

**Advanced**

# English Discoveries

## Scope and Sequence



A subsidiary of ETS,  
the creator of the  
TOEFL® and TOEIC® tests



**English**  
Discoveries



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## Overview of Advanced Courses

In the Advanced levels, learners access and make use of more in-depth oral and written information needed for effective communication through a variety of media and text types. Learners are exposed to and take part in oral interactions on less familiar, more abstract topics in a wide range of situations. Oral and written texts in each of the Advanced courses contain rich vocabulary and complex syntactic structures relevant to the level and text type.

Description	Topics	Course objectives
<b>Reading</b>		
<p>Learners access written information through the following text types:</p> <ul style="list-style-type: none"> <li>Letters (200-300 words)</li> <li>Stories (300-350 words)</li> <li>Articles (300-350 words)</li> <li>E-mails (300-350 words)</li> <li>Posters (300-350 words)</li> <li>Online Ads (300-350 words)</li> <li>Blog posts (300-350 words)</li> </ul>	<p>The texts are longer, written in more complex language, using rich vocabulary, and contain more inferential information. They deal with more abstract topics, such as: cultural differences, alternative vs. conventional medicine, letters of request/complaint, etc., bilingualism, working from home, how to set up a business, the pros and cons of artificial intelligence, space travel, etc.</p>	<p>Learners understand main ideas and supporting details in texts, draw inferences, understand idiomatic expressions, identify points of view and writer's attitude, apply knowledge of discourse markers to obtain information, and understand logical relationships in texts. They use the information in the texts to fill in e-mails, summaries, dialogues, sort items according to categories, order events in the correct sequence, and answer questions.</p>
<b>Writing</b>		
<p>Learners are exposed to and practice the written conventions of the following text types:</p> <ul style="list-style-type: none"> <li>Formal correspondence dealing with complaints, requests and inquiries</li> <li>Discursive essays</li> <li>Personal profiles and bios</li> </ul>	<p>The longer and more complex model texts are on abstract topics related to a diverse range of situations and viewpoints. In addition to 3-5 paragraph informational articles and opinion pieces, learners also produce personal profiles, and marketing materials such as brochures and informational flyers.</p>	<p>Learners practice the conventions used in formal workplace and academic texts. They recognize and identify key vocabulary and complete cloze versions of the model texts. They practice constructing a chain of reasoned argument and speculating about causes, consequences and hypothetical situations. They also edit model texts before writing an essay or</p>

<ul style="list-style-type: none"> <li>• Dialogues and narratives</li> <li>• Marketing brochures and flyers</li> </ul>		report, passing on detailed information or giving reasons in support of or against a particular point of view. They synthesize information and arguments from a number of sources that they have read or listened to.
<b>Listening</b>		
<p>Learners access oral information through the following media:</p> <ul style="list-style-type: none"> <li>• Radio programs</li> <li>• Voice-mail</li> <li>• Podcasts</li> <li>• TV programs</li> </ul>	<p>The passages are longer and contain rich vocabulary and complex language with more implicit information. They deal with a wide range of topics and situations: crime, travelogues, missing persons, in-depth interviews, banking services, instructions, unemployment, competitions, festivals, symposiums, online courses, etc.</p>	<p>Learners understand main ideas and supporting details, understand implicit and explicit information and idiomatic language, draw inferences from visual information, infer and understand points of view, and apply knowledge of discourse markers to obtain information and understand logical relationships. They use the information to fill in reports, complete e-mails, and summaries, follow instructions, and answer questions, etc.</p>
<b>Speaking</b>		
<p>Learners are exposed to oral interactions in familiar and less familiar situations such as: dress store, office, emergency room, cruise ship, house, department store, street, high school, group therapy session, lectures, seminars, class, and businesses.</p>	<p>The longer dialogues use complex language and rich vocabulary to talk about a range of more abstract topics: being bored, describing injuries, marketing, having problems at work, descriptions, and relationships, being more socially conscious, deciding between learning online vs in the classroom, etc.</p>	<p>Learners practice advanced speech functions such as: complaining, offering sympathy, expressing an opinion, giving advice, disagreeing, expressing worry, asking for a favor, interrupting, insisting, etc.</p>

Grammar		
Learners receive explanations of and practice in complex grammatical topics and structures relevant to their level.	The structures are practiced in longer sentences and dialogues on a range of topics.	Learners learn and consolidate knowledge of structures and tenses such as: Future Perfect and Progressive, clauses of result, phrasal verbs, participles, logical connectors, common errors, subjunctive, and negation, passive voice, simple tenses, modal verbs, future meaning, relative clauses, and mixed conditionals.
Vocabulary		
<p>Learners are exposed to and practice every day lexical groups such as:</p> <ul style="list-style-type: none"> <li>• Journalism</li> <li>• Relationships</li> <li>• Travel</li> <li>• Interviews</li> <li>• Health</li> <li>• Architecture</li> <li>• Space Travel</li> <li>• Learning and Technology</li> </ul>	The focus is on more complex words and phrases related to the adult advanced learners' needs and experiences.	Learners recognize everyday vocabulary in spoken and written form. They identify vocabulary in response to sounds, words, and pictures and discriminate between different words and phrases. They also classify different words according to categories.





## Advanced 1 - Course Map

Unit Name	Lesson
<b>Unit 1: Cultural Differences</b>	Australia
	Culture Crash
	So Bored!
	Clauses of Result: Review
	Adjectives 5
<b>Unit 2: Life In The City</b>	A Mystery
	Adams Murder Mystery Update
	How Awful!
	More Future: Future Perfect
	Crime 3
<b>Unit 3: Dangerous Sports</b>	Interview with a Climber
	Just in Time
	What Happened?
	More Infinitives: Other Uses
	Sports 3
<b>Unit 4: Complaints</b>	Call-In
	Complaint
	Expensive Boutique
	More Future:
	Future Progressive
	Journalism
<b>Unit 5: Business Strategies</b>	Ad
	Request
	Marketing Strategy
	More Infinitives: Perfect
	Business

<b>Unit 6: Communication</b>	Soap Opera
	Personal
	Please Speak Up
	Phrasal Verbs: Review
	Cultural Communication
<b>Unit 7: Medical Issues</b>	Acupuncture Might Help
	Common Sense, Not Blind Faith
	Barbeque Burns
	More Infinitives: Review
	Health 3
<b>Unit 8: How Smart Are You?</b>	Quiz
	Starting Young
	Dance Posters
	More Future: Review
	Learning a Language
	Quiz
<b>Unit 9: Socially Conscious Business</b>	Introduction: Socially Conscious Business
	Profits With Purpose Meetup
	The Presentation
	A Socially Conscious Restaurant
	Attending a Symposium
	An Article on Socially Conscious Businesses
<b>Unit 10: Architecture</b>	Introduction: Architecture
	Baran Architectural Firm
	The Architecture Competition
	Office Renovations
	National Society of Architects Design Awards
	Hiring an Architect

## Scope and Sequence

### Unit 1: Cultural Differences

#### Unit Description

This unit deals with issues related to cultural differences. Learners will watch a video clip of a travelogue about the Australian outback and Aboriginal traditions. They will listen to and take part in a dialogue in which two men are complaining about being bored on beach holiday, and will read a story about the mistakes a man who grew up in a big city makes when he relocates to a small southern town. The grammar section deals with a review of clauses of result. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of adjectives.

