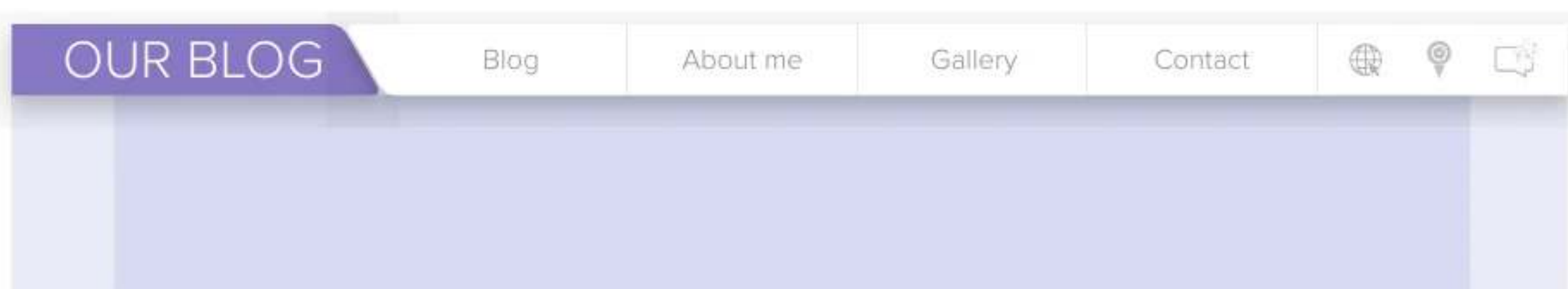
[illegible]

Tip If you need more space for your notes, copy the outline in 4 and fill in the rest of the information about the plot. Note that it will help you remember and focus on the actual story plot and prevent you from worrying too much about language.

Remember:

- Use a trailer, scenes from the movie or series, or pictures if you have no access to video.
- Prepare and project bullet points with the information that you have documented. You may use a clean version of one or more outlines if you prefer.
- It is important to have a framework to refer to when you speak to an audience and provide a lot of information. Notes or an outline will help your audience (listeners) to follow and remember.

- 5 **Using images** If you are not able to show the trailer of the movie or TV series that you have chosen, find and copy as many images as possible to project on a screen or board. Show the images on a laptop or PC screen. Ask your partner or someone else in class to help and show or point to the pictures while you are presenting.
- 6 **Presenting** Present your chosen movie or TV series to the rest of the class.
- 7 **Asking and answering questions** Be prepared to ask and answer questions after each presentation. If you are the presenter:
 - Encourage your listeners to ask questions about the plot or other aspects of the movie or series.
 - Invite listeners to express their opinion and ask them to justify their views.
 - Be prepared to support your views politely but firmly.
 - Remember that you can also address questions to your listeners, e.g. What do you think of this? Would you agree? What do you mean by that?
- 8 **Making a decision** Discuss your opinion about the movies or series that have been presented in groups. Decide on the factors that you think make a good or bad movie. Think about aspects that you have already researched (e.g. actors, director, photography, soundtrack, plot, script) and add your own ideas. Invite groups to announce their decision and write it on the board. You will probably have two or three titles on the board. Ask the class to vote on each title and decide on the winning title.
- 9 **Blogging** What makes a good movie? Post your opinion with reasons on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on). Comment on each other's opinions.



SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

5 outstanding **4** very good **3** satisfactory **2** limited **1** unsatisfactory

LISTENING

I can interpret images and make creative comments.	5	4	3	2	1
I can activate what I know about a topic and answer questions.	5	4	3	2	1
I can anticipate language and content based on experience and knowledge.	5	4	3	2	1
I can identify main ideas and details in spoken discourse.	5	4	3	2	1
I can identify and interpret attitude and implied messages.	5	4	3	2	1
I can identify and use appropriate style/register (informal, standard, formal).	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1
I can listen for specific information and take notes.	5	4	3	2	1
I can distinguish between reduced and unreduced pronunciation.	5	4	3	2	1
I can distinguish stressed items as information carriers.	5	4	3	2	1
I can anticipate and identify context through five <i>Wh</i> questions/graphic organizer.	5	4	3	2	1
I can listen to and understand advertisements and commercials and appreciate their impact.	5	4	3	2	1

VOCABULARY

I can understand vocabulary from context.	5	4	3	2	1
I can understand and use words and phrases relating to different forms of media.	5	4	3	2	1
I can use expressions to state my opinion, agree, or disagree.	5	4	3	2	1

GRAMMAR

I can use historic present to narrate events.	5	4	3	2	1
---	---	---	---	---	---

SPEAKING

I can express my opinion.	5	4	3	2	1
I can express agreement and disagreement.	5	4	3	2	1
I can narrate in a lively manner, conveying emotion or attitude.	5	4	3	2	1
I can narrate a funny or unexpected incident.	5	4	3	2	1
I can identify and incorporate features of natural spoken discourse such as fillers, pauses, repetitions, rephrasing, etc.	5	4	3	2	1
I can summarize and present a story plot.	5	4	3	2	1
I can review and comment on different aspects of movies or series.	5	4	3	2	1

RESEARCH AND DOCUMENT

I can search and find relevant sources on the Internet.	5	4	3	2	1
I can evaluate and select appropriate sources and data.	5	4	3	2	1
I can use data selectively to create my own document.	5	4	3	2	1

Let's Hang Out!

Chapter Goals

- ◆ **Listening:** Listening for main ideas and details, interpreting intonation used with exclamations, listening to discussions about social plans, understanding information about shows and other types of entertainment.
- ◆ **Speaking:** Asking for and giving information about entertainment and free time activities, making a speech about likes and dislikes, discussing changing entertainment trends and their possible future effects, talking about online entertainment and real-life entertainment, reporting survey results.

Focus on the Images

- ◆ Where are these people? What are they doing?
- ◆ Have they just met or have they known each other for some time? How do you know?
- ◆ Have you run into any of your childhood friends recently? How did you feel?
- ◆ What free time activities do you and your friends enjoy? Give reasons.

Brainstorm and Associate

- ◆ Words and phrases about social plans and friends
- ◆ Likes, dislikes, and information about home entertainment and other activities with friends

Think and Comment

“A friend is a gift you give yourself.”

Robert Louis Stevenson, Scottish author (1850–1894)





LISTENING 1

Long Time No See!

Before You Listen

- 1 **Topic** Think about people you know and discuss. Talk about your oldest friends with a partner.
1. Look at the image. Do you think these people have seen each other recently? Did they expect to meet?
 2. How long have you known your closest friends? Since school? College? After college?
 3. Have you ever had a reunion with old friends? What did you talk about? Did you stay in touch after that?
 4. Have you ever run into an old friend by accident? Where and when? How did you feel?



- 2 **Vocabulary** Listen to the words and phrases from the conversation. Then read the examples, and work out the meaning of the underlined words and phrases. Write an explanation or another word or phrase with a similar meaning.

Examples	Meanings
1. I've always been <u>good at</u> art, so I'd like to become a designer.	A _____
2. This photo was taken at my college <u>graduation</u> day.	B _____
3. It's great to see you again. Let's <u>keep in touch</u> by email.	C _____

4. It doesn't <u>make sense</u> to have a car if you live in the city center.	D _____
5. Leonora is <u>on the road</u> every day because she's a travel guide.	E _____
6. We advise students to take a <u>pre-med</u> course before applying for medical school.	F _____
7. If you want to know more about our products, please contact our <u>sales rep</u> in your area.	G _____
8. I heard you got a promotion at work. That's <u>terrific</u> !	H _____
9. What have you <u>been up to</u> since the last time we met?	I _____

3 **Predicting and expecting** Look at the image and answer the questions before you listen.

- Where are Ming, Yolanda, and Dan?

- What do you think has just happened?

- How do they all feel? Why?

- How do you know? What clues did you use?



Ming, Yolanda, and Dan

While You Listen

4 **Listening for main ideas** Dan is visiting his hometown. He runs into two of his high school classmates walking down the street. Listen and compare with your answers in 3. Check (✓) the points that you guessed correctly.

5 **Listening and preparing** Listen to the conversation again. Prepare to answer these questions.

- What is the main thing the three friends discuss?

- Dan says he's been studying hard. What do the women think?

- At the end of the conversation, what do the friends say they will do?



6 Listening for details Choose the correct answers from what you can remember. Then listen to the conversation again, if necessary, and check.

1. Yolanda is surprised because...

A Dan looks well.	B Dan dropped out of college.	C They didn't plan to meet Dan.
-------------------	-------------------------------	---------------------------------
2. What is Dan studying?

A science	B computer science	C publishing
-----------	--------------------	--------------
3. Ming enjoys her job because...

A She has to travel a lot.	B She meets interesting people.	C She works for a publishing company.
----------------------------	---------------------------------	---------------------------------------
4. What does Yolanda hope to become?

A a doctor	B a scientist	C a sales rep
------------	---------------	---------------



Language Focus Stress



7 Listening for stressed words Read the following conversation, and fill in as many blanks as possible. Some of the stressed words are missing. Then listen again and fill in any blanks with words you hear. Compare answers with a partner.

- Yolanda:** Ming, look! I can't (1) _____ it! It's Dan. Hey Dan! How are you?
- Dan:** Yolanda? Ming? Wow! I haven't seen you guys since (2) _____ night!
- Ming:** I know. You look (3) _____!
- Dan:** Thanks. So do (4) _____!
- Ming:** So what have you been (5) _____ to?
- Dan:** Well, I go to Faber College.
- Yolanda:** (6) _____? Do you (7) _____ it?
- Dan:** Yeah, (8) _____. But I've been (9) _____ really hard.
- Ming:** (10) _____ you have...
- Yolanda:** So, what's your (11) _____?
- Dan:** It's (12) _____ science.
- Ming:** Ah-h-h. (13) _____ makes sense. You always (14) _____ good at (15) _____ and (16) _____.
- Dan:** Thanks. Anyway, what have (17) _____ guys been up to?
- Ming:** Well, I'm a (18) _____ rep for a publishing company.
- Dan:** No (19) _____! How do you like that?
- Ming:** Oh, I (20) _____ it! I'm on the road a lot, but I get to meet some interesting people.
- Dan:** That's (21) _____. And how about (22) _____, Yolanda?
- Yolanda:** I'm studying (23) _____ at State College.
- Dan:** Wow — you can be my doctor! You always were good at science, too. Well, it was great seeing you both. Let's keep in (24) _____ from now on. Email me sometime. Here's my address.

Now read the conversation with two classmates. Practice stressing words correctly.

After You Listen



- 8 Thinking and discussing** You are about to meet a friend that you haven't seen for years. You are really excited about the meeting because you used to be quite close to this person and spent a lot of time together. What would you like to find out about him or her? What questions would you ask? Make notes and compare with a partner.

- 9 Role-playing** Role-play your conversation with a partner using the following questions. Use the underlined vocabulary in your answers.
1. What have you been up to since we last met – besides studying English?
 2. Tell your partner about a restaurant that is a terrific place to go with a friend, in your opinion. Why is it so great?
 3. Tell your partner about something your friends or family might think you are good at.
 4. Do you keep in touch with any of your friends or teachers from when you were younger? Who?
 5. Would you like a job that required you to be on the road 50 percent of the time?
 6. Give several reasons why it makes sense or doesn't make sense for people to wear uniforms in school or at work.

Language Focus Intonation and Exclamations



To express strong feelings (surprise, anger, happiness), we use exclamations. These are expressions that we pronounce with especially strong emphasis and with falling intonation at the end.

Examples:

Wow!

That's great!

I can't believe it!

That's awful!



I can't believe it!



No way!



No kidding!



That's terrific!



10 Pronouncing exclamations Listen and repeat the following exclamations from the conversation. Follow the stress and intonation patterns carefully.

1. Ming, look!
2. I can't believe it!
3. Wow! I haven't seen you guys since graduation night!
4. You look great!
5. So do you!
6. No kidding!
7. That's terrific!



11 Matching statements and responses Listen to these eight statements or questions. Choose the appropriate responses from A–H. Use a different exclamation each time.

Statements	Responses
1. <u>A</u>	A That's amazing! How's she doing?
2. _____	B Congratulations!
3. _____	C That's great! I knew you could do it.
4. _____	D That's disgusting!
5. _____	E No way!
6. _____	F You're kidding! What did you talk about?
7. _____	G Not again!
8. _____	H Oh no! That's awful!

- 12 Practicing exclamations** Work in pairs (Student A, Student B). Read a statement or question from your list. Your partner responds with an appropriate exclamation.

Student A

1. I got 100% on the last grammar test.
2. Do you like my new haircut?
3. Yesterday my cat was hit by a car.
4. I got free tickets to the concert _____.
5. (Make your own statement or question.)

Student B

1. Somebody stole my brand-new bicycle.
2. I got accepted for university next year at _____.
3. What do you think of the food at _____?
4. Today is my birthday.
5. (Make your own statement or question.)

- 13 Telling what happened** Look at the images and the captions. Tell your partner what you saw or what happened to you or someone you know. Your partner responds.



sitting together



sheep/strawberries



drop/in water



step on/glasses



fail test



get an A

- 14 Discussing** Think about facts or news items that will prompt different responses. Write sentences like the ones you responded to in 12. Then practice with a partner or in a group.

LISTENING 2

Arranging a Barbecue

Before You Listen

1 **Topic** Look at the images and brainstorm ideas, words, and phrases. Make notes. Then answer the questions and compare with a partner.

1. Is barbecuing common in your country, family, or circle of friends? Where do people organize barbecue parties?

2. What kind of food is usually served at a barbecue?

3. Do most people use custom built or portable barbecue equipment, or do they light a fire on the ground? How do they start a fire?

4. How many of your friends know how to start a fire and a barbecue?

5. Do you enjoy barbecues? Why? Why not?

-  **2 Vocabulary** Listen to the words from the conversation. Compare with your words in 1. Then match the words with the definitions 1–12. Compare with a partner or in a group.

Nouns	Phrasal Verbs	Adjectives	Adverbs
pros and cons get-together	bring along come along come back come up with focus on	messy ready-made vegan	outdoors indoors

- | | |
|---------------------------------------|------------------------------------|
| 1. _____ return | 7. _____ an informal meeting |
| 2. _____ without animal products | 8. _____ prepared or cooked before |
| 3. _____ advantages and disadvantages | 9. _____ untidy |
| 4. _____ inside a building | 10. _____ take with you |
| 5. _____ concentrate on | 11. _____ outside |
| 6. _____ think of | 12. _____ attend |

While You Listen

-  **3 Listening for main ideas** Listen to the conversation between Matthew and Chloe. As you listen to their conversation, answer the following questions.

- Who has been away studying in Colombia? Why?

- Why do Matthew and Chloe want to organize a barbecue?



-  **4 Listening for specific information** Listen again and take notes about the different suggestions that Matthew and Chloe make.

- Best place for barbecue:
Matthew's idea: _____
Chloe's idea: _____
- Food preparation:
Matthew's idea: _____
Chloe's idea: _____
- Things they agree on:

After You Listen

- Summarizing** Use your notes from 4 and summarize the discussion about the barbecue.
- Thinking critically** Look at your notes from 4 and think about pros and cons connected with each suggestion. Which ones would you choose? Why?
- Role-playing** Role-play and complete the conversation with your own ending.

Before You Listen

1 **Topic** Look at each image and identify the type of entertainment.

1. Would you choose any of these types of entertainment? Why? Why not?
2. Suggest other types of entertainment that you and your friends prefer.
3. What is home entertainment? How common is it?
4. Do you prefer to watch a movie at home or go to the cinema? Give reasons





- 2 Vocabulary** Listen to the underlined words and phrases from the conversations. Then use the context to guess the meaning of each word or phrase. Write a definition, description, or example.

Sentences	Definitions
1. A: What's showing at the Coronet theater tonight? B: A <u>sci-fi</u> movie with Tom Cruise. A: Tom Cruise in a sci-fi movie – sounds exciting! What are the <u>show times</u>? B: 4:00, 7:00, and 10:00.	
2. A: Want to go see some <u>live music</u> at the Sunset Grill tonight? B: Who's singing? A: A woman named Sarah Waggoner. She's supposed to be great. B: OK. What does it cost? A: There's a <u>cover charge</u> of 15 dollars and you have to buy a snack at least. B: Sorry, that's too expensive for me.	
3. When you buy tickets to entertainment events online, you often have to pay a <u>service charge</u> of two dollars or more. If you order tickets by phone, you can get them in the mail or you can pick them up at the <u>box office</u> before the event begins.	
4. If you want to have dinner at a well-known restaurant, it's best to <u>make a reservation</u> before you go. If you don't have a reservation, you may have to wait for a long time when you get there.	

While You Listen



- 3 Listening for specific information** Sarah and Kyle plan to go out this weekend. Sarah is making phone calls to get more information about three events. Listen to the calls and take notes on the important information.

Call 1



Event: _____
 Location: _____
 Show time(s): _____
 Price of tickets: _____

Call 2



Place: _____
 Entertainment tonight: _____
 Cost: _____
 Menu: _____
 Reservations – Number of people: _____
 Time: _____

Call 3



Place: _____
 Band: _____
 Date: _____
 Price (total): _____
 Remember to bring: _____

-  **4 Listening and checking** Listen again and check. Compare with a partner.

After You Listen

- 5 Role-playing** Work with a partner. You are Student A and your partner is Student B. Read the instructions and do the role-plays. Use expressions from the Useful Language box and add your own.

Student A: You want to go and see the movie *The Avengers*. Phone the theater and get some information about the movie, the tickets, and the theater. (location, transport, etc.)

Useful Language	
What time is _____ showing?	How long _____? (movie)
When does _____ start?	How many _____ per day?
How much _____? (tickets)	What's the address _____? (theater)
Is there a place where _____? (snacks and drinks)	Where can I _____?
What time is the last show _____?	How can I _____ there? (transport)

Student B: You work for Town Cinema, a movie theater. Answer the phone and give the caller information about the movie, the location of the theater, times, transport, and so on.

Useful Language	
The (movie, show) begins at...	You can pay _____.
Sorry, the last/first show is sold out.	There are _____ shows. The first one is _____.
You can book _____ online.	The theater is _____. You can drive or _____.
You can pick up _____ at the box office.	There is a concession stand in the lobby. It serves _____.

Now swap roles and do the role-play again. Use your own ideas.



SPEAKING 1

Let's not go out!

- 1 **Topic** Focus on the images. Brainstorm words, phrases, and ideas about more activities that are related or unrelated to the images. Make notes.



- 2 **Vocabulary** What kind of entertainment does each image represent? Listen to the words and phrases and match them with the images.

access to a wide range of... (films, videos, etc.)
board games
infotainment
interactive games

subscribe to streaming service/platform
(watching) Formula One racing
TV competitions/reality shows
virtual reality games

- 3 **Interviewing** Read and complete the questionnaire about yourself. Then use it to interview classmates. Make notes.

	Name _____	Student 1 _____	Student 2 _____
1. Do you use a streaming service/platform?	Yes / No	Yes / No	Yes / No
2. Are you a subscriber? If so, how long have you been a subscriber?	Yes / No _____	Yes / No _____	Yes / No _____
3. What kind of TV programs/films do you prefer? (e.g. Thrillers/Drama/Comedy/Adventure Biopics/Historical Fiction/Documentaries/Infotainment)	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
4. Do you like to watch gamers in action? Why? Why not?	Yes / No _____ _____	Yes / No _____ _____	Yes / No _____ _____
5. Do you watch the same streamers as your friends?	Yes / No	Yes / No	Yes / No
6. Do you talk about vlogs/blogs with friends? Why? Why not?	Yes / No _____ _____	Yes / No _____ _____	Yes / No _____ _____
7. How often do you get together with friends at home?	_____	_____	_____
8. How often do you go out with friends?	_____	_____	_____
9. Where do you usually go with friends? (e.g. Restaurant/Café/Theme park/Walk in nature/Sports/Picnic/Visit new places/Concerts/Cinema/Theater)	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
10. List your three favorite free time activities.	_____ _____ _____	_____ _____ _____	_____ _____ _____

- 4 **Thinking and discussing** Work in groups. Compare and collate your answers.
- 5 **Summarizing** Look at the questionnaire results. Read the Language Focus section and use statements like these to summarize your results with a partner.



Language Focus Reporting Survey Results

Use statements like these to report your survey results after you analyze them. You may want to compare numbers or percentages, e.g. 20 out of 40, or 50%.

Most people seem to watch the same streamers online.

Five out of ten people prefer going out with friends.

Twenty percent prefer to stay home and communicate with friends online.

Fewer/More than half the students go to the cinema.

- 6 Thinking critically** Think about the results of your survey and identify possible trends.

	Present Trend	Predicted Future Trend
TV viewing habits		
Gaming habits		
Vlogs/Blogs		
Staying home with friends		
Going out with friends		
Most popular activities		

- 7 Discussing** Work in groups. Discuss how the different types of entertainment have changed in your lifetime and how they are likely to change in the future. What possible effects might these changes have on social life?

SPEAKING 2

Chill out! A 30-Second Speech

- 1 Topic** Look at the people in the images. Can you tell what they like to do for fun?
- Do you think people who study a certain subject tend to do the same things in their free time? Why? Why not?
 - Brainstorm on words and activities about free time activities and entertainment. Try to remember as many words and phrases as you can.



Hilary



Anh



Kim



Jon

-  **2 Vocabulary** Listen to the underlined words and phrases in the examples and guess the meaning.

Examples	Meanings
1. I'm all for <u>keeping up</u> with technology.	_____
2. I'd rather <u>go out</u> with friends than stay home every weekend.	_____
3. She's <u>not keen</u> on classical music.	_____
4. Are you <u>interested in</u> making vlogs?	_____
5. Where do you <u>enjoy hanging out</u> with your friends?	_____

-  **3 Predicting and listening** Look at the images in 1. Then read the notes in each section and match with one of the speakers. Then listen and check your answers.

