

UAE Edition

NEW

INTERACTIONS



GRADE 12 GENERAL
GRADE 11 ADVANCED
2025-2026

LISTENING AND SPEAKING

Mc
Graw
Hill

Judith Tanka
Lida R. Baker

NEW INTERACTIONS

LISTENING AND SPEAKING

12

Grade

General

1

Grade

Advanced

Judith Tanka
Lida R. Baker

**Mc
Graw
Hill**



UAE Edition, New Interactions, Grade 12 General / Grade 11 Advanced Listening and Speaking

By Judith Tanka,
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.

ISBN: 9781398964082



mheducation.com



TABLE OF CONTENTS

	Scope and Sequence	iv-vii
1	Money... Talks!	2
2	Nail That Job!	22
3	The Way We Live	42
4	World Village	62
5	A Universal Language?	82
6	Each to Their Own	102
	Audio Scripts	122
	Image Credits	145

SCOPE AND SEQUENCE

Chapter	Listening	Speaking
1 Money... Talks! p2	Listening for main ideas and details, stressed words, reductions, and transitions Listening for numbers Listening for expressions of advice	Suggesting and recommending Discussing managing money, entrepreneurs, and abilities Asking for, giving, and refusing advice Conducting research and giving a presentation
2 Nail That Job! p22	Listening for main ideas and details, stressed words, reductions, and transitions Listening for a sequence of events Listening for specific information	Discussing jobs and careers Apologizing and reconciling Role-playing a job interview Giving a short oral report Conducting research and providing documentation
3 The Way We Live p42	Listening for main ideas and details, stressed words, reductions, and transitions Listening for stress in two- and three-word verbs	Asking for help and favors Discussing numbers and percentages Comparing lifestyles in different countries Conducting research and giving a presentation

Critical Thinking	Vocabulary	Pronunciation	Language Focus
Taking notes on a lecture	Words for talking about money and banking	Identifying and practicing stressed words	Using stress
Outlining a lecture	Using <i>borrow</i> vs. <i>lend</i> Expressions for asking for, giving, accepting, and rejecting advice Words for talking about entrepreneurs and the entrepreneurial process	Identifying and practicing reduced forms	Using <i>can</i> versus <i>can't</i>
Taking notes on a process		Pronouncing <i>can</i> and <i>can't</i>	Using <i>teens</i> versus <i>tens</i>
		Pronouncing <i>teens</i> and <i>tens</i>	Suggesting and recommending
Taking notes on cause and effect	Words related to jobs and careers	Identifying and practicing stressed words	Using stress
Interpreting information in a table	Expressions for apologizing and reconciling Using idioms related to housework Words signaling cause and effect	Identifying and practicing reduced forms	Using reductions
Taking notes on statistics		Asking and answering questions	Using sequencing
Outlining a lecture			Agreeing and disagreeing
Speculating about hypothetical situations			
Using a matrix diagram			
Discussing the changing roles of women			
Interpreting a line graph	Using two- and three-word verbs for conversation	Identifying and practicing stressed words	Using stress on phrasal verbs
Taking notes on a lecture	Expressions used to ask for help or a favor	Identifying and practicing the dropped <i>h</i> in unstressed words	Using reductions
	Expressions used to signal examples	Pronouncing linked phrases	Using numbers and percentages
	Words used for discussing lifestyles		Asking for help or a favor

SCOPE AND SEQUENCE

Chapter	Listening	Speaking
4 World Village p62	Listening for main ideas and details, stressed words, reductions, and transitions Listening and taking notes	Identifying the pros and cons Using verbal and nonverbal language Surveying and interviewing Speaking from an outline Conducting research and giving a presentation
5 A Universal Language? p82	Listening for main ideas and details, stressed words, reductions, and transitions Listening for lecture subtopics Listening and checking	Giving praise and encouragement Speaking from an outline Expressing tentative opinions Conducting research and giving a presentation
6 Each to Their Own p102	Listening for main ideas and details, stressed words, reductions, and transitions Listening and taking notes Listening to a podcast interview	Expressing and reporting on likes and dislikes Conducting research and giving a presentation Giving an impromptu speech

Critical Thinking	Vocabulary	Pronunciation	Language Focus
Taking notes on similarities and differences	Words about verbal and nonverbal communication	Identifying intonation patterns	Using intonation in questions and requests
Comparing verbal and nonverbal language	Words for e-learning	Identifying and practicing reduced forms	Expressing the pros and cons
Estimating the impact of tourism	Expressions for signaling similarities/differences and pros/cons		
Outlining a lecture			
Discussing body language and communication worldwide	Comparing words and grammar: British versus American English	Identifying and practicing stressed words	Using stress
Outlining a lecture			Using reductions
Using spelling quizzes, word games, and puzzles	Expressions for cultural greetings	Identifying and practicing reduced forms	Using statements with rising intonation
		Identifying intonation patterns	Giving encouragement and praise
		Identifying spelling	Guessing: being tentative
Planning a tour	Words related to sports, food, cultural, and entertainment activities	Identifying reduced questions	Using stress
Outlining the interview			Using reductions
Discussing options and reaching agreements	Expressions for likes and dislikes	Identifying paraphrases	Expressing likes and dislikes
			Expressing preferences

Money... Talks!

Chapter Goals

- ◆ **Listening:** Listening for information, main ideas, and details, making inferences, predicting, using context clues, outlining a lecture, taking notes on a process, understanding advice about money management.
- ◆ **Speaking:** Asking for, giving, accepting, and rejecting advice, talking about money, banking services, products, and processes, discussing and making suggestions, comparing and discussing views and concepts about motivation, discussing and presenting a business plan, critical thinking.

Focus on the Images

- ◆ What does the phrase “Money... Talks!” mean? If money could talk, what would it say?
- ◆ What does money mean to you?
- ◆ What methods of payment are common today? Which do you prefer?
- ◆ How has money changed over the centuries? What do you think it will be like in the future?

Brainstorm and Associate

- ◆ Words and phrases that come to mind about money
- ◆ Memories and feelings related to money

Think and Comment

“Money often costs too much.”

Ralph Waldo Emerson, American poet and essayist





LISTENING 1

Borrowing Money

Before You Listen

1 **Topic** Discuss the following questions.

1. Do you find it easy or difficult to manage your money?
2. Do you stick to a budget each month?
3. What do you do when you need more money?
4. Do you know anyone who studies and works at the same time? What challenges might they face?



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

Words and Phrases	Definitions
1. It seems as if everything <u>costs an arm and a leg</u> these days. _____	A the money you receive for work or any other source
2. It's hard to <u>make ends meet</u> when you don't have a job. _____	B to receive money for work
3. Tim lost his job last month, and now he is <u>broke</u> . _____	C to have just enough money to live on
4. We only buy the things we really need because we have a tight <u>budget</u> . _____	D to leave without finishing
5. With her two jobs, Sara has an <u>income</u> of \$3,500 a month. _____	E a limited amount of money to spend
6. You should try not to spend more money than you <u>earn</u> . _____	F to be very expensive
7. He had to <u>drop out of</u> the race when he injured his foot. _____	G without any money

3 **Thinking and predicting** You are going to listen to a conversation between Jeff and his father. Circle the correct word or phrase to complete each sentence before you listen. You can compare and make changes after you listen.

1. Jeff has a problem with (his job / his college studies / his budget).
2. This is the (first / second / third) time Jeff has asked for his father's help.
3. His father suggests that Jeff (leaves the band / works more hours / quits his job).
4. Jeff considers (dropping out of school / getting a second job / quitting the band).
5. Jeff probably feels (satisfied / calm / frustrated) at the end of the conversation.



While You Listen



- 4 Listening and checking** Listen to the conversation. Check (✓) the questions in 3 that you guessed correctly.



Language Focus Stress



- 5 Listening for stressed words** Before you listen to the conversation again, try to fill in the missing stressed words. Then listen to confirm, correct, or complete the answers.

Dad: Hello?

Jeff: Hi, Dad.

Dad: Jeff! How (1) _____ you?

Jeff: I'm fine, Dad. How's Mom? Did she get over her (2) _____?

Dad: Yes, she's (3) _____ now. She went back to (4) _____ yesterday.

Jeff: That's good. Um, Dad, I need to (5) _____ you something.

Dad: Sure, son, what (6) _____ it?

Jeff: Well, uh, the truth is, I'm (7) _____ again. Could you (8) _____ me \$200 just till the end of the month?

Dad: Broke again? Jeff, when you moved (9) _____ with your friends, you said you could (10) _____ ends (11) _____. But this is the (12) _____ time you've asked me for help!

Jeff: I know, I know, I'm sorry. But, see, my old guitar broke, and I had to buy a (13) _____ one. I (14) _____ (15) _____ on a broken guitar, right?

Dad: Look Jeff, if you want to play in a (16) _____, that's OK with me, but you (17) _____ keep asking (18) _____ to pay for it!

Jeff: OK, OK, you're right. But what do you think I ought to (19) _____? Everything costs an (20) _____ and a (21) _____ around here.

Dad: Well, first of all, I think you'd better go on a (22) _____. Make a list of all your (23) _____ and all your expenses. And then it's simple. Don't (24) _____ more than you (25) _____.

Jeff: But that's (26) _____ the problem! My expenses are (27) _____ larger than my income. That's why I need to borrow money from (28) _____.

Dad: Then maybe you should work more hours at the (29) _____ store.

Jeff: Dad! I (30) _____ work fifteen hours a week! How can I (31) _____ and (32) _____ and find time to play with my band?

Dad: Come (33) _____, Jeff, when (34) _____ was your age...

Jeff: I know, I know. When (35) _____ were my age you were already (36) _____ and working and going to school.

Dad: That's right. And if I could do it, why can't (37) _____?

Jeff: Because (38) _____ not (39) _____, Dad, that's why!

Dad: All right, Jeff, calm down. I don't (40) _____ you to be like me. But I (41) _____ (42) _____ you any more money. Your mother and I are on a budget (43) _____, you know.

- Jeff:** Maybe I should just drop (44) _____ of school, (45) _____ full-time, and play in the band in the evenings. I can go back to school (46) _____.
- Dad:** I wouldn't do that if I were you.
- Jeff:** Yeah, but you're (47) _____ me, remember? It's my life!
- Dad:** All right, Jeff. Let's not (48) _____. Why don't you (49) _____ about this very carefully and call me (50) _____ in a few days? In the meantime, you'd (51) _____ find a way to (52) _____ for that new guitar.
- Jeff:** Yes, Dad.
- Dad:** All right. Goodbye, son.
- Jeff:** Bye.

After You Listen

- 6 Recognizing expressions of advice** Read the conversation from 5 again. Find one place where Jeff asks his father for advice. Find four places where his father gives him advice. Fill in the chart with the language they use.

Asking for Advice	Giving Advice
Jeff:	Jeff's father:
1. _____	1. _____
	2. _____
	3. _____
	4. _____



- 7 Comparing pronunciation** Listen for the difference between unreduced and reduced pronunciation. Circle the words on the left that are reduced.

Unreduced Pronunciation	Reduced Pronunciation *
1. I need to ask you something.	I need <u>ta</u> ask <u>ya</u> something.
2. This is the third time you've asked me for help.	This is the third time <u>yavast</u> me for help.
3. My old guitar broke, and I had to buy a new one.	My old guitar broke, 'n I <u>hadta</u> buy a new one.
4. What do you think I ought to do?	<u>Whaddaya</u> think I <u>oughta</u> do?
5. If I could do it, why can't you?	If I could do it, why <u>cantchu</u> ?
6. Why don't you think about this very carefully and call me back in a few days?	Why <u>dontchu</u> think about this very carefully 'n call me back in a few days?

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



Language Focus Pronunciation: *Can* versus *Can't*



In conversation, *can* is normally reduced and the main verb is stressed, whereas *can't* is always stressed. Listen to these examples:

- You *can* buy a cheap house these days. (pronounce: kin buy)
- You *can't* buy a cheap house these days. (pronounce: kant buy)



8 Listening for pronunciation Listen to the sentences and decide if they are affirmative or negative. Circle *can* or *can't*.

- | | | | |
|--------|-------|---------|-------|
| 1. can | can't | 6. can | can't |
| 2. can | can't | 7. can | can't |
| 3. can | can't | 8. can | can't |
| 4. can | can't | 9. can | can't |
| 5. can | can't | 10. can | can't |

9 Talking about your abilities Look at the following list of activities in the chart. Which ones can you do? With a partner, take turns asking questions and answering with *can* and *can't*. As you listen to your partner, put a check in the *Can* or *Can't* column.

Example: **Student A:** Can you speak three languages?

Student B: Yes, I can speak three languages.

	Can	Can't
1. speak three languages	✓	
2. drive a car		
3. pilot a plane		
4. follow the news in English		
5. stand on your head		
6. do cross-country skiing		
7. run a mile (1.6 kilometers)		
8. bake an apple pie		
9. sew a button on a shirt		
10. _____		
11. _____		
12. _____		



Ask your partner about additional skills or abilities and add them to the list. Tell the class three things your partner can and can't do.

LISTENING 2

Entrepreneurs

Before You Listen

1 **Topic** You will listen to a lecture about entrepreneurs. Think about and discuss the questions.

1. What does the word “entrepreneur” mean to you?
2. Do you know anyone who is an entrepreneur or has started his/her own business?
3. What characteristics do entrepreneurs usually have? Knowledge? Skill? Personal characteristics? Make a list and write both the noun and adjective forms of the words.

Example: creativity/creative

4. Which of the characteristics from the list do you have? Do you think you would be a good entrepreneur? Why? Why not?



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

Words and Phrases		Definitions
1. found	_____	A with similar characteristics
2. highly	_____	B the ability to plan for the future
3. hire	_____	C deserving to be noticed
4. identify	_____	D to set up or start a company
5. in common	_____	E to do something even when it may fail
6. quantity	_____	F to give someone a job
7. raise capital	_____	G to gather money for a purpose
8. remarkable	_____	H to recognize
9. take risks	_____	I very much
10. vision	_____	J an amount that can be measured



- 3 **Thinking and predicting** Look at the images of successful businesses. Before you listen, match the name of the entrepreneur to each image. Write the letter in the box for each photo. You can compare and make changes after you listen.

- A Anita Roddick
- B Jerry Yang
- C Bill Gates



While You Listen



- 4 **Taking lecture notes** Listen to the first part of the lecture and make notes. Listen specifically for the following information:

1. What are entrepreneurs?
2. Who is a good example of an entrepreneur?
3. What characteristics do they have?



Skills Focus Outlining



Strategy

Making an Outline

Making an outline of lecture notes can make it easy to review them later. For example, you can draw arrows or lines to connect ideas and write comments along the side. In Chapters 1 and 2, you learned that indenting shows the relationship between main ideas and specific details. You can also indent your outline. A basic outline looks something like this:

Main topic

- ▶ Subtopic
 - Supporting details and/or examples



5 Outlining the lecture Here is a sample outline of the first part of the lecture. Use the notes you wrote to fill in as much information as you can. Remember to use abbreviations and symbols and write keywords only. Listen again to complete the outline.

Date: _____

Topic: Entrepreneurs

I. Intro

A. Example: _____

B. Def. of entrepr.: _____

II. Characteristics (similar)

A. _____

e.g. _____

B. _____

e.g. _____

III. Background (diff.)

A. _____

e.g. _____

e.g. _____

B. Rich and poor

e.g. _____

C. Many entrepr. are _____

e.g. _____

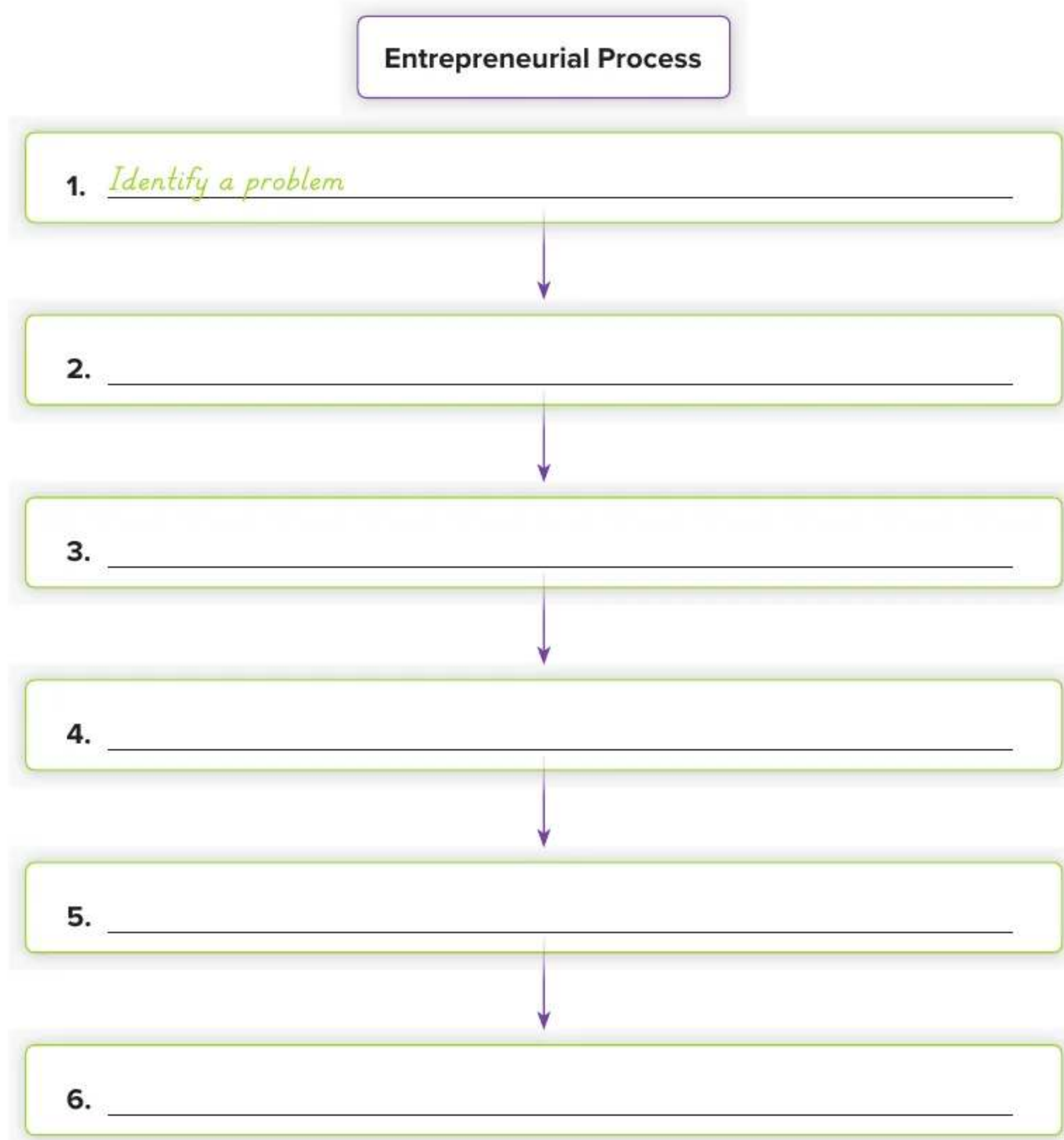
D. _____

E. _____

e.g. _____



- 6 Taking notes on a process** Now listen to the second part of the lecture. Continue making notes. After listening, use your notes to fill in the missing information in the flowchart.



After You Listen

- 7 Speaking from your outline** Using your notes from the lecture, present the information about entrepreneurs to a partner or group. Do not look at any other notes or the audio script.



LISTENING 3

Checking Your Bank Account

Before You Listen

1 **Topic** Think about and discuss the following questions.

1. What banking products and services do you have (for example, current account, savings account, debit or credit card, loan, online banking, and so on)?
2. Do you check the transactions in your account(s) regularly? Why? Why not?
3. Have you ever noticed a mistake in your bank account? What did you do?



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

Words and Phrases	Definitions
1. One or both of the bank customers can use the <u>joint account</u> . _____	A taking money out of an account
2. You can't take \$300 from your account when the <u>balance</u> is \$150. _____	B a piece of paper with a list of prices for the things you buy
3. This <u>withdrawal</u> of \$800 every month is my rent payment. _____	C to put money into an account
4. Whenever you buy something, you should keep the <u>receipt</u> . _____	D an account that is shared by two or more people
5. His employer <u>deposits</u> \$2,500 into his account each month. _____	E food items that you buy at a store
6. The bank <u>statement</u> lists all of your monthly transactions. _____	F the remaining amount of money in an account
7. We prefer to buy most of our <u>groceries</u> from the local market. _____	G a record that shows the money that goes in and out of an account

- 3 **Thinking and predicting** You will hear a conversation between Zoe and Melissa. Read the sentences below and check (✓) the ones that you think are true before you listen. You can compare and make changes after you listen.

1. Zoe asks for Melissa's help. ☐
2. They forgot to pay the rent. ☐
3. They spent too much on utilities. ☐
4. Some money is missing from the account. ☐
5. There's a withdrawal they can't remember. ☐
6. Melissa is good at solving math problems. ☐
7. There's an error in the bank account. ☐



Melissa and Zoe

While You Listen



- 4 **Listening for numbers**
Listen to the conversation. As you listen, make a note next to each item on the bank statement, clarifying what it is. Can you find the missing money?



- 5 **Listening and checking**
Listen to the end of the conversation. Check and correct your answers for 3 and 4. Were you able to find the missing money?

October Statement

Date	Deposit	Withdrawal	Balance
10/01	1000.00		1000.00
10/01	1000.00		2000.00
10/01		1300.00	700.00
10/03		250.00	450.00
10/05		103.56	346.44
10/09		90.82	255.62
10/14		60.21	195.41
10/15		54.00	141.41
10/23		33.20	108.21
10/26		43.19	65.02

Language Focus Teens and Tens

It is sometimes hard to hear the difference between the numbers 13 to 19 and 30 to 90. To hear the difference, pay attention to the following:

1. In the teen numbers, the t sounds like /t/ as in seventeen.
2. In the ten numbers, the t sounds similar to /d/ as in seventy.
3. The stress is on the first syllable in the ten numbers, and on the last syllable in teen numbers.

Example: forty – fourteen



6 Listening for pronunciation Listen and circle the numbers you hear.

- | | | | |
|------------|---------|------------|---------|
| 1. \$16.99 | \$60.99 | 5. 40.5 | 14.5 |
| 2. 90 | 19 | 6. \$2,250 | \$2,215 |
| 3. €230 | €213 | 7. 7064 | 1764 |
| 4. 216 | 260 | 8. 8090 | 1890 |

After You Listen

- 7 **Role-playing** Think about a situation where you've had to discuss money with a friend or family member. Act out the conversation with a partner and practice your number pronunciation.

SPEAKING 1

Good Advice



- 1 **Topic** Think and discuss the following questions with a partner.

1. Who do you turn to when you need advice? Why?
2. Do you always follow the advice you are given? Why? Why not?

- 2 **Expressing advice** Read the following expressions of advice and put them under the correct heading to complete the chart.

<i>I advise you to...</i> <i>I appreciate your help, but...</i> <i>I'll think about it.</i> <i>If you were me, what would you do?</i>		<i>What do you think I should/ought to do?</i> <i>Why didn't I think of that?</i> <i>Why don't you...?</i> <i>You're right. I'll try doing that.</i>	
Asking	Giving	Accepting	Rejecting
What should/can I do?	You should/can/could...	Thanks for the advice.	Thanks, but I'm not sure.
What do you advise/suggest/recommend?	I suggest/recommend...	That's a great idea.	I don't think that's such a good idea.
Can/Could you give me some advice?	If I were you, I'd...	Thanks. I'll do that.	I don't know if that will work for me.

Language Focus Suggesting and Recommending

The verbs *suggest* and *recommend* are often used to give advice, that is, to express what the speaker thinks someone else should do. Pay attention to the correct grammar forms for *suggest* and *recommend* when expressing advice.

suggest/recommend + gerund (-ing)

- Examples:**
- The professor recommends taking notes during the lecture.
 - Our neighbor suggested shopping at the local farmers' market.

suggest/recommend + that + subject + base verb

- Examples:**
- The travel agent recommended that we take a taxi to the airport.
 - I suggest that you wear your blue suit to the job interview.



3 Vocabulary Listen to the following underlined words and phrases. Read the sentences and use context clues to suggest a definition for each word or phrase.

1. The tuition fees for college courses can be very expensive, so some people can't afford to go to college.
2. Students who have high grades may get a scholarship from the government or an organization that will help them pay for their college education. Alternatively, students who want financial help can apply for a student loan.
3. Sandra is planning to take time off work to visit her relatives in Italy next month. She has put aside some money for the trip. For the last six months, she has managed to save at least one-third of her wages from work in order to pay for the trip.



4 Listening for advice Listen to the conversation. Match the expressions of advice to the correct speaker by writing either Z for Zoe or E for Ethan in the chart.

Expressions of Advice	Zoe (Z) or Ethan (E)
1. Can you give me some advice?	Z
2. What do you think I should do?	
3. If I were you...	
4. ...suggested that I...	
5. You could apply for...	
6. I don't think that's such a good idea.	
7. I advise you to...	
8. Why don't you look into...	
9. Why didn't I think of that?	



Ethan and Zoe

- 5 **Role-playing** Choose at least two of the following situations to role-play with a partner. Take turns being the advice giver. Use expressions from the chart in 2.

Situation 1

Student A: You are a college student. This summer, you want to go on a trip to France that your French class is organizing. The trip is going to cost \$2,500 per student. You've been trying to save money each week, but have only managed to put aside \$300 so far. You enjoy shopping and going out, so you spend some of your budget on food, clothes, and entertainment. Ask a friend for advice.

Student B: Your friend has asked you to suggest ways he/she can save some money. Find out what your friend wants the money for. Then ask questions about your friend's spending habits. Give suggestions on how your friend could try to cut some expenses in order to save some money each week. Alternatively, you might recommend that your friend gets a part-time job or borrows money.

Situation 2

Student A: You've been working in a café for the past year. You are a college student, so you always work on Saturday and Sunday mornings. Recently, your boss has decided to take weekends off, and she has trusted you to manage the café for her. The thing is, she hasn't offered you any more money for the extra responsibility. You have a good relationship with your boss, but she can be strict when it comes to money. Ask a friend for advice on how to approach your boss for an increase in wages.

Student B: Your friend has a problem at work and would like your advice. First, find out about your friend's problem. Then ask questions to find out about your friend's job responsibilities and his/her relationship with the boss. Finally, offer advice on what your friend can do to solve his/her problem.

Situation 3

Student A: You have been renting an apartment with a roommate. Unfortunately, your roommate has decided to move out next month for personal reasons. You can't afford to pay the rent and utilities on your own. Ask a friend for advice.

Student B: A friend has come to you for advice about a serious problem with a roommate. First, find out about the problem. Then suggest different solutions to solve the problem.

SPEAKING 2

Does Money Talk?

- 1 **Topic** Discuss how money affects you. In which of the following situations does money influence your decisions? Check (✓) the appropriate box in the chart.

Situation	A Lot	Slightly	Not at All
1. the job you do and where you work	☐	☐	☐
2. where you decide to live	☐	☐	☐
3. where you shop and what you buy	☐	☐	☐
4. where you go on vacation and for how long	☐	☐	☐
5. what you do for entertainment	☐	☐	☐

Now, think about and discuss what other factors, besides money, are important to you in each of the situations.

Example: Where I shop for groceries depends on the price, but it also depends on the quality of the food I'm buying. For example, I am willing to pay more for fresh and healthy fruit and vegetables.



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

Words	Definitions
1. determined _____	A with the freedom to do things on your own
2. independently _____	B to give someone a reason to do something
3. motivate _____	C mostly; more than anything else
4. pride _____	D not expected
5. primarily _____	E in a way that brings good results
6. reward _____	F with a strong will to do something
7. successfully _____	G payment for something you have done
8. surprising _____	H a feeling of pleasure when you do something well



- 3 **Thinking and discussing** Look at the images. In a group of three, discuss what you think motivates or doesn't motivate these people at work.



- 4 **Taking notes** Listen to a brief talk about motivation and creativity. Take notes as you listen.
- 5 **Comparing** Working in the same group of three, compare your thoughts about what motivates people with the concepts presented in the talk.
1. Do you agree with the ideas mentioned in the talk? Why? Why not?
 2. Is there anything else you would add?
 3. Do the same things motivate you as a student?
- 6 **Defining concepts** Write a complete definition for each of the concepts. Use ideas from the talk as well as your own. The first one is done as an example.

Accomplishment: the sense of pride and achievement after successfully completing a goal which was difficult or challenging

Autonomy: _____

Creativity: _____

Critical thinking: _____

Mastery: _____

Purpose: _____



Skills Focus

Researching, Creating, and Presenting

- 1 **Topic** Work in groups of three or four. Imagine that you are a creative team of entrepreneurs who are trying to develop a new and successful mobile app.
- 2 **Brainstorming** Start by thinking about some mobile apps that already exist. Then, in your group, brainstorm ideas for a new mobile app or an improvement to an app that already exists. Use a mind map to record all of your initial ideas. Consider the following questions:
 1. What is the purpose of your app? Will it solve a problem or satisfy a need?
 2. Who will use the app? Why will they want to use it?
 3. What will the app do and what features will it offer?
- 3 **Researching** Carry out research to design your business plan. Assign each person a different area to research. Each person should suggest a few options for the group to choose from.
 To design your business plan, make decisions about the following items:
 1. Will you need any special equipment?
 2. Where will your business be located?
 3. Where will you find the money needed to start your business?
 4. Who will you need to hire in order to produce your product?
 5. Where, when, and how will you test-market it?
 6. How will you raise capital to make and sell your product?
- 4 **Planning** With your group, discuss the information you have collected from your research. Decide which information you will include in your presentation, who will present each section, and how you would like to present it.

Tip Use text wisely in your slide presentation!

- Avoid using too much text in your slide presentation.
- Each slide should convey one important message or one subtopic.
- Edit your content to include only the main points. (You will share the details orally.)
- Use headings with bullet points for the main points.
- Always use a large font size, so the audience can read the text clearly.
- Include images, graphs, or even a short video instead of text when possible.

- 5 **Presenting** Before you present to your class, practice or rehearse your presentation. After you present, share feedback with your group and suggest ways to improve your presentation skills.
- 6 **Blogging** Comment on what motivates people to be creative and invent new ideas or companies and post on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on).

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 use what I know about a topic to make predictions.	5	4	3	2	1
I can listen and identify main ideas and details.	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1
I can distinguish between <i>can</i> , <i>can't</i> , and teens and tens.	5	4	3	2	1
I can identify stressed words as information carriers.	5	4	3	2	1
I can distinguish between reduced and unreduced pronunciation.	5	4	3	2	1
I can listen and outline a lecture.	5	4	3	2	1
I can make inferences.	5	4	3	2	1
I can understand and take notes on entrepreneurial and banking processes.	5	4	3	2	1
I can understand a talk about motivation and creativity.	5	4	3	2	1

VOCABULARY

I can use context clues to define words and phrases and identify banking services.	5	4	3	2	1
I can understand and use money terms and banking terms.	5	4	3	2	1
I can understand and use terms about entrepreneurs and entrepreneurship.	5	4	3	2	1
I can understand and define concepts such as autonomy and critical thinking.	5	4	3	2	1

GRAMMAR

I can use <i>can</i> and <i>can't</i> to talk about abilities.	5	4	3	2	1
I can use <i>suggest</i> and <i>recommend</i> with the right forms to express advice.	5	4	3	2	1

SPEAKING

I can ask for, give, accept, and reject advice.	5	4	3	2	1
I can talk about managing money and other related issues.	5	4	3	2	1
I can compare and discuss views on motivation and related concepts.	5	4	3	2	1
I can talk about entrepreneurs and entrepreneurship.	5	4	3	2	1
I can talk about banking services, products, and processes.	5	4	3	2	1
I can discuss and make suggestions about work and money related problems.	5	4	3	2	1
I can discuss, design, and present a business plan.	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

Nail That Job!

Chapter Goals

- ◆ **Listening:** Activating and recalling language and information, listening for cause and effects, note-taking, outlining a lecture, sequencing events.
- ◆ **Speaking:** Thinking and using a matrix diagram, agreeing and disagreeing, preparing and role-playing an interview, researching and presenting popular jobs for men and women.

Focus on the Images

- ◆ How can technology help us to work globally?
- ◆ In what ways is technology changing traditional jobs and creating new ones?
- ◆ What is your ideal job? Why? What technologies could help you in that.