Lesson	Summary	Objectives
<b>Australia</b>	A video clip of a travelogue about the Australian outback, describing Aboriginal religious beliefs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Culture Crash</b>	A story about a young man coming to a small southern town and unknowingly offending the locals with his direct behavior.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a narrative.</li> <li>apply knowledge of markers of contrast to understand information in a narrative.</li> </ul>
<b>So Bored!</b>	A man is agreeing with a friend who is complaining about a beach holiday.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they complain/agree with complaints about something.</li> </ul>

<b>Clauses of Result: Review</b>	Review of clauses of result.	<b>Learners will:</b> <ul style="list-style-type: none"><li>consolidate their knowledge of clauses of result to talk about the reasons for or results of an action.</li></ul>
<b>Adjectives 5</b>	Presentation and practice of vocabulary associated with the topic of adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"><li>recognize vocabulary in audio and written form.</li><li>discriminate between different words and phrases.</li><li>match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 2: Life In The City

### Unit Description

This unit deals with various aspects of city life. Learners will watch a video clip about a dog who has gone missing. They will listen to and take part in a dialogue about a stolen car, and will read a story about a man on trial for murdering his wife. The grammar section deals with the Future Perfect. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of crime.

Lesson	Summary	Objectives
<b>A Mystery</b>	A video clip about a dog who has gone missing.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Adams Murder Mystery Update</b>	An article about the author of "Murder Mysteries," who is being tried for murdering his wife. Public opinion is divided as to whether or not he is guilty.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>understand idiomatic expressions in an article.</li> <li>apply knowledge of time expressions and tenses to understand the sequence of events as described in an article.</li> </ul>
<b>How Awful!</b>	A man is angered that his wife's car was stolen.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they offer/respond to sympathy.</li> </ul>
<b>More Future: Future Perfect</b>	Presentation and practice of more uses of the Future Perfect.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Future Perfect in affirmative and negative sentences and questions to talk about things that will be completed by a certain time in the future.</li> </ul>

<b>Crime 3</b>	Presentation and practice of vocabulary associated with the topic of crime.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize vocabulary in audio and written form.</li> <li>• discriminate between different words and phrases.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> </ul>
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### Unit 3: Dangerous Sports

#### Unit Description

In this unit learners will watch a video clip of an interview with a rock climber. They will listen to and take part in a dialogue in which a man describes injuries he received playing sport, and will read a story about three mountain climbers who get badly hurt and are rescued by emergency services. The grammar section deals with more infinitives, other uses. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of sports.

Lesson	Summary	Objectives
<b>Interview with a Climber</b>	A video clip involving a TV host and a rock climber who are discussing the physical challenges and excitement of the sport.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Just in Time</b>	A story about three teenage mountain climbers who have been badly hurt and are rescued by an emergency doctor service.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>use information from a story to complete an ad about it.</li> </ul>
<b>What Happened?</b>	A man in a cast is describing to his girlfriend how he broke his leg.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they offer/respond to sympathy.</li> </ul>
<b>More Infinitives: Other Uses</b>	Presentation and practice of more uses of infinitives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the passive infinitive after adjectives and verbs to emphasize the receiver of an action.</li> </ul>

<b>Sports 3</b>	Presentation and practice of vocabulary associated with the topic of sports.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 4: Complaints

### Unit Description

In this unit learners will listen to a radio program in which listeners voice their complaints to a famous tabloid journalist. They will listen to and take part in a dialogue in which two women complain about an expensive boutique, and will read a letter of complaint about a faulty washing machine. The grammar section deals with the Future Progressive. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of journalism.

Lesson	Summary	Objectives
<b>Call-In</b>	Radio listeners are invited to call in and interview a famous journalist.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio call-in.</li> <li>infer points of view in a radio program.</li> </ul>
<b>Complaint</b>	A letter of complaint to a department store about a faulty washing machine that was purchased there.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a complaint letter.</li> <li>understand idiomatic expressions in a letter.</li> </ul>
<b>Expensive Boutique</b>	A woman looking at a dress in a boutique suggests to her friend that they leave.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they agree with someone's opinion.</li> </ul>
<b>More Future: Future Progressive</b>	Presentation and practice of the Future Progressive.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Future Progressive in statements and questions to talk about continuous actions that occur in the future.</li> </ul>

<b>Journalism</b>	Presentation and practice of vocabulary associated with the topic of journalism.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 5: Business Strategies

### Unit Description

This unit describes a variety of business ideas. Learners will listen to a radio ad for a new banking service. They will listen to and take part in a dialogue in which a woman consults her colleague on a marketing strategy, and will read a letter from a woman requesting financial support for her business plan. The grammar section deals with the more infinitives: Perfect tense. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of business.

Lesson	Summary	Objectives
<b>Ad</b>	A radio ad for “Bank-Plus,” an account management service.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio advertisement.</li> </ul>
<b>Request</b>	A letter from a woman requesting financial support for a youth magazine she hopes to publish.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a request letter.</li> <li>use the information in a letter to complete a reply to it.</li> </ul>
<b>Marketing Strategy</b>	A woman is asking her male colleague for his opinion of her marketing campaign.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they give/accept advice.</li> </ul>
<b>More Infinitives: Perfect</b>	Presentation and practice of the Perfect form of infinitives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Perfect Infinitive to talk about past actions or states and after the passive form of certain verbs.</li> </ul>

<b>Business</b>	Presentation and practice of vocabulary associated with the topic of business.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize vocabulary in audio and written form.</li> <li>• discriminate between different words and phrases.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> </ul>
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## Unit 6: Communication

### Unit Description

This unit deals with topic of a breakdown in communication. Learners will listen to a radio soap opera in which an American and a Mexican meet at university. They will listen to and take part in a dialogue in which a woman on the phone can't hear the person on the other end, and will read a letter about an English speaker's experiences in Portugal, learning Portuguese. The grammar section presents a review of phrasal verbs. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of cultural communication.