Speaker 1 _____	Speaker 2 _____	Speaker 3 _____	Speaker 4 _____
Biology student University: _____	Art student University: _____	Robotics student University: _____	Chemistry student University: _____
Comes from: _____	Comes from: _____	Comes from: _____	Comes from: _____
Foody Cooking international food Doesn't: _____	Music Band Rehearse and compose Doesn't: _____	Techno forums Playing games and exchanging ideas Doesn't: _____	Concerts and movies Cultural events and festivals Doesn't: _____

-  **4 Listening and completing** Listen again, and complete the notes about each speaker.

Language Focus Expressing Likes and Dislikes

We often use the following expressions to express likes and dislikes. Note which expressions are followed by gerunds or nouns and which are followed by infinitive forms.

Followed by -ing or noun

be keen on love
be interested in hate
enjoy be all for
like prefer

Followed by infinitive

would rather

- 5 Expressing likes and dislikes** Complete the sentences with words and phrases from the Language Focus section.

- When I don't have to study, which is not very often, I _____ going out with friends or organizing cook outs over the weekend.
- I think we all _____ cooking together as much as we like eating all the tasty food!

3. It's the coolest thing we've ever done because we _____ music and have the chance to make a bit of extra cash when we get a gig.
 4. So, I _____ it to hanging out with people in different places.
 5. I am not very _____ crowded, noisy places.
 6. I _____ stay in and watch some interesting streamers, download music, or design new gadgets.
 7. Well, I am really _____ ground-breaking textile and cosmetics manufacturing.
 8. I'm _____ working hard and having fun!
- 6 **Preparing your speech** Make notes about yourself and your own likes and dislikes about home entertainment and other leisure activities.

	Likes	Dislikes
Home entertainment		
Other activities		

- 7 **Presenting your speech** Rehearse your speech with a partner. Time yourselves and edit your speech to make sure it lasts 30 seconds. Work in small groups to present your speeches.

SPEAKING 3

Research and Present



Skills Focus

Researching and Finding Out



- 1 **Brainstorming** Describe each image and brainstorm words that you associate with both online and real-life entertainment. Recall words and phrases from this chapter.

- 2 **Researching and documenting** Research and find out what kind of activities are popular in different countries. Include at least three countries, including your own country.

Own Country _____	Country _____	Country _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 3 **Discussing and presenting** Talk with a partner and combine your information. Did you find anything:

- unusual? _____
- surprising? _____
- new? _____

Make notes and present your information to the class.

- 4 **Blogging** Comment on the social life of people of your generation. Express your opinion about the most popular online and real-life entertainment activities. Add your comments to OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on).

OUR BLOG

[Blog](#)
[About me](#)
[Gallery](#)
[Contact](#)





SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

5 outstanding **4** very good **3** satisfactory **2** limited **1** unsatisfactory

LISTENING

I can interpret images and make creative comments.	5	4	3	2	1
I can activate what I know about a topic and answer questions.	5	4	3	2	1
I can anticipate language and content based on experience and knowledge.	5	4	3	2	1
I can identify main ideas and details in spoken communication.	5	4	3	2	1
I can identify and interpret attitude and implied messages.	5	4	3	2	1
I can understand information about shows and other events and take notes on specific details.	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1
I can listen for specific information and take notes.	5	4	3	2	1
I can identify intonation in exclamations.	5	4	3	2	1
I can distinguish stressed items as information carriers.	5	4	3	2	1
I can anticipate and identify context through clues.	5	4	3	2	1

VOCABULARY

I can work out the meaning of words using context clues.	5	4	3	2	1
I can use appropriate words and expressions to report survey results.	5	4	3	2	1
I can understand and use words and phrases relating to different types of entertainment and other free time activities.	5	4	3	2	1
I can use expressions to express my likes and dislikes.	5	4	3	2	1

GRAMMAR

I can use appropriate tenses to talk about the present, the past, or the future.	5	4	3	2	1
I can use expressions followed by <i>-ing</i> , noun, or infinitive.	5	4	3	2	1

SPEAKING

I can express my opinion.	5	4	3	2	1
I can use exclamation to respond to news or other statements.	5	4	3	2	1
I can compare and talk about the pros and cons of home entertainment and going out.	5	4	3	2	1
I can talk about free time activities.	5	4	3	2	1
I can prepare and give a 30-second speech about my likes and dislikes in relation with home entertainment and other leisure activities.	5	4	3	2	1
I can take notes and summarize a discussion about social events and plans.	5	4	3	2	1
I can think critically and identify possible current and future trends from my survey results.	5	4	3	2	1
I can summarize and report survey results.	5	4	3	2	1
I can discuss different types of entertainment.	5	4	3	2	1

RESEARCH AND DOCUMENT

I can search and find relevant sources on the Internet.	5	4	3	2	1
I can evaluate and select appropriate sources and data.	5	4	3	2	1
I can use data selectively to create my own document.	5	4	3	2	1

Get Up, Go Out, Get Moving!

Chapter Goals

- ◆ **Listening:** Listening for main ideas and details, listening to a conversation about martial arts, listening to a podcast about e-sports, listening to a sportscast, organizing notes into an outline, listening and note-taking, identifying stressed and reduced words.
- ◆ **Speaking:** Explaining a sport, giving and understanding instructions, playing “guess the sport”, using correct nouns and verbs to describe sports and athletes, summarizing a speech from notes, interviewing people as part of a survey, thinking critically, discussing sports trends and competitions.

Focus on the Images

- ◆ What sports are these people doing?
- ◆ What are the main differences between these types of sports?
- ◆ Which of these sports are most popular in your country?
- ◆ What qualities does a person need to have in order to become a successful athlete? Give reasons for your answer.

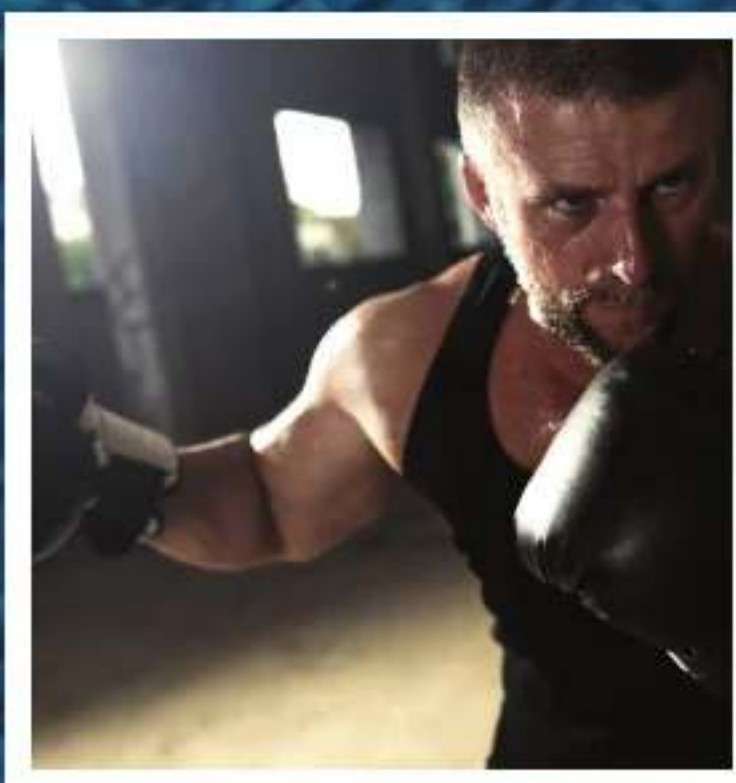
Brainstorm and Associate

- ◆ Words and phrases about sports activities
- ◆ Popular sports around the world

Think and Comment

“Champions keep playing until they get it right.”

Billie Jean King, American former world No. 1 professional tennis player





LISTENING 1

Let Me Show You How!

Before You Listen

1 **Topic** Look at the images and think about martial arts. Then discuss the following questions.

1. Can you identify the martial art in each image?
2. Why do you think people decide to do martial arts?
3. Do men and women take up martial arts training in your country?
4. What, in your view, are some of the differences between people who train for sports competitions and people who train for personal or other reasons?

Martial arts enjoy worldwide recognition regardless of their cultural origin. Why do you think this is so?



2 **Vocabulary** Listen to the words and phrases from the conversation between Ming, Peter, and Kenji. Then read the sentences and use the context to complete each blank with the appropriate word or phrase.

Nouns	Verbs
balance confidence flexibility	focus get in shape get into stretch warm up

1. My uncle hasn't exercised for many years, and he has gained a lot of weight. But now he wants to _____.
2. Some basketball players can jump and _____ their arms up to touch the basket.
3. Bicyclists need good _____ if they don't want to fall off their bikes.
4. Many young people who are shy often develop more _____ after they learn to play a sport well.
5. In yoga or gymnastics, you need great _____ to move your body into difficult positions.
6. If you have a lot of fun doing a new sport, it's easy to _____ it.
7. To become a winner, you must concentrate your vision and effort in one direction. You really need to _____ on your goal.
8. Professional tennis players usually _____ for several minutes to get ready to start to play a match.

- 3 Predicting and expecting** Look at the images and suggest answers to the questions before you listen.



kick



block



punch

1. What do you think Ming, Peter, and Kenji are talking about? Why? How do you know?

2. What is Ming doing? Name the sport.

3. What is Peter and Kenji's attitude? How are they feeling? How do you know?

While You Listen



- 4 Listening** Listen and compare your answers in 3 to the information in the conversation. Check (✓) the points that you guessed correctly.



- 5 Listening for main ideas** Ming, Peter, and Kenji are together to practice some martial arts. Listen to the conversation and answer the questions.

1. What sport will Ming, Peter, and Kenji practice? _____
2. What part of the world does this sport come from? _____
3. What are some differences between the two sports they discuss?

4. How has this sport helped Ming?

Compare and discuss your answers with a partner.



6 Listening for details Listen again and circle True (T) or False (F). Write the correct information for each false statement. Then listen again and check your sentences.

1. Peter can't tell the difference between Karate and Tae Kwon Do. T F

2. Tae Kwon Do uses punches and stretches. T F

3. Karate uses punches and blocks. T F

4. Karate athletes break wooden boards with kicks. T F

5. A Korean friend advised Ming to get into Tae Kwon Do. T F

6. Peter would like to build up his confidence and get in shape. T F



Language Focus Stress



7 Listening for stressed words Read the following conversation and fill in as many blanks as possible. Some of the stressed words are missing. Then listen to the conversation. During each pause, repeat the phrase or sentence. Then fill in the rest of the blanks with the words you hear. Compare answers with a partner.

- Ming:** OK guys. Let's (1) _____ and (2) _____. We've got to work on (3) _____ and (4) _____.
- Peter:** So, Ming, when did you (5) _____ this karate stuff?
- Kenji:** Karate's (6) _____. Ming's showing us Tae Kwon Do, and it's Korean.
- Peter:** (7) _____. So, what's the (8) _____?
- Ming:** Tae Kwon Do uses (9) _____ of different (10) _____ moves. But karate... well, Kenji, it sounds like you know something about karate.
- Kenji:** Yeah – Karate uses more (11) _____ and (12) _____, too. Maybe you've seen guys break wooden (13) _____ with punches. You know, like... I learned (14) _____ when I was in (15) _____.
- Peter:** That's (16) _____. I wish (17) _____ could do that. So, Ming, why did you get into Tae Kwon Do?
- Ming:** I had a Korean friend in (18) _____ school, and he said it could help me get in (19) _____ and (20) _____ my confidence. So I (21) _____ it, and I really liked it.
- Peter:** It looks like you (22) _____.
- Ming:** Well, I'm still working on it. I've really (23) _____ my speed and power. It also helps you focus – you'll see.
- Peter:** Awesome! Let's get (24) _____.



Language Focus Dropping the “H” Sound



The “h” sound is not pronounced when a word is:

unstressed AND in the middle of a phrase

OR

unstressed AND at the end of a sentence.

The “h” sound is often dropped in pronouns, and *have/has/had*.

Unreduced “h”	Dropped “h”
Has he won yet?	Has’e won yet?
I don’t know how to find her.	I don’t know how to find’er.

In the following examples, the “h” is not dropped because it is in a stressed word:

Can I help you?

I hope so.



- 8 Listening for the dropped “h”** Listen to the following sentences. Repeat them after the speaker. Underline the dropped “h” sound. The first one is given as an example.

- I don’t know what to get her.
- Give it to him.
- Is he winning?
- What’s his team’s name?
- Where have you been?



Tip The reduced forms are not acceptable spellings in written English.



- 9 Listening for reductions** Listen to the following conversation between roommates. You’ll hear the reduced forms of some words. Write the unreduced forms of the missing words in the blanks.

Jane: Hi Helen. Are (1) _____ going out?

Helen: Yeah, I’m going to the football game. My brother’s playing and I thought I’d watch (2) _____. Do you (3) _____ come?

Jane: I really can’t... I (4) _____ study. But can (5) _____ do me a favor?

Helen: OK.

Jane: (6) _____ get me tickets for the girls’ soccer game next Saturday? My cousin Sue just made the team.

Helen: Sure – that’s so cool. What’s (7) _____ position?

Jane: I’m not sure – I’m (8) _____ call (9) _____, and I can ask (10) _____, if you want.

Helen: (11) _____ don’t have to – just wish (12) _____ luck.

After You Listen



10 Thinking and discussing Discuss the following questions with a partner. Use the new vocabulary in your discussion. Give reasons for your answers.

1. What's your favorite sport, or game, and how did you get into it?
2. Why is it important to warm up before beginning to play a game or match?
3. Which activity do you think helps you get in shape the best: going dancing, playing Ping-Pong, or racing cars?
4. What are a few sports for which you really need flexibility and you have to stretch a lot?
5. Can you think of a sport that especially requires very good focus and balance?

11 Thinking critically Discuss the following questions in your group. Then compare ideas with other groups in class.

1. In your opinion, why are martial arts popular worldwide?

2. Which martial arts have been included in international sports competitions?

3. Do you think more sports should be included in competitions? If so, which sports and why?

4. How can playing a sport build a person's confidence?

Before You Listen

- 1 **Topic** Look at the images and brainstorm ideas, words, and phrases. Then answer the questions. Compare with a partner.

1. Are virtual sports popular in your country? Why? Why not?

2. Is there a particular type of e-sport that people prefer to watch or get into? Do many young people take up e-sports? Why? Why not?

3. Are there successful professional e-sports players in your country/area? Who are they? Do you know any details about them?

4. Are you or your friends interested in e-sports? How often do you take part in matches or competitions?

5. Would you get into e-sports as a professional? Why? Why not?



- 2 Vocabulary** Listen to the underlined words from the speech. Then read the sentences and match the underlined words with the definitions.

Sentences	Definitions
1. Our football team <u>competed</u> against another team and won. _____	A to win against another player
2. My roommate and I played in a tennis <u>tournament</u> and then watched a football match on TV. _____	B the other player or team in a competition
3. John was so happy because he <u>beat</u> his father at a virtual game. _____	C to make points in a sport or game
4. We lost the basketball game because our <u>opponents</u> played much better. _____	D to play a sport and try to win
5. Nobody <u>scored</u> during the game, so the result was 0:0. _____	E one person, not a member of a group
6. Since the game was tied 2:2, they had to play <u>overtime</u> until one team finally won. _____	F a series of games or contests
7. Swimming is a great sport because you can participate as an <u>individual</u> or as a team member. _____	G extra time added at the end of a sports game

- 3 Thinking and anticipating** You are going to listen to a podcast about e-sports. What kind of information would you expect the speaker to include? Put a check mark (✓) next to the information that you think is included and add your own ideas.

- Personal information ☐
- Player's background ☐
- Past ☐
- Present ☐
- Future ☐
- Family ☐
- Friends ☐
- Fans ☐
- Major ☐
- Travel ☐
- Competitions ☐
- Training ☐
- Vacation ☐
- Popularity ☐
- Internet ☐
- Other: _____



While You Listen



- 4 Listening and comparing** Listen to the podcast and compare with your expectations in 3. How many of your ideas were confirmed?



5

Listening and note-taking Listen to the podcast again and take notes about e-sports.



Information about sports in general:

Main differences with e-sports:



Skills Focus Using an Outline



Strategy

Reviewing and Organizing Your Notes

When you listen and take notes, you often write quickly, miss out on information, or confuse categories. So, if you look at your notes later you might have difficulty making sense of everything you wrote. For this reason, it helps to review your notes and organize them in an outline. An outline separates main ideas and details in a clear way with numbers and letters. An outline has keywords and phrases, not complete sentences.

6

Reviewing your notes Use your notes from 5 and write them in the outline. Remember to separate main ideas and details.



Information about e-sports (for example, how they're played):

Who takes part:

Where they take place:

Why people like/dislike them:



7

Listening for specific information Listen again and check the notes in your outline. Make corrections or fill in missing information.

After You Listen

- 8 **Summarizing** Work with a partner. Look at your notes from 6 and summarize the speech.
- 9 **Role-playing** Work with a partner and role-play an imaginary interview with a professional e-sports player.

Example:

Reporter: When did you start doing e-sports?

Player: When I was 15.

Reporter: Why did you choose this sport?

Player: Because my brothers used to play video games and I...

- 10 **Thinking critically** Discuss the following questions in your group. Then compare ideas with other groups in class.
- Why do you think some people prefer individual sports? Suggest some personality traits that you associate with individual sport athletes, for example tennis, swimming, boxing, etc.
 - Which personality traits make some athletes better team players? Do team sports require athletes to be more or less competitive than individual sports athletes?
 - Do e-sports players require different personality traits to real sports athletes? Why? Why not?

LISTENING 3

Sports News

Before You Listen



- 1 **Topic** Look at the images and discuss the following questions with a partner.
1. Which sports or games have you watched “live” at a stadium or other location? Which sports have you watched on television? Which way is better? Why?
 2. Have you ever listened to a game on the radio? Is this enjoyable? Why? Why not?
 3. Do you follow any sports, teams, or players through television news, newspapers, magazines, or on the Internet? Why? Why not?



- 2 Vocabulary** Listen to the underlined words and phrases from the conversations. Then use the context to work out the meaning of each word or phrase. Match the definition with each word by writing the correct letter on the line.

Words and Phrases	Definitions
1. He got so angry he just threw down his racket. What a bad <u>loser</u> ! _____	A not much difference between the two players' scores
2. Jessie Jones is beating her strongest <u>rival</u> , Morgana Moore. _____	B where both teams had the same number of points
3. What was the final <u>score</u> ? _____	C beat the other teams in the tournament
4. She played well in the first <u>set</u> . _____	D been beaten
5. Looks like Khan is the <u>winner</u> as he crosses the finish line. _____	E games in the match
6. They've never <u>lost</u> a match this season. _____	F an opponent
7. Liverpool <u>won</u> the cup. _____	G the number of points at the end of the match
8. It was a <u>close game</u> . _____	H the player who is faster or scores more than others in a race/game
9. The match ended in a <u>tie</u> . _____	I the player who is slower or scores less than others in a race/game

While You Listen



- 3 Listening for specific information** Look at the chart about sports. Listen to the Faber College radio sports reporters. As you listen, fill in the missing information you hear about each game or sport.

Sport	Players or Teams	Results/Scores
Men's basketball	Faber vs. State	Faber lost: 76–72
_____	Faber vs. Hamilton College	_____
_____	_____ vs. _____	Won all 3 games: 1. _____ 2. 21–18 3. _____
Tennis	Mary Johnson vs. _____ _____	_____
Tournament	_____ _____	_____
Tennis	_____ vs. Lisa Kim	_____
Women's soccer	_____ vs. _____	_____



4 **Listening again** Listen again and check your answers. Compare with a partner.

After You Listen

5 **Role-playing** Work with a partner. Imagine you are both sports reporters. Think about local sports teams or games in your town. Prepare for a sports podcast. Use the prompts to help you.

- It was a surprising/stunning/terrible race/match/final/game/set.
- Yeah, it was amazing/brilliant/too bad.
- ... down to the last few seconds.
- What a goal/shot/miss!
- On the other hand...
- referee/umpire/linesman
- player/team/runner/athlete
- trophy/cup/medal



SPEAKING 1

Sports and Athletes

1 **Topic** Focus on the images. Brainstorm words, phrases, and ideas about more activities that are related or unrelated to the images. Make notes.



With some sports, you can add *-ing* or *-er* to describe the activity or the athlete.