Brainstorm and Associate

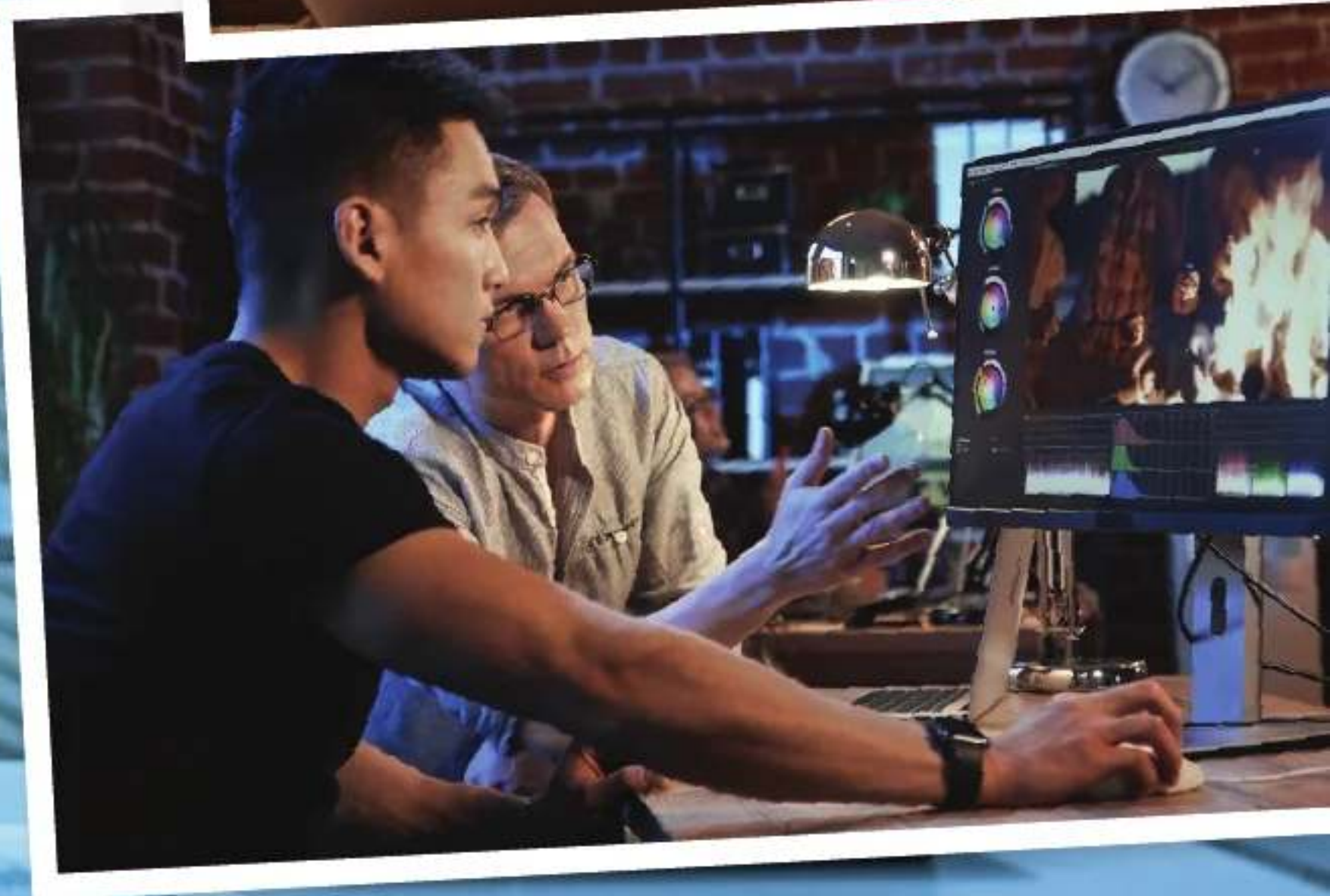
- ◆ Words and phrases that come to mind about jobs
- ◆ Memories and feelings that come to mind about careers

Think and Comment

“Work and play are words used to describe the same thing under differing conditions.”

Mark Twain, American writer and humorist





LISTENING 1

Searching for a Job

Before You Listen

1 Topic Discuss your experiences with searching for a job.

1. Have you or a friend ever searched for a job? How?
2. What kind of jobs have you or a friend searched for?
3. What information would you like to know about a job before you apply for it? Why?



2 Reflecting and discussing You are going to listen to a conversation between Jeff, Mari, and Nancy. What can you remember about the characters from the previous chapters? Answer the following questions before you listen.

1. Where is Mari from? What is her relationship with Nancy?
2. Where does Nancy work? What is her job there?
3. What is Jeff's relationship with Nancy?
4. Why is Jeff looking for a job?



Mari, Jeff, and Nancy



- 3 Vocabulary** Read and listen to the underlined words and phrases. Then use the context in the examples to match them with their definitions.

Words and Phrases	Definitions
1. _____ Are you <u>in the mood</u> for eating Italian tonight? I'm making pasta.	A to say that you are unhappy or angry about something
2. _____ Did he <u>actually</u> quit his job?	B terrible (slang)
3. _____ He <u>spends</u> a lot of <u>time</u> playing video games.	C to pay for expenses
4. _____ I had an awful day. It was <u>the worst</u> !	D to feel like doing
5. _____ We should <u>complain</u> to the manager about the bad service.	E to use time (doing something)
6. _____ <u>Ideally</u> , I'd like to find an apartment near my job.	F really, or in fact
7. _____ It is hard to <u>support</u> a family on just one income.	G preferably, or if possible

- 4 Thinking and predicting** Guess who says the statements in the chart. Circle J for Jeff, M for Mari, or N for Nancy before you listen. You can confirm or make changes after you listen.

Before You Listen	Statements	After You Listen
J M N	1. I need something full-time.	J M N
J M N	2. But what about school?	J M N
J M N	3. It was the worst.	J M N
J M N	4. Oh, I'm just really, really tired.	J M N
J M N	5. Maybe it's time to try something else.	J M N
J M N	6. Oh, stop complaining.	J M N
J M N	7. Listen you two, stop arguing.	J M N
J M N	8. Let's go out to dinner. I'll pay.	J M N

While You Listen



- 5 Listening and checking** Listen to the conversation. Check (✓) the statements that you guessed right and correct the rest.



Language Focus Stress



6 Listening for stressed words Read a part of the conversation and fill in as many blanks as possible. Listen to the conversation again, complete with the rest of the answers and repeat the phrase or sentence during each pause.

- Nancy:** Hi, what's so (1)_____?
- Jeff:** Do you remember my (2)_____ at the Burger Ranch?
- Nancy:** Oh yeah. That was pretty (3)_____. But actually, it doesn't sound so bad to me right now.
- Mari:** Why, Nancy? What's (4)_____?
- Nancy:** Oh, I'm just really, really (5)_____. I'm teaching four different (6)_____ this term and (7)_____ of them are really (8)_____. Sometimes I think I've been (9)_____ too long.
- Mari:** How long have you been (10)_____?
- Nancy:** Twelve years. Maybe it's time to try something (11)_____?
- Mari:** Like (12)_____?
- Nancy:** Well, I've always wanted to be a (13)_____. I could work at home...
- Jeff:** Oh, (14)_____ listen to her, Mari. She (15)_____ talks this way when she's had a bad day at school. At least you (16)_____ a good (17)_____, Nancy. Look at me: I'm (18)_____, and Dad won't (19)_____ me any more money...
- Nancy:** Oh, stop (20)_____. If you're so poor, why don't you go (21)_____ to the Burger Ranch?
- Mari:** Listen you two, stop (22)_____. Look at me! I (23)_____ work at (24)_____ because I'm an international student.
- Jeff:** OK, OK. I'm (25)_____, Nancy. Tell you what. Let's go out to (26)_____. (27)_____ pay.
- Nancy:** But you're (28)_____!
- Jeff:** All right, (29)_____ pay!



Language Focus Reductions

-  **7 Comparing pronunciation** Listen for the difference between unreduced and reduced pronunciation. Circle the words on the left that are reduced.

Unreduced Pronunciation	Reduced Pronunciation
1. I'm probably going to drop out of school for a while.	I'm probably <u>gonna</u> drop <u>outa</u> school for a while.
2. What did you do there?	What <u>didja</u> do there?
3. What kind of job do you want to get?	What <u>kinda</u> job <u>dya</u> <u>wanna</u> get?
4. Oh, I don't know.	Oh, I <u>dunno</u> .

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

-  **8 Listening for reductions** Listen to the conversation which has reduced pronunciation of some words. Repeat each sentence and fill in the missing unreduced words.

Manager: I'm (1) _____ (2) _____ ask you some questions, OK? What (3) _____ (4) _____ jobs have you had?

Applicant: Mostly factory jobs. The last five years I worked in a plastics factory.

Manager: (5) _____ (6) _____ (7) _____ do there?

Applicant: I (8) _____ (9) _____ cut sheets of plastic.

Manager: (10) _____ (11) _____ (12) _____ (13) _____ (14) _____ do here?

Applicant: I (15) _____ (16) _____ ... I'll do anything. I'm good with my hands, and I'm a hard worker.

Manager: Why (17) _____ (18) _____ fill out an application in the office. It looks like we're (19) _____ (20) _____ have an opening next week. I'll call you.

Applicant: Thanks.

After You Listen

- 9 Role-playing** Without looking back at the script, act out the first part of the conversation between Mari and Jeff with a partner. Use these clues to help you.

Mari	Jeff
Hey, Jeff, what's...	I'm looking at the classified ads...
I thought you had...	Yeah, but that's part-time...
What about school? What about...	I'm probably going to... I'm not in the mood for...
What kind of job...	Ideally... better than my first job...
What...	Believe it or not...
What did you...	I was a...
That sounds like...	It was the...

10 Discussing Work in a small group to discuss the following questions.

1. In the conversation, Mari says that she can't work because she is an international student. According to U.S. law, first-year international students are only allowed to get a job on campus. After their first year, they can work off-campus through special programs.
 - Do you think this law is fair? What might be the reasons for this law?
 - Are there similar laws in your country?
2. After twelve years of teaching, Nancy is thinking about changing careers. This is not unusual in the United States and Canada.
 - What reasons might people have for changing careers?
 - Do you think it is easy for people to change careers? Why? Why not?
3. In the United States, it is common for students to go to college and work part-time.
 - Do you think this is common in other countries?
 - Do you know any college students who have jobs? What kind?

LISTENING 2

The Changing U.S. Job Market

Before You Listen

1 Topic Look at the images and compare the three jobs.

1. What skills and education are required to do each job?
2. What are the working conditions like for each job?
3. Would you like to work in one of these jobs? Why? Why not?



Solar photovoltaic panel installer



Nurse practitioner



Software developer



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

Examples	Definitions
1. approximately _____	A making products in a factory
2. concerned _____	B relating to doctors and medicine
3. economy _____	C something that is needed
4. labor _____	D work done by people
5. manufacturing _____	E a common change in the way people behave
6. medical _____	F relating to the body
7. physical _____	G nearly, but not exactly
8. rank _____	H feeling worried or anxious
9. requirement _____	I order of importance
10. trend _____	J the system of producing, buying, and selling goods and services

- 3 Thinking and predicting** You will hear a lecture about changes in the U.S. job market. With a partner, discuss the information in the following chart.

Fastest Growing Occupations, 2016 -2026

Source: "Fastest Growing Occupations, 2016 -2026," U.S. Department of Labor

Job	Percent Growth	Salary Rank ¹	Education or Training ²
Solar photovoltaic panel installers	105	3	On the job
Wind turbine technicians	96	2	Vocational
Home health and personal care aides	41	4	On the job
Physician assistants	37	1	M.A.
Nurse practitioners	36	1	M.A.
Mathematicians and statisticians	33	1	M.A.
Software/applications developers	31	1	B.A.
Physical therapist assistants	31	2	Associate's Degree
Medical assistants	29	3	Vocational
Bicycle repairers	29	4	On the job
Physical therapists	28	1	Doctoral Degree
Information security analysts	28	1	B.A.
Occupational therapist assistants	28	2	Associate's Degree
Operations research analysts	27	1	B.A.
Massage therapists	26	3	Vocational

¹ Jobs are divided into four groups according to salary. Number 1 means a salary in the top 25%, and so on.

² *Associate's degree* is a diploma from a two-year community college. "On the job" means no previous training or education is needed. "Vocational" refers to schools that offer training in nonacademic fields.



Strategy

Taking Notes on Cause and Effect

It is important to recognize the relationship between causes (reasons) and effects (results). Look at the following examples. Notice that sometimes the cause is mentioned first, and other times the effect is first. In some sentences, the order can be switched.

Many people use arrows in notes to indicate cause and effect. For example:

automation → unemployment

Examples: The main cause of / reason for unemployment is automation.
 The number of factory jobs has decreased because of / due to automation.
Because / since robots are cheaper than human workers, factories are using more robots.
 Labor costs are cheaper in Asia. As a result, / Therefore, many American factories are moving there.
 Many factories are moving to Asia because / since labor costs are cheaper there.

- 4 **Making notes** Make notes on each sentence in the examples from the Strategy box. Remember to abbreviate, use symbols, and write keywords only.

Example: The main cause of / reason for unemployment is automation.

1. *autom. → unemp.*

2. _____

3. _____

4. _____

5. _____

- 5 **Creating abbreviations** You will hear the following keywords in the lecture. Create abbreviations or symbols for them before you listen.

Words	Abbreviations	Words	Abbreviations
economy		million	
manufacturing		medical	
service		computer	
technology		percent	
approximately		Bachelor of Arts	

While You Listen



- 6 Taking notes on cause and effect** Listen to the statements from the lecture and make notes on cause and effect. Use keywords, symbols, and abbreviations.

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



- 7 Taking notes on statistics** Listen to the statements from the lecture that contain statistics. Make notes using keywords, symbols, and abbreviations. After, exchange notes with a partner and try to repeat the sentences using each other's notes.

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



- 8 Listening for specific information** Listen to the lecture and make notes. Listen specifically for the following information:

- How has the U.S. job market changed?
- Why has it changed? List some reasons.
- List three categories of fast-growing occupations in the U.S job market.
- What are some examples in each category?
- What should people do in order to get better-paying jobs?



**9****Outlining the lecture**

Use your notes to fill in the outline of the lecture. Then listen to the lecture again to check and complete the outline.

The Changing U.S. Job Market

I. 2 Qs lec. will answer:**A.** _____**B.** _____**II.** job market change: from _____ to _____ econ.**A.** Definitions:**1.** _____

e.g. _____

2. _____

e.g. _____

III. Reasons for ↓ in manuf. jobs**A.** _____**B.** _____**1.** Stat: _____ since 2000**2.** _____**IV.** _____**A.** Stat: _____**V.** Fastest growing serv. jobs**A.** _____**1.** e.g. _____**2.** Stat: _____**3.** Reasons: _____**B.** _____**1.** e.g. _____**2.** Stat: _____**C.** _____**1.** e.g. _____**2.** Reasons: _____**VI.** Educ. req. for good jobs: _____

After You Listen

10 Summarizing Use the words in the box to complete a summary of the lecture.

<i>approximately</i>	<i>categories</i>	<i>economy</i>	<i>manufacturing</i>	<i>requirements</i>
<i>automation</i>	<i>concerned</i>	<i>labor</i>	<i>medical</i>	<i>trend</i>

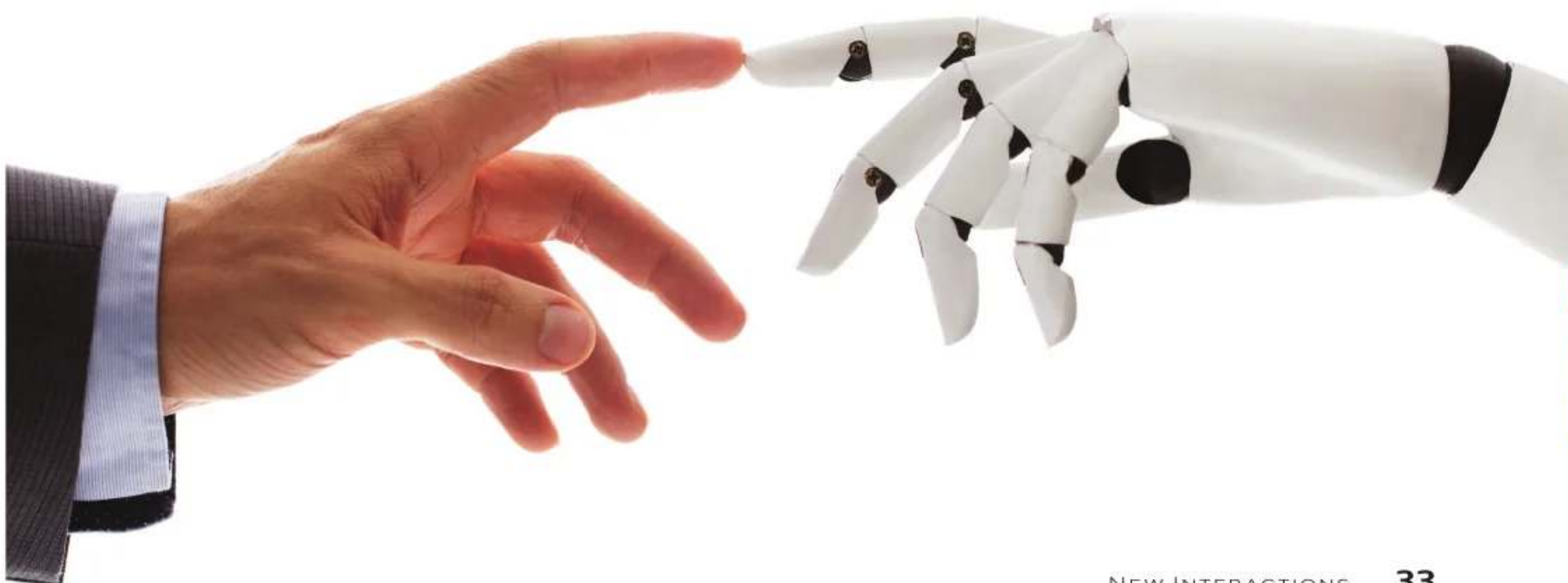
One hundred years ago, the United States had a (1) _____ economy. This meant that most people made things by hand or machine. In contrast, today the United States has a service (2) _____ in which workers provide services instead of making products. The United States has lost (3) _____ six million manufacturing jobs since 2000, and it is certain that this (4) _____ will continue in the future.

There are several reasons for changes in the U.S. job market. The first is (5) _____. It is cheaper to use machines than human workers in factories. Another reason is competition from foreign countries where (6) _____ costs are lower than in the United States. Therefore, many products that used to be manufactured in the United States are now made overseas.

Are you (7) _____ about finding the right job? Over the next ten years, the fastest growing occupations fall into three main (8) _____: health and (9) _____ care, computers, and green energy technologies. If any of these interests you, look into the education or training (10) _____ and get started today.

11 Discussing careers In a small group, discuss the following questions.

1. Are there similar changes happening in the job market of your country?
2. Are you interested in any of the three main fields of work mentioned in the lecture: health and medical care, computer science, or green technologies? Why? Why not?
3. What career path are you considering? Why?
4. What are the requirements for the career path you are considering?



LISTENING 3

A Homemaker's Typical Day

Before You Listen

1 **Topic** Discuss the questions in a small group.

1. Do you think managing a household is a job? Why? Why not?
2. It is estimated that homemakers work as many as 60 hours a week. Is this true for your family? Who does most of the household chores in your home?
3. Make a list of skills that a homemaker needs to have, such as cooking and budgeting.

2 **Vocabulary** You will hear some of these phrases (collocations) in the listening. Write *do* or *make* in front of each phrase. Then listen to check your answers.

- | | |
|------------------------|-----------------------------------|
| 1. _____ homework | 6. _____ coffee |
| 2. _____ the laundry | 7. _____ breakfast, lunch, dinner |
| 3. _____ the cleaning | 8. _____ the grocery shopping |
| 4. _____ the beds | 9. _____ the dishes |
| 5. _____ the housework | 10. _____ chores |

3 **Thinking and predicting** You will listen to a homemaker talk about a typical day. Read the following chores and activities. Which two chores do you think the homemaker's husband did?

- | | |
|------------------------------------|---------------------------------------|
| _____ do the laundry | _____ clean the house |
| _____ speak to her mother-in-law | _____ help son with homework |
| _____ cook breakfast | _____ watch TV |
| _____ make dinner | _____ wash the dishes |
| _____ go grocery shopping | _____ pick her son up at the bus stop |
| _____ walk her son to the bus stop | _____ put her son to bed |
| _____ make her son's lunch | _____ water the garden |

While You Listen



Language Focus Sequencing

When listening to a lecture, a story, or following instructions, it is important to pay attention to the order in which events happen. Speakers often use sequence words to help listeners understand the correct order of events. See the following for a list of common sequence words:

before (that), after (that), first, then, next, while, finally

Can you add a few more to this list?



- 4 Listening for sequence** Listen to the homemaker describe her typical day. Write numbers next to each of the activities in 3 to show the order in which they happened. If two things happened at the same time, give them the same number.

Which two chores did her husband do? Did you guess correctly?

- 5 Role-playing** Imagine you are the homemaker's husband or her son. Describe "your" day to a partner based on what the homemaker has said. Add extra details to make the description more interesting.

Examples:

Son: After I woke up, I went to the kitchen. For breakfast, I ate... Then Mom walked me to the bus stop... After school, she...

Husband: In the morning, I woke up and... In the evening, I got home from work a few minutes early, so I... After dinner, I...

SPEAKING 1

A Man's or a Woman's Job?

1 **Topic** Focus on the images. Discuss the questions and justify your answers.

1. What do you notice about the jobs in the images?
2. Do you think there are jobs that can only be done by men or women? Give reasons for your answer.



2 **Vocabulary** Brainstorm on words and phrases about jobs and the workplace. Look at the following words. Do you recall any of them?

career
colleague
competition
employee

equally
full-time
management
occupation

part-time
pay
promotion
qualifications

salary
work environment
working conditions



Strategy

Using a Matrix Diagram

A matrix diagram organizes information about two or more characteristics of two or more topics. You can use a matrix diagram to compare these characteristics or to show them clearly so that you can study or discuss them easily.

- 3 **Thinking and discussing** Look at the list of jobs in the matrix diagram. Put a check (✓) in the column that describes the more *traditional* thinking of people from your country or region. Put an X in the column that describes your thinking.

Job	Men	Women	Both
engineer			
nurse			
architect			
bus driver			
firefighter			
film director			
child daycare worker			
airline pilot			
librarian			
bank manager			
computer programmer			
administrative assistant			
electrician			
elementary school teacher			
dental assistant			
lawyer			
auto mechanic			
farmer			
chef			
diplomat			

Language Focus Agreeing and Disagreeing

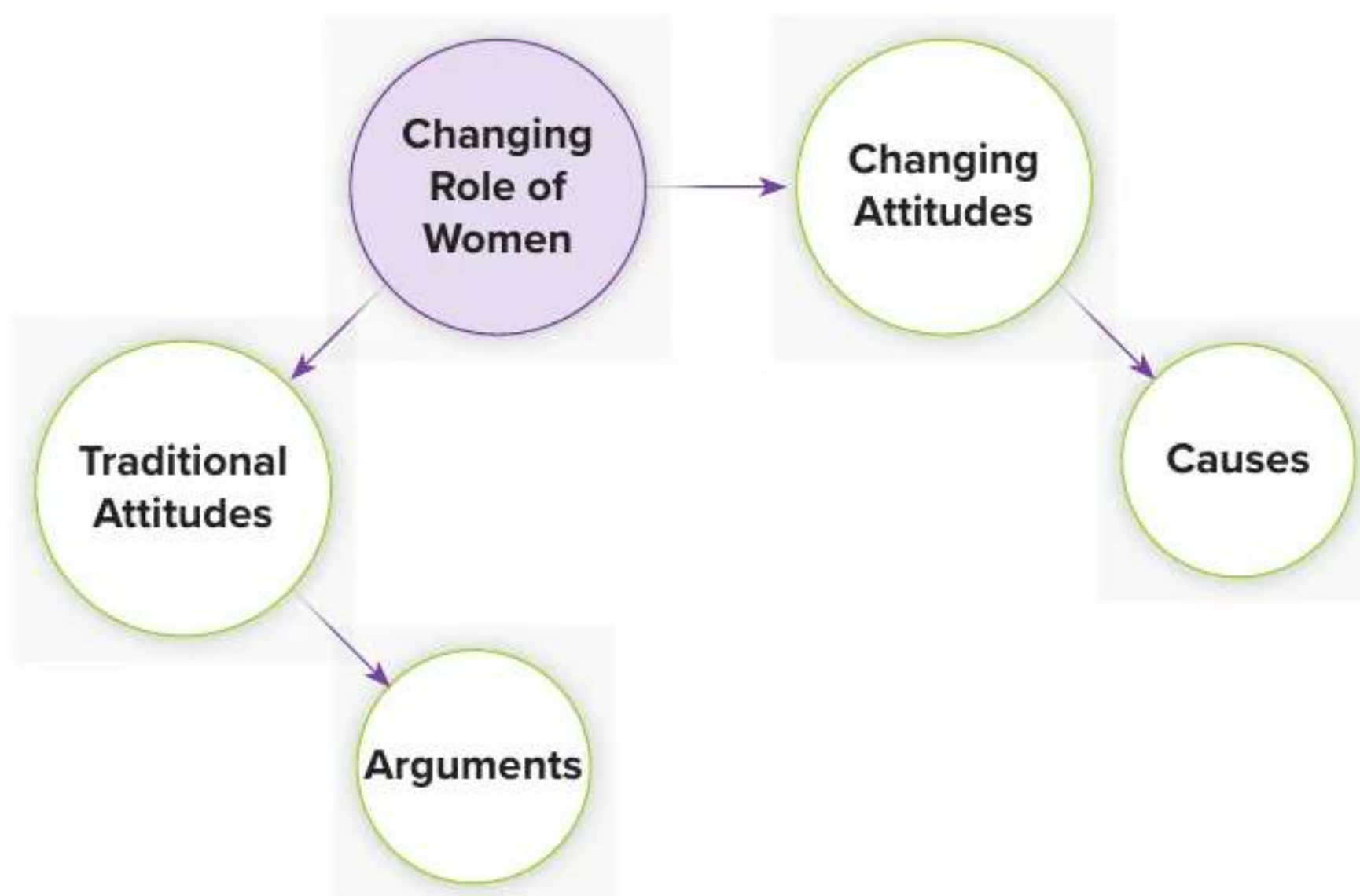
In a discussion, it is likely that you will agree, partially agree, or disagree with another person's point of view. Look at the expressions in the chart for agreeing and disagreeing.

Remember, when you agree or disagree with someone, you should justify your opinion. Don't just say "I disagree." Instead, say "I disagree because..." (explain your reason).

Add more expressions that you know.

Agreeing	Partially Agreeing	Disagreeing
I couldn't agree more!	I see your point, but...	I don't feel the same way.
I see what you mean.	That's partly true, but...	I'm not sure about that.
_____	_____	_____
_____	_____	_____

- 4 **Thinking critically** Prepare to defend your views by thinking about what your “opponent” (someone who has the opposite view) might use as an argument. Look at the discussion topics in 5 and prepare notes in a mind map. Remember that you can add more circles if needed.



- 5 **Discussing** Compare your diagrams from 3 in groups. Discuss:

1. traditional attitudes and their origin
2. common arguments that support traditional attitudes
3. changing attitudes in the world (causes and factors)
4. changing role of women in society.

SPEAKING 2

Become Interviewers!

- 1 **Topic** Look at the images. Answer the questions with a partner.

1. Have you ever had a job interview?
2. What questions do you think job interviewers usually ask? Write them in your notepad.
3. What would you do to prepare for a job interview?





2 Listening and completing Listen to a job interview and complete the questions that the interviewer asks. Then, compare them to your questions from 1.

1. Can you tell me a bit _____?
2. What are (were) _____ there?
3. Can you tell me how you learned _____?
4. What do you know _____?
5. Why _____?
6. Why should we _____?
7. What are your _____?
8. Where do you _____ in five years from now?
9. What are your _____?
10. _____ questions?

3 Preparing to role-play Work in groups of three. First, look at the two job ads and decide which one the job candidate will apply for. Then, choose one of the roles and prepare for the role-play.

Assistant Manager

- Our popular clothing store franchise is looking for an Assistant Manager to work in a busy sales environment.
- You will be responsible for hiring, training, motivating, and scheduling sales staff.
- You will also assist the General Manager with selecting and ordering new products, organizing special promotions, and keeping monthly sales reports.
- You must have at least three years' experience in retail sales (some supervisory experience preferred), an excellent eye for fashion trends, and strong leadership skills.

Marketing Coordinator

- Our global advertising firm is looking for a Marketing Coordinator to work closely with clients and our design team.
- You will make sure that the designers get the resources they need to complete projects on time and within budget.
- You will communicate with clients and keep them informed about ongoing projects and prepare reports.
- You should have a B.A. in marketing or advertising, plus two years' experience in the field. You must be highly motivated and have excellent communication skills.

Student A

You are going to interview an applicant for a job. Prepare questions for the interview.

Make notes on a desirable candidate's:

- | | | |
|------------------|----------------------|----------|
| • qualifications | • specialized skills | • other: |
| • experience | • personality | |

Student B

You are interested in getting the job that has been advertised. Prepare for the interview.

- Be ready to answer typical questions.
- Ask someone to help you rehearse.
- Think of some intelligent questions to ask about the job and the company.

Student C

You are the second interviewer. Your role is to monitor the interview and take notes.

- Record information about the job applicant.
- Recommend whether you think the applicant should get the job. Explain why.

- 4 **Role-playing** Act out your job interview. If there is time, you may switch roles after. When you are finished, the second interviewer (Student C) will report to the class on how the interview went.

SPEAKING 3**Research and Present****Skills Focus****Researching and Finding Out**

- 1 **Topic** Work in a group of three or more. You will carry out research and prepare a presentation on popular jobs for men and women.
- 2 **Brainstorming** Working in your group, brainstorm ideas for your research and write them down in a mind map. Make notes about:
 1. popular jobs for men and women
 2. popular jobs for men
 3. popular jobs for women.
- 3 **Researching and documenting** Assign each member of the group specific jobs to research. Decide what information you would like to collect about each occupation and prepare a matrix diagram. For example, you may wish to include:
 1. requirements (e.g. education, training, experience, etc.)
 2. pay scale
 3. opportunities for promotion
 4. ratio of men and women to date
 5. other: _____

Tip When researching online, you will probably come across a lot of information. One way to organize information is by **using graphic organizers** such as charts and diagrams. Afterwards, you and your group can find and compare information at a glance.

- 4 **Planning and drafting** As a group, decide what you will include in your presentation, who will present each part, and how to present it. Remember to use more images and less text.
- 5 **Presenting** Rehearse your presentation before presenting it to your class. Afterwards, compare your group's findings with those of your fellow classmates.
- 6 **Blogging** Comment on how to be successful in a job interview on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on). Share any advice and tips.

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 use what I know about a topic to make predictions.	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1
I can identify stressed words, reduced and unreduced pronunciation.	5	4	3	2	1
I can understand a talk about jobs and career related issues.	5	4	3	2	1
I can listen for specific information and make notes.	5	4	3	2	1
I can listen and use keywords, symbols, and abbreviations.	5	4	3	2	1
I can understand and make notes on cause and effect.	5	4	3	2	1
I can listen and complete the outline of a lecture.	5	4	3	2	1
I can understand and plan for a job interview.	5	4	3	2	1

VOCABULARY

I can use context clues to define words and phrases.	5	4	3	2	1
I can understand and use career, job interview, and job-related words and phrases.	5	4	3	2	1
I can understand and use terms about job titles, requirements, and qualifications.	5	4	3	2	1
I can understand and create abbreviations, symbols, and keywords.	5	4	3	2	1

GRAMMAR

I can use sequencing words and phrases correctly.	5	4	3	2	1
I can use verb tenses correctly to ask/answer questions and describe routines.	5	4	3	2	1
I can use modal verbs to talk about job requirements and qualifications.	5	4	3	2	1
I can use connecting words and phrases correctly to express cause and effect.	5	4	3	2	1

SPEAKING

I can discuss views about jobs and gender.	5	4	3	2	1
I can compare and discuss workplace and career issues.	5	4	3	2	1
I can talk about traditional and current attitudes towards jobs and their origin.	5	4	3	2	1
I can talk about job interviews and searching for jobs.	5	4	3	2	1
I can use a matrix diagram to organize, compare, and discuss information.	5	4	3	2	1
I can use appropriate expressions to agree or disagree.	5	4	3	2	1
I can think critically and defend my views using appropriate arguments.	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

The Way We Live

Chapter Goals

- ◆ **Listening:** Listening for main ideas and details, taking notes, using context clues and making inferences, listening to a lecture, taking notes on numbers and percentages, using a graph, understanding reduced pronunciation, identifying stressed words.
- ◆ **Speaking:** Critical thinking, comparing and explaining statistics, drawing conclusions, presenting a lecture from notes, asking for help or a favor and responding, discussing information and ideas, expressing opinions, researching and delivering a presentation.

Focus on the Images

- ◆ Describe a typical family in your region. How does it differ from those shown in the images?
- ◆ In what ways is family life changing compared to the past?
- ◆ What challenges do you think face family life today?

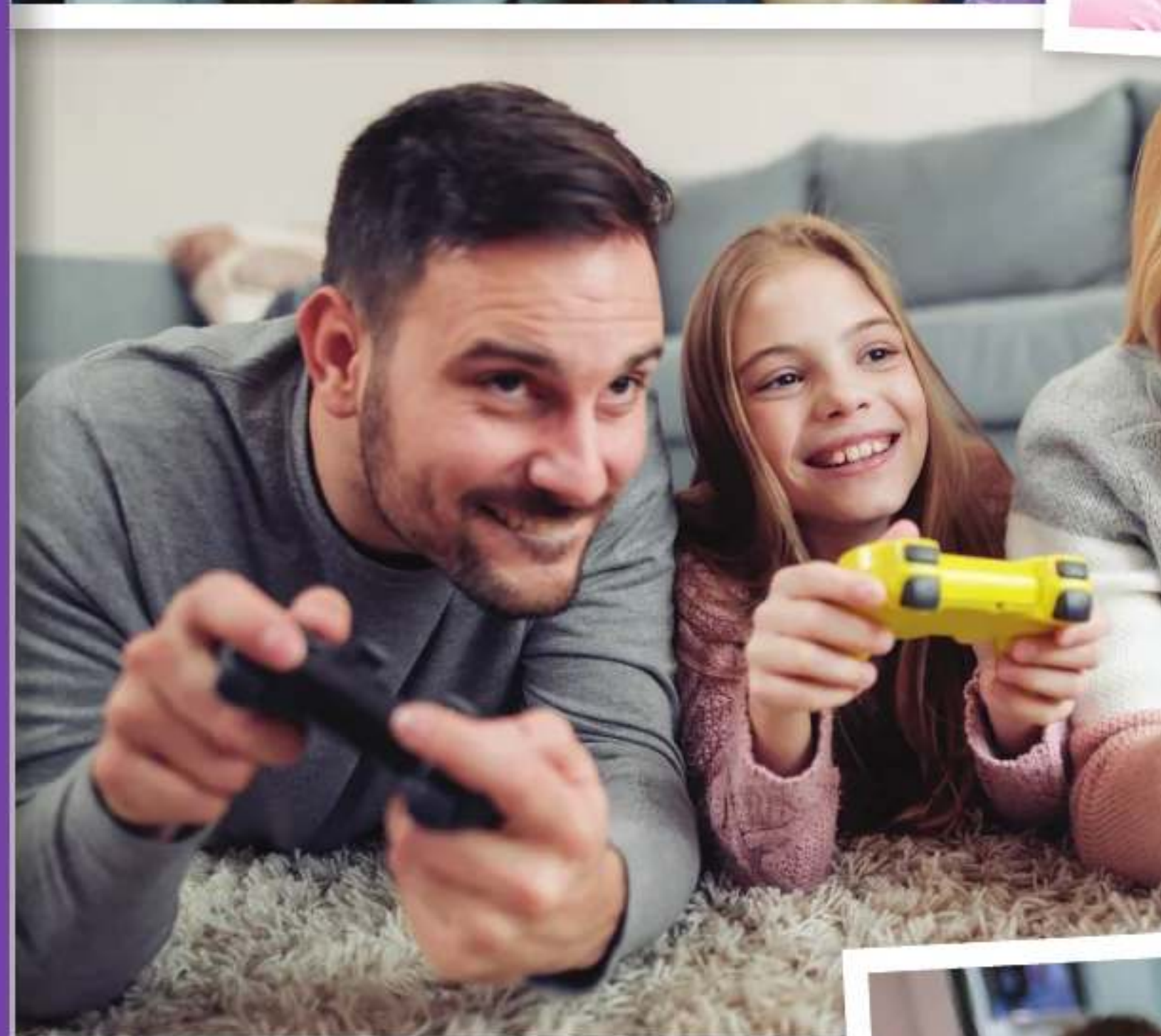
Brainstorm and Associate

- ◆ Words and phrases that come to mind about lifestyles in different places
- ◆ Memories and feelings that come alive when you think of life with your family and friends

Think and Comment

“It takes a village to raise a child.”