Lesson	Summary	Objectives
<b>Soap Opera</b>	A radio program in which a young American woman meets a Mexican student at her university.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand different points of view in a radio soap opera.</li> </ul>
<b>Personal</b>	A letter from Bill to Elaine about his experiences living in Northern Portugal and learning to speak Portuguese.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand main ideas and details in a personal letter.</li> <li>apply knowledge of tenses to understand the sequence of events as described in a letter.</li> </ul>
<b>Please Speak Up</b>	A secretary speaking on the phone is telling the person on the other end that she can't hear her.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they can't hear someone on the telephone.</li> </ul>
<b>Phrasal Verbs: Review</b>	Review of phrasal verbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of phrasal verbs in English and be able to differentiate between them and the meaning of the verb on its own.</li> </ul>

<b>Cultural Communication</b>	<p>Presentation and practice of vocabulary associated with the topic of cultural communication.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize vocabulary in audio and written form.</li> <li>• discriminate between different words and phrases.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> </ul>
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## Unit 7: Medical Issues

### Unit Description

This unit focuses on the topic of medicine. Learners will watch a video clip of two male coworkers who are discussing the benefits of acupuncture. They will listen to and take part in a dialogue in which a doctor examines a burn patient, and will read an article on the advantages and disadvantages of conventional and alternative medicine. The grammar section presents a review of infinitives. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of health.

Lesson	Summary	Objectives
<b>Acupuncture Might Help</b>	A video clip of two male coworkers who are discussing acupuncture.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Common Sense, Not Blind Faith</b>	An article discussing the advantages and disadvantages of alternative and conventional medicine.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an expository article.</li> <li>identify writer's attitude in an article.</li> <li>classify information from an article into categories.</li> </ul>
<b>Barbeque Burns</b>	A doctor examining a burn patient is giving him advice.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they give/receive advice.</li> </ul>
<b>More Infinitives: Review</b>	Review of infinitives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of Perfect and Passive infinitives.</li> </ul>

<b>Health 3</b>	Presentation and practice of vocabulary associated with the topic of health.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize vocabulary in audio and written form.</li> <li>• discriminate between different words and phrases.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> </ul>
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## Unit 8: How Smart Are You?

### Unit Description

In this unit learners will listen to a general knowledge quiz on the radio. They will listen to and take part in a dialogue between a cruise director and an employee, and will read an article about a very bright seven-year-old bilingual Russian girl. The grammar section presents a review of the Future tense. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of learning a language.

Lesson	Summary	Objectives
<b>Quiz</b>	A weekly radio quiz program involving high school contestants.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio quiz.</li> <li>understand the information in a radio quiz to complete a conversation about it.</li> </ul>
<b>Starting Young</b>	An article about a seven year-old bilingual Russian girl who helps other Russian newcomers at her school.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an expository article.</li> <li>identify writer's attitude in an article.</li> </ul>
<b>Dance Posters</b>	A ship's cruise director and an employee are discussing plans for a dance that night.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they agree/disagree over something.</li> </ul>
<b>More Future: Review</b>	Review of Future tenses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of Future Progressive and Future Perfect tenses.</li> </ul>

<b>Learning a Language</b>	Presentation and practice of vocabulary associated with the topic of learning a language.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 9: Socially Conscious Business

### Unit Description

This unit is about socially conscious businesses. Students will become familiar with words and phrases related to the topic, identify the passive voice and use it to talk about socially conscious businesses. Students will be presented with and will practice the comprehension strategy, cohesive markers. They will listen to a radio message and persuade a friend to go with them to the meetup referred to in the message. Students will watch a video about marketing a business as socially conscious. They will then write an e-mail to a coworker. Students will watch a video and take part in a conversation and branching conversation about making restaurants more socially conscious. They will also write a summary of what they learned about socially conscious restaurants. Students will read a schedule and e-mail and listen to a telephone conversation about a symposium. They will then write a reply to the sender of the e-mail they read. Students will read an article about socially conscious businesses. They will then play the role of an investor and talk about the businesses discussed in the article.

Lesson	Summary	Objectives
<b>Introduction: Socially Conscious Business</b>	The topic of socially conscious businesses is introduced. Students are exposed to and practice words and phrases on the topic. The passive voice is presented and practiced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of socially conscious business.</li> <li>• identify vocabulary related to socially conscious business in response to sounds, words and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> <li>• identify and use the passive voice.</li> <li>• rewrite sentences in the passive voice.</li> <li>• read a text about a socially conscious business and identify sentences from the text that use the passive voice.</li> </ul>

<b>Profits With Purpose Meetup</b>	The comprehension strategy cohesive markers is presented and practiced. Students listen to a radio message about a business meetup. They then persuade a friend to go with them to the meetup.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main idea and significant details in a radio message.</li> <li>identify the passive voice and the function of cohesive markers in a radio message.</li> <li>complete sentences using appropriate words and phrases from the unit.</li> <li>persuade a friend to go to a business meetup using information from a radio message.</li> </ul>
<b>The Presentation</b>	Students watch a video about marketing a business as socially conscious. They then write an e-mail from one of the speakers in the video to a coworker, asking for help in preparing a presentation.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details in a video clip.</li> <li>draw inferences on the basis of information from a video clip.</li> <li>complete a summary of a video clip using appropriate words and phrases from the unit.</li> <li>imagine they are one of the characters from a video clip and write an e-mail to a coworker asking for help.</li> </ul>
<b>A Socially Conscious Restaurant</b>	Students watch a video and take part in a conversation about making a restaurant more socially conscious. They then take part in a branching conversation on the topic. Finally, they write a summary of what they have learned about how restaurants can be more socially conscious.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details in a video clip</li> <li>take part in a conversation about making a restaurant more socially conscious</li> <li>orally respond to statements from a conversation</li> <li>take part in a branching conversation about different ways for a restaurant to become more socially conscious</li> <li>synthesize what they learned from a branching conversation to write a summary about how restaurants can be more socially conscious</li> <li>read and understand a text chat between two business partners</li> </ul>

<b>Attending a Symposium</b>	<p>Students read a schedule of a symposium and an e-mail inquiry about the symposium. They also listen to a telephone conversation on the subject. They then write a response to the e-mail they read.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• read and understand a schedule and an e-mail about a symposium and listen to a conversation regarding the symposium.</li> <li>• answer questions and complete activities about a symposium on the basis of information from two texts and a conversation.</li> <li>• synthesize information from a conversation to write an e-mail response.</li> </ul>
<b>An Article on Socially Conscious Businesses</b>	<p>Students read an article about socially conscious businesses. They then play the role of an investor and discuss which company from the article they would invest in.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the main ideas and significant details in an article.</li> <li>• identify cohesive markers and the passive voice in an article.</li> <li>• complete sentences using appropriate words and phrases from the unit.</li> <li>• imagine they are an investor and talk about which company mentioned in the article they would invest in and why.</li> </ul>



## Unit 10: Architecture

### Unit Description

This unit is about architecture. Students will become familiar with words and phrases related to the topic, review the Simple tenses and use them to talk about architecture. Students will be presented with and will practice the comprehension strategy identifying supporting details. They will read a Web page of an architectural firm and write an e-mail to the firm. Students will watch a video about an architecture competition and talk about the designs discussed in the video. They will watch a video of two people discussing a plan for renovating an office. They will take part in a conversation and in a branching conversation on the topic. They will then write about the benefits of certain office designs. Students will read a poster, an article, and an e-mail about an architecture competition and talk about an architectural structure they find impressive. They will listen to part of a podcast about home improvements and write an e-mail to a friend telling the friend what they learned from the podcast.