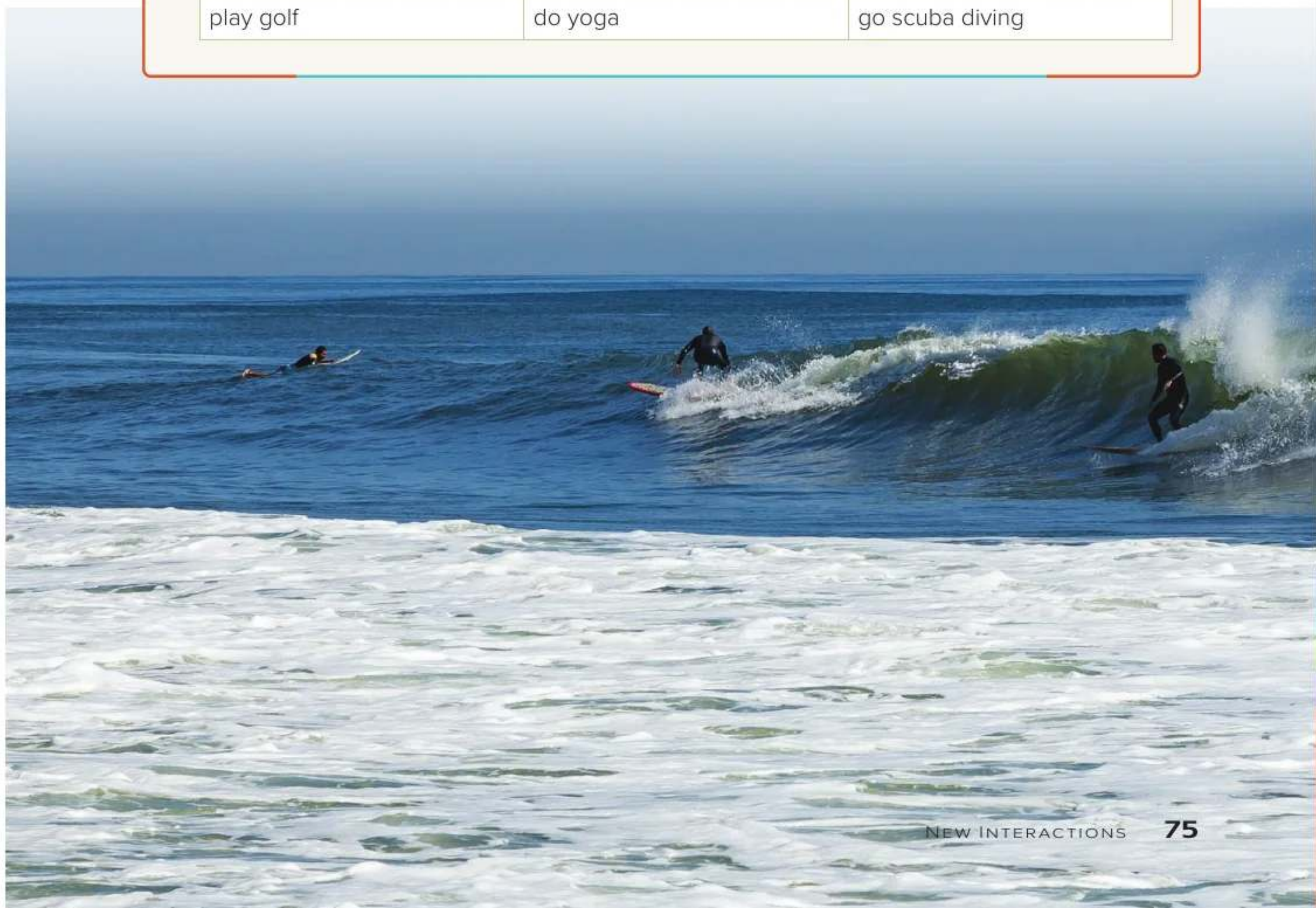
Example: *Surfing* is my favorite sport. I *surf* every summer. All my friends are *surfers*.

Action (verb)	Sport (noun)	Person (noun)
wrestle	wrestling	wrestler
ice-skate	ice-skating	ice-skater
surf	surfing	surfer
box	boxing	boxer
ski	skiing	skier
snowboard	snowboarding	snowboarder
dive	diving	diver

Some sports only have noun forms. These sports follow the verbs *play*, *do*, or *go*.

Examples:

play tennis	do gymnastics	go skiing
play volleyball	do karate	go snowboarding
play golf	do yoga	go scuba diving





2

Vocabulary

Which sport or athlete does each image represent? Match the words to the images 1–10.

badminton
basketball

cricket
hockey

ice hockey
judo

kitesurfing
rugby

squash
wingsuiting



3

Forming sports words and phrases

Complete the chart with the appropriate word forms or phrases for the sports in 2.

Verb: <i>play / go / do</i>	Sport (noun)	Person (noun)
1. <i>go</i>	<i>kitesurfing</i>	
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

- 4 **Interviewing** Read and complete the questionnaire about yourself. Then use it to interview classmates. Make a note of their answers.

Questionnaire

1. Do you do any sports? **YES NO**
2. If yes, which? Why have you chosen it/them?

3. How long have you been doing/playing _____?

4. Are you a member of a team? Which one?

5. Do you like competitions? Why? Why not?

6. Do you like to watch other people _____? Why? Why not?

7. Who are the best paid professional athletes/players?

8. Who are the individual athletes or champions that you admire most? Why?

9. Which sport(s) are popular among your friends?



- 5 **Thinking and discussing** Work in groups. Compare and collate answers.
- 6 **Reporting** Look at the questionnaire and report your survey results. Compare with other groups.
- 7 **Thinking critically** Think about and discuss the results of your survey in class. Identify trends and discuss the reasons for people's choices.

SPEAKING 2

Giving and Understanding Instructions



- 1 **Thinking and predicting** Look at the people in the images. What are they doing? What is their relationship? How do you know? Have you been in a similar position yourself, as a learner or an instructor? Describe it to your partner. How did you feel?

- 2 **Vocabulary** Listen and read the words. Then match them with the sports in images A–C. The first one has been done for you as an example.

Nouns		Verbs
<u>A</u> ball	_____ hole	_____ dive
_____ basketball	_____ lane	_____ putt
_____ club	_____ net	_____ shoot
_____ course	_____ pool	_____ swing
_____ court	_____ stroke	_____ throw
_____ diving board		





Language Focus

Giving and Understanding Instructions

- 3 **Completing** Complete the chart with the expressions.

<i>First, ... Did you get that?</i>	<i>After that, ... I didn't get that.</i>	<i>The last step is... ... help me?</i>
Asking for Clarification	Signal Words, Sequencing	Asking Questions to Check Understanding
I'm lost. _____ Wait. Can you say that again? Would you _____	_____ Start with... Then... _____ _____	Is this clear? _____ Are you following me? _____



- 4 **Listening to instructions** Listen to the conversations and match them with the images in 2. Write the letter of the image. Which words or other clues helped you match them?

Conversation 1	Conversation 2	Conversation 3
Image _____	Image _____	Image _____



- 5 **Listening again** Listen again and make notes about the expressions that are used in each conversation. Look at the expressions in 3 to help you.

- 6 **Role-playing** Use the expressions and words from 2 and 3 in your role-play.

1. Make notes about a sport or game that you know well and can instruct someone on. It has to be clear, organized, and to the point. Choose one of the contexts listed or choose your own.
2. Then work with a partner, taking on the role of the coach/instructor. Be as natural as possible. Remember to ask for clarification, repetition, etc.

- 7 **Guessing the sport** Form groups of three to five students and look at the following.

1. With your group, write a set of instructions for playing a sport. Memorize the instructions. Each group slowly tells the instructions to the other groups, without saying the name of the sport.
2. The group that guesses the name of the sport first wins 1 point. After each group has explained their sport, the group with the most points wins.

Example:

First, throw the ball up. Then hit it with your paddle. Try to hit the ball onto the table, then over the net. Next, the other player tries to hit the ball back to you. Continue to hit the ball over the net. If you can't hit it over the net, and onto the table, then you might lose a point.

(Answer: Ping-Pong)

SPEAKING 3

Research and Present



Skills Focus

Researching and Finding Out



- 1 **Brainstorming** Describe each image and brainstorm words that you associate with sports training. Recall words and phrases from this chapter. Search the Internet and find instructions for a new sports-related app, device, or virtual game.

- 2 **Researching and documenting** Research and find out what kind of apps or virtual games are popular among young people/your classmates. Talk with a partner and combine your information. What did you find:

1. unusual? _____
2. surprising? _____
3. new? _____

- 3 **Blogging** Comment on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on) about games and activities that are popular among people of your generation. Express your opinion about them.

OUR BLOG

Blog

About me

Gallery

Contact



SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

5 outstanding **4** very good **3** satisfactory **2** limited **1** unsatisfactory

LISTENING

I can interpret images and make creative and critical comments.	5	4	3	2	1
I can activate what I know about a topic and answer questions.	5	4	3	2	1
I can anticipate language and content based on experience and knowledge.	5	4	3	2	1
I can identify stress and reductions.	5	4	3	2	1
I can identify and take notes of the main ideas and details in spoken discourse.	5	4	3	2	1
I can identify true or false information from a conversation.	5	4	3	2	1
I can listen to sports news and understand details.	5	4	3	2	1
I can identify and use appropriate style/register (informal, standard, formal).	5	4	3	2	1
I can distinguish unstressed "h" sounds.	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1

VOCABULARY

I can understand and use words and phrases related to different sports.	5	4	3	2	1
I can understand vocabulary from context.	5	4	3	2	1
I can understand and use words related to giving and understanding instructions.	5	4	3	2	1
I can form verbs, nouns, and phrases related to sports actions and people.	5	4	3	2	1
I can understand and use words and phrases related to sports narratives.	5	4	3	2	1

GRAMMAR

I can understand and use imperatives to give instructions.	5	4	3	2	1
--	---	---	---	---	---

SPEAKING

I can give and understand instructions related to sports.	5	4	3	2	1
I can think critically and discuss sports trends and competitions.	5	4	3	2	1
I can give sports commentary.	5	4	3	2	1
I can discuss the changes in sport and their possible future effects.	5	4	3	2	1
I can summarize a speech from my notes.	5	4	3	2	1
I can talk about virtual and real-life sports.	5	4	3	2	1
I can interview people about sports as part of a survey.	5	4	3	2	1

RESEARCH AND DOCUMENT

I can search and find relevant sources on the Internet.	5	4	3	2	1
I can evaluate and select appropriate sources and data.	5	4	3	2	1
I can use data selectively to create my own document.	5	4	3	2	1

Live and Learn!

Chapter Goals

- ◆ **Listening:** Using context clues, listening for information, location, main ideas, and details, note-taking.
- ◆ **Speaking:** Asking for clarification, researching and discussing views on academic honesty in different countries, expressing and describing location.

Focus on the Images

- ◆ Look at the students in the photos. Where do you think each student is on the campus? What is he or she doing? How do you know?
- ◆ How do you think each student feels?
- ◆ Use what you know and your imagination to describe life on a college campus.

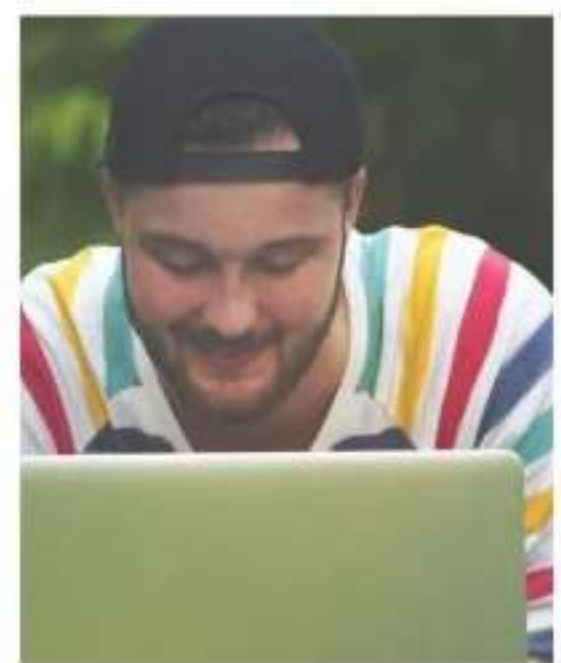
Brainstorm and Associate

- ◆ Words and phrases about life on campus
- ◆ Knowledge and expectations about life in college

Think and Comment

“Education is not the filling of a pail, but the lighting of a fire.”

William Butler Yeats, Irish poet and dramatist





LISTENING 1

Life on Campus

Before You Listen

- 1 **Topic** Look at the image of Mari and Alex. Discuss the following questions.



Mari and Alex

1. Where are Mari and Alex? What are they doing there?
2. Do Mari and Alex know each other? How do you know?
3. What is probably going to happen?



2 Vocabulary Read and listen to the underlined words and phrases. Then use the context to match them with their definitions.

Words and Phrases	Definitions
1. To open an account, most banks require two pieces of <u>identification</u> . _____	A a building on campus where students live
2. My name is Anthony, but everyone calls me Tony <u>for short</u> . _____	B a student's main area of study at college
3. She is doing a <u>major</u> in marine biology. _____	C to write information or answers to questions on a form or application
4. Dylan often <u>works out</u> at the gym after class. _____	D a document, such as a passport, that shows who you are
5. Freshman students are moving into their <u>dormitory</u> this afternoon. _____	E to hurry, go fast
6. Please <u>fill out</u> the online registration form. _____	F exercises
7. I woke up late, so I had to <u>rush</u> to get to class on time. _____	G better than okay, but not great
8. I think I did <u>pretty well</u> on the test. _____	H as a nickname

3 Predicting and anticipating You are going to listen to two conversations Mari has, first with Nancy and then Alex. Suggest possible answers to the questions before you listen. You can compare and make changes after you listen.

- Where is Mari? Why is she there? ☐
- Who asks Mari for identification? ☐
- Who is Alex? Where is he from? ☐
- Why does Mari have a good accent in English? ☐
- What is Mari's major? How about Alex? ☐
- Where is the gym? ☐
- What do the students plan to do after the test? ☐



Mari

While You Listen



4 Listening for specific information Listen to the conversation. Check (✓) the questions in 3 that you guessed correctly.

Language Focus Stress

Stress is an important part of correct pronunciation in English. Words that carry information, such as nouns, verbs, adjectives, and adverbs are often stressed. This means they are spoken *higher*, *louder*, and *more clearly* than other (unstressed) words.



Listen to this example: Could you tell me how to get to the gym?

- Which words are stressed? What parts of speech are they?
- Practice saying the sentence aloud with the correct stress.



5 Listening for stressed words Before you listen to part of the conversation again, try to fill in the missing stressed words. Then listen to confirm, correct, and complete the answers.

- Mari:** (1) _____ me, is (2) _____ seat taken?
- Alex:** Pardon?
- Mari:** Is anyone (3) _____ here?
- Alex:** Ah, no.
- Mari:** Thanks. I'm (4) _____ the test hasn't (5) _____ yet. I (6) _____ I was going to be (7) _____.
- Alex:** Me too. I had to (8) _____ here to be on (9) _____. I'm Alex, by the way.
- Mari:** Oh, (10) _____ to (11) _____ you. (12) _____ name is Mariko. Or just Mari, for (13) _____.
- Alex:** Nice to meet you, Mari.
- Mari:** (14) _____ are (15) _____ from?
- Alex:** Mexico. And (16) _____?
- Mari:** Japan.
- Alex:** Really? Your English (17) _____ is really good.
- Mari:** Oh, (18) _____ because my (19) _____ is American. We (20) _____ spoke English when I was (21) _____, so I can (22) _____ pretty well, but my (23) _____ and writing are really (24) _____.
- Alex:** I see. So, um, are you planning to go to (25) _____ here?
- Mari:** Yes, (26) _____.
- Alex:** What's your (27) _____?
- Mari:** (28) _____ administration. How about (29) _____?
- Alex:** The (30) _____!

Read the conversation with a partner. Pronounce stressed words louder, higher, and more clearly than unstressed words.

Language Focus Reductions

Reduced forms are a natural part of spoken English. Words that are not stressed are often shortened, or reduced.

 **6 Listening for reduced forms** Listen to the example of the reduced form of the sentence: "Could you tell me how to get to the gym?"

1. Which words are reduced? Write them in the chart.
2. Practice saying the sentence aloud with the reductions and stress.

Unreduced Pronunciation	Reduced Pronunciation
_____	cudja
_____	howda

 **7 Listening and comparing** Compare unreduced and reduced pronunciation. Listen for the differences between them. Circle the words on the left that are reduced.

Unreduced Pronunciation	Reduced Pronunciation
1. I thought I was going to be late.	I thought I was <i>gonna</i> be late.
2. Nice to meet you.	Nice <i>ta</i> <i>meetcha</i> .
3. What's your major?	<i>Whatcher</i> major?
4. How about you?	How <i>boutchu</i> ?
5. I want to go work out after the test.	I <i>wanna</i> go work out after the test.



Tip Reduced forms are not acceptable spellings in formal written English.

 **8 Listening for unreduced forms** Listen to the conversations which have unreduced pronunciation of some words. Repeat each sentence and fill in the missing words.

1. **Student:** Hi. I'm here (1)_____ take the English placement test.
Teacher: OK. (2)_____ (3)_____ (4)_____ name?
Student: Phailin Montri.
Teacher: (5)_____ (6)_____ spell that for me, please?
2. **Paul:** I (7)_____ (8)_____ leave early tomorrow. This morning I (9)_____
(10)_____ rush to catch the bus and I was almost late (11)_____ work.
Marine: What time are you (12)_____ (13)_____ leave?
Paul: Around 7:30.

3. **Lara:** Ann, this is my friend Richard.

Richard: Nice (14) _____ (15) _____ (16) _____. Where are you from?

Ann: Toronto.

Richard: Oh, (17) _____ (18) _____ you're Canadian?

Ann: Right.

After You Listen

- 9 **Role-playing** This is your first day on campus and you are meeting new people. Use the following sentences to ask and answer questions with one or more classmates.



- To help you get started, fill in the chart with questions and responses. The first ones have been done for you.
- You can use these ideas and/or add your own to introduce yourself and find out about your new college classmates.
- As you are talking, remember to practice stressed words and reduced pronunciation.

Questions/Starters	Responses
Excuse me, is this the undergrad dorm*?	Yes. Are you moving in?
My name's _____ by the way.	Nice to meet you, _____. My name's _____ or _____ for short.
_____	I'm from _____. How about you?
Are you a new student? How long have you been studying here?	_____
_____	I'm majoring in _____. And you?
Have you lived in a dorm before? What's it like living in a dorm?	_____
_____	Yes, there is, and it has a pool, too. Why? Do you like to work out? How often?
Do you know where the cafeteria is?	_____
_____	Sure! I'm hungry after moving all these boxes.

Tip * In conversation, students often say "dorm" for dormitory and "undergrad" for undergraduate.

LISTENING 2**Lecture: Science Literacy – Connecting Learning****Before You Listen**

1 Topic You are going to listen to a lecture on science literacy. First, look at the images and brainstorm:

1. words and phrases associated with science
2. different ways you learn about science
3. shows on science and scientific discoveries.



2 Vocabulary You will hear the following words in a lecture about science literacy. Match the words to their definitions (A–J). You can check and correct your answers after you listen.

Words		Definitions
1. appealing	_____	A to plan and do an activity
2. approach	_____	B made up of many detailed parts
3. complex	_____	C attractive and pleasing
4. concept	_____	D a series of steps that lead to a result
5. conduct	_____	E a shape or image that has a special meaning
6. focus	_____	F an idea
7. memorize	_____	G a way of doing or dealing with something
8. observe	_____	H to learn something so well that you remember it
9. process	_____	I to watch something carefully
10. symbol	_____	J to pay attention to one specific thing

While You Listen



Strategy

Using the Introduction to Predict Lecture Content

Like an essay, a lecture usually has three main parts: the introduction, the body, and the conclusion. You should listen very carefully to the introduction because it will usually have two important pieces of information:

1. the topic of the lecture
2. a brief summary of the main ideas.

Lecturers often begin their lectures with announcements, a review of the last lecture, or a story. It is usually not necessary to take notes on these things.



3 Taking notes Listen to the introduction of the lecture and take notes on the topic and main ideas.

Lecture topic: _____

Main ideas: _____



Skills Focus Writing Effective Lecture Notes

Indentation

Indenting or moving your text to the right can help you show the relationship between main ideas and specific details. Start with the main ideas on the left and indent as information becomes more specific:

- Main idea
 - Detail
 - Specific Detail

Keywords

When taking notes, it isn't necessary to write every word or complete sentences. Instead, try writing only the keywords (the most important words). Keywords are usually nouns, verbs, adjectives, and adverbs.



Skills Focus Writing Effective Lecture Notes

Abbreviations and Symbols

You can save time if you abbreviate (shorten) words and use symbols. You can use common abbreviations and symbols or you can create your own.

Guess what these common symbols and abbreviations mean. Then add a few more of your own.

Symbols		Abbreviations	
=		e.g.	
≠		w/	
+		w/o	
→		info	



- 4 Taking effective lecture notes: Part 1** Listen to the first part of the lecture and take detailed notes in the space provided or in your notepad. Remember to write keywords, indent, and abbreviate.



- 5 Comparing** Compare your lecture notes from the first part of the lecture with the following student's notes.

1. How are your notes similar?
2. How are they different?
3. Do you think these notes are easy to understand? Why? Why not?

Remember, there is no right or wrong way to take notes. The notes you take in a lecture are for your own study, so you should develop a style that you are comfortable with.

1. complicated text → fear of science
2. understanding complex ideas:
 - A break info in chunks → easier to understand
 - ♦ prob: hard to connect w/ bigger ideas
 - B students must ↑ science lit / thinking:
 - ♦ question, predict, experiment
 - ♦ connect info to real world
3. elementary school
 - A hands-on projects + field trips:
 - ♦ e.g. class pet, grow seeds / nature trips
 - ♦ kids observe, collect, categorize + record
 - B above = complete approach



-  **6 Taking effective lecture notes: Part 2** Now listen to the second part of the lecture and take notes in the space provided or in your notebook. Use what you have learned about taking effective notes. Afterwards, compare your notes with a partner and discuss which aspects of note-taking work best for each of you.