African proverb





LISTENING 1

Helping Out

Before You Listen



1 **Topic** Look at the images and discuss these questions.

1. What challenges do working parents face when raising a family? What about single parents?
2. Did your parents work? Who took care of you when you were a child?
3. Is it easy to balance a family and a career? Why? Why not?



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

- | | |
|--|--|
| 1. _____ The mechanic is going to <u>look into</u> the problem with the car. | A to see if someone is OK |
| 2. _____ I have to <u>take off</u> now. I don't want to be late for work. | B sometimes, but not very often |
| 3. _____ He has a <u>remarkable</u> talent in drawing. | C to leave quickly |
| 4. _____ It's difficult to <u>cope with</u> studies and work. | D difficult |
| 5. _____ Grandma wasn't feeling well, so my mom went to <u>check up on</u> her. | E to find out information about something |
| 6. _____ We go out for dinner <u>from time to time</u> , but usually we eat at home. | F to deal with a difficult situation |
| 7. _____ Finding a good job can be <u>tough</u> if you don't have any work experience. | G a woman whose husband has died |
| 8. _____ My grandmother has been a <u>widow</u> for ten years. | H special in a way that gets attention |

3 **Thinking and predicting** You are going to listen to a conversation between Zoe and her neighbor. Ethan and Melissa are also there. In the chart circle True (T) or False (F) before you listen. You can compare and make changes after you listen.

Before You Listen		After You Listen
T F	1. Sharon asks Zoe to do her a favor.	T F
T F	2. Sharon is in a hurry to get to the hospital.	T F
T F	3. Zoe has never looked after a child before.	T F
T F	4. Zoe doesn't mind helping Sharon out.	T F
T F	5. Sharon is a single parent.	T F
T F	6. Sharon will probably pay Zoe for her help.	T F

While You Listen

-  **4 Listening and checking** Listen to the conversation. Check (✓) the questions in 3 that you guessed right and correct the rest.

Language Focus Stress on Phrasal Verbs



English has many phrasal verbs that consist of two or three words. The first word is a verb and the second and third words are particles, such as adverbs or prepositions. The second word of a phrasal verb is usually stressed more than the verb. This helps us understand it is a phrasal verb since prepositions are not normally stressed.

Phrasal verbs often have a very different meaning from the individual words.

Examples: *look up to* (someone) means “respect” and *turn down* (an offer) means “refuse”.

Listen to these examples. Can you guess the meaning of the phrasal verbs?

1. Zoe is going to look after Joey while Sharon is at work. _____
2. A computer broke down at work, so Sharon is going to look into it. _____
3. Zoe gets along with Joey because he's such a great kid. _____
4. It's difficult for Sharon to bring up a child on her own. _____



Zoe and Joey

-  **5 Listening for stressed words** Complete the following sentences from the conversation with the missing stressed words. Then listen and check.

1. Come _____ in.
2. They want me to look _____ a computer problem right away.
3. But if he wakes _____, just give him a bottle.
4. Listen, I've got to take _____.
5. Thanks so much, Zoe, for helping me _____.
6. I take _____ of him from time to time when Sharon's busy.
7. I could never bring _____ a child by myself.
8. I'd better check _____ on Joey.

-  **6 Listening again** Read a part of the conversation and fill in as many blanks as possible. Then listen to the conversation again and check your answers.

Ethan: Hey, Zoe, I didn't know you liked (1) _____.

Zoe: Well, Joey is (2) _____. I take care of him from time to time when Sharon's (3) _____. And then (4) _____ does favors for (5) _____ in return. Like last week she helped me with my (6) _____.

Ethan: And her (7) _____? Is he...

- Zoe:** She's a (8) _____, actually. Sadly, she lost her husband a few months ago.
- Ethan:** Really? It must be difficult for her to (9) _____ a baby on her own.
- Zoe:** Sure. It isn't easy for her to (10) _____ with everything on her own. She has to work to support (11) _____ and her son. But I think she's happy being a (12) _____.
- Ethan:** He's lucky to have such a (13) _____ mother.
- Zoe:** Yeah. And he's such a great kid.
- Melissa:** Hi there.
- Ethan and Zoe:** Hi, Melissa.
- Melissa:** Uh, what were you talking about?
- Zoe:** How our neighbor, Sharon, is very (14) _____ to have a baby.
- Melissa:** Oh yeah. Isn't she (15) _____, working and raising a child on her own?
- Ethan:** Maybe I'm old-fashioned, but I could (16) _____ bring up a child by (17) _____. I think it would be so difficult...
- Melissa:** Yeah, raising a child is (18) _____. I wouldn't want to do it on my own either.
- Ethan:** Well, if you get married and have a baby, you'll have (19) _____ here to help you with (20) _____.
- Zoe:** We'll see. Speaking of babysitting, I'd (21) _____ check up on Joey.

After You Listen

Language Focus Reductions



Sometimes the letter *h* is not pronounced at the beginning of English words.

Example: give him → give im
Where has he been? → Where as e been?

The letter *h* is often not pronounced when a word is unstressed (such as *him*, *he*, *has*) and it doesn't come at the beginning of a phrase or sentence.

Compare:

- Unreduced: Is he asleep?
Reduced: Is e asleep?
- Unreduced: The children have gone.
Reduced: The children uv gone.
- Unreduced: Here's the newspaper.

The *h* is not dropped because it is at the beginning of the sentence.

In a few words, like *honest* and *hour*, the *h* is never pronounced.



- 7 Listening for reductions** Listen to the following sentences from the conversation. Draw a slash (/) through any h sounds that are dropped.

Example: Is ~~h~~e asleep?

1. But if he wakes up, just give him a bottle.
 2. Thanks so much, Zoe, for helping me out.
 3. I take care of him from time to time when Sharon's busy.
 4. And her husband?
 5. Hi, there.
 6. You'll have Zoe here to help you with babysitting.
- 8 Thinking and discussing** Read through the two situations and discuss your thoughts in a small group.

Situation 1

A single working parent with a one-year-old son has been asked to go on an important business trip for three days. The child usually stays at a day care center when the parent is at work, but the day care center cannot keep the child overnight. Should the parent accept to go on the business trip? If so, who will take care of the child?

Situation 2

A family with two working parents has a three-year-old daughter. The mother has been offered a promotion at work with a significant increase in salary. However, the promotion means that she must move to another city. Right now, the grandparents live nearby and help out by looking after the child when the parents are at work. What should the woman do? And what about her husband and his job?



Joey

LISTENING 2

Changes in the American Family

Before You Listen



1 Topic Look at the images and discuss the questions.

1. Describe the family members and their lifestyles. In what year do you think each photo was taken?
2. Based on the photos, how do you think the “typical” American family has changed?
3. How are families changing in your community? Why?



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

Words	Definitions
1. ____ average	A a system of rules in an organization
2. ____ benefit	B the ability to change easily
3. ____ dramatically	C to move a person or thing to a different place
4. ____ estimate	D unusual, not common
5. ____ flexibility	E to offer help without being paid
6. ____ policy	F to be helpful to
7. ____ rare	G to guess an amount or number based on information
8. ____ review	H greatly, in a very noticeable way
9. ____ transfer	I usual, common
10. ____ volunteer	J to see or view again

- 3 **Thinking and predicting** Look at the images and match them to the words or phrases before you listen.

☐ homemaker

☐ telecommute

☐ day care center

☐ maternity leave


While You Listen



Strategy

Identifying Examples

In English, there are many expressions to signal examples. Here are a few:

For example,...

For instance,...

As an example,...

To give one example,...

... such as...

... like...

In notes, people often use the abbreviation *e.g.* to indicate an example.



- 4 **Listening for details** The following notes are statements from the lecture. Each statement is supported by examples. Listen and take notes on the missing examples. Use abbreviations, symbols, and keywords.

1. Today women work in profs. not open 50–60 yrs. ago _____
2. Now most Am. homes no full-time homemaker → new probs. _____
3. Flextime → workers choose hr. start and go home after 8 hrs. _____

Exchange notes with a classmate. Using your partner's notes, try to restate the information.



- 5 **Taking notes** Listen to the first part of the lecture and take notes on your own paper. Listen specifically for this information:

1. How has the American family changed? What is the biggest change?

2. What's the main reason for this change?



- 6 Listening for main ideas** Look at the sample outline of the first part of the lecture. Use your notes to fill in the missing information. Remember to use abbreviations and symbols. Listen again if necessary.

Topic: Changes in the American Family

I. "Typical" Am. family

A. 1950s: _____

B. Changes today:

1. _____

2. _____

3. _____

Stats: _____

Reasons: _____

e.g. _____

New probs.: _____



- 7 Taking notes** Listen to the second part of the lecture. Continue taking notes on your notepad. After listening, use your notes to fill in the missing information.

II. Company policies/programs

A. _____

B. If co. transfers worker, co. finds job for husb./wife

C. _____

D. _____

E. _____

Conclusion: _____

After You Listen

- 8 Presenting** Using your own notes from the lecture, present a mini-lecture to a partner or classmates about changes in the "typical" American family.

LISTENING 3**Numbers, Percentages, and Graphs****Before You Listen**

1 Topic Think about and discuss the questions.

1. Why has the number of women who work increased over the past decades?
2. What effect does this have on family lifestyles?
3. How does it affect the age of marriage and number of children in a family?

**Language Focus** Using Prepositions

Read the following sentences with numbers and percentages. Fill in the missing prepositions. Then listen to check your answers.

1. Approximately 50 percent _____ people in the United States get married _____ age 30.
2. _____ 2018, the average life expectancy for women in Australia rose _____ 85.
3. It is estimated that _____ 2050, the percentage _____ elderly people in Japan will grow _____ 25 percent _____ 33 percent.
4. There has been an increase _____ the number _____ people working _____ age 65.
5. The U.S. GDP went up _____ 2.9 percent _____ 2018.
6. The number _____ children has declined _____ 1.6 (pronounced "one point six") per family.

2 Vocabulary Put the following words under the correct headings in the chart.

fall increase rise decline drop jump decrease

Go Up	Go Down

While You Listen



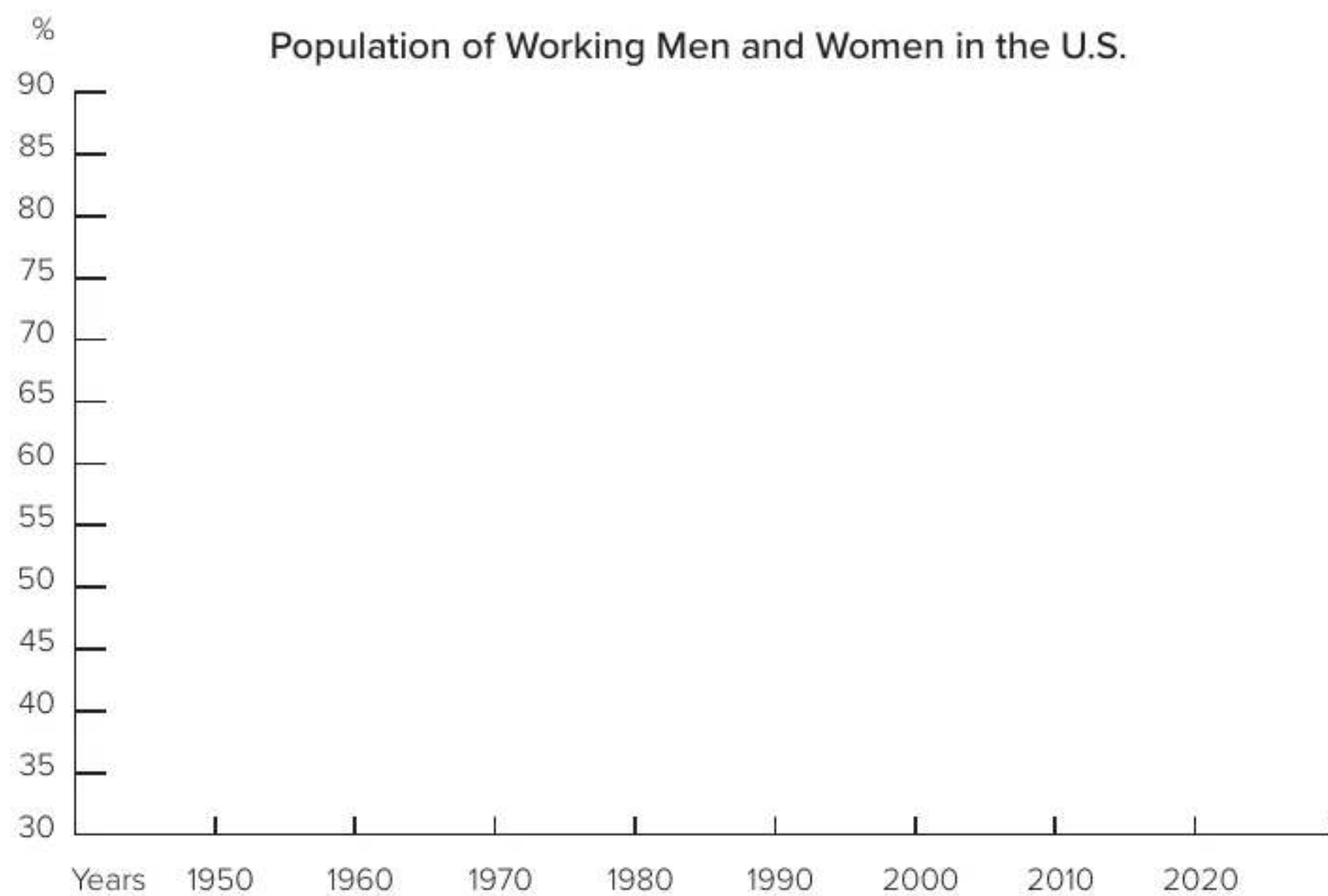
Strategy

Graphic Organizer: Line Graph

A line graph can help you understand change or growth. For example, it can show changes in things such as population, child births, or salaries over a period of time.



- 3 Completing the graph** You will hear statistics on the working population of men and women in the United States. Listen carefully and complete the graph, using two different colors for the statistics on men and women. After listening, compare graphs with a partner.

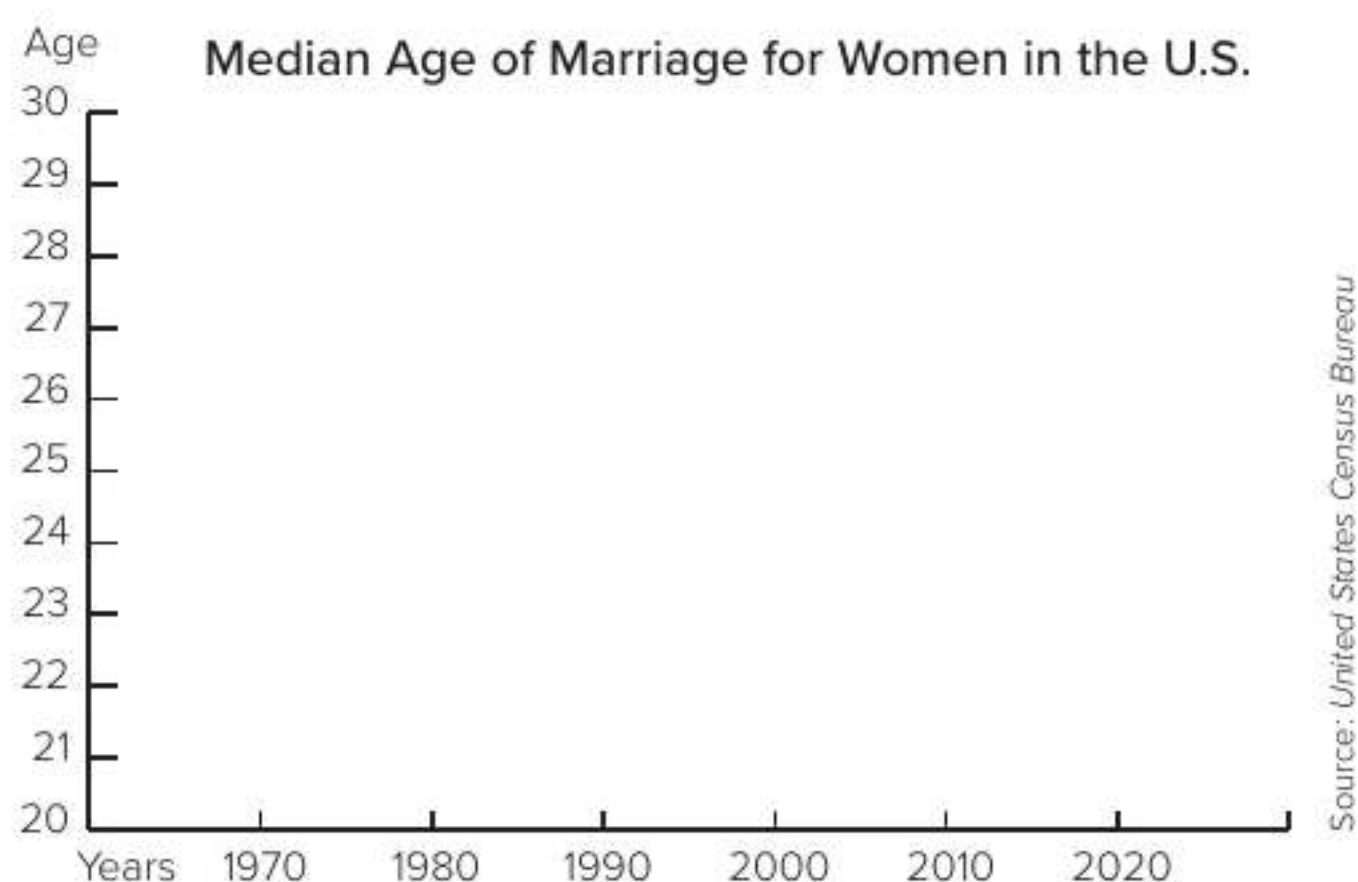
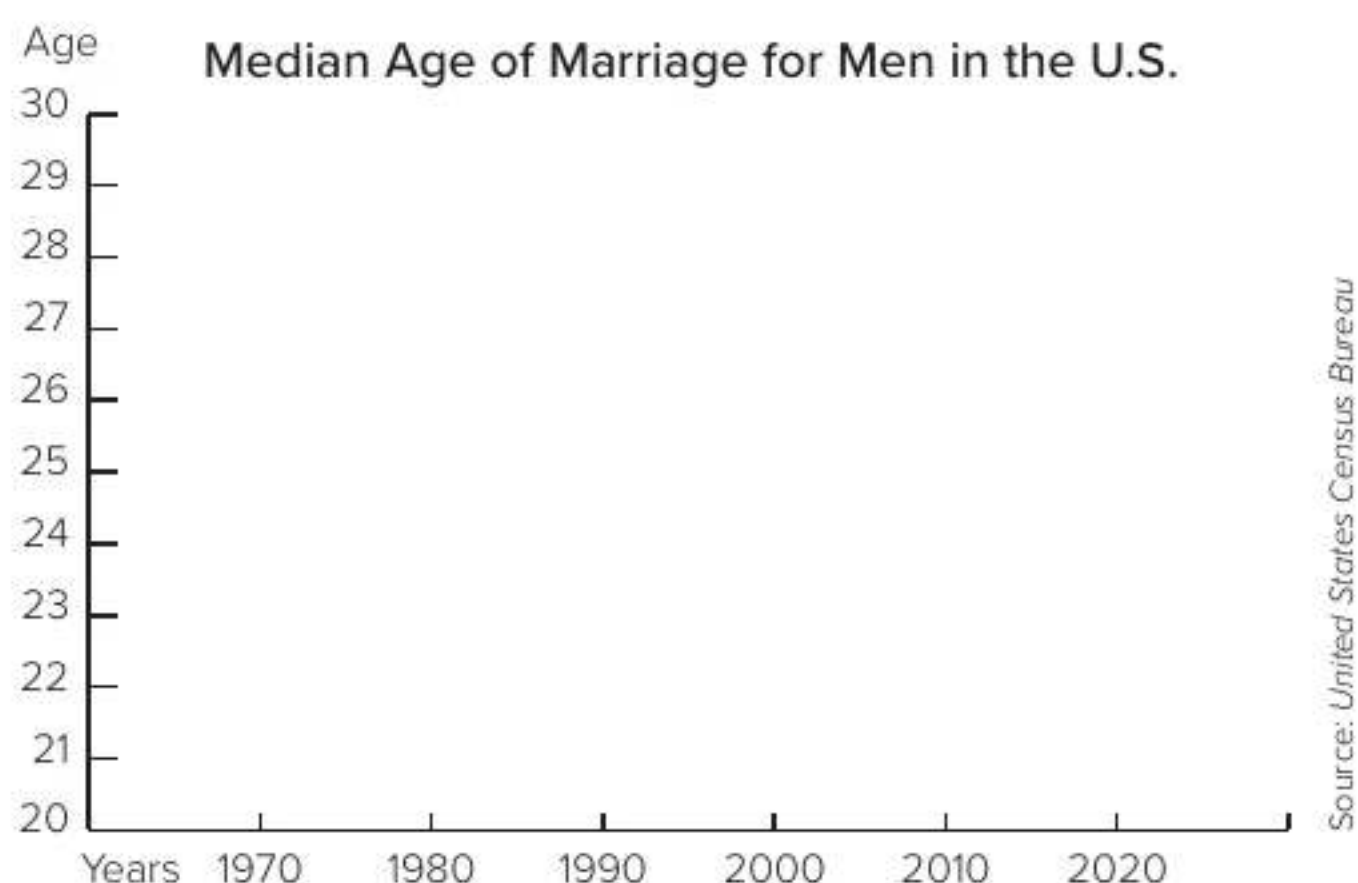


Source: U.S. Bureau of Labor Statistics





- 4 Listening again** You will hear statistics on the median age of marriage for women and men in the United States. First, listen and complete the line graph for men. Then listen again and complete the graph for women.



- 5 Creating a graph** Listen to the statistics on senior citizens in the United States. Take notes and then create a line graph that includes information on both men and women. Then compare your graph with a partner.

After You Listen

- 6 Making true or false statements** Write five true or false statements based on the information in the graphs. Then take turns reading your statements to a partner. If a statement is false, your classmate should correct it.
- 7 Thinking critically** Discuss the following questions about the statistics from the graphs in a small group.
1. How do these statistics compare to similar social groups in your community?
 2. What are some possible reasons for the increase in the average age of marriage?
 3. Why do you think more senior women than senior men live alone?

SPEAKING 1

Comparing Lifestyles

1 **Topic** Think about and discuss the questions.

1. In which countries do you think people live longer? Why?
2. Do you know what the average life expectancy is in your country?
3. Which countries have the highest population of Internet users?
4. What percent of the population uses the Internet in your country?



2 **Comparing lifestyles** The following charts are from *The World Factbook*. They contain statistics and information about lifestyles in different countries. However, the charts are not complete. Work in groups of three. Each student should look at one chart. Take turns asking and answering questions to find out and fill in the missing information in your chart.

Chart A

Country	# Children per Woman	Life Expectancy	% Internet Users	Per Capita GDP* (\$ U.S.)
South Korea	1.27	82.5	89.9	39,500
United States	1.87	80.1	76.2	59,800
Canada	1.60	82.0	89.8	
Argentina	2.25	77.5	70.2	20,900
France	2.06	82.0	85.6	44,100
Senegal	4.20		25.7	3,500
Australia		82.4	88.2	50,400
Mexico	2.22		59.5	19,900
Italy	1.45	82.4	61.3	38,200
China (PRC)	1.60	75.8		16,700
Egypt		73.2	39.2	12,700
Russia	1.61	71.3	76.4	27,900
Japan	1.42	85.5		42,900
Turkey	2.00	75.3	58.3	
United Arab Emirates	1.73	78.7	90.6	68,600

* GDP means "gross domestic product." This number refers to the total value of goods and services produced by a country over a certain period of time. Per capita GDP is this number divided by the number of people living in the country.



Chart B

Country	# Children per Woman	Life Expectancy	% Internet Users	Per Capita GDP (\$ U.S.)
South Korea	1.27	82.5		39,500
United States		80.1	76.2	59,800
Canada	1.60	82.0	89.8	48,400
Argentina	2.25	77.5	70.2	20,900
France	2.06		85.6	44,100
Senegal		62.5	25.7	3,500
Australia	1.77	82.4	88.2	50,400
Mexico	2.22	76.3	59.5	
Italy	1.45	82.4	61.3	38,200
China (PRC)	1.60		53.2	16,700
Egypt	3.41	73.2	39.2	
Russia	1.61	71.3	76.4	27,900
Japan	1.42	85.5	92.0	42,900
Turkey	2.00	75.3	58.3	27,000
United Arab Emirates	1.73	78.7		68,600



Chart C

Country	# Children per Woman	Life Expectancy	% Internet Users	Per Capita GDP (\$ U.S.)
South Korea	1.27	82.5	89.9	39,500
United States	1.87	80.1	76.2	59,800
Canada	1.60		89.8	48,400
Argentina	2.25	77.5	70.2	
France		82.0	85.6	44,100
Senegal	4.20	62.5	25.7	3,500
Australia	1.77	82.4	88.2	
Mexico	2.22	76.3	59.5	19,900
Italy	1.45	82.4		38,200
China (PRC)	1.60	75.8	53.2	16,700
Egypt	3.41	73.2	39.2	12,700
Russia	1.61	71.3		27,900
Japan	1.42		92.0	42,900
Turkey	2.00	75.3	58.3	27,000
United Arab Emirates		78.7	90.6	68,600

Source: *The World Factbook* (2019)

3 Researching Check *The World Factbook* for similar statistics on three other countries (including your own if it is not already on the list). How do these countries compare with the ones on the chart?

4 Drawing conclusions Think about the statistics in the chart and how they are connected. What conclusions can you draw about the lifestyles of these countries? Discuss your ideas in a small group.

1. Based on the information in the chart, which five countries have the highest GDP? Which five countries have the lowest GDP?

2. Compare the following information for the countries named in question 1:

- number of children (per woman)
- life expectancy
- percentage of Internet users.

3. What conclusions can you make based on this information? Use complete sentences.

Example:

The countries with the lowest GDPs usually have the largest number of children per woman, and the countries with the highest GDPs have the smallest number. For example, in Japan, the average woman has 1.42 children, but in Senegal, the average woman has more than 4 children.

4. How can statistics like these be useful?

SPEAKING 2

Can You Do Me a Favor?

1 Topic What do you consider to be a “small” or a “big” favor? Check (✓) the appropriate boxes in the chart. Then compare answers in a group and discuss why you think the favor is small or big. Does your answer depend on certain circumstances? Explain.

Favor	Small	Big
1. A friend asks to borrow \$300, but doesn't know when he can pay you back.		
2. A friend forgot her wallet and asks if you mind paying for her coffee.		
3. A stranger asks you to change seats with him on the airplane.		
4. A friend asks you to help her paint her apartment.		
5. A neighbor asks if you mind shopping for her because her leg is broken.		
6. Your sister asks you to babysit your nephews for the entire weekend.		



Language Focus Asking for Help or a Favor

Sharon: Can you do me a big favor? Would you mind watching Joey until I get back?

Zoe: Sure, no problem.

Zoe agrees to help Sharon out, but sometimes it is necessary to say “no” when someone asks for help or a favor. In that case, you apologize and give a reason why you can’t help. For example, Zoe might have said, “I’m really sorry, Sharon, but I have to study for an important exam.”

The following expressions are used for talking about favors:

Asking for a Favor	Responding	
Can/Could you do me a favor?	Sure, what do you need?	I’m sorry, but...
Could I ask you for a favor?	Sure, no problem.	I’d like to, but...
Could you give me a hand with... ?	Yes, of course.	I wish I could, but...
Would you mind (verb) + <i>ing</i> ?	I’d be glad to.	Let me think about it.

2 Asking for favors Work in pairs to practice asking for favors. Take turns asking and responding using the following situations.

1. Your cousin speaks English very well. Ask your cousin to translate a ten-page report for history class.
2. Ask a friend if he will help you move into your new apartment next week.
3. Ask a classmate if you can copy his or her lecture notes because you were absent last week.
4. Ask your neighbor if she can feed your cat and water your plants for two weeks while you are out of town.
5. Ask your brother if you can borrow his car to go on a skiing trip with friends for the weekend.
6. In a long line at the bank, ask the woman in front of you if she would mind letting you go ahead of her because you are in a hurry.

3 Role-playing With your partner, choose one of the situations in 2 to act out for the class. Add details to the conversation. You could make it humorous if you wish.

4 Thinking and discussing In a group, discuss whether you would feel comfortable asking for favors in the situations in 2. Explain your reasons.



SPEAKING 3

Research and Present



Skills Focus

Researching and Presenting

- 1 **Topic** Divide into groups of three or four and choose a city from the world's top ten cities to live in to research.
 - 2 **Brainstorming** In your group, start by thinking about the qualities or features that make some cities more enjoyable to live in. Brainstorm some ideas and record them in a mind map. Consider some of the following ideas and add your own.
 - climate
 - cleanliness
 - health care
 - employment
 - education
 - transportation
 - 3 **Researching and documenting** Each member of the group will research certain qualities of the city that make it a great place to live in.
 1. Go online and find out the reasons why the city was ranked on the list.
 2. Compare these reasons to your ideas from the brainstorm. Decide which qualities or features of the city you would like to include in your presentation.
 3. Assign each member of the group certain areas to research and:
 - record information and collect images
 - cite relevant sources.
 - 4 **Collaborating and preparing** Collaborate with your group to decide what information and images to include in your presentation and in what order each of you will present.
- Tip** Know your audience! Plan and prepare your presentation for your specific audience. That means using the proper level of formality, language, vocabulary, and context. For example, when presenting to a group of your peers in English class, you can communicate in an informal way using language and vocabulary that your audience will understand easily. However, if you are presenting to an academic audience, you should be formal and use appropriate technical language and vocabulary.
- 5 **Presenting** Rehearse your presentation before presenting it to your class. After all groups have performed their presentations, vote on which city you think is the best to live in.
 - 6 **Blogging** Comment on the qualities or features of a country that make it a great place to live in. Post your comments on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work onto).

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 critical and creative comments.	5	4	3	2	1
I can activate prior knowledge 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 and take notes.	5	4	3	2	1
I can listen, use context clues, and make inferences.	5	4	3	2	1
I can listen to a lecture and identify specific information and examples.	5	4	3	2	1
I can listen and take notes on numbers and percentages in a graph.	5	4	3	2	1
I can distinguish between reduced and unreduced pronunciation.	5	4	3	2	1
I can identify stressed items as information carriers.	5	4	3	2	1

VOCABULARY

I can understand the meaning of words and phrases from context.	5	4	3	2	1
I can understand and use two- or three-word verbs in conversation.	5	4	3	2	1
I can identify and use expressions that signal examples.	5	4	3	2	1
I can understand and use terms to discuss statistics and lifestyles.	5	4	3	2	1

GRAMMAR

I can understand and use phrasal verbs.	5	4	3	2	1
I can use prepositions with numbers and percentages correctly.	5	4	3	2	1

SPEAKING

I can think critically, compare, and explain statistics and draw conclusions.	5	4	3	2	1
I can use my notes to prepare and present a mini-lecture.	5	4	3	2	1
I can ask for help or a favor and respond appropriately.	5	4	3	2	1
I can discuss information and ideas and express my opinion.	5	4	3	2	1
I can research, prepare, and deliver a presentation to an audience.	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

World Village

Chapter Goals

- ◆ **Listening:** Listening for main ideas and details, identifying intonation patterns and stressed words, listening to a lecture, note-taking and outlining, critical thinking.
- ◆ **Speaking:** Talking about online courses, talking about similarities, differences, pros and cons, talking about tourism and change, surveying and interviewing, discussing body language in different cultures.

Focus on the Images

- ◆ Do you dream of experiencing different parts of the world?
- ◆ How is the world becoming more like a global village?
- ◆ How have travel and the World Wide Web affected the way people interact with different parts of the world? How has this changed people's attitudes, beliefs, and behavior?
- ◆ What do you think it means to be a global citizen?

Brainstorm and Associate

- ◆ Words and phrases that come to mind about global connections
- ◆ Ideas and plans for a global future

Think and Comment

“The real voyage of discovery consists, not in seeking new landscapes, but in having new eyes.”

Marcel Proust





Before You Listen

1 **Topic** Discuss the questions with your classmates.