Lesson	Summary	Objectives
<b>Introduction: Architecture</b>	The topic of architecture is introduced. Students are exposed to and practice words and phrases on the topic. The Simple tenses are reviewed and practiced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of architecture.</li> <li>• identify architecture vocabulary in response to sounds, words, and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> <li>• review and practice simple tenses to talk about present, past, and future actions and events.</li> <li>• understand the main ideas and significant details in an article and identify Simple tenses in the text.</li> <li>• complete a paragraph using appropriate words and phrases from the unit.</li> </ul>
<b>Baran Architectural Firm</b>	The comprehension strategy identifying supporting details is presented and practiced. Students read a Web page of an architectural firm and write an e-mail to the firm about an architectural project they are planning at home.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in a Web page.</li> <li>• complete a paragraph using appropriate words and phrases from the unit.</li> <li>• identify the supporting details in a Web page.</li> <li>• correct an e-mail to an architectural firm.</li> </ul>

		<ul style="list-style-type: none"> <li>synthesize what they learned about an architectural firm to write an e-mail expressing interest in its services.</li> </ul>
<b>The Architecture Competition</b>	Students watch a video about an architecture competition and talk about the designs discussed in the video, explaining which design they think should win.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details in a video clip.</li> <li>draw inferences on the basis of information from a video clip.</li> <li>match supporting details with the main ideas in a video clip.</li> <li>talk about the three design they learned about from a video clip and explain which they think should win.</li> <li>complete a dialogue using appropriate words and phrases from the unit.</li> </ul>
<b>Office Renovations</b>	Students watch a video of two people discussing a plan for renovating an office. They then take part in the conversation and in a branching conversation on renovating an office. Finally, they write about the benefits of open and closed office spaces and which they would prefer to work in.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend and infer the general meaning and significant details in a video clip.</li> <li>take part in a conversation about office renovation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a branching conversation about renovating an office.</li> <li>classify the benefits of an open office space versus a closed office space.</li> <li>write about the benefits of open and closed offices spaces and which they would prefer to work in.</li> </ul>
<b>National Society of Architects Design Awards</b>	Students read a poster, an article, and an e-mail about an architecture competition. They then choose an architectural structure from anywhere in the world that they find impressive and talk about it.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a poster, an article, and an e-mail.</li> <li>complete a paragraph about a design competition using appropriate words and phrases from the unit.</li> <li>classify information according to the correct architecture project.</li> </ul>



		<ul style="list-style-type: none"> <li>• match words from the lesson to the correct definitions.</li> <li>• talk about an architectural structure from anywhere in the world that they find impressive.</li> </ul>
<b>Hiring an Architect</b>	Students listen to part of a podcast about home improvements. They then write an e-mail to a friend who is considering hiring an architect and tell the friend what they learned from the podcast.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in a podcast.</li> <li>• draw inferences based on information from a podcast.</li> <li>• match words and phrases from the podcast to the correct definitions.</li> <li>• write an e-mail to a friend summarizing what they learned from a podcast about home improvements.</li> <li>• complete a conversation using appropriate words and phrases from the unit.</li> </ul>



## Lesson Texts

### Unit 1: Cultural Differences

#### Australia

This is the wild and beautiful landscape of Central Australia: the "outback," which covers seventy-five percent of the continent. It seems to lie, still and untouched, in the silence of its first creation. And yet, according to the Australian Aborigines, the whole continent is a maze of song. The Aboriginal myth of how the world began is extremely complex, but I'll try to simplify it.

In the beginning, which they call "Dreamtime," the "Ancestors" created themselves from clay, and then began to sing the world into existence. They walked about, singing the names of everything they saw: birds, animals, plants, rocks and rivers. As they walked, they left trails of footprints and songs. These are the famous "Songlines," which form a profound part of the Aborigines' religious beliefs.

#### Culture Crash

It's almost thirty years now since Brad Perkins came into our small southern town like an ambulance on its way to a car crash. At the time, he had no idea that anyone had noticed him, but of course we had. He was from New York City, a place where manners, values, and the rules of courtesy were very different from ours. Up north, being direct is something positive. Down here, it's considered rude. During the years, Brad never realized that he was offending anyone. We now know that he never meant to.

Once, Dr. Franklin invited Brad for Sunday dinner, not long after he'd arrived. Although he is actually quite reserved, Dr. Franklin likes to be known around town as a cultured man. He therefore felt the need to welcome Brad to town and show him some southern hospitality. Yet that meal caused such a problem for Brad that he almost had to leave town. Looking back now, I can see that we were the ones who were being rude, and not Brad Perkins.

There were only six people at dinner, but what he did seemed to have been broadcast all over town by the next day. And, of course, everyone took offense. Later, Dr. Franklin agreed that they had gone overboard and had been too sensitive. As a rule, however, it is not customary for a guest to refuse a second helping in a southerner's home.

Brad Perkins will have been here for thirty years next June. We've come to admire him, and it's hard to imagine the place without him. We treat him just like one of us, but I guess we've just gotten used to people from up north. Over the years, we've tried to learn more about what's considered appropriate in the north. We realize now that they're not rude; they just communicate differently.

**So Bored!**

- I get so bored on beach holidays.
- Me, too!
- Every year my wife drags me on one.
- Mine, too!
- The worst part is, I hate the ocean.
- I know what you mean. I can't stand it, either.

**Adjectives 5**

Word	Definition	Example Sentence
bored, adj.	feeling a lack of interest in what you are currently doing	I am so bored on this vacation, all we do is sit around the hotel pool.
complex, adj.	complicated, not simple	The situation is more complex than we thought, so it will take us longer to come up with a solution.
cultured, adj.	knowing a lot about the arts like music and literature	I always felt my mother was very cultured because she took me to many concerts and plays when I was little.
direct, adj.	being very honest and to the point	I like it when people are direct with me and say what they mean.
fabulous, adj.	extremely good	I had a fabulous time at the party last night, I really enjoyed myself.
incomplete, adj.	not whole, unfinished	Your trip to New York would be incomplete without a visit to the Statue of Liberty.
profound, adj.	significant and meaningful	Traditional foods are a profound part of any culture.
reasonable, adj.	something that is fair, having good judgment	I feel I was being reasonable when I told Steve it was too late to be calling.
remain idle, exp	inactive, not in use	If even one machine in the factory remains idle, we will lose money.

reserved, adj.	shy, not talkative	Annie is reserved in large social settings, but is usually lots of fun with a few friends.
rough, adj.	unpleasant, difficult	Moving to a new country can be rough because of the new language and different culture.
sensitive, adj.	understanding and caring, easily offended	When I don't feel well, my husband is always so sensitive and takes good care of me.
significant, adj.	a large amount, something that is important or meaningful	Since the new university opened, there has been a significant increase in the town's population.
unpredictable, adj.	difficult to guess or prepare for a person's behavior or the outcome of a situation	I don't know how Martha will react to the news, she can be very unpredictable.
wild, adj.	free, natural and unconfined, undisturbed by humans	There are many wild flowers growing in the fields.

