

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



اسم المقرر : استماع وتحدث

دكتور المادة : الن

مع تحيات اخوكم المعتقل
منتديات التعليم عن بعد
<http://www.e1500.com/vb/index.php>

Part 1 Conversation: On a College Campus

Before You Listen

In the following conversation, an international student meets an American teacher on a college campus.



Culture Note

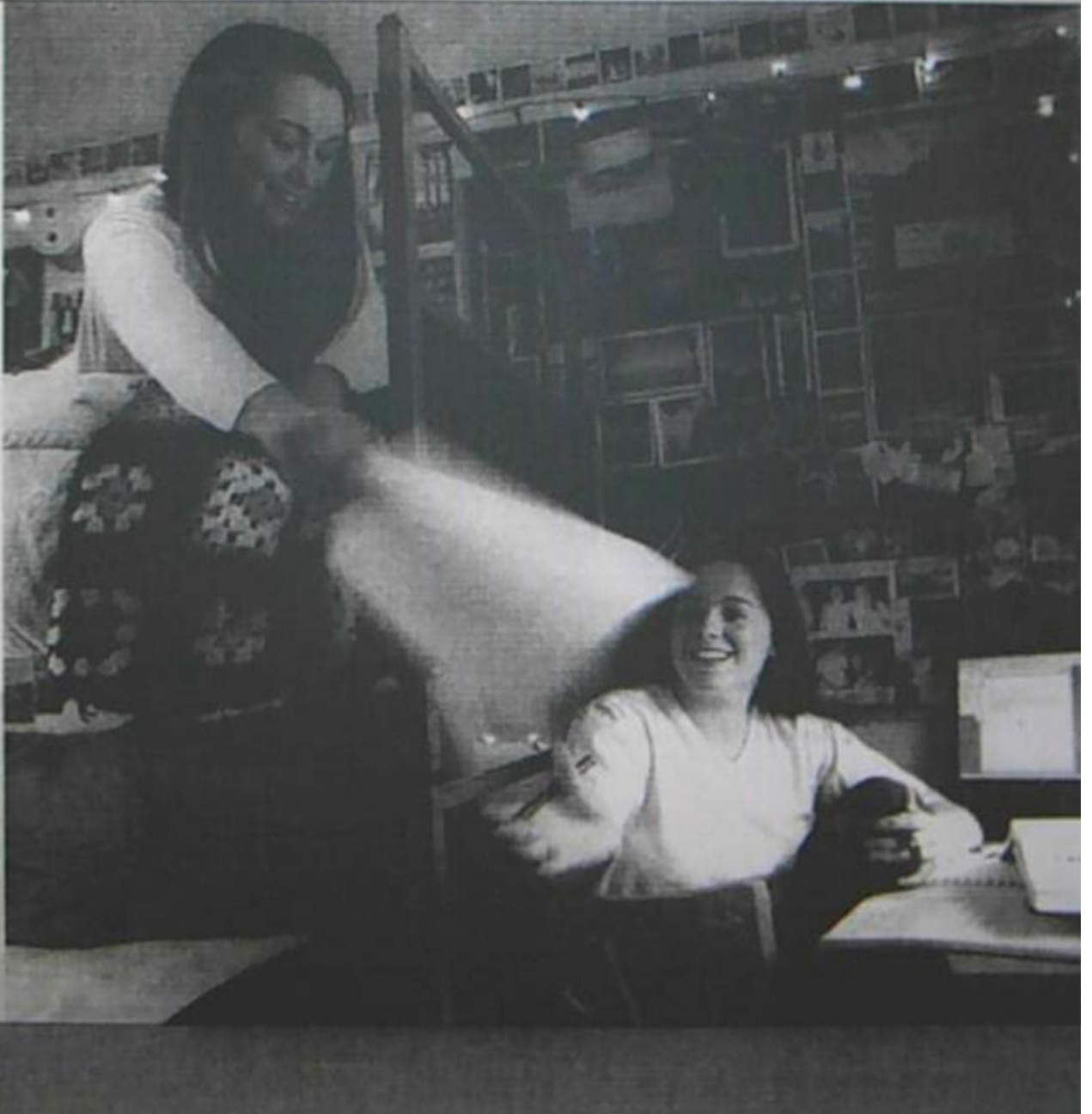
Colleges and Universities in the U.S.

In the United States, the words **college** and **university** both mean a four-year school after high school that gives academic degrees. However, a college can also be a two-year school where students take basic courses. Many two-year schools are public community colleges; they give associate degrees.



Connecting to the Topic

- 1 These college students live together in a dormitory. What do you see in the photo?
- 2 What is good about living like this? What is bad?
- 3 How and where do university students you know live?





1 Prelisting Questions Discuss these questions in small groups.

1. Look at the picture. Describe what's happening. What are the women probably talking about?
2. What questions do you usually ask a person you are meeting for the first time?
3. When you are talking with people, how do you show that you are interested in what they are saying? For example, what do you say? What body language do you use?
4. What are some ways of asking for directions in English?



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

Sentences

- D 1. I'm going to sign up for an exercise class at the gym.
- C 2. She's planning to major in art at the University of Washington.
- B 3. I don't like classical music, but I am really into jazz.
- A 4. You have to get a good education if you want to get ahead in life.
- E 5. She has a successful career as a fashion designer.

Definitions

- a. to succeed
- b. to like or to love (*slang*¹)
- c. to focus or specialize in a particular subject at a university
- d. to register or to join
- e. a profession or a job

Listen



3 Comprehension Questions Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. Where are the women going? Why?
2. Who is Nancy? What does she do?
3. Who is Mari? Where is she from?
4. How did Mari learn to speak English?
5. Why does Mari need to take an English course?
6. What does Mari want to major in?

¹ *Slang* means very informal words and expressions that are used only in casual situations.

Stress



In spoken English, important words that carry information, such as nouns, verbs, and adjectives, are usually stressed. This means they are

- higher
- louder
- spoken more clearly

than other (unstressed) words. Stress is an important part of correct pronunciation. Listen to this example:

Good **luck** on the **placement** exam.

In this example, the words *luck* and *placement* are stressed.



4 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 missing stressed words.

Mari: Excuse me. Could you tell me where Kimbell Hall is?

Nancy: Oh, you mean Campbell Hall?

Mari: Oh yeah, right.

Nancy: Do you see that brown building over there?

Mari: Uh, behind the foundation?

Nancy: Yeah, that's it. Come on, Tom going there too. Are you here for the English placement test?

Mari: Yes, I am. How about you?

Nancy: Actually, I'm one of the English teachers here.

Mari: Oh really? Maybe I'll be in your class!

Nancy: It's possible. What's your name?

Mari: Mariko Honda, but most people call me Mari. And you?

Nancy: I'm Nancy Anderson. So, where are you from?

Mari: Japan.

Nancy: Aha. And, uh, how long have you been here?

Mari: Just four weeks.

Nancy: Really? But your English sounds great!

Mari: Thanks. That's because my family used to come here every summer to visit my grandmother when I was little. I can speak pretty well.

Nancy: Mmm-hmm.

Mari: But now I want to go to college here, so I need to improve my skills, especially writing. Yeah, so, uh, that's why I signed up for this English program.

Nancy: I see. Uh, what do you want to major in?

Mari: International business. My father has an import-export company, and he does a lot of business here in the States.

Nancy: Oh, I see.

Mari: And I also want to take art classes, because I'm really into art.

Nancy: Art and business. Wow. That's an interesting combination. But can't you study those things in Japan?

Mari: Well, sure, but you have to speak good English these days to get ahead in business. It's better for my career if I go to college here.

Nancy: Well, here's Campbell Hall. Good luck on the placement exam. It was nice meeting you, Mari.

Mari: Thanks. You too.

Nancy: See you later.

Mari: Bye-bye.

Check your answers using the listening script on page 263. Then read the conversation with a partner. Pronounce stressed words louder, higher, and more clearly than unstressed words.

Reductions



In spoken English, words that are not stressed are often shortened, or reduced. For example, we write: "Could you tell me where Campbell Hall is?" But we say, "Cudja tell me where Campbell Hall is?" Listen to the difference:

Unreduced Pronunciation

could you

Reduced Pronunciation

cudja

Reduced forms are a natural part of spoken English. They are not slang. However, reduced forms are not acceptable spellings in written English.



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

Unreduced Pronunciation

1. Could you tell me where Kimbell Hall is?
2. Oh, you mean Campbell Hall?
3. How about you?
4. What's your name?
5. My family used to come here every summer.
6. I want to go to college here.
7. What do you want to major in?
8. You have to speak good English these days to get ahead in business.

Reduced Pronunciation

- Cudja tell me where Kimbell Hall is?
- Oh, y'mean Campbell Hall?
- How boutchu?
- Whatcher name?
- My family yoosta come here every summer.
- I wanna go ta college here.
- Whaddaya wanna major in?
- You hafta speak good English these days ta get ahead in business.



6 Listening for Reductions Listen to the following conversation between an international student and a school office assistant. You'll hear the reduced pronunciation of some words. Write the unreduced forms of the missing words in the blanks.

- A: Could you help me, please? I used to be a student at this school.
- B: Oh yeah, I remember you. How are you?
- A: Fine, thanks.
- B: Can I help you with something?
- A: Yes, I want to get an application for the TOEFL® test.
- B: You mean the international TOEFL® iBT? Let's see. They used to be here on this shelf. It looks like they're all gone. I'm sorry, you'll have to wait until they come in next week.
- A: How about sending me one when they come in?
- B: No problem. What's your name and address?

Check your answers in the listening script on page 263. Then read the conversation with a partner. Try to use reduced forms.

After You Listen

7 Reviewing Vocabulary Discuss your answers to the following questions with a partner. Use the underlined vocabulary in your answers.

1. If you are a college or university student, what is your major, or what subject do you plan to major in?
2. If you are working, what is your career, or what career would you like to have in the future?
3. Is it important for you to know English if you want to get ahead in your career? Why or why not?
4. Are you into art, like Mari? What else are you into?
5. Why did you sign up for this English course? Are you going to sign up for another English course after this one?

Using Language Functions

SHOWING INTEREST

English speakers show that they are interested and paying attention by

- making eye contact,
- nodding their heads, and
- using specific words and expressions for showing interest. For example:

Really?

Yeah?

I see.

And?

Oh?

Oh yeah?

Mmmm-hmm.

Oh no!



1 Prelistening Questions Discuss these questions in small groups.

1. Look at the picture. Describe what's happening. What are the women probably talking about?
2. What questions do you usually ask a person you are meeting for the first time?
3. When you are talking with people, how do you show that you are interested in what they are saying? For example, what do you say? What body language do you use?
4. What are some ways of asking for directions in English?



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

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3 Comprehension Questions Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.

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4. How did Mari learn to speak English?
5. Why does Mari need to take an English course?
6. What does Mari want to major in?

Part 2

Lecture: Undergraduate Courses in North America

Before You Listen

Mari goes to an orientation meeting given by the academic advisor in her English language program. At the meeting, the advisor gives some information about typical undergraduate courses in the United States and Canada.



* An academic advisor



Culture Note

Degrees in Most North American Universities

- B.A. or B.S. (Bachelor of Arts/Science): after four years of study
- M.A. or M.S. (Master of Arts/Science): after two additional years
- Ph.D. (Doctor of Philosophy): after two or more additional years

Students who are studying for a B.A. or B.S. are called undergraduates, or "undergrads." Those studying for an M.A. or a Ph.D. are called graduate, or "grad," students.

1 Prelisting Quiz How much do you know about typical university courses in the United States and Canada? Take this short quiz and find out. Write *T* if you think a statement is true and *F* if you think it is false. Then discuss your responses with your classmates. When you listen to the lecture, you will learn the correct answers.

1. T Some undergraduate lecture classes may have 300 students in them.
2. F Courses at American and Canadian universities are taught only by professors.
3. F The information in lectures is the same as the information in textbooks, so attending lectures is usually not necessary.
4. F Your homework will always be read and corrected by your professor.
5. F A discussion section is a class where students meet informally to help each other with their coursework.
6. F The ability to write well is not very important for undergraduates.
7. F Only graduate students are required to do research.
8. T If you cheat and you are caught, you might have to leave the university.



2 Previewing Vocabulary Listen to the following words and phrases from the lecture. Check (✓) the ones you think you know. Discuss their meanings with a partner. Check the other words and phrases later as you learn them.

Nouns

- ☐ cheating
- ☐ discussion section
- ☐ experiment
- ☐ laboratory ("lab")
- ☐ lecture
- ☐ midterm exam

- ☐ plagiarism
- ☐ quiz
- ☐ requirement
- ☐ teaching assistant
- ☐ term paper

Verbs

- ☐ attend
- ☐ fail a course
- ☐ get kicked out
- ☐ take notes

Listen



3 Note-Taking Pretest Listen to the first half of the lecture and take notes in any way you can. Don't worry about doing it the "right" way this first time. Just do your best. Use your own paper.

Using your notes, choose the best answers to the questions below:

1. Which two topics will the speaker talk about?

<input type="radio"/> A types of courses	<input type="radio"/> C course requirements
<input type="radio"/> B academic advising	<input type="radio"/> D student government
2. Which of the following is *not* a type of university course?

<input type="radio"/> A lecture	<input type="radio"/> C advising
<input type="radio"/> B lab	<input type="radio"/> D discussion section

3. Which two statements are true?

- ☐ A American students use their lecture notes to study for exams.
- ☐ B In undergraduate courses, the professors meet privately with every student.
- ☐ C Discussion sections can have 300 students.
- ☐ D The place where science majors do experiments is called a lab.

Work with one or more classmates and discuss your note-taking experience.

1. Were you able to listen to the lecture and take notes at the same time? If not, do you know why not?
2. Did you try to organize your notes in any way? For example, did you separate the main ideas from the details?
3. Did you write complete sentences? Why or why not?
4. Look at a classmate's notes. How are they similar to yours? Different?

Strategy

Using the Introduction to Predict Lecture Content

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

1. the topic of the lecture
2. a brief summary or list of the main ideas the speaker will talk about

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



4 Taking Notes on the Introduction Listen to the lecture introduction again and fill in the blanks.

Topic of the lecture: University system in North America

Main ideas that the speaker will discuss: + 3 types of university courses
+ course requirement

Strategy

Three Keys to Writing Effective Lecture Notes

Indentation *Indent* means "move your text to the right." Indent to show the relationship between main ideas and specific details. Write main ideas next to the left margin. Indent about one-half inch (about 1.5 cm) as information becomes more specific. Most of the time your notes will have three or four levels of indentation.

Example

Main Idea

Detail

More Specific Detail

Key Words When you take notes, do not write every word. Taking notes is not like writing a dictation. Write only the most important, or "key," words. Key words are usually nouns, verbs, adjectives, and adverbs.

Abbreviations and Symbols You can save time if you abbreviate (shorten) words and use symbols as much as possible. For example, write ↑ instead of "increase," or "go up." Look at the list of common abbreviations and symbols in the appendix on page 262. You can also create your own abbreviations and symbols as you take notes.



5 Identifying the Three Keys to Taking Effective Lecture Notes

Following are sample notes for the first part of the lecture. Look at the notes as you listen again. Notice how the writer used indentation, key words, abbreviations, and symbols.

Sept. 20, 2008

Topic: University System in US & Canada

3 Types of Univ. Courses (undergrad)

1. Lecture course: Prof. talks. Sts. take notes.
 - a. Important to take notes because
 - info in lec. ≠ info in books
 - exam q's based on lecs
 - b. Sts. listen to lecs. 4-6 hrs/wk. per course
 - c. Lecs. in large rooms cuz class size = 200+ students

2. Discussion section
 - a. smaller: 20-30 sts.
 - b. meets 2-3 hrs/wk.
 - c. ask q's, go over HW
 - d. taught by TA (not prof)
3. Lab
 - a. for science majors
 - b. do experiments



6 Indenting Following are notes for the second part of the lecture. However, the information is not indented correctly. Listen and rewrite the notes to show the relationship between main ideas and details. Use your own paper.

Course Requirements

tests or exams

midterm (in the middle of the course)

final (a big exam at the end of the course)

quizzes (small tests from time to time)

term paper = a large writing project

steps

choose a topic

do research in the library or on the Internet

use notes to write the paper in your own words

5-25 pgs. long

plagiarism

plag. = cheating

def.: copying

punishment

fail a course

get kicked out of univ.

Course Requirements

tests/exams

midterm (middle of course)

final (big exam at end
of course)

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term paper = large writing project

steps: 1) Choose topic

2) do research (library
or
internet)

3) use note to write paper
& own words
& 5-25 pgs. long

& no plagiarism
(= cheating)
or copying
punishment
fail course
kicked out

After You Listen



7 Reviewing Vocabulary Work in small groups. Look back at the vocabulary list in Activity 2 on page 11. Quiz each other on the terms and their meanings.

Strategy

Graphic Organizer: Venn Diagram

A Venn diagram can help you compare two topics. With a Venn diagram, you can see how the topics are different and how they are similar.



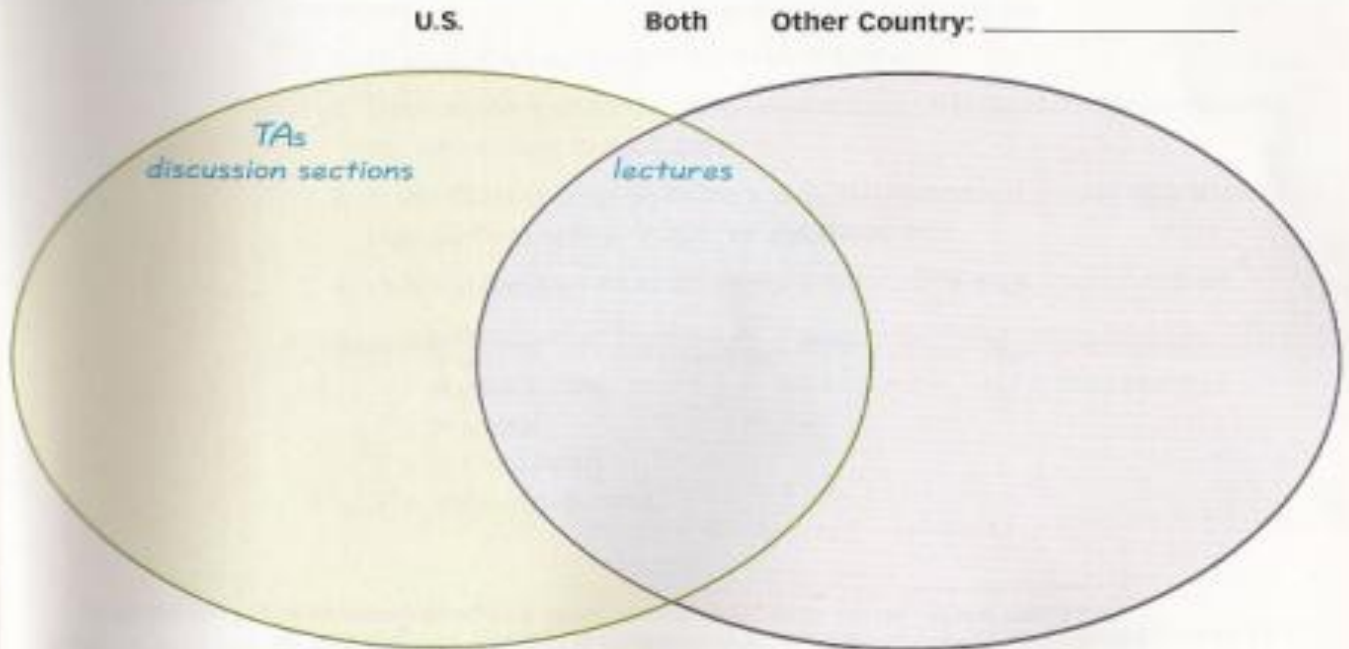
8 Discussing the Lecture Compare the U.S. university system with systems in other countries that you know about. Take notes in the following Venn diagram.

Topics to discuss:

- types of university courses
- who teaches university courses
- class sizes
- course requirements for different majors
- types of exams
- punishment for plagiarism

Example

At universities in Italy, all the classes are lectures. We don't have discussion sections like they do in the U.S. and we don't have TAs...





On the Spot!

9 What Would You Do? Read the situation. Then discuss the questions below in small groups.

Situation

Last year you took a U.S. history course. One of the course requirements was a ten-page term paper. You worked hard on your paper and received an A.

This year a close friend of yours is taking the same class. Your friend is a good student, but recently her mother has been sick, and she has been busy taking care of a younger brother and sister.

Your friend comes to you and asks to copy your research paper from last year. She is sure the professor will not remember your paper because there are always so many students in the class.

1. Would you allow your friend to copy your paper in this situation? Why or why not?
2. Would your decision be different if your friend's mother were not sick?
3. Would your decision be different if you thought your friend might get caught?
4. Has a friend ever asked to copy from you? What did you do?
5. Have you ever asked a friend if you could copy a paper? Why? How did you feel about it?
6. If a person cheats in school, do you think this person will also cheat in other areas of life? Why or why not?

Getting Meaning from Context

TOEFL® iBT

Focus on Testing

When you listen to people talking in English, it is probably hard to understand all the words. However, you can usually get a general idea of what they are saying. How? By using **clues** that help you to guess. These clues include:

- words
- synonyms and paraphrases
- transitions
- stressed words
- intonation
- a speaker's tone of voice
- your knowledge of the culture, speakers, or situation

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 conversation skills, and provide a foundation for success on a variety of standardized tests.



Using Context Clues The following conversations take place on a college campus.

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. Discuss them with your teacher and classmates.
4. Listen to the last part of each conversation to hear the correct answer.