1. What kind of courses are available online?
2. Have you ever taken an online course? Did you enjoy it? Why? Why not?
3. What are the advantages of taking an online class?
4. Would you consider taking online classes to learn a language? Why? Why not?
5. Have you ever considered distance learning for college courses?



2 **Vocabulary** Listen to the underlined words and phrases. Then use the context in the examples to match them with their definitions.

Examples	Definitions
1. It takes a long time to <u>get to know</u> a language well.	A time limit, the last date to finish something
2. How do you <u>stay in touch</u> with friends and family who live far away?	B easy to do or to use
3. Please don't <u>interrupt</u> me while I'm in the meeting.	C to become familiar with
4. The teacher always gives us <u>feedback</u> on our essays.	D to do what you didn't have time to do before
5. Computers and smart phones make communication very <u>convenient</u> .	E to stop someone from continuing an action
6. I was absent last week, so I have to <u>catch up on</u> all the lessons I missed.	F reaction, suggestion, opinion about someone's work
7. You knew about the test for a week. <u>How come</u> you didn't study?	G to communicate with someone regularly
8. The <u>deadline</u> to hand in the project is next Friday.	H why

- 3 Thinking and predicting** You will listen to a conversation between Jeff and Mari about an online language course. Suggest possible answers to the questions before you listen.

1. Why do you think Jeff is taking a language class online?

2. Why does he prefer the online class?

3. What questions do you think Mari will ask Jeff about his class?

While You Listen



Mari and Jeff



- 4 Listening for details** Listen to the conversation and answer the questions.

1. Why is Jeff taking on online Chinese class?

2. What does he like about this class?

3. Who are Jeff's classmates? Does he know them?

4. How does his teacher give Jeff feedback?

5. What does Jeff advise Mari to do?

Language Focus Stress

5 Listening for stressed words Read the conversation and fill in as many blanks as possible. Listen to the conversation again to check and complete the answers.

Jeff: (saying some words in Chinese)

Mari: Oh, sorry, am I (1) _____?

Jeff: No, that's okay. I'm just (2) _____
(3) _____ on my Chinese homework.

Mari: Oh, I didn't know you were taking
(4) _____.

Jeff: Yeah, I'm taking it (5) _____.

Mari: Online? Doesn't the college offer
(6) _____ classes?

Jeff: They do, but the regular (7) _____ - to - (8) _____ classes were full. I like (9) _____ class better anyway.

Mari: Really? How (10) _____?

Jeff: Well, for one thing, it's so (11) _____. I mean, I don't need to
(12) _____ about fitting it into my schedule. I can just go online
(13) _____ I want and do my work.

Mari: Whenever? Don't you have (14) _____?

Jeff: Yeah, we have to (15) _____ the homework and (16) _____ in group discussions by a certain date. But I don't feel (17) _____, you know, the way I do in a regular class.

Mari: I see what you (18) _____. I'm not always (19) _____ to participate in class.

Jeff: Uh-huh. And (20) _____ thing I like: the (21) _____ in the class. My classmates are from (22) _____ over the States and even from (23) _____. There's someone from Canada and people from (24) _____ and Brazil.

Mari: Wow. That's a lot of different (25) _____ zones! Seems like the (26) _____ world wants to learn Chinese these days.

Jeff: Yup. And get this: the instructor is in (27) _____.

Mari: That's so cool. But how does he correct your (28) _____? Don't you need the face-to-face (29) _____?

Jeff: No, he listens to our (30) _____ recordings and gives us (31) _____. And once a week we talk on Skype.

Mari: So, you know what everyone (32) _____ like?



Jeff: Sure. We've all become (33) _____ and chat on Facebook all the time, too. And we've all agreed to stay in (34) _____ after the course ends and meet next year in (35) _____!

Mari: Oh, so you'll get some face-to-face contact (36) _____ all!

Jeff: Of course. You (37) _____ really get to know a culture without (38) _____ there.

Mari: True. That's (39) _____ why I came here. Not just to learn (40) _____ but also to get to know the (41) _____ and customs.

Jeff: Right. But anyway, you should (42) _____ try an online class some time. Almost all American (43) _____ and universities offer them, you know.

Mari: I probably will. You certainly got me (44) _____.

6 Role-playing Act out the conversation with a partner. Practice stressing the words correctly.

 Language Focus Intonation in Questions and Requests



Information questions have a rising-falling intonation pattern:

- Where do you live?
- What's your name?

Yes/No questions and requests have a rising intonation pattern:

- Are you ready to go?
- Could you please repeat that?



7 Identifying intonation patterns Listen to the following questions and repeat them after the speaker. Above each question draw an arrow to show rising or falling intonation as shown in the Language Focus box.

1. Don't you need face-to-face contact?
2. How much does the online class cost?
3. What countries are your classmates from?
4. May I interrupt?
5. Can you give me feedback?
6. Do you want to meet in Beijing next year?
7. Which hotel should we stay at?
8. Why do you want to study abroad?



After You Listen

- 8 **Reviewing vocabulary** Complete the questions with words and phrases from the box. Then discuss your answers in a small group.

catch up on
convenient

deadline
feedback

get to know
how come

interrupt
regular

schedule
stay in touch

1. Apart from taking classes, how can you _____ a language better?
2. Do you _____ with friends from high school? Why or why not?
3. When is it OK to _____ someone who is speaking? When is it not OK?
4. Is it possible for a teacher to give a student negative _____ in a positive way? How?
5. Which do you think is more _____ for language learning: taking online classes or _____ face-to-face classes? Why?
6. Have you ever had to _____ schoolwork? Why were you behind _____?
7. _____ some people never miss a _____ and others often do?



LISTENING 2

Lecture: Body Language

Before You Listen

1 **Topic** Look at the images and discuss the questions in small groups.

1. What are the people in each image doing? What are they trying to communicate with their gestures or body language? Are similar gestures used in your culture?
2. While traveling outside your country, have you ever been surprised by people's body language? Have you ever made a "mistake" by using the wrong body language? Explain.
3. What gestures are common in your culture? Do you think people from other cultures would understand these gestures? Why? Why not?





2 Vocabulary Listen to the underlined words. Then use the context in the examples to write a definition for each word. Compare definitions with a partner.

1. She's a very affectionate mother who loves to hold and hug her children.

2. Children should respect people in authority, such as parents and teachers.

3. The students were not aware that there was going to be a test, so they didn't study.

4. The weather was cool and rainy yesterday. In contrast, today it is warm and sunny.

5. Sometimes we use body language instead of words to convey how we feel.

6. You cannot trust a dishonest person.

7. It would be disrespectful not to thank someone who has done you a big favor.

8. It's a successful company because the people work harmoniously together.

9. Tanya was horrified when she saw a snake in her garden.

10. We thought the waiter's rude language and behavior was very offensive.

11. David has the potential to be a great musician if he practices hard.

12. I'm sorry if I unintentionally said something to hurt your feelings.





Skills Focus Taking Notes on Similarities and Differences



Strategy

Taking Notes on Differences

Read the sentences from the lecture. They are followed by sample notes.

"In Arab cultures, for instance, you will also notice that men sit and stand very close to each other. On the other hand, in East Asia, people usually stand farther apart than Americans do."

Arabs: men stand & sit close

E. Asia: ppl stand farther apart than Amer.

Taking Notes on Similarities

Read the sentences from the lecture, followed by sample notes.

"In some parts of Africa and the Caribbean, for example, children are taught to look down when they're talking to a person with greater authority, such as a parent or a teacher. Similarly, in Japan an employee would not make direct eye contact with an employer."

Africa, Carib, + Japan: no eye contact w/person in authority, e.g. tchr, boss

Expressions Signaling Similarity and Difference

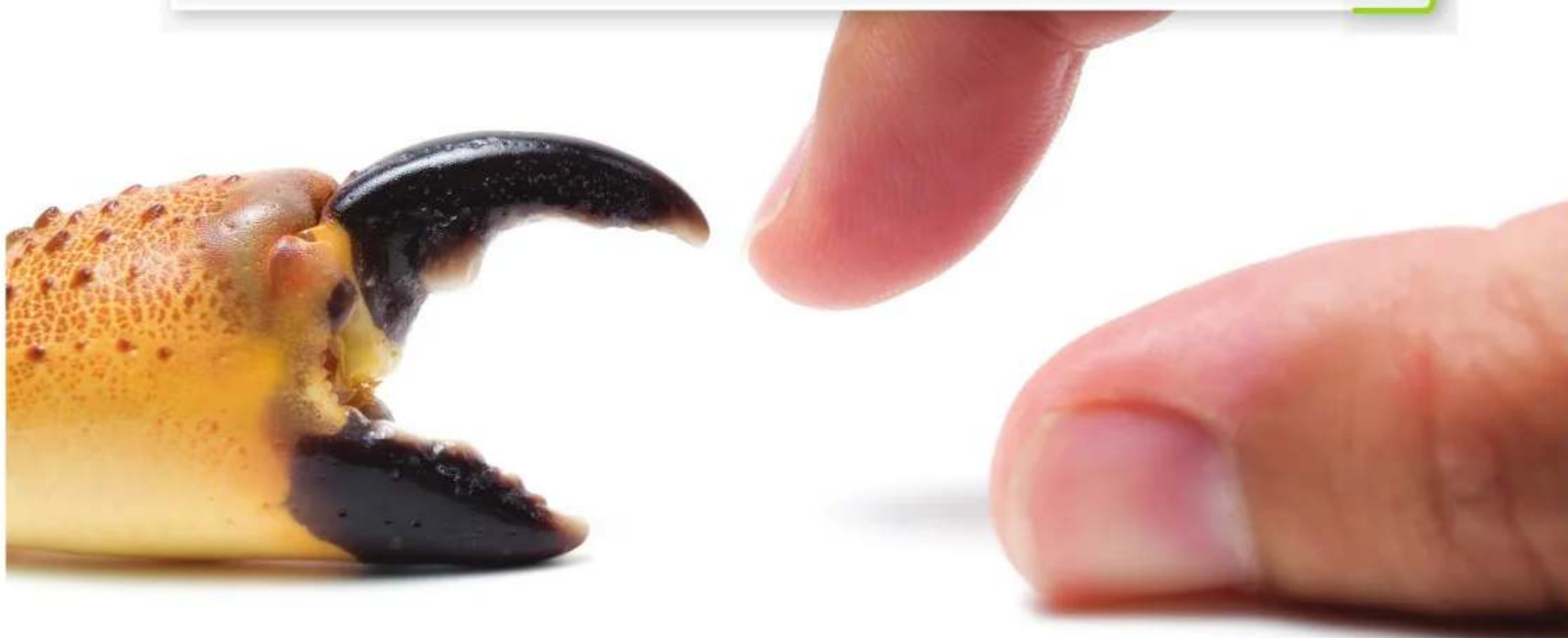
The following expressions signal a similarity or a difference.

Differences

differ from
be different from
in contrast
on the other hand
the opposite

Similarities

be the same as
be similar to
similarly
also
be alike



While You Listen



3 Taking notes on similarities and differences Listen to sentences with similarities and differences, and complete the notes. You will hear each sentence twice.

1. _____ rule: ppl stand arm's length (=70 cm) apart when talking
Latin Amer.: _____
2. Arab culture: _____
E. Asia: _____
3. U.S.: _____
Africa, Carib: _____
4. _____ : no eye contact w/ _____
5. Mexico / Italy: normal to _____
France: everybody _____
Japan: _____



4 Taking lecture notes Listen to the first part of the lecture and take notes using your notepad. Listen for similarities and differences in two areas of nonverbal communication.



5 Outlining the lecture Use your notes from 3 and 4 to fill in the missing information on the following outline. Remember to use abbreviations and symbols. Listen again if necessary.

Topic: _____

Intro: _____

- A. Movement (gestures),** _____
1. U.S. OK gesture = _____ in Russia, _____ in Brazil
 2. Pointing: OK in U.S., _____
 3. Show bottom of shoe: _____
- B. Distance**
1. Every culture ppl have _____
 2. Standing:
 - a. U.S. + _____ arm's length (=70 cm) when talking
 - b. Latin: _____
 - c. Arab (men): _____
 - d. E. Asia: _____



6

Taking lecture notes

Taking lecture notes Listen to the second part of the lecture. Continue taking notes on your notepad. After listening, use your notes to fill in the missing information on the following outline.

C. _____

1. U.S.:

2. Africa, Carib:

3. Japan: _____

D. _____

1. Latin:

e.g. France:

2. Japan:

Conclusion:

After You Listen

7

Speaking from your outline

Speaking from your outline Using your own notes from the lecture, present the information about body language in different cultures to a partner or small group of classmates.



- 8 **Discussing** Look at the following images. Do these gestures mean the same thing in your culture? Work in a group and discuss the following questions.



Good luck!



No thanks!



Thank you.

1. How much personal space do people in your culture expect? What do you do if someone steps inside your personal space?
2. What are the “rules” for making or avoiding eye contact in your culture?
3. In your culture, what body language do people use when they greet people they know and people they don't know? Is it different?
4. In your culture, what body language do you use to convey the following meanings:
 - Be quiet.
 - It smells awful!
 - Who, me?
 - Boring...
 - He/she talks too much.
 - Go away!
 - I don't know.
 - Come here.
 - It's great!
 - It's bad.
 - That's crazy!
 - Good luck!
 - Stop!
 - I can't hear you.
 - Yes/No.

LISTENING 3

Travel Blog: Bagan Then and Now

Before You Listen

- 1 **Topic** You will listen to a travel blog about tourism. Use what you know to talk about tourism and take notes.
 1. Is tourism good for a country? What about for smaller places? Why? Why not?
 2. Does tourism have positive or negative consequences? Give examples.
 3. How does tourism affect the people who live in a tourist destination?





- 2 Vocabulary** Listen to the underlined words and phrases. Then use the context in the examples to match them with their definitions.

Examples	Definitions
1. After the storm, leaves were <u>scattered</u> all over the yard.	A to gain something by making use of an opportunity
2. Nobody had lived in the <u>abandoned</u> town for many years.	B local people who live in an area
3. Please speak louder. I can <u>hardly</u> hear you.	C spread around in many places
4. The view from the mountaintop is very <u>impressive</u> .	D to keep something safe and in good condition
5. Computers have had a great <u>impact</u> on education and communication.	E causing respect or admiration
6. We are going to <u>take advantage</u> of the beautiful day and go hiking.	F almost not
7. Change is good, but it's also important to <u>preserve</u> our cultural traditions.	G to cause damage or injury
8. Don't worry. The dog barks at everyone, but it won't <u>harm</u> you.	H left behind; no longer used or cared for
9. I am <u>convinced</u> that tourism will help the local economy.	I a strong effect
10. The local <u>residents</u> of Myanmar are very friendly.	J completely certain that something is true



- 3 Thinking and predicting** You will hear about changes that have occurred in Bagan, a small historic town in Myanmar. Before you listen, check (✓) the items that you think are true. You can correct your answers after you listen.

- Tourism in Bagan has increased. ☐
- Life in the area is the same for the local people. ☐
- Tourism has had a positive effect on the town. ☐
- Tourism has had a negative effect on the town. ☐
- Bagan now has a big shopping mall. ☐

While You Listen



- 4 Listening and taking notes** Listen to the travel blog and check your answers in 3. Then take notes in the chart to describe what Bagan was like in the past, what it is like today, and what it may be like in the future.

Bagan, Myanmar		
Past	Today	Future



- 5 Identifying pros and cons** Listen to the travel blog again. This time, take notes on the pros and cons of tourism in Bagan. Record your notes in the chart.

Tourism in Bagan	
Pros	Cons



Language Focus Expressing Pros and Cons

Pros and cons are the good (pros) and bad (cons) sides of something. Many situations, decisions, or choices have both pros and cons.

Example: What are the pros and cons of tourism in Myanmar?

The biggest disadvantage is that it has disrupted the lifestyle of the local community. However, increased employment opportunities for the local people is a big plus.

Study these common expressions:

Pros	Cons
One advantage or benefit is...	One disadvantage or drawback is...
The biggest advantage is...	The biggest disadvantage is...
Another good or positive point is...	Another negative point is....
... has some good points, too.	... is a big drawback.
... is a big plus.	The downside of... is...

After You Listen

6 Thinking critically In a group, discuss the pros and cons of tourism in Bagan. Use your notes and the expressions from the Language Focus box. Look at the following images and think about the questions:

1. How has tourism been beneficial for the residents of Bagan?
2. Which aspects of tourism are positive?
3. How has tourism harmed the lifestyle of the local people?
4. Which aspects of tourism are negative?
5. What might happen to Bagan in 10 years? Is this positive or negative? Explain your opinion.



Traditional Burmese handicrafts



Pottery and weaving



Local school in Bagan



Bagan outdoor market

SPEAKING 1

The Impact of Tourism

1 **Topic** In a group, discuss tourism in your local area or in your country.

1. What are the names of some popular tourist destinations in your country?
2. What time of the year is tourism the busiest?
3. Where do most of the tourists come from?
4. Do you like to visit these destinations? Why? Why not?



Before tourism



After tourism

2 **Thinking and making notes** Think about a popular tourist destination in your country that you have visited or that you know about. Use the chart to make notes.

1. Begin with Today: Make notes about the place of your choice and describe it. Use your own experience.
2. Then think about the Past: Use what you know and what you might assume from what you have seen and heard.
3. Think ahead to the Future: Use what you know about this place and other tourist destinations and imagine how the place will develop. What do you think it will be like in 10 or 15 years from now?

Past	Today	Future

3 **Discussing the pros and cons** Discuss the changes that have occurred at the popular tourist destination in your group. Comment on whether you think these changes are positive or negative. Consider these questions in your discussion.

1. Has tourism benefited the area and the local people? If so, how?
2. Has tourism harmed the traditional culture or way of life? If so, how?
3. How has tourism affected the environment?
4. Is the local culture being preserved?
5. What, in your opinion, should be done to improve tourism at the destination?

SPEAKING 2

Vacation Survey

1 **Topic** Describe a recent vacation you had to a partner.

1. When and where did you go?
2. How did you travel to your destination?
3. How long did you stay there?
4. What type of accommodation did you stay in?
5. What activities did you do there?

2 **Surveying and interviewing** Interview at least three of your friends or classmates about their vacation habits. Ask them the following questions and fill in the form with their answers, adding any specific details. (Note: you may wish to make copies of the form for each person you survey.)

Vacation Survey		
Questions		Details
1. What time of year do you usually go on vacation?	spring summer fall winter	
2. Where do you usually go on vacation? Do you prefer an urban setting (city) or a rural setting (countryside)?	mountain beach urban setting rural setting	
3. Do you usually vacation in your own country (domestic) or abroad?	domestic abroad	
4. Do you prefer to go on organized package tours or travel on your own?	package tour on my own	
5. How do you usually book your travel and accommodation?	travel agent online	
6. What type of accommodation do you usually stay in?	hotel bed & breakfast campsite hostel other	
7. What is the average length of your vacation?	1 week 2 weeks 1 month	
8. How do you usually travel to your destination?	plane boat car train bus	
9. What types of activities do you do while vacationing?	sightseeing visiting museums trying the local cuisine sports activities shopping other	

3 **Comparing and discussing results** As a class, compare the results of your survey. What are the most common or popular vacation habits of your friends and classmates?

SPEAKING 3

Research and Present



Skills Focus

Researching, Planning, and Presenting

- 1 **Topic** Work in a group of three or four students. You are going to research, plan, and present a vacation package.
 - 2 **Brainstorming** In your group, brainstorm interesting destinations for your vacation package. Discuss the pros and cons and decide on a final destination. Think of all the things that you will need to research and plan. Record your ideas in a mind map. Consider some of the following ideas and add your own.

• accommodations	• activities	• time of year	• weather
• transportation	• sights/museums	• number of days	• prices
 - 3 **Researching and recording** Assign each member of the group certain features of the vacation to focus their research on. For example, one group member can focus on accommodation, another on recreational activities, one on restaurants, etc.
 1. Go online and research. Record a variety of options for each feature and include relevant details such as photographs, prices, required time, and so on.
 2. Present the options you have found to your group.
 3. As a group, decide on the best options to include in the vacation package.
 4. Come up with an appealing name for your vacation package.
 5. Don't forget to cite (refer to) your sources.
 - 4 **Working together** Collaborate with your group and decide what information and images to include in your presentation and in what order each of you will present.
- Tip** Have fun by interacting with your audience. Start your presentation by getting your audience's attention with an interesting fact or an impressive image. Make eye contact with people in the audience and ask individuals questions. For example, show a breathtaking image and ask "How would you like to spend a week at this vacation destination?" Be prepared to respond and answer questions. Don't worry if you go off script from time to time.
- 5 **Presenting** Rehearse your presentation before presenting it to your class. After all groups have made their presentations, vote on which vacation package is the most interesting.
 - 6 **Blogging** Comment on changes in your favorite vacation destination (or another place). Present your opinion and the opinion of a resident. Post your comments and views 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 critical and creative comments.	5	4	3	2	1
I can activate prior knowledge, make predictions, 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 and take notes.	5	4	3	2	1
I can listen, use context clues, and figure out meanings.	5	4	3	2	1
I can listen to a lecture and identify specific information and examples.	5	4	3	2	1
I can listen to a lecture, take notes, and complete an outline.	5	4	3	2	1
I can listen and take notes on similarities and differences.	5	4	3	2	1
I can distinguish between pros and cons.	5	4	3	2	1
I can identify stressed items as information carriers.	5	4	3	2	1
I can identify intonation patterns in questions and requests.	5	4	3	2	1

VOCABULARY

I can understand the meaning of words and phrases from context.	5	4	3	2	1
I can understand and use words about verbal and nonverbal communication.	5	4	3	2	1
I can discuss the advantages and disadvantages of e-learning.	5	4	3	2	1
I can use expressions signaling similarities and differences.	5	4	3	2	1
I can use expressions that signal pros and cons.	5	4	3	2	1

GRAMMAR

I can use expressions that signal similarities and differences.	5	4	3	2	1
I can use different verb forms to talk about the past, present, and future.	5	4	3	2	1

SPEAKING

I can think critically, compare, and use verbal and nonverbal language (body language).	5	4	3	2	1
I can identify and discuss pros and cons using appropriate expressions.	5	4	3	2	1
I can speak from my notes or my outline.	5	4	3	2	1
I can interview and survey people on vacation habits.	5	4	3	2	1
I can think critically and estimate the impact of tourism in popular destinations.	5	4	3	2	1
I can compare and discuss verbal and nonverbal communication in different cultures.	5	4	3	2	1
I can research, prepare, and deliver a presentation to an audience.	5	4	3	2	1
I can compare and talk about changes in an area over time.	5	4	3	2	1
I can express my opinion about the future.	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

A Universal Language?

Chapter Goals

- ◆ **Listening:** Listening for specific information, getting meaning from context, critical thinking, listening to a lecture and taking notes, identifying spellings.
- ◆ **Speaking:** Spelling words, giving encouragement and praise, comparing cultural differences, talking about body language, critical thinking skills.

Focus on the Images

- ◆ What language do you think the people might be speaking in each image? Why?
- ◆ Is there a difference in the way people communicate in formal and informal situations?
- ◆ What does the body language of the people tell you?
- ◆ Describe what it is like for you to communicate in English in formal and informal situations.

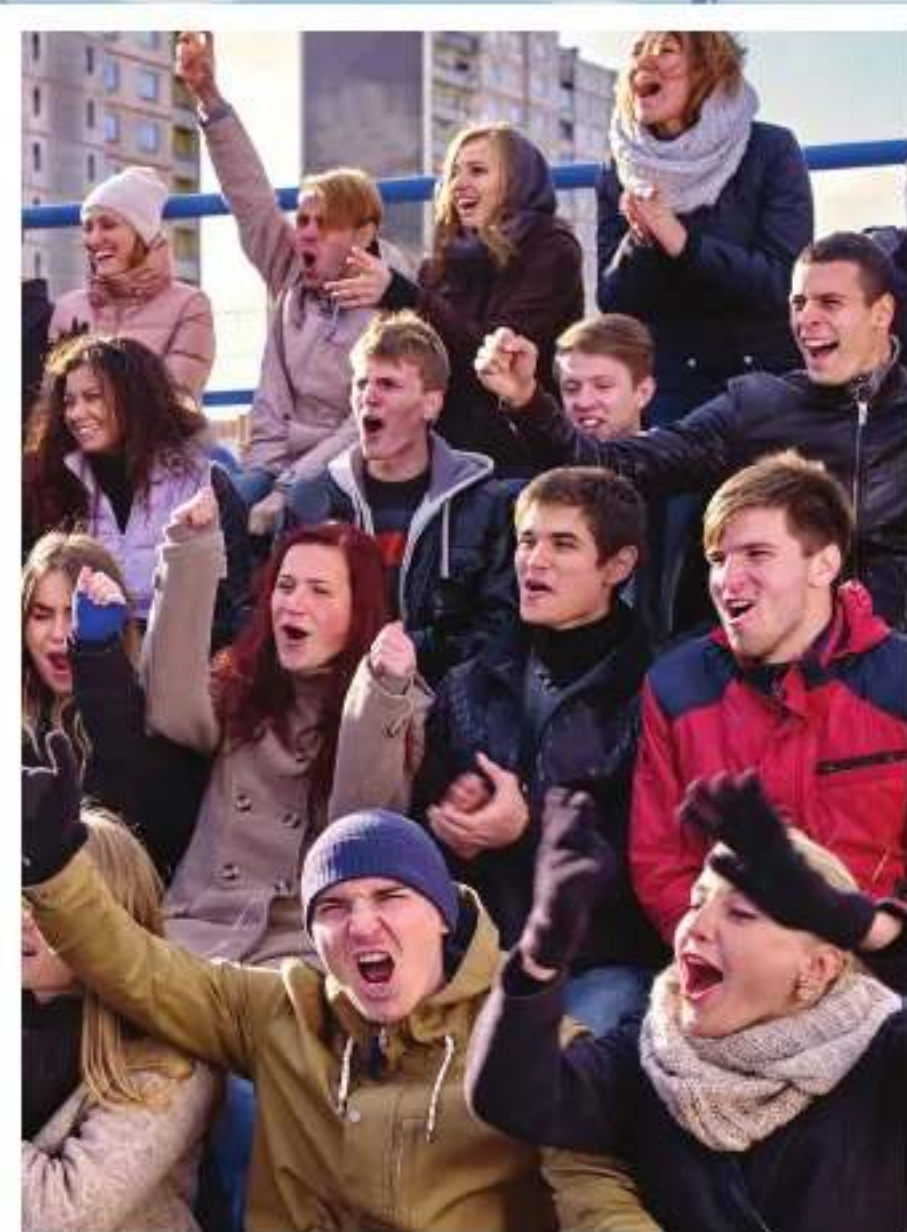
Brainstorm and Associate

- ◆ Words and phrases that come to mind about language and communication
- ◆ Suggestions and observations about language and meaning

Think and Comment

“The language of friendship is not words but meanings.”

Henry David Thoreau, American poet and essayist





LISTENING 1

What Do People Really Mean?

Before You Listen



1 Topic Listen to the short conversation between Luke and Ethan and read along. Then discuss the questions.

Luke: Ethan. Ow ya goin', mate?

Ethan: How I'm going? Where?

Luke: I mean, how are ya, my friend?

Ethan: Oh, I'm fine. How's it going with you?

Luke: I'm stuffed.

Ethan: Why? Did you eat too much for breakfast?

Luke: Oi! No, I never eat brekky. Back home in Straya, stuffed means tired. Speaking of food, are ya goin' to the barbie this arvo?

Ethan: What? Barbie, the doll? Avo...cado? Wait, I think I can figure this out... You want to know if I am going to the barbecue this afternoon, right?

Luke: Yeah, mate. Good on ya!

Ethan: Well, if you're not too stuffed, we can get stuffed on food at the barbie then. And you can teach me some more Australian.

Luke: Now, we're speaking the same language!



Ethan and Luke

1. Why does Ethan have difficulty understanding Luke?
2. Do they speak the same language? Explain your answer.
3. What do you think the underlined words and expressions mean in Australia? How does Ethan interpret (understand) them at first?
4. Have you ever had difficulty communicating with a friend from a different culture or even a different region of your country? Explain why.
5. Apart from words, what else helps us communicate with others? Is it possible to understand meaning without any words at all?



- 2 Vocabulary** Listen to the underlined words and expressions. Then use the context in the examples to match them with their definitions.

Examples	Definitions
1. Class is about to start, so please <u>take a seat</u> . _____	A a close, trusting relationship
2. Marta is so <u>two-faced</u> ! She's nice to me, but then she says bad things behind my back. _____	B sit down
3. The student from Japan was popular because of his <u>friendliness</u> . _____	C knowing nothing about a particular thing
4. Their <u>friendship</u> has lasted over 30 years. _____	D to begin to understand
5. At first, Erica found it hard to <u>make friends</u> with classmates at her new school. _____	E can't be sure
6. After playing the game a few times, I began to <u>catch on</u> . _____	F a warm and open way of behaving with people
7. Dave was completely <u>in the dark</u> about the surprise party his friends had planned. _____	G to become friendly with someone
8. When people smile, you <u>naturally</u> think they're being friendly. _____	H dishonest
9. A typical <u>greeting</u> in English is "hello" or "hi". _____	I in a way that is expected
10. It's hard to <u>say</u> if he agrees because he never shares his opinion. _____	J what you say when you meet someone

- 3 Predicting and expecting** Look at the image of Yolanda, Mari, and Nancy. You are going to listen to a conversation between them. Read the sentences, and circle T if you expect them to be true or F for false before you listen. You can compare and make changes after you listen.

Before You Listen		After You Listen
T F	1. Mari is confused about something.	T F
T F	2. Yolanda and Mari are good friends.	T F
T F	3. Mari thinks Yolanda is being dishonest.	T F
T F	4. Americans make friends easily.	T F
T F	5. "How are you?" isn't always a real question.	T F
T F	6. Nancy is certain that Yolanda will call Mari.	T F



Nancy, Mari, and Yolanda

While You Listen



- 4 Listening for main ideas and specific information** Listen to the conversation, and answer the questions.

1. What is the relationship between Yolanda and Mari?

2. Why is Mari confused about Yolanda?

3. What does Mari think of Americans?

4. What does Nancy say about friendship and friendliness?

5. According to Nancy, what does "How are you?" often mean?

Language Focus Stress



5 Listening for stressed words Read part of the conversation, and fill in as many blanks as possible. Listen to the conversation again to check and complete the answers.

Mari: I don't understand Americans.

Nancy: Huh?

Mari: Did you (1) _____ what she said? "I'll call you, we'll go to a (2) _____." But every time I try to pick a (3) _____ day or time, she says she's (4) _____, she has to check her (5) _____. And then she (6) _____ call.

Nancy: Mm hmm...

Mari: Why do Americans say things they don't (7) _____? They (8) _____ so nice, like they (9) _____ say, "How are you?" but then they keep on (10) _____ and don't even wait for your (11) _____. They're so... how do you say it... (12) _____-faced?

Nancy: I know it (13) _____ that way sometimes, Mari. But it's (14) _____ (15) _____. It's just that for Americans, friendliness and friendship (16) _____ always the same thing.

Mari: What do you (17) _____?

Nancy: Well, as you know, Americans can be very (18) _____ and friendly. Like, they (19) _____ you to sit down, they (20) _____ you questions, they (21) _____ you all about their families. So, naturally you think they're trying to make (22) _____ with you. But actually, friendship, (23) _____ friendship, doesn't happen so (24) _____.

Mari: So, when people say, "How are you?" they're just being (25) _____? They don't really (26) _____?

Nancy: Not exactly. The thing you have to (27) _____ is that "How are you?" isn't a (28) _____ question. It's more like a (29) _____, a way of saying hello.

Mari: Aha, I (30) _____ it! And "Have a nice day" is just a (31) _____ way to say goodbye?

Nancy: Exactly. (32) _____ you're catching on.

Mari: But I'm (33) _____ in the dark about Yolanda. Does she (34) _____ to be my friend or (35) _____?

Nancy: It's (36) _____ to say. Maybe she's just too (37) _____ these days. I guess you'll just have to be (38) _____.

Mari: Hmm. That's good (39) _____, I guess. Thanks.

6 Role-playing Act out the conversation with a partner. Practice stressing the words correctly.



Language Focus Statements with Rising Intonation



You heard the following exchange in the conversation:

Mari: So, when people say, “How are you?” they’re just being polite? They don’t really care?

Nancy: Not exactly.

Note that Mari’s questions are actually statements: “They’re just being polite?”, “They don’t really care?” with rising intonation. This way of talking is often used in rapid, informal English, especially when the speaker is surprised or expects an affirmative answer.



- 7 Identifying intonation patterns** Listen to the statement questions, and rewrite them as true questions in the following spaces.

Example: You’re going to work? *Are you going to work?*

1. You’re leaving? _____
2. You remember my friend Yolanda? _____
3. Bill hasn’t found a job yet? _____
4. Trina can speak five languages? _____
5. Luke’s actually from Australia? _____
6. You understood what he was saying? _____
7. No one spoke English? _____
8. Karen couldn’t find her passport? _____

After You Listen

- 8 Reviewing vocabulary** Complete the questions with words and phrases from the box. Not all the words and phrases are necessary. Then discuss the questions in your group.

catch on
friendliness
friendly

friendships
greeting
hard to say

in the dark
make friends
naturally

say goodbye
take a seat
two-faced

1. If you are a new student at college and don’t know anyone, how can you _____?
 2. “How are you?” is a typical _____ in English, and “Have a nice day” is a way to _____. What are similar phrases in your language?
 3. Do you think that childhood _____ last a lifetime? Why? Why not?
 4. A smile is a common sign of _____. What other ways can people show that they are being _____?
 5. When trying to communicate with people from other countries, have you ever felt _____ about what they were saying? What did you do?
 6. Is it always easy to tell if someone is _____ being polite and friendly? Why? Why not?
 7. Describe a situation when you didn’t understand something at first, but you eventually were able to _____.
 8. What would you do if you were in a situation where you realized a friend was being _____?
- 9 Reflecting and discussing** In a group, discuss what friendship means to you. Then discuss whether you think there are different levels of friendship or different kinds of friends.

