



Listening Comprehension

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English Language



3rd Semester

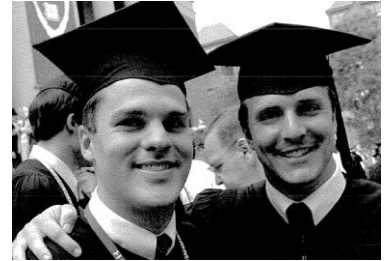
Lecture 1

Chapter 1

Academic Life Around the World

Connecting to the topic

- 1) Look at the people in the photo. Where are they? What's their relationship to one another?
- 2) Think of some of your close friends. How did you meet them?
- 3) What types of information are important to get on the first day of a new class?



Part I Conversation: Meeting New Friends

Before You Listen

① **Prelistening Questions** Answer the questions with a partner

1. What do you say when you meet someone for the first time?
2. What body language or gestures do you use when you meet someone new?

For example, do you hug or shake hands?

3. What body language or gestures do you use when you greet a good friend?

A classmate? A co-worker?



Jack and Peter in the lobby of their building

② **Previewing Vocabulary** Listen to these words and phrases from the conversation. Then complete the sentences with the words and phrases

Verbs

came over (come over)
move into
sound
stop by
take

Expressions

call me
No kidding!

1. His name is Kenji. I don't think that's an English name, It ----- Japanese.
2. We have a new house, but we can't----- it until next month.
3. My friend is in the hospital. I will -----tomorrow and bring her flowers.
4. You have seven brothers and one sister? -----
5. My name is Robert Browning. But please,----- Bob.
6. I was born in the United States, but my parents ----- from Korea 35 years ago.
7. If your major is Asian Studies, I'm sure you have to ----- Chinese and probably some other Asian languages, too.

③ **Listening for Main Ideas** Jack, Peter, and Bruce are students at Faber College. They meet in the lobby of their apartment building. Close your book as you listen. Prepare to answer these questions:

1. Which students already know each other?

2. What information do you find out about Bruce?
3. What will the students do after this conversation?

Compare and discuss your answers with a partner.

🎧 ④ **Listening for Details** Listen again if necessary. Write T if a statement is true and F if it is false.

- ___ 1. Bruce was born in Hong Kong.
- ___ 2. Peter plans to take a Chinese class.
- ___ 3. Jack and Peter are roommates.

Stress

In spoken English, important words are stressed, This means that they are spoken louder, longer, or higher than other words. Stressed words usually give the most important information. These kinds of words are usually stressed: verbs, nouns, adjectives, adverbs, numbers, and negatives like "isn't," "don't," and "can't."

Example:

/ /
My **name** is **Peter**.

/ /
I'm in **apartment two-twelve**.

/ /
Maybe you could **help** me.

/ / /
We're on the **same** **floor**.

🎧 ⑤ **Listening for Stressed Words** Listen to the conversation again. Some of the stressed words are missing. During each pause, repeat the phrase or sentence. Then fill in the blanks with the words you hear.

Jack: ----- ! How are you ----- ?

Peter: Hi. You're -----, right?

Jack: Yeah. And,-----, you're ... ?

Peter: Peter. Peter Riley.

Jack: Oh, yeah, we----- on----- last week. Peter, this is my-----, Bruce Lee. He's just ----- into the -----

Peter: Hi, Bruce Lee.

Bruce: ----- to----- you. You can just ----- me Bruce. Lee's my -----

Peter: Oh. Lee. That -----

Bruce: Chinese.

Peter: Oh. So, you're from ...

Bruce: ... from San Francisco. My parents ----- from Hong Kong before I was -----

Peter: Oh, that's cool. Actually, uh, I was ----- of taking ----- this ----- . Maybe you could ----- me.

Bruce: Well, my Chinese really isn't very -----

Jack: Uh, listen, Peter. We're ----- . Do you want to get ----- to ----- with us?

Peter: Sorry, I ----- . I have to go ----- my new -----.

Jack: Oh, OK. Well, ----- by sometime. I'm up in -----.

Peter: Hey, I'm on the same ----- I'm in-----.


Jack: No kidding..

Peter: Will, ----- you Bruce. I'm sure I'll ----- you.

Bruce and Jack: See you later.

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

Reductions

 In spoken English, important words are usually stressed. Other words are not stressed; they are often reduced or shortened. These kinds of words are often reduced: prepositions, articles, pronouns, forms of the verb to be, and the words and, or, and but.

Unreduced Pronunciation

Do you want to ...

How are you doing?

Nice to meet you.


Reduced Pronunciation*

D'ya wanna ...

How're ya doing?

Niceta meetcha.

Speakers usually use unreduced pronunciation in formal speech and reduced pronunciation in informal speech.

 **⑥ Comparing Unreduced and Reduced Pronunciation** The following sentences come from the conversation, Listen for the difference between unreduced and reduced pronunciation. Repeat both forms after the speaker.



Unreduced Pronunciation

1. Hi! How are you doing?

2. Do you want. to get something to eat with us?

3. I have to meet. my new classmates.

4. I'll see you soon.

Reduced Pronunciation*


Hi! How're ya doing?

D'ya wanna get something to eat with us?

I hafta meet my new classmates,

I'll see ya soon.

***Note:** The reduced forms are not acceptable spellings in written English.

 **⑦ Listening for Reductions** Listen to the following sentences, You'll hear the reduced pronunciations of some words. Repeat each sentence during the pause. Then write the unreduced forms of the missing words in the blanks.


1. ----- feeling?
2. ----- in an hour.
3. Jack, ----- eat at the cafeteria?
4. When ----- meet?

With a partner, read the sentences. Practice reduced pronunciation.

After you Listen

⑧ **Reviewing Vocabulary** Work in pairs: Student A should look at page 200. Student B should look at page 204

Pronunciation

 **THE -S ENDING** The -s at the end of verbs, plural nouns, and possessive nouns can be pronounced

differently, depending on the end of the word.

/iz/ after **-ch, -sh, -s, -x, and -z** endings.


Examples: teaches, boxes, buses, brushes

/s/ after voiceless **-k, -f, -p, or -t** endings.

Examples: drinks, stops, hits, puts

/z/ after voiced endings.

Examples: carries, brings, fathers, rides

 ⑨ **Distinguishing Among -s Endings** Listen and write the words, Then check the sound you hear. The first one is done as an example.

	/iz/	/s/	/z/
1. <u>Plays</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⑩ **Pronouncing -s Endings** Work with a partner. Ask each other the following questions and answer them in complete sentences. Pay attention to the pronunciation of the -s endings.

1. Where does your teacher work?
2. What does he or she teach?

3. How much homework does your teacher give you?
4. When does your class begin?
5. When does your class end?
6. How many books does a college student usually buy each term?
7. How long does it take for you to get to school?
8. What kind of things do you bring to school every day?
9. How many subjects did you study in high school?
10. What does a student do if he or she wants to ask a question in class?



How much homework does your teacher give you?

Using Language Functions

INTRODUCING YOURSELF AND OTHERS

Read this part of the conversation between Peter, Jack, and Bruce. Notice the words Jack uses to introduce Bruce.

Jack: Peter, this is my friend, Bruce Lee.

Peter: Hi, Bruce.

Bruce: Nice to meet you.

The following expressions are often used when English speakers introduce themselves or others.

Functions	Expressions	Expressions	Expressions
	Speaker A	Speaker B	Speaker C
Introducing Others	Sharon, this is my friend, Kim.	Hi, Kim.	Nice to meet you.
	Linda, I'd like meet my classmate, Evan	Good to meet you, Evan.	You, too.
	Mom, I'd like to introduce you to my teacher, Mr. Saunders.	Pleasure to meet you.	Same here.
Introducing Yourself	Hi, I'm Judy. I'm your neighbor in 206.	Nice to meet you.	
	My name is Denise.	Hi, Denise. I'm Ricardo.	

⑪ **Making Introductions** Practice introducing classmates to each other.

1. Sit in a circle if possible.
2. Write your first name on a card and put the card on your desk for everyone to see.
3. Ask a student next to you three or four questions like these:
 - Where are you from?
 - What do you do?
 - Do you work?
 - Do you have a hobby?
4. Now introduce your partner to several other students in the class.

Example Jose, this is Noriko. Noriko, this is Jose. Jose is from Mexico. He's a full-time student. He enjoys sports and reading.

Culture Note

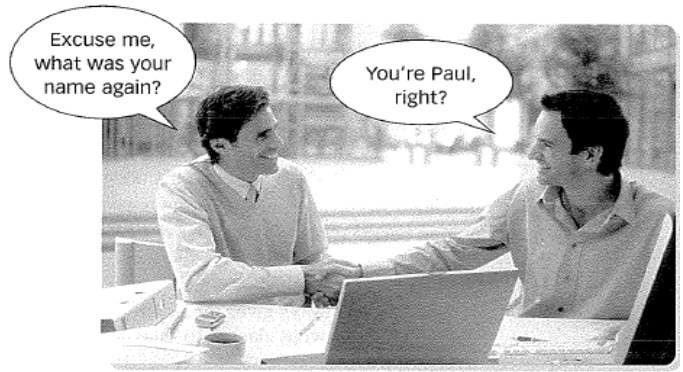
In informal introductions, English speakers use first names. In formal situations, they use titles such as Mr., Mrs., or Ms.

When introducing someone, don't just say his or her name. It's polite to give some information to help begin a conversation. (This is my friend, cousin, instructor.)

When meeting someone for the first time, it isn't polite to ask personal questions about money, age, or religion.

5. Put away your name cards. Walk around the room and see how many names you can remember. If you can't remember someone's name, use expressions like these:

- Excuse me, what was your name again?
- I'm sorry, can you tell me your name again?
- I'm sorry, I didn't catch your name.
- You're Paul, right?



12 Role-Play: A First Meeting Joe and Peter are students at the same college. They meet for the first time at the student cafeteria when their trays collide. What do they say? How do they feel? Will they meet again? Prepare a conversation with a partner. Memorize your lines and put on a skit for the class.



Lecture 2

Part 2 Presentation: School Orientation

Before You Listen

① **Prelisting Questions** You will hear a short speech by a school advisor on the first day of an English language program. Before you listen, answer these questions with a partner.

1. What usually happens on the first day in a language program?
2. What information do students probably get?
3. How did you feel on the first day of your English program or course?

🔗 ② **Previewing Vocabulary** Listen to the underlined words and phrases. You will hear the underlined words and phrases in the presentation. Write the letter of the correct definition beside each sentence.

Sentences

1. ____ My advisor always gives me good advice about what classes to take.
2. ____ David has a busy schedule. He has two classes in the morning and three classes in the afternoon.
3. ____ Many large universities in North America have swimming pools, tennis courts, and other sports facilities.
4. ____ New workers in my company go to an orientation on their first day of work to learn all the necessary information about the company rules.
5. ____ I'm not sure if my English is intermediate or advanced, so I have to take a placement test.

Definitions

- A. A list of activities and their times
- B. Places or areas for special activities
- C. An exam to find a student's correct place or level
- D. A person who helps you plan your courses
- E. An informational meeting

Listen

Strategy

Hints for taking Notes

- Don't try to write everything you hear.
- Focus only on important information.
- Don't write complete sentences; write key words only.
- Don't write small details.

🔗 ③ **Listening for Main Ideas**

An advisor gives a presentation to new students

1. Listen to the advisor's presentation. To help you remember the main ideas, take notes on a piece of paper. (Complete this before continuing to item 2.)

2. Look at the notes below. They show the main ideas of the presentation. Do your notes have the same points? If yes, then you understood the main ideas!




Main Ideas

Speaker: Gina Richards

Schedule Today:

- Placement Test
- Orientation
- Campus Tour

 **④ Listening for Specific Information** listen again. This time, add details to the main Ideas.

Main Ideas and Details

Speaker: Gina Richards

Schedule Today.

– Placement Test

– Orientation

– Campus Tour

After You Listen

⑤ Summarizing Ideas Compare your notes with a partner's. Summarize the presentation in your own words. As you speak, look at your notes to help you remember.

Example In this speech, Gina Richards speaks to new students in an English program. Gina is an advisor. She tells them about.

⑥ Reviewing Vocabulary Ask and answer the following questions with a partner. Use the underlined vocabulary in your answers.

1. What is your daily schedule on Mondays? Tell the times and activities.

2. Talk about the placement test you took in your language school. How long was it?

How many parts did it have? Which part was the most difficult? If your school doesn't have a placement test, who decided your English level?

3. Discuss what type of information you might hear:

at an orientation for first-year students at a college or university.

at an orientation for a group of tourists visiting your hometown or city.

at an orientation for parents before the first day of kindergarten.

4. What kinds of facilities does your school have? Are they free or do you have to pay to use them? What new facilities would you like your school to add?

5. What is necessary to be a good advisor? At your school, who is a good advisor to you? How does she or he help you?

Part 3: Strategies for Better Listening and Speaking

Focus on Testing

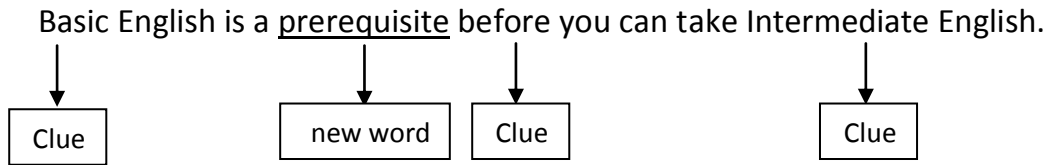
Getting Meaning from Context

If you don't understand everything that English speakers say, use your guessing ability. How?


- Listen to clues, or signals, that help you guess.
- Words that you already know can be clues to new words.

- Grammar, stress, and intonation can also be clues to meaning.

Read the sentence below. Can you guess the meaning of the new word from all the other words you know?



You can guess that prerequisite means something that is necessary before something else. Many tests such as the TOEFL® iBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic communication abilities, and provide a foundation for success on a variety of standardized tests.

 **Using Context Clues** Listen to a conversation between Bruce, Peter, and Peter's new classmate, Kenji.

- The conversation is in five parts. Listen to the beginning of each part. Then listen to the question.
- Stop the recording after the question and choose the best answer to each question.
- In the Clues column, write the words that helped you choose your answer.
- Start the recording again. Listen to the last part of each conversation to hear the correct answer.

* TOEFL is a registered trademark of Education Testing Service (ETS). This publication is not endorsed or approved by ETS.