**Unit 2: Life In The City****A Mystery**

Husband: Buster, here boy, Buster.  
 Wife: What's going on?  
 Husband: Honey, don't get mad. But there's been a disappearance.  
 Wife: Disappearance? What do you mean?  
 Husband: Buster! He's disappeared. I took him for a walk. When we got home, I went to the kitchen to make some coffee, turned around and Buster was gone.  
 Wife: Gone? How can that be? Did you look for him?  
 Husband: Of course. I looked all over the house - upstairs and downstairs. I called for him. I whistled for him. He's nowhere to be found.  
 Wife: I'm really worried! There's a rumor going around about a gang stealing pedigree dogs. Buster is worth a lot of money.  
 Husband: That's it! The thieves must have broken in whilst I was making coffee, and stolen Buster! Let's call the police!  
 Wife: Wait, before you start calling the police...I think I might have a different version of events.  
 Husband: Really? What's that?  
 Wife: Well, did you forget to close the back door again? That's what I thought. I'll go around to the neighbors to look for him...  
 Husband: The evidence is not conclusive! I may be innocent!

**Adams Murder Mystery Update**

by Tina Adler

By tomorrow morning, Gregory Adams, the famous author of Murder Mysteries, will have been on trial at the State Court. Hopefully, he will have told the court what he has refused to tell journalists up until now. As of tomorrow, the truth will be revealed and the rumor that Gregory Adams murdered his wife will be proven either true or false.

Adams, a man with no previous criminal record, naturally hopes to be found innocent, and sources close to the family say he is quietly confident. As for the public, however, opinion is divided. Many people seem to be convinced that the rumor that Adams "got rid of" his wife is no exaggeration. It is common knowledge that he has been married three times, and that in each case his wife mysteriously disappeared.

Ms. Mira Holmes, Adams's former neighbor and a well-known local filmmaker, seems to know the man very well. Many believe that her version of events is quite conclusive. "What the tabloid headlines say is only the tip of the iceberg," Ms. Holmes says firmly. "I have been investigating the tragic disappearance of Barbara Adams for many months now. I plan to make a documentary about it one day. Barbara disappeared on the 5th of January, just like Bonnie Adams, and Bettina Adams before her. My theory is that Mr. Adams' books hold the key to the truth. In his books, the murderer's wives all had names which began with the letter 'B,' and they all had large insurance policies. Finally, their murders always took place on the 5th of January."

Others seem to feel that this solution is too simple. They claim that someone else, perhaps a dissatisfied reader, got hold of the idea from Adams' books. Mira Holmes' claims have only added to the scandal surrounding the Adams trial.

Tomorrow the final chapter in this tragedy will be played out in the State courtroom, and many people are interested to see how this mystery ends.

**How Awful!**

- My wife's car was just stolen.
- Oh! How awful!
- I guess that's the way it goes sometimes.
- Yeah. Life in the big city can be rough.
- Actually, it could have been worse.
- Really? How?
- It could have been my car that got stolen!

### Crime 3

Word	Definition	Example Sentence
beat up, v.	to violently and purposefully punch or kick someone many times	Did you hear about the old lady who got beaten up and had her purse stolen?
claim, v.	to say something that is unproven and can be argued	Phil claimed someone stole his sunglasses, but I think he simply misplaced them.
conclusive, adj.	describing a clear and definitive ending to a situation or question	After the police checked the area, no conclusive evidence was found.
courtroom, n.	a place where a judge decides the final outcome of legal situations	As we entered the courtroom, the judge told us to take our seats so he could begin.
criminal record, n.	a formal list the authorities keep on anyone who has committed a crime	Before I got the job at the law firm, they had to make sure I didn't have a criminal record.
disappearance, n.	the process of passing from sight, becoming lost, vanished	Police are investigating the disappearance of a seventeen-year-old girl.
exaggeration, n.	a statement that stretches the truth, making the situation seem more extreme than it really is	Although the boy did steal some candy from the shop, to say he is a criminal is an exaggeration.
found (innocent / guilty), exp.	when a jury decides based on evidence and statements from witnesses whether a person has committed a specific crime or not (innocent if he has not committed the crime and guilty if they decide he has)	The town was shocked when the man was found innocent of the murder of two of its residents.

hold the key to the truth, idiom	a clue or specific piece of information that will lead to the real events of a situation being understood	The contents of that box hold the key to the truth about what really happened to her mother.
Innocent, adj.	not responsible for committing a crime	I think the woman stole the perfume, but she says she's innocent.
on trial, adj.	when a person is being judged in a court of law for a crime or crimes	Mr. Hawkins is about to go on trial for his crimes.
proven true or false, exp.	to show something to be correct or incorrect based on facts	Until her statement is proven true or false, we are unable to comment on it.
public opinion, n.	the general view of the overall population on a particular issue	According to public opinion, efforts to reduce violence in schools have not been successful.
rumor, n.	information that may or may not be true	I heard a rumor that she left the country.
version of events, exp.	one possible order of how things happened	Her version of events is quite different from mine.



### Unit 3: Dangerous Sports

#### Interview with a Climber

- Max Redman: Hi I'm Max Redman from Channel 1 news. Today I'm interviewing the daring Martha Moore who's going to tell us all about rock climbing. Martha, you've risked your life for this sport. Can you tell us why?
- Martha Moore: Well, Max, I've always loved adventure. And a few years ago I went to a local climbing gym, just like this one, and I was hooked! After a couple of months training inside, I decided to start climbing real rocks outside.
- Max Redman: You've made some very daring climbs in both the United States and Europe. That takes a lot of nerve. Don't you get scared?
- Martha Moore: Of course I'm afraid sometimes. But I don't let myself think about falling.
- Max Redman: Do you ever have second thoughts before a climb?
- Martha Moore: Not really, I view each new climb as a challenge.
- Max Redman: So what do you love most about climbing?
- Martha Moore: I love overcoming physical challenges and pushing the limits of what I can do. There's nothing better than the feeling you get when you complete a really difficult climb. So Max, are you ready for your first climbing lesson?
- Max Redman: Ready as I'll ever be!!