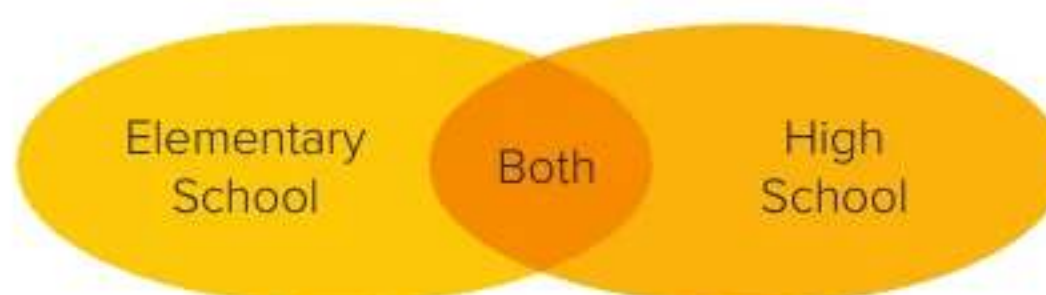
After You Listen



Skills Focus Using a Graphic Organizer: Venn Diagram

A Venn diagram can help you compare two topics. You fill in information about the topics that are different in each of the circles and where the circles overlap in the center, you write what is similar about the topics.

- 7 **Using a graphic organizer** Using your notes from the lecture, complete the following Venn diagram to compare how students learn science in elementary school and high school. Then write a paragraph comparing the two approaches.



- 8 **Reviewing vocabulary** Review the vocabulary list in 2 and check your answers. With a partner, use the words to ask and answer these questions about the lecture.

1. What do we call common language symbols?
2. Why is literacy referred to as a process?
3. What is one way to make complex scientific concepts easier to understand?
4. What can primary students observe while on a field trip in a natural setting?
5. How is the high school approach to teaching science different from primary school? Which approach is more appealing? Why?
6. What do high school science classes tend to focus on? Is memorizing the best way to learn scientific theories and terms?
7. What can students learn from conducting experiments?

LISTENING 3

Understanding and Describing Location

Before You Listen

- 1 **Topic** Look at the world map. Draw a compass and label the directions: north (N), south (S), east (E), and west (W).
1. Can you name the continents? Can you locate your country on the map?
 2. Are you good at reading maps? Why? Why not?
 3. Can you give and follow directions easily? Why? Why not?



Language Focus Expressing Location

The prepositions *in*, *on*, and *at* can be confusing for some learners.

Look at the examples and fill in the boxes with the correct prepositions. Then use the prepositions to describe where you live or where your school is located.

Examples: Cornell University is in Ithaca. It is in New York. It is in the United States.

The admissions office is on Thurston Avenue.

The College of Engineering is at 313 Campus Road.

+ address

+ street name

+ city, state, province, country

2 Finding places on a map With a partner, study the map and read aloud each of the locations. Then see who is quicker at spotting the correct place and its number on the map.

1. on the northwest corner of Willow Avenue and Knight Street _____
2. at the intersection of Willow and Knight _____
3. beside the bank _____
4. across the street from the shoe store _____
5. on both sides of the street _____
6. in the middle of the block opposite the bank _____
7. in the middle of the street _____
8. between the coffee shop and the pizzeria _____
9. around the corner from the furniture store _____



While You Listen



3 Listening for location Study the map of a college campus. Read the names of the buildings and streets. Then listen to statements about the map. Write **T** for true and **F** for false, based on the map. Listen again to check your answers.

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



After You Listen



Language Focus Asking for Clarification

If someone says something that you don't understand, you can ask for clarification by using one of the following expressions.

Pardon?
Sorry?

Excuse me?
What was that?

What did you say?
What do you mean?

What? (informal)
Huh? (informal)

4 Giving directions Work with a partner. Using a local map of your town or college campus, take turns giving each other directions to specific locations.

- First, decide on a starting point, such as a bus stop or main square. With a town map, for example, you might direct your partner to your favorite restaurant, café, or clothing store.
- Keep the destination a secret until your partner has found the location.

SPEAKING 1

Is Cheating Worth the Risk?



Language Focus Should and Shouldn't

Should and *shouldn't* are used to give advice or suggestions, that is, to express an opinion about what the speaker thinks is best. *Should* and *shouldn't* also express criticism or obligation when someone does something wrong or is expected to behave a certain way. *Should* and *shouldn't* can also express what the speaker thinks is a likely situation in the present or future.

- 1 Using should and shouldn't** Read the following sets of sentences in 1, 2, and 3. Then choose one of the options and insert A, B, or C in the spaces.

1. _____	You should visit the Louvre when you go to Paris. We should paint the kitchen blue. He thinks she should have accepted the job. Which courses should I take?
2. _____	Let's call him. He should be home by now. Please wait. It shouldn't take more than five minutes. They should have received the parcel by now.
3. _____	She should have handed in the assignment yesterday. Students shouldn't talk during the exam. Drivers and passengers should wear seatbelts. He shouldn't have been so rude.

A criticism/obligation

B advice/suggestion

C likely situation

- 2 Topic** Look at the image of college students taking an exam.

- What is the girl doing?
- What should or shouldn't she do?
- What should or shouldn't she have done before the exam?



- 3 **Vocabulary** You will hear the following words in a conversation. Match the words to their definitions. You can check and correct your answers after you listen.

Words	Definitions
1. cheat _____	A very serious
2. expel _____	B the act of making someone suffer for bad behavior
3. obvious _____	C the time someone is scheduled to work
4. priority _____	D to be dishonest or break the rules in order to get what you want
5. punishment _____	E to force someone to leave permanently
6. severe _____	F something that you do first because it is most important
7. shift _____	G to force someone to leave for a short period of time because they did something wrong
8. suspend _____	H easy to see or understand

- 4 **Listening and speaking** Listen and complete the conversation with the correct form of *should* or *shouldn't*. Then work in groups of three. Take on the role of one of the characters and continue the discussion.

Melissa: So, how did you do on the test?

Zoe: Pretty good, actually. It was easier than I'd thought it would be.

Ethan: Yeah. It wasn't that bad, thanks to your help, Zoe. Those study sessions really paid off. You (1) _____ (2) _____ us next time, Melissa.

Zoe: Ethan's right, you know. I mean, I saw you take out your cell phone. You (3) _____ (4) _____ (5) _____. You can get in big trouble if they catch you.

Melissa: Was it that obvious?

Ethan: No, but the punishment for cheating on exams is pretty severe. They could fail you on the course or suspend you.

Zoe: At some universities, they even expel students who cheat!

Melissa: Really? That harsh... I (6) _____ (7) _____ (8) _____. It's just that I was called to work some extra shifts at the café and didn't have enough time.

Zoe: Oh, Melissa... School (9) _____ (10) _____ your priority. You need to focus on your studies, and you (11) _____ (12) _____ so much.

Melissa: You're right. Next time, I (13) _____ (14) _____ with you guys.

Zoe: Anytime!

Ethan: You bet!



- 5 **Discussing the topic** In a group, talk about different reasons

- 5 **Discussing the topic** In a group, talk about different reasons why a student might cheat on an exam. Discuss what can be done to prevent it and what kind of punishment would be appropriate for those who get caught.

SPEAKING 2

How to Avoid Plagiarism

- 1 **Topic** Discuss the following items with a partner. Check (✓) the items that you consider to be cheating or inappropriate behavior for college students.

- | | |
|---|--------------------------|
| 1. discussing your essay topic with a friend | ☐ |
| 2. buying an essay online to hand in as your own | ☐ |
| 3. copying information from a book for your essay and saying where you found it | ☐ |
| 4. cutting and pasting text from a website for your essay without saying where you found it | ☐ |
| 5. copying information from a book for your essay and saying where you found it | ☐ |
| 6. asking your friend to write your essay | ☐ |
| 7. including ideas from an article in your essay and summarizing them in your own words | ☐ |
| 8. doing research online for your essay | ☐ |
| 9. letting a friend put their name on an essay you wrote for a course last year | ☐ |

- 2 **Vocabulary** You will hear the following underlined words and phrases in part of a lecture. Read the sentences and use context clues to suggest a definition for each word or phrase.

1. You should avoid cheating and plagiarism because the consequences or punishment could be severe.
2. You should always cite the source of your information by including the name of the original author, the title of the text, and where you found the text.
3. You can paraphrase the original text by rewriting the main ideas in your own words.
4. You can quote an original idea from an author by putting quotation marks around his/her exact words.
5. Your term paper is an important research project that you must do to pass the course.



- 3 **Listening and discussing** Listen to a college professor explaining what plagiarism is and how to avoid it. Take notes as you listen. Then discuss the correct way to cite sources and write some examples (real or imaginary).



Skills Focus Dilemma and Decision

- 4 **Role-playing** Read the situations. Choose one to role-play with a partner.

Situation 1

Last year, you wrote a ten-page term paper for an Art History course. You worked hard on your paper and got a good mark. This year, a close friend of yours is taking the same class. She's a good student, but recently her mother has been sick, and she has had to help out with the family. Your friend asks to copy and turn in your paper from last year. There is a new professor for the class, so your friend is sure the teacher will not recognize the paper.

Situation 2

You are a college professor. You have been marking essays of your freshman students. You notice that one of the essays is not original. Some of it has been copied word-for-word from a website and the student has not cited the source. He is an exchange student and you suspect that he may not know the college rules about plagiarism. You meet him in the hall outside of class.

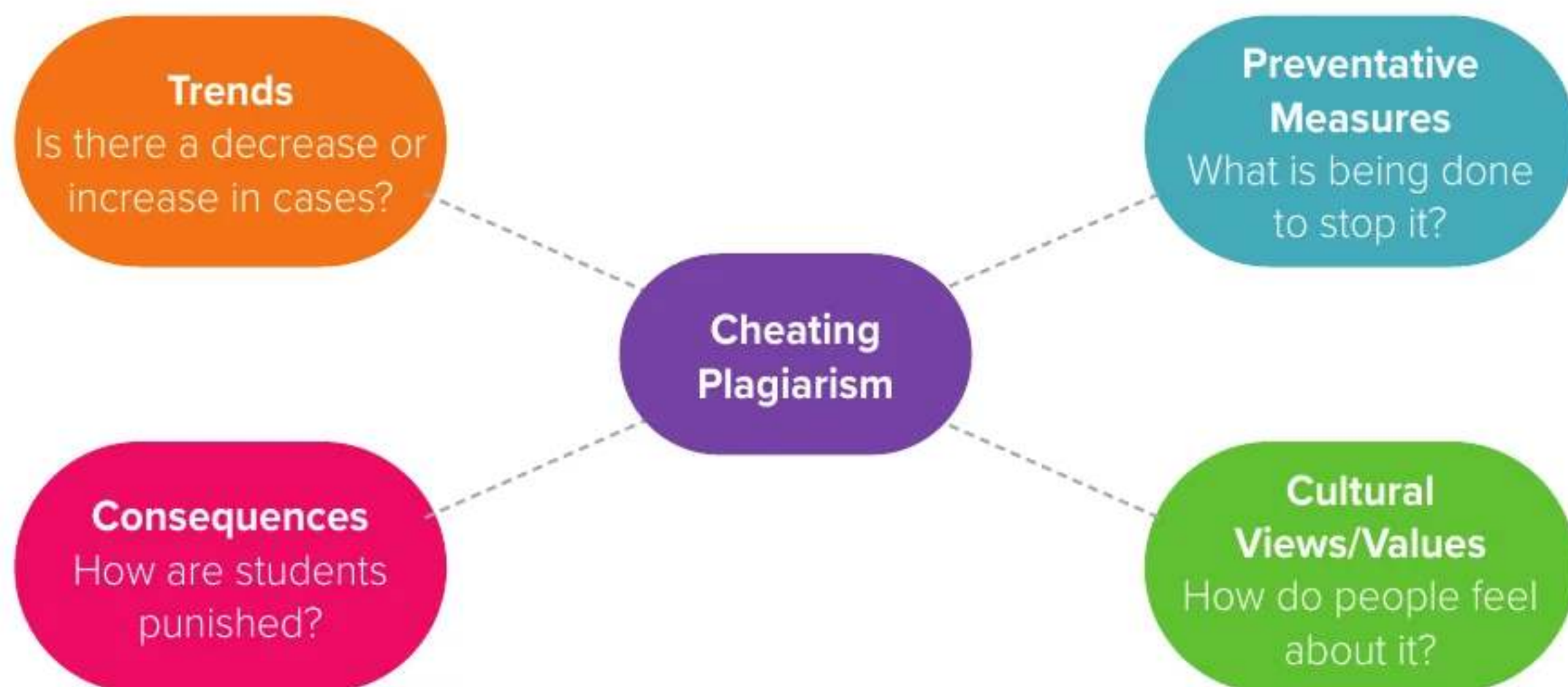
SPEAKING 3

Research and Present



Skills Focus Researching and Finding Out

- 1 **Topic** Work in a group of three or more learners. Research and prepare a presentation about cheating and plagiarism in different countries.
- 2 **Brainstorming** Still in your groups, use a mind map to brainstorm areas for your research. Assign each member of the group one country to research.



Tip Creating a mind map can help you organize your research.

- 3 **Researching and recording** Collect your research. Use a chart to record and compare your findings.

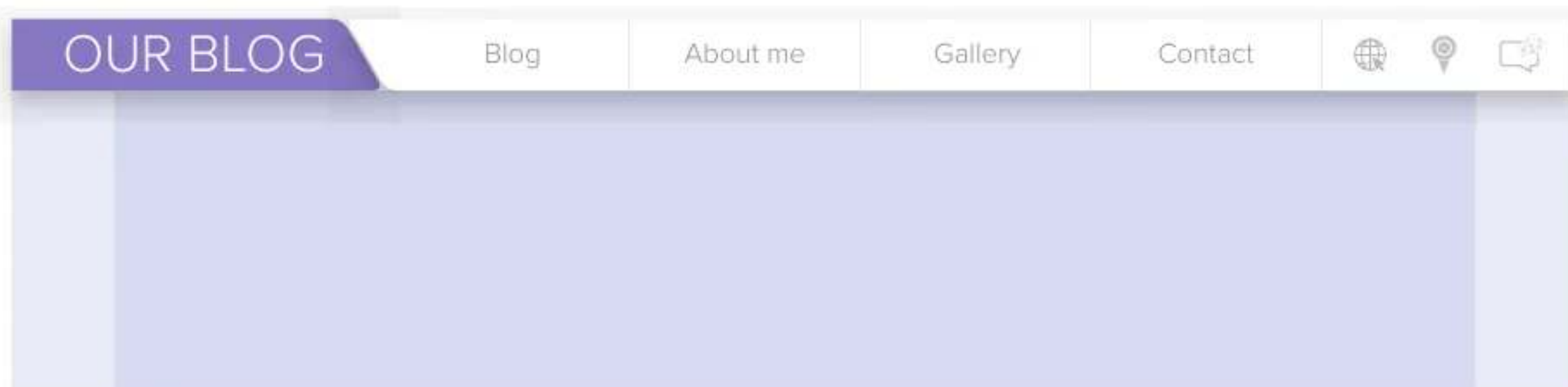
	Country 1	Country 2	Country 3
Trends			
Consequences			
Preventive measures			
Cultural views/values			

Tip Cite your sources!

Include the following information for an article from a website.

1. Author (writer or organization)
2. Year the article was written
3. Title of the article
4. Date that you visited the site
5. URL or internet address

- 4 **Planning and preparing** With your group, discuss the information you have collected. Decide which information you will include in your presentation, who will present each part, and how you would like to present it. For example, you can use images, videos, graphic organizers, maps, text, etc.
- 5 **Practicing and presenting** Before presenting to your class, practice or rehearse your presentation. After you present, share helpful feedback with your group.
- 6 **Blogging** Comment on academic honesty in the learning community as well as in professional and social contexts on OUR BLOG or OUR BLOARD (a board or other surface that you can post comments or other work to).



SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

5 outstanding **4** very good **3** satisfactory **2** limited **1** unsatisfactory

LISTENING

I can interpret images and make creative comments.	5	4	3	2	1
I can answer questions using what I know about a topic.	5	4	3	2	1
I can anticipate language and content based on experience and knowledge.	5	4	3	2	1
I can listen to a lecture and take effective notes of the main ideas and details.	5	4	3	2	1
I can listen and identify locations on a map.	5	4	3	2	1
I can distinguish between reduced and unreduced pronunciation.	5	4	3	2	1
I can distinguish stressed items as information carriers.	5	4	3	2	1
I can listen and take notes using symbols and abbreviations.	5	4	3	2	1

VOCABULARY

I can understand vocabulary from context.	5	4	3	2	1
I can match words and phrases with their definitions.	5	4	3	2	1

GRAMMAR

I can use <i>should</i> to give advice and suggestions.	5	4	3	2	1
I can use <i>should</i> to express criticism and obligation.	5	4	3	2	1

SPEAKING

I can express my opinion.	5	4	3	2	1
I can understand and give directions.	5	4	3	2	1
I can express location.	5	4	3	2	1
I can use images, graphic organizers, maps, and examples.	5	4	3	2	1
I can give advice, make suggestions, and express criticism.	5	4	3	2	1
I can ask for and give clarification.	5	4	3	2	1

RESEARCH AND DOCUMENT

I can search and find relevant sources on the Internet.	5	4	3	2	1
I can evaluate and select appropriate sources and data.	5	4	3	2	1
I can use data selectively to create my own document.	5	4	3	2	1

Bright Lights, Big City

Chapter Goals

- ◆ **Listening:** Predicting and anticipating, listening for specific information, following directions, getting meaning from context, critical thinking, making inferences, listening to a lecture and taking notes.
- ◆ **Speaking:** Opening and closing phone conversations, requesting and giving directions, expressing feelings, requesting and giving directions, talking about housing.

Focus on the Images

- ◆ How would you choose a place to live?
- ◆ What sort of things would you look for in a place to live?
- ◆ Would you like to live on your own or with roommates? Why? Why not?

Brainstorm and Associate

- ◆ Words and phrases about places to live, rent, and share with others
- ◆ Ideas and feelings about home and life at home

Think and Comment

“Every day is a journey, and the journey itself is home.”

Matsuo Basho, Japanese poet





BOOKING

\$168

A HOTEL
★ ★ ★
MORE DETAIL

BOOKING NOW \$110

B HOTEL
★ ★ ★ ★ ★
MORE DETAIL

BOOKING NOW \$123

C HOTEL
★ ★ ★ ★ ★
MORE DETAIL

BOOKING NOW \$132

D HOTEL

BOOKING NOW \$150

BOOKING NOW \$160

BOOKING ROOM
POOL
FACILITIES

BOOKING

[illegible]

Handwriting practice lines consisting of 20 horizontal lines.

[illegible]

Handwriting practice lines consisting of 20 horizontal lines.

Lined area for writing or drawing.

LISTENING 2

Student Housing

Before You Listen

1 **Topic** Look at the images of student residence halls or dormitories.

1. How are they similar? How are they different?
2. Which of the dormitories would you prefer to live in? Why?



2 **Vocabulary** You will hear the following words and phrases in the lecture. Match them to their definitions. You can check and correct your answers after you listen.

Words	Definitions
1. accommodate _____	A money spent to pay bills, rent, etc.
2. budget _____	B advantages and disadvantages
3. calculate _____	C to provide room for someone
4. commute _____	D things that make life easier
5. cramped _____	E to solve by using math
6. expenses _____	F to travel to and from school or work
7. facilities _____	G small and crowded
8. pros and cons _____	H money that is available to spend

3 **Anticipating** You are going to listen to a lecture about student housing. Think about the information that you would like to learn about the topic. Prepare your questions before you listen.

Questions	
What?	
Where?	
Why?	
How?	



Strategy

Taking Notes on Numbers and Statistics

Statistics are numbers that give facts about a situation. It is common to hear statistics in a lecture. They are often expressed as a percentage or fraction. For example, "Forty percent of the students in our class are men" or "People spend about one-third of their salaries on rent."

Write abbreviations or symbols next to the following items. If you don't know the abbreviation or symbol for an item, create one.

Nouns

- ▶ % percent
- ▶ _____ half
- ▶ _____ third
- ▶ _____ quarter

Verbs

- ▶ _____ increase, go up, rise
- ▶ _____ decrease, decline, go down
- ▶ _____ double

Other Phrases

- ▶ _____ less than
- ▶ _____ more than
- ▶ _____ equal to or the same as



- 4 **Taking notes** Listen to sentences from the lecture. Use abbreviations and symbols to take notes. You will hear each sentence twice.

1. _____

2. _____

3. _____

While You Listen



Strategy

Transitions (Connecting Words)

Transitions are words and phrases that connect the parts of a speech or a text. There are usually transitions *between* the major sections of a talk. We also use transitions to connect details *within* each main section. If you listen for transitions, you can tell when a new idea or topic is starting.

Examples:

"As you can see, there are a lot of housing choices."

"So, first of all, let's talk about the advantages of on-campus student housing."

"Next, let's talk about some of the disadvantages of student dorms."



- 5 **Listening for transitions** Look at the list of transitions from the lecture. Listen to the lecture. When you hear each transition, write the topic or suggestion that follows it.

Part 1

First of all, _____.

Next, _____.

The next topic I want to discuss is _____.

First of all, _____.

Also, _____.

Part 2

OK, now let's move on and talk about _____.

First, _____.

Another thing is _____.

Also, _____.

Now my last point is _____.

The main thing is _____.

Also, _____.

And one more thing: _____.

After You Listen

-  **6 Taking notes** Listen to the lecture again. This time take notes without transitions. Remember to indent: start with the main ideas on the left and indent as information becomes more specific. Also, use keywords, symbols, and abbreviations.



- 7 Discussing** Work in groups of three. Discuss the main advantages and disadvantages of each type of student housing. Explain which type of housing you would prefer and why.



LISTENING 3

Expressing Feelings

Before You Listen

1 Topic You will listen to four conversations related to the following images. Look at the images and discuss the questions.

- How do you think the people in the images feel? How do you know?
- Choose an image. What situations make you feel this way? Why?



2 Vocabulary You will hear the following words in the conversations. Match the words to their definitions. You can check and correct your answers after you listen.