Answers

1. ☐ A in a bookstore
- ☐ B in a library
- ☐ C in a laboratory
- ☐ D in an English class

Clues

term paper, books, checked out

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Answers	Clues
2. <input type="radio"/> A a chemist <input type="radio"/> B a secretary <input type="radio"/> C a roommate <input type="radio"/> D a TA	
3. <input type="radio"/> A chemistry <input type="radio"/> B history <input type="radio"/> C German <input type="radio"/> D business	
4. <input type="radio"/> A failed an exam <input type="radio"/> B was late to class <input type="radio"/> C plagiarized a term paper <input type="radio"/> D forgot to do a homework assignment	

Focused Listening



GETTING MEANING FROM INTONATION

Meaning comes not only from words but also from the way English speakers use their voices. For example, listen to the sentence "I got 75 percent on the test" spoken in three different ways. Circle the speaker's feeling in each case:

1. a. sad b. happy c. angry d. disappointed
2. a. sad b. happy c. angry d. disappointed
3. a. sad b. happy c. angry d. disappointed

The *tone* (feeling) and direction of a speaker's voice (rising or falling *intonation*) can be important clues to meaning.



1 **Listening for Intonation Clues** In the items that follow, you will hear two conversations. Each of them is spoken in two ways. Use the differences in intonation and tone to decide what the speakers are feeling.

- 1A. ☐ A excited
☐ B uninterested
☐ C angry
- 1B. ☐ A excited
☐ B uninterested
☐ C angry
- 2A. ☐ A excited
☐ B worried
☐ C bored
- 2B. ☐ A happy
☐ B worried
☐ C bored



2 Using Intonation to Express Feelings Work with a partner. Choose one of the sentences below.

1. You left the groceries at the supermarket.
2. You put my car keys in the refrigerator.

Read your sentence to your partner in four different ways. Your partner will say which feeling you are trying to express each time.

- a. angry
- b. surprised
- c. amused
- d. bored

Now write your own sentence. Say it to your partner in different ways. Your partner will guess which feeling you are trying to express.

Using Language Functions

MAKING, ACCEPTING, AND REFUSING INVITATIONS

Read Ron and Jeff's conversation. How does Ron invite Jeff to watch the football game at Ali's house? What does Jeff say to accept or refuse Ron's invitation?



- Jeff:** Hello?
Ron: Jeff? Uh, this is Ron, you know, from your history class?
Jeff: Oh, hi.
Ron: Listen, I was wondering . . . um, were you planning to go to Ali's house on Sunday to watch football?
Jeff: Hmm. I haven't really thought about it yet.
Ron: Well, would you like to go?
Jeff: You mean, with you?
Ron: Yeah.
Jeff: Well, sure, Ron, I'd love to go.
OR: Well thanks, Ron, but I just remembered that I'm busy that night.



3 Making, Accepting, and Refusing Invitations Work with a partner. Complete this chart with expressions from the conversation. Add other expressions that you know.

Language Tip

To refuse the invitation, Jeff does not just say, "No, thank you." Instead, he gives a reason for refusing. This kind of reason (which may or may not be true) is called an **excuse**, and refusing an invitation this way is called **making (or giving) an excuse**.

Inviting	Accepting	Refusing (with an Excuse)
would you like to go hiking	I'd love to go	Thanks, but I'm busy



4 Role-Play: Making, Accepting, and Refusing Invitations Work with a partner. Write a short (2–3 minutes) conversation about one of the following situations. Practice your conversation several times. Then perform it for the class without reading.

1. Speaker A invites Speaker B to a foreign-language film. Speaker B accepts or refuses.
2. Speaker A invites Speaker B to Speaker A's parents' house. Speaker B accepts or refuses.
3. Speaker A invites Speaker B to dinner at an expensive restaurant to celebrate Speaker B's birthday. Speaker B accepts or refuses.

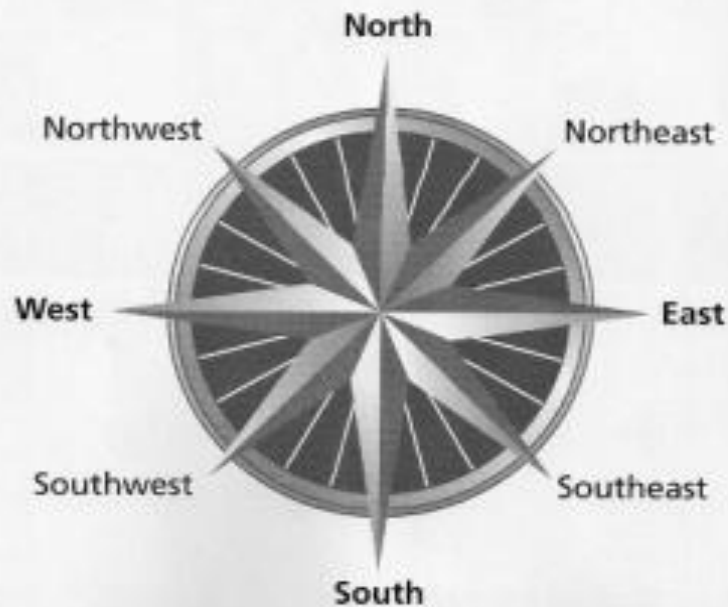
Now make a *real* invitation and see if your partner accepts or rejects it.

Part 4 Real-World Task: Reading a Map

Before You Listen

1 Reviewing Compass Points Study the picture of the compass. With your teacher, practice saying the names of the compass points: north, south, east, west, northeast, northwest, southeast, southwest.

Stand up and face north. The teacher will select one student to call out directions. As you hear each direction, turn and face that way. Repeat with other students calling out the directions.



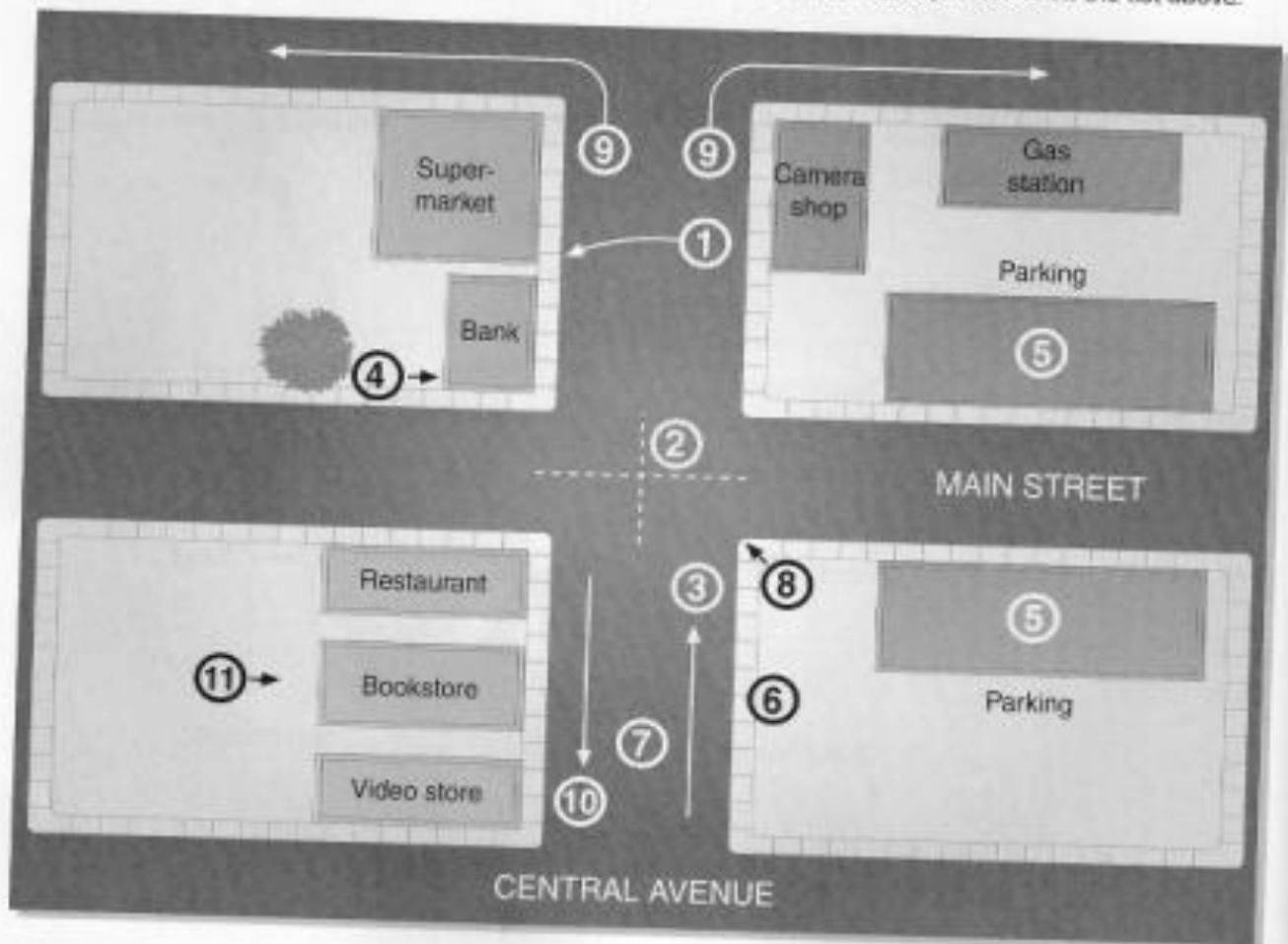
Listen



2 Expressions of Location Following are expressions for describing locations. Listen and repeat each expression after the speaker.

- Bank
- on the (northwest, southeast, etc.) corner (of Central and Main)
 - at the intersection (of Central and Main)
 - beside/next to (the bank)
 - across the street from/opposite (the camera shop)
 - on both sides of the street
 - in the middle of the block
 - around the corner (from the camera shop, the supermarket, etc.)
 - down the street (from the restaurant)
 - in the middle of the street
 - up the street (from the video store)
 - between (the restaurant and the video store)

Write the numbers from the map next to the matching expressions on the list above.



Language Tip

The prepositions *in*, *on*, and *at* can be confusing. Look at these examples:

Examples

I live on Olympic Street.
The school is at 3204 Glendon Avenue.
Harvard University is in Cambridge.
It is in Massachusetts.
It is in the United States.

Hints

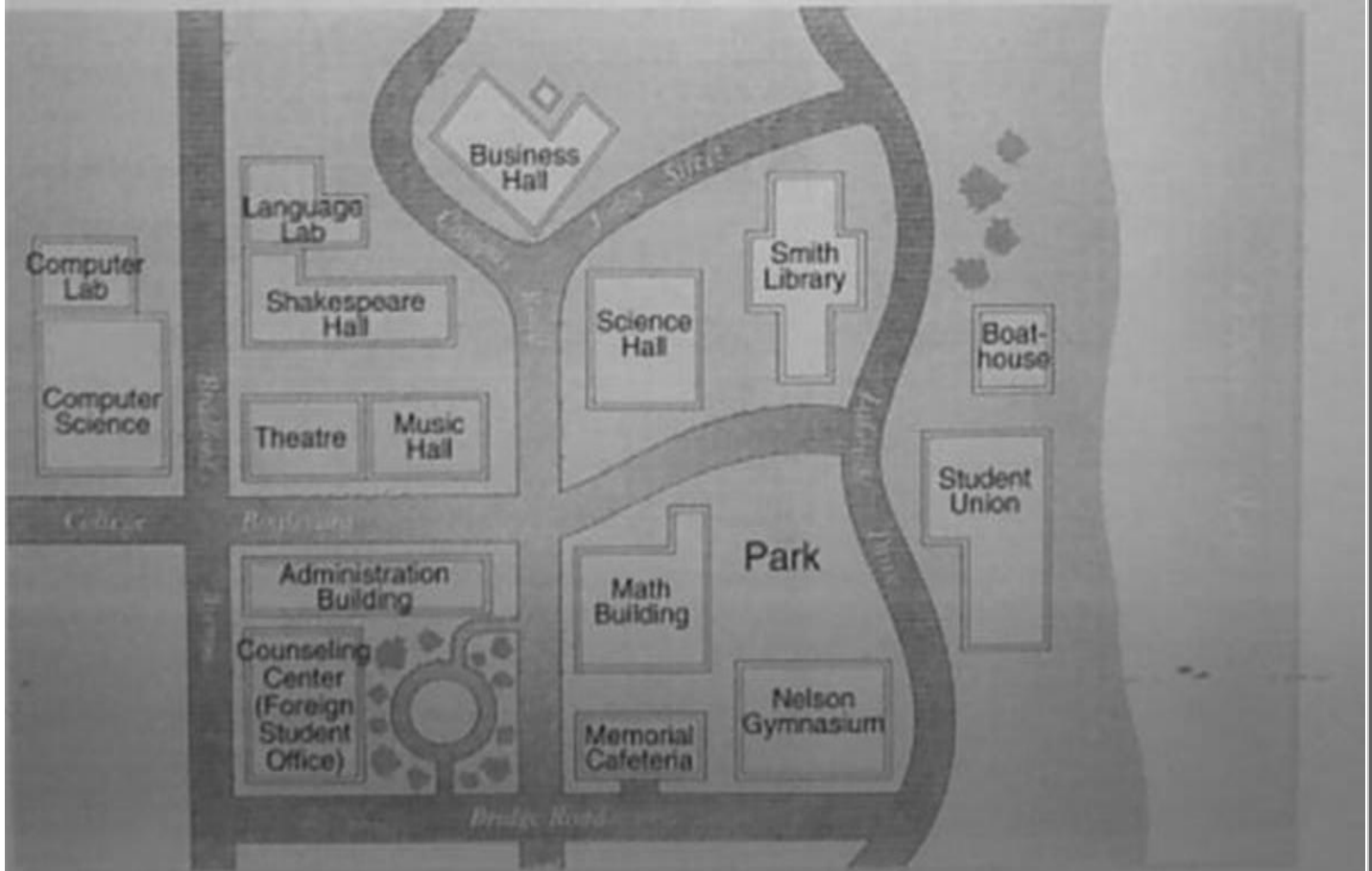
on + street
at + address
in + city, state, country



3 Expressions of Location in Context Study the following map of a college campus. Read the names of the buildings and streets. Then listen to statements about the map. Write *T* if a statement is true and *F* if it is false, based on the map. You will hear each statement twice.

1. F
2. T
3. T
4. F

5. T
6. T
7. T
8. F





4 Using Expressions of Location Write five true or false statements about the map. Use a different expression from Activity 2 on page 22 in each statement. Then read your statements to one or more classmates. Your classmates will say if your statements are true or false.

1. The music hall is beside the theatre.
2. The student union is across the street from the park.
3. The Math Building is around the corner from Memorial Cafeteria.
4. The Language Lab is up the street from the Theatre.
5. Shakespeare Hall is between the Theatre and the Language Lab.



5 Describing Map Locations Work in pairs to ask and answer questions about locations. Student A should look at the map on page 244. Student B should look on page 252.



▲ College student using a campus map

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- | | |
|---|---|
| <input type="checkbox"/> career | <input type="checkbox"/> midterm exam |
| <input type="checkbox"/> cheating | <input type="checkbox"/> plagiarism |
| <input type="checkbox"/> discussion section | <input type="checkbox"/> quiz |
| <input type="checkbox"/> experiment | <input type="checkbox"/> requirement |
| <input type="checkbox"/> laboratory ("lab") | <input type="checkbox"/> teaching assistant |
| <input type="checkbox"/> lecture | <input type="checkbox"/> term paper |

Verbs

- ☐ attend
- ☐ be into
- ☐ fail a course
- ☐ get ahead
- ☐ get kicked out
- ☐ major in
- ☐ sign up
- ☐ take notes

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

	Very well	Fairly well	Not very well
I can hear and use stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about university life in different countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about important events in my life.	<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 guess meanings from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use intonation to express different feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make and respond to invitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read a map and describe locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write what you learned and what you liked in this chapter.

In this chapter,

I learned _____

I liked _____

City Life

In This Chapter

Conversation:	Finding a Place to Live
Lecture:	Neighborhood Watch Meeting
Getting Meaning from Context:	Conversations in an Apartment Building
Real-World Task:	Following Directions

“ I love cities. I love neighborhoods and the ways in which they interact with each other . . .
I love the long gradual shifts in culture they contain.
I love the fact that they work at all. ”

—Jason Sutter, U.S. blogger (1976–)

Connecting to the Topic

- 1 Describe the neighborhood you see in the foreground of the photo.
- 2 How is your neighborhood different from this neighborhood?
- 3 What are some different kinds of places to live? Name seven.



Part 1

Conversation: Finding a Place to Live

Before You Listen

The following telephone conversation is about an advertisement ("ad") for a roommate to share a house.

Roommate wanted to share 5-bdr. house near campus w/3 working people. Furnished room, private bath, kitchen-priv. backyard. \$800/month + util. Call Nancy at 555-5949.



Culture Note

Student Housing Offices

In North America, most universities have housing offices. Students looking for places to live and people who are looking for **roommates** can advertise in these offices. It is quite common for students to move into a **dormitory**, house, or apartment with people they have not met before.



1 Prelistening Questions Discuss these questions in small groups.

1. Look at the picture. Where is Mari? Why do you think she is there?
2. If Mari calls about the ad, what questions will she probably ask? What questions will the owner of the house probably ask her?
3. Where are you living now? Do you have roommates? How did you find each other?



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

Sentences

1. B My roommate Sarah is a real slob.
2. E Sarah never lifts a finger to clean up after herself.
3. D It really bugs me that I have to do all the housework myself.
4. F A: Are you going to Nadia's party tonight?
B: No, I can't make it. I have to study.
5. A A: Do you want to go out to dinner?
B: Thanks, but I can't leave the house because my sister is going to come by around six o'clock.
6. C A: Where is the language lab?
B: Go upstairs. It's the first door on your right. You can't miss it.

Definitions

- a. to stop somewhere for a short visit
- b. a messy person (*slang*)
- c. to be able to see (something) easily
- d. to irritate, annoy, bother (*slang*)
- e. to help with work
- f. to come or go (to a particular event)

Listen



3 Comprehension Questions Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. Who are the speakers?
2. What is the student calling about?
3. Where does the student live now? What is the problem there?
4. Who lives in the house that the student is asking about?
5. How is the neighborhood?
6. At the end of the conversation, what do the speakers agree to do?



4 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 missing stressed words.

Nancy: Hello?

Mari: May I speak to Nancy, please?

Nancy: Speaking.

Mari: Uh hi, uh, my name is Mari, and I'm calling about the room for rent. I saw your ad at the campus housing office.

Nancy: Oh, right. OK, uh, are you a student?

Mari: Well, right now I'm just studying English, but I'm planning to start college full-time in March.

Nancy: I see. Where are you living now?

Mari: I've been living in a house with some other students, but I don't like it there.

Nancy: Why? What's the problem?

Mari: Well, first of all, it's really noisy, and it's not very clean. The other people in the house are real slobs. I mean they never lift a finger to clean up after themselves. It really bugs me! I need a place that's cleaner and more private.

Nancy: Well, it's really quiet here. We're not home very much.

Mari: What do you do?

Nancy: I teach English at the college.

Mari: Wait a minute! Didn't we meet yesterday at the placement exam?

Nancy: Oh... you're the girl from Japan! What was your name again?

Mari: Mari.

Nancy: Right. What a small world!

Mari: It really is. By the way, who else lives in the house? The ad said there are three people.

Nancy: Well, besides me there's my cousin and a part-time student. Uh, are you OK with having roommates?

Mari: Sure, as long as they're clean and not too noisy.

Nancy: Don't worry. They're both easy to live with.

Mari: OK. Um, is the neighborhood safe?

Nancy: Oh sure. We haven't had any problems, and you can walk to school from here.

Mari: Well, it sounds really nice. When can I come by and see it?

Nancy: Can you make it this evening around five?

Mari: Yeah, five o'clock is good. What's the address?

Nancy: It's 3475 Hayworth Avenue. Do you know where that is?

Mari: No, I don't.

Nancy: OK. From University Village you go seven blocks east on Olympic Avenue. At the intersection of Olympic and Alfred, there's a stoplight. Turn left and go up one and a half blocks. Our house is in the middle of the block on the left.

Mari: That sounds easy.

Nancy: Yeah, you can't miss it. Listen, I've got to go. Someone's at the door. See you this evening.

Mari: OK, see you later. Bye.

Nancy: Bye-bye.

Check your answers in the listening script on page 267. Then read the conversation with a partner. Pronounce stressed words louder, higher, and more clearly than unstressed words.

Language Tip

Many students of English have difficulty with the phrase *by the way*. Speakers use this phrase to introduce a new topic in a discussion or conversation.

For example, in the conversation you heard:

Nancy: Oh . . . you're the girl from Japan! What was your name again?

Mari: Mari.

Nancy: Right. What a small world!

Mari: It really is. By the way, who else lives in the house? The ad said there are three people.

At first, Mari and Nancy are speaking about their meeting at the placement test the day before. Mari says "by the way" because she wants to interrupt this topic to introduce another topic.

Reductions



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

Unreduced Pronunciation

1. Where are you living now?
2. What do you do?
3. You can walk to school from here.
4. When can I come by and see it?
5. Can you make it this evening around five?
6. Do you know where that is?
7. I've got to go.¹

Reduced Pronunciation

- Where're ya living now?
- Whaddaya do?
- Ya kin walk ta school from here.
- When kin I come by 'n see it?
- Kinya make it this evening around five?
- D'ya know where that is?
- I've gotta go.

¹ *I've got to* means "I must" or "I have to."



6 Listening for Reductions Listen to the following conversations. You'll hear the reduced pronunciation of some words. Write the unreduced forms of the missing words in the blanks.