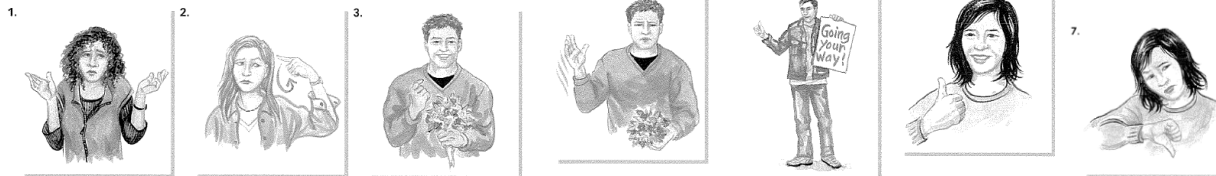
Answers	Clues
1. A. in class B. at the student orientation C. at a pizza restaurant	<i>cheese, pepperoni, mushrooms, hungry, medium, large</i>
2. A. testing advisor . B. chemistry professor . C. teaching assistant.	
3. A. It's different from Japan. B. It's a terrible place. C. It's similar to Japan.	
4. A. go to the tennis courts between 8 A.M. and 5 P.M. B. telephone between 8 A.M. and 5 P.M. C. pay between \$5 and \$8	
5. A. reserve a tennis court B. play tennis together C. go to class together	

Talk It Over

UNDERSTANDING BODY LANGUAGE

In face-to-face situations, body language-gestures, facial expressions, and eye contact-can give you important clues to help you understand the speaker.

① **Using Body Language** Now discuss what the gestures on the next page mean In different cultures.



Use body language to show the following situations.

1. You don't know the answer to the question.
2. You think that the class is boring.
3. You can't hear what someone is saying.
4. Someone on the phone is talking too much.

Part 4 Real-World Tasks: Telephone Messages

1 Listening to Telephone Messages When Peter and Kenji cannot answer their phone, people leave messages on their voice mail. Listen to each message. Write the important information in the spaces below. Then, compare your notes with a partner.

Example

WHILE YOU WERE OUT

To: Kenji

From: Dr. Brown's office

Message: Can you change your appointment to Wednesday at 2:00? Dr. Brown can't see you on Tuesday.

Phone Number: 555-0162

1. **WHILE YOU WERE OUT**

To: _____

From: _____

Message: _____

Phone Number: _____

2. **WHILE YOU WERE OUT**

To: _____

From: _____

Message: _____

Phone Number: _____

3. **WHILE YOU WERE OUT**

To: _____

From: _____

Message: _____

Phone Number: _____

4. **WHILE YOU WERE OUT**

To: _____

From: _____

Message: _____

Phone Number: _____

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- Advisor
- Facilities
- Orientation
- placement test
- schedule

Verbs

- came over (come over)
- move into
- sound
- stop by
- take

Expressions

- call me
- No kidding!

Check the things you did in this chapter. How well can you do each one?

	Very well	Fairly well	Not very
I can listen to and practice stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to and pronounce -s endings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can introduce myself and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can summarize my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess meanings from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand and talk about body language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to and give telephone messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write about what you did in this chapter.

In this chapter.

I learned _____

I liked _____

Lecture 3

Chapter 2

Experiencing Nature

Connecting to the Topic

- 1) Look at the photo. What do you see? would you like to be in this place? Why or why not?
- 2) What kinds of outdoor activities do you enjoy?
- 3) What is your favorite kind of weather? Why?



Part 1 Conversation: Vacation Plans

Before you Listen

- ① **Prelisting Questions** Look at the photo. Answer the questions with a partner.



Jack and Peter

1. What are Jack and Peter thinking about?
2. Describe your perfect outdoor vacation. Where would you go? What would you do there?

- 🔊 ② **Previewing Vocabulary** Listen to these words and phrases from the conversation. Complete the sentences with these words and phrases.

Nouns

chance of
degrees
weather
forecast

Verb

get a
tan

Adjectives

extra
freezing
sick of (verb + -ing)

Expressions

how come
it's raining cats and dogs

1. **A:** Wow.----- you're all wet?
B: Because ----- outside, and I forgot my umbrella.
2. In the summer, I love to lie in the sun and -----.
3. The weather report in the newspaper says there's a 90 percent ----- snow tomorrow. Be sure to dress warm.
4. It's 20 ----- Celsius* outside. You don't need a sweater.
5. When are we going to get to Las Vegas?



▲ It's raining cats and dogs.

We've been on the road for six hours. I am ----- driving.

6. **A:** Did you hear the ----- for tomorrow on the news?

B: Yes. It's going to be sunny and warm.

A perfect day for the beach!


7. **A:** Why don't you turn on the heater?

It's -----in this room!

B: It's broken. We'll have to sleep in our coats tonight.

8. Do you have an ----- jacket? I forgot mine at home.

Listen

 **③ Listening for Main Ideas** Jack, Peter, and Bruce are talking about weather and vacations. Close your book as you listen. Prepare to answer these questions.


1. Why does Peter want to go on vacation soon?

2. Where does Bruce prefer to go on vacation?

3. What do Jack and Peter agree about?

Compare and discuss your answers with a partner.

*Equal to about 68° Fahrenheit.


 **④ Listening for Details** Listen again if necessary. Write T if a statement is true and F if it is false.

1. It is almost the end of the school year.

2. Jack has never tried skiing.

3. The weather isn't going to be better tomorrow.

Stress

 **⑤ Listening for Stressed Words** Listen to the conversation again. Some of the stressed words are missing. During each pause, repeat the phrase or sentence. Then fill in the blanks with words you hear.

Culture Note

In North America, the school year begins in September, and there is a long vacation in December called "winter break." In most cases, school starts again after the New Year.

Peter: Wow. Look. It's raining cats and dogs -----!

I ----- this weather, When does winter ----- start?

Jack: Winter break? It's only -----.

Peter: I know, but I'm ----- of studying. I want to go someplace ----- and lie on the -----for a week.

Someplace where it's ----- and dry. Florida or Hawaii, maybe?

Jack: Yeah. Where we can go ----- and snorkeling and get a great ----- . Now ----- my idea of a perfect vacation.

Bruce: Not mine. I can't swim very well, and I ----- like lying in the -----

Peter: Oh, yeah? How come?

Bruce: I don't know. I just prefer the -----, especially in winter. I ----- snowboarding. In fact, I'm ----- to go to Bear Mountain with some friends in ----- . Do you want to -----?

Jack: No thanks. I went there ----- year. I was ----- the whole time. Anyway, I don't know how to ----- very well.

Last year I ----- about a hundred times.

Bruce: Peter, how about you?

Peter: Sorry, I'm like Jade I don't want to go----- where it's below 70 -----

Jack: By the way, what's the ----- forecast for tomorrow?


Bruce: The ----- as today. -----, cold, and a 90 percent ----- of rain.

Jack: Oh, no! I ----- my umbrella at the -----.

Bruce: You can ----- mine. I've got an ----- one.

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

Reductions


-  **⑥ Comparing Unreduced and Reduced Pronunciation** The following sentences come from the conversation. Listen for the difference between unreduced and reduced pronunciation. Repeat both forms after the speaker.

Unreduced Pronunciation

1. It's raining cats and dogs.
2. I want to go someplace warm.
3. We can swim.
4. I'm going to go to Bear Mountain.
5. How about you?
6. I don't want to go.

Reduced Pronunciation*

- It's raining cats 'n' dogs.
I wanna go someplace warm.
We kin swim.
I'm gonna go ta Bear Mountain.
How bouchu?
I donwanna go.

-  **⑦ Listening for Reductions** Listen to the following conversation, You'll hear the reduced pronunciations of some words. Repeat each sentence during the pause. Then write the unreduced forms of the missing words in the blanks.

Jack: Hi, Bruce. Hi, Peter. Bruce and Peter: Hey, Jack. Bruce: What's happening?

Jack: I'm going to the campus recreation center. -----
----- come?

Bruce: What are you ----- do there?

Jack: Well, it's a nice day. We ----- swim ----- lie in the sun.

Bruce: Thanks, but I----- go. I'm too tired.


Jack: How -----, Peter?

Peter: I can't. I've ----- stay at home -----
study. Maybe tomorrow.

With a partner, repeat the dialogue. Practice reduced pronunciation.

* **Note:** The underlined forms are not acceptable spellings in written English.

After You Listen

-  **⑧ Using Vocabulary** Discuss the following questions with a partner. Use the underlined vocabulary in your answers.

1. When you are sick of studying, what do you do to relax?
2. In your hometown, what is the coldest temperature, and what is the hottest temperature? (Use the word degree in your answer.)
3. What is a safe way to got a tan?
4. Are you afraid to drive if it's raining cats and dogs? How much extra time do you give yourself when you drive in bad weather?
5. What is the chance of rain tomorrow in the area where you live?
6. What's the best place to get the weather forecast: TV, newspaper, or Internet?
7. Which is worse for you: to be freezing or to be too hot?

Pronunciation

 CAN OR CAN'T

Notice the difference between the pronunciations of can and can't in the following sentences.

[,] I can meet you tomorrow. [,] [,] I can't meet you tomorrow.

Can is unstressed, so the vowel is reduced. It sounds like "kin." Stress only the main verb:

[,] can meet.

Can't is stressed, so the vowel is not reduced. Stress both can't and the main verb:

[,] [,] can't meet.

 ⑨ **Distinguishing Between Can and Can't** Listen and repeat each statement.

Circle Can if the statement is affirmative and Can't if the statement is negative.

- | | | | |
|--------|-------|---------|-------|
| 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 |

Using Language Functions

TALKING ABOUT ABILITIES You can use can and can't to talk about abilities.

Example Bruce can ski, but he can't swim.

Here are some other expressions for talking about what you can and can't do:

I'm (not) able to (+ verb)

I (don't) know how to (+ verb)

I wish I could (+ verb)

I'm (not) good at (+ verb + -ing)

I'm (not) really good at (+ verb + -ing)

Strategy

Graphic Organizer T-Chart

T-charts can help you organize and compare two different sides of a topic. **For example:**

- You can compare the advantages and disadvantages of an idea to help you make a decision.
- You can compare facts and opinions.
- You can list the strengths and weaknesses of an idea or of something you read or listen to.


Advantages/Disadvantages T-Chart

Topic: _____

Advantages

Disadvantages

Lecture 4


 **10 Talking About Abilities** Complete this chart. Then tell a partner about your abilities. Use can, can't, and the expressions from the list on page 29.

Abilities


Things I Am Good At	Things I Am Not Good At
1.	1.
2.	2.
3.	3.
4.	4.

Part 2 Story: Camping

Before you Listen

 **1 Prelistening Questions** You will hear a story about camping. Before you listen answer these questions with a partner.

1. Have you ever gone camping? Tell about this experience. Where did you go? When? With whom?
2. Why do many people enjoy camping?
3. What unpleasant or dangerous things can happen while camping?

 **2 Previewing Vocabulary** Listen to the underlined words and phrases. You will hear the underlined words and phrases in a story. Write the letter of the correct definition beside each sentence.


Sentences

1. _____ The view at the top of the mountain was incredible. The sunset was orange and purple.
2. _____ Please clean your muddy shoes before you come inside the house.
3. _____ When I'm sick of being in the city, I go hiking in the mountains.
4. _____ After the rain stopped, the sky was clear and sunny.
5. _____ After six months in another country, I couldn't wait to see my family again.
6. _____ Don't be scared of the dog; she is very sweet and gentle.

Definitions

- a. afraid
- b. walking out in nature
- c. wanted to do something very much
- d. unbelievable; very surprising
- e. covered with wet earth
- f. not cloudy

Listen

 **3 Listening for Main Ideas** A husband and his wife are checking into a motel. They tell the manager a very unusual story. As you listen, answer these questions.

1. What starts all of the trouble?
2. What happens to the couple's clothes?

④ Taking Notes on Specific Information Listen to the story again.

Fill in the missing key information in the notes below. Remember:

- Don't try to write everything you hear. Write the important information only.
- Don't write complete sentences; write key words only.



An unexpected visitor

1. *decided to go* _____
2. *weather was* _____
3. *after 1/2 hr started to* _____
4. *hiked back to* _____ *to change* _____
5. *couldn't find* _____
6. *went back* _____
7. *saw* _____ *wearing* _____
8. *felt* _____
9. *problem now:* _____

After You Listen

⑤ Summarizing Ideas

1. Compare your notes with a partner. Summarize the story in your own words. As you speak, look at your notes to help you remember.
2. In groups of three, play the roles of the husband, his wife, and the hotel manager from the story. Don't read the script. Use your notes to help you remember the story.

⑥ Reviewing Vocabulary Talk about the picture below. Use the new vocabulary as you describe what is happening.

Noun	Adjectives	Expression
hiking	Clear	I can't wait to ...
	Incredible	
	Muddy	
	Scared	



Two hikers

Talk It Over

⑦ Fact or Fiction Game

1. Tell the class about a dangerous, unusual, or exciting experience that you had in nature. Your teacher will give you a card. If the card says "Fact," you must tell a tru story. If the card says "Fiction," tell an imaginary story, but make it sound real.

2. After each story, the class will take a vote: how many people think the story was fact? How many think it was fiction? See which student in your class is the best storyteller-or the most creative!

⑧ Role-Play Discuss the following questions.

1. What does the sign in the photo mean? Why do you think camping areas and parks have signs like this?

2. Does your country have strong laws against littering (throwing paper and garbage on the ground



▲ A common sign in U.S. parks

Culture Note

North America has many large, beautiful national parks. It is illegal to leave garbage in a park. It is also illegal to take plants or animals out of a park. Parks and camping areas always have rangers. Their job is to protect the parks and help park visitors.

or street)? Why do you think some countries have strong laws against littering? How does litter affect the environment?

Look at the pictures and read the description of the situation. In groups of three (George, Lou, and Rick), role-play the situation. The following expressions may help you express your ideas:

Explaining Rules

You need to ---- It's against the rules to -----
You shouldn't ---- You're not allowed to -----

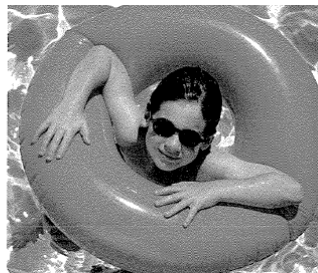
George and Lou are brothers. They have just spent a wonderful weekend camping. Now they're getting ready to leave, but they are leaving their campsite dirty and full of trash. Rick is a park ranger. He stops the brothers to explain their responsibilities and to ask them to clean up. Make up your own ending .