Words	Definitions
1. apologize _____	A happening all the time
2. appreciate _____	B the ability to stay calm
3. constantly _____	C to feel thankful for
4. contract _____	D to understand
5. disturb _____	E to say sorry
6. patience _____	F to annoy someone
7. realize _____	G related to or about a topic
8. regarding _____	H an agreement

- 3 **Predicting and expecting** Read the following lines from the end of each conversation. Match them to images A–D in 1. You can check your answers after you listen.

1. I couldn't agree more. _____
2. Thanks for your patience. _____
3. I didn't realize I was disturbing you. _____
4. I'm busy right now. I'll do it later. _____

While You Listen

- 4 **Listening and checking** Listen and check (✓) the questions that you guessed correctly.

Language Focus Expressing Frustration

Frustration is the feeling of being upset or annoyed because you cannot change something or do what you want, even after trying several times. For example, imagine that you want to speak to your bank about a missing rent check. You have called the bank several times, but you keep getting a recorded message that tells you to stay on the line. As a result, you feel frustrated.

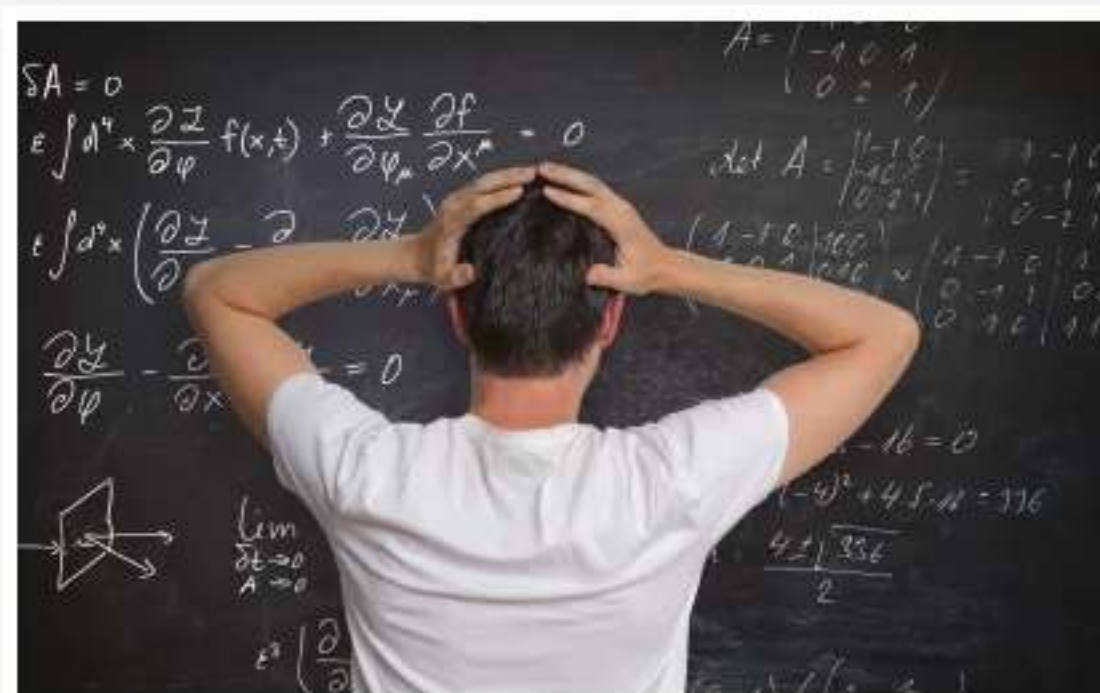
- 5 **Filling in the gaps** Look at the following statements. Fill in the gaps using the expressions in the box to show how each speaker is frustrated. More than one answer may be possible.

Give me a break
I give up

I'm fed up with it
I'm sick and tired of

I've had it with

- Driver:** The traffic is getting worse! _____ driving to town every day!
- Mother:** Children, _____ your arguing! I want some quiet in here!
- Student:** I've been trying to solve this math problem for three hours. _____!
- Man:** Oh, this task is far too difficult. _____!
- Woman:** Could you please stop calling me? _____, already!



After You Listen

- 6 **Role-playing** Choose one of the conversations you heard in 4 to role-play with a partner. Take on the role of the characters and continue the conversation with your own ideas. Use facial expressions and tone of voice to show how you feel.
- 7 **Discussing** Read the questions and discuss with a partner.
1. Do you think the speakers finally solve their problems? Why? Why not?
 2. Think about feeling frustrated. What do you think is the best way to solve the problem?

SPEAKING 1

Phone Etiquette

- 1 **Topic** Think about some situations when you had to call a person that you didn't know to make an appointment or reservation, ask for information, or get help.
1. Describe three situations.
 2. Were the conversations formal or informal?
 3. In any of the situations, did you speak to the same person more than once? Did you ever meet the person face to face?



Language Focus Starting a Phone Conversation

It is sometimes necessary to call companies or organizations for information or services. When people who don't know each other speak over the phone, they often use "phone etiquette", which means polite language. This includes common expressions to begin and end their conversation.



Read some of the common expressions in the following charts. Do you have similar expressions in your language?

Functions	Expressions
Asking to speak to a person	Can/Could/May I please speak to...? I'd like to speak to... Is... there?
Receiver identifying himself or herself	Speaking. This is...
Identifying yourself	My name is... (if you are calling for the first time) This is... (if you have spoken before)
Giving the reason for your call	I'm calling about... I'm calling because... I was wondering if you could...



Language Focus Ending a Phone Conversation

Functions	Expressions
One speaker decides to end the conversation.	Listen, I've got to go. I have to go, now. I must get going.
The other speaker uses a closing expression.	OK. Bye for now. See you later.
The speakers may also add these expressions when saying goodbye.	Well, thanks for the information. Thank you for your help. Thanks for calling. It was nice talking to you. I'll be in touch with you.



2 Vocabulary Listen to the sentences. Work out the meaning of the underlined words and phrases in context.

1. A new tenant moved into the apartment last week.
2. The apartment was not furnished, so he had to bring his own furniture.
3. It is a secure building, so the manager gave him a key to the entrance.
4. Water was leaking from one of the bathroom pipes. The manager called a plumber to make repairs to the broken pipe.
5. The tenant has to pay the rent every month, but the utilities such as electricity, telephone, and heating are included.

3 Role-playing In pairs, role-play the following situations. Remember to use what you have learned about phone etiquette, vocabulary, and expressing frustration.

1. Read each situation and make notes on the following:
 - A Role: _____
 - B Relationship with the interlocutor (the person who is part of the conversation): _____
 - C Purpose of the conversation: _____
 - D Feeling/expressions: _____
 - E Resolve issue: _____
2. Choose a situation and perform your role-play with your partner.

Situation 1

Student A: You are a university student looking for a place to live. You find the following ad in the campus housing office. You can spend \$900 a month on rent and utilities. You don't have a car so it's important for you to rent an apartment close to the college. You have a friend who is also looking for accommodation. Call the owner to get more information about the apartment. Decide if you want to see the place or not. If so, make an appointment with the manager.

FOR RENT: 2br, 1bath for \$800. A/C, furnished, secure bldg.

Student B: You are the manager of an apartment building. You have an apartment to rent for one or two tenants. It has two bedrooms, one bathroom, air conditioning, and parking. It is fully furnished in a secure building. The rent is \$800 a month plus utilities. It is 30 minutes away from the local college by bus. You will only rent to someone serious. A student calls and asks about the apartment.

Situation 2

Student A: You are the manager of a large apartment building. You have one tenant who constantly complains about problems in his or her apartment, and this takes up a lot of your time. The tenant calls you with a new complaint. You feel that this tenant should pay for the repairs because you think the tenant doesn't take good care of the apartment.

Student B: You are a tenant in a large apartment building. There is water leaking in your kitchen, possibly because a pipe is broken. You have had a few other problems with the apartment in the past, and the manager doesn't seem to take you seriously. Call the manager to express your frustration and to tell him or her that you would like a plumber to make repairs as soon as possible.

SPEAKING 2

Requesting and Giving Directions



- 1 **Topic** Look at the map. Imagine you are visiting the town for the first time. You are standing at the spot marked with a red X.
 1. How would you ask a passerby for directions to the Grand Hotel?
 2. What directions might the passerby give you?



- 2 Listening and following directions** You are going to hear four sets of directions based on the map. Listen to the directions carefully to find a specific location. Write the name of the location in the space provided. Listen again to check your answers.

1. _____
2. _____
3. _____
4. _____



Language Focus Requesting and Giving Directions

Functions	Expressions								
Use these words and phrases to request directions:	Excuse me, where is _____? Can/Could you tell me where _____ is? How do I get to _____? Do you know where _____ is?								
Use these words and phrases to give directions:	<table border="0"> <tr> <td>Actions:</td><td>• go, walk, drive, turn</td></tr> <tr> <td>Directions:</td><td>• up/down the street; right, left, straight; north, south, east, west</td></tr> <tr> <td>Distance:</td><td>• one block, half a mile, two hundred meters</td></tr> <tr> <td>Location:</td><td>• on the left/right; at the intersection; on the corner; on _____ Street</td></tr> </table>	Actions:	• go, walk, drive, turn	Directions:	• up/down the street; right, left, straight; north, south, east, west	Distance:	• one block, half a mile, two hundred meters	Location:	• on the left/right; at the intersection; on the corner; on _____ Street
Actions:	• go, walk, drive, turn								
Directions:	• up/down the street; right, left, straight; north, south, east, west								
Distance:	• one block, half a mile, two hundred meters								
Location:	• on the left/right; at the intersection; on the corner; on _____ Street								

- 3 Requesting and giving directions** Work with a partner to request and give directions using a map of your town or college campus. Use as many of the expressions as you can.



Strategy

Making it Clear

It's a good idea to repeat the directions you have heard. It means you can confirm if you have understood them correctly, and you can ask for clarification if necessary.

Saying You Don't Understand

If you don't understand the directions that someone gives you, use one of these expressions.

- | | |
|--------------------------|----------------------------|
| ▶ "I don't understand." | ▶ "I'm not following you." |
| ▶ "I didn't catch that." | ▶ "I'm confused." |
| ▶ "I don't get it." | ▶ "I'm lost." |

SPEAKING 3

Research and Present



Skills Focus

Researching and Finding Out



Strategy

Brainstorming

It is always a good idea to start by having a group discussion or brainstorming session about the topic of your presentation. Write down any ideas that come to mind. You may wish to use a graphic organizer such as a chart or a mind map to connect related ideas. Once all the ideas are visible, you and your group can narrow down the list by choosing what information is important to include in your final presentation and what isn't. This can also help to save time in the research stage because each member of the group will know what areas to focus on in their research.

- 1 **Topic** Work in a group of three or more. You will carry out research and prepare a presentation on student accommodations in different cities.
- 2 **Brainstorming** Working in your group, brainstorm ideas for your research and write them down in a mind map. For example, you may wish to think about the following:
 1. Is it less expensive to live on or off campus?
 2. What is included in on-campus housing?
 3. What extra costs are there for students who live off campus?
 4. What are the advantages and disadvantages of living on or off campus?
- 3 **Researching and recording** Assign each member of the group one college city to research. Decide if the cities are in the same or in different countries. You should research similar information.

Comparing costs of on-campus and off-campus housing in _____.						
	Rent	Size	Utilities	Meals	Transport	Other
On-campus housing						
Off-campus housing						

- 4 **Planning and preparing** Discuss the information you have collected in your groups. Decide which information you will include in your presentation, who will present each part, and how you would like to present it. For example, you can use images, videos, graphic organizers, maps, texts, etc.
- 5 **Practicing and presenting** Before presenting to your class, practice or rehearse your presentation. After you present, share helpful feedback with your group.
- 6 **Blogging** Add your thoughts and ideas about living arrangements and expressing feelings on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on).

OUR BLOG

Blog

About me

Gallery

Contact



SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

5 outstanding **4** very good **3** satisfactory **2** limited **1** unsatisfactory

LISTENING

I can interpret images and make creative comments.	5	4	3	2	1
I can anticipate language and content based on experience and knowledge.	5	4	3	2	1
I can identify the main ideas and details in spoken discourse.	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1
I can distinguish between reduced and unreduced pronunciation.	5	4	3	2	1
I can distinguish stressed items as information carriers.	5	4	3	2	1
I can listen to a lecture and take notes.	5	4	3	2	1
I can make inferences.	5	4	3	2	1
I can follow directions.	5	4	3	2	1
I can listen for specific information.	5	4	3	2	1

VOCABULARY

I can understand vocabulary from context.	5	4	3	2	1
I can understand and use terms to express feelings.	5	4	3	2	1
I can express lack of understanding.	5	4	3	2	1
I can inquire about accommodations.	5	4	3	2	1

GRAMMAR

I can use functions to request and give directions and express frustration.	5	4	3	2	1
I can use functions to open and end telephone conversations.	5	4	3	2	1

SPEAKING

I can express feelings.	5	4	3	2	1
I can open and close telephone conversations.	5	4	3	2	1
I can request and give directions.	5	4	3	2	1
I can talk about student housing on and off campus.	5	4	3	2	1

RESEARCH AND DOCUMENT

I can search and find relevant sources on the Internet.	5	4	3	2	1
I can evaluate and select appropriate sources and data.	5	4	3	2	1
I can use data selectively to create my own document.	5	4	3	2	1

AUDIO SCRIPT

Chapter 1

A Picture of Health

07_01_NI_LS2_L1_A2

Vocabulary

Nouns

boxing
cardio
discount
health club
lane
locker room
yoga

Verbs

jog
lift weights
ought to

Expressions

in good/bad shape
show (someone) around

07_02_NI_LS2_L1_A4

Listening and comparing

Adel: Hi, I'm Adel. I'm sure you're going to like it here. Let me show you around. Here's the weight room. We've got the newest machines, and our instructors can show you how to use them.

Peter: This is cool!

Kenji: Yeah. I really need to start lifting weights.

Adel: And here is a cardio class...

Peter: I've never tried cardio. It's just dancing, isn't it?

Adel: Not really. Actually, they're working harder than you think.

Kenji: And cardio is very good for your heart.

Adel: It sure is. But you should do it at least three times a week if you want to be in good shape.

Peter: Well, I already jog three times a week.

Adel: That's terrific.

Kenji: You also have boxing and yoga classes here, don't you?

Adel: Yes. I'll give you a schedule of classes when we finish our tour. Now here's our swimming pool.

Peter: Wow! Look at that woman in the middle lane. She's really fast, isn't she!

Adel: Oh, yeah. That's Ellen, one of our instructors.

Kenji: I'd like to take lessons from her!

Adel: You're not the only one. C'mon, I'll show you the showers and the locker room. You know, if you want to join our gym, you ought to do it before the end of the month.

Kenji: Really? Why?

Adel: Well, because we have a special discount for students this month. Let's go to my office and I'll tell you all about it.

07_03_NI_LS2_L1_A5

Listening for main ideas

Track Repeat

07_04_NI_LS2_L1_A6

Listening for details

Track Repeat

07_05_NI_LS2_L1_A7

Listening for stressed words

Kenji: You also have boxing and yoga classes here, don't you?

Adel: Yes. I'll give you a schedule of classes when we finish our tour. Now here's our swimming pool.

Peter: Wow! Look at that woman in the middle lane. She's really fast, isn't she!

Adel: Oh, yeah. That's Ellen, one of our instructors. C'mon, I'll show you the showers and the locker room.

Adel: You know, if you want to join our gym, you ought to do it before the end of the month.

Kenji: Really? Why?

Adel: Well, because we have a special discount for students this month. Let's go to my office and I'll tell you all about it.

07_06_NI_LS2_L1_A9

Pronouncing tag questions

1. We need special shoes for cardio, don't we?
2. The pool is warm, isn't it?
3. You play football, don't you?
4. You don't eat junk food, do you?
5. You didn't hurt yourself, did you?
6. My father looks healthy, doesn't he?
7. Your parents love to dance, don't they?
8. She can swim fast, can't she?

07_07_NI_LS2_L1_A10

Understanding tag questions

1.
Peter: I've never tried cardio. It's just dancing, isn't it?
Adel: Not really.
2.
Kenji: You also have boxing and yoga classes here, don't you?
Adel: Yes.
3.
Peter: Wow! Look at that woman in the middle lane. She's really fast, isn't she?
Adel: Oh, yeah. That's Ellen, one of our instructors.
4.
Peter: The gym is open 24 hours a day, isn't it?
Adel: Almost. It's open from 5 A.M. to 1 A.M.
5.
Kenji: The pool is really crowded, isn't it?
Peter: Yeah.

6.

Adel: You guys are students, aren't you?**Peter and Kenji:** Yes, we are.**07_08_NI_LS2_L2_A2**

Vocabulary

Nouns

aspirin
fever
forehead
headache
muscle
prescription
sore throat
upset stomach

Adjective

swollen

07_09_NI_LS2_L2_A4

Listening for main ideas

Doctor: Barbara, you're back again! What seems to be the trouble?**Barbara:** Well, I woke up this morning with a terrible headache.**Doctor:** Yes?**Barbara:** And I had an upset stomach too. I'm feeling really weak, and my whole body feels hot, and my muscles hurt. Oh, and I'm starting to get a sore throat.**Doctor:** Well, your forehead feels really warm. You probably have a fever. Let me see your throat.**Barbara:** Ahhhh.**Doctor:** Ah-hah. It's all red and swollen. I think you've got another case of the flu. You were sick just last month, weren't you?**Barbara:** Yeah, I was.**Doctor:** Are you taking good care of yourself?**Barbara:** What do you mean?**Doctor:** Well, do you eat right, and do you get enough sleep?**Barbara:** Well, right now I'm studying for some tests and I'm very tired. I've been drinking a lot of coffee and eating pizza and hamburgers.**Doctor:** You should stop drinking coffee and eat lots of fruits and vegetables. I want you to take two aspirin four times a day, drink a lot of juice, and get plenty of rest. If your throat doesn't get better in a week, I want you to call me, OK?**Barbara:** So, I don't need a prescription, do I?**Doctor:** Not yet. Well, try to take care of yourself, and don't work too hard.**07_10_NI_LS2_L2_A5**

Listening for specific information

Track Repeat

07_11_NI_LS2_L3_A2

Listening and note-taking

Conversation 1**A:** University Dental Clinic. May I help you?**B:** Yes, I'd like to make an appointment.**A:** Do you have a problem, or is it just for a checkup?**B:** I think I've broken a tooth.**A:** Well, can you come in tomorrow morning?**B:** No, but how about after lunch?**A:** Well, let me see...Dr. Jones can probably take you at around...2:00. How's that?**B:** That's great. Where is your office?**A:** We're at 532 Western Avenue. That's near Third Street.**B:** OK. I'll see you tomorrow at 2:00.**Conversation 2****A:** Drugs R Us. May I help you?**B:** Yes, I'd like to know if my prescription is ready.**A:** What's the name, please?**B:** Ellen Beattie.**A:** Spell that, please.**B:** B-E-A-T-T-I-E.**A:** Oh, yes, here it is. It comes to \$14.95.**B:** Are there any special instructions?**A:** Well, let me see. Take the pills every six hours with food. But don't worry. The instructions are also on the bottle.**B:** OK. How late can I pick it up?**A:** Today we're open until 5:00.**B:** All right. Thanks a lot. I'll be in later.**Conversation 3****A:** Family Medicine.**B:** Hi, Sherry. This is Penny Berkowitz.**A:** Hi. You're bringing your baby in this afternoon, aren't you?**B:** Well, our car broke down. So, I'd like to change our appointment with Dr. Stork, if that's OK.**A:** Sure. What's a good time for you?**B:** Can I come in on Monday?**A:** How about 10:00?**B:** Fine.**A:** OK. We'll see you then.**B:** Oh, while we're on the phone, my husband needs a check-up. Can you take him one evening next week?**A:** I think so. What about Tuesday at 6:00 with Dr. Miller?**B:** That's perfect. Thanks. Bye-bye.**07_12_NI_LS2_L3_A3**

Listening again

Track Repeat

07_13_NI_LS2_S1_A2

Listening for main ideas

- Chloe:** What's up, Amal? Your internship interview was today, wasn't it?
- Amal:** Yes, it was and, I'm so glad it's over! I never felt so nervous in my life.
- Chloe:** Really? I thought you were ready for it. You're doing so well on your course. They couldn't expect better, could they?
- Amal:** Hmmm. I could have done better, I think. It was a rush to get there on time. I almost missed the bus, but I just made it. When I got there, the interviewer asked me if I had trouble getting to their premises. I said it was no problem.
- Chloe:** How did it go then?
- Amal:** Before the interview, I thought I was really cool, but I was wrong. When I sat down in front of the interview panel, I was so stressed that I couldn't speak. They probably thought there was something wrong with me. The interviewer asked why I had decided to study law and I couldn't answer.
- Chloe:** But you did speak, eventually, didn't you?
- Amal:** Well, sort of. I took a deep breath to calm down a bit. Then I mumbled something about how I admired the law firm and I'd studied some of their major cases.
- Chloe:** They didn't ask too many difficult questions, did they?
- Amal:** Not really. They just asked about my interests and main ambitions. I thought I was giving all the wrong answers. I started to feel sick.
- Chloe:** So, do you think you've got the internship?
- Amal:** I don't know yet. They told me they'll contact me by the end of the week. I wanted to turn around and run out the door, but I managed to shake hands with them before I left the room.
- Chloe:** See? They haven't turned you down, have they? So, think positively—there's some hope.
- Amal:** I hope you're right. I'll have to wait and see. If I don't get it, at least I'll be better prepared next time.

07_14_NI_LS2_S1_A3

Listening and speaking

Track Repeat

07_15_NI_LS2_S2_A2

Asking for and giving advice

- Man:** Hi, Andrea. How're you doing?
- Woman:** I am so stressed out! I can't eat, I can't sleep. I feel like I'm going crazy!
- Man:** Why? What's the problem?