Conversation 1

Mari: Hey Yolanda, _____ going?

Yolanda: I _____ get a present for Nancy. It's her birthday, _____ know.

Mari: Yeah, I know. _____ think I should get her?

Yolanda: Well, she likes ice-skating. _____ some skates?

Conversation 2

Nancy: _____ like my new haircut, Mari?

Mari: It's great! Who's your hairstylist?

Nancy: Her name's Lusie.

Mari: _____ give me her phone number?

Nancy: Sure, but she's always very busy. _____ try calling her, but she might not be able _____ see _____ until next month.

Conversation 3

Andrew: _____ do tonight, Richard?

Richard: Nothing special. I've _____ stay home _____ correct my students' compositions.

Check your answers in the listening script on page 267. Then read the conversation with a partner. Try to use reduced forms.



After You Listen

7 Reviewing Vocabulary With a partner, read the beginning of the following phone conversation. Then complete the conversation. Try to use all the words and phrases in the box. Perform your conversation in front of the class.

Noun

slob

Verbs

come by

bug

Expressions

can't miss

make it

never lifts a finger

Speaker 1: Hello?

Speaker 2: Hi _____ [name of partner]. This is _____
[your name].

Speaker 1: Oh hi! How are you?

Speaker 2: Well, I got a new roommate last week.

Speaker 1: Really? How is [he or she]?

Speaker 2: Terrible! . . .

Using Language Functions

OPENING A PHONE CONVERSATION

Reread the beginning of the phone conversation between Mari and Nancy in Activity 4 on page 30. Phone conversations between strangers often begin similarly. Typically, they contain these functions and expressions:

Function	Expressions
<ul style="list-style-type: none"> A caller asks to speak to a person 	Can/Could/May I please speak to _____? Is _____ there? I'd like to speak to _____.
<ul style="list-style-type: none"> The person that the caller asked for identifies himself or herself. 	Speaking. This is he/she. This is _____.
<ul style="list-style-type: none"> The caller identifies himself or herself. 	My name is _____ [used by strangers talking for the first time] This is _____ [used when people know each other]
<ul style="list-style-type: none"> The caller gives a reason for calling. 	I'm calling about . . . I'm calling because . . . Let me tell you why I called.

CLOSING A PHONE CONVERSATION

Reread the end of the phone conversation between Mari and Nancy. It has these typical elements:

Functions	Expressions
■ One speaker signals that the conversation is finished.	I've got to go.
■ The other speaker uses a closing expression	See you later. Bye.
■ The first speaker uses a closing expression.	Bye.
■ Here are some other expressions that signal that you want to end the conversation:	Well, thanks for the information. It was nice talking to you. Thanks for calling. I'll be in touch (with you).



8 Role-Play Work with a partner. Role-play phone conversations. Be sure to use the expressions for opening and closing a phone conversation. Student A should look at page 245. Student B should look at page 253.



9 Telephone Game For this activity your teacher will divide you into groups of five or six. Each person in the group will receive a number from 1 to 5 (or 6).

1. Exchange phone numbers with the people in your group.
2. Your teacher will give a "secret" message to each person who got number 1.
3. This evening, person 1 will call person 2 in your group and give him or her the message. Person 2 will call person 3, and so on until everyone is called.
4. The next day, person 5 (or 6) from each group will repeat the message in class. See if the message changed as it passed from person to person.

Remember: When you call your classmate,

- ask for your classmate by name,
- identify yourself,
- say why you are calling,
- give the message,
- use correct expressions for ending the conversation.

Part 2

Lecture: Neighborhood Watch Meeting

Before You Listen

Last week there was a burglary in Nancy's neighborhood. The people on her street decided to form a Neighborhood Watch. This is their first meeting. A police officer is speaking about ways to prevent crime.

Culture Note

In many American cities, neighbors join together to form a **Neighborhood Watch**. They agree to work together to stop crimes in their area. They watch out for unusual activity in their neighborhood. If they see anything suspicious, they call the police.

At the first Neighborhood Watch meeting, a police officer usually comes to speak to the neighbors about crime prevention.

NATIONAL NEIGHBORHOOD WATCH PROGRAM



← Neighborhood Watch signs



1 Prelisting Discussion Discuss these questions in small groups.

1. Look up the meaning of the following word pairs: neighbor/neighborhood; burglar/burglary; robber/robbery; crime (uncountable)/crimes (countable); thief/theft.
2. Is there much crime in the area where you live? What kind? Do you feel safe in your area?
3. Does your area have something like a Neighborhood Watch? Do you think it would be a good idea? Why or why not?
4. What are some things you can do to protect yourself and your home against crime?



2 Previewing Vocabulary Listen to these words and phrases from the lecture. Check (✓) the ones you think you know. Discuss their meanings with a partner. Check the other words and phrases later as you learn them.

Nouns

- ☐ alarm
- ☐ break-in
- ☐ deadbolt
- ☐ decal
- ☐ device
- ☐ front/back (of)
- ☐ license
- ☐ right
- ☐ (car) theft
- ☐ timer
- ☐ valuables

Verbs

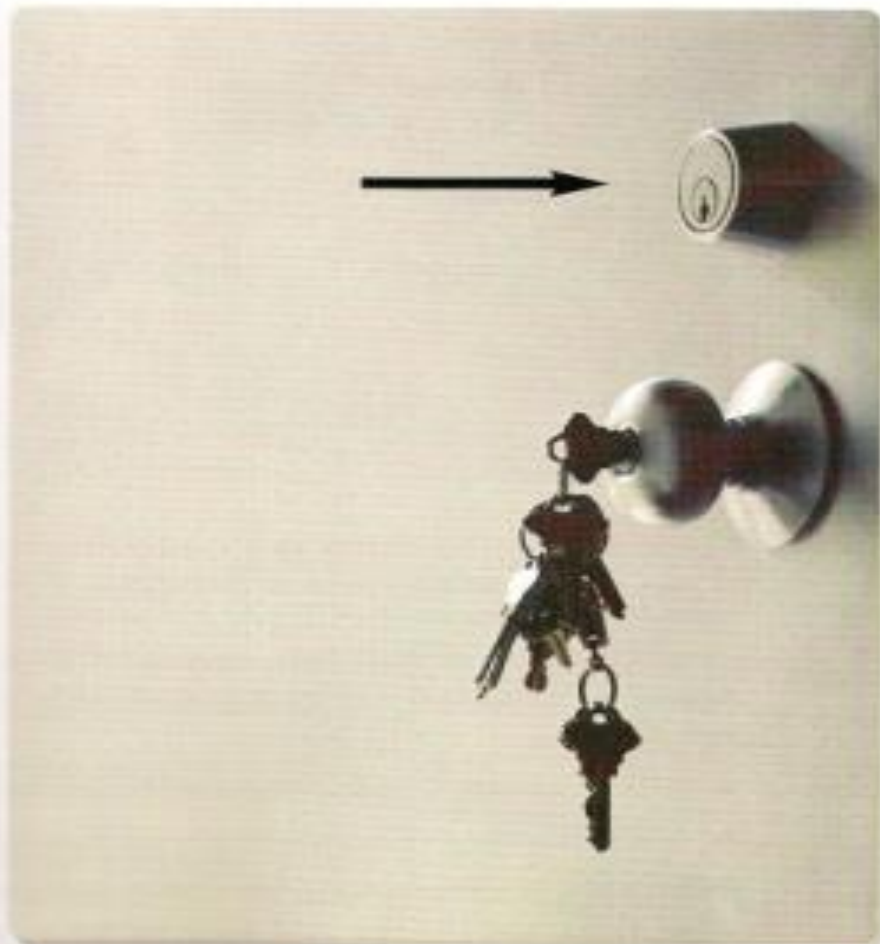
- ☐ break into
- ☐ prevent

Adjective

- ☐ violent

Expression

- ☐ get into the habit



* A deadbolt lock

Listen

Strategy

Taking Notes on Statistics

Statistics are numbers that give facts about a situation. Often, statistics are expressed as a percentage or fraction; for example, "Thirty percent of the students in our class are men" or "People spend about one-fourth of their salaries on rent." Statistics are very common in lectures. When people talk about statistics, the following terms appear frequently:

Nouns

- 2 percent
- number
- half
- third
- quarter

Other phrases

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

Verbs

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



* About 66 percent of the people in this photo are women.

3 Abbreviating Statistics Write abbreviations or symbols next to the items in the chart above. If you don't know the abbreviation or symbol for an item, create one.



4 Taking Notes on Statistics Listen to sentences from the lecture. Use abbreviations and symbols from the chart to take notes. You will hear each sentence twice.

1. _____
2. _____
3. _____

Exchange notes with a partner. Try to repeat the sentences you heard by using your partner's notes.

Strategy

Transitions (Connecting Words)

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

Example

"Tonight I'd like to give you some simple suggestions to make your homes and cars safer. OK? So first of all, let's talk about lights."

"Next, let's talk about lights inside the house."



5 Listening for Transitions Following is a list of transitions from the lecture. Listen to the lecture. When you hear each transition, write the topic or suggestion that follows it.

PART 1

First of all, _____

Next, _____

All right then. The next topic I want to discuss is _____

First of all, _____

Also, _____

PART 2

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

First, _____

The most important thing is _____

Now my last point is _____

The main thing is _____

Also, _____

And one more thing, _____

Answer these questions with your classmates.

1. How many main ideas did the speaker discuss? Which transitions introduced them?
2. Why are some of the transitions indented in the chart above?
3. When you take notes, should you write transitions in your notes? Why or why not?



6 Taking Notes Following are sample notes on the police officer's suggestions. Notice that they do not contain transitions; instead, the relationship among main ideas and details is shown by underlining, indenting, and listing.

Use your notes from Activities 4 and 5 to fill in the missing information. Remember to use abbreviations and symbols. If necessary, listen to the lecture again.

Date: _____

Ways to Prevent Crime

PART 1

Intro:

Very little violent crime in neighborhood. But:

Burglaries ↑:

- Last yr: _____
- This yr: _____

Car theft ↑: _____

How to keep home & auto safe:

1. House lights

- need lights in front and _____
- turn on at _____

2. _____

- bright lights in garage, hallway, apt. door
- fix broken lights
- house or apt. use automatic _____

3 locks

- cheap locks not safe
- every door needs deadbolt
- get special locks for windows
- 50% burglars through windows

PART 2

4 stop car theft

- use garage for car
- put valuables in trunk
- alarms don't stop car theft
- better to have device can be seen, eg. lock on steering wheel

5 neighbors help each other

- Go on vacation - someone watch house
- See someth. unusual, call police
- Put decal (Neighborhood Watch) in front window



After You Listen



7 Discussing the Lecture Discuss the following questions about the lecture and your own experience. Refer to your notes as necessary.

PART 1

1. Has anyone ever broken into your home or your car? If yes, what did the burglars steal?
2. What advice did the police officer give about lights? Do you do these things in your house or apartment?
3. How does an automatic timer work? Do you use timers in your home?
4. What types of locks did the officer recommend? Do you use locks like that?

PART 2

5. According to the officer, how can you prevent car theft? Do you follow these suggestions?
6. What is the officer's opinion about car alarms? What do you think?
7. What is a decal? Where do people often put them? Do you have any?
8. How do people in a Neighborhood Watch help each other? Do you help your neighbors this way?



8 Reviewing Vocabulary Work in small groups. Look back at the vocabulary list in Activity 2 on page 37. Quiz each other on the terms and their meanings.

On the Spot!



9 What Would You Do? Read the situation and discuss the following questions.

Situation

You have come to the United States to study at a university. You have rented a room in the home of a very nice American family. The neighborhood is quiet and pretty, and the house is near your school. You are comfortable and happy in your new home.

One day, while preparing food in the kitchen, you discover a gun inside a cabinet.

Discuss the following questions in small groups.

1. Imagine that you have just discovered the gun. How do you feel?
2. What will you do next? Will you speak to the homeowners about the gun? What will you say?
3. Will you look for another place to live?
4. Imagine that the family with the gun lives next door to you. You have a young child, and this family also has a young child. The two children want to play together. Would you allow your child to play at this house?
5. Do you believe that people have the right to own guns, or should guns be illegal?
6. If a person illegally owns a gun, what should the punishment be?



▲ According to a Police Foundation report, over 35% of American households contain at least one firearm (gun).

Part 3

Strategies for Better Listening and Speaking

Getting Meaning from Context

TOEFL® iBT

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 conversation skills, and provide a foundation for success on a variety of standardized tests. The following conversations take place in an apartment building.

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

Answers

Clues

Questions 1 through 3 are based on a conversation between a man and a woman.

- | | |
|---|--|
| 1. <input type="radio"/> A a neighbor
<input checked="" type="radio"/> B the apartment manager
<input type="radio"/> C Donna's father
<input type="radio"/> D a repairman | |
| 2. <input type="radio"/> A a repairperson
<input type="radio"/> B a painter
<input checked="" type="radio"/> C an exterminator ¹
<input type="radio"/> D a plumber ² | |
| 3. <input type="radio"/> A It's on the third floor.
<input checked="" type="radio"/> B It's in bad condition.
<input type="radio"/> C It's in a good neighborhood.
<input type="radio"/> D It's cheap. | |

Questions 4 and 5 are based on a conversation between two neighbors.

4. ☐ A He thinks it's very funny.
☐ B He's surprised to see Donna.
☐ C He's a little angry.
☒ D He is happy to help Donna.
5. ☐ A He is happy to help Donna.
☐ B He's surprised to see Donna.
☒ C He's annoyed with Donna.
☐ D He's very worried.

Focused Listening

GUESSING RELATIONSHIPS BETWEEN PEOPLE

The way people address each other in North America can give clues about their relationships. For example:

- In very formal situations, it is polite to use the titles "Sir" or "Ma'am" when you are talking to an older person or someone important. With adults you do not know well, it is correct to use a title with the person's last name. For example, "Ms. Adams" or "Dr. Snow."
- On the other hand, two people who are equal in age or position, or who are meeting in a casual situation, usually use each other's first names.
- People in close personal relationships often use "pet" names to address each other. For example:
 - Married people or relatives speaking to children: *honey, dear, sweetheart, darling*
 - Children to parents: *Mom, Mommy, Mama, Dad, Daddy, Papa*
 - Children to grandparents: *Grandma, Granny, Grammy, Grandpa*
 - Friends: *pal, buddy, brother, sister, girl*



1 Listening for Clues to Relationships Between People

1. Work in groups of four, divided into two pairs. Pair A, turn to page 245. Pair B, turn to page 253. Look only at your box and follow the instructions. Study the information in your box for a few minutes before you begin.

Using Language Functions

EXPRESSING FRUSTRATION

Frustration is what people feel when they cannot get what they want, even after many tries. For example, imagine that your neighbor's dog wakes you up every night. You complain to your neighbor many times, but the situation does not improve.

In this situation you would feel *frustrated*.

The underlined idioms in the following sentences mean that a speaker is frustrated. Notice the grammar in each sentence.

- My roommate is a total slob! She never cleans up after herself! I am fed up with her mess!
- Mother (to fighting children): I've had it with your fighting! Go outside right now. I want some quiet in here!
- Student: I've been working on this physics problem for three hours. I'm sick of it!



2 Role-Play Work in pairs to role-play situations in an apartment building. Student A should look at page 246. Student B should look at page 254.

3 Follow-up Discussion Discuss the following questions with your classmates.

1. Do you live in an apartment? If yes, does your building have a manager? What responsibilities does he or she have?
2. In Activity 1, you learned that a person who kills insects is called an exterminator. Below is a list of other professionals who work in houses and apartments. Use a dictionary to find out what each person does. Then tell your group if you have ever called this person to fix a problem in your home. Describe the problem.

architect
cable installer
carpenter
carpet cleaner

electrician
gardener
painter

phone technician
plumber
roofer

3. Tell your classmates about any other problems you have had in your home or with your neighbors. Also, explain what you did to solve the problem(s).

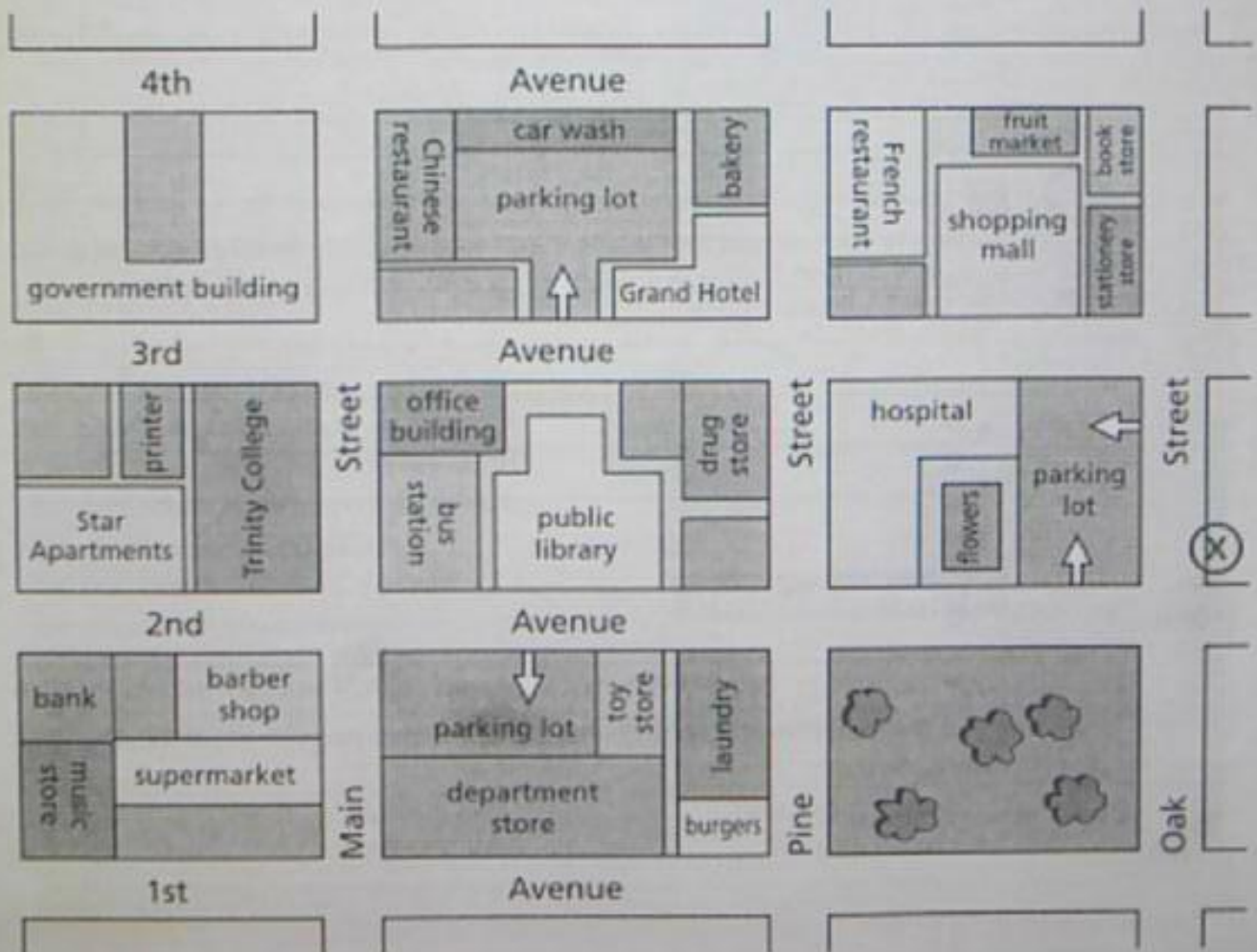
Part 4

Real-World Task: Following Directions

Before You Listen

1 **Prelisting Questions** Look at the map. Imagine that two people are standing at the spot marked with a red X. Speaker A wants to go to the Chinese restaurant.

1. What expressions can Speaker A use to ask for directions?
2. Imagine that you are Speaker B. How would you answer Speaker A?



Listen

REQUESTING AND GIVING DIRECTIONS

Function	Expressions
Use these expressions to request directions.	Excuse me, where is _____? Can/could you tell me where _____ is? How do I get to _____? Do you know where _____ is?
Use these expressions to give directions.	Verbs: go, walk, drive, turn Directions: up/down the street; north, south, east, west; right, left; straight Distance: half a block, one mile, two kilometers Prepositions: on the left/right; on _____ Street;



2 Following Directions You will hear directions based on the map on page 47. Follow the directions on the map. At the end of each item you will hear a question. Write the answer to the question in the space. You will hear each item twice.

1. _____ department store
2. _____ public library
3. _____ supermarket
4. _____ bookstore

After You Listen

SAYING YOU DON'T UNDERSTAND

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

I don't understand.

I'm in the dark.

I'm confused.

I didn't catch that.

I don't get it.

I'm not following you.

I'm lost.



3 Requesting and Giving Directions Work in pairs to request and give directions using maps. Student A should look at page 246. Student B should look at page 254.

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- ☐ alarm
- ☐ break-in
- ☐ deadbolt
- ☐ decal
- ☐ device
- ☐ front/back (of)
- ☐ license
- ☐ right
- ☐ slob
- ☐ (car) theft
- ☐ timer
- ☐ valuables

Verbs

- ☐ break into
- ☐ bug
- ☐ come by
- ☐ prevent

Adjectives

- ☐ violent

Expressions

- ☐ can't miss
- ☐ get into the habit
- ☐ make it
- ☐ never lift a finger

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

	Very well	Fairly well	Not very well
I can hear and use stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make telephone calls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about crime and crime prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on statistics and transitions.	<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 use phrases to express frustration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for and give directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write what you learned and what you liked in this chapter.