LISTENING 2

British and American English

Before You Listen

- 1 **Topic** Look at the captions under each image. Circle the words that are American English. Do you know any other words or phrases that differ in American and British English?



elevator/lift



chips/fries



pavement/sidewalk



garbage/rubbish



line/queue

- 2 **Thinking critically** Answer the questions in a small group.

1. How well do English speakers from different countries understand each other? Explain.
2. In which countries or regions of the world is English the official language?
3. Which variety of English is usually taught in language courses? Why?
4. Which accent of English is easiest for you to understand? Why?
5. Why do you think English is considered to be the universal language?



3 Vocabulary Listen to the underlined words. Then use the context in the examples to come up with a definition for each word. Compare definitions with a partner.

1. When Pierre speaks English, you can still hear his French accent.

2. Each region of England has a different dialect, but usually everyone understands each other.

3. The weather forecast for tomorrow says it's going to rain.

4. The suitcases looked identical, so I wasn't sure which one was mine.

5. The majority of students voted for Julia, so she was elected class president.

6. The change was quite noticeable after we repaired and painted the house.

7. Tropical storms in the Caribbean usually occur between August and October.

8. I think you are partly correct, but I don't agree with you completely.

9. There is no right or wrong answer to this question. Rather, it is a matter of opinion.

10. White is the standard color of notepad paper.

11. Every snowflake has a unique design; no two are the same.

12. English letters represent sounds, whereas Chinese characters represent words.

4 Classifying words Match the words in the box to the American or British words with the same meaning. Write the words in the following chart. Then match as many words as you can with the following images.

<i>bathroom</i>	<i>closet</i>	<i>lorry</i>	<i>raincoat</i>	<i>solicitor</i>
<i>biscuit</i>	<i>flat</i>	<i>petrol</i>	<i>rucksack</i>	<i>torch</i>
<i>chips</i>	<i>line</i>	<i>pharmacist</i>	<i>soccer</i>	

American English	British English	American English	British English
apartment			mackintosh
	crisps	gas	
lawyer			loo
	football	cookie	
backpack			queue
	chemist	flashlight	
truck			wardrobe



While You Listen



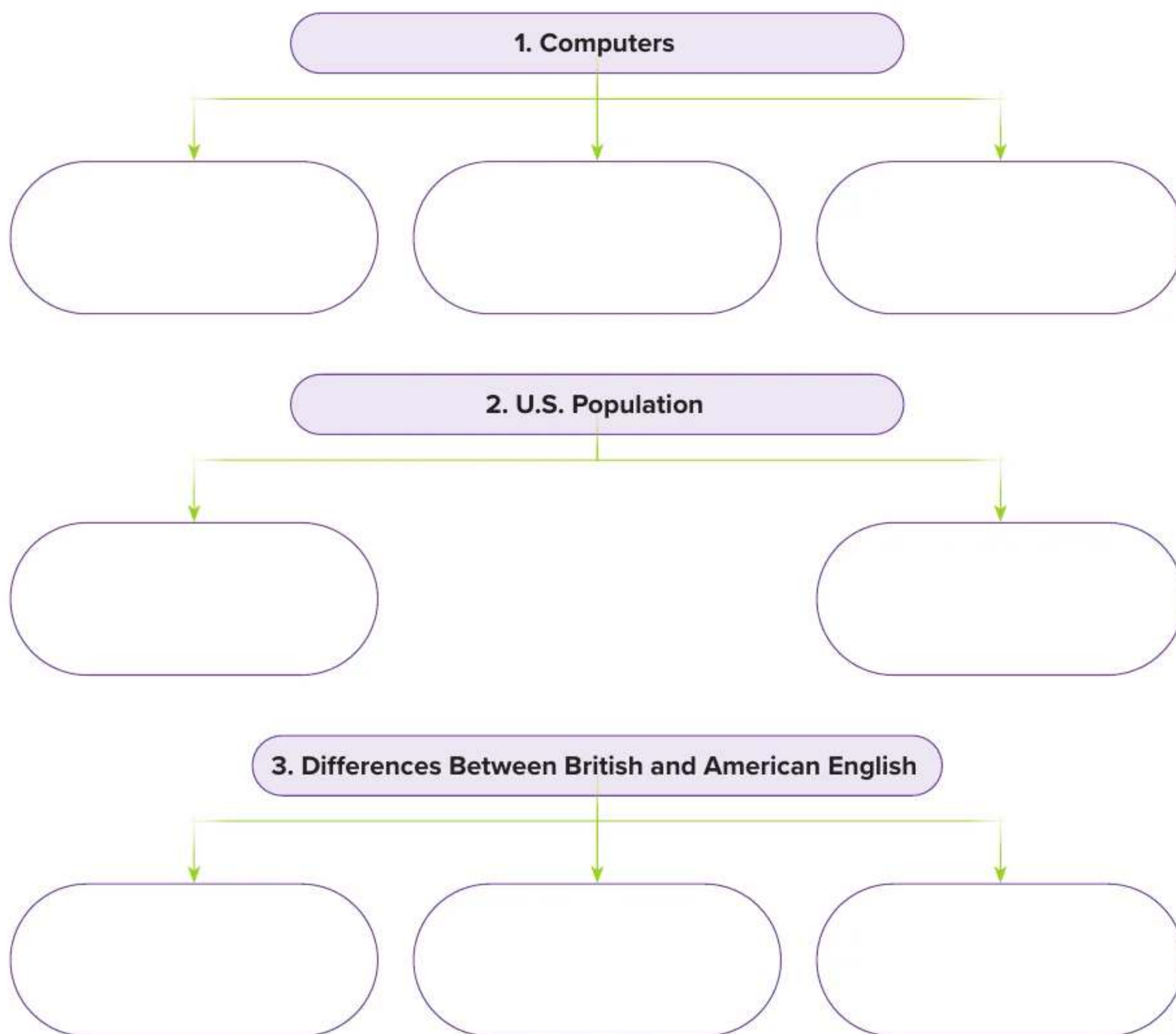
Skills Focus Lecture Classification

Lectures are often organized by classification. That is, the lecture topic is classified, or divided, into several smaller topics. These smaller topics are called subtopics. A well-organized lecturer will announce these topics in the introduction. You should listen for this information because it helps you plan and organize your notes.

A graphic organizer like the following one can help you organize topics and details. Use this type of graphic organizer when you're taking notes on a lecture about several topics. Or, when you're organizing your own thoughts or research.



- 5 Listening for lecture subtopics** Listen to the introductions from three lectures. Write the subtopics in the spaces under each topic.



- 6 Taking notes: Part 1** Listen to the first part of the lecture and take notes. Listen for similarities and differences in American and British pronunciation.

Handwriting practice lines for notes.



7 Outlining the lecture Use your notes from 6 to fill in the missing information on the outline. Remember to use abbreviations and symbols. Listen again if necessary.

Topic: Differences between Am./Br. English

I. _____

Sound/Letter	e.g. Word	Am.E.	Br.E.
1. "a"		/kænt/	/kant/
		/bæth/	/bath/
2. "r"		/kar/	/ka/
		New /Ycrk/	New /Yok/
		/f rst/	/f st/
		/forkæst/	/fohkast/
3. "t"		/lidl/	/litl/
		/twenny/-one	/twenty/-one



8 Taking notes: Part 2 Listen to the second part of the lecture. Take notes in your notepad. After listening, use your notes to fill in the missing information on the following outline.

II. _____

A. Eng. has over _____ words

B. # of vocab diffs between Am.E Br.E.= _____

e.g.:

	Am.E.	Br.E.
1.		
2.		
3.		
4.		

III. _____

A. Am.E. & Br.E. almost ident.

B. few diffs.:

	Am.E.	Br.E.
1. verb "get"		
2. verb "have"		
3. preposition		

IV. Conclusion: _____

After You Listen

- 9 **Speaking from your outline** Work in pairs and combine your notes from the lecture into a short presentation. Present the information about differences between American and British English to your classmates. Do not look at any other notes or the audio script.
- 10 **Thinking critically** First, work in a group and discuss the questions. Then present your views and discuss them with your class.
 1. Do people in different regions of your country have different dialects? Explain.
 2. How do citizens in your country usually communicate with visitors and people from neighboring countries?
 3. Apart from English, what other languages are widely spoken in regions of the world? For example, Portuguese is spoken in Portugal and Brazil.
 4. How important is it to be bilingual or multilingual today? Why?
 5. When speaking in your native language, do people in your culture ever use English words? Which ones? Why do you think that is?
 6. How do you think English will develop or change as a universal language in the future?

LISTENING 3

Spelling Contests and Word Games

Before You Listen



Playing Scrabble



Solving a crossword

- 1 **Topic** Think about and discuss the questions.
 1. Are you good at spelling in your native language? How about in English?
 2. Give some examples of words that are difficult to spell in English.
 3. Do you enjoy doing word puzzles or playing word games? Why? Why not?
 4. How can a person become a better speller?

While You Listen



2 Spelling quiz Are you good at spelling? Listen to the words and example sentences. Try to spell each word correctly on the numbered lines.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |



3 Listening and checking Now listen to the correct spelling of the words and check your answers. What makes these words difficult to spell?



4 Identifying spellings Listen to a spelling bee in a U.S. middle school class. As you listen, choose the spelling you hear even if it is wrong. During the pause, check (✓) whether you think the spelling is right or wrong. Continue listening, and you will hear the correct spelling. The first one has been done as an example.

Spelling	Right	Wrong	Spelling	Right	Wrong
1. A tryes			6. A ninty		
B tires			B ninety		
C tries	✓		C nintey		
2. A chose			7. A analyze		
B choose			B analize		
C choice			C analise		
3. A effect			8. A possibility		
B affect			B possibiletty		
C effet			C possibilty		
4. A quizzes			9. A misterious		
B kwizzes			B mysterious		
C quizzes			C mesterious		
5. A suceed			10. A lightening		
B succede			B litening		
C succeed			C lightning		

After You Listen

5 **Thinking critically** Discuss the following questions in a small group.

1. Can word games and puzzles help you learn a language better?
2. *Gamification* is the application of games or game-like elements to other daily activities such as work or school. How can gamification be used in education? Do you think it motivates students to learn?
3. Some researchers claim that doing puzzles such as word searches, crosswords, and Sudoku can help keep the mind active, improve memory, and keep away diseases such as dementia and Alzheimer's. What do you think? What other benefits are there in solving puzzles?



SPEAKING 1

Spelling Bee

1 **Topic** It is your turn to have a spelling bee!

1. Divide the class into teams of three or four students per team.
2. Each team will select 20–25 words from Chapters 1 through 7.
3. Teams should also prepare a sample sentence for each of the chosen words.





Language Focus Giving Encouragement and Praise



Strategy

When someone tries to do something, it is important to give encouragement even if they have made a mistake. When someone tries and succeeds, you can praise them for their effort. Here are some common expressions that are used for encouragement and praise.

Encouragement

I'm sorry, but that's incorrect. Good effort.
 Oh no, that's not right. But you almost got it.
 Oops, you've made a mistake. Good try, though.
 Sorry, that's wrong. Better luck next time.
 That wasn't quite right, but you came close.

Praise

You're right. Well done!
 Yes, you got it right. Great!
 That's correct. Good job!
 Yes, that's right. Way to go!
 You got it. Congratulations!

- 2 **Playing by the rules** Here are the rules for the spelling bee. Remember to use expressions for praise and encouragement when others have tried to spell the word.
 1. Two teams will compete with each other, taking turns asking the other team to spell a word.
 2. Team A will start by reading the word and its sample sentence.
 3. Team B will have three chances to spell the word correctly. Start by repeating the word aloud and then spelling it. When necessary, each attempt to spell the word should be made by a different member of the team. Be careful not to repeat the same incorrect spelling as your teammate.
 4. Have one person on each team keep Score. Award **10** points if a word is spelled correctly on the first try; **5** points on the second try; and **2** points on the third try.
 5. Then teams switch roles. Each team should be given 10 words to spell.
 6. Make sure all team members participate by introducing the word and sentence as well as spelling words.
 7. Pay attention so that the same word is not used more than once.
- 3 **Comparing results** Add up the scores to see which team has the most points. Compare the results with other teams in the class to decide on the winner. Congratulate the winning team.
- 4 **Reflecting and discussing** As a class, discuss which words were the hardest to spell. The tutor will list the words on the board. Suggest different ways to remember the spellings of difficult words.



SPEAKING 2

It's Not Always What You Say That Matters

1 **Topic** Look at the images and discuss the questions in your group.

1. How would you describe the ways in which the people are greeting each other? What do you think their relationship is?
2. How do you greet your friends? Your relatives? People you don't know well?
3. Do you have a special way of greeting certain people?



2 **Vocabulary** Listen to the underlined words and phrases. Then use the context in the examples to match them with their definitions.

Examples	Definitions
1. The price of a smartphone can <u>range</u> from \$100 to \$1,000. _____	A to show or point out
2. Languages <u>consist of</u> words, grammar, and syntax. _____	B in a way that includes everyone
3. The <u>media</u> keep us informed about what's going on in the world. _____	C agreement that something is good
4. Cheating on exams is <u>unacceptable</u> behavior. _____	D to be made up of
5. When offered ice cream, the children cheered in <u>approval</u> . _____	E not suitable or proper
6. Teachers often use a red pen to <u>indicate</u> corrections in student essays. _____	F communication systems such as TV, newspapers, and the Internet
7. My friend and I don't let a <u>disagreement</u> get in the way of our friendship. _____	G to vary within specific limits
8. English is <u>universally</u> accepted as the language of international business. _____	H a difference of opinion



Language Focus Guessing: Being Tentative

To show that you are unsure about something, you can use the following expressions:

I guess	I suppose	My guess is that	It/They probably
I think	I'd say	It/They might	I'm not sure, but

Example: **A:** What language is this? I don't recognize it.

B: Hmm. I suppose it's something Scandinavian. I'd say it's Swedish, but it might be Danish.

- 3 Reflecting and discussing** Guess how people in different cultures greet each other by checking items in the chart. Then discuss your answers in a small group. Use expressions to show when you are unsure.

	Short Handshake	Long Handshake	Kiss	Hug
Asian				
American				
Arab				
German				
British				
French				
Italian				
Belgian				
Dutch				
Mediterranean				



Some cultures greet each other with a handshake.



- 4 Listening and checking** Listen to the first part of the podcast and check your answers. Then listen again, and make notes on specific details.

5 Comparing In a small group, use your notes to compare greetings in different cultures.

1. How would you characterize different handshakes and greetings?

Example: When people greet each other with a long handshake, I'd say that they are trying to convey friendliness. They might want to show that they are open to discussion.

2. How do people in your culture usually greet each other? Does the greeting depend on the situation? Does it depend on the age or relationship of the people?

3. What might be the reason for different greetings in different areas of the world?



6 Listening Listen to the second part of the podcast and take notes. Then answer the questions with your group.

1. What does the "thumbs up" gesture symbolize in different parts of the world?

2. What does it mean in your culture?

7 Thinking critically Read the following extract from 6. Then discuss the questions with your group.

"Body language has been changing, especially among young people, due to the media, films, games, and the Internet."

1. Do you agree that body language is becoming more global? Why?

2. Has the media influenced verbal and nonverbal communication in your culture?

3. Think about communication among people from different generations in your culture. Give examples of language, both verbal communication and body language, that might be misunderstood. Explain why you think this might happen.



Tip You may wish to use some of these ideas for your presentation.

SPEAKING 3

Research and Present



Skills Focus Researching and Finding Out

1 Topic Work in a group of three or four students. You are going to research, prepare, and make a presentation. It will be on the changes to verbal and nonverbal communication in your culture due to global influences.

2 Brainstorming In your group, brainstorm a variety of words, phrases, and gestures that people commonly use in your country today which come from other cultures. Record your ideas in a mind map. Consider some of the following sources of these words and gestures:

- advertising
- television shows
- movies/cinema
- travel
- business
- technology

3 Researching and recording Assign each member of the group certain words, phrases, and/or gestures to research.

1. Collect images and information about the sources of words or body language.
2. Interview senior members of your family. Find out how they view changes in language and gestures. Find out what they consider acceptable (or not).
3. Don't forget to cite your sources and acknowledge the people you interview.

4 Collaborating and preparing Collaborate with your group and decide how you would like to present the material you have collected.

- For this particular presentation, you might consider performing short roleplays that illustrate serious or humorous misunderstandings between generations.
- You might also wish to combine role-play and slide presentation.

Tip Use confident body language when you present! Remember that the audience is not only looking at your presentation, but they are also looking at you, the presenter. They will be more attentive if you appear comfortable and confident.

Do's	Don'ts
1. Stand tall and keep your head up. 2. Make eye contact with the audience and gaze around the room from time to time. 3. Use hand gestures or facial expressions when appropriate. Practice them before you present.	1. Avoid nervous habits like fidgeting with your hands. 2. Avoid keeping your head down with your eyes focused on your notes or script. 3. If you feel anxious, try not to show it.

5 Presenting Rehearse your presentation before presenting it to your class. Afterwards, discuss what you have learned about global influences on verbal and nonverbal language in your culture.

6 Blogging Comment on global communication: either online or face-to-face, social or professional. Express your views and outline the pros and cons of each one. Post your views 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 use what I know about a topic and make predictions.	5	4	3	2	1
I can listen and identify main ideas and details.	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1
I can listen for lecture subtopics.	5	4	3	2	1
I can take notes on lecture classification.	5	4	3	2	1
I can listen to a lecture, take notes, and complete an outline.	5	4	3	2	1
I can distinguish differences between British and American pronunciation.	5	4	3	2	1
I can listen to and identify spellings.	5	4	3	2	1
I can identify and interpret intonation patterns.	5	4	3	2	1

VOCABULARY

I can use context clues to match words and definitions.	5	4	3	2	1
I can use context clues to define words and phrases.	5	4	3	2	1
I can use expressions to give encouragement and praise.	5	4	3	2	1
I can use expressions to greet someone.	5	4	3	2	1
I can use expressions to state a tentative opinion.	5	4	3	2	1
I can understand and use terms about friendship.	5	4	3	2	1
I can identify and classify British and American words.	5	4	3	2	1

GRAMMAR

I can recognize differences between British and American grammar.	5	4	3	2	1
I can spell words accurately.	5	4	3	2	1
I can give encouragement and praise accurately and appropriately.	5	4	3	2	1

SPEAKING

I can give praise and encouragement.	5	4	3	2	1
I can speak from notes or an outline.	5	4	3	2	1
I can express tentative opinion.	5	4	3	2	1
I can reflect on different issues and express my opinion.	5	4	3	2	1
I can use expressions to make guesses about cultural greetings.	5	4	3	2	1
I can use critical thinking to discuss language and communication.	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

Each to Their Own

Chapter Goals

- ◆ **Listening:** Listening for main ideas and details, getting meaning from context, identifying reduced questions, listening to a podcast interview, taking notes.
- ◆ **Speaking:** Giving an impromptu speech, reporting on likes and dislikes, using expressions for likes and dislikes, planning a tour, expressing preferences.

Focus on the Images

- ◆ What different ways do people like to have fun?
- ◆ Do different generations, cultures, and genders have the same preferences? Give examples.
- ◆ What role does technology play in entertainment?
- ◆ Have you ever done any of the activities shown here? Did you enjoy them? Why? Why not?

Brainstorm and Associate

- ◆ Words and phrases that come to mind about fun and entertainment
- ◆ Memories and feelings about fun experiences

Think and Comment

“The most wasted day of all is that on which we have not laughed.”

Nicolas Chamfort, French writer





LISTENING 1

What Do You Do for Fun?

1 **Topic** Discuss the questions with a partner.

1. What do you like to do for fun and entertainment with your friends or family?
2. Do you and your friends always enjoy doing the same things?
3. What do you like to do for fun if you're alone?
4. In your opinion, is it necessary for friends to have common interests in order to have fun together? Why? Why not?



2 **Vocabulary** Listen to the underlined words and expressions. Then use the context in the examples to match them with their definitions.

Examples	Definitions
1. Do you <u>mind</u> if I open the window? _____	A to dislike (something) a little
2. Mark doesn't just like skateboarding. He is <u>crazy about it</u> ! _____	B to dislike (something) strongly
3. Do you prefer classic or <u>contemporary</u> furniture design? _____	C a set of TV shows with the same characters
4. Dave <u>can't stand</u> onions, so he never eats them. _____	D to agree; to share the same opinion
5. Our opinions are different. We don't <u>see eye to eye</u> . _____	E to like (something) very much
6. I <u>don't care for</u> soccer; I prefer basketball. _____	F to disagree or object to (something)
7. The museum <u>exhibit</u> was very interesting. _____	G objects that are shown in public for people to see
8. You can download a free <u>trial</u> of the antivirus before you buy it. _____	H relating to a cultural group of people
9. Sheila watches her favorite comedy <u>series</u> on TV every evening. _____	I modern or of this time period
10. The students come from a variety of <u>ethnic</u> backgrounds. _____	J a test to see if something is useful



- 3 Predicting** You will hear friends making plans for the weekend. Before you listen, guess who says each statement. Circle M for Melissa, E for Ethan, and Z for Zoe. You can confirm or make changes after you listen.

Before You Listen		After You Listen
M E Z	1. I was going to go to the motocross race with Luke.	M E Z
M E Z	2. I'd rather play golf.	M E Z
M E Z	3. Bowling? I can't stand it!	M E Z
M E Z	4. What about American food?	M E Z
M E Z	5. To be honest, I find art a bit boring.	M E Z
M E Z	6. We can watch a crime investigation series.	M E Z

While You Listen



- 4 Listening for main ideas and details** Listen and check or correct your answers in 3. Then answer the following questions. After you listen, check your answers with a partner.



Zoe, Melissa, and Ethan

- Do Zoe, Melissa, and Ethan have common interests?
- At the end of the conversation, what do they agree to do together? Why?
- Fill in the chart with details about each person's tastes and preferences.

	Zoe	Melissa	Ethan
Sports			
Food			
Museums			
Movies			



5 Listening for stressed words Read the conversation and fill in as many blanks as possible. Listen to the conversation again to check and complete the answers.

- Zoe:** Hey, Ethan, how are you?
- Ethan:** Great, thanks. So, what's (1) _____?
- Zoe:** Melissa and I were just making (2) _____ for Saturday.
- Melissa:** Yeah. You should (3) _____ us.
- Ethan:** Sounds good. Actually, I was going to go to the (4) _____ race with Luke, but he has to (5) _____. Are you (6) _____ in going?
- Zoe:** No, thanks! Too (7) _____ for me...
- Melissa:** I agree. I prefer watching (8) _____ sports like basketball.
- Zoe:** I'd rather play (9) _____.
- Ethan:** Hmm. I'm not really (10) _____ golf. So, how do you feel about ping-pong?
- Zoe:** Nah, not my thing.
- Ethan:** Bowling?
- Melissa:** Bowling? I can't (11) _____ it!
- Zoe:** I'm not (12) _____ about it either.
- Ethan:** Well, what do (13) _____ like to do for (14) _____?
- Melissa:** I enjoy eating at (15) _____ restaurants and tasting new (16) _____.
- Ethan:** What's your (17) _____ kind of food?
- Melissa:** Well, I love (18) _____. What about (19) _____?
- Zoe:** I don't (20) _____ for tacos or burritos. Too (21) _____. I prefer sushi.
- Ethan:** I'm not (22) _____ on Japanese or Mexican. Uh... What about (23) _____ food? You know, cheeseburgers, fries...
- Melissa:** Yuck! Is that (24) _____ you ever (25) _____, Ethan?
- Ethan:** We don't see (26) _____ to (27) _____ on anything, do we?
- Zoe:** Well, let's see. We could go to a (28) _____. There's a great (29) _____ of contemporary (30) _____ right now.
- Melissa:** To be (31) _____, I find art a bit (32) _____. I'd rather see a (33) _____ exhibit.
- Ethan:** Oh, (34) _____ museums are all right – but I (35) _____ like natural history.
- Zoe:** Well, how about a (36) _____ then?
- Melissa:** Speaking of (37) _____, I just downloaded a free (38) _____ of Netflix.
- Zoe:** Awesome! We can watch a (39) _____ investigation series.
- Ethan:** How about a (40) _____?
- Melissa:** Science fiction?
- Zoe:** We can (41) _____ choose one.
- Ethan:** Sounds (42) _____! And we can each order our (43) _____ takeout.
- Melissa:** Finally, we (44) _____ on something!

- 6 **Role-playing** Work in a group of three to act out the conversation. Practice stressing the words correctly.

Language Focus Reductions

The following exchange is from the conversation:

Ethan: So, how do you feel about ping-pong?

Zoe: Nah, not my thing.

Ethan: Bowling?

Note the form of Ethan's second question. The complete question should be "Do you like bowling?"

However, Ethan drops the subject and the verb because his meaning is clear to Zoe and Melissa from the context of the first question. This kind of reduction is common in rapid, informal speech.



-  7 **Listening for reductions** Listen to the short exchanges. Write the full questions instead of the reduced ones.

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

After You Listen

- 8 **Asking about likes and dislikes** Read the conversation in 5 again. Complete the questions that Ethan asks to find out about what Zoe and Melissa like.

1. _____ going?
2. So, _____ ping-pong?
3. Well, _____ for fun?
4. _____ kind of food?
5. _____ American food?

- 9 **Thinking critically** In a group, discuss the following questions about preferences.

1. What can influence people's taste or preferences in fashion, entertainment, food, leisure activities, hobbies, etc.?
2. What or who has influenced your preferences and tastes?
3. How and why might people's preferences change?
4. Have you ever disliked something in the past that you like today?

LISTENING 2

Podcast Interview: Generation Z

Before You Listen

1 **Topic** Discuss the questions in small groups.

1. What do you know about the four generations in the images on this page?
2. Which generation do you fit into? What are some characteristics of your generation?
3. What characteristics do the other generations have in your country?



"Baby Boomers"
Born: 1946–1964*
Population:
73.5 million*



"Generation X"
Born: 1965–1976*
Population:
66 million*



"Generation Y"
Born: 1977–1995*
Population:
72 million*



"Generation Z"
Born: 1996–*
Population:
85 million*

* All dates and figures are approximate.



2 **Vocabulary** Listen to the underlined words and phrases. Then use the context in the examples to come up with a definition for each word. Compare definitions with a partner.

1. She tried six different brands of shampoo before she found one that she liked.

2. People who are conscious of what they eat try to follow a healthy lifestyle.

3. During an economic crisis, many people may lose their jobs.

4. Canada has a diverse population with people from many different cultures.

5. Is it ethical to use animals in scientific tests?

6. A young person who looks fashionable and hip is called a hipster.

7. He has been a loyal supporter of the team since he was five years old.

8. When you quadruple 25, you get 100.

9. He likes to show off and tries to impress people with his expensive clothes.

10. After spending two months in London, there was a significant improvement in my English.

11. The teacher is patient and tolerant with children who have different learning styles.

12. I prefer to live in an urban area because there are many more facilities in the city.



Skills Focus Paraphrasing



Strategy

Recognizing Paraphrases

To paraphrase means to say something again with different words. Speakers paraphrase often in order to make sure their listeners understand what they are saying or to emphasize something important.

When you are taking notes, you need to recognize paraphrases so that you don't write the same idea or information twice. The following phrases signal that a speaker is paraphrasing:

In other words...

That is... (abbreviated as i.e.)

That is to say...

I mean...

To put it another way...

Paraphrase signals can connect two complete sentences, a sentence and a phrase, or a phrase and another phrase. They can be at the beginning of a sentence or in the middle.

- 3 **Practicing paraphrase signals** Match each sentence with a paraphrase. Then combine them using the paraphrase signal in parentheses.

Example: *Generation Z refers to young people who were born after the mid-1990s, that is roughly between 1996 and 2000.*

Sentences	Definitions
1. Generation Z refers to young people who were born after the mid-1990s. (that is) <u>B</u>	A about 85 percent
2. More than 8 in 10 live in urban areas. (I mean) _____	B roughly between 1996 and 2000
3. Nearly half of Gen Z-ers are not from the same ethnic group. (To put it another way) _____	C they like anything that is hip and trendy at the moment
4. Gen Z-ers like to look cool and unique. (In other words) _____	D this is the most ethnically diverse generation in U.S. history
5. This is a completely digital generation. (That is to say) _____	E they are connected to the world through screens and smartphones

- 4 **Planning note organization** You are going to hear a podcast interview that consists of questions and answers. With a partner, discuss the form your notes might have.

While You Listen

 **5 Taking notes 1** Listen to the first part of the interview and take notes using your own paper. Listen for the main idea of each question and specific answers.

 **6 Outlining the interview** Use your notes from 5 to fill in the missing information on the following outline. Remember to use abbreviations and symbols. Listen again if necessary.

Topic: Gen Z

Questions	Answers
A. Meaning of Gen Z?	1. ppl. born after mid-1990s, i.e. 1996–2000 2. no. = _____
B. Number – significant?	Yes. Reason: _____ → _____ → _____
C. _____?	1. over 8/10, i.e. 85% live in urban areas 2. _____
D. Tolerant?	Yes. _____ Also: _____
E. _____?	spend _____ → _____





7 Taking notes 2 Listen to the second part of the interview. Continue taking notes on your notepad. After listening, use your notes to complete the following outline.

F. _____?	fashion, food, _____ _____
G. Preferred _____?	yes and no → _____
H. Marketers need to know?	1. grow up w/ media and econ. crisis → _____ 2. accept ads that focus on interests, block out rest 3. _____
I. _____?	No. Internat'l, but diff. in other countries e.g. _____ → _____

After You Listen

- 8 Speaking from your outline** Work in pairs and combine your notes from the interview into a short presentation. Present the information about Generation Z to your classmates.
- 9 Reviewing vocabulary** First, complete the following questions with words and phrases from the box. Then discuss the questions in a small group.

brands
conscious
crisis

diverse
ethical
hip

loyal
quadruple
show off

significant
tolerant
urban

- Has your country ever been affected by an economic _____? Explain.
- What percent of your country's population live in an _____ setting?
- What are some of your favorite _____ of clothing or sportswear?
- Do you know any companies that are environmentally _____? Do you prefer to buy products from companies that have _____ practices?
- Is a _____ number of your country's population made up of people from _____ cultures? If so, which cultures?
- What fashion trends are considered _____ with young people in your country? Do they like to _____ when they wear them?
- If your favorite brand of clothing was to _____ in price, would you still be _____ to that brand?
- Would you say that the younger generations are more _____ of change?

LISTENING 3

What Does Generation Z Do for Fun?

Before You Listen

1 **Topic** Answer the following questions in a small group.

1. In what ways does social media play a role in entertainment today?
2. What social media and electronic devices do you use for entertainment?
3. How much free time do you spend on entertainment each week?



2 **Vocabulary** Listen to the underlined words and phrases. Then use the context in the examples to match them with their definitions.

Examples	Definitions
1. It's a good idea to <u>edit</u> your research paper before you hand it in. _____	A in addition to; also
2. The spring season is often <u>associated with</u> gardening and colorful flowers. _____	B to cause a change; influence
3. <u>Advances</u> in medicine have made it possible for people to live longer. _____	C progress or improvements
4. Miss Brooks has been the principal of this school for over a <u>decade</u> . _____	D to make changes to a text, video, or recording
5. Trevor loves theater, and his <u>ambition</u> is to become a famous actor. _____	E a period of ten years
6. The children were very <u>enthusiastic</u> about their trip to the zoo. _____	F quite large in number or amount
7. Ali's native language is Arabic. <u>Apart from</u> that, he speaks English and French. _____	G related or connected to
8. Do changes in the weather <u>affect</u> your mood? _____	H to fill or use an amount of time
9. The fire caused <u>considerable</u> damage to the buildings. _____	I feeling interested and excited
10. Video games <u>occupy</u> all of Kevin's free time. _____	J a strong desire or goal that one hopes to achieve



- 3 **Thinking and predicting** Look at the images. What do these young people like to do for entertainment? What electronic devices do they use?



While You Listen



- 4 **Listening for specific details** Listen to four young people talking about their hobbies. As you listen, complete the chart with specific information. Listen again if necessary, and discuss your answers with a partner.

	Hobby	Social Media	Devices	Time Spent
Sofia				
Si-woo				
Julia				
Antonio				

After You Listen

- 5 **Discussing** Work with a partner. Tell each other about how you use electronic devices for entertainment or communication. Include which devices you use and how much time you spend using them per day or per week.
- 6 **Thinking critically** Discuss the following questions in a small group.
1. Do you think people rely too much on electronic devices?
 2. In what ways can technology isolate people? In what ways can it connect people?
 3. How do you feel about digital entertainment? What are some advantages and disadvantages?
 4. What do you think entertainment will be like in the future?



SPEAKING 1

Likes and Dislikes

- 1 **Topic** Work in groups of three or four. Start by discussing these questions:
1. What are three things you are really keen on?
 2. What are three things you can't stand?

Language Focus Expressing Likes and Dislikes

Put the following expressions in the chart and add a few more of your own.

It's all right.

I'm keen on...

I'm not into...

Yuck! *

Cool! *

Like Very Much	Like a Little	Dislike a Little	Dislike Very Much
Great! Awesome! *	It's so-so.	I can take it or leave it.	Terrible! Awful!
I'm crazy about...	I don't mind...	I don't care for...	I hate...
	It's not bad.	I'm not crazy about...	I can't stand...

*These expressions are informal.

- 2 Giving an impromptu speech** Each member of your group should choose at least three topics from the following list. Make sure that everyone chooses different topics.

1. Write one specific question about tastes or preferences for each topic on a piece of paper.

Example: Too general: How do you feel about sports?
Specific: Are you interested in golf?

Topics

actors
animals
art
books
cities

clothing styles
colors
flowers
foods
fun activities

games
movies
music
restaurants
seasons

shoe brands
sports
TV shows
vacation places
video games

2. Collect all the questions and put them in a box.
3. Each member of the group will take turns picking a question from the box and speaking about it for two or three minutes.