- Woman:** I've got so much to do. You know, taking the kids to school, my job, housework, sports – there just isn't enough time for everything. What do you think I should do?
- Man:** You really ought to take a vacation. Maybe go away for a weekend.
- Woman:** Oh, that won't help. I'll have to work even more to catch up when I get back.
- Man:** Why don't you hire someone to help look after the kids and do the housework?
- Woman:** Good idea! I can't go on like this. Can you recommend anyone?

07_16_NI_LS2_S2_A3

Listening and speaking

Conversation 1

- Tutor:** Good morning, James. You're looking a little stressed, what's the matter?
- Student:** Good morning, Ms Henderson. Can you give me some advice on my assignment? I'm completely stuck for ideas and I don't want to miss the deadline.
- Tutor:** Try to focus on the main points you want to include. You should make notes and sort them into order for each paragraph. Then it should be easier to fill in the details for the whole assignment.
- Student:** That sounds logical. My notes are all over the place right now. I just want to do a good job, but I feel so pressed for time.
- Tutor:** I advise you to write whatever you can and hand it in by the end of the week. Never mind going for perfection, or it will never be finished! Then you can get some rest over the weekend.
- Student:** Thank you for your understanding. I'll do my best.

Conversation 2

- A:** What's up? You look so tired.
- B:** Too right! I didn't get to sleep till three this morning.
- A:** Well, when I got up, I noticed you had posted on Facebook at 2.30 A.M. You ought to switch off your phone much earlier.
- B:** Why should I do that? It's the only time I get to catch up on the news.
- A:** Try to get to bed earlier... without the phone. The light keeps your brain working overtime and makes it hard to relax. The news can wait! Why don't you read it in the morning on the way to work?
- B:** Yeah, I suppose you're right.

Conversation 3

- Woman:** Have you finished the report for the meeting yet?

- Man:** Sorry, Jill. I had to take a break from the keyboard. My wrist hurts so much! Can you give me some advice about what to do?
- Woman:** For now, you should put a support bandage on it and take an aspirin. I advise you to see a doctor about it before it gets worse.
- Man:** I know. I'll book an appointment now. But I can't work like this.
- Woman:** Okay. Give me your notes and I'll get someone else to type the report. Oh, and try to find a more comfortable mousepad with a wrist support. It will make a difference.
- Man:** Thanks a lot. I'll try that.

07_17_N1_LS2_S2_A4

Listening and completing

Track Repeat

Chapter 2

Infotainment

08_01_N1_LS2_L1_A2

Vocabulary

Nouns

average week
couch potato
remote control
waste of time

Verb phrases

change channels
channel surf
turn down the volume
turn on the TV

08_02_N1_LS2_L1_A4

Listening for main ideas

- Ming:** Hey, listen to this. The average American watches four hours of TV a day.
- Jack:** A day? You're joking.
- Ming:** No, it says so right here in this newspaper. Hmm, I guess you're an average American, Jack. You always have your TV on.
- Jack:** Come on. Are you saying I'm a couch potato?
- Ming:** Yeah. I really think watching TV is a waste of time.
- Jack:** Oh, come on. Some programs are bad, like those soap operas. But what about sports or the news? You watch those sometimes, don't you?
- Ming:** Well, actually, for the news, I prefer the newspaper. Or the Internet.
- Jack:** Why?
- Ming:** First, because they give you a lot more information. And I can read them any time I want. Plus, I hate all the commercials.

- Jack:** I know what you mean. That's why, when the commercials come on, I just turn down the volume or change channels.
- Ming:** Yeah, I noticed that. Channel surfing drives me crazy.
- Jack:** OK, next time you come over, I'll let you have the remote control.
- Ming:** Oh, that's so sweet. But I have a better idea. Next time I come over, let's just turn the TV off.

08_03_N1_LS2_L1_A5

Listening for details

Track Repeat

08_04_N1_LS2_L1_A7

Listening for stressed words

Track Repeat

08_05_N1_LS2_L1_A8

Comparing unreduced and reduced pronunciation

1. Are you saying I'm a couch potato?	Arya saying I'm a couch potato?
2. You watch those sometimes, don't you?	You watch those sometimes, dontcha?
3. I know what you mean.	I know whatcha mean.
4. I'll let you have the remote control.	I'll letcha have the remote control.

08_05_N1_LS2_L1_A9

Listening for reductions

- Man:** Are you looking at the TV guide?
- Woman:** Uh-huh. Don't you want to watch a film tonight?
- Man:** To tell you the truth, I'm pretty tired. But we can watch an early show. Do you know what you want to see?
- Woman:** Not really. I'll let you choose. *Oliver Twist* is on at eight, and *The King's Speech* is at ten.
- Man:** Let's watch *Oliver Twist*. I'm I'm tired now and by ten o'clock I'm going to be dead.

08_06_N1_LS2_L2_A2

Vocabulary

top story
landed
passenger
injuries
hurt
blocked
ran out

08_07_N1_LS2_L2_A4

Listening for specific information

Radio Announcer: Good evening. Our top story tonight: about an hour ago, a small airplane carrying six people landed safely in traffic on Highway 1. Two of the passengers received back injuries, and one of the passengers suffered a broken leg. Here's reporter Laura Jones at the scene of the crash.

Reporter: Good evening, Mark. I'm standing here on Highway 1 with two drivers who almost hit the plane as it landed. Could you tell me what you thought as you watched the plane coming down?

Witness 1: Well, at first, I wasn't scared. But then I saw it was flying very low. So, I drove to the side of the road in a hurry.

Reporter: And you, sir?

Witness 2: I almost didn't see the plane at all. It happened so fast. When I finally heard the plane's engine, I knew something was wrong. And then I hit my brakes. Phew... it was really close. I'm still shaking.

Reporter: Fortunately, no one on the ground was hurt, but the plane blocked traffic for over an hour. Officer John McNamara of the local highway police thinks the plane ran out of gasoline. A complete investigation will begin tomorrow. Back to you, Mark.

08_08_N1_LS2_L3_A2

Getting meaning from context

Commercial 1

Announcer: Looking for a healthy start and a delicious flavor? Time to go to work, but no time to cook a healthy breakfast? Start your morning right with a bowl of Flakos!

Question 1: What are Flakos?

Announcer: They're my favorite cereal, and they provide all the energy I need for the morning.

Commercial 2

A: Hello?

B: Hi, Marge. Are you asleep?

A: Not anymore. Who is this?

B: It's Bill. I'm on vacation in California.

A: Bill, it's 12 o'clock midnight.

B: Yeah, but I have some good news! I'm calling for free! I get 5,000 free night-time minutes on this new calling plan. And I got a great new camera phone!

Question 2: This is an ad for a...

Announcer: SureCell—the cell phone company that saves you money all day—and all night!

Commercial 3

Announcer: Hi! This is Tex Lewis. I'll do anything to sell you one of these fine beauties. Look here. We've got a 2005 two-door sedan here, automatic, with low mileage. This baby is clean; got new tires, GPS system, side airbags, the whole works. Take a test drive today. And it can be yours for just \$16,000, or \$500 per month. Come in and check it out. See you soon.

Question 3: This is an ad for...

Announcer: Tex's Used Cars. Quality cars for less.

Commercial 4

Male: Honey, make me a sandwich.

Female: Henry! It's midnight. I'm tired.

Male: Honey, what's on TV?

Female: I don't know. It's two o'clock in the morning.

Male: Honey, can I have some breakfast?

Female: Henry, it's four o'clock in the morning. Why don't you take some Dreamease?

Question 4: Dreamease is a...

Announcer: Dreamease, the sleeping pill that helps you get the rest you need.

08_09_N1_LS2_S1_A2

Listening and speaking

Sarah: I think gaming is a total waste of time. You could do something more useful instead.

Kyle: Come on! How old are you? Everyone plays video games in their spare time.

Sarah: I don't like video games and neither does Chloe. Right Chloe?

Chloe: Well, I don't feel the same way. I think it depends on how you feel. I don't have a strong opinion about it.

Sarah: What do you mean? You either like something or you don't!

Chloe: I believe people have the right to feel differently about things, depending on the situation.

Kyle: That's my opinion, too. And anyway quite a few people have developed successful careers as professional gamers.

Sarah: For how long? And what happens when it is all over? They will have wasted all this time for nothing!

Chloe: I don't agree. Successful gamers have been able to make enough money to help their families and save for their own education.

Sarah: Right! So, that's not entertainment, is it? They do it to earn money. It's a job!

Kyle: So, what's wrong with that? Why are you so opposed to it?

08_10_N1_LS2_S2_A2**Identifying and comparing language functions**

Witness 1: I'm driving along the highway (you know...) minding my business, trying to get home on time, – we had guests to dinner, you see. Yes, well...sorry about this, I can't get over it. Give me a minute... All of a sudden, I see...I hear this loud noise and...and I see a plane flying really low. What can I tell you, it felt as if it was about to touch down on the car. I'm terrified, so I quickly drive to the side of the road to...to get out of the way and... and...I panic and drive off the road and into the ditch! Bad luck, but at least I'm in one piece!

Witness 1: Well, at first, I wasn't scared. But then I saw it was flying very low. So, I drove to the side of the road in a hurry.

08_11_N1_LS2_S2_A3**Narrating the event**

Witness 2: I almost didn't see the plane at all. It happened so fast. When I finally heard the plane's engine, I knew something was wrong. And then I hit my brakes. Phew...it was really close. I'm still shaking.

Chapter 3**Let's Hang Out!****09_01_N1_LS2_L1_A2****Vocabulary**

good at	pre-med
graduation	sales rep
keep in touch	terrific
make sense	be up to
on the road	

09_02_N1_LS2_L1_A4**Listening for main ideas**

Yolanda: Ming, look! I can't believe it! It's Dan. Hey, Dan! How are you?

Dan: Yolanda? Ming? Wow! I haven't seen you guys since graduation night!

Ming: I know. You look great!

Dan: Thanks. So do you!

Ming: So, what have you been up to?

Dan: Well, I go to Faber College.

Yolanda: Really? Do you like it?

Dan: Yeah, so far. But I've been studying really hard.

Ming: Sure you have...

Yolanda: So, what's your major?

Dan: It's computer science.

Ming: Ah-h-h. That makes sense. You always were good at math and science.

Dan: Thanks. Anyway, what have you guys been up to?

Ming: Well, I'm a sales rep for a publishing company.

Dan: No kidding! How do you like that?

Ming: Oh, I love it! I'm on the road a lot, but I get to meet some interesting people.

Dan: That's terrific. And how about you, Yolanda?

Yolanda: I'm studying pre-med at State College.

Dan: Wow – you can be my doctor! You always were good at science too. Well, it was great seeing you both. Let's keep in touch from now on. Email me sometime. Here's my address.

09_03_N1_LS2_L1_A5**Listening and preparing**

Track Repeat

09_04_N1_LS2_L1_A6**Listening for details**

Track Repeat

09_05_N1_LS2_L1_A7**Listening for stressed words**

Track Repeat

09_06_N1_LS2_L1_LF**Language Focus Intonation and Exclamations**

To express strong feelings (surprise, anger, happiness), we use exclamations. These are expressions that we pronounce with especially strong emphasis and with falling intonation at the end.

Examples:

Wow! I can't believe it!

That's great! That's awful!

09_07_N1_LS2_L1_A10**Pronouncing exclamations**

1. Ming, look!
2. I can't believe it!
3. Wow! I haven't seen you guys since graduation night!
4. You look great!
5. So do you!
6. No kidding!
7. That's terrific!

09_08_N1_LS2_L1_A11

Matching statements and responses

1. My sister just had triplets.
2. Guess what? I'm getting married next month.
3. Would you like a job for three euros an hour?
4. I've been practicing a lot, and I've finally learned to play this piece on the piano.
5. Someone hit my car yesterday. It's going to cost \$1,000 to repair.
6. I met a famous film director yesterday.
7. My best friend likes to eat peanut butter and banana sandwiches.
8. I locked the keys in the car.

09_09_N1_LS2_L2_A2

Vocabulary

Nouns

pros and cons
get-together

Adjectives

messy
ready-made
vegan

Phrasal Verbs

bring along
come along
come back
come up with
focus on

Adverbs

outdoors
indoors

09_10_N1_LS2_L2_A3

Listening for main ideas

- Matthew:** Hi, Chloe. You know Ryan's coming back from his Spanish course in Colombia next week?
- Chloe:** Hello, Matt. Yes, I heard that. It'll be great to see him again. So, are you planning a welcome party at the dorm?
- Matthew:** How about getting the guys together for a barbecue? The weather's perfect to do something outdoors.
- Chloe:** Good idea. We could have it in the backyard at my place.
- Matthew:** Are you sure there will be enough space? I think quite a few mates will come along. Why don't we have it in the park by the river? You know – where the picnic tables are.
- Chloe:** Well, we've had a few get-togethers here and it's been fun. At least we wouldn't have to carry the food around. We can prepare everything in the kitchen and have it ready in the fridge.
- Matthew:** But if we have it in the park, everybody can bring something. Then you and your roommates wouldn't have to do most of the preparations and clearing up.
- Chloe:** I don't mind really, but you've got a point. We have got a portable barbecue, so we

can use it anywhere. How about the food? What if we ask everybody to bring meat and vegetables? Then a group of us can prepare everything together. What do you think?

- Matthew:** I think it could get a bit messy if too many people are involved. Wherever we're going to have it, maybe everybody could bring along a ready-made dish for starters or salads. Then we can just focus on whatever needs barbecuing. Let's not forget, we need to have some vegan options too. Not everybody eats meat.
- Chloe:** Of course, Sarah makes fantastic falafels. And we can barbecue mushrooms and corn as well as the meat.
- Matthew:** Sounds easy. Okay, let's think about the pros and cons and come up with the best plan for everybody.

09_11_N1_LS2_L2_A4

Listening for specific information

Track Repeat

09_12_N1_LS2_L3_A2

Vocabulary

sci-fi	service charge
show times	box office
live music	make a reservation
cover charge	

09_13_N1_LS2_L3_A3

Listening for specific information

Call 1

Hello. This is the Fox Theater, located in the Town and Country Shopping Center. Today we're proud to present Mark Wahlberg in the thrilling sci-fi film, *The Six Billion Dollar Man*. Show times for Saturday are two, six, and ten o'clock. Tickets are \$10 and \$8.50 for students, senior citizens, and children under 12. For more information, please hang up and call 555-0183. See you there!

Call 2

- Manager:** Hello. Blue Note Jazz and Supper Club.
- Sarah:** Hi. I'd like some information.
- Manager:** Sure, what would you like to know?
- Sarah:** First, is there any live music tonight?
- Manager:** Yes, we have a terrific Brazilian singer named Bebel Gilberto. There are shows at nine and eleven.
- Sarah:** How much is the show?
- Manager:** We have a \$20 cover charge. But if you come for dinner, the show is free.
- Sarah:** What's your menu like?

Manager: Our specialty is Italian food, but we serve salads and burgers too.

Sarah: Fine. I'd like to make a reservation for two for dinner at eight, and we'll stay for the nine o'clock show. My last name's Lee—that's L-E-E.

Manager: Very good Ms. Lee, we'll see you at eight.

Call 3

You have reached the information line for Gallery Shibuya, which features live rock music nightly. The gallery is proud to present Space Cadets, now through August 6. For show times, press 1. For directions to Gallery Shibuya, press 2. For ticket information and ticket orders, press 3.

Clerk: Hi, this is Sherry speaking. Can I help you?

Sarah: Yes, uh, do you still have tickets for the August 4th Space Cadets show?

Clerk: How many tickets?

Sarah: Two.

Clerk: I'll check...Yes, we have tickets for \$20

Sarah: Is there a special price for students?

Clerk: Yes, student tickets are \$8.50.

Sarah: OK, that's good.

Clerk: All right, two student tickets at \$8.50 each, that's \$17. There is also a service charge of \$1 per ticket, so your total comes to \$19. And how would you like to pay for your tickets?

Sarah: Can you hold them for me for ten minutes – I'm just a block away from you?

Clerk: I can do that – and then there's no service charge. May I have your full name please?

Sarah: Sarah Lee.

Clerk: Sarah – S-A-R-A-H?

Sarah: Right.

Clerk: And we need your phone number please, Ms. Lee?

Sarah: 310-555-0176.

Clerk: OK, so we'll see you soon, all right? And remember to bring your student ID with you, for the student price.

Sarah: Thank you very much.

Clerk: You're welcome. Bye-bye.

Sarah: Bye.

09_14_N1_LS2_L3_A4

Listening and checking

Track Repeat

09_15_N1_LS2_S1_A2

Vocabulary

access to a wide range of (films, videos, etc.)

board games

infotainment

interactive games

subscribe to streaming service/platform

(watching) Formula One racing

TV competitions/reality shows

virtual reality games

09_16_N1_LS2_S2_A2

Vocabulary

1. I'm all for keeping up with technology.
2. I'd rather go out with friends than stay home every weekend.
3. She's not keen on classical music.
4. Are you interested in making vlogs?
5. Where do you enjoy hanging out with your friends?

09_17_N1_LS2_S2_A3

Predicting and listening

Presenter: Hi, welcome to thirty seconds, Hilary. Are you ready?

Hilary: Hello, ready to go now. I'm Hilary, from the UK. I study biology at Manchester University, so I don't have as much free time these days. When I don't have to study, which is not very often, I like going out with friends or organizing cook-outs over the weekend. We all gather and cook different dishes from all over the world. Our group includes people from the US, Asia, Africa and South America. When we lay everything on a large table, it looks like the display at an international food festival with Mexican, Chinese, Indian, French, Italian and Middle-Eastern dishes. I think we all enjoy cooking together as much as we like eating all the tasty food! Yes, I suppose you could say I'm a foody!

Jon: Hi, I'm Jon. My family moved to the US in the 80s. I was born in Paris, Texas. When I first arrived in the UK and told people where I was from, I realized that not everyone knew there was a town called Paris in the US. There were people who tried to speak French to me! I hadn't a clue what they were saying. Anyway, I study art in London. It is an amazing city and there is so much to do if you have the time and some spending money. My best mate – who is from Paris, France – and I have started an international student band. It's the coolest thing we've ever done because we love music and have the chance to make a bit of extra cash when we get a gig. Any free time we have is spent rehearsing and composing. Some people see that as

Anh:

work, but I enjoy playing and writing music. So, I prefer it to hanging out with people in different places. We also upload videos of our songs and have quite a few followers. I mean, we're not famous in a big way, but we do have our own fan base!

Hey, I'm Anh. I hope to complete my studies in robotics at Stanford University in about a year! I'm from Canada and I enjoy hanging out with the rest of the techno buffs. I also like spending time with people who are interested in films and jazz. We usually watch films or series at home as soon as they are available on streaming platforms. Most of my friends spend a lot of time online communicating with people all over the world, searching the web and gaming. I must admit that I often turn down invitations to stay in and spend time online. I am not very keen on crowded, noisy places. I'd rather stay in and watch some interesting streamers, download music, or design new gadgets. And of course, I have joined several techno and robotics forums. I enjoy playing games, learning and exchanging ideas with like-minded people.

Kim:

Hello! My name is Kim. I study Chemistry at the University of California. I'm from Australia and I really like living here. I've got loads of friends and really enjoy my classes. Why chemistry? Well, I am really interested in ground-breaking textile and cosmetics manufacturing. I'm interested in research and development of sustainable methods of production. I love going out to different places and I feel super-lucky to be here. Entertainment is an important part of life. If you don't do things that make you happy, you can't be creative. I'm all for working hard and having fun! I try not to miss a good music concert and I love going to the movies. Naturally, I also like shopping and I usually ask a friend to stop me from buying things that I don't really need! I am also interested in cultural events and festivals. What can I say? I love it all! I wish the day had 48 instead of 24 hours!

09_18_N1_LS2_S2_A4

Listening and completing

Track Repeat

Chapter 4

Get Up, Go Out, Get Moving!

10_01_NI_LS2_L1_A2

Vocabulary

Nouns

balance
confidence
flexibility

Verbs

focus
get in shape
get into
stretch
warm up

10_02_NI_LS2_L1_A4

Listening

Ming: OK guys. Let's warm up and stretch. We've got to work on balance and flexibility.

Peter: So, Ming, when did you get into this Karate stuff?

Kenji: Karate's Japanese. Ming's showing us Tae Kwon Do, and it's Korean.

Peter: Cool. So, what's the difference?

Ming: Tae Kwon Do uses hundreds of different kicking moves. But Karate...well, Kenji, it sounds like you know something about Karate.

Kenji: Yeah – Karate uses more punches and blocks, too. Maybe you've seen guys break wooden boards with punches. You know, like...I learned that when I was in school.

Peter: That's great. I wish I could do that. So, Ming, why did you get into Tae Kwon Do?

Ming: I had a Korean friend in middle school, and he said it could help me get in shape and build my confidence. So, I tried it, and I really liked it.

Peter: It looks like you succeeded.

Ming: Well, I'm still working on it. I've really improved my speed and power. It also helps you focus – you'll see.

Peter: Awesome! Let's get started.

10_03_NI_LS2_L1_A5

Listening for main ideas

Track Repeat

10_04_NI_LS2_L1_A6

Listening for details

Track Repeat

10_05_NI_LS2_L1_A7

Listening for stressed words

Track Repeat

10_06_NI_LS2_L1_LF

Language Focus Dropping the "h" sound

The “h” sound is not pronounced when a word is:
Unstressed AND in the middle of a phrase OR
Unstressed AND at the end of a sentence.

The “h” sound is often dropped in pronouns, and
have/has/had. For example:

Unreduced “h”: Has he won yet?

Dropped “h”: Has’e won yet?