In this chapter,

I learned _____

I liked _____

Business and Money

In This Chapter

Conversation:

Lecture:

Getting Meaning from Context:

Real-World Task:

Borrowing Money

Entrepreneurs

Banking Services

Balancing a Checkbook

“If you work just for money, you’ll never make it, but if you love what you’re doing and you always put the customer first, success will be yours.”

—Ray Kroc
U.S. businessman, founder of McDonald’s Corp. (1903–1984)



Connecting to the Topic

- 1 Why are the business people in the photo happy?
- 2 What would you do with the money?
- 3 Imagine you were to start a business with this money. What kind of business would you start? Describe it.



Part 1 Conversation: Borrowing Money

Before You Listen

In the next conversation, Jeff talks with his father about borrowing money.



* Jeff



* Jeff's father



1 Prelistening Questions Discuss these questions in small groups.

1. Look at the photos. Jeff is asking his father for money. Do you think his father will give it to him? Why or why not?
2. In your community, who usually pays for a person's education after high school?
3. Is it easy or difficult for you to manage your money?
4. What do you do when you need more money?
5. Do you know anyone who works and goes to school at the same time?



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

Sentences

1. It's hard to live alone in the United States because everything costs an arm and a leg.
2. Serena can't make ends meet because she doesn't earn enough money.
3. We didn't go away on vacation last summer because we were broke.
4. I can't buy everything I want, because I am living on a budget.
5. With his two jobs, Tom has an income of \$3,200 a month.
6. You don't earn much money as a server at a fast-food restaurant.

Definitions

- a. a lot of money
- b. a plan for how to spend one's money each month
- c. without any money
- d. to pay all one's bills
- e. to receive money for work
- f. all the money you receive for work or any other reason

Listen



3 Comprehension Questions Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. What is Jeff's problem?
2. What solutions does his father suggest?
3. Why can't Jeff work more hours?
4. How does Jeff feel at the end of the conversation?

Stress



4 **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 missing stressed words.

Dad: Hello?

Jeff: Hi, Dad.

Dad: Jeff! How are you?

Jeff: I'm fine Dad. How's Mom? Did she get over her cold?

Dad: Yes, she's fine now. She went back to work yesterday.

Jeff: That's good. Um, Dad, I need to ask you something.

Dad: Sure, son, what is it?

Jeff: Well, uh, the truth is, I'm broke again. Could you lend me \$200 just till the end of the month?

Dad: Broke again? Jeff, when you moved in with Andrew, you said you could make ends meet. But this is the third time you've asked me for help!

Jeff: OK, OK, you're right. But what do you think I ought to do? Everything costs an arm and a leg around here.

Dad: Well, first of all, I think you'd better go on a budget. Make a list of all your income and all your expenses. And then it's simple. Don't spend more than you earn.

Jeff: But that's exactly the problem! My expenses are always larger than my income. That's why I need to borrow money from you.

Dad: Then maybe you should work more hours at the computer store.

Jeff: Dad! I already work 15 hours a week!

Dad: Come on, Jeff, when you were your age ...

Jeff: I know, I know. When you were my age you were already married and working and going to school.

Dad: That's right. And if I could do it, why can't you?

Jeff: Because I'm not you, Dad, that's why!

Dad: All right, Jeff, calm down. I don't expect you to be like me.
But I can't lend you any more money. Your
mother and I are on a budget too, you know.

Jeff: Maybe I should just drop out of school, work
full-time. I can go back to school later.

Dad: I wouldn't do that if I were you.

Jeff: Yeah, but you're not me, remember? It's my life!

Dad: All right, Jeff. Let's not argue. Why don't you think
about this very carefully and call me back in a few days.

Jeff: Yes, Dad.

Dad: All right. Good-bye, son.

Jeff: Bye.

Check your answers in the listening script on pages 270–271. Then read the conversation with a partner. Remember that stressed words are louder, higher, and pronounced more clearly than unstressed words.

Language Tip

The words *borrow* and *lend* can be confusing. Look at this example:

Jeff wants to *borrow* money from his father, but his father doesn't want to *lend* money to him.

An easy way to remember the difference is like this:

borrow = take

lend = give

Also notice the grammar:

to borrow (something) from (someone)

to lend (something) to (someone)

Reductions



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

Unreduced Pronunciation

1. I need to ask you something.
2. This is the third time you've asked me for help.
3. What do you think I ought to do?
4. If I could do it, why can't you?
5. Why don't you think about this very carefully and call me back in a few days?

Reduced Pronunciation

I need ta ask you something.
This is the third time you've ast me for help.
Whaddaya think I oughta do?
If I could do it, why cantchu?
Why dontchu think about this very carefully 'n call me back in a few days?



6 Listening for Reductions Listen to the following conversation between a bank teller and a customer. You'll hear reduced forms from Chapters 1, 2, and 3. Write the unreduced forms of the missing words in the blanks.

Customer: Hi, my name is Chang Lee.

Teller: How can I help you?

Customer: I want to check my balance.

Teller: OK. Can I have your account number, please?

Customer: 381335.

Teller: Your balance is \$201.

Customer: OK. And I asked my father to wire me some money. I'd like to know if it's arrived.

Teller: I'm sorry. Your account doesn't show any deposits.

Customer: Oh, no. I need to pay my rent tomorrow. What do you think I ought to do?

Teller: Well, we're having some computer problems today. So, why don't you call us later to check again? Or you can come back. We're open till 5:00.

Customer: OK, thanks.

Teller: You're welcome.

Check your answers in the listening script on page 271. Then read the conversation with a partner. Try to use reduced forms.

After You Listen

7 Using Vocabulary Write a question using each of these words. Then use your questions to interview a classmate.

1. borrow Could I borrow your calculator later?
2. lend would you please lend me ten riyals?
3. earn How much does your father earn?
4. income How large is your income each month?
5. budget Do you have a clear budget?

In pairs, practice the words and idioms from this section. Student A should look at page 247. Student B should look at page 255.

Pronunciation

CAN VERSUS CAN'T

To hear the difference between *can* and *can't*, you must listen to the differences in vowel quality and stress.

Examples

1. You can **buy** a cheap house these days. (Pronounce: kin buy)
2. You **can't** buy a cheap house these days. (Pronounce: kant buy)

Remember: *Can't* is always stressed.

Can is normally reduced and the main verb is stressed.

8 Pronouncing Can and Can't Listen and repeat the following pairs of sentences. Place an accent mark over the stressed words *can't* and the main verb. The first one is done for you.

Affirmative

1. Jeff can **work** more hours at the computer store.
2. I can lend you more money.
3. Jeff can go back to school later.

Negative

1. Jeff **can't** work more hours at the computer store.
2. I **can't** lend you more money.
3. Jeff **can't** go back to school later.



9 Distinguishing Between *Can* and *Can't* Listen to the sentences. Decide if they are affirmative or negative. Circle *can* or *can't*.

1. can can't
2. can can't
3. can can't
4. can can't
5. can can't

6. can can't
7. can can't
8. can can't
9. can can't



10 Talking About Abilities Look at the following list of activities. Which ones can you do? With a partner, take turns making true sentences with *can* and *can't*. As you listen to your partner, put a check in the *Can* or *Can't* column.

Example

Student A says, "I can sew a button on a shirt."



* He can do a handstand.

**My Partner
Can ...**

**My Partner
Can't ...**

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- a. sew a button on a shirt
- b. bake a cake
- c. stand on his or her head
- d. do a handstand
- e. water-ski
- f. snowboard
- g. sing
- h. ice-skate
- i. drive a stick-shift car
- j. pilot a plane
- k. understand our teacher
- l. understand TV news in English
- m. run a mile (1.6 kilometers)
- n. run a marathon
- o. speak Latin

Check with your partner to make sure you understood his or her sentences correctly. Ask your partner about additional skills or abilities that are not on the list. Tell the class three things your partner can and can't do.

Using Language Functions

11 Recognizing Expressions of Advice Reread the conversation from Activity 4 in the listening script on pages 270–271. Find one place where Jeff asks his father for advice. Find four places where his father gives him advice. Fill in the chart with the language they use.

Asking for Advice	Giving Advice
<p>Jeff:</p> <p><i>But what do you think I ought to do?</i></p>	<p>Jeff's father:</p> <ol style="list-style-type: none"> <i>I think you'd better go on a budget</i> <i>Maybe you should wait more hours.</i> <i>I wouldn't do that</i> <i>Why don't you think about this carefully?</i>



12 Role-Play With a partner, role-play one of the following situations. Use expressions from the chart. Your teacher may ask you to perform your role-play in front of the class.

USEFUL EXPRESSIONS OF ADVICE			
Asking	Giving	Accepting	Rejecting
Can you give me any/some advice?	You should + verb.	Thanks for the advice.	Thanks, but I don't think that's a good idea.
What should I do?	I advise you to + verb.	That sounds like a good idea.	Thanks. I'll think about it.
What do you suggest/recommend/advise?	I suggest that you + verb.	Thanks. I'll do that.	Thanks, but I'm not so sure.
What do you think I should/ought to do?	You can/could + verb.		
	Why don't you + verb?		
	Verb/Don't + verb.		

Situation 1

Person A is spending more money each month than he or she is earning.
Person B gives suggestions for managing money.

Situation 2

Person A bought a radio and paid cash for it. Unfortunately, he or she didn't keep the receipt. Two days later the radio broke. Person A asks Person B for advice on how to get his or her money back.

Situation 3

Person A doesn't trust banks and keeps all his or her money in a box under the bed. Person B explains why this is a bad idea and gives Person A advice about safer places to keep money.

Situation 4

Person A, a foreign student, is planning a vacation to Person B's home city. Person A asks Person B for advice on ways to have a good time without spending a lot of money. (Example: Person A asks about inexpensive places to stay and eat.)

Part 2 Lecture: Entrepreneurs

Before You Listen

The following lecture is about people who start new businesses or industries—they are called entrepreneurs—and about the process they follow in creating their businesses.



▲ Jeff Bezos, founder of Amazon.com



1 Prelistening Discussion Discuss these questions in small groups.

1. Have you ever seen or heard the word *entrepreneur*? Tell what you know about this word.
2. What makes a business leader successful? Knowledge? Skill? Personal characteristics? Make a list on the board. Write both the noun and adjective forms of the words.

Example

creativity/creative

3. Give examples of people you know about who have started their own businesses. Which of these characteristics did they have?
4. Which of these characteristics do *you* have? Do you think you would be a good entrepreneur? Why or why not?



2 Previewing Vocabulary Listen to these words and phrases from the lecture. Check (✓) the ones you think you know. Discuss their meanings with a partner. Check the other words and phrases later as you learn them.

Nouns

- ☐ brilliant idea
- ☐ quality
- ☐ solution
- ☐ team
- ☐ vision

Verbs

- ☐ found
- ☐ have (something) in common
- ☐ hire
- ☐ identify
- ☐ raise capital
- ☐ solve
- ☐ surf the Internet
- ☐ take risks

Listen



3 Taking Notes Listen to the first part of the lecture and take notes in the best way you can. Use your own paper. Listen specifically for the following information:

- What are entrepreneurs?
- What characteristics do they have?

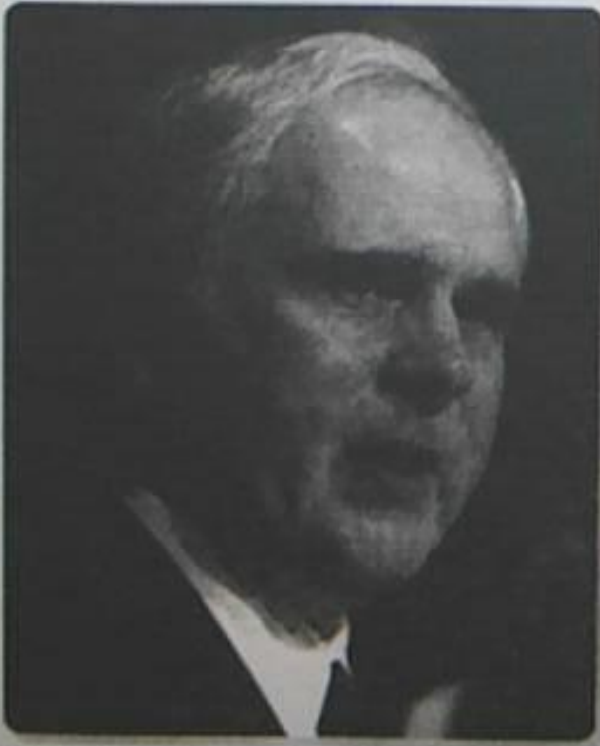
Strategy

Outlining

In Chapters 1 and 2 you learned how to indent to show the relationship between main ideas and specific details. You can also show this relationship by using an outline. An outline looks like this:

- I. First main topic
 - A. First subtopic
 - 1. First detail about subtopic A
 - 2. Second detail
 - B. Second subtopic
- II. Second main topic
- (Etc.)

You can see that outlines use indentation together with letters and numbers to organize information. Outlining is a very common way of taking notes in English.



▲ Frederick Smith, founder of FedEx



▲ Anita Roddick, founder of The Body Shop



▲ Jerry Yang, founder of Yahoo!



4 Outlining the Lecture Here is a sample outline of the first part of the lecture. Use your notes from Activity 3 to fill in as much information as you can. Remember to use abbreviations and symbols and write key words only. Listen again if necessary.

Date: _____

Topic: Entrepreneurs

1. Intro

A. Example: Jeff Bezos - Amazon.com

B. Def. of entrep: someone who does something new

2. Characteristics (similar)

A. vision (= see opportunities)

1. Ex: Jeff Bezos - idea of selling books online

B. willing to take risks

1. Ex: Frederick Smith - FedEx - quick delivery

3. Background (diff)

A. education (diff)

1. Ex: Jeff Bezos - college Bill Gates - no college

B. Some rich, some poor

C. Many ent. are immigrants

1. Ex: Jerry Yang - came to Taiwan as boy

D. some old & many young

E. some women

1. Ex: Anita Rodnick - The Body Shop



5 Taking Notes on a Process Listen to the second part of the lecture. Continue taking notes on your own paper. After listening, use your notes to fill in the missing information below.

IV. Entrepreneurial process

A. Identify a problem

B. Think of solution

C. Prepare a business plan

D. put together a team

E. Test market your idea

F. Raise capital

After You Listen



6 Discussing the Lecture Discuss the following questions about the lecture and your own experience. Refer to your notes as necessary.

1. Match each person with the company he or she founded. Have you ever used any of these companies' products?

E 1. Jeff Bezos

a. Microsoft Corporation

A 2. Bill Gates

b. FedEx

D 3. Jerry Yang

c. The Body Shop

C 4. Anita Roddick

d. Yahoo!

B 5. Frederick Smith

e. Amazon

2. What qualities do all entrepreneurs have in common? Do you have these qualities?

3. In what ways can entrepreneurs be different from each other?

4. What are the six steps in the entrepreneurial process?

5. Why are entrepreneurs cultural heroes in the United States?

6. Would you like to be an entrepreneur? Why or why not?



7 Reviewing Vocabulary Work in small groups. Look back at the vocabulary list in Activity 2 on page 61. Quiz each other on the terms and their meanings.



Talk It Over

8 Become an Entrepreneur! Work in small groups. Pretend that you are an entrepreneurial team. Design a product or service together. Don't worry if your idea seems impossible. Use your imagination. Use the following questions to guide you. When you are finished, make a presentation to your classmates. Use pictures, posters, or PowerPoint to make your presentation more interesting.

1. Think of a problem, need, or opportunity on which you would like to focus.
2. Invent a solution to the problem. It can be a product or a service.
3. Design a business plan. Make decisions about the following items:
 - a. Will you need any special equipment?
 - b. Where will your business be located?
 - c. What special people will you need to hire in order to produce your product or provide your service?
 - d. Where or how will you get the money to create and market your product or service?
 - e. Where, when, and how will you test-market it?
 - f. How will you raise capital to make and sell your product?

Part 3

Strategies for Better Listening and Speaking



Getting Meaning from Context

1 Prelisting Questions Discuss these questions with your classmates.

1. Most American banks offer many different services. Look at the lettered list of banking services in the Focus on Testing box on page 66. Define the unfamiliar items with the help of your teacher.
2. Which of these services are offered by your bank? Which ones have you used?
3. Have you ever tried banking by phone, by mail, or online?



▲ Getting money from an ATM



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 conversation skills, and provide a foundation for success on a variety of standardized tests. You are going to hear some advertisements about banking services.

1. Listen to the beginning of each advertisement.
2. Listen to the question for each ad. Stop the recording and write the letter of the best answer on the line next 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 advertisement to hear the correct answer.

Banking Services

- | | |
|----------------------------|--------------------------------------|
| a. a safe deposit box | d. an automated teller machine (ATM) |
| b. a savings account | e. a credit card |
| c. a home improvement loan | f. a car loan |

Questions

- A 1. What is the speaker talking about?
- C 2. What is the speaker talking about?
- D 3. What is the speaker talking about?
- B 4. What is the speaker talking about?

Clues

valuable
lock up
money + loan
Kitchen - bathroom
close to money
easy to get cash - 24h
deposit 25,000
take out when you
need

Pronunciation



TEENS AND TENS

In American English it is hard to hear the difference between the "teens," 13 to 19—and the "tens," every tenth number from 30 to 90. To hear the difference, pay attention to the following:

1. In the *teen* numbers, the *t* sounds like "t."
Example seventeen
2. In the *ten* numbers, the *t* sounds similar to "d."
Example seventy
3. Speakers usually stress the *ten* numbers on the first syllable and the *teen* numbers on the last.
Example thirty thirteen



2 Pronouncing Teens and Tens Listen and then repeat the pairs of numbers after the speaker.

- | | |
|--------------|---------|
| 1. thirteen | thirty |
| 2. fourteen | forty |
| 3. fifteen | fifty |
| 4. sixteen | sixty |
| 5. seventeen | seventy |
| 6. eighteen | eighty |
| 7. nineteen | ninety |



3 Distinguishing Between Teens and Tens Listen and then circle the numbers you hear.

- | | |
|------------|---------|
| 1. \$40.10 | \$14.10 |
| 2. \$16.99 | \$60.99 |
| 3. 18% | 80% |
| 4. 90 | 19 |
| 5. 230 | 213 |
| 6. 216 | 260 |
| 7. 40.5 | 14.5 |
| 8. \$2,250 | \$2,215 |
| 9. 7064 | 1764 |
| 10. 8090 | 1890 |



4 Pair Practice with Teens and Tens Work in pairs to practice teens and tens. Student A should look at page 247. Student B should look at page 255.



▲ "They're eighteen."



▲ "They're eighty."

On the Spot!

5 What Would You Do? Read the following situations. Decide what to do in each case. Choose the best answer to each question, or write your own answer in the space provided.

1. While walking down the street, you find a wallet. It contains \$100 (or the equivalent) and an identification card with the owner's name, address, and phone number. What would you do?
☐ A Call the owner and return the wallet with the money.
☐ B Keep the money and mail the empty wallet to the owner.
☐ C Keep the money and throw away the wallet.
☐ D Take the wallet with the money to a police station.
☐ E Other: _____
2. It's the same situation as No. 1, but the wallet contains only \$5. What would you do?
☐ A Call the owner and return the wallet with the money.
☐ B Keep the money and mail the empty wallet to the owner.
☐ C Keep the money and throw away the wallet.
☐ D Take the wallet with the money to a police station.
☐ E Other: _____
3. You went to the bank to take money out of your account. By mistake, the bank teller gave you more money than you requested. What would you do?
☐ A Return the extra money immediately. The amount doesn't matter.
☐ B Keep the extra money.
☐ C It depends on the amount.
☐ D Other: _____
4. You went to your favorite department store and bought four items. When you got home, you noticed that the clerk only charged you for three items. What would you do?
☐ A Keep the extra item and use it.
☐ B Keep the extra item but give it to a friend or to charity.
☐ C Return the extra item to the store.
☐ D Other: _____



6 Discussing the Situations Discuss the following questions in small groups.

1. What answers did you select for the situations? Explain your choices.
2. Have any of these situations ever happened to you? What did you do with the money or items?
3. Do you think you are an honest person?

Most adults in the United States have a checking account. Once a month they receive a statement from the bank, which lists all their *deposits* and *withdrawals* for the month. At that time they must *balance* their checkbook. This means they check to make sure that they, or the bank, did not make a mistake in adding or subtracting. Some people do online banking and balance their checking account on line.



▲ A checkbook.

Before You Listen



1 Prelistening Questions Answer these questions with a small group.

1. Do you have a checking account at a bank?
2. How often do you write checks?
3. How often do you balance your checkbook?
4. In Activity 3 on page 70 you can see a sample page from a couple's checkbook record. It has six columns. What kind of information is in each column?



2 Previewing Vocabulary Listen to these words and expressions from the conversation. Match them with their definitions.

Vocabulary

- _____ 1. balance (noun)
- _____ 2. balance a checkbook (verb)
- _____ 3. pay off (a credit card) (verb)
- _____ 4. interest (noun)
- _____ 5. enter (an amount) (verb)

Definitions

- a. a monthly percentage that is paid on borrowed money
- b. to write an amount on a check or in a checkbook record
- c. the amount of money in an account
- d. to pay all of a bill with one payment
- e. to check all payments and deposits in a checking account

Listen



3 Balancing a Checkbook George and Martha Spendthrift have a joint checking account; that is, they share one checking account and both of them can write checks from it. Here is one page from their checkbook record. Listen as they try to balance their checkbook. Fill in the missing information.