Part 3: Strategies for Better Listening and Speaking

Getting Meaning from Context

👥 ① **Prelisting Discussion** Before you listen, talk about seasons with a partner.




1. Identify the seasons in the photos (winter, spring, Summer, or fall) and describe the weather in each one.
2. Do you know of any countries that don't have four seasons? Describe the weather in those countries.

Focus on Testing

Using Context Clues Many tests such as the TOEFL® iBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic communication abilities, and provide a foundation for success on a variety of standardized tests. You are going to hear five conversations about seasons. As you listen to each conversation, write winter, spring, summer, or fall in the Seasons column. After each conversation, stop the recording and write the words that helped you choose the season. Compare your answers and clues with a partner.

Season	Clues
1.	
2.	
3.	
4.	
5.	
6.	


Talk It Over

 **② Talking about Seasons** Talk with a partner about seasons in New York. Work in pairs: Student A and Student B. Follow the instructions below.

1. Student A, look at page 200, and Student B, look at page 204.
2. Ask your partner questions about the missing information in your chart.
3. Write your partner's answers in the blank spaces on your chart. When you finish, your charts should match.

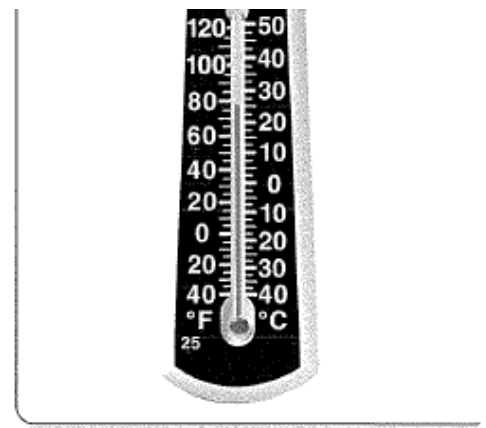
Examples When is summer? Or, what are the summer months?
What's the weather like in the spring?

Part 4 Real-World Tasks: Weather

 **① Listening for Temperatures** Listen to these conversations about the weather. Circle the temperatures you hear.

Language Tip
Weather reports often say that the temperature is “in the 30s” (40s, 50s, etc.). “In the 30s” means that the temperature is anywhere between 30 and 39 degrees.

- | | | | |
|----|-----|-----|-----|
| 1. | 19 | 95 | 99 |
| 2. | 80 | 18 | 8 |
| 3. | 13 | 30 | 30s |
| 4. | 14 | 40 | 44 |
| 5. | 103 | 130 | 133 |
| 6. | 30s | 30 | 13 |
| 7. | -13 | 30 | 3 |
| 8. | 70 | 70s | 17 |



▲ A thermometer


② Talking about Temperature Your teacher will give each student the name of a city. Find today's temperatures around the world in a newspaper or on the Internet. Tell the class today's temperature: in the city your teacher gives you.

Example Teacher: Sydney, Australia

Student: The high temperature will be 75 degrees Fahrenheit.

The low temperature will be 52,

Today's average temperatures will be in the 70s.


 **③ Previewing Vocabulary** Listen to the underlined words and phrases. You will hear the underlined words in a weather forecast. Write the letter of the correct definition beside each sentence.

Sentences

1. _____ Take an umbrella. There's a chance of showers later.
2. _____ Take a sweater. It's chilly outside.
3. _____ The overnight temperature will be 20 degrees.
4. _____ The sky is partly cloudy. It's not a good day for the beach.
5. _____ The weather forecast says we can expect fair skies this weekend. Let's go fishing!

Definitions

- a. clear, not rainy
- b. short periods of rain
- c. during the night
- d. clear in some places and cloudy in others
- e. a little cold

 **④ Listening to a Weather Forecast** Bruce is watching the weather forecast. Listen to the report and use the chart to take notes about the weekend weather.

	Friday	Saturday	Sunday	Monday
Sky:(Cloudy? Fair?)				
Temperature				
High				
Low				
Rain:(Yes?No?)				



Work in groups of four. Each student summarizes the information for one day.


Example Student 1: On Friday it will be partly cloudy with showers during the night.

Student 2: On Saturday ...

Using Language Functions

EXPRESSIONS FOR TALKING ABOUT ACTIVITIES YOU LIKE AND DISLIKE

LIKES	DISLIKES
I like/love (to + verb/Verb + -ing).	I don't like/dislike/hate (to + verb/Verb + -ing).
enjoy (verb + -ing).	I'm not crazy about (noun).
It's OK/all right/fun/good /great/wonderful.	I don't care for (noun).
I'm crazy about (noun).	It's awful/terrible.
	I can't stand it.

 **⑤ Interview** interview a partner about activities he or she likes or dislikes in each season. Complete the chart with your partner's answers.

Example

You ask: What do you like to do in the (summer)?
 What's your favorite (winter) sport?
 What activities do you dislike in (winter)?

Your partner answers: I like waterskiing in the summer.
 My favorite winter "sport" is watching television!
 I hate driving in the snow, but I enjoy making a snowman

	Fall	Winter	Spring	Summer
Sports				
other Activities (likes)				
other Activities (dislikes)				

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- chance of
- degrees
- fair skies
- fall
- hiking
- showers
- spring
- summer
- weather forecast
- winter

Verbs

- get a tan

Adjectives

- chilly
- clear
- extra
- freezing
- incredible
- muddy
- overnight
- partly cloudy
- scared
- sick of (verb + -ing)

Expressions

- couldn't wait (can't wait)
- how come
- it's raining cats and dogs

Check the things you did in this chapter. How well can you do each one?

	Very well	Fairly well	Not very
I can listen to and practice stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can hear the difference between can and can't.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can summarize my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess meanings from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about weather.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about what I like to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write about what you did in this chapter.

In this chapter.

I learned _____

I liked _____

Lecture 5

Chapter 3

Living to Eat, or Eating to Live?


Connecting to the Topic

- 1) Look at the photo. What are the people doing? What is their relationship to one another?
- 2) What are some of your favorite things to eat when you visit your family?
- 3) Eating lots of vegetables is healthy. What are three other healthy eating habits?



Part 1 Conversation: Shopping for Food


Before You Listen

 ① **Prelisting Questions** Look at the photo. Answer the questions with a partner.



Andrew and his wife, Nancy at the supermarket

1. The supermarket in the picture has an "express line." What do you think this means?
2. Andrew and Nancy are at the front of the line. What are they buying? What mistake do they make?

 ② **Previewing Vocabulary** Listen to these words and phrases from the conversation. Then complete the sentences with the words and phrases.

Noun

aisle
groceries
pound¹

produce

quart²
tofu³

Verb

take checks


Expression

in line

1. Cherries are pretty cheap now. They cost \$1.89 a -----
2. My son likes milk a lot. He drinks a ----- of milk every day.
3. You can pay with cash or a credit card, but this market doesn't
4. I hate frozen or canned vegetables and fruit. I only eat fresh

5. I just spent \$90.00 on ----- . Last time I spent \$85.00. Food is really expensive here!
6. A: Excuse me, where is the bread?
B: It's in ----- four.
7. The market was very crowded. I had to wait ----- for 15 minutes to pay.
8. People who don't eat meat often cook with -----.

Listen

 ③ **Listening for Main Ideas** Andrew and Nancy are grocery shopping at a supermarket. Close your book as you listen. Prepare to answer these questions.

1. What are Andrew and Nancy discussing?
2. Why is Andrew buying so much food?
3. Why can't Andrew and Nancy use the express line?

Compare and discuss your answers with a partner.

 ④ **Listening for Details** Listen again if necessary. Write **T** if a statement is true and **F** if it is false.


1. _____ Andrew forgot to get tofu.
2. _____ Nancy wants Andrew to buy more ice cream.
3. _____ Strawberries cost \$2.89.

¹ 2.2 pounds equal one kilogram.

² A quart is equal to about a liter.

³ Tofu is a soft white food made from soy beans, popular in Asian cooking.

stress

 ⑤ **Listening for Stressed Words** Listen to the conversation again. Some of the stressed words are missing. During each pause, repeat the phrase or sentence. Then fill in the blanks with words you hear.

Andrew: Well, I got a few groceries that ----- on the list.

Nancy: I can ----- that! We're ----- shopping for an -----, you know.

Andrew: I ----- do this when I'm hungry.

Nancy: Well, let's see what you ----- here.

Andrew: Some nice, fresh ----- for only ----- a pound.

Nancy: Well, that's fine. They always have nice ----- here.

But ----- do you have all these ----- ?

Andrew: Don't you ----- them?

Nancy: Oh, I don't know ... I hope you got a ----- of -----

Andrew: I think I ----- . Where's the ----- with the Asian foods, again?

Nancy: Aisle -----

Andrew: I'll go get it.

Nancy: ----- this ----- you got looks really -----!

Andrew: Well, it ----- . It's on ----- for just ----- a pound.

Nancy: And what's this? More ice cream? We already have a

----- . Why don't you put it ----- ?

Meanwhile, I'll get in ----- right here.

Cashier: I'm ----- , Miss; this is the ----- line,

and it looks like you've got more than -----items. Oh
and we don't take ----- here.

Now read the conversation with two other classmates. Practice stressing words correct

Reductions

⑥ **Comparing Unreduced and Reduced Pronunciation** The following sentences come from the conversation, Listen for the difference between unreduced and reduced pronunciation. Repeat both forms after the speaker.

Unreduced Pronunciation

1. Let's see what you have here.
2. Why do you have all these cookies
3. Don't you like them?
4. I don't know.

Reduced Pronunciation*

- Let's see whatcha have here.
Why d'ya have all these cookies?
Dontcha like 'em?
I dunno.

⑦ **Listening for Reductions** Listen to the following sentences. You'll hear the reduced pronunciations of some words. Repeat each sentence during the pause. Then write the unreduced forms of the missing words in the blanks.

Customer: Waiter?

Server: Yes, sir. Do you know ----- want?

Customer: ----- have the spaghetti with mushroom sauce tonight?

Server: Yes, we do.

Customer: Well, are the mushrooms fresh or canned?

Server: They're fresh, and the sauce has ----- them.

Customer: Great, I'll have that.

Server: ----- want something to drink?

Customer: I ----- . Why ----- recommend something?

Server: How about some nice Italian mineral water?

With a partner, repeat the sentences for pronunciation practice. Practice reduced pronunciation.

* **Note:** The underlined forms are not acceptable spellings in written English.

After You Listen

⑧ **Using Vocabulary** Discuss the following questions with a partner. Use the underlined vocabulary in your answers.


1. Who shops for groceries in your family? How often?
2. What kinds of produce do you buy every week?
3. How much does a gallon (four quarts = about 4 liters) of gasoline cost right now? Recently, has this price gone up, gone down, or stayed the same?
4. Which of the following places do you think usually take checks: restaurants, supermarkets, department stores, car dealers, or movie theaters?
5. In your favorite food market, how many aisles are there?
6. About how many pounds (1 pound = about 1/2 kilogram) of groceries can you carry?
7. How do you feel when you have to stand in line for a long time?

Pronunciation


TEENS OR TENS ?

Notice the differences in stress between the following pairs of words. In the numbers 13 to 19, be sure to stress the "-teen" ending. For 20, 30, 40, etc.. to 90, stress the first syllable only. Listen.

thirteen	thirty
fourteen	forty
fifteen	fifty
sixteen	sixty
seventeen	seventy
eighteen	eighty
nineteen	Ninety

 **9) Distinguishing Between Teens and Tens** Listen to the sentences and circle the number you hear.


- | | | |
|----|----|----|
| 1) | 13 | 30 |
| 2) | 14 | 40 |
| 3) | 15 | 50 |
| 4) | 16 | 60 |
| 5) | 17 | 70 |
| 6) | 18 | 89 |
| 7) | 19 | 90 |

 **10) Listening for Teens and Tens** Listen to these sentences. Write the number you hear on the blank line in each picture.

Lecture 6

Talk It Over

 **11 Interview** Use count and noncount nouns as you interview people about food and shopping habits.

Language Tip

Use **noncount nouns** to talk about food in a general way:

I like ice cream.
I'll have cereal.
Steak is expensive.

Use quantity words or container names to talk about specific amounts of food:

a **quart** (or **gallon**) of ice cream
a **box** of cereal
a **pound** of steak

1. Work in groups of three. Write your teacher's name and the names of your group members in the spaces at the top of the chart below.
2. Ask questions with "How much" or "How many" and the words on the left side of the chart. Look at the example (Stacy).

Example

A: How much coffee do you drink every day?

B: Two cups a day.

A: How many candy bars do you buy a week?

B: Two a week.

3. Practice asking your teacher the questions and write his or her answers on the chart.

- Use the present tense.
- Pay attention to count and noncount nouns.
- Add time expressions as needed. For example, "How much coffee do you drink every week?"

4. Take turns asking your group members the questions and write their answers on the chart.


Time Expressions you can use in the questions or answers:

each	day
every	week
a	month

Questions		Teacher	Name	Name
	Stacy			
coffee/drink	2 cups a day			
water/drink	6 glasses a day			
candy/buy	2			
food/eat/breakfast	Only a little			
money/spend/groceries	About 30 dollars			
gasoline/buy	About 15 gallons			
bananas/eat	3 or 4			
times/eat/restaurants	8 or 9			


Part 2 Advice Show: Healthy Eating

Before You Listen

 **1 Prelistening Questions** In the United States, people learn that they should eat food from the four major food groups: grains (wheat, corn, rice, etc.), fruits and vegetables, dairy (milk, cheese,

yogurt, etc.), and protein (meat, fish, beans, nuts, eggs, etc.). Before you listen, answer these questions with a partner.

1. Talk about the photo. Are these young men "healthy" eaters?
2. Do you eat like these young men? For example, do you like "junk food"? If yes, what is your favorite type? If not, what kinds of food do you like to eat?
3. Do you ever eat canned or frozen food? Why or why not? If you do eat such foods, what are some examples?
4. Have you ever changed your eating habits (what, how much, or when you eat)? Explain how, and why, you changed.

 **② Previewing Vocabulary** You will hear the underlined words below on a radio advice show. Listen to the underlined words. Then write the letter of the correct definition beside each sentence.