Unreduced “h”: I don’t know how to find her.

Dropped “h”: I don’t know how to find’er.

In the following examples, the “h” is not dropped
because it is in a stressed word:

Can I help you?

I hope so.

10_07_NI_LS2_L1_A8

Listening for the dropped “h”

1. I don’t know what to get ‘er.
2. Give it to ‘im.
3. Is ‘e winning?
4. What’s ‘is team’s name?
5. Where ‘uv you been?

10_08_NI_LS2_L1_A9

Listening for reductions

Jane: Hi Helen. Are ya going out?

Helen: Yeah, I’m going to the football game. My
brother’s playing and I thought I’d watch ‘im.
Do you wanna come?

Jane: I really can’t...I hafta study. But can ya do me a
favor?

Helen: OK.

Jane: Couldya get me tickets for the girls’ soccer
game next Saturday? My cousin Sue just
made the team.

Helen: Sure – that’s so cool. What’s ‘er position?

Jane: I’m not sure – I’m gonna call ‘er, and I can ask
‘er, if you want.

Helen: You don’t have to – just wish ‘er luck.

10_09_NI_LS2_L2_A2

Vocabulary

competed	scored
tournament	overtime
beat	individual
opponents	

10_10_NI_LS2_L2_A4

Listening and comparing

Radio presenter:

When we think of international sports competitions,
we imagine opposing players or teams in a stadium
or arena, with thousands of fans watching and
cheering. Now, imagine the same thing, but instead
of athletes competing face to face, we have video
game players. Welcome to the world of e-sports.

E-sports, or electronic sports, is a competition
involving players of video games, especially multi-
player games. Just like in athletic sports, players are
professionals who compete to win prizes and money.
Just like in athletic sports, the world of e-sports has
its stars.

One of these stars, Lim Yo-hwan, known as BoxeR,
was a professional player of StarCraft®, a strategy
game. He is one of the best-known e-sports players
with over 500 wins in his career. He is also one of
the highest paid of the professional gamers. In 2004,
he was selected by fans as the greatest player of all
time, and in 2010, he was named one of the ten most
influential gamers.

E-sports had their own version of the Olympic
Games, the World Cyber Games. The annual event
began in South Korea in 2000, with 174 competitors
from 17 different countries. The following year, there
were almost 400,000 participants from 24 countries.
In later years, the games were held in other
countries: the United States, Singapore, Italy, and
Germany, for example. The last edition of the Cyber
Games was held in 2013, in China.

Other tournaments are organized in different parts
of the world and are usually sponsored by game
developers and companies selling computer
hardware and software. They attract numerous
gamers, but also spectators. These events are
frequently held in stadiums or sports arenas, with
giant screens set up so that spectators can follow the
action. Frequently, these events sell out completely.
In 2013, it was estimated that approximately 71.5
million people worldwide watched e-sports events.

Many e-sports events are streamed online to viewers
over the Internet. E-sports tournaments use sports
journalists to provide live commentary of games in
progress, much like traditional sports commentators.

Some people don’t agree that these activities should
be called sports because they don’t involve a lot
of physical action. Some people, though, think that
games can be considered “mind sports” because
they involve the same dedication and discipline
needed for athletics.

Whether you consider them sports or not, e-sports
attract a lot of attention: from the participants, from
the fans, from the media, and from the sponsors. As
technology advances, the games will continue to
advance, too. As more money becomes involved,
gaming may soon attract everyone’s interest.

10_11_NI_LS2_L2_A5

Listening and note-taking

Track Repeat

10_12_NI_LS2_L2_A7

Listening for specific information

Track Repeat

10_13_NI_LS2_L3_A2

Vocabulary

loser	lost
rival	won
score	a close game
set	a tie
winner	

10_14_NI_LS2_L3_A3

Listening for specific information

Announcer Bill: And now, to Yao Lam and Kristin Fox for Faber College Weekend Sports!

Kristin: Thanks, Bill. Well it was a busy weekend in sports, wasn't it, Yao?

Yao: Sure was, Kristin. Well, Faber College men's basketball lost a big game to State College, 76–72.

Kristin: Yeah, it was too bad – it was really close down to the last few seconds...On the other hand, our women's basketball team won their game easily. They beat Hamilton College 61 to 43.

Yao: They get stronger every game. Now turning to volleyball, the women got a rest this weekend, but the men's team played down at Washington Junior College, and they were just unbeatable!

Kristin: That's right – they won all three games: 21–15, 21–18 and 21–12. In the State College tennis tournament, we can be very proud of our own Johnson sisters.

Yao: Yeah, the twins are playing really well. Mary Johnson won her match without any trouble: 6–3, 6–2. It took her just half an hour to finish her opponent, Tina Lewis.

Kristin: Her sister Susan Johnson had to work a little harder, but also was a winner against her rival Lisa Kim. The scores for the sets were 6–4, 4–6, 7–5. It was the longest match of the day.

Yao: And finally, our women's soccer team is playing some matches on a tour down in Brazil.

Kristin: I wish I was down there reporting on that!

Yao: Me too. I understand they just finished their first game, and they almost beat the girls from College Club Rio.

Kristin: Really, what was the score?

Yao: Actually, it was a 3–3 tie, so no losers. Well, that's it, for Weekend Sports.

Kristin and Yao: Go Faber!!

10_15_NI_LS2_L3_A4

Listening again

Track Repeat

10_16_NI_LS2_S1_A2

Vocabulary

badminton	judo
basketball	kitesurfing
cric ket	rugby
hockey	squash
ice hockey	wingsuiting

10_17_NI_LS2_S2_A2

Vocabulary

Nouns	pool
ball	stroke
basketball	
club	Verbs
course	dive
court	putt
diving board	shoot
hole	swing
lane	throw
net	

10_18_NI_LS2_S2_A4

Listening to instructions

Conversation 1

Instructor: Start with the ball in both hands in front of you. Bounce the ball on the court and catch it firmly. Focus on the net.

Boy: I got it. Can I throw now?

Instructor: Not yet. After that put your hands at the base of the ball. Are following me?

Boy: No, I didn't get that. Would you show me how to hold it?

Instructor: Here...stand straight, facing the net, move your hands down. Now take a fast step forward and push the ball up into the air... That's right! Way to go, kid!

Conversation 2

Instructor: First, it's important to get in the right position before you dive into the pool. You don't want to hit the water on your stomach.

Swimmer: Too right! That's so painful.

Instructor: Put your feet together at the front of the diving board. Now bend down and put your hands in front of your feet. Did you get that?

Swimmer: No, wait. Can you say that again? Where do I put my hands?

Instructor: Here...touching the edge of the board. Now don't look down, look straight ahead down the pool. Swing your arms up

slowly level with your shoulders. Then...
push forwards with your legs and...dive!

Conversation 3

- Golfer:** I'm lost. This club never seems to move how I want it to. What am I doing wrong?
- Instructor:** First, hold the club near the top with both hands. Then watch how you're standing. Put one foot in front of the other to get your balance.
- Golfer:** Like this?
- Instructor:** Left foot just a little bit forward...that's better.
- Golfer:** So, now what?
- Instructor:** The last step is to swing the club slowly and firmly. Don't bend your arms. Just lean forward a bit and swing right through to hit the ball straight down the course. Is this clear?
- Golfer:** Yes, I think I've got it. Alright, here goes... and it's in the hole! I did it!

10_19_NI_LS2_S2_A5

Listening again

Track Repeat

Chapter 5

Live and Learn!

01_01_NI_LS3_L1_A2

Vocabulary

identification	dormitory
for short	fill out
major	rush
works out	pretty well

01_02_NI_LS3_L1_A4

Listening for specific information

- Nancy:** Good morning! Are you here for the English placement test?
- Mari:** Yes, I am.
- Nancy:** What's your name?
- Mari:** Mariko Honda.
- Nancy:** Could I see some identification?
- Mari:** Is my passport OK?
- Nancy:** Yes. All right...let me find your name on our list...OK Mariko, you can go in. The test will start in about ten minutes.
- Mari:** Thank you.
- Mari:** Excuse me, is this seat taken?
- Alex:** Pardon?
- Mari:** Is anyone sitting here?
- Alex:** Ah, no.
- Mari:** Thanks. I'm glad the test hasn't started yet. I thought I was going to be late.

- Alex:** Me too. I had to rush here to be on time. I'm Alex, by the way.
- Mari:** Oh, nice to meet you. My name is Mariko. Or just Mari, for short.
- Alex:** Nice to meet you, Mari.
- Mari:** Where are you from?
- Alex:** Mexico. And you?
- Mari:** Japan.
- Alex:** Really? Your English accent is really good.
- Mari:** Oh, that's because my grandmother is American. We always spoke English when I was little, so I can speak pretty well, but my reading and writing are really weak.
- Alex:** I see. So, um, are you planning to go to college here?
- Mari:** Yes, exactly.
- Alex:** What's your major?
- Mari:** Business administration. How about you?
- Alex:** The same!
- Mari:** Cool! How long have you been studying here?
- Alex:** You mean in the English program?
- Mari:** Yeah.
- Alex:** This is my second semester.
- Mari:** Oh, so you know the campus pretty well?
- Alex:** Oh, yeah.
- Mari:** Could you tell me how to get to the gym? I want to go work out after the test.
- Alex:** The gym? Yeah, it's next to the Student Center, across from the grad dorms.
- Mari:** Sorry...the what?
- Alex:** The grad dorms. Um, the dormitories for graduate students. Here, I can show you on the campus map...
- Mari:** That's OK, I know.
- Alex:** I'm actually planning to go there, too. Want to go together?
- Mari:** Sounds great.
- Teacher:** Good morning everyone. The test is going to start in about five minutes. Please put away your cell phones, iPads, all electronic devices. Start filling out the green information sheet and raise your hand if you have any questions. I or one of the other teachers will be happy to help you.
- Alex:** The green paper... here it is. Well, good luck on the test.
- Mari:** Thanks, you too.

01_03_NI_LS3_L1_LF

Language Focus: Stress

Stress is an important part of correct pronunciation in English. Words that carry information, such as nouns, verbs, adjectives, and adverbs are often stressed. This means they are spoken *higher, louder, and more clearly* than other unstressed words. Listen to this example:

Could you **tell** me how to **get** to the **gym**?
Which words are stressed? What parts of speech are they?
Practice saying the sentence aloud with the correct stress.

01_04_NI_LS3_L1_A5

Listening for stressed words

- Mari:** Excuse me, is this seat taken?
Alex: Pardon?
Mari: Is anyone sitting here?
Alex: Ah, no.
Mari: Thanks. I'm glad the test hasn't started yet. I thought I was going to be late.
Alex: Me too. I had to rush here to be on time. I'm Alex, by the way.
Mari: Oh, nice to meet you. My name is Mariko. Or just Mari, for short.
Alex: Nice to meet you, Mari.
Mari: Where are you from?
Alex: Mexico. And you?
Mari: Japan.
Alex: Really? Your English accent is really good.
Mari: Oh, that's because my grandmother is American. We always spoke English when I was little, so I can speak pretty well, but my reading and writing are really weak.
Alex: I see. So, um, are you planning to go to college here?
Mari: Yes, exactly.
Alex: What's your major?
Mari: Business administration. How about you?
Alex: The same!

01_05_NI_LS3_L1_A6

Listening for reduced forms

Unreduced Pronunciation:

Could you tell me how to get to the gym?

Reduced Pronunciation:

Cudja tell me howda get ta the gym?

01_06_NI_LS3_L1_A7

Listening and comparing

1. I thought I was going to be late.	I thought I was <u>gonna</u> be late.
2. Nice to meet you.	Nice ta <u>meetcha</u> .
3. What's your major?	<u>Whatcher</u> major?
4. How about you?	How <u>boutchu</u> ?
5. I want to go work out after the test.	I <u>wanna</u> go work out after the test.

01_07_NI_LS3_L1_A8

Listening for unreduced forms

1.
Student: Hi. I'm here to take the English placement test.

Teacher: OK. What is your name?

Student: Phailin Montri.

Teacher: Could you spell that for me, please?

2.

Paul: I want to leave early tomorrow. This morning I had to rush to catch the bus and I was almost late to work.

Marine: What time are you going to leave?

Paul: Around 7:30.

3.

Lara: Ann, this is my friend Richard.

Richard: Nice to meet you. Where are you from?

Ann: Toronto.

Richard: Oh, you mean you're Canadian?

Ann: Right.

01_08_NI_LS3_L2_A3

Taking notes

Teacher: Hello there. I see some new students have joined us this week. Welcome to our course, Introduction to Primary Education! I'd like to remind all of you that you can view the course syllabus online and download extra reading material. And don't forget to pick up your copy of the course book at the bookstore.

So, let's get started...Last week we were discussing literacy. Does anyone remember what literacy is?

Student A: Um, the ability to read and write... and the knowledge of language: the connection between sounds and letters, or alphabetic symbols, to form words and understand text.

Teacher: Yes, that's correct. And what else?

Student B: The knowledge of vocabulary, spelling, grammar, and syntax to communicate and understand thoughts through writing and reading.

Teacher: That's right! So, to sum it up, literacy is not simply reading and writing; it is the ability to use language skills in order to understand and communicate meaning in all aspects of daily life. It is a process of learning that continues to develop over time.
Well, today we're going to discuss another type of literacy that is equally important for young learners, and that is science literacy. Science literacy is the ability to understand scientific concepts and processes. It involves asking questions about the world and trying to find answers. Science literacy means that a person has the ability to describe, explain, or even make predictions about natural phenomena and life experiences.

Like literacy in language, science literacy is something that continuously develops. And the ways in which students learn about science at school can be very different at the elementary and high school levels.

01_09_NI_LS3_L2_A4

Taking effective lecture notes: Part 1

Teacher: First, I'd like you to think about your own experience with science. Did you and do you like to learn about science?

Student A: Yeah!

Student B: So-so.

Student C: Of course.

Student D: Not really.

Teacher: I see we have some mixed opinions. The truth is that science can frighten people who feel it is too difficult and only available to the smartest and most educated people. Scientific texts can be intimidating and too complicated for many people to read. Some students may feel that science will always be beyond their understanding and prefer to choose another course of study. However, there are many parents who hope their children will decide on a profession in the sciences, such as medicine, research, or engineering. In fact, the world needs scientific thinkers to solve some of our most challenging problems, such as global warming and pollution.

So, tell me, what makes scientific texts so difficult to read?

Student B: All those scientific words and terminology.

Student D: Large amounts of complicated information.

Teacher: Yes, they do use a lot of scientific terms and present very complex ideas. One way to understand these complex ideas is to break them down into smaller pieces or chunks that are easier to understand. But there is a problem with that. If students look at science in smaller chunks, they may not make connections to the larger, more complex ideas. Developing students' science literacy means increasing their ability to think like a scientist. This includes questioning things, making predictions, and setting up experiments to test if the predictions are correct. It also includes an understanding of how little chunks of information connect to each other to explain how the world works.

One of the biggest challenges for teachers and learners is making a connection between science and the real world. In elementary schools, students usually study science through hands-on projects and activities, like taking care of a class pet or growing seeds in a paper cup. They may also go on field trips to natural settings for study and research. They can learn how to observe, collect samples, categorize, and record their findings. This approach makes science more appealing, easier to understand, and creates connections to the students' lives. This is a complete way to learn about science.

01_10_NI_LS3_L2_A6

Taking effective lecture notes: Part 2

Teacher: High-school courses, on the other hand, rarely use a complete approach. Students are usually taught theory from textbooks in subjects such as chemistry, biology, and physics, which are very complex. Therefore, classes often focus on learning smaller chunks of information, such as memorizing theories and learning scientific terms. Many high schools may have laboratories where students can conduct experiments, but unfortunately, resources are often limited and they spend more time on theory rather than practice. As a result, students may not always make connections between science and real-world uses for it. However, learning about science doesn't only take place at school. Have any of you heard of Bill Nye?

Student C: Yeah! Bill Nye the Science Guy!

Student D: Wasn't he on an episode of Big Bang Theory?

Teacher: Uh-huh. And what's his motto?

Students A & C: Science rules!

Teacher: Right! With thousands of documentaries and networks like Discovery Channel, we can learn about science at home. Some scientists, or science communicators, like American Bill Nye and British physicist Brian Cox, have brought science to the public through interesting and popular TV shows. They are trying to improve science literacy by making science entertaining, fun, and easier to understand. Some of these shows have even been included in national school programs. So, you see, the key to learning and

teaching science is through making connections. Science literacy is something that develops over a lifetime, not just during the school years. For this reason, it's important for students to feel comfortable and confident about learning science from a young age. As educators, it's going to be your job to make science easily available and appealing to students. After the break, I'd like to brainstorm ideas on interesting science projects for elementary-school students.

01_11_NI_LS3_L3_A3

Listening for location

1. The library is across from the Language Arts building.
2. The stadium is at the intersection of Lass Avenue and Dale Avenue.
3. The Information Technology building is northeast of the dormitories.
4. The cafeteria is next to the Fine Arts building.
5. There are parking lots on both sides of Dale Avenue.
6. The Student Center is opposite the bookstore.
7. The Computer Science building is to the west of the gymnasium.
8. The auditorium is between the Language Arts building and the cafeteria.

01_12_NI_LS3_S1_A4

Listening and speaking

- Melissa:** So, how did you do on the test?
- Zoe:** Pretty good, actually. It was easier than I'd thought it would be.
- Ethan:** Yeah. It wasn't that bad, thanks to your help, Zoe. Those study sessions really paid off. You should join us next time, Melissa.
- Zoe:** Ethan's right, you know. I mean, I saw you take out your cell phone. You shouldn't have cheated. You can get in big trouble if they catch you.
- Melissa:** Was it that obvious?
- Ethan:** No, but the punishment for cheating on exams is pretty severe. They could fail you on the course or suspend you.
- Zoe:** At some universities, they even expel students who cheat!
- Melissa:** Really? That harsh...I should have studied. It's just that I was called to work some extra shifts at the café and didn't have enough time.
- Zoe:** Oh, Melissa...School should be your priority. You need to focus on your studies, and you shouldn't work so much.
- Melissa:** You're right. Next time, I should study with you guys.

Zoe: Anytime!

Ethan: You bet!

01_13_NI_LS3_S2_A3

Listening and discussing

Teacher: Good morning. Since this is our first meeting, I'd like to go over a couple of things quickly. First, if you look at the syllabus, you'll see that we're going to do a lot of writing in this course – at least four essays and a term paper. And you'll also notice that I say something about academic honesty. Actually, I'd like to spend a little time on that topic right now, just to be sure. I mean, everyone knows that cheating is not okay, but I want to go over a specific type of cheating that students are sometimes confused about. So, let's talk about plagiarism, that's P-L-A-G-I-A-R-I-S-M, and how to avoid it. Plagiarism means using other people's paragraphs, sentences, or ideas as your own writing. In other words, it's borrowing other peoples' writing or ideas and not saying where you found them. So, let me ask you: Are these things considered plagiarism? One: cutting and pasting information from a website.

Class: Yes.

Teacher: Right. OK, two: copying information from a book, magazine, newspaper, or any other published source.

Class: Yes/No.

Teacher: The answer is yes. Three: buying an essay or term paper online.

Class: Yes.

Teacher: Good. In addition, asking your friend to write your essay or term paper, or even a part of it, is also plagiarism.

Teacher: OK, so let's talk about how to avoid plagiarism.

To show clearly that sentences or ideas are not yours, there are two things you can do. One, you can quote them. Quote means repeating a speaker's exact words. If you do this, you have to put quotation marks at the beginning and at the end of the text you're quoting.

The second thing you can do is paraphrase the original text. Basically, this means presenting the original information but in your own way, using your own words. For example, if I say "We're going to have a test two weeks from today," the paraphrase would be "The teacher is going to give an exam the week after next." See how I changed the sentence but not the meaning?

And finally – and this is really important – whether you use an exact quote or paraphrase, always remember to cite sources. By cite, I mean give information about who said the original words and where you found them. If the information came from a website, give the web address and the date you visited the website. If it's from a newspaper article, of course you'll need to cite the name of the newspaper, the name of the writer, the date, the page, etcetera.

OK, I think you all got my point. I want you to produce original work in my class. If you cheat, I'll have to follow university rules. And, I'm sorry to say, the rules, the consequences, are very strict.

Chapter 6

Bright Lights, Big City

02_06_NI_LS3_L2_A2

Vocabulary

accommodate	cramped
budget	expenses
calculate	facilities
commute	pros and cons

02_07_NI_LS3_L2_A4

Taking notes

1. Did you know that in most college cities over 85 percent of students choose to live in off-campus accommodations?
2. This, of course, includes about 50 percent who live at home with their families, another 15 percent or so that live in off-campus student facilities, and about 20 percent who live in private housing.
3. In fact, two thirds of the apartments were rented before the construction began.

02_08_NI_LS3_L2_A5

Listening for transitions

Part 1

Cameron: Hi, everyone, I'm Cameron from student housing. I know there's a lot to think about before starting college...like, "where am I gonna live?" Well, let's look at some housing choices and their pros and cons. If you have questions, please jump in! Let me start with some statistics. Did you know that in most college cities over 85 percent of students choose to live in

off-campus accommodations? This, of course, includes about 50 percent who live at home with their families, another 15 percent or so that live in off-campus student facilities, and about 20 percent who live in private housing. As you can see, there are a lot of housing choices. So, first of all, let's talk about the advantages of on-campus student housing; that is, living in a dorm. The biggest advantage of a dorm is that you are just 10 minutes away from your first class. You don't have to wake up early and wait for the bus or spend time searching for parking. Most dorms offer furnished rooms, meal plans, and let's not forget an active social life.

Next, let's talk about some of the disadvantages of student dorms.

Student: Excuse me, but aren't most dorms cramped, noisy, old, and dirty?