CHECKBOOK RECORD

NAME: George & Martha Spendthrift

ACCOUNT: 132-98804

NO.	DATE	DESCRIPTION	PAYMENT	DEPOSIT	BALANCE
200	10/25		30.21		490.31
201	10/27	Electric Company	57.82		
202	10/27	Time magazine			
203	10/30		70.00		327.49
204	11/1	Compu-Tech	125.00		202.49
205		Dr. Painless	40.00		162.49
	11/1	Deposit		1234.69	
206	11/2				985.18
207	11/4	Visa Payment	155.00		830.18
208	11/8		305.00		525.18
209	11/10	Traffic ticket			

After You Listen



4 Discussion Discuss the following questions in small groups.

1. Look at the checkbook record. What could the couple do to spend less money?
2. Do you think a joint checking account is a good idea? Why or why not?
3. Who manages the money in your family?



5 Find Someone Who . . . Walk around the room and find one person who fits each of the following descriptions. Write that person's name in the blank space. Then move on and talk to a different person. Collect as many names as possible.

Example

You read: "Find someone who . . . has used an ATM this week."

You ask a classmate: "Excuse me, can I ask you something? Have you used an ATM this week?"

Language Tip

Question Openers

Before asking someone a question, especially a personal question, it is polite to use one of the following conversation openers:

- Excuse me, can/could/may I ask you a question?
- Can/could/may I ask you something?
- Do you mind if I ask you a (personal) question?

Find Someone Who . . .	Name
is not carrying any money today	
works or has worked in a bank	
has a checking account	
pays bills online	
has her or his own business	
has borrowed money to buy a car	
has a credit card	
has used an ATM this week	
knows how to read the stock market numbers in the newspaper	
owns a house or an apartment	
bought something and returned it to the store the next day	
has shopped at a second-hand store	
wants to start a new business in the future	

Talk It Over



6 Interview Attitudes about money vary from culture to culture, family to family, and person to person. Interview someone outside your class about his or her attitude about money. Use the following questions. Take notes in the spaces provided. When you return to class, share what you've learned in small groups.

Name of the person you interviewed: _____

Questions	Answers
1. Would you normally ask a friend how much money he or she makes?	Would you mind telling me ...
2. Would you feel comfortable borrowing money from your relatives? In what situation? How much?	I wonder if you could tell me ...
3. If you borrowed a dollar from a classmate, how soon would you return the money?	Would you return ...?
4. Ask a man: How would you feel if your wife earned more money than you? Ask a woman: How would you feel if you earned more money than your husband?	If you don't mind my asking, ...
5. When you want to buy an expensive item like a car, do you pay the listed price or do you bargain for a lower price?	Could you tell me ...?
6. When you buy something expensive, do you pay for the whole thing at one time or do you prefer to make payments (pay a little each month)?	Would you mind explaining ...?
7. Do you think children should receive money (an allowance) from their parents to spend as they like? At what age should they begin receiving it?	What is your opinion please?

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- ☐ balance
- ☐ brilliant idea
- ☐ budget
- ☐ income
- ☐ interest
- ☐ quality
- ☐ solution
- ☐ team
- ☐ tightwad
- ☐ vision

Verbs

- ☐ balance a checkbook
- ☐ earn
- ☐ enter
- ☐ found
- ☐ have (something) in common
- ☐ hire
- ☐ identify
- ☐ pay off
- ☐ raise capital
- ☐ solve
- ☐ surf the Internet
- ☐ take risks

Adjectives

- ☐ broke

Expressions

- ☐ an arm and a leg
- ☐ make ends meet

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

	Very well	Fairly well	Not very well
I can hear and use stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can distinguish between can and can't.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for and give advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on a process, using an outline.	<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 starting a business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can distinguish between tens and teens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about money and banking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write about what you learned and liked in this chapter.

In this chapter,

I learned _____

I liked _____

Jobs and Professions

In This Chapter

Conversation:

Finding a Job

Lecture:

Changes in the U.S. Job Market

Getting Meaning from Context:

Guessing People's Jobs

Real-World Task:

A Homemaker's Typical Day

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

—Mark Twain
U.S. author and humorist (1835–1910)

Connecting to the Topic

- 1 Describe this man's job. What does he do every day?
- 2 What is your ideal job? Why?
- 3 What do you need to do to get your ideal job?



Part 1

Conversation: Finding a Job

Before You Listen

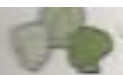
In the next conversation, Jeff, Andrew and Lee talk about jobs.



▲ Jeff looks for a job in the classified ads.



▲ The classified ads list job openings.



1 Prelistening Questions Discuss these questions with your classmates.

1. Andrew is a teacher; Jeff plays in a football team; Lee is an international student. What job-related problems might each of them have?
2. Look at the picture. What are classified ads? Why do you think Jeff is reading them?
3. How do people in your home country find jobs?
4. Have you ever had a job? What was your first job?



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

Sentences

1. I'm not in the mood to go to a movie tonight.
2. He has two jobs because he is supporting his mother.
3. He spends a lot of time playing football.
4. A: How was your day today?
B: It was the worst.
5. The students complained about the bad food in the cafeteria.

Definitions

- a. to say that you are unhappy or angry with someone or something
- b. terrible (*slang*)
- c. to pay for (someone's) expenses
- d. (not) to want (to do or to have something)
- e. to use time (doing something)

Listen



3 Comprehension Questions Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. Why is Jeff reading the classified ads?
2. What kind of job would Jeff prefer?
3. What was Jeff's first job?
4. What was the problem with Jeff's first job?
5. Why is Andrew unhappy with his job?
6. Why can't Lee work in the United States?
7. What does Jeff suggest at the end of the conversation?

Stress



4 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 missing stressed words.

- Lee:** Hey, Jeff, what's going on?
- Jeff:** Oh, I'm looking at the classified ads. It looks like I have to get a job.
- Lee:** I thought you had a job, at a computer store or something.
- Jeff:** Yeah, but that's part-time. I need something full-time.
- Lee:** Really? But what about school? What about your football? How can you work full-time?
- Jeff:** Well, to tell you the truth, I'm probably going to drop out of school for a while. I'm just not in the mood for studying these days. I'd rather spend my time playing with my football team. But my father won't support me if I'm not in school.
- Lee:** I see ... Well, what kind of job do you want to get?
- Jeff:** Well ideally, something involving sports, like in a sports center. But if that's not possible ... I don't know. But whatever I do, it'll be better than my first job.
- Lee:** Oh yeah? What was that?
- Jeff:** Believe it or not, the summer after I finished high school I worked at Burger Ranch.
- Lee:** You? In a fast-food place? What did you do there?
- Jeff:** I was a burger flipper. You know, I made hamburgers all day long.
- Lee:** That sounds like a pretty horrible job!
- Jeff:** It was the worst. And I haven't gone inside a Burger Ranch since I quit that job.
- Andrew:** Hi, what's so funny?
- Jeff:** Do you remember my job at the Burger Ranch?

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

Lee: Why, Andrew? What's wrong?

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

Lee: How long have you been teaching?

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

Lee: Like what?

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

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

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

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

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

Andrew: But you're broke !

Jeff: All right, you pay!

Check your answers in the listening script on pages 274–275. Then read the conversation with two classmates. Remember that stressed words are louder, higher, and pronounced more clearly than unstressed words.

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

Lee: Why, Andrew? What's wrong?

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

Lee: How long have you been teaching?

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

Lee: Like what?

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

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

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

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

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

Andrew: But you're broke!

Jeff: All right, you pay!

Check your answers in the listening script on pages 274-275. Then read the conversation with two classmates. Remember that stressed words are louder, higher, and pronounced more clearly than unstressed words.

Reductions



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

Unreduced Pronunciation

1. What's going on?
2. I'm probably going to drop out of school for a while.
3. What did you do there?
4. What kind of job do you want to get?
5. Oh, I don't know.
6. If you're so poor, why don't you go back to the Burger Ranch?

Reduced Pronunciation

- What's goin' on?
- I'm probably gonna drop outa school for a while.
- What didja do there?
- What kinda job dya wanna get?
- Oh, I dunno.
- If you're so poor, why doncha go back ta the Burger Ranch?



6 Listening for Reductions Listen to the following conversation. It contains reduced forms. Write the unreduced forms of the missing words in the blanks.

Manager: I'm going to ask you some questions, OK? What kind of jobs have you had?

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

Manager: What did you do there?

Applicant: I went to cut sheets of plastic.

Manager: What do you do here?

Applicant: I don't know. I'll do anything. I'm good with my hands and I'm a hard worker.

Manager: Why don't you fill out an application in the office. It looks like we're going to have an opening next week. I'll call you.

Applicant: Thanks.

Check your answers in the listening script on page 275. Then read the conversation with a partner. Try to use reduced forms.

After You Listen



7 Reviewing Vocabulary Work in pairs to practice the new vocabulary. Student A should look at page 248. Student B should look at page 256.

Culture Note

To **reconcile** with someone after a disagreement, people in the U.S. have the following customs:

- They can do something nice for the person. ("I'll wash the dishes tonight.")
- They can buy the person a gift.
- They can say that they will change their behavior in some way. ("Next time I'll be more polite to your brother.")



Using Language Functions

APOLOGIZING AND RECONCILING

At the end of the conversation, Jeff and Andrew have a short argument. It ends like this:

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

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

Notice that Jeff does two things. First he *apologizes* to Andrew. He says, "I'm sorry." Then he *reconciles* with him. This means that he offers to do something nice for him—to take him out to dinner—so that he will not be angry anymore. Here are some expressions you can use to apologize:

- I'm sorry.
- I apologize.
- (Please) Forgive me.

8 Role-Play Prepare short conversations with a partner for the following situations. Take turns apologizing and reconciling. Then role-play one of the situations for the class.

1. You forgot your best friend's birthday.
2. You came to work late. As you came in, your boss was standing by the door waiting for you. Your boss is angry.
3. You had a loud party in your apartment, and your neighbor is very upset with you.
4. While arguing with your roommate, you called him or her "stupid" and slammed the door on your way out of the room.



9 Discussion Work in groups of three or four and discuss the following questions.

1. In the conversation, Lee complains that he can't work because he is an international student. This is the law in the United States.
 - Do you think this law is fair? What might be the reasons for this law?
 - If you were a student in the United States and needed money, what would you do?
2. After twelve years of teaching, Andrew is thinking about changing careers. This is not unusual in the United States and Canada.
 - Is it easy for people to change careers in other countries?
 - Why do you think it is more common in the United States than in other places?
 - If, after working for several years, you discovered that you hated your career, what would you do?
3. In North America, it is very common for people to go to college and have jobs at the same time.
 - Do you think this is common in other countries?
 - Do you or any of your friends have jobs right now? What kind?

Part 2

Lecture: Changes in the U.S. Job Market

Before You Listen

In the following lecture, a job counselor is speaking to a group of students about changes in the U.S. job market and future job possibilities.



1 Prelistening Discussion Study the table and answer the questions that follow.

Fastest Growing Occupations, 2002–2012

Job	Percent Change	Salary Rank ¹	Training Needed Post-High School ²
1. Medical assistants	59%	3	On the job
2. Network systems and data communications analysts	57%	1	B.A.
3. Physician's assistants	49%	1	B.A.
4. Home health aides	48%	4	On the job
5. Computer software engineers, applications	46%	1	B.A.
6. Computer software engineers, systems software	45%	1	B.A.
7. Fitness trainers and aerobics instructors	44%	3	Vocational
8. Database administrators	44%	1	B.A.
9. Veterinary technologists and technicians	44%	3	Associate degree
10. Hazardous materials removal workers	43%	2	On the job
11. Dental hygienists	43%	1	Associate degree
12. Personal and home care aides	40%	4	On the job
13. Computer systems analysts	39%	1	B.A.
14. Environmental engineers	38%	1	B.A.
15. Postsecondary teachers	38%	1	M.A. or Ph.D.

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

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

Job	Percent Change	Salary Rank	Training Needed Post-High School
16. Network and computer systems administrators	37%	1	B.A.
17. Preschool teachers, except special education	36%	4	Vocational
18. Computer and information systems managers	36%	1	B.A. or higher
19. Physical therapists	35%	1	M.A.
20. Occupational therapists	35%	1	B.A.

Source: "Fastest Growing Occupations, 2002-2012," U.S. Department of Labor

1. What information is given in this table?
2. What years are covered?
3. The table has four columns. What information is given in each one?
4. What job do you hope to have in the future? Is it on this list?
5. Which jobs require a college education?
6. Which jobs have the highest salaries?



2 Previewing Vocabulary Listen to these words and phrases from the lecture. Check (✓) the ones you think you know. Discuss their meanings with a partner. Check the other words and phrases later as you learn them.

Nouns

- ☐ automation
- ☐ bottom line
- ☐ category
- ☐ competition
- ☐ economy
- ☐ health care
- ☐ illness

- ☐ job market
- ☐ labor costs
- ☐ manufacturing
- ☐ rank
- ☐ salary
- ☐ service
- ☐ trend

Verb

- ☐ grow by X%

Listen

Strategy

Taking Notes on Causes and Effects

To understand the main points in the lecture, you need to recognize the relationship between **causes** (reasons) and **effects** (results). Study the examples below. Notice that sometimes the cause is mentioned first, and other times the effect is first. In some sentences the order can be switched.

Many people use arrows in notes to indicate cause and effect. For example, $X \rightarrow Y$ means that X causes Y. In other words, X is the cause and Y is the effect.

Examples with Cause First

Because of/due to robots, the number of factory jobs has decreased.

Because/since robots are cheaper than human workers, factories are using more robots.

Human workers cannot work 24 hours a day; **as a result, therefore**, more and more factories are using robots.

Labor costs are cheaper in Asia, **so** many American factories are moving there.

Examples with Effect First

The number of factory jobs decreased **because of/due to** robots.

Factories are using more robots **because/since** they are cheaper than human workers.

The (first, second, main, etc.) **cause of/reason for** unemployment is automation.

3 Taking Notes on Cause-and-Effect Statements Take notes on each sentence from the Strategy Box above. Remember to abbreviate, use symbols, and write key words only. Compare notes with a classmate.

1. \downarrow factory jobs \leftarrow robots
2. cheap robots \rightarrow factories use \uparrow robots
3. \downarrow low labor costs/Asia \rightarrow Am. factories move \rightarrow Asia
4. \downarrow human work 24 hrs \downarrow /day \rightarrow factories use \uparrow robots
5. factory jobs \downarrow \leftarrow robots
6. Robots/factories \leftarrow robots/cheap \sim human wrkr.
7. \leftarrow 1 cause/unemployment = automation

Words	Abbreviations
economy	econ.
manufacturing	m-fctg
service	serv.
technology	techn.
approximately	approx (ca.)
number	#
million	mill.
medical	med.
computer	cptr
percent	%
Bachelor of Arts	BA



5 Listening and Taking Notes on Causes and Effects Listen to cause-and-effect statements from the lecture and take notes. You will hear each statement twice.

Example

You hear: "In many cases, automation causes unemployment."

You write: automation → unemp.

1. techn. → machines humans — m-fctr. gds.
2. → 1,000's jobs
3. ↑ med. serv. → longer lives
4. deapmt/med. tech → serious ill/live lgr.
5. huge grth ← women work



6 Taking Notes on Statistics Review "Taking Notes on Statistics" on page 38.

Listen to sentences from the lecture and take notes. You will hear each sentence twice.

1. ↓ 2.5 mill. m-fctr jobs ← 2001
2. serv. jobs ↑ 20 mill. next 10 yrs.
3. 1/2 jobs ← health care
4. (US Dept. Labor) → health care jobs ↑ 3 mill next 10 yrs.
5. jobs/comptr indust ↑ 30% next 10 yrs.

Exchange notes with a partner. Try to repeat the sentences by using your partner's notes.



7 Taking Notes Listen to the lecture and take notes in the best way you can. Use your own paper. Listen specifically for the following information:

Part 1

- How has the U.S. job market changed?
- Why?

Part 2

- What are three categories of fast-growing occupations between 2002 and 2012?
- What should people do in order to get high-paying jobs?



8 Outlining the Lecture Complete the outline with the information from Activities 3 through 7. Listen again if necessary.

The Changing US Job Market

Part 1

I. 2 questions this lec. will answer:

A what = best jobs

B how prepare for them

II. History. Last 100 yrs. change in US labor market: from manufact. to service economy

A Definitions

1. manufact = make things

eg: Cars, furniture, clothes

2. service = do things

eg: cut hair, fix shoes, sell cptrs

III. Reasons for ↓ in manuf. jobs

A automation - use machines

B foreign competition

1. stat. 2.5 mill. manuf. jobs gone since 2001

2. trend ↑ — in 21st century

IV. Reasons for ↑ in service jobs

A Stat. prob ↑ 20 mill. next 10 yrs
jobs

Part 2

V. Fastest growing service jobs

A Health Care

1 eg. med. assts, physic. assts, physic. therap aides

2 Reasons

- people live longer
- serious people live on

B Computer

1 eg. designer, engineers, operators

2 Stat. ↑ 30% cptr jobs / next 10 yrs

C Personal Care

1 eg. catering, home health, day care

2 Reason: women work away from home

VI. Educ requirement for good jobs: at least BA

After You Listen



9 Discussing the Lecture Use your notes and experience to discuss the following questions.

1. What is the difference between a service economy and a manufacturing economy? Give examples of jobs in each category.
2. How has the American job market changed? What are two reasons for this change?
3. Why will there be more health care jobs in the future?
4. How much will the computer industry grow in the next ten years? What kind of jobs will there be?
5. What are examples of jobs in the category of personal care services? Why is the number of these jobs increasing?
7. Look at the list of Fastest Growing Occupations, 2002-2012 on pages 82-83. Which of these jobs would you like to have? What do you need to do to prepare yourself for this job?

10 Reviewing Vocabulary Use vocabulary from the box to complete the summary of the lecture.

automation
bottom line
categories
competition

economy
health care
labor costs
manufacturing

salary
service
trend

One hundred years ago, the United States had a _____¹ economy. This meant that most people made things by hand or machine. In contrast, today the United States has a _____² economy, in which workers provide services instead of making products. The United States has lost a lot of manufacturing jobs, and it is certain that this _____³ will continue in the future.

There are several reasons for this important change in the U.S. _____⁴. The first is _____⁵. It is cheaper to use machines than human workers in factories. Another reason is _____⁶ from foreign countries where _____⁷ are lower than in the United States. Therefore, many products that used to be manufactured in the United States are now made overseas.

What will the good jobs of the future be? Over the next ten years, the fastest growing occupations will be in three _____⁸ _____⁹, computers, and personal care and services. Many of these jobs will not pay very well, however. If you want to get a good job with a high _____¹⁰, the _____¹¹ is this: Get a good education.

On the Spot!



11 What Would You Do? Read the situation and follow the instructions.

Situation

A new supermarket is opening in your neighborhood. The company needs to hire four people for job openings immediately. The jobs are: manager, checker,¹ stock clerk,² and butcher.³ You are going to role-play job interviews for these people.

1. Choose four people to be interviewers. Each interviewer will interview the applicants for one of the jobs available.
2. All other students will play the role of job applicants. The teacher will tell you which position you are applying for.
3. Go to page 260 to find the information you need for your role. Learn it well so that you don't have to read it during your interview. You can add information during your interview if you want to.
4. Your teacher will divide the class into four groups. Each group will consist of an interviewer and all the interviewees for that job. The interviewers will interview each interviewee for five minutes. The four groups should have their interviews at the same time. (You can listen to other groups while you wait to be interviewed. Don't listen to your own group's interviews.)
5. After all the interviews are finished, the interviewers will report to the class. They will tell which applicant they picked for the job and why they chose that person.



▲ A checker and shoppers at a supermarket

¹ A checker is the same thing as a cashier or a checkout clerk.

² Stock clerks put new merchandise on the shelves of a supermarket. They often work at night.

³ A butcher cuts and prepares meat.

Part 3

Strategies for Better Listening and Speaking

Getting Meaning from Context



1 Prelistening Questions Look at the pictures on page 90 and the list of occupations in the Focus on Testing box below. For each job, answer these questions:

1. What does this person do?
2. What education or training is needed for this job?
3. Would you enjoy doing this job? Why or why not?

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 conversation skills, and provide a foundation for success on a variety of standardized tests. The following conversations take place at work.

1. Listen to the first part of each conversation.
2. After each conversation, stop the recording. Write the letter of each speaker's job in the blank.
3. In the **Clues** column, write the words that helped you choose your answer.
4. Listen to the next part of the conversation to hear the correct answer.

Occupation

- | | | |
|------------------------|--------------------|-----------------|
| a. architect | d. restaurant host | g. receptionist |
| b. computer programmer | e. dentist | h. tailor |
| c. accountant | f. police officer | i. electrician |

Questions

1. What's the speaker's job?
2. What's the speaker's job?
3. What's the speaker's job?
4. What's the speaker's job?
5. What's the speaker's job?

Clues

real light driver's license
visit dentist, insurance
reservation, parking, call for
tickets, short, stock market
short, short, stock market

2 Game: Twenty Questions In this game, one person thinks of a job but does not tell the class what it is. The class tries to guess by asking a maximum of 20 Yes or No questions.

Examples

"Can you do this job outdoors?"

"Is a college education necessary for this job?"

"Is this job normally well-paid?"

The student who correctly guesses the occupation wins. If no one guesses after 20 questions, the same person leads another round.

Focused Listening



UNDERSTANDING THE INTONATION OF TAG QUESTIONS

When people need information or don't know something, they normally ask a question. For example, "Are you from China?" However, when English speakers *think* they know the answer to a question, but they *aren't sure*, they often form tag questions with *rising intonation*:

You're from China, aren't you?

You speak Chinese, don't you?

The rising intonation means that the person is asking for information.