Sentences


1. ____ Milk is a good source of calcium.
2. ____ We can get most vitamins and minerals from food. We don't have to take pills.
3. ____ If you start to gain weight, you are probably eating more food than your body needs.
4. ____ If you skip breakfast, you'll be really hungry by lunchtime.
5. ____ Dentists try to teach children good brushing and eating habits so they won't get tooth decay.
6. ____ The doctor told John to cut down on coffee, to help him sleep better.
7. ____ A piece of bread has about 75 calories.
8. ____ Fiber helps food move through our

Definitions

- A. weakening, rotting
- B. a unit for measuring the energy value of food
- C. to reduce or have less of (something)
- D. a food substance that comes from plants and that we need for digestion
- E. helpful elements in many foods that are used by our bodies to grow and stay healthy
- F. not to do or have something
- G. a place where something comes from
- H. to increase

Listen

 **③ Listening for Main Ideas** Listen to advice from a radio show called, "Eating Right!" As you listen, answer this question: What are some important things you can do to eat right?

 **④ Taking Notes on Specific Information** Listen again. This time, complete the chart with Bob and Pam's advice. Try to catch as many details as you can.

Things You Should Eat	Reasons	Examples
vegetables	fiber,	carrots,
Things You Shouldn't Eat	Reasons	Examples

After You Listen

⑤ Summarizing Ideas

1. Compare notes with a partner. Together, summarize in complete sentences the advice you heard. Include reasons and examples. Tell your partner if you have tried any of these ideas for healthy eating.

Example You should eat a carrot for a snack because it's a vegetable that has .

2. With your class, make a list on the board of additional dos and don'ts about health eating. Tell the class which ones you have tried and if they worked well.

⑥ Using Vocabulary

Discuss the following questions with a partner. Use the underlined vocabulary in your answers.

- Which meal are you least likely to skip, and which meal are you most likely to skip? Why?
- Bodybuilders, football players, and other athletes often try to gain weight and strength. What specific types of food would you suggest for these people to eat?
- What do you eat or drink that you know may be bad for your teeth? Would you consider stopping? Would you cut down on these things? How do you try to avoid tooth decay?
- Do you ever think about the number of calories in certain foods you eat? Do you read food labels? Why, or why not?
- Which of your favorite foods do you think are the best sources of vitamins and minerals?
- What kinds of foods do you eat to get fiber in your diet?

⑦ Comparing Eating Habits

"Eating habits" are your eating customs. They include when, where, and what you eat. Take notes in the chart below. Then use the chart to talk about differences between your eating habits at home and the way you eat when you travel somewhere.

	When I'm at Home	When travel
1. what you eat for breakfast, lunch, and dinner	I eat rice for breakfast.	I eat cereal for breakfast.
2. the time and size of meals and snacks		
3. the price of food		
4. restaurants		
5. table manners		

Part 3 Strategies for Better Listening and Speaking

Getting Meaning from Context

① **Prelistening Questions** Look at the photos. Each one shows a different kind of eating place. Before you listen, answer the questions on page 53 with a partner.



▲ A fast food restaurant



▲ A diner



▲ A restaurant



▲ A cafeteria

1. What kind of food does each place serve?
2. Who serves the food in each place?
3. Which one is probably the most expensive? The cheapest?
4. When would you choose to eat in each kind of place?
5. Which of these kinds of places have you tried?
6. What are some other types of places to eat?

Focus on Testing

Using Context Clues

Many tests such as the TOEFL® iBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic communication abilities, and provide a foundation for success on a variety of standardized tests. You will hear four conversations about places to eat.

1. Listen to the beginning of each conversation.
2. Listen to the question for each conversation. Stop the recording and choose the best answer to each question.
3. In the Clues column, write the words that helped you choose your answer.
4. Listen to the last part of each conversation to hear the correct answer.

Answer	Clues
1. A. coffee shop B. cafeteria C. nice restaurant	
2. A. fast-food B. diner C. expensive restaurant	
3. A. cafeteria B. coffeehouse C. fast-food place	
4. A. nice restaurant B. cafeteria C. fast-food place	

Using Language Functions

ORDERING IN A RESTAURANT

In the United States, you can order dinner a la carte, which means you pay separately for each item. You can also order a complete dinner, which includes a main course (fish meat, or a vegetarian dish), soup or salad, and side dishes (rice, potatoes, or vegetable for one price. Drinks and dessert are usually separate. A dish in this context is a serving of cooked food, not a container.

Here is a list of questions and answers that are frequently used in restaurants.

Server	Customer
Taking on order: Are you ready to order? May I take your order? Do you want (an appetizer)? Would you like (soup) or (salad)? Would you prefer (French fries) or (a baked potato)? What would you like (to drink)?	Ordering: I'll have (the beans and rice). I'd like (a steak). May' please have (a glass of iced tea)? Asking for information: Do you have (tofu)? What kind of (salad dressing) do you have? Does that come with (a vegetable)?

② Ordering in a Restaurant A customer is ordering a meal at a nice restaurant

Listen to the Conversation.

Server: Are you ready to order, ma'am?

Customer: Yes, I am.

Server: What would you like?

Customer: I'd like the grilled salmon dinner.

Server: Would you like soup or salad with that?

Customer: What kind of soup do you have?

Server: We have Japanese miso soup or Italian minestrone.

Customer: I'll have the minestrone.

Server: And would you like potatoes or rice with your salmon?

Customer: Rice, please. Does the dinner come with a vegetable?

Server: Yes. Would you prefer green beans or broccoli?

Customer: Green beans, please.

Server: What would you like to drink?

Customer: I'd like a glass of iced tea.

Server: OK, that's minestrone soup, followed by grilled salmon with rice and green beans, and a glass of iced tea. Would you like an appetizer while you're waiting?

Customer: No thanks.

Now use the model above to role-play ordering dinner. Sit with a partner. One of you is the server. The other is a customer. Follow the instructions in the boxes below.

Server's Instructions

Start by asking the customer, "May I take your order?"

Then take the customer's order for a main course, soup or salad, side dishes, dessert, and a drink.

Customer's Instructions

Order the following items from the menu:

- a main course
- soup or salad
- a side dish
- dessert
- a drink

Ask questions about each course.

For example, "What kind of juice do you have?" "Is the shrimp fresh?"

DINNER MENU		HOUSE SPECIALTIES	
SOUPS		<i>All entrees served with your choice of rice, cottage cheese, tossed salad, choice of potato, roll and butter</i>	
Soup of the day	..... \$3.75	Ribeye Steak	..... \$15.75
Chicken Soup	..... 3.50	<i>Grilled to order</i>	
Homemade Chili	..... 3.75	Whole Chicken	..... 14.75
		<i>Broiled, baked, or fried</i>	
SALADS		Sesame Tofu	..... 13.95
American Chef	..... \$7.25	<i>Sautéed with snow peas and scallions</i>	
Garden greens with turkey and cheese		Fantail Shrimp	..... 17.95
Golden Gate	..... 7.75	<i>Broiled with butter and lemon, or deep fried</i>	
Fresh pineapple stuffed with almond chicken salad		DESSERTS	
Tutti-Frutti	..... 7.75	Apple pie	..... \$4.75
Fresh fruits served with sotage cheese		<i>Plenty of cinnamon and a scoop of ice cream</i>	
SIDE ORDERS		Ice Cream	..... 3.75
French Fries	..... \$3.50	<i>Or your choice of low-fat yogurt</i>	
Mushrooms	..... 4.25	BEVERAGES	
<i>Covered in cheese sauce</i>		Fresh juices	..... \$2.50
Mixed Vegetables	..... 4.25	Cola & Diet Cola	..... 1.20
<i>Steamed or stir-fried</i>		Milk	..... 1.50

Part 4 Real-World Tasks: Recipes and Regional Foods

Recipes

🎧 ① **Previewing Vocabulary** The following words are used in cooking. Before you listen, write the definitions of the words.

- ingredients: -----
- serve: -----
- beat: -----
- melt: -----
- dip: -----
- fry: -----

🎧 ② **Taking Notes on a Recipe** Tom is teaching Kenji how to cook French toast. Listen to the recipe and take notes in the spaces.

Ingredients

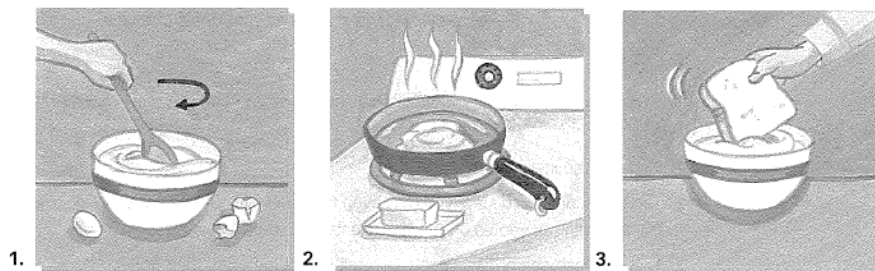
Culture Note

Cooking Measurements

The measurements used in cooking in the U.S. are different from the measurements used in other countries.

For example:

U.S.	Other Countries
a teaspoon	= 5 ml (milliliters)
a tablespoon	= 15 ml
a cup	= 240 ml

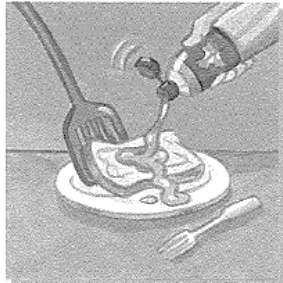


Steps:

- 1. Beat -----
- 2. Melt -----
- 3. Dip -----




4.



5.

4. Fry -----

5. Serve -----

 **③ Explaining a Recipe** Now, with a partner, use your notes to take turns explaining how to make French toast.

④ Sharing Recipes Teach the class a simple recipe for a dish that you know ho. to cook.

1. First, list the ingredients.

2. Then, describe each step (you may even try to demonstrate). As you speak, the class should take notes on the ingredients and steps.

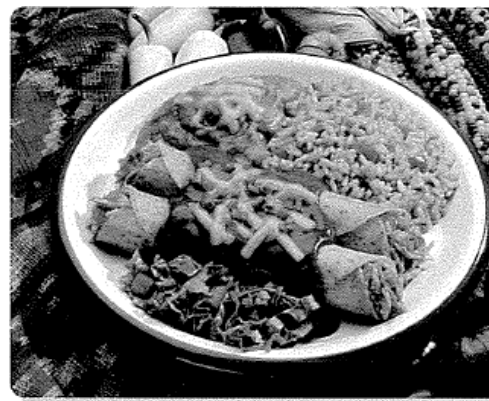
3. Then, choose one or two people to retell the recipe using their notes.

Regional Foods

 **⑤ Prelistening Questions** Before you listen, talk about "foreign" foods with a partner.



▲ Sushi




▲ Enchiladas with rice and beans

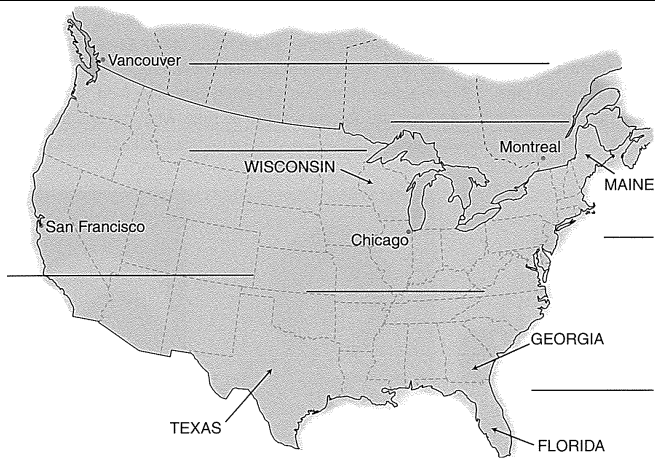
1. Do you know of any regions or places famous for special kinds of food? Give examples, and try to describe those foods.

2. Can you name some "foreign" foods and the countries they come from? Which foreign dishes have you tasted? What is your favorite?

3. Have you tried any North American food? What have you tried?

 **⑥ Regional Foods** Paula, is a chef Her friends plan to drive around the United States and Canada. She tells them about foods that are popular in different regions.

Look at the map of the United States and Canada As you hear the name of each food, write it on the map in the place where it is popular.



Discuss these questions with a partner.

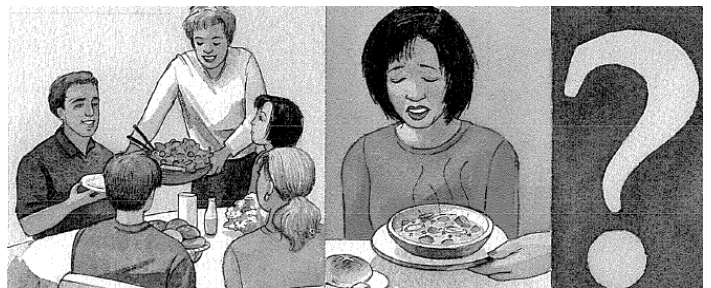
1. Have you visited any of the cities or states mentioned by Paula? Did you eat any of the foods mentioned?
2. Which of the foods that Paula mentions would you like to try?

Talk It Over

Refusing Food Politely

1. Read the situation in the box below and answer the question.
Has something like this ever happened to you?

A Korean student, Soo Yun, is having dinner at the home of her American friend, Cathy. Soo Yun has only eaten American food a few times before. During the meal, Cathy's mother offers Soo Yun some unfamiliar food. Soo Yun prefers not to eat it, but she doesn't want to be rude. What can she do?



2. Prepare the conversation between Soo Yun and Cathy's mother with a partner. Put on a skit for the class. You can use the expressions below. After each skit, discuss whether or not the food was refused politely.

Offering Food to Someone	Refusing Food Politely
Would you like some -----?	Thanks, but I'm getting full.
Would you like to try some -----?	Thanks, but I've had enough.
Why don't you have some (more)-----?	I'm really full, thanks.
Have some (more) -----.	It's delicious, but I really can't eat any more. It looks wonderful, but I can't eat any more.

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- aisle
- calories
- decay
- fiber
- groceries
- ingredients
- pound
- produce
- quart
- source
- tofu
- vitamins and minerals

Verbs

- beat
- cut down on
- dip
- fry
- gain
- melt
- serve
- skip
- take checks

Expressions

- in line

Check the things you did in this chapter. How well can you do each one?

	Very well	Fairly well	Not very
I can listen to and practice stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can hear the difference between tens and teens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about food, recipes, and eating habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on a radio advice show.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can summarize my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess meanings from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can order food from a menu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write about what you did in this chapter.