#### Just in Time

The Emergency Medical Parachutists are a team of doctors, each of whom owns a pilot's license and is experienced in parachuting. They give first aid to injured people who cannot be reached any way other than by plane. Today the team was made up of Elena, Hank, and Nick. Each one had received the same phone call, asking them to meet at the E.M.P. base.

"OK," said Nick. "We'll be taking off immediately."

"Who are we looking for?" asked Elena.

"Three teenage mountain climbers," answered Nick.

"They fell off the edge of a cliff. One kid seems to have been hurt badly. Another has a broken leg and the third one appears to have gotten only minor injuries."

"They must be panicking now, thinking nobody will ever find them," Hank said.

Once in the sky, Elena searched carefully. Then she pointed down.

"I see them!" she exclaimed.

"We're going to have to be very cautious near those rocks," said Nick. "I'll be circling up here until you contact me. Good luck, guys!"

Elena and Hank jumped from the plane and landed near the boys.

"You came just in time," said one of the frightened teenagers. "Eddie's in pretty bad shape."

Hank found Eddie, who was lying on a rock ledge. He quickly sized up the situation. "It's a risk to move him at this point, but we have no choice," he said. "He appears to have several broken bones." Turning to the other two friends he said, "You know, this adventure of yours could have had an even worse ending if we hadn't found you today."

All three teenagers were taken to the hospital and when Eddie was well enough, they appeared on a national TV talk show. They warned other young adventurers against going on foolish expeditions like the one which had led to their accident. "We thought we were being so daring and clever. Sure, it takes nerve to do what we did, but we were stupid to have gone near the edge of the cliff. We could have been killed," said Eddie. "In fact, I found out afterwards that I almost was."

"Don't take chances, even if you're familiar with the area that you're headed for," added his friend. "Study your destination on the map and take along all the equipment you may need. Then your trip can be a thrilling adventure and not a terrifying experience."

### What Happened?

- Thanks for picking me up, Cindy.
- What happened?
- I broke my leg playing football.
- Oh! What an awful thing to happen.
- That's not the worst part. The doctor said I shouldn't play football anymore.
- What a shame! You love football.
- Well, now I'll have more time to spend with you.

### Sports 3

Word	Definition	Example Sentence
a lot of nerve, exp.	having the courage to do something risky	It takes a lot of nerve to participate in extreme sports like skydiving.
adventurer, n.	someone who likes to have exciting and dangerous experiences	I am not an adventurer like my friend Tom, so I decided not to join him on his camping trip.
altitude, n.	how much above sea level something is	It can be very thrilling to jump from such a high altitude.
bad ending, exp.	a situation that doesn't end well	The fight that broke out between the teams had a bad ending and one of the players was taken to the hospital.
daring, adj.	risky and brave	Lisa decided to be daring and go on the advanced hiking trail.
dive, v.	to jump headfirst into water or the air	I have always been afraid to dive from the diving board.
expedition, n.	a journey to a specific place to accomplish a specific goal	We went on a fishing expedition last year to Trout Lake.
parachute, n.	a big sturdy piece of cloth that a person uses to float from the sky after jumping out of a plane	Suddenly, we saw people with parachutes in the sky and we knew we had been saved.
pass up an offer, exp.	to decline an invitation or proposition	I decided to pass up the offer to go skiing this weekend and stay home instead.
risk your life, exp.	to do something that could potentially result in your death or serious injury	People who dive from high cliffs are risking their lives.

second thoughts, n.	a hesitation about a decision you have made or something you are about to do	I'm having second thoughts about joining the soccer team this year.
size up the situation, exp.	to analyze a particular set of events	After I fell, I quickly sized up the situation and realized I had broken my ankle.
skydiving, n.	a sport that involves jumping from an airplane and freefalling until you use your parachute to float safely to the ground.	My cousin went skydiving once and he said it felt like flying!
take your chances, exp.	to do something even though there might be risks	I decided to take my chances and try out for the volleyball team.
thrilling, adj.	extremely exciting	Water skiing is a very thrilling experience!

**Unit 4: Complaints****Call-In**

- Host: Welcome to "Interview Line." This week, callers are invited to interview our special guest, the famous journalist, Dan Swathmore. Mr. Swathmore, more commonly known as "Dan the Man," will soon be retiring after more than thirty years of writing for The National Reporter. His next project is said to be a documentary about the scandalous world of tabloid newspapers, a subject with which he is very familiar.
- Caller One, you're on the air.
- Doris: Hello. My name is Doris. Dan, isn't it true that your information is based more on rumors than on what is actually known to have happened?
- Dan: Not at all. In fact, as soon as I get wind of a story, Doris, I follow it up by getting hold of the people who are reported to have been involved, and gathering as many facts from them as possible.
- Host: We have another caller. Joanne, thanks for joining us.
- Joanne: I agree with Doris. How can we trust you? After all, you journalists always refuse to reveal your sources. You take advantage of people's personal tragedies just to make catchy headlines. I'm convinced the tabloid bosses encourage you to break the law by exaggerating the truth to suit their purposes.
- Dan: I can only speak for myself, Joanne. I research my articles very carefully and always have hard evidence to back up any claims I make. As for what people call "the truth of a story," my view is that it has many versions, and my job is to reveal as many of those as I can.
- Host: Thank you all for contributing to "Interview Line." I think the issues raised tonight were just the tip of the iceberg. Join us next week, when we will be continuing with the topic of freedom of the press.

**Complaint**

Mr. Larry McCann, President  
Grumble's Department Store  
P.O. Box 5554  
New York, N.Y.

Dear Mr. McCann,

I'd like to bring to your attention the events of the past few weeks concerning a washing machine that I purchased on September 14th from your appliance department.

The machine was delivered and installed several days later, but since that time has failed to work. Before using the machine, I read the instruction book and followed the instructions to the letter. They didn't seem to be written in a complicated way - I usually have a head for these things, but for some reason the machine didn't work. At that point I re-read the directions so as to be sure I had set everything correctly. However, the machine remained idle.

A label on the back of the machine listed a phone number to call in case of problems. I called and spoke to a technician, who gave me step-by-step instructions how to turn on the machine. But the whole process was a waste of time. The machine still wouldn't work.

Several days later, another technician actually came to my home to try to figure out what was wrong. I hoped to be doing my laundry by the time he left, but he could not get the machine to work, either. He told me I had two options: either to have the machine repaired or exchange it for a new one. Since this machine is brand new and has never worked, I felt I deserved a new one.

I called your store and was told that the normal procedure was to write a letter to the department manager explaining the problem. I did this several weeks ago, but my letter appears to have been ignored.