In contrast, it is also possible to form tag questions with *falling intonation*, like this:

It's nice weather, today, isn't it?

That test was hard, wasn't it?

Tag questions with falling intonation are not real questions. When people ask these kinds of questions, they expect agreement. The tag is a way of making conversation or small talk.



3 Recognizing the Intonation of Tag Questions Listen to these ten tag questions. Decide if they are real questions (if the speaker is really asking for information) or if the speaker is just looking for agreement. Put a check (✓) in the correct column.

Question	Real Question	Expecting Agreement
1.	✓	
2.		✓
3.	✓	
4.		✓
5.		✓
6.		✓
7.	✓	
8.		✓
9.	✓	
10.	✓	

Using Language Functions

ANSWERING NEGATIVE TAG QUESTIONS

In Activity 3, the main verb in each sentence was affirmative, and the verb in the tag question was negative. * Here is the proper way to answer such questions:

Tag with rising intonation:

A: You're from China, aren't you?

B: Yes, I am.

A: We have homework tonight, don't we?

B: No, we don't.

Tag with falling intonation:

A: It's really cold today, isn't it?

B: Yes, and I don't have a jacket.

Meaning of answer:

Speaker A is correct. Speaker B is from China.

Speaker A is mistaken, so Speaker B corrects him.

Meaning of answer:

Speaker B agrees with Speaker A.

* You will practice tag questions with affirmative verbs ("You're not a student, are you?") in Chapter 10.



4 Asking and Answering Negative Tag Questions Work in pairs. Student A should look at page 248. Student B should look at page 256. Complete the statements in your box and add negative tag questions. Decide if the intonation should rise or fall. Then, ask your partner the questions and listen for your partner's answers.

Example

A: This is your cell phone, isn't it? [rising intonation]

B: No, it's Kathy's.

Part 4

Real-World Task: A Homemaker's Typical Day

Before You Listen



1 Prelistening Discussion Answer the questions with a small group.

1. Do you think managing a house and children is a job? Why or why not?
2. It is estimated that homemakers work as many as 60 hours a week. Is (or was) your mother or father a full-time homemaker? How many hours does/did she or he work each week?
3. Make a list of skills that a homemaker needs to have, such as cooking and financial planning.



2 Previewing Vocabulary Listen to these idioms related to work in the home. Discuss their meanings. Write the meaning of each item. (The words *make* and *do* are often used in these kinds of idioms.)

Idiom	Meaning
to make (breakfast, lunch, dinner)	to <u>get</u> the food ready
to do the dishes	to <u>wash</u> the dishes
to make the beds	to arrange the liners of the bed
to balance the family budget	to compare income and expenses
to do the laundry	to <u>wash</u> clothes
to water the lawn (garden)	to provide water
to shop for groceries	to go and buy



3 Predicting The pictures in Activity 4 on page 95 show a typical day in the life of an American family. The pictures are not in the correct order. With a partner, look at each picture and use the vocabulary from Activity 2 to describe what is happening. Then try to predict the order of the pictures.

Listen



4 Sequencing Events Listen to the man describe his day. Write numbers under the pictures to show the order in which each activity occurred. If two things happened at the same time, give them the same number. Pay attention to time words (before, after, during, etc.) and verb tenses. (Note: Only some of the activities are shown in the pictures.) Then compare answers with a partner.



2



6



4



1



6



3



5



2



7



After You Listen

5 Discussion Discuss the following questions in small groups.

1. Which tasks does the man do? Who does or did these things in your family?
2. Which tasks does the man's wife do? How does this compare to your family?
3. Would you like to have this man's life? Why or why not?

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 compare these characteristics or to show them clearly so that you can study or discuss them easily. You will use a matrix diagram in Activity 6.

6 Talking About "Men's" and "Women's" Jobs

1. Following is a list of jobs. Put a check (✓) in the column that describes the *traditional* thinking of people from your culture. Put an X in the column that describes your thinking.

Job	Men	Women	Both
computer programmer			
nurse			
architect			
college professor			
bus driver			
film director			
police officer			
computer software salesperson			
mail carrier			
lawyer			
pilot			
administrative assistant			
manager of a company			
telephone repairperson			

Job	Men	Women	Both
firefighter			
diplomat			
farmer			

2. Work in small groups and compare your charts. Discuss the differences between attitudes in different countries. Also, explain differences between your opinion and the traditional opinion of people from your culture.
3. While traveling or living in new countries, have you been surprised to see women doing what were traditionally men's jobs or vice versa? Where? What kinds of jobs?



▲ Is being a chef traditionally a man's job or a woman's job?

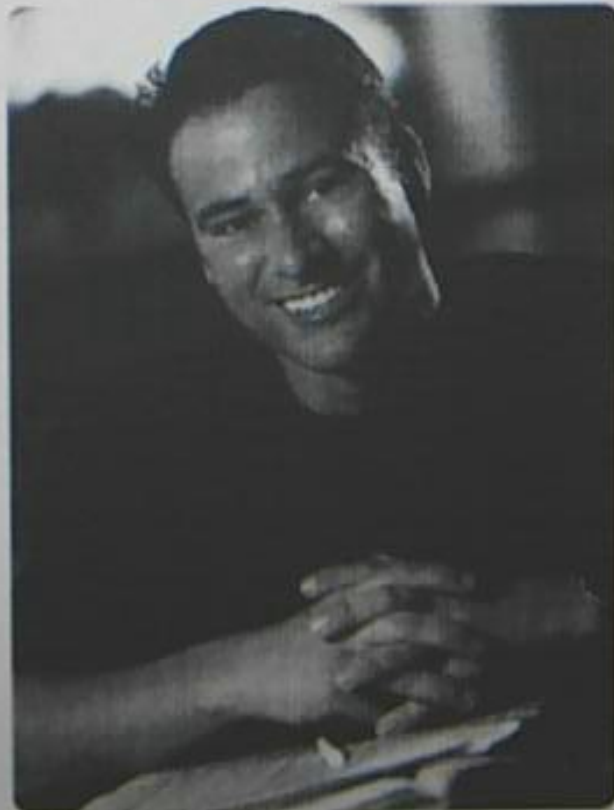
7 Interview Interview someone outside of class about his or her work experience. Work in small groups. Add to the list of the following interview questions.

1. What do you do?
2. How long have you been working at your present job?
3. How many jobs have you had in your life?
4. What was the worst or strangest job you've ever had?
5. _____
6. _____
7. _____
8. _____
9. _____

Prepare a short oral report about your interview. Tell about the person you interviewed and the most interesting things you learned about him or her.

You may begin your report like this:

"I interviewed Mr. Richard Baldwin. He works as the student advisor at the English Language Center. He has worked in this job for eight years. Mr. Baldwin had many other jobs before this one. The worst job was in college, when he worked as a dishwasher in the cafeteria . . ."



▲ "Here's a photo of Mr. Richard Baldwin."

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> automation | <input type="checkbox"/> job market |
| <input type="checkbox"/> bottom line | <input type="checkbox"/> labor costs |
| <input type="checkbox"/> category | <input type="checkbox"/> manufacturing |
| <input type="checkbox"/> competition | <input type="checkbox"/> rank |
| <input type="checkbox"/> economy | <input type="checkbox"/> salary |
| <input type="checkbox"/> health care | <input type="checkbox"/> service |
| <input type="checkbox"/> illness | <input type="checkbox"/> trend |

Verbs

- ☐ complain
- ☐ grow by X%
- ☐ spend time
- ☐ support

Expressions

- ☐ in the mood
- ☐ the worst

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

	Very well	Fairly well	Not very well
I can hear and use stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use phrases for apologizing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about jobs and careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read and understand a table.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for and give advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on causes and effects using an outline.	<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 participate in interviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use tag questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write what you liked and what you learned in this chapter.

In this chapter,

I learned _____

I liked _____

Lifestyles Around the World

In This Chapter

Conversation:	Single Parents
Lecture:	The Changing Family
Getting Meaning from Context:	Talking About Lifestyles
Real-World Task:	Using Numbers, Percentages, and Graphs

“It takes a village to raise a child.”

—African proverb



Connecting to the Topic

- 1 Describe the relationship of the man and the boy.
- 2 Where are they? What is the man doing? What is the boy doing?
- 3 Imagine a typical day for this man. How is it different from a typical day for your parents when you were a child?



Part 1

Conversation: A Single Parent

Before You Listen

In the following conversation, a neighbor comes over to ask Alicia for a favor.



▲ Sharon



1 Prelistening Questions Discuss these questions with your classmates.

1. What does it mean to "ask someone for a favor"? Give an example.
2. What is a single parent? *Alon he is a single parent*
3. What kinds of challenges do you think single parents face?



2 Previewing Vocabulary Listen to the underlined expressions from the conversation. Then use the context to match them with their definitions.

Sentences

- C 1. I will look into your problem as soon as I have time.
- E 2. If I don't take off right this minute, I'm going to miss my bus.
- B 3. My mother is very old-fashioned. She doesn't like new ideas.
- D 4. Time is running out for me to finish this paper. It's due tomorrow!
- A 5. My mother is sick. I want to check up on her on my way home from work.

Definitions

- a. to see if someone is OK
- b. not modern
- c. to find information about something
- d. to end
- e. to leave

Listen



3 Comprehension Questions Close your book as you listen to the conversation. Listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. What does Sharon want from Alicia? Why?
2. What surprised Mari about Sharon?
3. How does Mari feel about bringing up a child alone, without help from relatives?

Stress

TWO- AND THREE-WORD VERBS

Many verbs in English consist of two or three words. The first word is a verb and the second and third words are usually prepositions. In most of these verbs, the second word receives the stress. Listen to these examples:

The plane **took off** at seven o'clock.

John **checked up on** his mother.

Please **drop me off** at the corner.



4 Listening for Stressed Words (Part I) Listen to the following sentences from the conversation. They contain two- and three-word verbs. During each pause, repeat the sentence; then fill in the missing stressed words.

1. Come on in.
2. They want me to look into a computer problem right away.
3. If he wakes up, just give him a bottle.
4. Listen, I've got to take off.
5. Thanks so much for helping me out.
6. I take care of him from time to time when Sharon's busy.
7. She and her husband were worried that time was running out.
8. I could never bring up a baby by myself.
9. I'd better check up on Joey.

Compare answers and discuss the meaning of the two- and three-word verbs with a partner. Then take turns reading the sentences using the correct stress.



5 Listening for Stressed Words (Part II) Now 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 missing stressed words.

- Mari:** Hey, I didn't know that you liked looking after babies.
- Alicia:** Well, Joey is special. I take care of him from time to time when Sharon's busy. And then she does favors for me in return. Like last week she lent me her car.
- Mari:** And her husband? Is he ...
- Alicia:** She's widowed actually.
- Mari:** Really?
- Alicia:** Yes, but I think she's happy being a mother.
- Nancy:** Hi!
- Mari/Alicia:** Hi.
- Nancy:** Uh, what were you talking about?
- Alicia:** That my neighbor, Sharon, is very happy to have a baby.
- Nancy:** Oh yeah. She and her husband were _____ that

- time was running out. You know, like, what if they never had a baby?
- Mari:** Maybe I'm old - fashion, but I could _____ bring up a baby by _____. I think it would be so difficult . . .
- Nancy:** Yeah, raising a _____ is tough. I'm really _____ I met Andrew.
- Mari:** And, if you have a baby, you'll have _____ to help you with _____.
- Alicia:** We'll see. Speaking of babysitting, I'd _____ check up on Joey.

Check your answers using the listening script on pages 278–279. Then read the conversation with two classmates. Pronounce stressed words louder, higher, and more clearly than unstressed words.

Reductions



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

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

The letter *h* is often not pronounced when

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

Compare:

- Unreduced: Is he asleep?
Reduced: Is e asleep?
- Unreduced: The children have gone.
Reduced: The children uv gone.
- Unreduced: Here's the newspaper.
The *h* is not dropped because it is at the beginning of the sentence.

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



6 Listening for Reductions Listen to the following sentences from the conversation. Repeat them after the speaker. Draw a slash (/) through any *h* sounds that are dropped.

Example:

Is ~~he~~ asleep?

1. If he wakes up, just give ~~him~~ a bottle.
2. Thanks so much for ~~helping~~ me out.
3. I take care of ~~him~~ from time to time when Sharon's busy.
4. And ~~her~~ husband?
5. Hi!
6. You'll have Alicia to ~~help~~ you with babysitting.

After You Listen



7 Using Vocabulary Work in pairs to practice the new vocabulary. Student A should look at page 248. Student B should look at page 256.

Discuss your answers to the following questions with a partner.

1. Do you sometimes argue with your parents because you think their ideas are old-fashioned? Give examples.
2. Do you often run out of time in exams?
3. Would you look into working as a day care provider? Why or why not?

Using Language Functions

ASKING FOR HELP OR A FAVOR

In the conversation, Sharon asks Alicia for a favor, and Alicia agrees.

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

Alicia: Sure, no problem.

Sometimes it is necessary to say no when someone asks for help or a favor.

In that case, we usually apologize and give a reason why we cannot help.

For example, Alicia might have said, "I'm really sorry, Sharon, but I have to go to work now."

The following expressions are used for talking about favors.

Asking for a Favor	Responding	
	Yes	No
Can/could you do me a (small/big) favor?	Sure./Yes./OK./ Yeah./Of course.	I'm sorry, but ... I'd like to, but ... I wish I could, but ...
Can/could I ask you for a favor?	Sure, what do you need? I'd be glad to.	Let me think about it. I really can't.
Will/can/could you + verb?		
Could you give me a hand (with something)?		
Can/could you help me with (something)?		
Would you mind verb + -ing?	No, not at all.*	

* The answer "No, not at all" means that the speaker *doesn't mind doing* something. In other words, the speaker agrees to do it.

8 Asking for a Favor Work in pairs to practice asking for help and responding. Student A should look at page 249. Student B should look at page 257.

9 Role-Play Work in pairs to practice asking for help and responding. Take turns, using the situations below. Then role-play one of the situations for the class.

1. Ask a classmate if you can copy his or her lecture notes because you were absent.
3. Ask your neighbor if she can feed your cat for three days while you are out of town.
3. Ask a co-worker if you can borrow five dollars until you have a chance to get some cash.
4. Ask your brother if you can live with him and his wife for the next three months so that you can save some money to go on vacation with your friends.
5. Ask a friend if you can borrow his or her favorite sweater to wear on a very special evening.
6. In a crowded movie theater, ask the person sitting next to you if he or she will change seats with you because the person sitting in front of you is very tall.

In groups, discuss whether you would feel comfortable asking for favors in these situations.

Part 2

Lecture: Changes in the American Family

Before You Listen

This lecture is about changes in the American family and how some businesses are responding to those changes.



1 Prelistening Discussion Discuss these questions in small groups.

1. Look at the photos of the two families. Describe the family members and their lifestyles. When do you think each photo was taken?
2. Based on the photos, how do you think the "typical" American family has changed since the 1950s?
3. How are families changing in your community? Why?



2 Previewing Vocabulary Listen to these words and phrases from the lecture. Check (✓) the ones you think you know. Discuss their meanings with a partner. Check the other words and phrases later as you learn them.

Nouns

- ☐ cost of living
- ☐ day care center
- ☐ flexibility
- ☐ homemaker

- ☐ maternity leave
- ☐ opportunity
- ☐ policy

Verbs

- ☐ benefit
- ☐ can/can't afford
- ☐ transfer
- ☐ volunteer

Adjective

- ☐ flexible

Listen

Strategy

Taking Notes on Examples

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

For example, ...

For instance, ...

As an example, ...

... such as ...

To give (one) example, ...

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



3 Taking Notes on Examples You will hear statements supported by examples. Notes for the statements are below. Listen and take notes on the missing examples. Be sure to indent the examples and use abbreviations, symbols, and key words. You will hear each item twice.

1. Today women are wrking. in profs. not open 30-40 yrs. ago

e.g. med students = women

2. Now most Am. homes no full-time homemaker → new probs

e.g. who-care babies & old people
who shop, cook & clean

3. Some co's. give new parents pd. vacation

e.g. canada not U.S

Exchange notes with a classmate. Use your partner's notes to try to restate the information you heard.



4 Taking Notes (Part I) Listen to the first part of the lecture and take notes in the best way you can. Use your own paper. Listen specifically for this information:

1. How has the American family changed? What is the biggest change?
2. What's the main reason for this change?



5 Outlining the Lecture

Here is a sample outline of the first part of the lecture. Use your notes from Activities 3 and 4 to fill in the missing information. Remember to use abbreviations and symbols. Listen again if necessary.



▲ Children having lunch at a day care center

Topic: Changes in the American Family

1. "Typical" Am fam

A 1950s: father → work
mother at home 2-3 children

B. Changes today:

1. smaller → fewer children

2. more single parent 1 father 1 mother

3. married mother

Stats: 1950 → 11%
2002 → 70%

Reasons: money needed (2 salaries)

more opportunities - new profession - open 2 way

New problems: who take care of babies, grand parents
who shop, cook, clean, etc.



5 Taking Notes (Part II) Listen to the second part of the lecture. Continue taking notes on your own paper. After listening, use your notes to fill in the missing information below.

II. Company policies/programs:

A. _____

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

C. _____

D. _____

E. _____

Concl: _____

After You Listen



7 Discussing the Lecture Discuss the following questions about the lecture and your own experiences. Refer to your notes as necessary.

1. In the U.S., why are more and more mothers in two-parent families working these days? (Give two reasons.) How does this compare with what is happening in your home country?
2. With both mothers and fathers working, what new problems do families in the U.S. have?
3. Review the five programs and policies that some U.S. businesses have introduced to help working parents. For each program or policy, talk about the advantages and disadvantages (a) to workers, (b) to employers.
4. Why don't *all* U.S. companies offer these programs to their employees?
5. Of the five programs and policies, which one would be the most useful for you and your family?



8 Reviewing Vocabulary Work in small groups. Look back at the vocabulary list in Activity 2 on page 109. Quiz each other on the terms and their meanings.



On the Spot!

9 What Would You Do? Read the following story from the *Los Angeles Times* newspaper. In small groups, discuss the questions that follow.

Husband Sues Wife over Housework

Tokyo—A 33-year-old Japanese woman divorced her husband after he demanded that every day she cook him breakfast, iron his pants, and clean the house. The woman worked full time, but the husband said it was the wife's job to do all the housework.

The husband, a 35-year-old public servant, filed a lawsuit demanding that the wife pay him about \$38,000 because she did not live up to her end of the marriage arrangement.¹

1. If you were the judge in this case, what would you decide? Do you agree with the wife or the husband? Why? (To find out what really happened, turn to page 261.)

The newspaper article continues:

Increasingly, young [Japanese] women delay marriage or even refuse to get married because of the long-established expectations that women alone should raise the children and take care of the housework. Surveys show the average age at which Japanese women marry has risen to 27, with an increasing number now deciding not to tie the knot² at all.

Source: *Los Angeles Times*

¹ She did not do the things that her husband expected her to do.

² to get married

2. Compare the situation of Japanese women and women in other countries. Are women in other countries getting married later? Why?
3. In your opinion, whose job is it to take care of children and do housework? Why?



Part 3

Strategies for Better Listening and Speaking

✓ Focused Listening



LINKING

In writing, words are separated by spaces. In speech, words are usually separated by pauses. However, sometimes words don't have pauses between them. The words are *linked*, or connected.

Example Please put it in a box. → Please **pu'didin a box**.

Words are linked according to the following rules:

1. In a phrase, when a word ends in a consonant sound and the next word starts with a vowel sound, the two words are linked. For example:

an eye where are run ot of put it in a box

2. If a word ends in the vowel sounds /i:/ as in *me*, /ey/ as in *say*, /ay/ as in *eye*, or /oy/ as in *boy*, and the next word starts with a vowel, the words are linked with the sound /y/. For example:

the end of say y it my y aunt enjoy y it

3. If a word ends in the vowel sounds /uw/ as in *you*, /ow/ as in *show*, or /aw/ as in *how*, and the next word starts with a vowel, the words are linked with the sound /w/. For example:

you w are late show w us how w are you

Note: Don't try to memorize these rules. If you practice listening to English a lot, you will learn the rules naturally.



1 Pronouncing Linked Phrases Listen and repeat the linked phrases.

Rule 1: Consonant sound + vowel

1. fifty dollars a month
2. the check is late
3. care about
4. in an apartment
5. get a job

Rule 2: Vowel + vowel

6. the end of (the month)
7. people my own age
8. come see us
9. no way out
10. the toy is broken

Rule 3: Vowel /uw/, /ow/, or /aw/ + vowel

11. grow up
12. go on
13. who is it
14. now it's ready
15. new art



2 Pronouncing Sentences Listen and repeat these sentences. Notice the stress, intonation, linking, reductions, and pauses.

1. I usually get up at 7 A.M., but today my alarm clock didn't go off.
2. At 8 A.M., I woke up in a panic. My first class was at 8:30! I couldn't be absent because we were having a test.
3. I jumped out of bed and got dressed in two minutes.
4. Then I ran out of the house, jumped in my car, and drove off.
5. Luckily, I found a parking spot and made it to class by 8:40.
6. I was out of breath and sweating.
7. A few people looked at me curiously.
8. Luckily, no one noticed that I wasn't wearing any shoes.

With a partner, take turns reading the sentences again. Pay attention to stress, intonation, linking, reductions, and pauses.

Getting Meaning from Context

TOEFL® IBT



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 conversation skills, and provide a foundation for success on a variety of standardized tests. You're going to hear several people talking about their lifestyles.

1. Listen to the beginning of each passage.
2. Listen to an incomplete statement. Stop the recording and choose the best way to complete the statement.
3. In the **Clues** column, write the words that helped you choose your answer.
4. Listen to the last part of each passage to hear the correct answer.