In this chapter.

I learned _____

I liked _____

Lecture 7

Chapter 4

In the Community

Connecting to the Topic

- 1) Look at the photo. Where are these people? What are they doing?
- 2) Grocery shopping and doing laundry are examples of errands and chores. What kinds of errands and chores do you usually do each week?
- 3) What do you like and dislike most about your neighborhood?



Part 1 Conversation: In the City


Before you listen

 ① **Prelistening Questions** Before you listen, talk about your community with a partner.

1. Where do you go to do the following?
get cash pay a traffic ticket repair your computer
clean your dirty clothes buy medicine
2. Can you walk to these places from your home? If not, how do you get there?
3. Look at the photo. What is happening? What is the police officer going to do? Why?




The police officer wants to speak to Kenji.

 ② **Previewing Vocabulary** Listen to these words and phrases from the conversation. Then complete the sentences below with the words and phrases.

Words and Phrases	Definitions
give (someone) a ride	to take someone in your car
run errands	to take short trips to stores or other places of business
drop off (something/someone)	to take something or someone to a place
dry cleaner	a place where clothes are cleaned with chemicals, not water
laundry	clothes that need to be washed
convenient	comfortable and easy
debit card	a plastic card used to get money from a bank machine
have got to	must
jaywalking	crossing a street illegally


1. I have to ----- this afternoon. I have to go to the bank, mail a package, and go grocery shopping.
2. Most teenagers don't know how to do ----- ; their mothers usually wash their clothes for them.
3. It's very ----- to have a bus stop in front of my house. I can be at the bus stop in 30 seconds.
4. My car doesn't work and I need to be at my job in 30 minutes. Can you-----me-----?
5. I'm sorry, I can't talk to you right now. My class starts in five minutes. I ----- go.
6. You can't wash your beautiful new jacket in a washing machine. You need to take it to the -----
7. Most supermarkets let you pay with a credit card or a -----
8. David-----his daughter at school every morning and picks her up every afternoon.
9. I got a ticket for ----- yesterday. A police officer stopped me when I crossed in the middle of the street. From now on, I'll cross at the corner.

Listen

 **③ Listening for Main Ideas** Peter and Kenji both plan to go downtown. Close your book as you listen to the conversation. Listen for the answers to these questions.

1. What does Kenji ask Peter to do?
2. What does Kenji need to do downtown?
3. Why is Peter going downtown?

Compare and discuss your answers with a partner.

 **④ Listening for Details** Listen again if necessary. Write T if a statement is true and F if it is false.

- 1. Kenji needs to buy a new computer.
- 2. Both Peter and Kenji got a ticket.
- 3. Peter and Kenji can do laundry in their building.

Stress

⑤ Listening for Stressed Words Listen to the conversation again. Some of the stressed words are missing. During each pause, repeat the phrase or sentence. Then fill in the blanks with words you hear.

Kenji: Peter, are you going ----- today?

Peter: Uh-huh. Why?

Kenji: Can you ----- me a ----- ? I have to run some -----

Peter: Where do you need to ----- ?

Kenji: Uh, a lot of places. First, I have to go to the ----- . Could you drop me ----- at the ----- of King Boulevard and Second Avenue?

Peter: King and Second? Oh, sure. I know where that is. But ----- are you going to the ----- ? Why don't you use the ----- machine on -----

Kenji: 'Cause my ----- card isn't working; I've ----- to get a ----- one. And the ----- is next ----- to the bank. I have to pick up some ----- there anyway.

Peter: Why don't you ----- the ----- room her in the building?

Kenji: I'm not picking up laundry. It's dry cleaning. By the way, is there a computer ----- shop near there? I need to drop off my -----

Kenji: I'm not picking up laundry. It's dry cleaning. By the way, is there a computer ----- shop near there? I need to drop off my -----

Peter: Computer -----? Oh, yeah. There's a Good Buy across the ----- from the bank. They fix computers there.

Kenji: Oh, that's ----- . So what are you going to do downtown?

Peter: I'm going to the ----- . I've got to pay a ----- ticket.

Kenji: No kidding! I have to pay a ticket, too. I just got a ----- last week.

Peter: But, Kenji, you don't ----- !


Kenji: I know, I got a ticket for ----- !

Peter: Really?!

Kenji: Yeah. I ----- know it's illegal to cross in the -----of the street!

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

Reductions

 **⑥ Comparing Unreduced and Reduced Pronunciation** The following sentences come from the conversation, Listen for the difference between unreduced and reduced pronunciation. Repeat both forms after the speaker.


Unreduced Pronunciation

- 1.Can you give me a ride?
- 2.Where do you need to go?
- 3.I have to run some errands
- 4.I've got to pay a traffic ticket.
- 5.Could you drop me off?
- 6.A lot of places.
- 7.What are you going to do downtown?

Reduced Pronunciation*

- Kinya gimme a ride?
Where d'ya need ta go?
I hafta run some errands.
I've gotta pay a traffic ticket.
Couldja drop me off?
A lotta places.
What arya gonna do downtown?

* Note: The underlined forms are not acceptable spellings in written English.

 **⑦ Listening for Reductions** Listen to the following conversation. You'll hear the reduced pronunciations of some words. Repeat each sentence during the pause. Then write the unreduced forms of the missing words in the blanks.

A: ----- know where Central Library is?

B: Sure. You ----- take Bus number 9.


A: ----- walk with me to the bus stop?

B: I'm sorry. I don't have time 'cause I've-----do a ----- things.

A: Oh. Then ----- just ----- directions to the bus stop?

B: ----- kidding? It's right there across the street.

With a partner, read the conversation. Practice reduced pronunciation.

 **8 Reductions Game** Imagine that a big storm is coming to your area. You have ten minutes to leave your home and go to a safe place. Follow the steps to tell what you are going to do:

1. Work in a small group. Sit in a circle. The first student says one thing he or she is going to do. Use the reduced forms and the words from the Word Bank section in the box on page 69.

Example Student 1: I'm gonna rescue my cat.

2. The next student repeats the first student's sentence and then adds his or her own sentence.

Example Student 2: She's gonna rescue her cat. And I hafta find my medicine.

3. The third student repeats the first two sentences and adds his or her own, and so on.

Continue around the group until someone can't remember all of the sentences

Example Student 3: She's gonna rescue her cat. He hafta find his medicine. And I wanna call my brother.

The student who can remember all the sentences is the winner.

Reductions

have to	hafta
has to	hasta
going to	gonna
want to	wanna
got to	gotta
because	'cause

Word Bank


Nouns

brother/sister
clothes
family photos
jewelry
medicine
money
my cat/dog
TV

Verbs

call
find
look for
rescue
save
take
turn off the gas

After You Listen

 **6 Using Vocabulary** Discuss the following questions with a partner. Use the underlined vocabulary in your answers.

1. Do you ever drop anything off anywhere before school or after school? Explain.
2. How do you get to school? Do you drive, take a bus, or does someone drop you off?
3. Who does the laundry in your family? When you travel, do you do your own laundry or do you use the hotel's laundry service? Which clothes do you take to a dry cleaner?
4. Name some errands that you have to run this week. What type of transportation will you use to run your errands?
5. Is it a good idea to give a stranger a ride? Why or why not?
6. Is the place where you live now convenient? For example, is there good transportation nearby? Can you walk to a market easily?
7. What are some things you have got to do before you go to bed tonight?
8. Explain the difference between a credit card and a debit card.

Using Language Functions

DESCRIBING LOCATIONS

Read Activity Son page 66 again. Find the location of the places where Kenji will go and write them in the blanks.

Bank: _____

Dry cleaner: _____

Computer repair shop: _____

Streets can be called avenue, boulevard, road, drive, or way. These words are very important when writing an exact address. They are not so important in giving direction

Example

I live at 8051 Holloway Avenue. My house is at the corner of Holloway and Pacific.

The following expressions are often used to describe a location.

Culture Note

In the United States, people often say **block** to describe a general location on a street or to describe a distance between two places. A "block" is the distance between two street corners.

Examples

There's an ice cream shop and two apartment buildings on the block where I live.

There's a post office on the next block.

There's a park four blocks from here.

- on ----- (name of street)
- near
- nearby
- next to
- next door to
- In front of
- across from/across the street from
- at the corner of ----- and -----
- two/three/four blocks from
- in the middle of the block
- the second/third fourth building from the corner



▲ Central Park in New York City is 50 blocks long.



⑩ Finding Locations Work with a partner. Read these sentences.

Then look at the

picture and decide if the locations are correct or incorrect. If the location is wrong, make the necessary correction. Use expressions on page 70.

Example

The Copy Shop is in front of the medical building.

No, that's wrong. The Copy Shop is across the street from the medical building.

1. The ice cream truck is next to the medical building.
2. The bus station is the second building from the corner.
3. The park is near the bank.
4. The post office is next door to the department store.
5. The Copy Shop is in the middle of the block.
6. The ambulance is in front of the department store.



⑪ Describing Your Neighborhood Describe your neighborhood to a partner. Use the expressions for describing locations.

Example

My neighborhood is noisy but I like it. There is a movie theater nearby. It's just three blocks from my house. My place is also very convenient because ...



▲ A city neighborhood

Lecture 8

Part 2 Conversation: Comparing Cities and Towns

Before You Listen

👂 ① **Prelistening Questions** You will hear a conversation about large and small communities. Before you listen, answer these questions with a partner.

1. Which photo looks most like your community?
2. Size is one difference between a village, a town, and a city. What other differences can you think of?



▲ A village



▲ A town



▲ A city

👂 ② **Previewing Vocabulary** You will hear the underlined words below in a conversation. Listen to the underlined words. Then write the letter of the correct definition beside each sentence.

Sentences

1. ___ Do you know why the color of the sky is brown? It's the smog from all the cars and factories.
2. ___ I don't like to take the bus at 5:00 in the afternoon. It's always crowded with so many people coming home from work.
3. ___ Winter in Canada is very cold, but there is also an advantage: there are great places to ski.
4. ___ Patrick wants to work in the United States. His big disadvantage is that he doesn't speak English.

Definitions

- a. good thing, positive point
- b. bad thing, negative point
- b. dirty air
- c. full (of people)

Listen

③ **Listening for Main Ideas** Peter and Kenji just came back from downtown. They are talking to Ming about their trip. As you listen, decide what the main idea of the conversation is. Then answer the question below.

Culture Note

Many large cities in North America have a busy downtown in the center and a quiet suburb outside the city. Many people prefer to work downtown but to live in the suburbs. These people commute (travel) from home to work and back.

What is the best title for this conversation?

- A. Kenji and Peter's Big City Adventure
- B. Small Towns Are Better Than Big Cities
- C. Why Small Towns Are Better
- D. No Place Is Perfect

Discuss your choice with your classmates. Tell why you think the other titles don't show the main idea.



▲ Peter



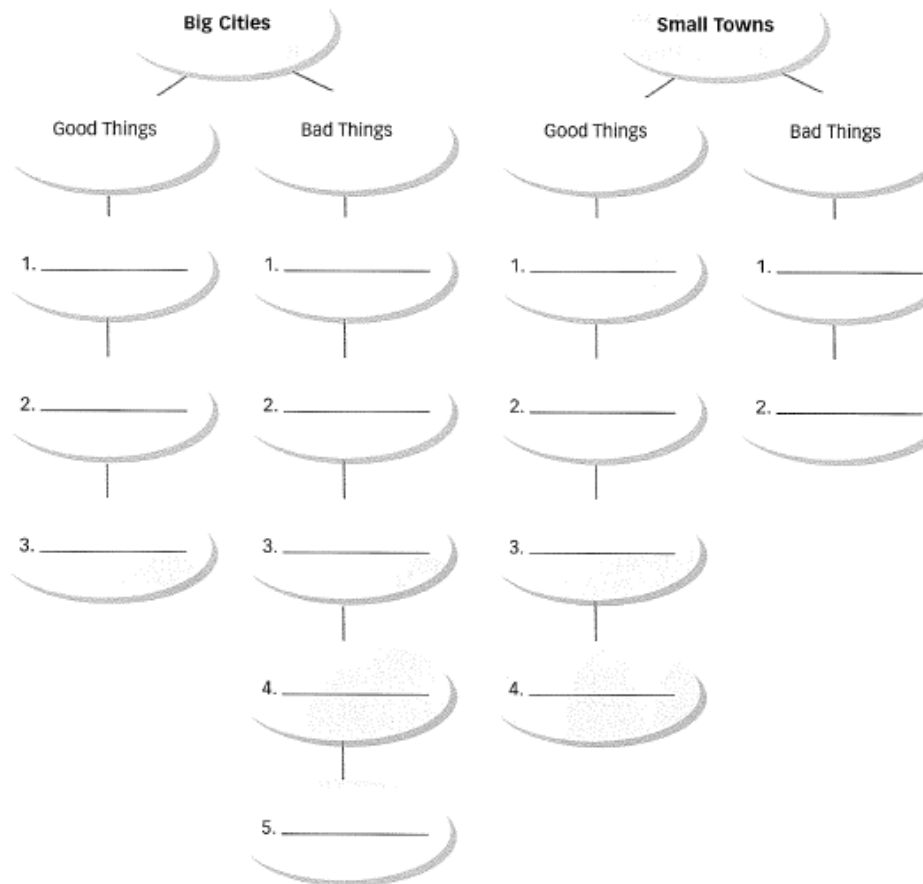
▲ Kenji



▲ Ming

Strategy Graphic Organizer: concept Map A concept map can help you organize your notes when a speaker is comparing two or more sides of a topic. You can also use a concept map to organize your own ideas when you are making this kind of comparison.

🎧 ④ **Taking Notes on Specific Information** Listen again. As you listen, write the key words about big cities and small towns .



After You Listen

🧑‍🤝🧑 ⑤ **Summarizing Ideas** Compare your notes with a partner. Using the key words from Activity 4, form complete sentences about what Peter, Kenji, and Ming said.

Example They talked about three advantages of big cities. First, cities are exciting. Also, there is good shopping there, and ...

⑥ **Using Vocabulary** Discuss your answers to the following questions with a partner. Use the underlined vocabulary in your answers.

1. Is there a lot of smog in the community where you live now? What is your government doing to reduce smog?
2. Name some times and places that are crowded in the city. How do you feel in a crowded place?
3. Name some advantages and disadvantages of driving to work and taking the subway to work.