Mr. McCann, by the time you get this letter, an out-of-order washing machine will have been sitting in my house for nearly six weeks. This whole episode has been a pain in the neck for me. The machine needs to be replaced immediately. If it is not, my lawyer will be getting in touch with you. Please consider this a final warning.

Sincerely,

Felicity Dundee

### Expensive Boutique

- I can't stand these expensive little boutiques.
- I know. They charge so much for so little.
- I'm getting tired of shopping. Let's get out of here and go eat.
- Great idea! I'm starving.
- Wait! Look! Isn't that a fabulous little black dress?
- Absolutely! And it's on sale, too!

### Journalism

Word	Definition	Example Sentence
back up a claim, exp.	to support a statement with facts	It is important that journalists are always able to back up any claims they make.
catchy headline, exp.	interesting article titles in a newspaper or magazine to make readers want to know more	I need to come up with a catchy headline for my next news story.
contribute, v.	to give time, money, or effort to a cause or organization	My mother has contributed so much to this family by taking care of everyone and always being available to us.
documentary, n.	an informative film about a particular event or topic	I saw a very interesting documentary about deep-sea fishing last night.
follow up on a story, exp.	to get more information about a certain story	I need to follow up on that story I heard about the little boy who saved a man's life.
freedom of the press, exp.	the legal right of newspapers and magazines to write about whatever they choose	Although I believe in freedom of the press, I also think there are certain boundaries that shouldn't be crossed.
gather facts, exp.	to collect true pieces of information	First I gather the facts, then I start writing.

get wind of a story, exp.	to hear or learn about a particular news story or event	I got wind of the story too late, so I wasn't able to release the news first.
hard evidence, n.	real proof	There is no hard evidence that supports your theory.
magazine issue, n.	a collection of stories, pictures, and ads usually in color for a specific week or month	I thought this month's magazine issue wasn't as interesting as usual.
raise an issue, exp.	topics that were brought up	Some interesting issues were raised in today's newspaper.
reveal sources, exp.	to share where you got information	Don't worry, I never reveal my sources so nobody will ever know that you gave me the information.
scandal, n.	a circumstance that involves important or famous people acting immorally or dishonestly and ruining their reputation	There have been so many scandals in that company, I don't know how they are still in business.
tabloid newspapers, n.	small newspapers that usually include lots of stories about the private lives of famous people	I feel sorry for that actor because they are always printing embarrassing pictures of him in the tabloid
topic, n.	a specific subject that is written about or discussed	Next week's topic will be "Staying Healthy and Keeping in Shape".

**Unit 5: Business Strategies****Ad**

- Speaker 1: Are you annoyed by high interest rates? Do you ever need help keeping track of your financial records? Do you wish you could overdraw on your account without seeing your checks bounce? If you answered “yes” to any of the above questions, it’s time for you to check out “Bank-Plus” at ABC Finance Bank. For just a small monthly fee, you’ll get high-quality service to help you manage your bank account. But don’t take it from me. Listen to one of our satisfied customers:
- Speaker 2: At ABC Finance Bank, there’s always someone who helps me understand my statements and keeps an eye on my investments. The people there really care about me. Also, since the bank double-checks everything, errors, which, in the long run, could cost me a lot of money, are avoided. As long as my money is at ABC Finance Bank, my savings are secure.
- Speaker 1: ABC Finance Bank likes to be known as the bank that cares about you as well as your money. That’s a bank to invest in. Why don’t you check us out? Now that you know more about us, you’ll be glad you did.

**Request**

Kara Moore  
Youth Matters Ltd.  
20 January

H. Morgenthal, General Manager  
Natural Shoes Ltd

Dear Mr. Morgenthal,

It has been some time since we were in contact. I hope that all is well with you. My annual presentation to the organization seems to have been well received, and by next month I will be managing the whole publications office. I want to thank you for your support and advice when we met last year. You helped me a lot.

One of my primary objectives for next year is to focus on reaching out to youth and getting them interested in environmental issues. Now that the environment has become a hot news topic, that should not be too difficult. My idea is to create a youth magazine that would appeal to high school and university students. I would like the magazine to be known for its quality, rather than its environmental subject matter.

I have included an outline of the first proposed issue for your consideration. I thought that your company, Natural Shoes, might be interested in giving money to support such a project. Since you depend on selling your products to youth, this could be a good way of reaching them. We are, therefore, offering you several full-page advertisements in our magazine.

Please take time to think the idea over, and then let me know what you decide.

All the best.

Sincerely yours,

Kara Moore, Publications Officer

## Marketing Strategy

- So, Johnson, what do you think of my new marketing strategy?
- Personally, I think that it could be improved.
- Oh, really? What would you change?
- Well, I feel strongly that we must also target middle-aged men in this campaign.
- Hmmm. That's a smart suggestion, Johnson. Good thinking.

## Business

Word	Definition	Example Sentence
bounce a check, exp.	a term used to describe a check that cannot be cashed because there is not enough money in the account	This is the third time this month my check has bounced so I really need to get paid soon!
campaign, n.	an initiative by a company to attract customers and increase sales	The new marketing campaign has been very effective so far as there has been a 20% increase in sales this month.
double-check, v.	go over something twice to be sure it is correct	I double-check my account every month to make sure there aren't any extra charges.
full-page advertisement, n.	a large printed announcement in a magazine or newspaper that tells about a product or service	I saw a full-page advertisement in today's paper for a new electronics store.
in the long run, idiom	in the end or the final conclusion	We have to spend a lot of money on the renovations now, but in the long run it will all be worth it.
insurance policy, n.	an agreement you have with an insurance company	I got a good insurance policy from the company my brother works for.
interest rate, n.	the percentage of extra money you get if you invest a sum of money or that you pay if you have borrowed that money	It is so difficult to pay off a loan these days with such high interest rates.
investment, n.	money you put into something that will eventually result in you making more money	My accountant helps me choose the best investments.
keep track of, exp.	to manage something or someone closely	I find it easier to keep track of my account online.



marketing strategy, n.	a plan that includes the details of how and to whom a company will sell a product or service	If you want to be successful, it is important to have a good marketing strategy.
monthly fee, exp.	a specific amount of money you pay (once a month) for a service	I pay a monthly fee for my Internet service.
overdraw on your account, exp.	to use more money than you have in your bank account	I have to be careful not to overdraw on my account this month, so I'm trying not to spend so much money.
satisfied customer, n.	someone who purchases a product or service that he is happy with	As long as I get good service and decent rates, I'm a satisfied customer.
secure, adj.	relating to finances being safe and well-managed in a bank or investment	I am looking for a reliable bank where I can be certain my savings are secure.
statement, n.	review of your bank account activity for a period of time that includes money you have spent and received	It is important to check your bank statements every month to make sure there are no mistakes.