Answers

Clues

1. ☐ A a factory worker
☐ B a retired person
☐ C a landlord
☐ D a fashion model

2. ☐ A the police
☐ B her teachers
☐ C her friends
☐ D her parents

3. ☐ A with his parents
☐ B in a college dormitory
☐ C alone
☐ D with roommates

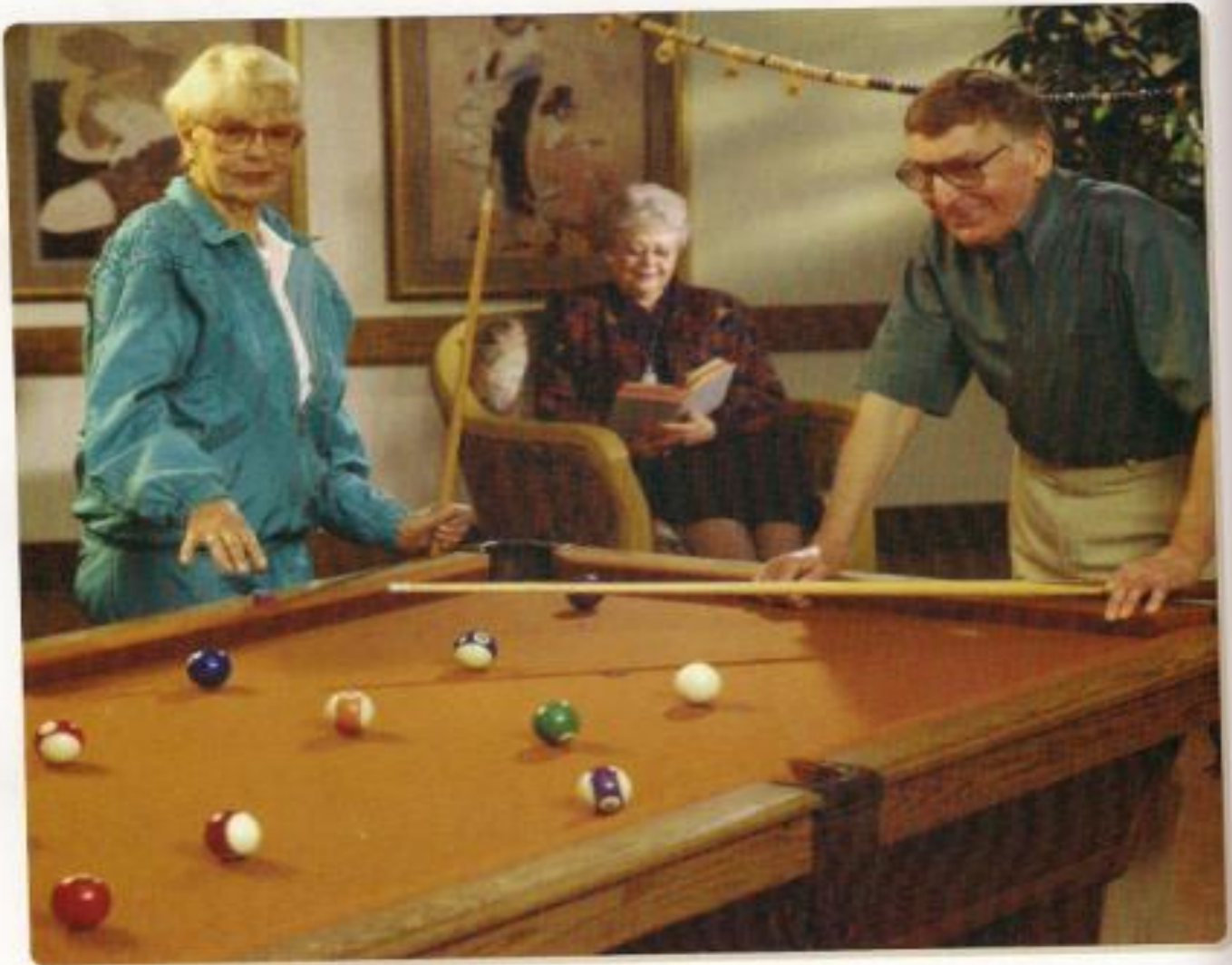
4. ☐ A a retirement home
☐ B a house with friends
☐ C an apartment
☐ D her son's house



3 Discussing Lifestyles Do you know any people like those in the recording? If yes, tell about their lifestyles and their problems or difficulties. Tell about the following and answer the questions below.

- a retired man living on Social Security (money that retired people receive each month from the U.S. government)
- a teenage girl who feels that her parents treat her like a baby
- a young man who lost his job and moved back into his parents' house
- an elderly person living in a retirement home

1. As a teenager, how is/was your relationship with your parents? Do/Did you ever feel that your parents treat/treated you like a baby?
2. In your opinion, is it the government's responsibility to take care of people when they retire? If not, whose responsibility is it?



▲ Senior citizens in a retirement home

Part 4

Real-World Task: Using Numbers, Percentages, Graphs

In this section you are going to compare lifestyles in different countries. In Chapter 2, page 38, you practiced taking notes on statistics. Review the vocabulary from that page. In this section you will continue learning how to talk about numbers and percentages.

Before You Listen

NUMBERS AND PERCENTAGES

Read the following sentences with numbers and percentages. Pay close attention to prepositions.

1. Seventy-five percent **of** U.S. women are married by age 30.
2. By age 30, 75 percent **of** women in the United States have been married.
3. By 2020, the percentage **of** elderly people in Japan will grow **from** 19 percent **to** 25 percent.
4. The number **of** unmarried Korean women in their 30s rose **from** 0.5 percent **to** 10.7 percent.
5. China's divorce rate went up **by** 21.2 percent in 2004.
6. The number **of** children declined **to** 1.6 (pronounced "one point six") **per** family.

1 Prelistening Discussion Discuss the following questions about *your* community.

1. In the last 50 years, has the number of working women increased, decreased, or stayed the same?
2. Is the divorce rate increasing or decreasing?
3. With whom do older people usually live?

Listen

Strategy

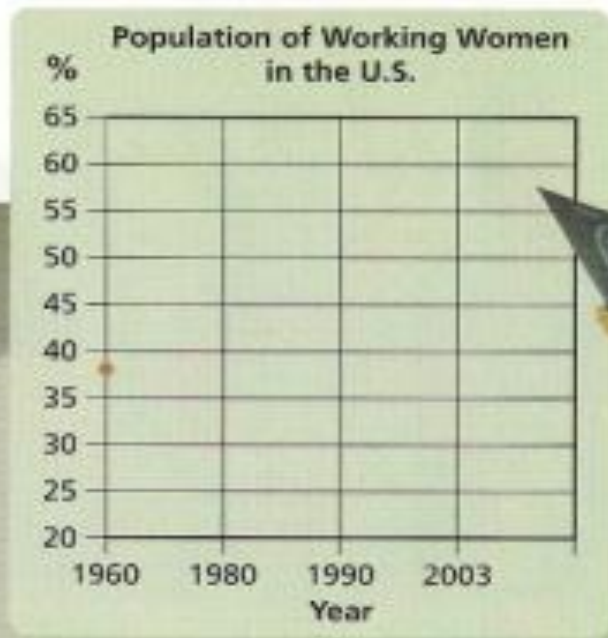
Graphic Organizer: Line Graph

A line graph can help you understand change or growth. For example, it can show changes in things like divorce rates or salaries over a period of time.

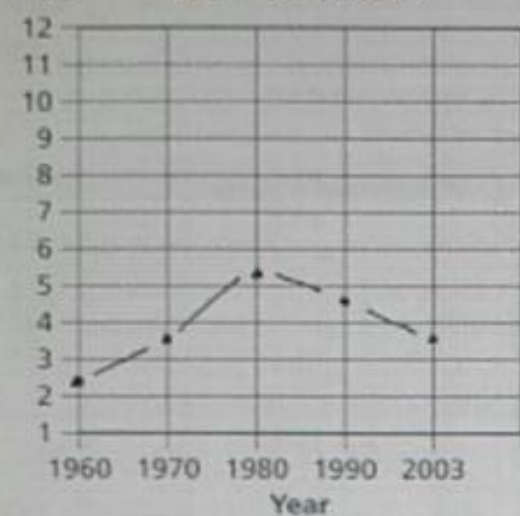


2 Completing Line Graphs

1. Here are three incomplete line graphs. Listen to the information and complete the graphs. The first item is done for you.
2. Work with a partner and compare graphs.



U.S. Divorce Rate, 1960-2003
(per 1,000 people)



People in the U.S. over Age 65
Living Alone, 1970-2000



women

men



After You Listen



3 Talking About Statistics Write five true or false statements based on the information in the graphs. Then take turns saying your statements to one or more partners. If a statement is false, your classmate(s) should correct it.

Example

A: In 2000, 20 percent of elderly women lived alone.

B: That's false. In 2000, 40 percent of elderly women lived alone.

Discuss your answers to the following questions with a partner.

1. Are you surprised by the information you learned from the graphs? Why or why not?
2. What are some possible reasons for the decrease in divorce rates since the 1990s?
3. Why do you think more elderly women than men live alone?

Talk It Over



4 Comparing Lifestyles in Different Countries The charts on page 121 and 122 are from *The World Factbook*. They contain information about lifestyles in different countries. However, the charts are not complete. Work in groups of three. Each student should look at one chart. Take turns asking and answering questions about the information in your chart. Fill in the missing information as your group members answer your questions.

Examples

Q: What was the average life expectancy in France?

A: The life expectancy in France was 79.44 years. (or "almost 80 years.")

Q: What was the GDP in Russia?

A: The GDP in Russia was \$8,900.

Q: How many children did the average woman have in Mexico?

A: The average woman had 2.49 children (or "between 2 and 3 children").

Chart A				
Country	# Children per Woman	Life Expectancy	TV Sets per Person	Per Capita GDP ¹
Korea	1.5	75.5	.4	\$17,800
United States	2.07	77.43		37,800
Argentina	2.24	75.7	.3	11,200
France	1.84	79.44	.6	27,600
Senegal		56.56	.08	1,600
Thailand	1.89	71.41	.5	7,400
Mexico	2.49	74.94	.3	9,000
Italy	1.27	79.54	.5	26,700
Saudi Arabia	4.11	75.23	.3	11,800
China (PRC)	1.69	71.96	.3	5,000
Egypt	2.95	62.39	.2	4,000
Iran	2.45	69.76	.1	7,000
Russia		66.39	.5	8,900
Japan	1.38		.8	28,200
Turkey	1.98	72.08	.4	

Chart B				
Country	# Children per Woman	Life Expectancy	TV Sets per Person	Per Capita GDP ¹
Korea	1.5	75.5	.4	
United States	2.07		1.00	\$37,800
Argentina	2.24	75.7	.3	11,200
France	1.84	79.44	.6	27,600
Senegal	4.84		.08	1,600
Thailand	1.89	71.41	.5	7,400
Mexico	2.49	74.94	.3	9,000
Italy	1.27	79.54	.5	26,700
Saudi Arabia	4.11	75.23	.3	11,800
China (PRC)		71.96	.3	5,000
Egypt	2.95	62.39	.2	4,000
Iran	2.45	69.76		7,000
Russia	1.26	65.12	.5	8,900
Japan	1.38	81.04	.8	28,200
Turkey	1.98	72.08	.4	6,700

¹ GDP means "gross domestic product." This number refers to the total value of goods and services produced by a country over a certain period of time. *Per capita GDP* is this number divided by the number of people living in the country.

Chart C				
Country	# Children per Woman	Life Expectancy	TV Sets per Person	Per Capita GDP
Korea	1.5	75.5	.4	\$17,800
United States	2.07	77.43	1.00	37,800
Argentina	2.24	75.7	.3	
France	1.84	79.44	.6	27,600
Senegal	4.84	56.56	.08	1,600
Thailand	1.89		.5	7,400
Mexico	2.49	74.94	.3	9,000
Italy	1.27	79.54	.5	
Saudi Arabia	4.11	75.23	.3	11,800
China (PRC)	1.69	71.96	.3	5,000
Egypt		62.39	.2	4,000
Iran	2.45	69.76	.1	7,000
Russia	1.26	65.12		8,900
Japan	1.38	81.04	.8	28,200
Turkey	1.98	72.08	.4	6,700

Source: *The World Factbook*



5 Discussion Discuss the questions below with your group.

1. Based on the information in the charts, which five countries have the highest GDP?
2. Which five countries have the lowest GDP?
3. Compare the number of the children per woman, the life expectancy, and the TV sets per person for the countries you named in questions 1 and 2. What general statements can you make, based on this information? Make complete sentences.

Example

The countries with the lowest GDPs usually have the largest number of children per woman, and the countries with the highest GDPs have the smallest number. For example, in Japan, the average woman has 1.38 children, but in Senegal, the average woman has more than 4 children.

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- ☐ cost of living
- ☐ day care center
- ☐ flexibility
- ☐ homemaker
- ☐ maternity leave
- ☐ opportunity
- ☐ policy

Verbs

- ☐ benefit
- ☐ can/can't afford
- ☐ check up on
- ☐ look into
- ☐ run out
- ☐ take off
- ☐ transfer
- ☐ volunteer

Adjectives

- ☐ flexible
- ☐ old-fashioned

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

	Very well	Fairly well	Not very well
I can hear and use stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for and respond to requests for favors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on examples using an outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about lifestyles and company policies.	<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 complete graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write what you learned and what you liked in this chapter.

In this chapter,

I learned _____

I liked _____

Global Connections

In This Chapter

Conversation:	Using Technology to Stay in Touch
Lecture:	Customs Around the World
Using the Context:	More About Customs
Real-World Task:	A Trivia Quiz

“No culture can live if it attempts to be exclusive.”

—Mahatma Gandhi
Indian nationalist and spiritual leader (1869–1948)



Connecting to the Topic

- 1 Where is the person in the photo? What is the person doing?
- 2 Why do you think this person needs a computer?
- 3 List the types of technology that you use. How do you use each type?



Part 1

Conversation: Using Technology to Stay in Touch

Before You Listen

In the following conversation, Sakamoto and Jeff talk about using technology to stay in touch with family and friends.



▲ Jeff, making a telephone call over the internet

1 Prelisting Questions Discuss these questions with your classmates.

1. In the photo, Jeff is using special software to make a telephone call over the Internet. What do you know about this technology? Have you used it?
2. How often do you use a computer and for what purposes?
3. What technology do you use to stay in touch with your family and friends in other countries?



2 Previewing Vocabulary

1. Listen to these computer terms from the conversation. Define them with your classmates. Check the terms you know. If you are not sure about a term, look it up in a dictionary.

Nouns

- ☐ blog
- ☐ headset
- ☐ sound card

Verbs

- ☐ download
- ☐ install (software)
- ☐ post (a message or comment)

2. Listen to the underlined words and expressions from the conversation. Then use the context to match them with their definitions.

Sentences

1. I need to catch up on the reading for my economics course. I was sick for two weeks, and I'm really behind.
2. My teacher wrote several comments and questions on my paper and asked me to rewrite it.
3. Fatima stays in touch with her family by phone and email.
4. A: Could you give me a ride to school tomorrow?
B: No sweat.
5. There's a \$3.00 charge for ordering concert tickets over the phone.

Definitions

- a. an opinion or statement about something or someone
- b. to do something necessary that you didn't have time to do in the past
- c. "No problem" or "That's easy."
- d. a cost or fee
- e. to communicate with someone regularly

Listen



3 Comprehension Questions Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. Where does this conversation probably take place?
2. What is Jeff doing?
3. Who is Hasan?
4. How much was Sakamoto's cell phone bill?
5. What does Sakamoto want to know about?
6. What equipment will Sakamoto need to buy?
7. How much does VoIP software cost?

Stress



4 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 missing stressed words.

Jeff: Come in!

Sakamoto: Am I _____?

Jeff: It's OK, I was just catching up on my _____.

Sakamoto: Oh yeah? What's it _____?

Jeff: Mostly it's about _____. Like, here's a _____ from Hasan talking about, let's see . . . football in Istanbul.

Sakamoto: In Turkey? _____ football?

Jeff: Sure. And _____ one from my friend Hiroshi, a _____ in Tokyo.

Sakamoto: Hmm. Maybe _____ should start a blog about learning _____.

Jeff: Well, it's a great way to meet _____ people, that's for sure. And all you need is an _____ connection.

Sakamoto: Well, _____ of the Internet, I wanted to ask your _____ about something.

Jeff: OK. What's up?

Sakamoto: Well, I just got my _____ phone bill for last month, and it was \$160!

Jeff: Ouch.

Sakamoto: Yeah, I can't _____ it. Cell phone calls are so _____ here.

Jeff: Are they _____ in Japan?

Sakamoto: _____ cheaper. And we use our cell phones for _____, too. A lot of people don't even _____ a computer.

Jeff: It's _____ what you can do with cell phones these days. Talk, take _____, send email . . .

Sakamoto: Yeah. But _____ Jeff, I need to find a cheaper way to stay in _____ with my parents and my friends in Japan. And I _____ there's a way you can call overseas for _____ using your computer. Do you know anything about that?

Jeff: Of course, it's a _____ called Voice over Internet. I use it all the _____.

Sakamoto: How does it _____?

Jeff: Well, you need a computer with a _____ card, if you've got that.

Sakamoto: Yeah, I do . . .

Jeff: And you also need a microphone and a _____.

Sakamoto: Hmm. I don't have those.

Jeff: No sweat, you can buy them at any _____ store.

Sakamoto: OK. What else?

Jeff: Well, then you'll need to _____ the software, which is _____, and then if the person you're calling installs the _____ software, there's no _____ for calling.

Sakamoto: But what if they _____? Can I call from my _____ to someone's _____?

Jeff: Yes. There's a _____ for that, but it's a lot cheaper than using your _____, believe me.

Sakamoto: Could you show me how it works on _____ computer?

Jeff: Right now?

Sakamoto: No, it's _____ in Japan now. Can we do it in about three _____?

Jeff: No problem. I'll be here.

Sakamoto: Great. See you later.

Check your answers using the listening script on page 282. Then read the conversation with a partner. Remember that stressed words are louder, higher, and pronounced more clearly than unstressed words.

Intonation



INTONATION IN QUESTIONS AND REQUESTS

Information questions have a rising-falling intonation pattern:

■ Where do you live?

■ What's your name?

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

■ Are you ready to go?

■ Could you please repeat that?



5 Practicing Intonation of Questions Listen to the following items from the conversation and repeat them after the speaker.

Yes/No questions

1. Am I interrupting?
2. Are they cheaper in Japan?

Request for help or permission

3. Could you show me how it works on your computer?
4. Can we do it in about three hours?

Information questions

5. What's it about?
6. How does it work?



6 Identifying Intonation Patterns Listen to the following sentences. Repeat each sentence after the speaker; then circle the up arrow for rising intonation, or the down arrow for rising-falling intonation.

1.  

4.  

2.  

5.  

3.  

6.  

Listen



7 Reviewing Vocabulary Discuss the following with a partner. Use the underlined vocabulary in your answers.

1. Do you read email every day, or do you wait until the weekend to catch up on all your messages?
2. How do you stay in touch with your family and friends when you're traveling?
3. Before you buy an expensive product, such as a camera or computer, do you read the comments posted on the Internet by other people who have used it? Why or why not?
4. (Complete the following conversation with a request for help or permission.)
A: _____
B: No sweat.
5. How much is the monthly charge on your cell phone? Would you like to find a cheaper monthly fee?

Using Language Functions

INTERRUPTING POLITELY

At the beginning of the conversation, Sakamoto enters Jeff's room and asks, "Am I interrupting?" In many cultures it is impolite to interrupt a person who is speaking or working. However, most Americans are accustomed to interruptions and don't mind them. Here are some expressions that English speakers use to interrupt politely.

Expressions for Interrupting Politely

Am I interrupting?	I'm sorry to interrupt, but . . .
Can/May I interrupt?	Pardon me, but . . .
Excuse me (for interrupting), but . . .	Sorry, but . . .
I'd like to say something.	Wait (a minute). (I have a question.)



8 Role-Play Work in groups of three. In each of the situations, two people are talking and a third person interrupts. Take turns playing the role of speakers and interrupter.

1. Two colleagues are talking about a computer problem in their department. An assistant enters, interrupts, and tells one of them that their boss is on the phone and wants to talk to him or her right away.
2. It is time for class to start, and several students are talking on their cell phones. The teacher interrupts and asks them to put away their phones and take out their homework.
3. Two friends are having coffee together. They are talking about travel plans. A third friend interrupts and asks if he or she can join them.



9 The Interrupting Game Work in groups of four to five students. Your teacher will give each student in the group a topic to discuss.

1. When it is your turn, start speaking about your topic.
2. Your classmates will interrupt you often, using the expressions in the explanation box.
3. When you are interrupted, answer the person who interrupted you, but then return to your topic. Follow the example.

Example

Speaker: Last night I went to a baseball game . . .

Student 1: Excuse me for interrupting, but which one?

Speaker: The Red Sox and the Yankees. Anyway, I went to the game and got to my seat . . .

Student 2: Sorry, but where was your seat?

And so on.

4. The game ends when the speaker finishes the story.

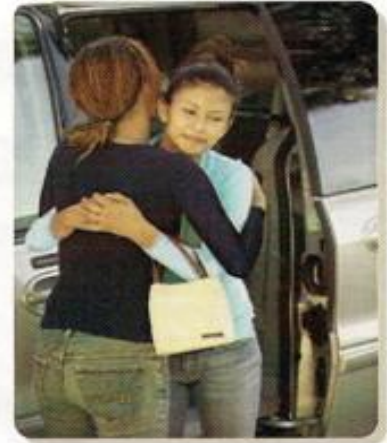
10 Survey: Find Someone Who . . . Ask your classmates about the ways that they stay in touch with family and friends. Find one person who fits each description below. Write the person's name in the space.