Part 3 Strategies for Better Listening and Speaking

Getting Meaning from Context Focus on Testing

Using Context Clues Many tests such as the TOEFL• IBT measure your academic listening and speaking abilities. This activity and others In the book, will help develop your social and academic

communication abilities and provide a foundation for success on a variety of standardized tests. You are going to hear five conversations from different parts of the city.

1. Listen to the beginning of each conversation.
2. Listen to the question for each conversation. Stop the recording and choose the best answer to each question.
3. In the Clues column, write the words that helped you choose your answer.
4. Listen to the last part of each conversation to hear the correct answer.

ANSWERS	CLUES
1. A. in a post office B. in a bank C. in a gas station	
2. A. on a train B. in a taxi C. on a bus	
3. A. at a clothing store B. at a dry cleaner C. at a coffee shop	
4. A. getting a driver's license B. visiting an eye doctor C. taking a final exam	
5. A. at an airport B. at a bank C. at a post office	

Talk It Over

Role-Play Mr. Kim was in a hurry to buy a birthday present. He parked his car on the street. When he finished shopping, he got a surprise!

1. With a partner, discuss the cartoon on the next page. Use the vocabulary in the box: below to explain what is happening.
2. Then prepare and perform a conversation between Mr. Kim and the parking officer

Expressions

- on. no!
- I can't believe it!
- What's going on?
- Give me a break, officer.

Verbs

- park
- tow away

Nouns

- ticket/citation
- low
- tow truck
- sign



Part 4 Real-World Tasks: Directions

Using Language Functions

EXPRESSIONS FOR ASKING FOR AND GIVING DIRECTIONS

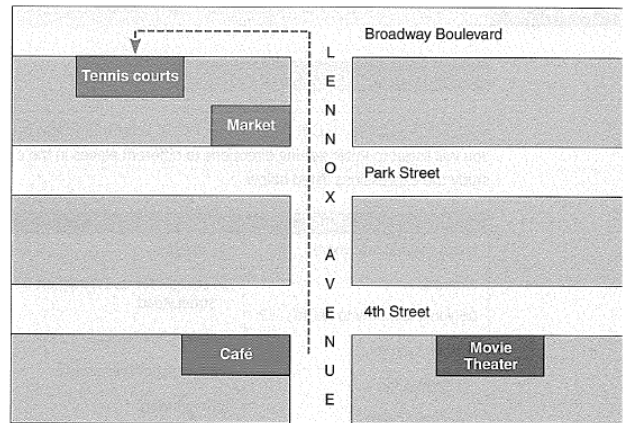
You will listen to Peter getting directions to different places in the City. Before you listen, study the expressions listed below.

ASKING FOR DIRECTIONS	GIVING DIRECTIONS
Could you tell me where ... is? Where is ... ? Do you know how to get to ... ? How do I get to... I'm looking for... I'm trying to find ...	Go straight. Go straight for two blocks on (Lennox) Avenue/Street/Road. Go past (the market). Go north/south/east/west. Turn right/left. Make a right/left. Cross the street. You'll see it on your right/left.

① **Reading a Map** Look at the map below. Follow the way from the cafe to the tennis courts. Write the directions on the lines below.

Go north on Lennox.

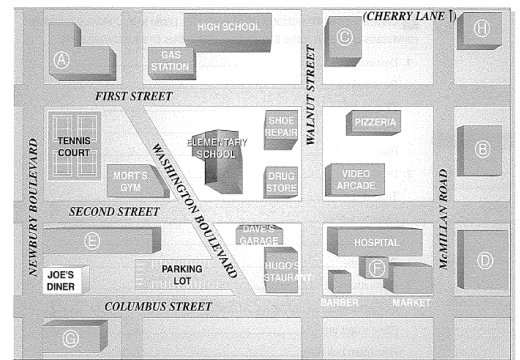
Now write directions from the tennis courts to the movie theater.



② **Following Directions** Peter is getting directions to various places in the city.

Right now, he is at Joe's Diner on Columbus Street.

- Find Joe's Diner on the map below.
- Listen to the directions and follow them on the map.
- As you listen, write the name of each place that Peter is looking for on the map.



③ **Giving Directions** Look at the map above. Work with a partner. Ask for directions to the places listed below.

Example

A: How do I get from the hospital to the gas station?

B: Go north on Walnut, turn left on ...


- from the hospital to the gas station
- from the parking lot to the high school
- from the barbershop to Mort's Gym
- from the tennis courts to the market

Choose one of these buildings on the map: A, B, D, or G, but don't tell your partner which one. Give directions to the building from Joe's Diner. Ask your partner to tell you the letter of the building that he or she arrives at.

GETTING DIRECTIONS ON THE PHONE

If you need directions, your local bus company can help you. Call the bus company and tell them:

- where you want to leave from
- where you want to go
- what time you need to get there

 **4 Listening for Directions on the Phone** Listen to the following telephone conversations with the Metro Bus Company. Take notes on each conversation.

Language Tip

The word **fare** is used for the cost of transportation.

Example:

How much is the **airfare** from Miami to Sao Paulo?

I need \$25 for **cab fare**.

Do you have enough money for the **bus fare**?

1. Destination: -----

Bus number: -----

Time to get on: -----

Place to get on: -----

Place to get off: -----

2. Destination: -----

Time to get on: -----

Place to get on: -----

Fare: \$ -----

Travel time: -----

3. Destination: -----

Bus number: -----

Place to get on: -----

How often bus runs: -----

Compare your notes with a partner.



▲ Which bus should I take?

Self-Assessment Log

Check the words you learned in this chapter.

- | | | |
|------------------------------------|-------------------------------------------------------|----------------------------------|
| <input type="radio"/> Nouns | <input type="radio"/> Verbs | <input type="radio"/> Adjectives |
| <input type="radio"/> advantage | <input type="radio"/> drop off (something or someone) | <input type="radio"/> convenient |
| <input type="radio"/> debit card | <input type="radio"/> give (someone) a ride | <input type="radio"/> crowded |
| <input type="radio"/> disadvantage | <input type="radio"/> have got to | |
| <input type="radio"/> dry cleaner | <input type="radio"/> run errands | |
| <input type="radio"/> jaywalking | | |
| <input type="radio"/> laundry | | |
| <input type="radio"/> smog | | |

Check the things you did in this chapter. How well can you do each one?

	Very well	Fairly well	Not very
I can listen to and practice stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to, ask for, and give directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on a conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can summarize my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess meanings from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about maps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write about what you did in this chapter.

In this chapter.

I learned _____

I liked _____

Lecture 9

Chapter 2

Home

Connecting to the Topic

- 1) What are the men in the picture doing? Why?
- 2) How many times in your life have you moved? What were the reasons?
- 3) Is it common for young adults in your culture to live by themselves? Why or why not?

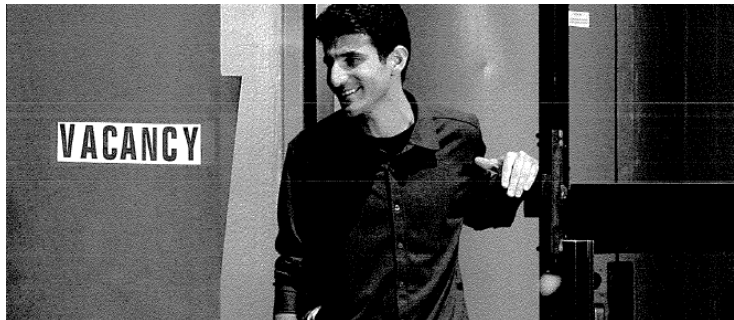


Part 1 Conversation: Vacation Plans

Before you Listen

① **Prelistening Questions** Before you listen, talk with a partner.

1. Look at the photo. What is happening?
2. What kind of place do you live in now: an apartment? a house? a student dormitory?



An apartment manager (landlord)

② **Previewing Vocabulary** Listen to these words and phrases from the conversation. Then complete the sentences with the words and phrases.

Nouns

closet
fireplace
landlord
studio
vacancy

Verbs

move (in/out)
raised

Adjectives

furnished/unfurnished
stressed out


Adverb

pretty

1. Mr. Davis is the owner of the house where I live. He always helps me when something is broken in the kitchen or the bathroom. He is a very good -----
2. Don't leave your clothes and shoes in the living room. Put them in your -----
3. I only need one room to live in because I'm alone and I don't have much money.
So I'm going to rent a ----- apartment.
4. Jack has to buy a bed, a desk, a table, chairs, and some other things because his new apartment is -----.
5. My place is ----- close to campus. It's only a 20-minute walk.

6. After two years, the owner of the building I live in ----- my rent from \$850 to \$950 a month.
7. This hotel is full; it has no ----- . We'll have to look for a room at another hotel.
8. I like to use my ----- in winter, It makes my apartment very warm.
9. If you don't like your apartment, you can ----- and find another place.
10. Joanne has to study for two tests tomorrow, and she also has to pick up her parents at the airport. That's why she feels -----.

Listen

 ③ **Listening for Main Ideas** Ming is talking to her friend Beth about apartments. Close your books as you listen to the conversation. Listen for the answers to these questions.


1. Why is Beth stressed out?
2. What does Beth learn from Ming that makes Beth feel better?

Compare and discuss your answers with a partner.

 ④ **Listening for Details** Listen again if necessary, Write T if a statement is true and F if it is false

- ___ 1. Ming's building is close to campus.
- ___ 2. Ming's building has a parking garage.
- ___ 3. In Ming's building, a one-bedroom apartment rented for \$850 a month.
- ___ 4. Beth needs an unfurnished apartment.

Stress

 ⑤ **Listening for Stressed Words** Listen to the conversation again. Some of the stressed words are

missing. During each pause, repeat the phrase or sentence. Then fill in the blanks with words you hear

Beth: I'm ----- stressed -----, My landlord just raised my -----.
I think I'll have to -----

Ming: Really? You know, my building has some ----- . It's a pretty nice place, and it's just ----- minutes from campus.

Beth: Oh yeah? How much is the rent for a -----?

Ming: There are no ----- apartments in our building. My neighbor just ----- of a one-bedroom. He paid \$850 a month, I think.

Beth: That's not ----- . Tell me more.

Ming: Well, one-bedrooms come with a ----- , a kitchen, a fireplace in the ----- room, pretty big closets, and uh ... Are you looking for a ----- or unfurnished place?

Beth: Unfurnished. I have all my ----- stuff. What about parking and ----- ?

Ming: There's no garage. You have to park on the street. But there is ----- room downstairs.

Beth: Hmm. I think I'm ----- . Could you give me the address?

Ming: Sure. It's 1213 Rose Avenue. The ----- name is Mr. Azizi.

Call him up or ----- and talk to him.

Beth: Thanks, Ming. I'm going to do that tomorrow for -----.

Now read the conversation with a partner. Practice stressing words correctly.

Reductions



⑥ **Comparing Unreduced and Reduced Pronunciation** The following sentences come from the conversation. Listen for the difference between unreduced and reduced pronunciation. Repeat both forms after the speaker.

Unreduced Pronunciation

1. I think I'll have to move.
2. Are you looking for a furnished place?
3. You have to park on the street.
4. Could you give me the address?
5. Call him up.
6. Stop by and talk to him.
7. I'm going to do that tomorrow

Reduced Pronunciation*

I think I'll (h)afta move.
Arya looking for a furnished place?
You (h)afta park on the street.
Couldja gimme the address?
Call 'im up.
Stop by 'n' talk to 'im.
I'm gonna do that tomorrow.



⑦ **Listening for Reductions** Listen to the following conversation, You'll hear the reduced pronunciations of some words. Repeat each sentence during the pause. Then write the unreduced forms of the missing words in the blanks.

A: Mr. Azizi, I ----- talk to you. I have another problem.

B: ----- call me later? I'm busy now.

A: No, I need the plumber again. ----- call -----right now?

B: I have a ----- things to do. I'll call -----tomorrow morning, okay?

A: No, I need ----- right now!

B: ----- having trouble with the toilet again?

A: Yes. Look, just ----- the plumber's phone number. I'll call -----

B: All right, all right. Just ----- a minute and I'll do it.

With a partner, read the conversation. Practice reduced pronunciation

* Note: The underlined forms are not acceptable spellings in written English.

After You Listen

⑧ **Using Vocabulary** Work in pairs. Student A should look at page 201. Student B should look at page 205. Follow the instructions. Study the information in your box for, few minutes before you begin .

Pronunciation

THE -ED ENDING IN PAST TENSE VERBS

The -ed ending in past tense verbs is pronounced one of three ways, depending on the sound that comes before -ed.

fid/ after -d and -t

Examples waited, invited, needed

it] after unvoiced sounds: -p, -k, -f; -S, -ch, -sh, -x

Examples missed, watched, helped

/d/ after vowels and other voiced sounds: -b, -g, -j, -m, -n, -l, -r, -th, -v, -z, -w

Examples lived, showed, listened

🍀 ⑨ **Distinguishing Among –s Endings** Listen and write the words, Then check the sound you hear. The first one is done as an example.

	/id/	/t/	/d/
1. turned _____	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

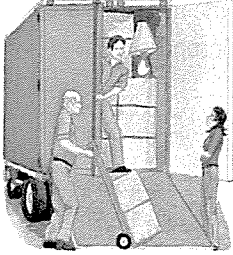


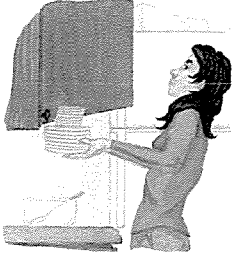


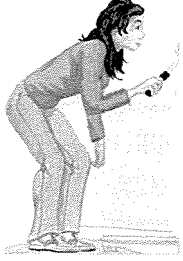



🍀 ⑩ **Pronouncing -ed Endings** Work with a partner. Ask and answer the following questions in complete sentences. Pay attention to the pronunciation of the -ed endings

1. When did you move to the home, or place, you live in now?
2. Who recommended this school to you?
3. When did you first start cleaning or decorating your own childhood bedroom?
4. When was the last time you called your family?
5. What TV programs or movies did you watch at home, recently?

🍀 ⑪ **Using -ed Endings** Working with a partner, look at the pictures, Talk about Jennifer's moving day. Use the past tense of each verb. Pronounce the -ed endings carefully.

Example

Jennifer moved into her new place, First, the movers carried the boxes inside and Jennifer watched them. Then, Jennifer...