Cameron: That's a good question. 20 or 30 years ago that may have been true, but today, most universities have updated, or modernized, their student dorms. They offer comfortable rooms, modern furniture, and most importantly, high-speed Internet connections. However, some of the older dorm rooms are small, and students have to share rooms with two or three other students.

All right, then... the next topic I want to discuss is college housing off campus. First of all, these accommodations offer more privacy and are usually more expensive. Also, some of them offer special facilities such as a fitness center, a study lounge, or even a hot tub. Our own university is building a new off-campus residence hall that will accommodate over 3,000 students.

Student: Wow! Where can we sign up?

Cameron: Don't get your hopes up this year. All the apartments have been pre-rented. In fact, two thirds of the apartments were rented before the construction began.

Part 2

Cameron: OK, now let's move on and talk about private off-campus housing. First, not many of these rooms and apartments are near the campus. So, be prepared to commute to school by bus or by car. That means added expenses for transportation. Another thing is you will probably have to pay for utilities such as heating, electricity, water, and Internet. Also, you'll need to

buy or prepare your own meals, and you may need your own furniture.

Student: But isn't private housing usually cheaper than the dorms?

Cameron: Well, yes and no. In our city, the housing costs are quite low so, yes, the rent is cheaper. But when you calculate all the other expenses, such as transportation, utilities, food, and furniture, it can be more expensive.

All right. Now my last point is, before choosing a place to live, you have to consider what is best for you. The main thing is your budget, or how much money you are able to spend each month. As students, most of you won't be working, and even if you have a part-time job, it won't be enough to cover all of your expenses. So, you'll need to discuss a reasonable budget with your family. Also, think about the lifestyle that you would like to have while you are at college. Do you enjoy meeting and talking to people? Do you enjoy social activities? Or do you prefer your privacy and quiet? And one more thing: Don't take too long to think about it. The best places on and off campus fill up quickly. OK, are there any questions?

Student: Yeah, which type of housing do you recommend?

Cameron: Well, now, I can't decide that for you. As for myself, I preferred living at home with my family when I went to college. But I'm sure that's not an option for many of you here... Anything else?

02_09_NI_LS3_L2_A6

Taking notes

Track Repeat

02_10_NI_LS3_L3_A2

Vocabulary

apologize	disturb
appreciate	patience
constantly	realize
contract	regarding

02_11_NI_LS3_L3_A4

Listening and checking

Conversation 1

Zoe: Melissa, you know you're not the only person who lives here! I'm sick of constantly cleaning up after you! Can you please put your things away?

Melissa: OK. OK. I'm busy right now. I'll do it later.

Conversation 2

Ethan: Uh, Mr. Riley, uh, good morning.

Mr. Riley: And what a lovely morning it is, Ethan! It's such a great day for gardening. The yard is looking pretty good, don't you think?

Ethan: Uh, sure. Actually, that's what I wanted to talk to you about...Mr. Riley, I was wondering...

Mr. Riley: I'm just about to get started on cutting the grass in the back.

Ethan: Look, Mr. Riley, to be honest, I'm getting really fed up with all this noise. I can't sleep. I'd really appreciate it if you'd cut the grass later in the afternoon, at least on the weekend.

Mr. Riley: Oh, I didn't realize I was disturbing you.

Conversation 3

Zoe: Melissa, I can't do this anymore. We've been trying to complete this online housing contract for more than two hours already!

Melissa: I know. It's so complicated. I don't know what half of this stuff means.

Zoe: I don't know about you, but I've had it with trying to figure it out. Let's just go to the student housing office tomorrow.

Melissa: That's a good idea, Zoe. I couldn't agree more.

Conversation 4

Voicemail message: You have reached the voicemail of Elaine Bryce, property management. Press 1 if you wish to leave a message.

Ethan: Hello, Miss Bryce. This is Ethan again. I know you must be sick and tired of hearing from me, but you haven't returned my calls. It's regarding the problem with the Internet. The access codes you gave me aren't working. Could you please call me as soon as possible?

Ethan: Hello.

Miss Bryce: Hi, Ethan. I apologize for not calling sooner. Thank you for your patience. I have the access codes you're looking for...

02_12_NI_LS3_S1_A2

Vocabulary

1. A new tenant moved into the apartment last week.
2. The apartment was not furnished, so he had to bring his own furniture.
3. It is a secure building, so the manager gave him a key to the entrance.
4. Water was leaking from one of the bathroom pipes. The manager called a plumber to make repairs to the broken pipe.

5. The tenant has to pay the rent every month, but the utilities such as electricity, telephone, and heating are included.

02_13_NI_LS3_S2_A2

Listening and following directions

1. You are at the X. Go two blocks west on 2nd Avenue. Turn left and go down one block. What is on your left?
2. You are at the intersection of Main Street and 3rd Avenue. Go one block south on Main Street. Turn left. Go straight for half a block. What is on your left?
3. You have just eaten dinner at the French restaurant on the corner of 4th Avenue and Pine Street. Go south on Pine Street to 2nd Avenue. Turn right. Go one block west on 2nd. Turn left. Go down Main Street for half a block. What is on your right?
4. You work in the government building at the intersection of 3rd Avenue and Main Street. After work, you decide to go shopping. Go one block east on 3rd. Turn left and go one block up Pine Street. Turn right. Go one block east until you reach Oak Street. What is on your right?

IMAGE CREDITS

2-3 (t)Monkey Business Images/Shutterstock, (bl)nd3000/Shutterstock, (bc)Robert Kneschke/Shutterstock, (br)ESB Professional/Shutterstock; **4** (tl)Macrovector/Shutterstock, (tr)Siberian Art/Shutterstock; **5** (1)Mangostar/Shutterstock, (2)Microgen/Shutterstock, (3)boonchoke/Shutterstock, (4)nd3000/Shutterstock, (5)Snapper 68/Shutterstock, (6)Andrey_Popov/Shutterstock, (7)memej/Shutterstock, (8)Pavel L Photo and Video/Shutterstock, (9)vectorplus/Shutterstock, (10)Mannic Media/McGrawHill, (bkgd)Orbon Alija/Getty Images; **7** (tl)Africa Studio/Shutterstock, (tc)Yuriy Maksymiv/Shutterstock, (tr)Waranyoo Intanun/Shutterstock, (cl)Rihardzz/Shutterstock, (c)Africa Studio/Shutterstock, (cr)pikselstock/Shutterstock; **8** (c)MsMaria/Shutterstock; **9** (cl)Diego Cervo/Shutterstock, (tc)LightField Studios/Shutterstock, (cr)leungchopan/Shutterstock, (c)Aleksandra Suzi/Shutterstock, (br)Mtsaride/Shutterstock; **10** (1)Metamorworks/Shutterstock, (2)charnsitr/Shutterstock, (3)AleksSafronov/Shutterstock, (4)Petrovich Nataliya/Shutterstock, (5)YAKOBCHUK VIACHESLAV/Shutterstock, (6)Elnur/Shutterstock, (7)David Pereiras/Shutterstock, (8)fizkes/Shutterstock, (9)photopixel/Shutterstock; **12** (tl)Myroslava Malovana/Shutterstock, (tr)Aaron Amat/Shutterstock, (cl)wavebreakmedia/Shutterstock, (cr)Nym_Pleydell/Shutterstock, (bl)mingazitdinov/Shutterstock, (br)4 PM production/Shutterstock, (br)Aeolos Image/Shutterstock; **14** (1)Lopolo/Shutterstock, (2)Lopolo/Shutterstock, (3)4 PM production/Shutterstock, (4)4 PM production/Shutterstock, (5)Monkey Business Images/Shutterstock, (6)Monkey Business Images/Shutterstock; **15** (tl)Africa Studio/Shutterstock, (tc)Dusan Petkovic/Shutterstock, (tr)CREATISTA/Shutterstock, (cl)LightField Studios/Shutterstock, (c)Antonio Guillem/Shutterstock, (cr)Elnur/Shutterstock, (b)AVAVA/Shutterstock; **18** (1)9nong/Shutterstock, (2)JPC-PROD/Shutterstock, (3)Elnur/Shutterstock, (4)pathdoc/Shutterstock, (5)Elvira Koneva/Shutterstock, (6)AshTproductions/Shutterstock, (7)CHAJAMP/Shutterstock, (8)Inara Prusakova/Shutterstock; **19** (bl)amenic181/Shutterstock, (bc)Iakov Filimonov/Shutterstock, (br)Vera Petrunina/Shutterstock; **20** (tl)Flamingo Images/Shutterstock, (tcl)Halfpoint/Shutterstock, (tcr)FamVeld/Shutterstock, (tr)Leika production/Shutterstock, (bl)Bo1982/Shutterstock, (bcl)Melinda Nagy/Shutterstock, (bcr)dotshock/Shutterstock, (br)G-Stock Studio/Shutterstock; **22-23** (tr)Maksym Poriechkin/Shutterstock, (cl)wavebreakmedia/Shutterstock, (cr)gpointstudio/Shutterstock, (br)lvanko80/Shutterstock, (bkgd)metamorworks/Shutterstock; **24** (l-r, t-b)Africa Studio/Shutterstock, (2)Kaspars Grinvalds/Shutterstock, (3)kovop58/Shutterstock, (4)Wanwalit Tongted/Shutterstock, (5)Syda Productions/Shutterstock, (6)UfaBizPhoto/Shutterstock, (7)Syda Productions/Shutterstock, (8)StoryTime Studio/Shutterstock; **25** (c)Mannic Media/McGrawHill; **28** (b)CREATISTA/Shutterstock; **29** (tl)arda savasciogullari/Shutterstock, (tr)sdecoret/Shutterstock; **30** (c)andrea crisante/Shutterstock, (cr)Images By Kenny/Shutterstock; **32** (l-r, t-b)HstrongART/Shutterstock, (2)HstrongART/Shutterstock, (3)HstrongART/Shutterstock, (4)Sensvector/Shutterstock, (5)Chaiwut Siriphithakwong/Shutterstock, (6)PondGallery/Shutterstock, (7)HstrongART/Shutterstock, (8)Siberian Art/Shutterstock, (9)HstrongART/Shutterstock, (10)antishock/Shutterstock, (11)Gts/Shutterstock; **34** (1)fizkes/Shutterstock, (2)Jelena Danilovic/Shutterstock, (3)Kotin/Shutterstock, (4)2p2play/Shutterstock; **35** (t)Odua Images/Shutterstock, (bl)Kaspars Grinvalds/Shutterstock, (bcl)Sergey Nivens/Shutterstock, (bcr)franz12/Shutterstock, (br)Proxima Studio/Shutterstock; **36** (t)ER_09/Shutterstock; **38** (t)gnepphoto/Shutterstock; **40** (b)Master1305/Shutterstock; **42-43** (t-b)fizkes/Shutterstock, (2)goodluz/Shutterstock, (3)Ljupco Smokovski/Shutterstock, (4)Photographee.eu/Shutterstock, (bkgd)Trendsetter Images/Shutterstock; **44** (c)Monkey Business Images/Shutterstock; **45** (c)Mannic Media/McGrawHill; **47** (t)Pond's Memories/Shutterstock; **48** (l)WAYHOME studio/Shutterstock, (cl)Roman Samborskyi/Shutterstock, (cr)Aaron Amat/Shutterstock, (r)mimagephotography/Shutterstock; **49** (tl)Chendongshan/Shutterstock, (tr)Elena Fomichewa/Shutterstock, (cl)AlexandrBognat/Shutterstock, (cr)Dima Sobko/Shutterstock, (bl)Antonio Guillem/Shutterstock, (br)Antonio Guillem/Shutterstock; **50** (tl)bbernard/Shutterstock, (tr)New Africa/Shutterstock, (bl)Rawpixel.com/Shutterstock, (br)zolotarova viktoriiia/Shutterstock; **51** (l)Odua Images/Shutterstock, (r)Odua Images/Shutterstock; **52** (tl)Andrey Armyagov/Shutterstock, (tc)ashva/Shutterstock, (tr)lukeruk/Shutterstock, (c)Fer Gregory/Shutterstock, (cr)marrishuanna/Shutterstock, (bl)Petr Vaclavek/Shutterstock, (bc)sailormoon/Shutterstock, (br)sitthiphong/Shutterstock; **53** (bl)Lukas Gojda/Shutterstock, (bc)Billion Photos/Shutterstock, (br)Twinsterephoto/Shutterstock, (b)Beatriz Gascon J/Shutterstock; **54** (b)Africa Studio/Shutterstock; **55** (1)Andrey_Popov/Shutterstock, (2)Studio Romantic/Shutterstock, (3)andriano.cz/Shutterstock, (4)wavebreakmedia/Shutterstock, (5)S_Photo/Shutterstock, (6)Sergey Mironov/Shutterstock, (7)Mark Nazh/Shutterstock, (8)Dean Drobot/Shutterstock; **57** (l)Syda Productions/Shutterstock, (cl)khoamartin/Shutterstock, (cr)wavebreakmedia/Shutterstock, (r)Syda Productions/Shutterstock; **59** (cl)Gorodenkoff/Shutterstock, (cr)fizkes/Shutterstock, (bl)SeventyFour/Shutterstock, (c)ZOO.BY/Shutterstock, (br)Nejron Photo/Shutterstock; **62-63** (l-r, t-b)VLLevi/Shutterstock, (2)Jorge A. Russell/Shutterstock, (3)BrunoRosa/Shutterstock, (4)sportpoint/Shutterstock, (5)dolomite-summits/Shutterstock, (6)lpatov/Shutterstock, (7)Fotokostic/Shutterstock, (8)PointImages/

Shutterstock, (9)EHStockphoto/Shutterstock, (10)Eugene Onischenko/Shutterstock, (11)oneinchpunch/Shutterstock, (12)Cool_photo/Shutterstock, (bkgd)Dmitrydesign/Shutterstock; **64** (c)StockSmartStart/Shutterstock; **65** (l)Mannic Media/McGrawHill, (c)Mannic Media/McGrawHill, (r)Mannic Media/McGrawHill; **68** (t)Zarya Maxim Alexandrovich/Shutterstock; **69** (tl)LightField Studios/Shutterstock, (cl)Mark Agnor/Shutterstock, (bl)Alex Bard/Shutterstock, (cr)Oleksii Sidorov/Shutterstock; **70** (br)Corona Borealis Studio/Shutterstock; **72** (bl)Maxisport/Shutterstock, (bc)red mango/Shutterstock, (br)Paul Brennan/Shutterstock; **74** (tr)Daniel M Ernst/Shutterstock, (bl)Mauricio Graiki/Shutterstock, (cr)Mylimages - Micha/Shutterstock, (br)dotshock/Shutterstock; **75** (b)Erin Cadigan/Shutterstock; **76** (l)Wallenrock/Shutterstock, (2)ChrisVanLennepPhoto/Shutterstock, (3)Ljupco Smokovski/Shutterstock, (4)Fotokostic/Shutterstock, (5)Lucky Business/Shutterstock, (6)bbernard/Shutterstock, (7)Sinesp/Shutterstock, (8)sportoakimirka/Shutterstock, (9)Novabosza/Shutterstock, (10)Phovoir/Shutterstock; **77** (b)Mike Flippo/Shutterstock; **78** (tl)Iakov Filimonov/Shutterstock, (tr)Marko Aliaksandr/Shutterstock, (cl)SpeedKingz/Shutterstock, (c)Air Images/Shutterstock, (bl)Alex Kravtsov/Shutterstock, (bc)Rawpixel.com/Shutterstock, (br)dotshock/Shutterstock; **80** (tl)Ljupco Smokovski/Shutterstock, (tc)Andrey_Popov/Shutterstock, (tr)HQuality/Shutterstock; **82-83** (c)Rawpixel.com/Shutterstock, (c)Iakiv Pekarskyi/Shutterstock, (c)Ferenc Szelepcsényi/Shutterstock, (c)wavebreakmedia/Shutterstock, (bc)DisobeyArt/Shutterstock; **84** Mannic Media/McGrawHill; **85** Mannic Media/McGrawHill; **88** (l)Syda Productions/Shutterstock, (r)Dmytro Zinkevych/Shutterstock; **89** (tl)AlesiaKan/Shutterstock, (tr)Maya Kruchankova/Shutterstock, (cl)Stefano Guidi/Shutterstock, (cr)Rawpixel.com/Shutterstock; **91** (c)Zeynur Babayev/Shutterstock; **92** (tr)panitanphoto/Shutterstock, (c)Zeynur Babayev/Shutterstock; **93** (b)Pyty/Shutterstock; **96** (br)Antonio Guillem/Shutterstock; **97** (br)ESB Professional/Shutterstock; **102-103** (t-b)Kaspars Grinvalds/Shutterstock, (2)SpeedKingz/Shutterstock, (3)Matylda Laurence/Shutterstock, (4)dennizn/Shutterstock, (bkgd)Atstock Productions/Shutterstock; **110** (tl)Arndale/Shutterstock, (tr)Joe Mercier/Shutterstock; **112** (tr)Syda Productions/Shutterstock, (b)Zeynur Babayev/Shutterstock; **113** (c)Prostock-studio/Shutterstock, (b)Mangostar/Shutterstock; **114** (tl)Antonio Guillem/Shutterstock, (tr)Antonio Guillem/Shutterstock, (cl)Antonio Guillem/Shutterstock, (cr)Antonio Guillem/Shutterstock; **115** (bl)Fizkes/Shutterstock, (br)vchal/Shutterstock; **116** (c)wavebreakmedia/Shutterstock.

Other images: audio, focus, strategy icons McGraw-Hill Education, globe icon Martial Red/Shutterstock, internet icon phipatbig/Shutterstock, chat icon Nizwa Design/Shutterstock, torn paper 89studio/Shutterstock.

[illegible]

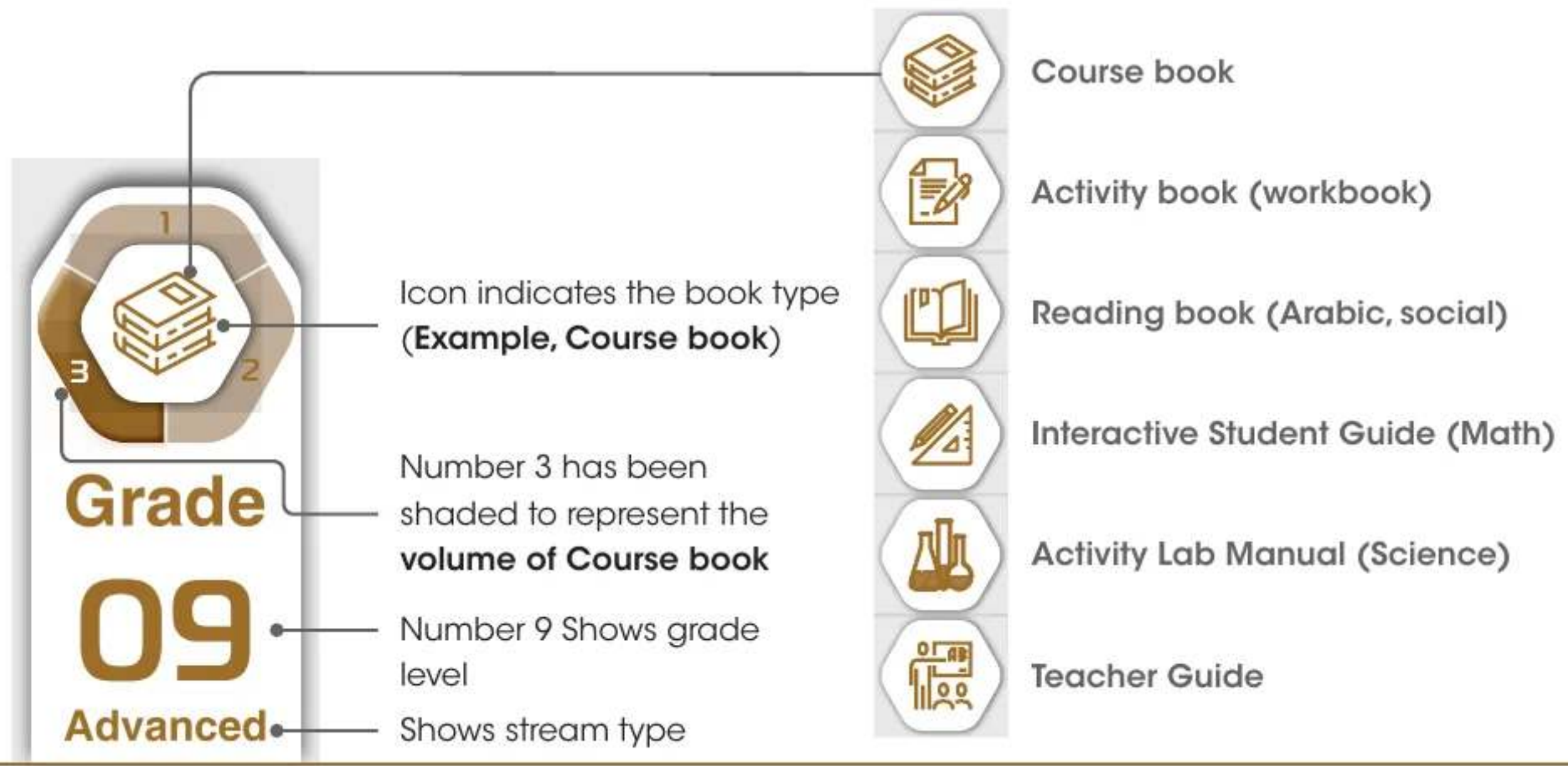
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Cover label guide

Cycle 03 Color



Ministry of Education
Call Centre
For Suggestions Inquiries
& Complaints



80051115



www.moe.gov.ae



Info@moe.gov.ae