Speakers:

- Give your opinion about the topic using expressions for likes and dislikes.
- Give reasons for your opinion.
- Talk about your experience with the topic.

Listeners:

- Take notes on what your classmates say.



- 3 **Reporting** Get together with another group and take turns reporting on each other's likes and dislikes.
1. Choose one person from your own group, but do not say the person's name.
 2. Using your notes, report on this person's likes and dislikes according to what he or she said in the impromptu speeches.
 3. The other group will try to guess who it is.
 4. Continue until both groups have reported on all their members.
- 4 **Comparing** In your groups, discuss what common interests you share.

SPEAKING 2

Planning a Tour in New York City

- 1 **Topic** Work in a group of three to five students. You are going to plan a one-day tour in New York City together. Before you start, practice using the expressions *would rather*, *would prefer*, and *prefer*.

Language Focus Expressions of Preference

To talk about preferences, you can use the following expressions:

would rather

prefer

would prefer

Read through the examples in the chart for their correct use in the present and/or future forms.

Structure	Grammar Use	Examples
prefer	noun + <i>to</i> + noun gerund + <i>to</i> + gerund	I prefer summer to winter . He prefers surfing to skiing .
	<i>to</i> + infinitive	I prefer to watch a comedy. We prefer not to wait in line. Which game do you prefer to play ?
	<i>to</i> + infinitive... + <i>rather than</i> + infinitive	We prefer to cook rather than eat out .
would prefer	<i>to</i> + infinitive	I'd prefer not to go out tonight. * Would you prefer to play golf?
would rather (one subject only)	+ infinitive	She'd rather visit a museum. I'd rather not go bowling. Would you rather eat later?
	+ infinitive... + <i>than</i> + infinitive	We'd rather order pizza than cook dinner. I'd rather play chess than watch a movie.

* In conversation, *would* is normally reduced to 'd.

2 Using expressions of preference Complete the sentences with the correct form of the verb in parentheses.

1. I'd rather _____ (see) a play than _____ (visit) a museum.
2. I prefer _____ (play) sports to _____ (watch) them on TV.
3. Would you prefer _____ (walk) rather than _____ (take) the bus?
4. We prefer _____ (take) the bus to _____ (walk).
5. Where would you rather _____ (go) for lunch?
6. She's afraid of heights, so she'd prefer _____ (not ride) on the Ferris wheel.
7. How do you prefer _____ (drink) your coffee?
8. I'd rather _____ (not eat) Indian food because it's very spicy.
9. They'd rather _____ (go) shopping than _____ (look) at art.
10. We'd prefer _____ (not spend) the day in a museum.

3 Planning Look at the images of popular places to visit in New York City. As a group, you are going to decide and agree on two of the places to visit on your one-day tour.

1. First, discuss the options and what you can do or see at each place.
2. Then, discuss your preferences with each other, explaining why you like or dislike each of the options. In your conversation, you can:
 - use language from this chapter to ask about and express likes and dislikes
 - use the structures *suggest* and *recommend*
 - use expressions for agreeing and disagreeing
 - use the structures *prefer*, *would prefer*, and *would rather* to state your preferences.
3. Make sure that everyone participates in the conversation.
4. Finally, as a group, you should reach an agreement on two destinations for your tour.



Coney Island



The Bronx Zoo



The Statue of Liberty



The Metropolitan Museum of Art



The Empire State Building



Broadway Theater

- 4 **Deciding** On your tour of New York, your group will also stop at a restaurant for lunch. Follow the same procedure to agree on where the group should go for a meal. The following images show some options you can choose from, but you may also suggest your own ideas.



Mexican



Italian



Chinese



American



Indian



Greek

- 5 **Comparing** Now get together with the other groups in your class. Find out about the choices they made for their tour. As a class, discuss how easy or difficult it is for a group to reach an agreement.



SPEAKING 3**Research and Present****Skills Focus****Researching and Finding Out**

- 1 **Topic** Work in a group of three or four students. You are going to research, conduct a survey, and present a profile of Generation Z in your country.
- 2 **Brainstorming** In your group, start by coming up with a variety of questions that you can use to conduct your survey. Record your ideas in a mind map. Consider some of the following topics for your questions and add your own:
 - how much they spend
 - preferred brands
 - tastes in music, movies, etc.
 - what they buy
 - tastes in fashion
 - use of electronic devices
 - what they do for fun
 - characteristics
 - how they react to advertising.
- 3 **Researching and recording** Prepare a questionnaire for your survey.
 1. Research available information on the population of Generation Z in your country.
 2. Interview at least 20 young people who were born after 1996.
 3. Compare the results of the questionnaires. Look for similarities to create a profile.
 4. Collect images or videos that will illustrate your profile of Generation Z.
 5. Don't forget to cite your sources and acknowledge the people you interview.

Tip Write effective survey questions

It is important to design survey questions that will help you collect the data and information that you want for your presentation. Here are a few tips:

1. Make sure that each of the questions is necessary.
2. Write short questions that are easy to understand.
3. Ask direct questions that have clear answers.
4. When possible use a response scale. For example:

never	rarely	sometimes	often	always
\$0–50	\$50–100	\$100–150	\$150–200	over \$200
5. Test your survey questions before you conduct your research.

- 4 **Collaborating and preparing** Collaborate with your group and decide how you would like to present your profile of Generation Z. For example, each member of the group can present one or two characteristics of the generation.
- 5 **Presenting** Rehearse your presentation before presenting it to your class. After all groups have presented, discuss the common characteristics of Generation Z in your country.
- 6 **Blogging** Comment on the characteristics of Generation Z in your country and post your views on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on).



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 use what I know about a topic and make predictions.	5	4	3	2	1
I can listen and identify main ideas and details.	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1
I can distinguish stressed items as information carriers.	5	4	3	2	1
I can recognize and understand reduced questions.	5	4	3	2	1
I can recognize and use paraphrase signals.	5	4	3	2	1
I can listen to an interview, take notes, and complete an outline.	5	4	3	2	1
I can complete a chart with specific details about hobbies.	5	4	3	2	1

VOCABULARY

I can use context clues to match words and definitions.	5	4	3	2	1
I can understand and use vocabulary related to sports, food, cultural and entertainment activities.	5	4	3	2	1
I can use context clues to define words and phrases.	5	4	3	2	1
I can understand and use terms to express likes and dislikes.	5	4	3	2	1
I can respond to questions using new vocabulary.	5	4	3	2	1

GRAMMAR

I can use <i>prefer</i> , <i>would prefer</i> , and <i>would rather</i> to express preferences.	5	4	3	2	1
I can use paraphrase signals (expressions, e.g. <i>in other words</i>) correctly.	5	4	3	2	1

SPEAKING

I can use expressions to express my likes and dislikes.	5	4	3	2	1
I can give an impromptu speech on different topics.	5	4	3	2	1
I can report on what other people like or dislike.	5	4	3	2	1
I can speak from notes or an outline.	5	4	3	2	1
I can express my preferences for tour destinations.	5	4	3	2	1
I can discuss options and reach an agreement with a group.	5	4	3	2	1
I can use critical thinking to discuss digital 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

AUDIO SCRIPT

Chapter 1

Money... Talks!

03_01_N1_LS3_L1_A2

Vocabulary

- | | |
|---------------------------|----------------|
| 1. costs an arm and a leg | 4. budget |
| 2. make ends meet | 5. income |
| 3. broke | 6. earn |
| | 7. drop out of |

03_02_N1_LS3_L1_A4

Listening and checking

- Dad:** Hello?
- Jeff:** Hi, Dad.
- Dad:** Jeff! How are you?
- Jeff:** I'm fine, Dad. How's Mom? Did she get over her cold?
- Dad:** Yes, she's fine now. She went back to work yesterday.
- Jeff:** That's good. Um, Dad, I need to ask you something.
- Dad:** Sure, son, what is it?
- Jeff:** Well, uh, the truth is, I'm broke again. Could you lend me \$200 just till the end of the month?
- Dad:** Broke again? Jeff, when you moved in with your friends, you said you could make ends meet. But this is the third time you've asked me for help!
- Jeff:** I know, I know, I'm sorry. But, see, my old guitar broke, and I had to buy a new one. I can't play on a broken guitar, right?
- Dad:** Look Jeff, if you want to play in a band, that's OK with me, but you can't keep asking me to pay for it!
- Jeff:** OK, OK, you're right. But what do you think I ought to do? Everything costs an arm and a leg around here.
- Dad:** Well, first of all, I think you'd better go on a budget. Make a list of all your income and all your expenses. And then it's simple. Don't spend more than you earn.
- Jeff:** But that's exactly the problem! My expenses are always larger than my income. That's why I need to borrow money from you.
- Dad:** Then maybe you should work more hours at the computer store.
- Jeff:** Dad! I already work 15 hours a week! How can I study and work and find time to play with my band?
- Dad:** Come on, Jeff, when I was your age...

- Jeff:** I know, I know. When you were my age you were already married and working and going to school.
- Dad:** That's right. And if I could do it, why can't you?
- Jeff:** Because I'm not you, Dad, that's why!
- Dad:** All right, Jeff, calm down. I don't expect you to be like me. But I can't lend you any more money. Your mother and I are on a budget too, you know.
- Jeff:** Maybe I should just drop out of school, work full-time, and play in the band in the evenings. I can go back to school later.
- Dad:** I wouldn't do that if I were you.
- Jeff:** Yeah, but you're not me, remember? It's my life!
- Dad:** All right, Jeff. Let's not argue. Why don't you think about this very carefully and call me back in a few days? In the meantime, you'd better find a way to pay for that new guitar.
- Jeff:** Yes, Dad.
- Dad:** All right. Goodbye, son.
- Jeff:** Bye.

03_03_N1_LS3_L1_A5

Listening for stressed words

Track Repeat

03_04_N1_LS3_L1_A7

Comparing pronunciation

Unreduced Pronunciation	Reduced Pronunciation
1. I need to ask you something.	I need <u>ta</u> ask <u>ya</u> something.
2. This is the third time you've asked me for help.	This is the third time <u>yavast</u> me for help.
3. My old guitar broke, and I had to buy a new one.	My old guitar broke, 'n I <u>hadta</u> buy a new one.
4. What do you think I ought to do?	Whaddaya think I <u>oughta</u> do?
5. If I could do it, why can't you?	If I could do it, why <u>cantchu</u> ?
6. Why don't you think about this very carefully and call me back in a few days?	Why <u>dontchu</u> think about this very carefully 'n call me back in a few days?

03_05_N1_LS3_L1_LF

Language Focus *Can* versus *Can't*

In conversation, *can* is normally reduced and the main verb is stressed, whereas *can't* is always stressed.

Listen to these examples:

- You *can* buy a cheap house these days.
- You *can't* buy a cheap house these days.

03_06_N1_LS3_L1_A8

Listening for pronunciation

1. You can pay your utility bills online.
2. She can't work and study at the same time.
3. I can't find my credit card anywhere.
4. You can change your password at the ATM.
5. You can't open a bank account without identification.
6. He can't afford to buy a new guitar.
7. I can lend you ten dollars.
8. We can't manage to make ends meet this month.
9. You can borrow money from the bank.
10. You can save money if you cook at home.

03_07_N1_LS3_L2_A2

Vocabulary

- | | |
|--------------|------------------|
| 1. found | 6. quantity |
| 2. highly | 7. raise capital |
| 3. hire | 8. remarkable |
| 4. identify | 9. take risks |
| 5. in common | 10. vision |

03_08_N1_LS3_L2_A4

Taking lecture notes

Lecturer: How many of you know the name Jeff Bezos? OK, how about Amazon.com? Have you heard of that? Well, Amazon is the world's first and largest Internet bookstore. And Jeff Bezos is the man who started Amazon back in 1995. Five years later, Amazon was serving millions of customers in 120 different countries. Amazing, right? And this is the reason why, in 1999, Jeff Bezos was selected as Time magazine's Person of the Year, a very great honor. Now, Jeff Bezos is actually not the topic of my lecture today, but he is a perfect example of my topic, which is entrepreneurs. That's entrepreneurs, spelled E-N-T-R-E-P-R-E-N-E-U-R-S. Entrepreneur is a French word meaning a person who starts a completely new business or industry; um, someone who does something no one else has done before; or who does it in a completely new way, like Jeff Bezos. Entrepreneurs like Jeff Bezos are very highly respected in society. So, in today's lecture I want to talk about three things. First, the characteristics

of entrepreneurs – I mean, what kind of people they are. Second, the kind of background they come from. And third, the entrepreneurial process, that is, the steps entrepreneurs follow when they create a new business.

OK, let's begin by looking at the characteristics or, um, the qualities, of entrepreneurs. There are two qualities that I think all entrepreneurs have in common. First, entrepreneurs have vision. I mean that they have the ability to see opportunities that other people simply do not see. Let's look again at the example of Jeff Bezos. One day in 1994, he was surfing the Internet when suddenly he had a brilliant idea: why not use the Internet to sell products? Remember, at that time, no one was using the Internet in that way. After doing some research, Bezos decided that the product he wanted to sell was books. That's how Amazon got its start. The other quality that I think all entrepreneurs have is that they're not afraid to take risks. I mean they're not afraid to fail. As an example, let me tell you about Frederick Smith. He founded FedEx, the company that delivers packages overnight. Smith first suggested the idea for his company in a college term paper. Do you know what grade he got on it? A C! Clearly, his professor didn't like the idea, but this didn't stop him. Today FedEx is worth more than 60 billion dollars and employs more than 425,000 people. OK, we've just seen that all entrepreneurs have at least two important qualities in common. But now let's take a look at some differences. We'll see that their backgrounds can be very different. First of all, some entrepreneurs are well educated, like Jeff Bezos, who graduated from Princeton University. But others, like Bill Gates, the founder of Microsoft, never even finished college. Next, some entrepreneurs come from rich families, like Frederick Smith, the founder of FedEx. In contrast, other entrepreneurs come from poor families, and many are immigrants or the children of immigrants. A great example is Jerry Yang, one of the men who started Yahoo dot com. He was born in Taiwan and came to America as a young boy in the 1970s. OK, another difference is that although many entrepreneurs start their businesses at a young age, lots of others don't start

until age 40 or later. And finally, I think it's important to remind you that entrepreneurs are not always men. A famous woman entrepreneur, for example, is Anita Roddick. She founded The Body Shop. You can find her natural cosmetics shops all over the world. So, to conclude this section, you can see that entrepreneurs come from many different backgrounds.

03_09_N1_LS3_L2_A5

Outlining the lecture

Track Repeat

03_10_N1_LS3_L2_A5 and A6

Taking notes on a process

Lecturer: I want to move on now and take a look at the entrepreneurial process. There are six basic steps that most entrepreneurs follow when they start their businesses. In the first step, they identify a problem; in other words, they see a need or a problem that no one else sees. Then, in the second step, they think of a solution, what needs to be done to solve the problem or meet the need. I think we've already seen several examples today of people who saw a need or an opportunity and then came up with a creative solution. Step three is to prepare a business plan. This means looking at things like equipment, location, financing, marketing, and so on. There are thousands of details to think about when you start a new business; as a result, this stage can take months or even years. The next step, the fourth step, is putting together a team – in other words, hiring the right people to work with the entrepreneur in the new business. After that, the fifth step is something called test marketing. That's test marketing. This involves making and selling a small amount of the product or service just to try it out and see if customers like it. And if they do, then, finally, entrepreneurs go to the sixth step, which is raising capital. Capital is another word for money. The entrepreneur has to raise a lot of money, you know, from the bank, or friends, or family, in order to produce and sell the product or service in large quantities. I want to say, in conclusion, that entrepreneurs like Jeff Bezos are among the most respected people. They are cultural heroes, like movie stars or sports heroes. Why? Because, starting with a

dream and working very hard, these people created companies that solved serious, important problems. They provided jobs for millions of people, and in general their companies made life easier and more pleasant for all of us. If you ever order a book from Amazon, or use natural make-up from the Body Shop, say thanks to the remarkable people who created these companies.

03_11_N1_LS3_L3_A2

Vocabulary

- | | |
|------------------|--------------|
| 1. joint account | 5. deposits |
| 2. balance | 6. statement |
| 3. withdrawal | 7. groceries |
| 4. receipt | |

03_12_N1_LS3_L3_A4

Listening for numbers

- Zoe:** Melissa, could you help me out, please? I'm trying to go through our household expenses for this past month and something doesn't seem right. Look, here's the bank statement for our joint account.
- Melissa:** OK. What seems to be the problem, Zoe?
- Zoe:** I'm not sure. I've calculated everything at least three times, and things just don't seem to add up.
- Melissa:** Well, we each deposited 1,000 dollars at the beginning of the month, so we started with a balance of 2,000. Then, the rent was 1,300.
- Zoe:** Right. That leaves us with 700. Then, there's this withdrawal of 250 dollars. Do you remember what that was for?
- Melissa:** Hmm. We paid the movers 215 dollars. I remember that clearly.
- Zoe:** OK, so, next there's a withdrawal of 103 dollars and 56 cents. That was the electricity bill, right?
- Melissa:** No, I believe that was the supermarket. We bought some extra things when we first moved in.
- Zoe:** Oh, right. So, 90 dollars and 82 cents must be the electric bill. And now, according to the statement, we have a balance of 255.62. Next, there's a payment of 60 dollars and 21 cents. That was for groceries. And 54 dollars for the Internet connection.
- Melissa:** Yes, I remember the good deal we got – 54 dollars for Internet and TV.
- Zoe:** Now, what's this withdrawal of 33.20?

- Melissa:** That was for the plants we bought to decorate the apartment. And this last one of 43.19 was for another grocery bill.
- Zoe:** OK...But when I calculate all the expenses, we should be left with a balance of 109 dollars and 2 cents. The statement says we only have 65 dollars and 2 cents. That means 44 dollars is missing somewhere... You're so much better at math than I am. Could you please have a look?
- Melissa:** Sure. Pass me the receipts and the calculator...2,000 minus 1,300...minus 215...

03_13_N1_LS3_L3_A5

Listening and checking

- Melissa:** Zoe, come here. I think I've found the problem...First, the payment to the movers should be 215 instead of 250. And look here, this debit of 54 dollars for the Internet should only be 45.
- Zoe:** Melissa, you're the best! What would I do without you?

03_14_N1_LS3_L3_A6

Listening for pronunciation

- Woman:** How much does this dictionary cost?
Man: Sixteen ninety-nine.
- We drove at a speed of ninety miles per hour.
- I bought my coat in Paris for two hundred and thirty euros.
- The plane from Buenos Aires carried two hundred and sixty passengers.
- My dog weighs fourteen and a half kilos.
- The rent on this apartment is two thousand, two hundred fifteen dollars a month.
- My aunt lives at seventeen sixty-four Wilson Avenue.
- International Bank is located at eighteen ninety West Second Street.

03_15_N1_LS3_S1_A3

Vocabulary

tuition fees	student loan
afford	take time off
scholarship	put aside
Alternatively	wages

03_17_N1_LS3_S1_A4

Listening for advice

- Zoe:** Hi, Ethan, I'm so glad I ran into you. Can you give me some advice?
- Ethan:** Sure, Zoe. What's wrong?
- Zoe:** Well, next year tuition fees are going up, and I don't think I can afford to pay tuition and keep the apartment I share with Melissa. What do you think I should do?

Ethan: Hmm, if I were you, I'd talk to my parents. Maybe they could help out.

Zoe: I've already talked to my Dad, and he suggested that I find cheaper accommodations. That means I'd have to move into the dorms. And what about Melissa?

Ethan: Ouch. Well, you could apply for a student loan.

Zoe: I don't think that's such a good idea. I don't want to borrow money.

Ethan: Then I suggest discussing the situation with Melissa. I'm sure she'll understand. Yeah, I advise you to talk to her about it.

Zoe: Oh...Maybe you're right. I'll try doing that. But what if she gets upset with me?

Ethan: Hey, wait a minute. I have a better idea. You have excellent grades, don't you? Why don't you look into getting a scholarship? Some of them cover your tuition and living expenses, too.

Zoe: Thanks, Ethan! Why didn't I think of that?

03_18_N1_LS3_S2_A2

Vocabulary

- | | |
|------------------|-----------------|
| 1. determined | 5. primarily |
| 2. independently | 6. reward |
| 3. motivate | 7. successfully |
| 4. pride | 8. surprising |

03_19_N1_LS3_S2_A4

Taking notes

Does money really motivate us?

For years, managers thought that motivation was primarily a matter of how much money employees are given. In other words, the more money we pay them, the harder they work and the better their results. However, this is not always true. Researchers carried out an experiment with groups of university students who were asked to do a variety of simple and creative tasks. They told one group of students that if they did a good job, they would receive a small reward. Another group was given the same tasks and were told that they would get paid a lot of money if they were successful. The researchers discovered something very surprising. The bigger rewards only increased motivation in students if the task was simple and did not require critical thinking: that is, if they did not have to analyze something carefully in order to reach a conclusion or solve a problem. On the other hand, money did not seem to motivate the students in tasks that required creativity. In fact, they seemed more interested in completing such tasks. So, what motivates us to be creative? Four things motivate people to be more creative: accomplishment, autonomy, mastery, and purpose.

Accomplishment is the sense of pride we feel when we successfully complete something which we think was either difficult or interesting.

Autonomy is the ability to work independently without someone telling you what to do every step along the way. When you need to be creative, this is important.

Mastery is developing your skills to do better. People who are creative will seek out difficult challenges as opportunities to improve their mastery.

Finally, purpose is the reason for which something is done. No one wants to spend hours creating and working on something that has no practical reason or use. When we have a purpose, we are more determined to achieve our goals.

Today, more and more companies are now trying to ensure their employees are given challenging tasks which allow them to master their skills. They also clearly define a purpose which will motivate others. And they try to offer more autonomy to their employees to complete their tasks. As a result, these companies are able to attract some of the most creative people.

Chapter 2

Nail That Job!

04_01_NI_LS3_L1_A3

Vocabulary

- | | |
|-----------------|-------------|
| 1. in the mood | 5. complain |
| 2. actually | 6. ideally |
| 3. spends, time | 7. support |
| 4. the worst | |

04_02_NI_LS3_L1_A5

Listening and checking

Mari: Hey, Jeff, what's going on?

Jeff: Oh, I'm looking at the classified ads. It looks like I have to get a job.

Mari: I thought you had a job, at a computer store or something.

Jeff: Yeah, but that's part-time. I need something full-time.

Mari: Really? But what about school? What about your band? How can you work full-time?

Jeff: Well, to tell you the truth, I'm probably going to drop out of school for a while. I'm just not in the mood for studying these days. I'd rather spend my time playing with my band. But my father won't support me if I'm not in school.

Mari: I see...Well, what kind of job do you want to get?

Jeff: Well ideally, something involving music, like in a record store. But if that's not possible...I don't know, but whatever I do, it'll be better than my first job.

Mari: Oh yeah? What was that?

Jeff: Believe it or not, the summer after I finished high school, I worked at Burger Ranch.

Mari: You? In a fast-food place? What did you do there?

Jeff: I was a burger flipper. You know, I made burgers all day long.

Mari: That sounds like a pretty boring job!

Jeff: It was the worst. And I haven't gone inside a Burger Ranch since I quit that job.

Nancy: Hi, what's so funny?

Jeff: Do you remember my job at the Burger Ranch?

Nancy: Oh yeah. That was pretty awful. But actually, it doesn't sound so bad to me right now.

Mari: Why, Nancy? What's wrong?

Nancy: Oh, I'm just really, really tired. I'm teaching four different classes this term and two of them are really large. Sometimes I think I've been teaching too long.

Mari: How long have you been teaching?

Nancy: Twelve years. Maybe it's time to try something else.

Mari: Like what?

Nancy: Well, I've always wanted to be a writer. I could work at home...

Jeff: Oh, don't listen to her, Mari. She always talks this way when she's had a bad day at school. At least you have a good job, Nancy. Look at me: I'm broke, and Dad won't lend me any more money...

Nancy: Oh, stop complaining. If you're so poor, why don't you go back to the Burger Ranch?

Mari: Listen you two, stop arguing. Look at me! I can't work at all because I'm an international student.

Jeff: OK, OK. I'm sorry, Nancy. Tell you what. Let's go out to dinner. I'll pay.

Nancy: But you're broke!

Jeff: All right, you pay!

04_03_NI_LS3_L1_A6

Listening for stressed words

Nancy: Hi, what's so funny?

Jeff: Do you remember my job at the Burger Ranch?

Nancy: Oh yeah. That was pretty awful. But actually, it doesn't sound so bad to me right now.

Mari: Why, Nancy? What's wrong?

Nancy: Oh, I'm just really, really tired. I'm teaching four different classes this term and two of them are really large. Sometimes I think I've been teaching too long.

- Mari:** How long have you been teaching?
Nancy: Twelve years. Maybe it's time to try something else.
Mari: Like what?
Nancy: Well, I've always wanted to be a writer. I could work at home...
Jeff: Oh, don't listen to her, Mari. She always talks this way when she's had a bad day at school. At least you have a good job, Nancy. Look at me: I'm broke, and Dad won't lend me any more money...
Nancy: Oh, stop complaining. If you're so poor, why don't you go back to the Burger Ranch?
Mari: Listen you two, stop arguing. Look at me! I can't work at all because I'm an international student.
Jeff: OK, OK. I'm sorry, Nancy. Tell you what. Let's go out to dinner. I'll pay.
Nancy: But you're broke!
Jeff: All right, you pay!

04_04_NI_LS3_L1_A7

Comparing pronunciation

- I'm probably going to drop out of school for a while.
I'm probably gonna drop outa school for a while.
- What did you do there?
What didja do there?
- What kind of job do you want to get?
What kinda job dya wanna get?
- Oh, I don't know.
Oh, I dunno.

04_05_NI_LS3_L1_A8

Listening for reductions

- Manager:** I'm going to ask you some questions, OK? What kind of jobs have you had?
Applicant: Mostly factory jobs. The last five years I worked in a plastics factory.
Manager: What did you do there?
Applicant: I used to cut sheets of plastic.
Manager: What do you want to do here?
Applicant: I don't know...I'll do anything. I'm good with my hands, and I'm a hard worker.
Manager: Why don't you fill out an application in the office. It looks like we're going to have an opening next week. I'll call you.
Applicant: Thanks.

04_06_NI_LS3_L2_A2

Vocabulary

- | | |
|------------------|----------------|
| 1. approximately | 6. medical |
| 2. concerned | 7. physical |
| 3. economy | 8. rank |
| 4. labor | 9. requirement |
| 5. manufacturing | 10. trend |

04_07_NI_LS3_L2_A6

Taking notes on cause and effect

- Because of technology, we're able to manufacture goods by using machines instead of human workers.
- As a result, thousands of manufacturing jobs don't exist anymore.
- We're going to need more medical services because people are living longer and longer.
- Also, because of developments in medical technology, people with serious illnesses are able to live much longer than they could in the past.
- The main reason for the huge growth in this category is that many families and businesses are concerned about the environment and are switching to renewable energy sources.

04_08_NI_LS3_L2_A7

Taking notes on statistics

- According to the United States government, approximately six million manufacturing jobs have disappeared since 2000.
- At the same time that the number of manufacturing jobs is decreasing, the number of service jobs is probably going to grow by more than 30 million just in the next ten years!
- More than half of the jobs on the list are in the field of health care.
- According to the United States Department of Labor, the number of health-care jobs will increase by almost 10 million in the next ten years.
- So, it's no surprise that the number of jobs in the computer industry is expected to grow by over 30 percent in the next ten years.

04_09_NI_LS3_L2_A8

Listening for specific information

- Lecturer:** If you'll be graduating from high school or college in the next year or two, then I'm sure you're very concerned about finding a job. There are two questions that young people like you always ask me. First, what are the best jobs going to be? And second, how can I prepare myself to get one of those good jobs? Well in the next few minutes, I want to try to answer these questions for you, and I hope this

information will help you make the right choices about your future career. Let's start with a little history. In the last 100 years, there's been a big change in the United States job market, from a manufacturing economy to a service economy. What does that mean? Well, in a manufacturing economy people make things, like cars or furniture, or clothes. In a service economy, people do things. Uh, they cut your hair, they fix your shoes, they sell you a computer. Uh, airline pilots, doctors, restaurant workers—all of these are examples of service workers. OK? So again, my point is that the number of manufacturing jobs has been going down for quite a long time. Now why do you think that is? What's the cause?

Student 1: Um, I think automation, you know, robots, computers...

Lecturer: That's one reason, yes. Because of technology, we're able to manufacture goods by using machines instead of human workers. As a result, thousands of manufacturing jobs don't exist anymore. OK, can you think of another reason?

Student 2: Foreign competition. I mean...most manufacturing is done outside of the U.S. now, in countries where the labor costs are cheaper.

Lecturer: Yes, that's right. Many American companies have moved their jobs overseas to places like China, India, and Latin America, where workers are willing to work for much less pay than they would receive in the United States. According to the United States government, approximately six million manufacturing jobs have disappeared since 2000. And that trend is definitely going to continue as we move further into the 21st century.

But now let's talk about service jobs. Here the trend is exactly the opposite. At the same time that the number of manufacturing jobs is decreasing, the number of service jobs is probably going to grow by more than 30 million just in the next ten years! Now, would everybody please look at the handout I gave you, which shows a list of the occupations that will grow the fastest between the years 2016 and 2026. If you study the list carefully, you'll see that most of the jobs on the list are in three categories: health and medical

care, computers, and green energy technologies. Let me say a few words about each of these categories.

Lecturer: First, health care. More than half of the jobs on the list are in the field of health care. Uh, medical assistants, physician assistants, physical therapists, home health care aides—these are just a few examples. According to the United States Department of Labor, the number of health-care jobs will increase by almost 10 million in the next ten years. And why is that? Simple. We're going to need more medical services because people are living longer and longer. Also, because of developments in medical technology, people with serious illnesses are able to live much longer than they could in the past. And many of them need a lot of special care and medical help.

All right, now, getting back to the list, you can see that there will be an increase in jobs related to computers. We're going to need people who can create new software and keep computer networks secure, and in addition, there will be lots of jobs for people who design and manage computer systems. As you know, computers are used in everything these days from rockets to online banking to coffee machines. So, it's no surprise that the number of jobs in the computer industry is expected to grow by over 30 percent in the next ten years.

Now, let me explain the third category: green energy technologies. Some examples of jobs in this group are solar panel installers, wind turbine technicians, and even bicycle repairers. The main reason for the huge growth in this category is that many families and businesses are concerned about the environment and are switching to renewable energy sources. Also, in recent years, the costs for solar panels and wind turbines have fallen, so they are becoming more popular.

OK, now, while we're looking at the list, there's one more thing I'd like you to notice. Look at all the jobs that have a salary rank of 1. OK? And what do you notice about the educational requirements for those jobs? That's right. They all require at least a bachelor of arts degree.

So, in conclusion, let me go back to

the two questions I mentioned at the beginning of this talk. First, where will the good jobs be? We've seen today that the areas of greatest growth will be in the fields of health care, computers, and green technologies. If you still haven't decided which career you want to follow, you should think about getting a job in one of these fields. However, it's important to remember that many service jobs don't pay very well. The better-paying jobs usually require some education. So, the answer to the second question—how you can prepare yourself to get a good job—is simple. Get the necessary training or education in a growing career field. Depending on the career of your choice, that could mean a college degree, vocational training, or other courses to develop your skills. Good luck to all of you!

04_10_NI_LS3_L2_A9

Outlining a lecture

Track Repeat

04_11_NI_LS3_L3_A2

Vocabulary

- | | |
|---------------------|--------------------------------|
| 1. do homework | 7. make breakfast/lunch/dinner |
| 2. do the laundry | |
| 3. do the cleaning | 8. do the grocery shopping |
| 4. make the beds | |
| 5. do the housework | 9. do the dishes |
| 6. make coffee | 10. do chores |

04_12_NI_LS3_L3_A4

Listening for sequence

Do you want to know what I do on a typical day? Well, I'll tell you what I did yesterday as an example. I woke up before my husband and son, and the first thing I did was to go into the kitchen and make the coffee. Then I made my son's lunch, you know, to take to school, and after that I started cooking breakfast. I made eggs, oatmeal, and toast because I always want my family to start the day with a full stomach. Then my husband and son came into the kitchen and sat down to eat. While they were eating, I threw a basket of laundry into the washing machine and then I also sat down to eat. After breakfast I walked my son to the bus stop, and I waited with him until the bus came. I kissed him goodbye and walked home. As soon as I entered the house, the phone rang. It was my mother-in-law. She wanted to know if my husband was still there, but I told her he had just left. So, I talked with her for a few more minutes, about the weather and her garden, and then I got off the phone. Next, uh, let's

see, I spent three hours cleaning the house, and after lunch I went shopping for groceries. By then it was three o'clock, and it was already time to pick up my son at the bus stop. I helped him do his homework, and then my husband came home. Normally he gets home at about 6 p.m., but yesterday he was a few minutes early. I was so busy all day that I hadn't had time to water the garden, so my husband did it while I made dinner. Finally, after dinner I did the dishes while my husband put our son to bed. And then both of us just collapsed in front of the TV. And that was my day. Nothing glamorous—just really busy!

04_13_NI_LS3_S2_A2

Listening and completing

- Helen:** Good morning, Sonia. My name's Helen. I'll be conducting your interview.
- Sonia:** Uh, good morning, Helen. Nice to meet you.
- Helen:** Please have a seat.
- Sonia:** Thank you.
- Helen:** OK, Sonia, to start, can you tell me a bit about yourself?
- Sonia:** Yes, of course. I graduated with a B.A. in marketing two years ago, and since then I've been working for a small advertising firm. It's a nice place to work, but I'd like a job that has more opportunities for career development.
- Helen:** I see. And what are your responsibilities there?
- Sonia:** Basically, I am responsible for organizing new advertising projects, suggesting ideas to the client, preparing a budget, and following up with the graphic designers.
- Helen:** Yes, well, we are looking for someone with these skills. Now, can you tell me how you learned about the position in our company?
- Sonia:** Actually, a classmate from college, Dan Waters, who works in your advertising department, told me about the opening. So, I jumped at the chance.
- Helen:** Ah, yes, Dan joined us last year. And what do you know about our company?
- Sonia:** Well, you have a very modern approach to advertising and marketing. I'm familiar with a lot of your successful advertising campaigns. Dan has also said that everyone here is great to work with and that the atmosphere is exciting.
- Helen:** Yes, that's true, we do have a great team. So, why do you want this job?
- Sonia:** I would really like be part of a dynamic and successful team, and, as I mentioned before, I'd like a job that's challenging so I can develop my career prospects.