				
1. move/carry/watch	2. call/ask/describe	3. look/decide	4. unpack	5. wash/drop
				
6. dust/sneeze	7. paint	8. work/plant	9. order	10. rest

Talk It Over

Asking for Information About Apartments

1. Look at the three apartment advertisements. They do not give very much information.
2. Make up five questions about the apartment in each ad. Use the Ideas on the right.
3. Work with a partner, One of you is the manager, and the other one is the renter. Ask and answer the questions you prepared.
4. Change roles for each ad.

① *Beautiful apartment:
walk to campus.
Call 555-2009 for more
information.*

Rent? _____
Number of rooms? _____
Noise? _____
Stove/refrigerator? _____
(Your own question) _____

② **TWO-BEDROOM
APARTMENT**

*\$1500. 'Good location. Call
555-1828.*

Area? _____
Lease? _____
Garage? _____
Number of bathrooms? _____
(Your own question) _____

③ **ROOM TO LET**


*Lots of privacy.
Leave message
at 555-5520.*

Furnished? _____
Bathroom? _____
Laundry? _____
Location? _____
Rent? _____


Lecture 10

Part 2 Conversation: Touring an Apartment

Before You Listen

 ① **Prelisting Questions** You will hear a short speech by a school advisor on the first day of an English language program. Before you listen, answer these question with a partner.

1. What do you like and dislike about the home where you live now? Name two good things and two bad things.
2. Who found your current home for you: you? your parents? a housing advisor? an agent?
3. In your experience, in what ways are apartment managers generally helpful or unhelpful?

 ② **Previewing Vocabulary** Listen to the underlined words and phrases. You will hear the underlined words and phrases In the presentation. Write the letter of the correct definition beside each sentence.


Sentences

1. ____ My apartment lease says that I have to stay there for one year.
2. ____ I need a new apartment. Is there an available apartment in your building?
3. ____ My shower is broken. Can you fix it?
4. ____ You don't have to sign a lease for this apartment. You can just rent it month-to-month.
5. ____ A pipe in my bathroom has a leak, and now my bathroom is full of water.


Definitions

- A. able to be bought/rented/acquired
- B. to repair; to make something work again
- C. a crack or hole that allows liquid to escape
- D. a contract; a signed agreement to live in a home for a period of time
- E. without a yearly contract

Listen


 ③ **Listening for Main Ideas** Beth is looking at an apartment in Ming's building. Listen to her conversation with the manager. To help you remember the main points, take notes on these questions while you listen.


1. Which rooms is the manager showing Beth? _____
2. Is this a good apartment or not? _____
3. What's Beth's decision? _____

 ④ **Taking Notes on Specific Information** Listen again. Take more detailed notes about the good things and the bad things in the apartment. Compare your list with a partner.

Room Visited	Good Points	Bad Points
Living room		
apartment in general		

After You Listen

 ⑤ **Summarizing Ideas** compare notes with a partner. Together, summarize the conversation. As you speak, look at your notes from Activities 3 and 4 to help you remember.

 ⑥ **Using Vocabulary** Discuss the following questions with a partner. Use the underlined vocabulary in your answers.

1. What is the advantage of a lease for (a) the renter? (b) the landlord?
2. Why do some people prefer to rent a place month-to-month rather than for a whole year?
3. If anything breaks in your home, who fixes it?
4. If your friend is moving to a new house or apartment, what days are you available to help him or her?
5. If your ceiling has a leak, what should you do?

Using Language Functions

MAKING AND ANSWERING REQUESTS


It is important to learn how to make and answer formal and informal requests correctly.

Making Requests		Answering Requests	
		Yes	No
Formal	Could you ... ? Would you please ... ? Can you please ... ? Would you mind* __ ing ... ?	Certainly. Of course. I would be happy to. I don't mind. *	I'm afraid I can't. I'm sorry, I can't. I'm sorry, but that's impossible.
↓			
Informal (or stronger)	I'd like you to ... I need you to ... I want you to ...	Sure. Okay. No problem.	Absolutely not. ** No way.**

* "Would you mind ... ?" means "Is it a problem for you?" The answer is negative:

"I don't mind" means "It's not a problem."

** "Absolutely not" and "No way" are strong refusals which could be considered rude.

 ⑦ **Role-Play** Beth likes the apartment in Ming's building. However, she wants some of the "bad things" corrected. She decides to ask the manager about these things:

changing the wall color	lowering the rent
putting in air conditioning	having some pets
fixing the bathroom leak	

1. With a partner, role-play a conversation between Beth and Mr. Azlzi, the manager. Use the expressions in the chart above.
2. After you practice, perform your role-plays for the class. Then talk about the levels of politeness that each pair used and how that possibly affected the results in each role-play.

Part 3 Strategies for Better Listening and Speaking

Getting Meaning from Context


Focus on Testing

Using Context Clues Many tests such as the TOEFL[®] iBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic communication abilities, and provide a foundation for success on a variety of standardized tests. Listen to the following conversations between roommates.

1. Listen to the beginning of each conversation.
2. Listen to the question for each conversation. Stop the recording and choose the best answer to each question. Remember to use clues, signals, words you know, grammar, stress, and intonation to help you guess.
3. In the **Clues** column, write the words that helped you choose your answer.
4. Listen to the last part of each conversation to hear the correct answer.

Answer	Clues
1. A. studied for an exam B. made noise until 3:00 A.M. C. went to sleep	
2. A. because she is messy and doesn't clean B. because she won't talk to her C. because she doesn't take care of the furniture	
3. A. they like the same television shows B. they usually watch the news C. there's only one television in the house	
4. A. his roommate should pay more than half B. his roommate uses the phone too much C. his roommate should pay all the bills	
5. A. it has four bedrooms B. it's not comfortable for four people C. the rent is shared by four roommates	

Talk It Over

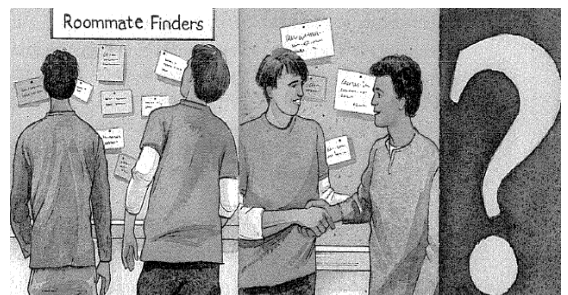
 ① **Finding a Roommate** Nabil and Roberto don't know each other. They meet at "Roommate Finders," because they are both looking for roommates. Read about Nabil and Roberto and decide if they will agree to be roommates.

Nabil

His rent just went up. To save money, he wants to share his apartment with someone. He is a very clean, quiet, and neat guy. He has a job and a cat.

Roberto

He wants to move out of his parents' home. He is looking for a cheap place to rent. He is messy and plays for a baseball team. He has a part-time job and goes to school part-time. He has a small dog. With a partner, prepare and perform a role-play between Nabil and Roberto.




Part 4 Real-World Tasks: Caring for Someone's House

Strategy

Graphic Organizer Multi-Column Chart

A multi-column chart can help you keep track of things that you have to do. For example, you can use this kind of chart to plan your homework for the week. List your classes in the left column, the task you have for each class in the second column, how long each task will take, when you plan to do the task, and so on:

Classes	Tasks	How long will it take me?	When will I do it?
English	write a paragraph	two hours	Monday afternoon
Math	p. 46, Exercise A	one hour	Tuesday morning

 **① Preparing to Leave Home for Vacation** Before going on vacation, some people ask a friend or neighbor to take care of their home while they are gone.

1. Look at the list of items to take care of in the chart on the next page. Think about the things you or your family would need done if everyone left home for a month. Discuss tile possibilities with a partner or in a small group.




Beth's uncle's house

2. Before Beth's uncle went away for a month-long vacation, he called to ask her to take care of his house while he was away. Listen to their conversation. Complete the chart to show what Beth's uncle wants her to do.

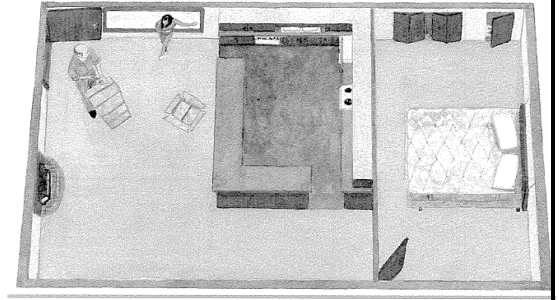
Homecare Vacation Instructions

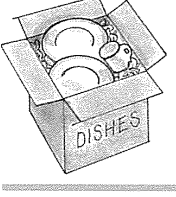
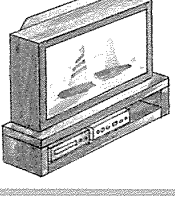
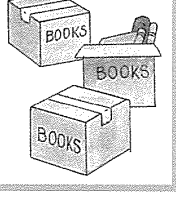
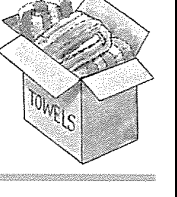
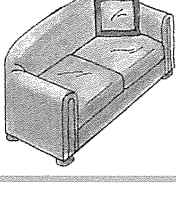
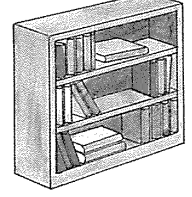
Item to Take Care of	What to DO	How Often/When to Do	Details, Notes
1. mail Newspaper	a. b. pick up from yard		
2.dog	a. b. c.		Dog food will be in bag in kitchen
3.garbage	a.		Uncle will take garbage to street
4.rose bushes	a.		
5.swimming pool and house	a. clean up		


Listen again, then compare your chart with one or more classmates to try to complete the list accurately.

 **② Listening to Moving Instructions** Look at Beth's empty new apartment. She is going to tell the movers where to put each item.

1. Before you listen, look at the apartment and predict where the furniture and other things will go.
2. Now listen to Beth's instructions to the movers, Write the number of each thing in the correct place on the picture.



					
1	2	3	4	5	6

 **③ Comparing Pictures** Work in pairs. Student A should look at the picture on page 201. Student B should look at the picture on page 205. Tell each other about each item and its location in the room. Find ten differences without looking at each other's pictures.

- Example** **A:** In my picture, there is a shoe beside the bed.
 B: In mine, the shoe is in front of the closet.

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- closet
- fireplace
- landlord
- leak
- lease
- studio
- vacancy

Verbs

- fix
- move (in/out)
- raise

Adjectives

- available
- furnished/unfurnished
- stressed out

Adverbs

- pretty

Expressions

- month-to-month

Check the things you did in this chapter. How well can you do each one?

	Very well	Fairly well	Not very
I can listen to and practice stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to and pronounce -ed endings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about finding an apartment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on a conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can summarize my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make and answer requests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess meanings from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about homecare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write about what you did in this chapter.

In this chapter.

I learned _____

I liked _____

Lecture 11

Chapter 6

Cultures of the World

Connecting to the Topic

- 1) Look at the photo. What do you know about this culture?
- 2) What kinds of difficulties can a person have when visiting or moving to a place with a different culture?
- 3) What places and cultures are you interested in? Why?



Part 1 Conversation: Learning New Customs

Before You Listen



① **Preheating Questions** Before you listen, talk about travel with a partner.

1. Discuss the situation in the photo. Why shouldn't Salma use her cell phone?
2. Do you know the expression "When in Rome, do as the Romans do"? Tell about a time when you followed this advice.
3. How do you feel when you travel to a new place, meet new people, and experience new customs? Circle the words in the box that describe how you feel. Explain or give examples of times that you have had these feelings.




excited energetic afraid worried shy interested careful
homesick nervous curious




② **Previewing Vocabulary** Listen to the underlined words. You will hear these words in the conversation. Then use the context to guess their meanings. Write your guesses in the spaces.

CONTEXTS	MEANING
1. My first <u>impression</u> of my new boss was not good. He seemed strict and unfriendly when I first met him, but now I like him.	
2. I don't like getting up at 6 A.M., but I am used to it now because I've been doing it every <u>day for three years</u> .	
3. Mr. and Mrs. Haley like to travel to exotic places. They like unusual and interesting <u>vacations</u> .	
4. If you don't finish your food in an American restaurant, you can take the remaining food home in a <u>doggie bag</u> .	
5. When I arrived in the U.S., I was <u>amazed</u> by the number of large cars on the road. There were so many! We have only small cars where I'm from.	
6. Our teacher has not given us a lot of homework <u>so far</u> , but maybe she'll give us more next week.	
7. When we finished dinner, we saved the <u>leftovers</u> in the refrigerator.	

 **③ Listening for Main Ideas** Yolanda and her friend Salma, who is visiting from Lebanon, are having lunch. Kenji is also having lunch at the restaurant. Close your book as you listen to the conversation. Listen for the answers to these questions.

1. What is Salma's impression of the United States?
2. What surprised Salma in the restaurant?

Compare and discuss answers with a partner.

 **④ Listening for Details** Listen again if necessary, Write T if a statement is true and F if it is false.

1. Salma doesn't like hotdogs because they don't taste good.
2. Kenji likes American food.
3. At the Mexican restaurant, Yolanda was surprised when Salma asked for a doggie bag.
4. In Salma's country, using cell phones is common everywhere.
5. Salma says "When in Rome, do as the Romans do" to mean that she will start eating American food.

Stress

⑤ Listening for Stressed Words Listen to part of the conversation again. Some of the stressed words are missing. During each pause, repeat the phrase or sentence. Then fill in the blanks with the words you hear.

Kenji: So, Salma, is this your ----- trip to the United States?

Salma: Yes, it is.

Kenji: And what's your ----- so far?

Salma: Well, the people are really -----, and the city is beautiful. But the -----; well, it's not so good.

Kenji: Oh, yeah, that's what I thought too when I ----- got here. But I'm ----- to American food now. I actually ----- hotdogs and French fries.

Yolanda: So last night I took Salma to a ----- restaurant. I wanted her to try something -----

Kenji: Did you ----- it?

Salma: Yeah, the food was ----- good, but it was ----- . I couldn't ----- it all.


Yolanda: Salma was ----- when I took the ----- home in a doggie bag.

Kenji: Yeah, that's funny, ----- it? They call it a ----- bag, but it's for people. Anyway, what ----- surprised you?

Salma: That the restaurant was so -----! We don't use ----- conditioning so much in my country. Oh, and the water had ----- in it, too. I had to put on my -----, I was so cold!