Example Have you ever used Voice over Internet Protocol?

Find someone who . . .	Name
has used Voice over Internet Protocol	
uses Instant Messenger regularly	
receives more than 10 emails a day	
enjoys writing letters	
has a PDA (personal digital assistant)	
does not have a cell phone	
has a cell phone, but no landline	
sends text messages regularly	

Before You Listen

The lecture in this chapter is about misunderstandings that can occur if people from different countries do not know about each other's customs.



1 Prelistening Discussion Discuss these questions in small groups.

1. What are the people in each photo doing? Can you guess which countries they are from?
2. Have you ever invited guests from another country to your home? If so, did their behavior surprise you? How did you react?
3. When visiting another country, have you ever insulted someone or embarrassed yourself because you didn't know the local customs? What happened?

2 Previewing Vocabulary Listen to these words and phrases from the lecture. Check (✓) the ones you think you know. Discuss their meanings with a partner. Check the other items later as you learn them.

Nouns

- ☐ chopsticks
- ☐ hug
- ☐ misunderstanding
- ☐ title (of a person)
- ☐ utensils
- ☐ variation

Verbs

- ☐ bow
- ☐ illustrate

Adjectives

- ☐ appropriate
- ☐ embarrassing
- ☐ insulted

Listen

Strategy

Taking Notes on Similarities and Differences

Taking Notes on Differences

The following sentence is from the lecture:

"In the United States, greetings often involve some sort of touching . . .

On the other hand, people from most Asian countries don't usually feel as comfortable touching in public."

Here are sample notes for this sentence. Notice the use of indenting, key words, and abbreviations:

Greetings

U.S.: involve touching

Asia: not comf. touching

Taking Notes on Similarities


"The Japanese, like many other people in Asia, give gifts often."

Jap. + other Asians give gifts often

Expressions Signaling Similarity and Difference

The following expressions are used in the lecture.

Differences	Similarities
on the other hand	(be) similar to
in contrast	also
however	like
while	

 **3 Taking Notes on Similarities and Differences** Listen to sentences with similarities and differences. Complete the notes. You will hear each sentence twice.

1. *Ams = comf. using 1st names*

just met + bosses

Other cultures:

more formal

2. *Egypt: leave food on plate*

Boliv = eat everything on plates

3. *Boliv* : *eat everyth. on plate*

+ Americans // = satisfied

4. *Many Jap. bow when they greet*

The hold hands in prayer position

5. *U.S. + West. countries:*

*greetings touch p.g. handshakes,
hug, kiss if know well*

Now, exchange notes with a classmate. Use your partner's notes to try to restate the information you heard.



4 Taking Notes (Part I) Listen to the first part of the lecture and take notes in the best way you can. Use your own paper. Listen for similarities and differences in two areas of cultural behavior.



5 Outlining the Lecture Here is a sample outline of the first part of the lecture. Use your notes from Activities 3 and 4 to fill in the missing information. Remember to use abbreviations and symbols. Listen again if necessary.

Part 1

Topic: Cultural Rules

Intro: story: Consumer (Mex) → m-y - job at factory
rec'd. real env. \$50 a boss (Taiwan)
shocked / but = chinees new year custom

I. Greetings

A. US + West. countries: with touch handshake
hug or kiss if know well

B. France: Kiss usual

C. Asia: touch not comfortable

1. Jap ~ bow

2. Thai ~ hands in prayer position

II. Use of Names and Titles

A. Americans: free use of first name
even just met formal

B. most cultures - more formal

Use family name

Eg. Mr. Martinez, Ms. Schultz

C. Korea: USE title with name

e.g. Teacher Park, manager Kim



6 Taking Notes (Part II) Listen to the second part of the lecture. Continue taking notes on your own paper. After listening, use your notes to fill in the missing information below.

- III. way to eat
- A. Utensils = what is used
1. Asia = chopsticks
 2. west = fork, knife, spoon
 3. India or Arab = with hand
- B. how much
1. Egypt = leave some food on plate
 2. Boliv = should eat everything up
 3. Ameri = clean plate = satisfied
- IV. Exchange
- A. in U.S
1. for dinner: bring flowers, small gift from your country
 2. business: _____
- B. Japanese + other Asians: more often gifts
e.g. thank doctor, teacher
rules for wrapping and time of presentation
- C. Things not to give
Eg: yellow flower (I ran) = hate
- V. all cultures = own rules no best, just different



7 Discussing the Lecture Discuss the following questions about the lecture and your own experiences. Refer to your notes as necessary.

1. Explain the "rules" for greeting people in the U.S., Japan, Thailand, and France. How do the customs of these countries compare with the customs of your home country or culture?
2. Compare the use of names and titles in the United States and other countries. What advice would you give an American visiting your culture about the proper way to address people?

3. Name one or more countries where people do the following:

- eat with a knife and fork
- eat with chopsticks
- eat with their hands
- leave food on their plate to be polite
- finish all the food on their plate to be polite.

4. Restate the examples of gift-giving customs from the lecture. Does your culture have any "rules" for types of gifts to give and to avoid?



8 Reviewing Vocabulary Work in small groups. Look back at the vocabulary list in Activity 2 on page 134. Quiz each other on the terms and their meanings.

On the Spot!

Strategy

Graphic Organizer: T-chart

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

For example,

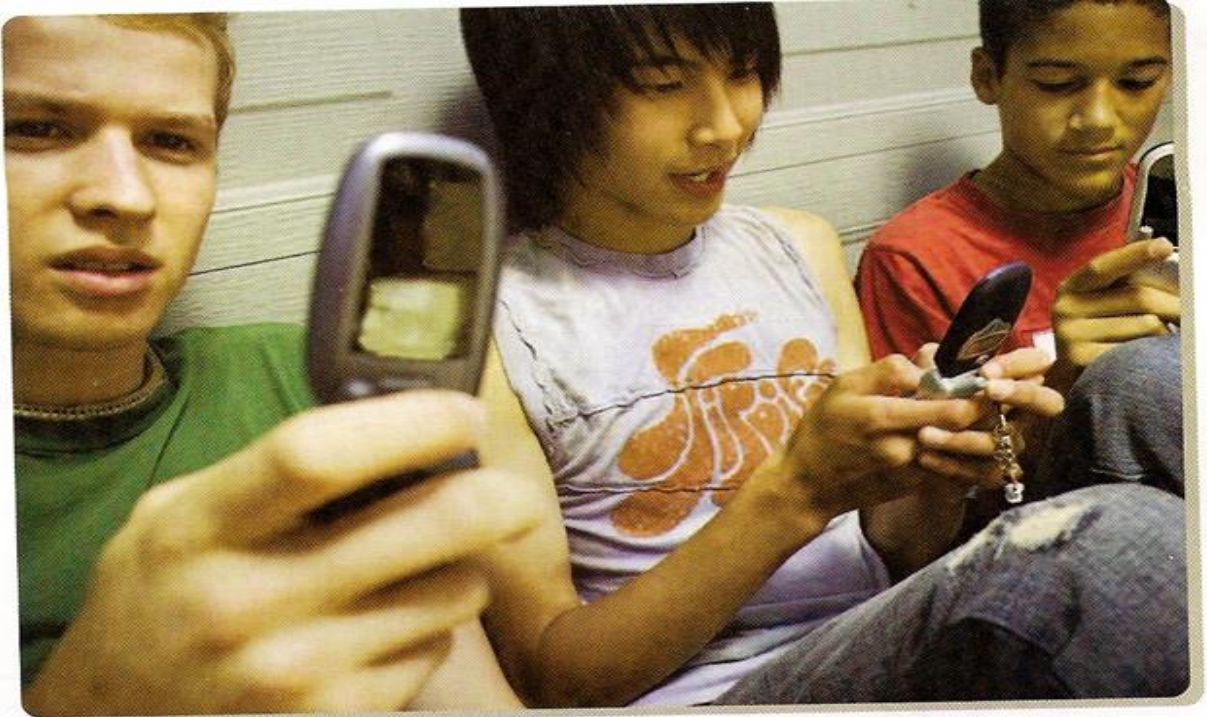
- you can compare the advantages and disadvantages of an idea to help you make a decision;
- you can compare facts and opinions;
- or you can list the strengths and weaknesses of an idea or of something you read or listen to.

9 What Would You Do? Read the situation and discuss the questions.

Situation

At a party, a friend introduces you to a new friend. You begin talking and discover that the two of you have many opinions and ideas in common. You have such a good time talking that you agree to meet for coffee the following day.

In the following weeks you meet many more times. You get to know each other better. However, there is a problem. Your parents expect you to have friends from the same background (race, religion, education, or social class) as you. Your new friend comes from a very different background. You know that your parents will be angry if you become close friends. You must make a decision. Will you become his or her good friend, knowing that your parents will disapprove, or will you stop being his or her friend?



▲ Friends from different backgrounds

1. What would you do in the situation described on page 138? Why?
2. Could you ever be very good friend with a person from a different background than you? What would your parents say to this?
3. What are the advantages and disadvantages of two people from different backgrounds becoming friends? Use the following T-chart.

Advantages	Disadvantages

Focused Listening



BLENDING CONSONANTS

When one word ends in a consonant sound and the next word begins with the same consonant sound, the two sounds are *blended*, or pronounced as one sound. There is no pause between the two words.

Example

black + cat = **blakat**

big + girl = **bigirl**

famous + singer = **famousinger**



1 Pronouncing Names with Blended Consonants Here are some typical English names. Listen and repeat them after the speaker. Blend the consonants so that each name sounds like one word.

- | | |
|-------------------|-------------------|
| 1. Alan Norton | 7. Tom Madison |
| 2. Pat Thompson | 8. Peter Ramsey |
| 3. Philip Pearson | 9. Val Lewis |
| 4. Dick Cantor | 10. Trish Sherman |
| 5. Brad Davis | 11. Cass Saxon |
| 6. Meg Gray | 12. Seth Thayer |



2 Listening for Blended Consonants Listen to the sentences and circle the blended sounds.

Example Harris saw a fat tiger at the zoo.

1. Yesterday Yolanda had a really bad day.
2. June ninth is the date of Valerie's last test.
3. Let's save money to buy a car radio.
4. Ron needs a tall ladder to reach that high window.
5. Please bring me some hot tea.
6. Camille lives in a dangerous city.
7. Malik called his mother eight times.

Listen again. Stop the recording after each sentence and repeat.



3 Pronouncing Sentences Circle the blended consonants and mark the linked sounds in the sentences below. Then practice saying these sentences with correct blending, linking, stress, reductions, and intonation. Finally, listen to the tape to check your pronunciation.

Example The air was full of fall leaves.

1. We need to cancel our dinner reservations.
2. I live with three roommates.
3. Have a good day.
4. I don't know her phone number.
5. This song is so sad.
6. We're ready to take a walk.
7. Did he put his black coat away?
8. She bought an expensive vase.

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 conversation skills, and provide a foundation for success on a variety of standardized tests. You are going to hear short passages about customs in different countries.

1. Listen to each passage.
2. Listen to the question for each passage. 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.

Answers

1. ☒ A They wanted to help the professor get ready for the party.
☐ B They forgot to check their watches.
☐ C Koreans and Americans have different ideas about arriving on time.
☐ D Parties in the U.S. always start early.

Clues

Answers	Clues
<p>2. <input checked="" type="radio"/> A Take off your shoes when you enter the house.</p> <p><input type="radio"/> B Keep your feet on the floor.</p> <p><input type="radio"/> C Stand up when your host enters the room.</p> <p><input type="radio"/> D Don't give shoes as a gift in the Middle East.</p>	
<p>3. <input type="radio"/> A Japanese people are friendlier than Americans.</p> <p><input type="radio"/> B Americans smile more than people from other cultures.</p> <p><input checked="" type="radio"/> C A smile can have different meanings in different cultures.</p> <p><input type="radio"/> D A smile has the same meaning in the United States and Puerto Rico.</p>	
<p>4. <input checked="" type="radio"/> A an old tradition</p> <p><input type="radio"/> B a way to make trees healthier</p> <p><input type="radio"/> C how to use old shoes</p> <p><input type="radio"/> D couples who have many children</p>	
<p>5. <input type="radio"/> A The officer will disapprove of you.</p> <p><input type="radio"/> B You will get special treatment.</p> <p><input type="radio"/> C It could help your business.</p> <p><input checked="" type="radio"/> D You could be arrested.</p>	

Using Language Functions

GENERALIZING

To speak about your daily routine or typical activities, use the present tense with any of these expressions.

generally

typically

most of the time

as a rule

in general

normally

usually

ordinarily

Examples

I wear sandals most of the time, even in winter.

I usually drink French or Colombian coffee for breakfast.

Typically, I leave for work at 7:30 A.M.

4 Discussing a Reading In the following passage, a resident of Brooklyn describes a typical Sunday in her neighborhood. Read the passage and discuss the questions that follow.

Brooklyn, New York is a very large, vibrant village. Its streets are full of world music, its buildings built by the hands of every culture. On a typical Saturday afternoon, as I walk through my neighborhood in search of lunch, I'm aware of the beautiful small world I inhabit. A group of Puerto Rican children play baseball in the street, making way for cars as they pass—first, a German car with sounds of Dominican bachata music flowing from its windows, followed by a Japanese truck whose driver enjoys Afro-Caribbean calypso. I stop inside the corner store to say hello to the Korean owner who sells me fresh flowers. My quest for food continues as I wander past many different types of restaurants. Should I eat a gyro from the Greek diner? Maybe a sugar bun from the Jamaican bakery or some minestrone soup from the Italian cafe will cure my hunger. Finally, I'm lured by the smell of curried chicken and decide to have my meal at an Indian restaurant. My stomach full, I continue my walk through the neighborhood, this time listening to the variety of different languages I hear on the street and I realize that language *is* music. Between Farsi and French, Swahili and Polish, each language has a unique rhythm and melody. Surrounded by so many international feasts and sounds, I am proud to call the global village of Brooklyn my home.

1. How many types of music does the writer hear, and where do they come from?
2. What does the writer see around her on the street?
3. What languages does the writer hear on the street?
4. Which foods does the writer mention, and where do they come from?

Prepare a short presentation about *your* typical day as an international citizen. Follow these instructions:

1. Use the questions above to guide you. For example: Which imported products do you use every day?
2. Make a list of other activities and products that are part of your daily routine.
3. Organize your presentation in chronological order, from the time you get up in the morning until you go to bed at night. Do not include every detail of your day; include only those activities and products that have an international aspect.
4. Remember to use expressions for generalizing from the instruction box on page 142.
5. Speak for two to three minutes. If possible, use one or more visual aids in your presentation.

Part 4

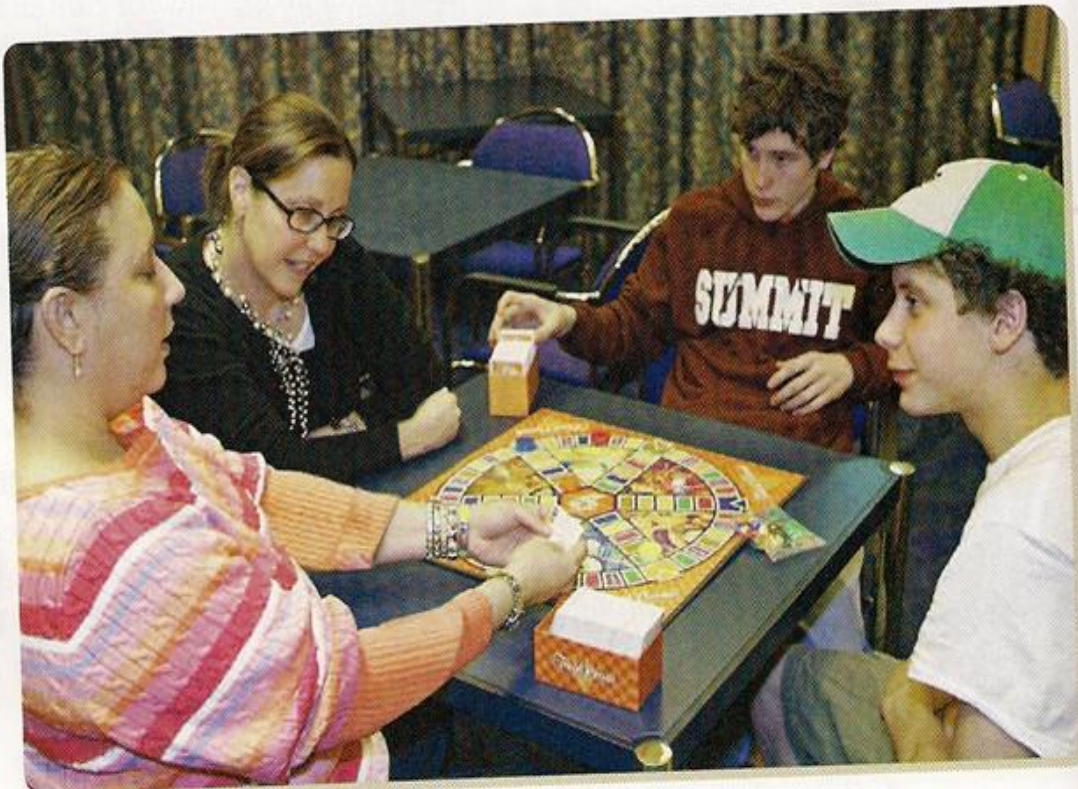
Real-World Task: A Trivia Quiz

FYI

trivia

(noun, plural)
things that are
very unimportant;
unimportant or
useless details;
little-known facts

A popular party game in the United States is called Trivial Pursuit. This game tests people's knowledge of detailed facts ("trivia") in many subjects such as world geography, movies, computers, and many more. Many Americans enjoy playing trivia games or taking trivia quizzes in magazines and newspapers.



▲ A family playing TRIVIAL PURSUIT

Before You Listen



1 Prelistening Discussion Answer the questions with a small group.

1. Have you ever played a trivia game? With whom did you play? Did you enjoy the game? Why or why not? Did you win?
2. Do you know anyone who is a trivia expert? Describe this person.
3. Are you an expert in any topic? How did you get your knowledge or skill?

Listen



2 Taking a Trivia Quiz In the following conversation, Joyce reads a trivia quiz to her brother Kevin. As she asks the questions, circle *your* answers in the chart. Then listen to the next part of the conversation, and you will hear the correct answer.

- | | |
|--|---|
| 1. <input type="radio"/> A the United States
<input type="radio"/> B Canada
<input type="radio"/> C Russia
<input type="radio"/> D China | 5. <input type="radio"/> A 5 hours
<input type="radio"/> B 8 hours
<input type="radio"/> C 11 hours
<input type="radio"/> D 15 hours |
| 2. <input type="radio"/> A France
<input type="radio"/> B the United States
<input type="radio"/> C Italy
<input type="radio"/> D China | 6. <input type="radio"/> A Mexico
<input type="radio"/> B Russia
<input type="radio"/> C England
<input type="radio"/> D Greece |
| 3. <input type="radio"/> A North America
<input type="radio"/> B Europe
<input type="radio"/> C Latin America
<input type="radio"/> D Middle East | 7. <input type="radio"/> A German
<input type="radio"/> B Spanish
<input type="radio"/> C Japanese
<input type="radio"/> D Chinese |
| 4. <input type="radio"/> A China
<input type="radio"/> B United States
<input type="radio"/> C Russia
<input type="radio"/> D Canada | 8. <input type="radio"/> A Moscow
<input type="radio"/> B New York
<input type="radio"/> C Tokyo
<input type="radio"/> D London |

What score did *you* get on the quiz? Compare with your classmates.

After You Listen

3 Designing a Trivia Game Write five trivia questions about your community and give them to your teacher. He or she will select questions to use in a class trivia game. You can write questions about:

- geography
- history
- customs
- products
- cities
- people
- natural resources
- tourist attractions

Talk It Over



4 Choosing Your Dream Vacation Work in small groups. Look at the photos and answer the questions that follow on page 147.



FYI

Students are often confused about the correct use of the words **trip** and **travel**. Study these examples:

I took a trip to Boston. (noun)

I don't like to travel on boats. (verb)

Traveling is her favorite hobby. (noun)

1. Can you guess where each photo was taken? What do you know about each place? For example,
 - the weather
 - the attractions
 - places to stay
 - dangers
2. Have you ever visited any of these places or similar ones? If so, tell your group about your trip.
3. If you could choose *one* of these places to take an all-expenses-paid vacation, which one would you choose? Why?

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> blog | <input type="checkbox"/> hug |
| <input type="checkbox"/> charge | <input type="checkbox"/> misunderstanding |
| <input type="checkbox"/> chopsticks | <input type="checkbox"/> sound card |
| <input type="checkbox"/> comment | <input type="checkbox"/> title (of a person) |
| <input type="checkbox"/> headset | |

Verbs

- ☐ bow
- ☐ catch up on
- ☐ download
- ☐ illustrate
- ☐ install (software)
- ☐ post (a message or comment)
- ☐ stay in touch

Adjectives

- ☐ appropriate
- ☐ embarrassing
- ☐ insulted

Expressions

- ☐ No sweat.

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

	Very well	Fairly well	Not very well
I can hear and use stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use intonation in questions and requests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use phrases for interrupting politely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on similarities and differences using an outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about customs in different countries.	<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 design and play a trivia game.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write what you learned and what you liked in this chapter.
In this chapter,

I learned _____

I liked _____