- Helen:** And how would you fit in here? I mean, why should we hire you?
- Sonia:** Well, I'm energetic and hardworking. I'm very good with people and enjoy cooperating on projects with others.
- Helen:** And what are your strengths and weaknesses?
- Sonia:** I'd say I'm very creative and have a lot of great ideas. As for weaknesses, does chocolate count? Kidding aside, I suppose that I can be very talkative at times, and sometimes I have wild and crazy ideas.
- Helen:** Well, that's not always a bad thing in this business. All right, Sonia, where do you see yourself working in five years from now?
- Sonia:** Hmm, I'd eventually like to move my way up to management, you know, step by step.
- Helen:** What are your salary expectations?
- Sonia:** I think the salary in your job ad is fair, especially for a start. Then, hopefully, after I prove myself, I would expect some reasonable increases over time.
- Helen:** Right. Now, do you have any questions?
- Sonia:** Yes, Helen. What do you think is the best thing about working here?

Chapter 3

The Way We Live

05_01_NI_LS3_L1_A2

Vocabulary

look into	check up on
take off	from time to time
remarkable	tough
cope with	widow

05_02_NI_LS3_L1_A4

- Zoe:** Who's there?
- Sharon:** It's Sharon and Joey!
- Zoe:** Hi! Come on in. What's happening?
- Sharon:** Zoe, can you do me a big favor? I just got a call from the office. They want me to look into a computer problem right away. Would you mind watching Joey until I get back?
- Zoe:** Sure, no problem. Is he asleep?
- Sharon:** Yeah, he just fell asleep ten minutes ago. He usually sleeps for a couple of hours at this time of day. But if he wakes up, just give him a bottle.
- Ethan:** Ooh, what a cute baby! He's so little!
- Zoe:** Ethan, this is our neighbor, Sharon, and her son, Joey.
- Ethan:** Nice to meet you.

- Sharon:** You too. Listen, I've got to take off. Thanks so much, Zoe, for helping me out.
- Zoe & Ethan:** Bye!
- Ethan:** Hey, Zoe, I didn't know you liked babysitting.
- Zoe:** Well, Joey is special. I take care of him from time to time when Sharon's busy. And then she does favors for me in return. Like last week she helped me with my computer.
- Ethan:** And her husband? Is he...?
- Zoe:** She's a widow, actually. Sadly, she lost her husband a few months ago.
- Ethan:** Really? It must be difficult for her to raise a baby on her own.
- Zoe:** Sure. It isn't easy for her cope with everything on her own. She has to work to support herself and her son. But I think she's happy being a mother. He's lucky to have such a great mother.
- Ethan:** Yeah. And he's such a great kid.
- Melissa:** Hi there.
- Ethan/Zoe:** Hi, Melissa.
- Melissa:** Uh, what were you talking about?
- Zoe:** How our neighbor, Sharon, is very happy to have a baby.
- Melissa:** Oh yeah. Isn't she remarkable, working and raising a child on her own?
- Ethan:** Maybe I'm old-fashioned, but I could never bring up a child by myself. I think it would be so difficult...
- Melissa:** Yeah, raising a child is tough. I wouldn't want to do it on my own either.
- Ethan:** Well, if you get married and have a baby, you'll have Zoe here to help you with babysitting.
- Zoe:** We'll see. Speaking of babysitting, I'd better check up on Joey.

05_03_NI_LS3_L1_LF

Language Focus Stress on Phrasal Verbs

English has many phrasal verbs that consist of two or three words. The first word is a verb and the second and third words are particles, such as adverbs or prepositions. The second word of a phrasal verb is usually stressed more than the verb. This helps us understand it is a phrasal verb since prepositions are not normally stressed.

Phrasal verbs often have a very different meaning from the individual words.

For example, *look up to* (someone) means respect and *turn down* (an offer) means refuse.

Listen to these examples. Can you guess the meaning of the phrasal verbs?

1. Zoe is going to look after Joey while Sharon is at work.

2. A computer broke down at work, so Sharon is going to look into it.
3. Zoe gets along with Joey because he's such a great kid.
4. It's difficult for Sharon to bring up a child on her own.

05_04_NI_LS3_L1_A5

Listening for stressed words

1. Come on in.
2. They want me to look into a computer problem right away.
3. But if he wakes up, just give him a bottle.
4. Listen, I've got to take off.
5. Thanks so much, Zoe, for helping me out.
6. I take care of him from time to time when Sharon's busy.
7. I could never bring up a child by myself.
8. I'd better check up on Joey.

05_05_NI_LS3_L1_A6

Listening again

- Ethan:** Hey, Zoe, I didn't know you liked babysitting.
- Zoe:** Well, Joey is special. I take care of him from time to time when Sharon's busy. And then she does favors for me in return. Like last week she helped me with my computer.
- Ethan:** And her husband? Is he...?
- Zoe:** She's a widow, actually. Sadly, she lost her husband a few months ago.
- Ethan:** Really? It must be difficult for her to raise a baby on her own.
- Zoe:** Sure. It isn't easy for her cope with everything on her own. She has to work to support herself and her son. But I think she's happy being a mother.
- Ethan:** He's lucky to have such a great mother.
- Zoe:** Yeah. And he's such a great kid.
- Melissa:** Hi there.
- Ethan/Zoe:** Hi, Melissa.
- Melissa:** Uh, what were you talking about?
- Zoe:** How our neighbor, Sharon, is very happy to have a baby.
- Melissa:** Oh yeah. Isn't she remarkable, working and raising a child on her own?
- Ethan:** Maybe I'm old-fashioned, but I could never bring up a child by myself. I think it would be so difficult...
- Melissa:** Yeah, raising a child is tough. I wouldn't want to do it on my own either.
- Ethan:** Well, if you get married and have a baby, you'll have Zoe here to help you with babysitting.
- Zoe:** We'll see. Speaking of babysitting, I'd better check up on Joey.

05_06_NI_LS3_L1_LF

Language Focus Reductions

Sometimes the letter *h* is not pronounced at the beginning of English words.

Example: give him – give im
Where has he been? – Where as e been?

The letter *h* is often not pronounced when:

- the word is unstressed (such as him, her, has) and
- it doesn't come at the beginning of a phrase or sentence.

Compare:

1. Unreduced: Is he asleep?
Reduced: Is e asleep?
2. Unreduced: The children have gone.
Reduced: The children uv gone.
3. Unreduced: Here's the newspaper.

The *h* is not dropped because it is at the beginning of the sentence.

In a few words, like *honest* and *hour*, the *h* is never pronounced.

05_07_NI_LS3_L1_A7

Listening for reductions

Example: Izzy asleep?

1. But *if e* wakes up, just *givim* a drink.
2. Thanks so much, Zoe, for helping me out.
3. I take care *uvim* from time to time when Sharon's busy.
4. *Aner* husband?
5. Hi there.
6. You'lluv Zoe eer to help you with babysitting.

05_08_NI_LS3_L2_A2

Vocabulary

- | | |
|-----------------|---------------|
| 1. average | 6. policy |
| 2. benefit | 7. rare |
| 3. dramatically | 8. review |
| 4. estimate | 9. transfer |
| 5. flexibility | 10. volunteer |

05_09_NI_LS3_L2_A4

Listening for details

1. Women today are working in professions that were not as open to them 50 or 60 years ago. To give just one example, today more than half of the students in American medical schools are women.
2. Most American homes don't have a full-time homemaker anymore. And that creates new problems for families; problems like who takes care of babies and elderly people; who shops, cooks, and cleans; who volunteers at the children's school; and so on.
3. With flextime, workers can choose the hour that they start work in the morning and can go home

after eight hours. So, for instance, a worker who comes in at 7 can leave at 3. Or a worker can come in at 10 and leave at 6.

05_10_NI_LS3_L2_A5

Taking notes

Have you ever seen the old television show *Father Knows Best*? You probably haven't because it was a popular comedy show in the 1950s—way before you were born. It was about a family: a father, who went to work every day; a mother, who stayed home and took care of the house; and the children—two or three, I can't remember. Anyway, in those days that was considered to be a 'typical' American family. But today, the American family is very different. First, families are smaller today than before. I mean, people are having fewer children. Second, people are getting married later in life—the average age at which men and women marry has risen. I'm not going to go into the reasons for that here because I want to focus on the third and biggest change in the American family: the role of married mothers and the effects of this new role. Consider these statistics: In the 1950s, only 11 percent of married mothers worked outside the home. In 2015, about 70 percent of mothers were employed.

Why is that? Well, there are two important reasons. The first one, very simply, is that they need the money. These days the cost of living is so high that most families need two salaries in order to make ends meet.

The other reason why married mothers are working in larger and larger numbers is that they have more opportunities than they did 50 or 60 years ago.

There are laws in the United States that give women the same opportunity as men to go to college and get jobs. As a result, women today are working in professions that were not as open to them 50 or 60 years ago. To give just one example, today more than half of the students in American medical schools are women.

So, to summarize so far, we've seen that the American family has changed dramatically since the days of those old television shows. In the typical two-parent family today, both the father and the mother have jobs. This means that most American homes don't have a full-time homemaker anymore. And that creates new problems for families: problems like who takes care of babies and elderly people; who shops, cooks, and cleans; who volunteers at the children's school; and so on.

05_11_NI_LS3_L2_A6

Listening for main ideas

Track Repeat

05_12_NI_LS3_L2_A7

Taking notes

To help families with working parents deal with these new problems, some American businesses have introduced new programs and policies to make it easier to work and raise children at the same time. Let me give you five examples of these policies and programs.

The first policy is paid maternity leave. What we're talking about is a woman taking time off from work when she has a baby. American law requires companies to give a woman up to 12 weeks of leave when she has a baby. But the problem is that the companies aren't required to pay for those 12 weeks. As a result, many women are forced to go back to work much sooner than they want to. Recently some companies, at least the big ones, have started to offer paid maternity leave. But it's still kind of rare. By the way, a small percentage of companies now also offer *paternity* leave—that means that fathers can take time off for a new baby. I would like to see a law that requires all companies to give paid leave to both mothers and fathers for a new baby. Canada, for instance, already has a law like that.

OK, moving along, here's another example of a policy that benefits working families. As you know, big companies like IBM or General Motors often transfer their employees to other cities, right? Well, if a company transfers the husband, for instance, this might create a problem for the wife because now she has to find a new job too. So now there are companies that will help the husband or wife of the transferred worker find a new job.

A third policy that many companies now offer is called "flextime." Here's what that means. In the United States, a normal workday is from 9 a.m. until 5 p.m.—eight hours. With flextime, workers can choose the hour that they start work in the morning and can go home after eight hours. So, for instance, a worker who comes in at 7 can leave at 3. Or a worker can come in at 10 and leave at 6. You can imagine how useful this flexibility is for people who have children. The fourth change I want to describe is telecommuting. Or sometimes we say "teleworking." With telecommuting, people work at home and use the computer or phone to communicate with their workplace. Today, it's estimated that about 20 to 25 percent of the U.S. workforce telecommutes at least on a part-time basis. But the percentage is growing all the time because it saves people time and money. And if parents are allowed to work at home, their children might not have to spend as much time in child care.

And speaking of child care, the fifth program offered by many of the best companies is day care; that is, some companies have day care centers at the office where trained people take care of the employees'

children. This means workers come to work with their young children, leave them at the center, and can visit them during lunch or whatever. Then the parents and kids drive home together at the end of the day. With day care at work, parents don't need to worry about their kids because they're right there. OK, let me review what I've been talking about. I've given you five examples of company policies and programs that make life a little easier for working mothers and fathers. But it's important for me to tell you that only some large companies can afford these kinds of programs. For most people, trying to work and take care of a family at the same time is still very, very difficult. In my opinion, our government and our society need to do a lot more to help working parents and their children.

05_13_NI_LS3_L3_LF

Language Focus Using Prepositions

1. Approximately fifty percent of people in the United States get married by age 30.
2. In 2018, the average life expectancy for women in Australia rose to 85.
3. It is estimated that by 2050, the percentage of elderly people in Japan will grow from 25 percent to 33 percent.
4. There has been an increase in the number of people working over age 65.
5. The U.S. GDP went up by 2.9 percent in 2018.
6. The number of children has declined to 1.6 (pronounced "one point six") per family.

05_14_NI_LS3_L3_A3

Completing the graph

This graph gives statistics on American men and women in the U.S. labor force between 1950 and 2020. The statistics for men show a steady decline over the decades. In 1950, 86.4 percent of American men participated in the workforce. This figure dropped to 83.3 in 1960 and then to 79.7 in 1970. In 1980, 77.4 percent of men were employed and in 1990 76.4 percent. By 2000, less than three-quarters of the male population had jobs, at 74.8 percent. The number of working men continued to fall to 71.2 percent in 2010, and 69.1 percent in 2015.

On the other hand, the statistics for working women show a steady increase between 1950 and 2000. In 1950, only 33.9 percent of American women had jobs. This figure rose to 37.7 in 1960 and then to 43.3 in 1970. By 1980, over half of the female population was employed, and the figure jumped to 51.5 percent. In 1990, this increased further to 57.5 percent and reached a peak in 2000 at 59.9. In 2010, the working population of women decreased slightly to 58.6 percent, and in 2015, 56.7 percent of American women were working.

05_15_NI_LS3_L3_A4

Listening again

These graphs show the median age of marriage for women and men in the United States. In 1970, the average age of marriage was 20.8 for women, compared to 23.2 for men. In 1980, it rose to 22 for women and 24.7 for men, and in 1990 it jumped to 23.9 for women and 26.1 for men. It rose again in 2000 to 25.1 for women, while the age for men increased slightly to 26.8. And 2010 saw a further rise to 26.1 for women and 28.2 for men. This trend continues, and recent statistics from 2018 report that the average age of marriage for women was 27.8 and 29.8 for men.

05_16_NI_LS3_L3_A5

Creating a graph

The following graph presents statistics on U.S. citizens over age 65 who lived alone from 1970 to 2010. In 1970, 35.9 percent of elderly women lived alone, compared to 10.8 percent of elderly men. In 1980, the percentages dropped to 31.9 for women and 8.1 for men. In 1990, however, there was a dramatic increase: 51.8 percent of senior women lived alone, compared to 21.5 percent for senior men. The figures fell in 2000 to 40 percent of women and 17 percent of men. And finally, in 2010, 33.8 percent of women and 17.9 percent of men over age 65 were living by themselves.

Chapter 4

World Village

06_01_NI_LS3_L1_A2

Vocabulary

get to know	convenient
stay in touch	catch up on
interrupt	How come
feedback	deadline

06_02_NI_LS3_L1_A4

Listening for details

- Jeff:** (Speaking Chinese)
Mari: Oh, sorry, am I interrupting?
Jeff: No, that's okay. I'm just catching up on my Chinese homework.
Mari: Oh, I didn't know you were taking Chinese.
Jeff: Yeah, I'm taking it online.
Mari: Online? Doesn't the college offer Chinese classes?
Jeff: They do, but the regular face-to-face classes were full. I like this class better anyway.

- Mari:** Really? How come?
- Jeff:** Well, for one thing, it's so convenient. I mean, I don't need to worry about fitting it into my schedule. I can just go online whenever I want and do my work.
- Mari:** Whenever? Don't you have deadlines?
- Jeff:** Yeah, we have to post the homework and participate in group discussions by a certain date. But I don't feel pressured, you know, the way I do in a regular class.
- Mari:** I see what you mean. I'm not always ready to participate in class.
- Jeff:** Uh-huh. And another thing I like: the people in the class. My classmates are from all over the States and even from abroad. There's someone from Canada and people from Germany and Brazil.
- Mari:** Wow. That's a lot of different time zones! Seems like the whole world wants to learn Chinese these days.
- Jeff:** Yup. And get this: the instructor is in Beijing.
- Mari:** That's so cool. But how does he correct your pronunciation? Don't you need the face-to-face contact?
- Jeff:** No, he listens to our voice recordings and gives us feedback. And once a week we talk on Skype.
- Mari:** So, you know what everyone looks like?
- Jeff:** Sure. We've all become friends and chat on Facebook all the time, too. And we've all agreed to stay in touch after the course ends and meet next year in China!
- Mari:** Oh, so you'll get some face-to-face contact after all!
- Jeff:** Of course. You can't really get to know a culture without traveling there.
- Mari:** True. That's exactly why I came here. Not just to learn English but also to get to know the lifestyle and customs.
- Jeff:** Right. But anyway, you should really try an online class some time. Almost all American colleges and universities offer them, you know.
- Mari:** I probably will. You certainly got me interested.

06_03_NI_LS3_L1_A5

Listening for stressed words

Track Repeat

06_04_NI_LS3_L1_LF

Language Focus: Intonation in Questions and Requests

Information questions have a rising-falling intonation pattern:

- Where do you live?
- What's your name?

Yes/No questions and requests have a rising intonation pattern:

- Are you ready to go?
- Could you please repeat that?

06_05_NI_LS3_L1_A7

Identifying intonation patterns

1. Don't you need face-to-face contact? (rising)
2. How much does the online class cost? (falling)
3. What countries are your classmates from? (falling)
4. May I interrupt? (rising)
5. Can you give me feedback? (rising)
6. Do you want to meet in Beijing next year? (rising)
7. Which hotel should we stay at? (falling)
8. Why do you want to study abroad? (falling)

06_06_NI_LS3_L2_A2

Vocabulary

affectionate	disrespectful
authority	harmoniously
aware	horrified
contrast	offensive
convey	potential
dishonest	unintentionally

06_07_NI_LS3_L2_A3

Taking notes on similarities and differences

1. In the U.S. there is kind of a general rule, which is that people stand about one arm's length or about 70 centimeters apart when they are talking. In contrast, Latin Americans usually stand much closer to each other.
2. In Arab cultures, for instance, you will also notice that men sit and stand very close to each other. On the other hand, in East Asia, people usually stand farther apart than Americans do.
3. Next let's talk about eye contact, which is the way people look at each other, or don't look at each other, when they're talking. In the U.S. the rules are simple. You should look at a person's eyes when you speak with them. To Americans this is a sign of respect and attention. If I'm talking to you in class and you're looking away from me, I might think you're not listening to me. But the exact opposite is true in many cultures. In some parts of Africa and the Caribbean, for example, children are taught to look down when they're talking to a person with greater authority, such as a parent or a teacher.
4. Similarly, in Japan an employee would not make direct eye contact with an employer. It would be disrespectful.
5. The rules for touching are very different from one culture to another. Some cultures are more affectionate than others. So, in Latin cultures such as Mexico and Italy, it's normal for strangers

to hug each other on happy occasions. And it's similar in France, where, maybe you know, everybody, even total strangers, kiss each other as a form of greeting. But in Japan and many other countries it is not proper for strangers to touch each other, and even married people may avoid touching in public.

06_08_NI_LS3_L2_A4

Taking lecture notes

Professor: Good afternoon, class. As I announced last time, we're starting a new unit today, and the topic is nonverbal communication or body language as it's often called. As you know, we humans convey a lot of information without using any words, by using our heads, our hands, our eyes, and so on. The thing is, body language, like spoken language, differs from culture to culture; and there is a lot of potential for misunderstandings if people aren't aware of these differences. So today I'm going to give you an overview, an introduction, to four categories of nonverbal communication. Those categories are movement, distance, eye contact, and touching. I'll define each of the categories and give examples. And I'll be asking you for examples as well. OK, the first category I mentioned is movement, and this includes gestures, um, movements of the hands and arms, and also movement of the head and even the feet. There's a famous photo of Bill Clinton, who was president from 1993 to 2001, making the American gesture for OK: you make a circle with your first two fingers, and you hold up the other three fingers, like this. And this photo caused some confusion in other countries, like Russia, where this gesture means "zero." And in Brazil, where it's a really offensive gesture. This is just one example of how the same gesture can mean different things in different places. Can someone give me another example? Yes, Adi?

Adi: When I first came here, I saw American people pointing with the second finger, and I was really shocked because in my country, Indonesia, this is very rude. If you want to point at someone you use your thumb or your open hand.

Professor: Thank you, that's interesting. Does anyone have another example? Maybe something that involves another part of the body? OK, Moussa?

Moussa: In Arab cultures you never, never, show the bottom of your shoe or even point to someone's feet. It's really terrible. I was so surprised the first time I saw a teacher sitting with one foot on his knee, and I could see the bottom of his shoe. I thought he was so disrespectful.

Professor: Another great example. Thank you, Moussa. All right, I think we need to move on to the second category I mentioned, and that's distance. I mean how close or far people are comfortable sitting or standing from each other. In every culture people have what we call their personal space, which is like an invisible bubble around them. And if a stranger steps inside their personal space, they feel uncomfortable. In the U.S. there is kind of a general rule, which is that people stand about one arm's length or about 70 centimeters apart when they are talking. This is also true for Northern European countries like Sweden. In contrast, in Latin cultures, people usually stand much closer to each other.

So, imagine a party where, let's say, a person from Sweden is talking to a person from Italy. The Italian stands close to the Swede because that's normal in his culture, but the Swede keeps moving backwards because to him the Italian is standing too close for comfort. The conversation may have started in the middle of the room but soon the Italian has unintentionally pushed the Swede against a wall. The poor Swede looks really uncomfortable and the poor Italian is confused because he doesn't understand what he's doing wrong! Other cultures also differ from Americans in their use of personal space. In Arab cultures, for instance, you will also notice that men sit and stand very close to each other. On the other hand, in East Asia, people usually stand farther apart than Americans do.

06_09_NI_LS3_L2_A5

Outlining the lecture

Track Repeat

06_10_NI_LS3_L2_A6

Taking lecture notes

Professor: Next let's talk about eye contact, which is the way people look at each other, or don't look at each other, when they're talking. In the U.S. the rules are simple.

You should look at a person's eyes when you speak with them. To Americans this is a sign of respect and attention. If I'm talking to you in class and you're looking away from me, I might think you're not listening to me. But the exact opposite is true in many cultures. In some parts of Africa and the Caribbean, for example, children are taught to look down when they're talking to a person with greater authority, such as a parent or a teacher. Similarly, in Japan an employee would not make direct eye contact with an employer. It would be disrespectful. Yes, Angie? You want to say something?

Angie: I read about a case where a woman didn't get a job because the employer said she didn't look at him during the interview, so he felt like she was hiding something, like she was dishonest.

Professor: Exactly. That is how most Americans would react, I think. All right, finally I want to introduce the topic of touching. First let me tell you a little story. A young woman from Mexico, let's call her Inez, is invited to the wedding of her Japanese classmate, Yuki. After the wedding ceremony everyone stands in line to greet the bride and groom and their families. When Inez is introduced to Yuki's mother, she leans in and tries to hug her. Yuki's mother looks horrified and immediately steps away from Inez. Inez looks hurt. Can someone explain what happened here?

Female: I think Inez was trying to offer congratulations to Yuki's mother, but maybe the mother wasn't comfortable touching someone she didn't know.

Professor: That's correct. The rules for touching are very different from one culture to another. Some cultures are more affectionate than others. So, in Latin cultures, like Mexico and Italy, it's normal for strangers to hug each other on happy occasions. And it's similar in France, where, maybe you know, everybody, even total strangers, kiss each other as a form of greeting. But in Japan and many other countries it is not proper for strangers to touch each other, and even married people may avoid touching in public. You can see why Yuki's mother was uncomfortable and Inez was offended in the example I gave you. All right, let's review what we've discussed so far. I've introduced four categories of nonverbal communication—uh, movement, distance, eye contact, and

touching.

Next time we'll look at each of these categories in greater detail. For now, what I hope you've gotten is the general message that body language differs from culture to culture in the same way that spoken language does, and because of these differences there is always the potential of people misunderstanding one another.

In today's globalized world, where we are interacting with one another in business, in the classroom, and in the workplace, it's important to know something about nonverbal communication in other cultures so that we can work together harmoniously and avoid misunderstandings.

06_11_NI_LS3_L3_A2

Vocabulary

scattered	preserve
abandoned	harm
hardly	convinced
impressive	residents
impact	
take advantage of	

06_12_NI_LS3_L3_A4

Listening and taking notes

Travel Blog: Bagan Then and Now

I first visited the ancient city of Bagan in Myanmar in 1986. Actually, back then, the country was still officially known as Burma. I remember the breathtaking landscape with thousands of archaeological sites scattered over the plains. What struck me was that it seemed to be totally abandoned because I don't remember seeing anyone living there. At the time, there weren't many tourists at all, so there were no hotels, no restaurants, no banks, and hardly anyone spoke English. I also remember that it was extremely hot and I wanted to quench my thirst, but I couldn't find anyone selling refreshments. It was like a city that time had forgotten: untouched, yet beautiful.

I returned to Bagan last month after over 30 years to find dramatic changes, some good and some bad. Bagan has become a tourist attraction in Southeast Asia. I must have counted at least 25 hotels of all sizes. Some of them offer luxury accommodation, with fancy boutiques, restaurants, and swimming pools, while others are for low-budget travelers. There are plenty of restaurants, with menus in several languages, that serve both local Burmese and Western cuisine. There are now a few ATMs and countless souvenir shops and stands where one

can find postcards, clothes, traditional puppets, sun umbrellas, and many Burmese handicrafts for sale. Another pleasant change was that many people now communicate in English, so you can hire a local guide and get information about the monuments. Bagan also promotes eco-friendly means of transportation. For example, visitors can rent bicycles and battery-powered e-bikes to get around the archaeological sites. Most impressive, however, are the hot air balloons. In the early morning at dawn, the sky is filled with dozens of hot air balloons floating silently above the monuments. It's really quite magical! On the downside, tourism has disrupted the lifestyle of the community. Many people have come to Bagan to find work, but they are not always paid fairly. Many children, some as young as nine, sell souvenirs to tourists to earn money for their families. Unfortunately, most of these children don't go to school.

One morning in a small gift shop, I met Emily, a volunteer from England. Her organization is trying to improve conditions for families in Bagan by encouraging them to take advantage of tourism to earn a living. The organization has set up workshops where residents can make traditional handicrafts and souvenirs for tourists. Instead of having children sell the items, they have also opened gift shops which train and hire local women. With parents working, the children can stay in school and get an education. Emily is convinced that it won't be long until there will be McDonald's and Starbucks in Bagan, as well as large international hotels, like the Hilton, the Sheraton, and the Holiday Inn. She also predicts that within ten years, the local outdoor market will be replaced with a large shopping mall. Even though tourism does help the local economy by bringing money and jobs, it can also have a negative impact on many community traditions. In many places in the world, tourism has destroyed much of the traditional culture and way of life, not to mention that it may often harm the environment.

With help from organizations like Emily's, Bagan may be able to preserve its culture as it becomes a more global city.

06_13_NI_LS3_L3_A5

Identifying pros and cons

Track Repeat

Chapter 5

A Universal Language?

07_01_NI_LS3_L1_A1

Topic

- Luke:** Ethan. Ow ya goin', mate?
Ethan: How I'm going? Where?
Luke: I mean, how are ya, my friend?
Ethan: Oh, I'm fine. How's it going with you?
Luke: I'm stuffed.
Ethan: Why? Did you eat too much for breakfast?
Luke: Oi. No, I never eat brekky. Back home in Straya *stuffed* means tired. Speaking of food, are ya goin' to the barbie this arvo?
Ethan: What? Barbie, the doll? Avo...cado? Wait, I think I can figure this out...You want to know if I am going to the barbecue this afternoon, right?
Luke: Yeah, mate. Good on ya!
Ethan: Well, if you're not too *stuffed*, we can get stuffed on food at the barbie then. And you can teach me some more Australian.
Luke: Now, we're speaking the same language!

07_02_NI_LS3_L1_A2

Vocabulary

take a seat	catch on
two-faced	in the dark
friendliness	naturally
friendship	greeting
make friends	it's hard to say

07_03_NI_LS3_L1_A4

Listening for main ideas and specific information

- Mari:** Yolanda! Hi!
Yolanda: Hi, Mari, how are you?
Mari: Fine, thanks. Um, is anyone sitting here?
Yolanda: No, have a seat.
Mari: Thanks. So, how have you been?
Yolanda: Oh, you know, busy. I've got school, and work, and I'm getting ready for my brother's wedding next month.
Mari: Oh, yeah.
Yolanda: Anyway, it's going to be a huge wedding and...
Mari: Oh, excuse me, uh...Nancy! Over here!
Nancy: Hi!
Mari: Nancy, this is Yolanda. She works in the library. Yolanda, this is my housemate, Nancy. She teaches English here.
Nancy: Nice to meet you, Yolanda.
Yolanda: You too. Well, listen, actually, I've got to go. I have to be at work in ten minutes. I'll see you soon, Mari. We'll go to a movie or something.
Mari: Sure. How about Thursday night?
Yolanda: Uh, I have to check my calendar. I'll call you, OK?
Mari: OK, see you.
 ...
Mari: I don't understand Americans.

- Nancy:** Huh?
- Mari:** Did you hear what she said? "I'll call you, we'll go to a movie." But every time I try to pick a specific day or time, she says she's busy, she has to check her calendar. And then she doesn't call.
- Nancy:** Mm hmm...
- Mari:** Why do Americans say things they don't mean? They act so nice, like they always say, "How are you?" but then they keep on walking and don't even wait for your answer. They're so...how do you say it... two-faced?
- Nancy:** I know it seems that way sometimes, Mari. But it's not true. It's just that for Americans, friendliness and friendship aren't always the same thing.
- Mari:** What do you mean?
- Nancy:** Well, as you know, Americans can be very open and friendly. Like, they invite you to sit down, they ask you questions, they tell you all about their families. So, naturally you think they're trying to make friends with you. But actually, friendship, real friendship, doesn't happen so quickly.
- Mari:** So, when people say, "How are you?" they're just being polite? They don't really care?
- Nancy:** Not exactly. The thing you have to understand is that "How are you?" isn't a real question. It's more like a greeting, a way of saying hello.
- Mari:** Aha, I get it! And "Have a nice day" is just a friendly way to say goodbye?
- Nancy:** Exactly. Now you're catching on.
- Mari:** But I'm still in the dark about Yolanda. Does she want to be my friend or not?
- Nancy:** It's hard to say. Maybe she's just too busy these days. I guess you'll just have to be patient.
- Mari:** Hmm. That's good advice, I guess. Thanks.

07_04_NI_LS3_L1_A5

Listening for stressed words

- Mari:** I don't understand Americans.
- Nancy:** Huh?
- Mari:** Did you hear what she said? "I'll call you, we'll go to a movie." But every time I try to pick a specific day or time, she says she's busy, she has to check her calendar. And then she doesn't call.
- Nancy:** Mm hmm...
- Mari:** Why do Americans say things they don't mean? They act so nice, like they always say, "How are you?" but then they keep on walking and don't even wait for your

answer. They're so... how do you say it... two-faced?

- Nancy:** I know it seems that way sometimes, Mari. But it's not true. It's just that for Americans, friendliness and friendship aren't always the same thing.
- Mari:** What do you mean?
- Nancy:** Well, as you know, Americans can be very open and friendly. Like, they invite you to sit down, they ask you questions, they tell you all about their families. So, naturally you think they're trying to make friends with you. But actually, friendship, real friendship, doesn't happen so quickly.
- Mari:** So, when people say, "How are you?" they're just being polite? They don't really care?
- Nancy:** Not exactly. The thing you have to understand is that "How are you?" isn't a real question. It's more like a greeting, a way of saying hello.
- Mari:** Aha, I get it! And "Have a nice day" is just a friendly way to say goodbye?
- Nancy:** Exactly. Now you're catching on.
- Mari:** But I'm still in the dark about Yolanda. Does she want to be my friend or not?
- Nancy:** It's hard to say. Maybe she's just too busy these days. I guess you'll just have to be patient.
- Mari:** Hmm. That's good advice, I guess. Thanks.

07_05_NI_LS3_L1_LF

Language Focus: Statements with rising intonation

You heard the following exchange in the conversation:

- Mari:** So, when people say "How are you," they're just being polite? They don't really care?
- Nancy:** Not exactly.
- Note that Mari's questions are actually statements: "They're just being polite?" "They don't really care?" with rising intonation. This way of talking is often used in rapid, informal English, especially when the speaker is surprised or expects an affirmative answer.

07_06_NI_LS3_L1_A7

Identifying intonation patterns

1. You're leaving?
2. You remember my friend Yolanda?
3. Bill hasn't found a job yet?
4. Trina can speak five languages?
5. Luke's actually from Australia?
6. You understood what he was saying?
7. No one spoke English?
8. Karen couldn't find her passport?

07_07_NI_LS3_L2_A3**Vocabulary**

accent	majority	rather
dialect	noticeable	standard
forecast	occur	unique
identical	partly	whereas

07_08_NI_LS3_L2_A5**Listening for lecture subtopics**

- 1 Personal computers have revolutionized the way people work and communicate. I could talk for hours about the wide use of personal computers, but today we only have time to introduce three major uses of computers: at home, in business, and in education.
- 2 In today's lecture I will provide the most recent information concerning the growth and characteristics of the U.S. population.
- 3 You may have guessed by now that my topic for today's lecture is differences between American and British English. In particular, I want to examine three categories of difference. First, and most obvious, is pronunciation; second, vocabulary; and third, grammar.

07_09_NI_LS3_L2_A6**Taking notes: Part 1**

Lecturer: Good afternoon. To introduce my topic today, I'd like you to listen to two speech samples and tell me where the speakers are from. Ready? OK, here's the first one.

Speaker 1: "Today's weather forecast calls for partly cloudy skies in the morning, clearing by mid-afternoon with winds up to 15 miles an hour out of the west. The high temperature will be 80 degrees Fahrenheit, and the low will be 64."