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

Reductions

 **⑥ Comparing Unreduced and Reduced Pronunciation** The following sentences come from the conversation, Listen for the difference between unreduced and reduced pronunciation. Repeat both forms after the speaker.

Unreduced Pronunciation

Is this your first trip to the United States?
What's your impression so far?
I wanted her to try something exotic.

Reduced Pronunciation*

Is thisyer first trip to the United States?
Whatcher impression so far?
I wanted 'er ta try something exotic.

***Note:** The reduced forms are not acceptable spellings in written English.

⑦ **Listening for Reductions** Anita and Brenda have just finished eating lunch together. Listen to their conversation. Repeat each sentence during the pause. Then write the unreduced forms of the missing words in the blanks.

Anita: Well, it's time to get back to the office. I'll see you soon, Brenda.

Brenda: OK, see you ... Wait, Anita, is ----- cell phone?

Anita: Oh my goodness, yes, thanks. By the way, I almost forgot: my parents are coming ----- a visit next week.

Brenda: Really? I'd love -----meet -----

Anita: Well, ----- have lunch with us on Saturday?

Brenda: Saturday? Hmm ... I promised my roommate I would go shopping with ----- that day. Could we get together ----- coffee later in the afternoon?

Anita: I ----- . They might be busy, but I'll ask.

With a partner, read the conversation. Practice reduced pronunciation.

After You Listen



⑧ **Using Vocabulary** Discuss the following questions with a partner. Use the underlined vocabulary in your answers.

1. Do you remember the first time you visited a foreign country? What was your first impression of it?
2. Has anything changed in your life in the past year? For example, did you start a new job? Did you move to a new place? Are you used to the new situation in your life?
3. What is the most exotic place or food that you have experienced in your life?
4. What would happen if an American asked for a doggie bag in your country?
5. How many years of education have you completed so far?
6. What amazes you about the United States or another country you have visited Finish this sentence: "I am amazed that. ... "
7. Some people hate to eat leftovers. How about you?

Talk It Over




⑨ **Discussing Behavior** In this section you learned the expression "When in Rome, do as the Romans do." But is this always a good rule to follow? Work in small groups and discuss the following questions.

1. Have you ever been in a situation where everyone was behaving in a way that you didn't like? How did you feel? What did you do?
2. In what situations might it be impossible for you to "do as the Romans do"? Brainstorm a list of situations. What would you do if you found yourself in one of these situations?

Lecture 12

Part 2 Lecture: Coming-of-Age Ceremonies


Before You Listen

 ① **Prelisting Questions** Before you listen, talk with a partner about coming of age in different countries.

1. At what age does a person come of age, or become a legal adult, in your culture?
2. Do you know of any special customs or ceremonies when a person becomes an adult? Is it different for boys and girls?



A These young women celebrate Coming-of-Age Day in Japan.

 ② **Previewing Vocabulary** You will hear the following words in the lecture. Listen to the words. Then write the letter of the correct definition beside each word.


Words

1. _____ the woods
2. _____ adult
3. _____ adulthood
4. _____ ceremony
5. _____ responsible for (something)
6. _____ passage
7. _____ look forward to (something)


Definitions

- A. a formal or traditional way of celebrating an important event
- B. the time of life when a person is not a child anymore
- C. to wait for an event with a feeling of pleasure
- D. a movement to the next stage or level of something
- E. an area thickly covered with trees
- F. in control of something and taking care of it
- G. a person who is grown up, not a child anymore

Listen


 ③ **Listening for Main Ideas** Listen to a short lecture about becoming an adult in three different cultures. As you listen, list the cultures in the spaces below.


1. _____
2. _____
3. _____

 ④ **Taking Notes on Specific Information** Listen again. This time, fill in the details about each culture.

Culture	Age	Details
1. North American Indian	12-13	
2.		
3.		


After You Listen

 **⑤ Summarizing Ideas** In groups of four, use your notes from Activities 3 and 4 to summarize the lecture. Each student should speak about one culture. Try to speak in complete sentences.

 **⑥ Using Vocabulary** Discuss the following questions with a partner. Use the underlined vocabulary in your answers,

1. Are you legally an adult?
2. Which is easier, in your opinion: adulthood or childhood? Why?
3. In your community, is there a ceremony when a baby is born? If yes, describe it.
4. When you were a teenager, were you responsible for watching your younger brothers and sisters? How did you feel about this responsibility?
5. What has been the most important passage in your life until now?
6. Are you looking forward to the next passage in your life (graduation, marriage children, retirement, etc.)? Why or why not?
7. How would you feel about going into the woods alone for three days? Why would you feel this way?

Talk It Over

 **⑦ At What Age ... ?** Work in small groups. Talk about when people should be allowed to do the following activities.

Examples

I think 16 is too young to get a driver's license. Age 18 is better because ...



A teenage driver

Activity	Age
get a driver's license	
get married with parents' permission	
vote	
get a credit card	
live away from parents	
join the army	
become a minister in the government of your country	
retire (with full government benefits)	

Part 3: Strategies for Better Listening and Speaking

Getting Meaning from Context


Strategy

Graphic Organizer: Matrix Diagram

A matrix diagram organizes information about two or more characteristics of two or more topics.

You can use a matrix diagram to:

- show the characteristics clearly
- study and remember the characteristics
- compare the characteristics
- organize your ideas about the characteristics

 **① Prelistening Questions** important to know the local customs. Polite behavior in one culture can be rude in another culture. For example, kissing a friend to say hello is normal in France but not in Korea. Give examples of some polite and rude behaviors from your culture. Discuss with your group and fill in the chart.

Polite Behaviors	Rude Behaviors
<i>begin on time for appointments</i>	<i>begin late for an appointment and not calling</i>


Focus on Testing

Using context Clues Many tests such as the TOEFL® iBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic communication abilities, and provide a foundation for success on a variety of standardized tests. The following four conversations take place in North America. In each situation, one speaker's action is "culturally incorrect." Listen and decide what the mistake is.

1. Listen to the beginning of each conversation.
2. Listen to the question for each conversation. Stop the recording and choose the best answer to each question.
3. In the **Clues** column, write the words that helped you choose your answer.
4. Start the recording again. Listen to the last part of each conversation to hear the correct answer.

Answer	Clues
1. A. She didn't call before visiting. B. She didn't bring a present. C. She used Belinda's first name.	
2. A. He didn't eat all his food. B. He forgot to leave a tip. C. He asked for the check.	
3. A. He asked about the price of the house. B. He asked too many questions. C. He asked the woman for a drink.	
4. A. that Koreans buy gifts on people's birthdays. B. that Koreans don't celebrate birthdays. C. that Koreans don't buy expensive presents for people they don't know very well.	

Talk It Over

 **② Comparing Customs** Review the mistakes you heard in the Focus on Testing Activity. With a partner, make a statement about each custom. Then compare it to customs in other countries.

1. In American restaurants, a 15 to 20 percent tip is normal. But in -----

2. Before visiting someone in the United States, it's better to call first. But in -----

3.

4.

Using Language Functions

Culture Note

We say **Excuse me** to apologize for small, unimportant mistakes. We also say **Excuse me** to

- get someone's attention.
- interrupt someone.
- ask someone to move.

We say **I'm sorry** to

- apologize for minor or serious mistakes.
- show concern for a person's feelings or difficult situation.

APOLOGIZING

The following expressions are often used after we make a mistake and feel bad about a situation. The mistake may be small (stepping on someone's foot) or serious (being a half hour late for a test).

Informal

Apologizing

Responding



- OOPS! Excuse me.
- sorry.
- I'm (very) sorry.
- It was my fault.
- I apologize.
- Please forgive me.

- Forget about it.
- Don't worry about it.
- No problem.
- That's okay.
- That's all right.
- I forgive you.



③ Role-Play

Read the following situations. With a partner, prepare a conversation about each situation. Use the appropriate expressions for apologizing and responding.



Situations

1. It's 6 o'clock in the morning on a Saturday. Your neighbor comes to your door to complain that your music is too loud.
2. You forgot about your doctor's appointment at 3:00 P.M. today. The doctor's secretary calls you to ask what happened.
3. You don't feel well and you need to leave in the middle of the class.

Part 4 Real-World Task: Dining Customs

Culture Note

Formal Dining Family dinners in the United States are usually relaxed and informal. However, sometimes, when special guests are invited, or if you are eating in a restaurant, dinners are more formal and traditional.

A formal American dinner usually has the following parts, served in order:

1. soup
2. salad
3. the main course (meat, chicken, or fish; potato or rice; and one or more cooked vegetables)
4. dessert (something sweet such as cake, ice cream, or fruit)

Typically, bread and butter are served before the salad is served. Water is almost always served. While you are waiting for your meal, sometimes an appetizer (a small dish) will be served.



① **Prelistening Questions** Before you listen, talk about travel with a partner.

1. What are the typical parts of a formal dinner in your culture?
2. What special foods or beverages are served at formal dinners that you don't usually have every day?
3. Have you ever eaten in a formal restaurant or at a formal dinner party? Describe this experience.



A formal dinner party in the United States.

② **Previewing Vocabulary** Listen to the underlined words. You will hear these words in the conversation. Before you listen, use the context to guess their definitions. Write the letter of the correct definition beside each sentence

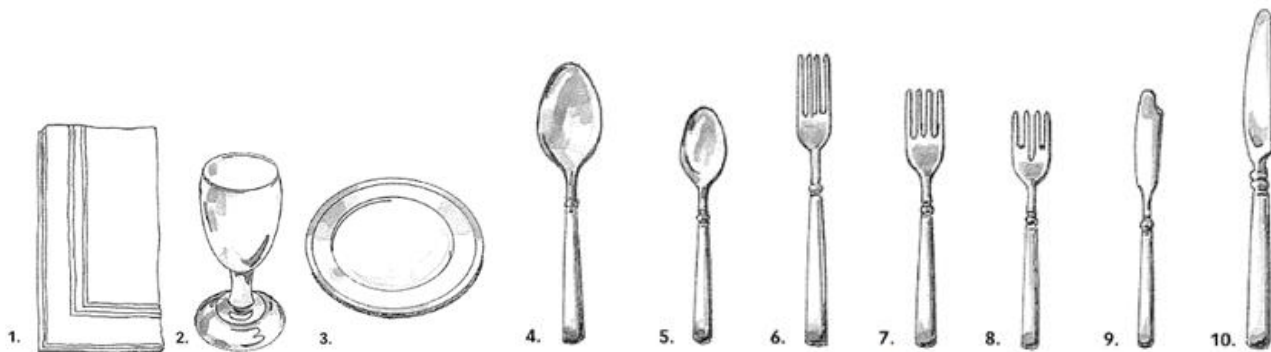
Sentences

1. ____ Take a couple of napkins. These sandwiches are really messy.
2. ____ When I was a teenager, it was my job to set the table each night before dinner.
3. ____ In a restaurant, it is a waiter's job to serve the food and drinks.
4. ____ Please lay that box on the dining room table.
5. ____ Europeans use silverware to eat with, while many Asians prefer chopsticks.
6. ____ Be careful with that knife! Pick it up only by the handle.
7. ____ A: What kind of kitchen utensil is this?
B: It's a potato peeler. It's much easier to use than a knife.
8. ____ It is logical not to eat food that tastes bad.

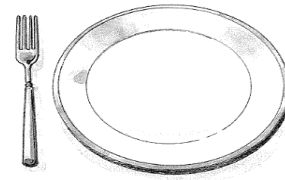
Definitions

- A. any kind of kitchen toe
- B. knives, forks, and spoons
- C. the part of a tool that you hold in your hand
- D. to put dishes, plates, glasses, etc. on a table before a meal
- E. reasonable or sensible
- F. put something down
- G. to give or bring something to a customer
- H. a piece of cloth or paper used to protect your clothes and wipe your mouth while eating

③ **Following Directions for Setting a table** Ming loves cooking and entertaining. For Peter's 23rd birthday, she wants to prepare a formal dinner for their friends. She asks Peter's mother, Mrs. Riley, to teach her how to set a formal dinner table. Listen to the conversation between Ming and Mrs. Riley. Follow Mrs. Riley's instructions for setting the table. As she mentions each item, write its number in the proper place.



- 1. dinner napkin
- 2. water glass
- 3. bread plate
- 4. soup spoon
- 5. dessert spoon
- 6. dinner fork
- 7. salad fork
- 8. dessert fork
- 9. butter knife
- 10. dinner knife



4 Using Vocabulary With a partner, look at the picture from Activity 3. Take turns naming the numbered items and saying where they belong. Begin like this: "Number 1 a napkin. It goes on the dinner plate." Then answer the questions below.

1. In your family, who serves the food when you eat together? Who sets the table?
2. What is your favorite or most useful kitchen utensil?
3. When you come home from school, where do you lay your books?
4. Do you think it is more logical to eat dessert before or after a meal? Why?
5. Name several utensils that have handles.

Culture Note
 People from most countries think that Americans are very informal. For example, Americans wear jeans to restaurants, they eat while they're walking down the street, and they use people's first names in almost every situation.
 However, in some situations, Americans are very formal. They follow rules of polite social behavior called etiquette. These rules tell people how to dress, talk, eat, and much more.

5 Talking About Table Manners "Table manners" means polite behavior while eating. The picture below contains ten examples of behaviors that are rude in the United States. Work in small groups. Identify the rude behaviors. Write your answers on a separate piece of paper.



Answer the question about manners with your group. Which of these behaviors would be bad manners in other cultures? Which would not? What are some other eating behaviors that are rude in other cultures?

Self-Assessment Log

Check the words you learned in this chapter.

Nouns		Verbs	Adjectives	Expressions
<ul style="list-style-type: none"> ○ adult ○ adulthood ○ ceremony ○ doggie bag ○ handle ○ impression ○ leftovers 	<ul style="list-style-type: none"> ○ napkin ○ passage ○ patio ○ silverware ○ utensil ○ the woods 	<ul style="list-style-type: none"> ○ lay ○ look forward to (something) ○ serve ○ set the table 	<ul style="list-style-type: none"> ○ amazed ○ exotic ○ logical ○ responsible ○ for (something) 	<ul style="list-style-type: none"> ○ so far ○ used to

Check the things you did in this chapter. How well can you do each one?

	Very well	Fairly well	Not very
I can listen to and practice stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on a lecture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can summarize my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess meanings from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make and respond to apologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about dining customs and table manners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write about what you did in this chapter.

In this chapter.

I learned _____

I liked _____

Done 😊

I wish you all the success