Lecturer: OK. Now, where do you think that speaker was from?

Audience: America...the United States...Canada.

Lecturer: Yes, most of you got it. That was what we call a standard American accent. Which means the accent that is spoken by the majority of people who live in the United States and Canada. Now, listen to a different speaker reading the same text.

Speaker 2: "Today's weather forecast calls for partly cloudy skies in the morning, clearing by mid-afternoon with winds up to 15 miles an hour out of the west. The high temperature will be 80 degrees Fahrenheit, and the low will be 64."

Lecturer: And where is that speaker from?

Audience: England...the United Kingdom...Great Britain.

Lecturer: Yes, of course. That was British English. So, you may have guessed by now that my topic for today's lecture is differences between standard American and British English. In particular, I want to examine three categories of difference. First, and most obvious, is pronunciation; second, vocabulary; and third, grammar. So, to begin, let's go back to the subject of accent, or pronunciation. You had no trouble identifying the North American and British accents because each of them has a unique sound. What is it? Well, one obvious difference is in the pronunciation of the letter "a." For example, most Americans say /kænt/, but the British say /kant/. Or Americans say /bæth/ and the British say /bath/. The /æ/ sound is very common in American English, but not very common in British English.

Another noticeable difference between American and British pronunciation is the /r/ sound. In British English, the /r/ sound is very often dropped; it disappears. To give some examples, Americans say /kar/ but the British say /ka/. Americans say /f rst/ but British say /f st/. A big American city is "New /Ycrk/" for Americans, but "New /Yok/" to the British. In the two speech samples you heard at the beginning of this lecture, the American speaker said /forkæst/, but the British said /fohcast/. In that single word you can hear the difference both in the "a" vowel and in the pronunciation of "r". Listen again: /forkæst/, /fohcast/.

A third difference is the pronunciation of the "t" sound in the middle of words. In British English it is normally pronounced, but in American English it changes to a /d/ or disappears. For example: a British person will say "little," but an American says "liddle." You can hear this difference particularly with numbers: Brits say "twenty-one, twenty-two," and so on, but Americans drop the "t" and say "twenny-one, twenny-two," and so on. So, there you have just three of the differences that give American and British pronunciation their unique sounds. There are many more. But now let's go on to talk about vocabulary.

07_10_NI_LS3_L2_A7**Outlining the lecture**

Track Repeat

07_11_NI_LS3_L2_A8

Taking notes: Part 2

Lecturer: Some people believe that American English vocabulary and British English vocabulary are very different, but actually they are not. The English language has more than one million words. Yet there are only a few hundred words and expressions that are different in American and British English. You can see a few of them in the chart right here. So, for instance, Americans say, "truck," but the Brits say "lorry." Another well-known example is "elevator," which is used in the United States and "lift," which is the British term. Now, although the number of vocabulary differences is small, funny misunderstandings can sometimes occur. For instance, if an American says, "I'm going to wash up," he would go into the bathroom and wash his hands and face. But a British person may be quite surprised to see him go to the bathroom because in England, to "wash up" means to wash the dishes.

Vocabulary differences can also create some confusing situations in restaurants. If an Englishman traveling in the United States enters a restaurant and orders "bangers and mash," the American waiter would be totally confused. He wouldn't know that the man wanted sausage and mashed potatoes.

Finally, let's talk a bit about grammar. I've left this category for last because in the area of grammar, standard American and British English are nearly identical. One common difference, however, involves the past participle of the verb *get*. For example, an American might ask, "Have you gotten your grade yet?" whereas a Brit would ask, "Have you got your grade yet?" Another difference is in the use of the verb *have*, especially in questions. Americans say, "Do you have any ideas?" but the British say, "Have you any ideas?" There are also differences in prepositions. So, for instance in the United States, it's correct to say that John is different from Mary, but the British will say that John is different than Mary. But these differences are very small and few in number.

And this brings me to my conclusion, which is this: standard British and standard American English are so similar that most speakers of these two types will have no trouble understanding one another.

American and British English are not two different languages. Rather, they are two dialects, two varieties, of the same language, English.

07_12_NI_LS3_L3_A2

Spelling quiz

1. Wednesday: The day after Tuesday is Wednesday.
2. Beautiful: The flowers in the garden are very beautiful.
3. Tough: This spelling quiz is tough!
4. Environment: We must all do our best to protect the environment.
5. Muscle: Be careful or you might pull a muscle.
6. Height: The three dimensions are length, width, and height.
7. Foreign: Can you speak a foreign language?
8. Bouquet: What a beautiful bouquet of flowers!
9. Doubt: If you have any doubt, please call me.
10. Accommodate: The hotel can accommodate up to 200 guests.

07_13_NI_LS3_L2_A3

Listening and checking

1. Wednesday: W-E-D-N-E-S-D-A-Y.
2. Beautiful: B-E-A-U-T-I-F-U-L.
3. Tough: T-O-U-G-H.
4. Environment: E-N-V-I-R-O-N-M-E-N-T.
5. Muscle: M-U-S-C-L-E.
6. Height: H-E-I-G-H-T.
7. Foreign: F-O-R-E-I-G-N.
8. Bouquet: B-O-U-Q-U-E-T.
9. Doubt: D-O-U-B-T.
10. Accommodate: A-C-C-O-M-M-O-D-A-T-E.

07_14_NI_LS3_L3_A4

Identifying spellings

- Teacher:** Our contestants in today's spelling bee are Jack, Marisa, Yolanda, Evan, and Tony. As you know, I will say the word and then say it in a sentence. Are you ready to begin?
- Students:** Ready. Yes.
- Teacher:** All right. The first word is for Tony. The word is *tries*. "He always tries to do a good job."
- Tony:** Tries. OK, T-R-I-E-S.
- Teacher:** Correct. All right. The next word is for Jack. Your word is *choose*. "Which flavor ice cream will you choose?"
- Jack:** Choose. C-H-O-S-E.
- Teacher:** I'm sorry, but that is wrong. The correct spelling of choose is C-H-O-O-S-E. Good try, Jack. OK, the next word goes to Marisa. Your word is *effect*. "Jogging has a good effect on our health."

- Marisa:** Effect. E-F-F-E-C-T.
Teacher: Right! Marisa, you stay in the game. The next word is for Evan. Your word is quizzes. "We had two grammar quizzes last week."
Evan: OK, quizzes. Uh, Q-U-I-Z-Z-E-S.
Teacher: Yes, that's right. Now, for Yolanda, your word is *succeed*. "You must study hard if you want to succeed."
Yolanda: Hmm. Succeed. S-U-C-C-E-D-E.
Teacher: I'm sorry, Yolanda, that's wrong. It's S-U-C-C-E-E-D. Good try. OK, let's see who's still in the game: Marisa, Evan, and Tony. Are you ready for the second round?
Students: Yes, yeah, let's go.
Teacher: OK, Tony. Your word is *ninety*. "The shoes cost ninety dollars."
Tony: N-I-N-E-T-Y. Ninety.
Teacher: You're right! Well done. The next word is for Marisa: *analyze*. "After a test, you should analyze your mistakes."
Marisa: Wow, that's hard. OK: A-N-A-L-I-Z-E. Analyze.
Teacher: Sorry, Marisa. It's A-N-A-L -Y-Z-E. Please sit down. Evan, you're next. Your word is *possibility*. "There is a possibility of snow tonight."
Evan: Possibility. OK. P-O-S-S-I-B-I-L-I-T-Y.
Teacher: Great! OK, it's down to Tony and Evan. First Tony. Your word is *mysterious*. "During the night we heard mysterious noises."
Tony: Um, M-I-S-T-E-R-I-O-U-S, I think.
Teacher: Oh no, that's not correct. It's M-Y-S-T-E-R-I-O-U-S. You almost got it. Well, that leaves Evan. If you spell this word correctly, you'll be the winner today. The last word is *lightning*. "We were scared by the thunder and lightning."
Evan: L-I-G-H-T-N-I-N-G. Lightning.
Teacher: Right! Congratulations, Evan! You're our winner today.

07_15_NI_LS3_S2_A2

Vocabulary

range	approval
consist of	indicate
media	disagreement
unacceptable	universally

07_16_NI_LS3_S2_A4

Listening and checking

Part 1

An acceptable greeting in different cultures can range from a strong handshake to a kiss on the cheek or moving your head down and then up.

Most Europeans, Australians, and Americans shake hands when they introduce themselves. But not all handshakes are the same. The German handshake usually consists of a single pump and a short hold, while the British handshake consists of three to five pumps. The American handshake may have five to seven pumps and a strong hold. Asian and Arabic cultures often continue holding the hand after the handshake is over. The French and Italians usually kiss twice, once on each cheek. The Dutch, Belgians, and Arabs do so as well, but three times. It is not uncommon to see men give each other a hug in Mediterranean cultures. On the other hand, English-speaking cultures are likely to do so only on special occasions such as sports events to celebrate a big score or a win.

07_17_NI_LS3_S2_A6

Listening

Part 2

Body language has been changing, especially among young people, due to the media, films, games, and the Internet. Gestures which were unacceptable in the past are being used with a new meaning. For example, the "thumbs up" signal showing approval in English-speaking countries is now used to indicate number one in Germany, France, and Hungary. In India, a thumbs up means disagreement or "It won't work!" if the hand moves from side to side. Yet, the thumbs up gesture now is used universally on social media as an icon to show a positive response.

Chapter 6

Each To Their Own

08_01_NI_LS3_L1_A2

Vocabulary

mind	don't care for
is crazy about	exhibit
contemporary	trial
can't stand	series
see eye to eye	ethnic

08_02_NI_LS3_L1_A4

Listening for main ideas and details

- Zoe:** Hey, Ethan, how are you?
Ethan: Great, thanks. So, what's up?
Zoe: Melissa and I were just making plans for Saturday.
Melissa: Yeah. You should join us.

Ethan: Sounds good. Actually, I was going to go to the motocross race with Luke, but he has to work. Are you interested in going?

Zoe: No, thanks! Too dangerous for me...

Melissa: I agree. I prefer watching team sports like basketball.

Zoe: I'd rather play golf.

Ethan: Hmm. I'm not really into golf. So, how do you feel about ping-pong?

Zoe: Nah, not my thing.

Ethan: Bowling?

Melissa: Bowling? I can't stand it!

Zoe: I'm not crazy about it either.

Ethan: Well, what do you like to do for fun?

Melissa: I enjoy eating at ethnic restaurants and tasting new dishes.

Ethan: What's your favorite kind of food?

Melissa: Well, I love Mexican. What about you?

Zoe: I don't care for tacos or burritos. Too spicy. I prefer sushi.

Ethan: I'm not keen on Japanese or Mexican. Uh... What about American food? You know, cheeseburgers, fries...

Melissa: Yuck! Is that all you ever eat, Ethan?

Ethan: We don't see eye to eye on anything, do we?

Zoe: Well, let's see. We could go to a museum. There's a great exhibit of contemporary art right now.

Melissa: To be honest, I find art a bit boring. I'd rather see a science exhibit.

Ethan: Oh, science museums are all right – but I really like natural history.

Zoe: Well, how about a movie then?

Melissa: Speaking of movies, I just downloaded a free trial of Netflix®.

Zoe: Awesome! We can watch a crime investigation series.

Ethan: How about a comedy?

Melissa: Science fiction?

Zoe: We can each choose one.

Ethan: Sounds great! And we can each order our favorite takeout.

Melissa: Finally, we agree on something! cell phone message notification

Ethan: Oh, hey, it's Luke... Uh, he says he found someone to switch shifts, so we're going to the motocross race after all. I hope you don't mind...

Zoe: No problem.

Melissa: Another time.

08_03_NI_LS3_L1_A5

Listening for stressed words

Zoe: Hey, Ethan, how are you?

Ethan: Great, thanks. So, what's up?

Zoe: Melissa and I were just making plans for Saturday.

Melissa: Yeah. You should join us.

Ethan: Sounds good. Actually, I was going to go to the motocross race with Luke, but he has to work. Are you interested in going?

Zoe: No, thanks! Too dangerous for me...

Melissa: I agree. I prefer watching team sports like basketball.

Zoe: I'd rather play golf.

Ethan: Hmm. I'm not really into golf. So, how do you feel about ping-pong?

Zoe: Nah, not my thing.

Ethan: Bowling?

Melissa: Bowling? I can't stand it!

Zoe: I'm not crazy about it either.

Ethan: Well, what do you like to do for fun?

Melissa: I enjoy eating at ethnic restaurants and tasting new dishes.

Ethan: What's your favorite kind of food?

Melissa: Well, I love Mexican. What about you?

Zoe: I don't care for tacos or burritos. Too spicy. I prefer sushi.

Ethan: I'm not keen on Japanese or Mexican. Uh... What about American food? You know, cheeseburgers, fries...

Melissa: Yuck! Is that all you ever eat, Ethan?

Ethan: We don't see eye to eye on anything, do we?

Zoe: Well, let's see. We could go to a museum. There's a great exhibit of contemporary art right now.

Melissa: To be honest, I find art a bit boring. I'd rather see a science exhibit.

Ethan: Oh, science museums are all right – but I really like natural history.

Zoe: Well, how about a movie then?

Melissa: Speaking of movies, I just downloaded a free trial of Netflix®.

Zoe: Awesome! We can watch a crime investigation series.

Ethan: How about a comedy?

Melissa: Science fiction?

Zoe: We can each choose one.

Ethan: Sounds great! And we can each order our favorite takeout.

Melissa: Finally, we agree on something!

08_04_NI_LS3_L1_A7

Listening for reductions

- A:** Do you like Chinese food?
B: Not really.
A: Japanese?
- A:** Phew! What a day!
B: Tired?
- A:** Anybody home?
B: I'm here. I'm in the kitchen.
- A:** I guess it's time to go.
B: Leaving already?
- A:** Does he have a wife?

B: Yes.
A: Kids?

08_05_NI_LS3_L2_A2

Vocabulary

brands	ethical	show off
conscious	hip	significant
crisis	loyal	tolerant
diverse	quadruple	urban

08_06_NI_LS3_L2_A5

Taking notes 1

Interviewer: Dr. Chen, thank you for joining us today.

Dr. Chen: My pleasure.

Interviewer: To begin, could you tell us the meaning of the term "Generation Z"?

Dr. Chen: Sure. Generation Z or iGen refers to young people who were born after the mid-1990s, uh, that is roughly between 1996 and 2000. In other words, the youngest ones are toddlers, and the oldest ones may just be finishing college. And there are about 85 million of them in the U.S.

Interviewer: Is that number significant?

Dr. Chen: It is extremely significant. Generation Z is about to be the largest generation in U.S. history. So, this generation is the future market for almost all consumer brands. Marketers know they have to stay in touch with this generation if they want their products to succeed.

Interviewer: What are some of the most important characteristics of this generation?

Dr. Chen: Well, first let me give you some statistics, OK? More than 8 in 10, I mean about 85 percent, live in urban areas. Nearly half, that is 48 percent, are not from the same ethnic group. To put it another way, this is the most metropolitan and ethnically diverse generation in U.S. history.

Interviewer: Would you say they are tolerant?

Dr. Chen: Very tolerant and accepting of differences. They are also realistic, independent, and...soon to be rich!

Interviewer: Rich? Explain that.

Dr. Chen: OK. Some studies estimate that members of Generation Z are already spending \$44 billion and that amount will quadruple in the next year or two when many of them start working.

08_07_NI_LS3_L2_A6

Outlining the interview

Track Repeat

08_08_NI_LS3_L2_A7

Taking notes 2

Interviewer: Forty-four billion. That's an incredible amount of money for such young people. What do they spend it on?

Dr. Chen: Fashion, food, movies, electronics, games. In that way, Generation Z-ers aren't any different from previous generations.

Interviewer: Are there special brands that this generation prefers?

Dr. Chen: Well, yes and no, not in the way that their parents preferred Levi's® jeans or Adidas®. Gen Z-ers like to look cool and unique. In other words, they like anything that's hip and trendy at the moment, but that can change very fast.

Interviewer: So, what do marketers need to know if they want to sell to this group?

Dr. Chen: I think the main thing to remember is that this is a completely digital generation. That is to say, they are connected to the world through screens and smartphones. They have grown up with the media and the economic crisis of 2008, so they are careful shoppers. They only accept advertising that focuses on their interests and block out the rest. They are also conscious of social and environmental issues and are likely to be more loyal to brands that have ethical practices.

Interviewer: Is Generation Z found only in the U.S. or is it in other countries as well?

Dr. Chen: Generation Z is actually an international phenomenon, and by the year 2020 it will be the largest generation on the globe. However, it has different characteristics in different countries. In China, for example, this generation has experienced economic growth and have a higher standard of living than previous generations. These young people want to show off and like to buy expensive luxury items.

Interviewer: Dr. Chen, before we conclude, may I ask you a personal question?

Dr. Chen: Go ahead.

Interviewer: What generation are you?

Dr. Chen: I'm a Generation X-er, born in 1973. But my daughter, who was born in 2004, is Generation Z. And believe it or not, we both love Adidas and Pac-Man®.

Interviewer: No kidding. Dr. Chen, this has been very interesting. Thank you for being with us today.

Dr. Chen: You're welcome.

08_09_NI_LS3_L3_A2

Vocabulary

edit	enthusiastic
associated with	apart from
advances	affect
decade	considerable
ambition	occupy

08_10_NI_LS3_L3_A4

Listening for specific details

Announcer: Like most things, entertainment has been greatly affected by advances in technology over the past decade. Much of what the younger generation does for fun today is associated with social media, from online games to video sharing and movie streaming. Young people tend to spend a considerable amount of time using screens and electronic devices.

Our e-magazine would like to hear what Gen Z-ers find entertaining. Send us a short video describing your hobby, how much time you spend on it, and what electronic devices you use.

Sofia: My name is Sofia, and I'm from Spain. I'm a virtual traveler. What I mean is that I love exploring other places and cultures by watching videos on YouTube. I usually spend a couple hours each day "touring" different locations in the world. Apart from that, I make my own short videos about traditions and modern life in Spain. For now, I just use my smartphone but I'm saving up to buy a good video camera. Anyway, each of my videos follows a theme. For example, I might film scenes of historic sites or restaurants and cafés or parks. I often interview local people, too – with their permission, of course. Afterward, I edit my films on my computer and upload them to share with others.

Si-woo: I come from South Korea, and my name is Si-woo. I got my VR headset last year, and you could say that I'm hooked on it. I probably use it three hours a day during the week – after doing my schoolwork – and 5 or 6 hours on weekends. That's something like 25 hours per week. You can do many things with a virtual reality headset. For example, you can watch movies, travel to different places, and have wild experiences like riding on a roller coaster or skydiving. I can connect it to my smartphone or my computer. Of course, I mostly use it for gaming. I play on my own or team up with

online friends through game sites and we play for hours.

Julia: G'day. I'm Julia, and my homeland is Australia. My hobby is watching movies on our smart TV. You might say I'm a movie *buff*. In other words, I'm enthusiastic about all kinds of movies, from classics to the most recent box office hits. My family subscribes to Netflix®, so I can stream films on my mobile phone, too. Believe it or not, I even watch DVDs – I have a huge collection of classics. On weekends, my sister and I enjoy watching animated films with special 3-D glasses. Besides watching movies, I also follow several cinema blogs to see movie previews and read about cinematography. In total, I'd say I spend about 15 to 20 hours a week on my hobby.

Antonio: My name's Antonio. I live in Brazil. I'm crazy about comics, and they occupy at least three hours of my day. I'm a member of a few online clubs where we can download, share, and comment on our favorite comics. In 2018, São Paulo hosted a comic con, that is a comic conference. That's when I got interested in creating my own comics. Right now, with the help of my digital drawing tablet, laptop, and comic software, I'm working on my own comic series with a superhero who time travels. I'm studying graphic design and my ambition is to become a comic artist. I think it would be an awesome job!

IMAGE CREDITS

2-3 (t-b)wavebreakmedia/Shutterstock, (2)Olena Hromova/Shutterstock, (3)Tyler Olson/Shutterstock, (4) Aurumferam/Shutterstock, (bkgd)Luminelimages/Shutterstock; **4** (bl)Mannic Media/McGraw-Hill Education, (br) stockfour/Shutterstock; **7** (br)Val Thoermer/Shutterstock; **8** (b)g-stockstudio/Shutterstock; **9** (tl)chrisdorney/Shutterstock, (tr)TY Lim/Shutterstock, (c)dennizn/Shutterstock; **10** (bl)Zeynur Babayev/Shutterstock; **11** (br) Ivanko80/Shutterstock; **12** (l)Andrey_Popov/Shutterstock, (r)kan_chana/Shutterstock; **13** (t)Nazarkru/Shutterstock, (c)Antonio Guillem/Shutterstock, (br)Rawpixel.com/Shutterstock; **14** (b)GaudiLab/Shutterstock; **16** (b)Antonio Guillem/Shutterstock; **18** (b)studiovin/Shutterstock; **19** (tl)Lucky Business/Shutterstock, (tr)Stokkete/Shutterstock; **22-23** (l-r, t-b)LDprod/Shutterstock, (2)SeventyFour/Shutterstock, (3)Yuriy Golub/Shutterstock, (4) Dragon Images/Shutterstock, (5)FrameStockFootages/Shutterstock, (bkgd)Gorodenkoff/Shutterstock; **24** (t) Pixsooz/Shutterstock, (b)Mannic Media/McGrawHill; **25** (b)Gajus/Shutterstock; **26** (bl)smirart/Shutterstock, (br) Vitalii Matokha/Shutterstock; **28** (l)Elena Elisseeva/Shutterstock, (c)Rob Marmion/Shutterstock, (r)Gorodenkoff/Shutterstock, (b)swinner/Shutterstock; **31** (b)Zerbor/Shutterstock; **32** (l)Zeynur Babayev/Shutterstock; **33** (b) Andrey_Popov/Shutterstock; **34** (t)l i g h t p o e t/Shutterstock; **35** (l)l i g h t p o e t/Shutterstock, (r)l i g h t p o e t/Shutterstock; **36** (tl)paulaphoto/Shutterstock, (tr)LightField Studios/Shutterstock, (cl)Gorodenkoff/Shutterstock, (cr)Monkey Business Images/Shutterstock, (bl)LightField Studios/Shutterstock, (br)wavebreakmedia/Shutterstock; **38** (bl)Shift Drive/Shutterstock, (br)fizkes/Shutterstock; **42-43** (l-r, t-b)Asia Images Group/Shutterstock, (2) Rawpixel.com/Shutterstock, (3)Asia Images Group/Shutterstock, (4)Ivanko80/Shutterstock, (5)wavebreakmedia/Shutterstock, (6)Lucky Business/Shutterstock, (7)Zurijeta/Shutterstock, (8)Jaren Jai Wicklund/Shutterstock; **44** (tl)Monkey Business Images/Shutterstock, (tc)kryzhov/Shutterstock, (tr)Monkey Business Images/Shutterstock; **45** (tr)Antonio Guillem/Shutterstock; **47** (b)Antonio Guillem/Shutterstock; **49** (tl)LightField Studios/Shutterstock, (tr)Monkey Business Images/Shutterstock, (tl)Evgeny Atamanenko/Shutterstock, (tcl)Dmytro Zinkevych/Shutterstock, (tcr)LightField Studios/Shutterstock, (tr)Oksana Kuzmina/Shutterstock; **50** (l)Zeynur Babayev/Shutterstock; **52** (b)Ollyy/Shutterstock; **53** (tr)EugeneShchegolsky/Shutterstock, (cr)EugeneShchegolsky/Shutterstock; **54** (c)wavebreakmedia/Shutterstock; **55** (b)ESB Professional/Shutterstock; **56** (b)Rawpixel.com/Shutterstock; **57** (b)Josep Curto/Shutterstock; **59** (br)Syda Productions/Shutterstock; **62-63** (t)potowizard/Shutterstock, (bl)Toria/Shutterstock, (bc)Tom Wang/Shutterstock, (br)Prasit Rodphan/Shutterstock; **64** (cl) Mannic Media/McGrawHill, (tc)Roman Samokhin/Shutterstock; **65** (l)Mannic Media/McGrawHill, (c)Missing data, (r)Mannic Media/McGrawHill; **66** (tr)Rawpixel.com/Shutterstock, (bl)elenabsi/Shutterstock; **67** (br)Kati Finell/Shutterstock; **68** (cl)Monkey Business Images/Shutterstock, (cr)Agenturfotografen/Shutterstock, (br) boomks/Shutterstock; **69** (l-r, t-b)Dean Drobot/Shutterstock, (2)Viktoriia Hnatiuk/Shutterstock, (3)KAMPUS/Shutterstock, (4)Jose y yo Estudio/Shutterstock, (5)Cookie Studio/Shutterstock, (6)sunabesyou/Shutterstock, (7)Jihan Nafaa Zahri/Shutterstock, (8)STUDIO GRAND WEB/Shutterstock, (9)Luis Molinero/Shutterstock, (10) G-Stock Studio/Shutterstock; **70** (br)pathdoc/Shutterstock; **71** (b)Sinisa Botas/Shutterstock; **72** (t)Zeynur Babayev/Shutterstock; **73** (t)Zeynur Babayev/Shutterstock, (b)WAYHOME studio/Shutterstock; **74** (tl)Damir Khabirov/Shutterstock, (tc)Cookie Studio/Shutterstock, (tr)Tobb8/Shutterstock, (br)topseller/Shutterstock; **75** (cl)Boylaso/Shutterstock, (cr)Luciano Mortula - LGM/Shutterstock; **77** (cl)apiguide/Shutterstock, (cr)apiguide/Shutterstock, (bl)Pixeljoy/Shutterstock, (br)takepicsforfun/Shutterstock; **78** (tl)haveseen/Shutterstock, (tr)Leonard Zhukovsky/Shutterstock; **82-83** (l-r, t-b)Blue Planet Studio/Shutterstock, (2)Pavel L Photo and Video/Shutterstock, (3) Poznyakov/Shutterstock, (4)Monkey Business Images/Shutterstock, (5)weedeesign/Shutterstock, (6)Matej Kastelic/Shutterstock, (7)oneinchpunch/Shutterstock, (8)LMspencer/Shutterstock, (9)Solis Images/Shutterstock, (10)ESB Professional/Shutterstock, (bkgd)PongMoji/Shutterstock; **84** (c)Antonio Guillem/Shutterstock; **85** (cr) Mannic Media/McGrawHill, (bkgd)thinkcreations/iStock/Getty Images; **88** (tl)LightField Studios/Shutterstock, (tc)studiovin/Shutterstock, (tr)Olesya Baron/Shutterstock, (cl)vichie81/Shutterstock, (cr)Robert Kneschke/Shutterstock; **90** (l)oksana2010/Shutterstock, (2)prapann/Shutterstock, (3)Kobkob/Shutterstock, (4)Whitevector/Shutterstock, (5)design56/Shutterstock, (6)Dima Moroz/Shutterstock, (7)Yalcin Sonat/Shutterstock, (8)Prachaya Roekdeethaweesab/Shutterstock; **91** (bl)Zeynur Babayev/Shutterstock; **92** Zeynur Babayev/Shutterstock; **93** (bl)tannz/Shutterstock, (br)ArtOfPhotos/Shutterstock; **95** (c)granata68/Shutterstock, (br)Undrey/Shutterstock; **96** (inset)Chones/Shutterstock, (br)Michaeljung/Shutterstock; **97** (l-r, t-b)fizkes/Shutterstock, (2)stockfour/Shutterstock, (3)fizkes/Shutterstock, (4)Cineberg/Shutterstock, (5)Dean Drobot/Shutterstock, (6)PR Image Factory/Shutterstock; **98** (b)Atstock Productions/Shutterstock; **102-103** (l-r, t-b)Vasyl Shulga/Shutterstock, (2) Jacob Lund/Shutterstock, (3)DenisProduction.com/Shutterstock, (4)milanneremski/Shutterstock, (5)ALPA PROD/Shutterstock, (6)Ulza/Shutterstock, (7)Diego Cervo/Shutterstock, (8)Africa Studio/Shutterstock, (9)Syda Productions/Shutterstock, (10)DenisNata/Shutterstock, (11)Ljupco Smokovski/Shutterstock, (12)wavebreakmedia/Shutterstock, (bkgd)Asukanda/Shutterstock; **104** (bc)biletskiy/Shutterstock; **105** (c)Antonio Guillem/Shutterstock;

107 (tr)Val Thoermer/Shutterstock; **108** (l-r, t-b)StockLite/Shutterstock, (2)LiuSol/Shutterstock, (3)AJR_photo/Shutterstock, (4)Daisy Daisy/Shutterstock; **110** (t)Zeynur Babayev/Shutterstock, (bl)2p2play/Shutterstock, (br)2p2play/Shutterstock; **112** (bc)PHOTOBUIAY/Shutterstock; **113** (tl)uzhursky/Shutterstock, (tr)Denis Andricic/Shutterstock, (cl)GaudiLab/Shutterstock, (cr)Gorodenkoff/Shutterstock; **114** (c)LightField Studios/Shutterstock; **115** (l-r, t-b)Sornram Yamtanom/Shutterstock, (2)vitals/Shutterstock, (3)Zarya Maxim Alexandrovich/Shutterstock, (4)ARTYuSTUDIO/Shutterstock, (5)Ermolaev Alexander/Shutterstock, (6)Roman Sigaev/Shutterstock; **117** (l-r, t-b)littleny/Shutterstock, (2)Vladimir Korostyshevskiy/Shutterstock, (3)Wichaiwish/Shutterstock, (4)Diego Grandi/Shutterstock, (5)travelview/Shutterstock, (6)Allen.G/Shutterstock; **118** (l-r, t-b)Olga Miltsova/Shutterstock, (2)Jacek Chabraszewski/Shutterstock, (3)Anna Shepulova/Shutterstock, (4)Brent Hofacker/Shutterstock, (5)Joe Gough/Shutterstock, (6)Zi3000/Shutterstock, (7)Africa Studio/Shutterstock; **120** (b)Dmytro Zinkevych/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]

[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.

[illegible]

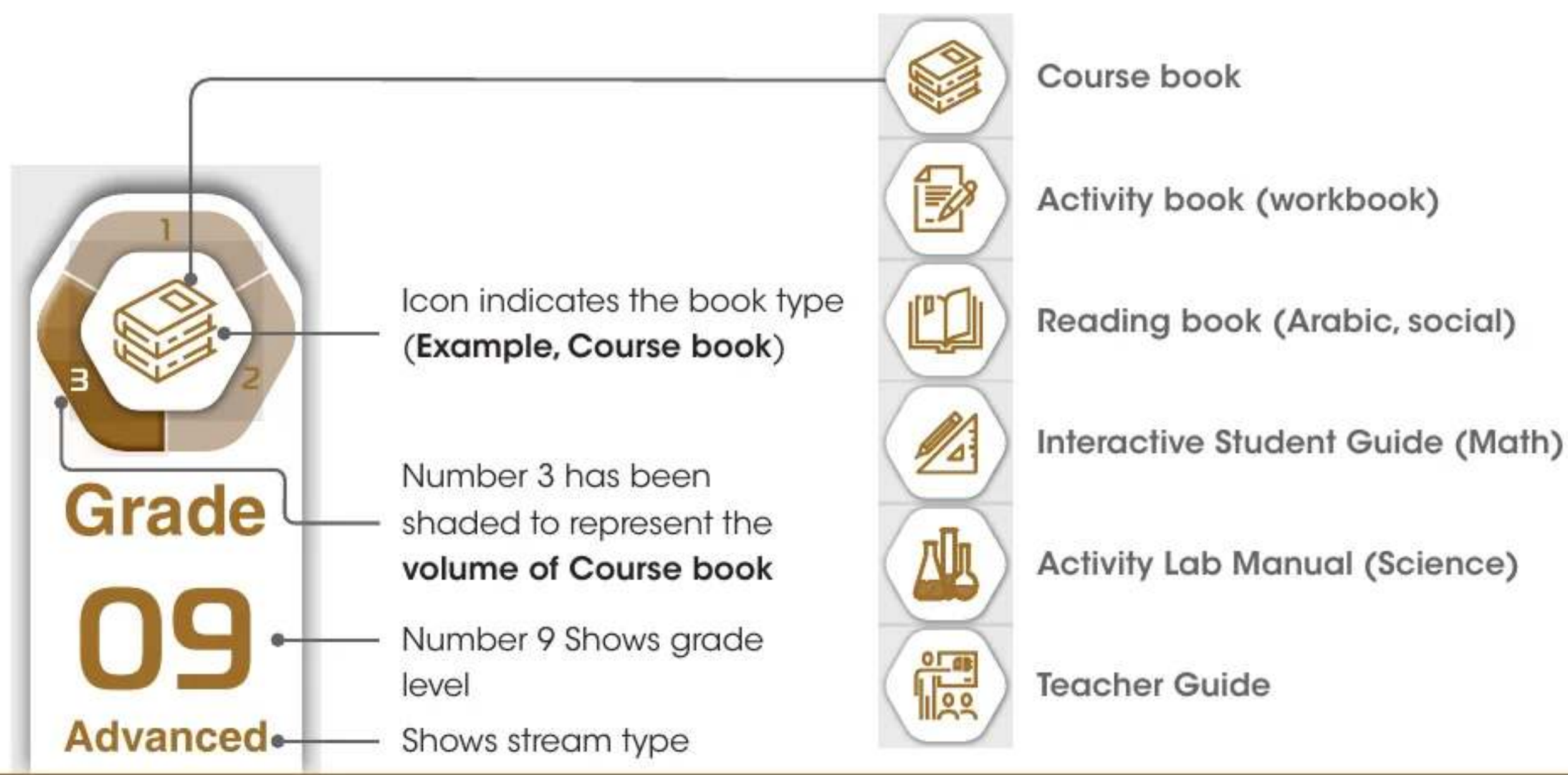
[illegible]

This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings present.

[illegible]

Cover label guide

Cycle 03 Color



Ministry of Education
Call Centre
For Suggestions, Inquiries
& Complaints



80051115



www.moe.gov.ae



Info@moe.gov.ae