**Unit 6: Communication****Soap Opera**

- Narrator:** Cathy wants to meet someone from a different culture. Now that a group of Mexican students has come to her university, Cathy makes a firm decision to meet one of them, and hopes to be included in some of their activities.
- Cathy:** Hi, there. As a rule, I don't talk to strangers, but I will be going to Mexico next summer. Mexican culture is so different from ours and I'm really interested in finding out all about it. I'm Cathy, by the way.
- Carlos:** Hi. I really admire your interest in Mexico. My name's Carlos.
- Cathy:** Wow! Taking into account that you've just arrived, your English seems to be fluent.
- Carlos:** I like to be considered bilingual. I studied hard before I came. Learning the language of a new country is a must if you want to fit in.
- Cathy:** I agree. Maybe you can help me with my Spanish. By the way, do you have one of those great Mexican hats? It would be quite appropriate for this hot summer we're having now.
- Carlos:** No, I don't. Tell me, does everyone here think we all still wear those hats? It's a real generalization, you know.
- Cathy:** Oh, I thought that it was customary to wear those hats in Mexico. Please don't take offense.
- Carlos:** I just get offended when people stereotype me.
- Cathy:** Sorry. Listen - why don't you come for dinner Friday?
- Carlos:** OK. I'd enjoy some good American hospitality.
- Narrator:** Will Cathy and Carlos fall in love? Will Carlos teach her Spanish? Find out next week on "Ups and Downs."

**Personal**

Dear Elaine,

Hi, there! How are you? I'm doing well up here in the north of Portugal, and I'm really beginning to make headway with my Portuguese. Now that I've been here for six months, I'm finding it much easier to express myself, although I still have a problem with my pronunciation. It's exciting to speak another language besides English, and I hope that in six months' time I'll be speaking fluently. By then I will have been here a year, and will hopefully be speaking like a native. My plan is to be practically bilingual by the time I leave.

Anyway, this letter would be incomplete without a funny story. Correct? The local villagers hate to be thought of as inhospitable; so one family invited me for a meal last week. I decided to take advantage of the invitation (who turns down such an offer?) and I didn't eat all day, so that I'd be hungry. I knew enough Portuguese to get by, but I memorized a few extra expressions, just in case.

When I arrived for dinner, I was disappointed to see that they had made roast beef.

I tried to get it across to them that I didn't eat meat, but I guess I made too poor an attempt at it. When it became clear that I wasn't going to eat anything, the room was suddenly silent. The family didn't speak to me again until it was time for me to leave.

I asked my friend Marcos to speak to them for me and he found out that there had been a misunderstanding. It turns out that I had said and used words incorrectly, and they had interpreted it as some sort of criticism of THEIR meat.

Yesterday, however, I received a huge basket of fruit with a note saying, "Practice your Portuguese!" Marcos translated it for me! I know you'll laugh. Keep in touch.

Bill

**Please Speak Up**

- I'd like to speak to Mr. Carlton, please.
- I beg your pardon. What was that again?
- I said I want to speak to Mr. Carlton.
- I'm sorry, ma'am. I can't hear you very well. Can you please speak up?
- I'm already shouting. Is Mr. Carlton there?
- Ma'am, this connection is awful. Please call again.

**Cultural Communication**

Word	Definition	Example Sentence
appropriate, adj.	acceptable or fitting for a particular situation	It is cold here this time of year so make sure you bring appropriate clothing.
courtesy, n.	sensitivity to others, politeness	Where I come from, it's common courtesy to hold the door for others.
criticism, n.	negative feedback	I wouldn't want to hear people's opinion about my cooking - I don't take criticism very well!
customary, adj.	accepted, commonly practiced in a certain culture or community	In our family, it is customary to take off your shoes before entering the house.
express yourself, v.	to be able to explain your feelings to others	I have trouble expressing myself when I get excited.
fit in, phrasal verb	to be accepted as part of a group	I moved to this city two months ago and I still don't feel like I fit in.
generalization, n.	an overall assumption about something or someone	People tend to make generalizations about certain cultures.
go overboard, idiom	to do a lot more than is necessary	Once people began arriving, we realized we had gone overboard with the food.
hospitality, n.	generosity by having guests in your home	Your brother never even thanked us for our hospitality before he left!
immigrant, n.	a person who moves to another country to live	My grandparents were Polish immigrants who came to this country for a better life.

myth, n.	an ancient story about the history of a certain place or people	There are many myths about how the world began.
religious beliefs, n.	what a person believes as it relates to God	Even today, people are still persecuted for their religious beliefs.
stereotype, v.	to make a statement or assumption about a certain group of people that may not be true about every member of that particular group	My parents always taught me not to stereotype people, but to see them as individuals.
take offense, exp.	to feel hurt as a result of something someone did or said	I hope Mary didn't take offense that I didn't invite her to the movie.
values, n.	a strict set of behaviors and rules a person lives by	I admire your family values.

## Unit 7: Medical Issues

### Acupuncture Might Help

Freddy: My shoulder is killing me.  
 Ron: Yeah you do seem to be in a lot of pain.  
 Freddy: Yeah, I know. I've been to the doctors twice already. I might need surgery.  
 Ron: Well have you tried something different? Maybe acupuncture?  
 Freddy: I don't know how I feel about acupuncture. Someone sticking tiny needles in my skin? Sounds painful.  
 Ron: Actually it doesn't hurt. I've had it done a couple of times and I think it helped.  
 Freddy: Really?  
 Ron: Why don't you give my acupuncturist a call?  
 Freddy: I guess I should. I'd do anything to avoid surgery. What's the number?  
 Ron: I'll get it for you later..... ow...ow...ow...  
 Freddy: Should I make an appointment for both of us?

### Common Sense, Not Blind Faith

Reasonable people should not have blind faith in the medical profession. We all have to get more information about the treatments that we are given. We have to check out medicine we take. We have to ask for second and even third opinions. We must do some research. We have to use our common sense and be informed about our health care.

While it is true that modern Western medicine has risks, we shouldn't reject it totally. The harm to the patients usually comes from not getting medical treatment immediately. Most people who get good medical care are healthier and live longer.

If this is the case, why has "alternative" health care become so popular in North America and Europe? Often fear of surgery or of strong medication motivates people to look for these alternatives. Many people think that these treatments will help even when the situation seems hopeless to Western doctors.

Alternative treatments are attractive because they seem less harmful and more sensitive to our needs. Surgeons perform dangerous surgery, but reflexologists, natural healers, or homeopathic doctors do not seem to give dangerous treatments. People don't think alternative care would kill anyone by mistake. In addition, everyone wants to be treated warmly. No one wants to go to a doctor in a cold, impersonal hospital clinic. Since some doctors don't have a nice "bedside manner," people like the attention they get from alternative healers.

Whether or not we decide to choose one type of treatment or another, we have to realize that there will be risks in almost any treatment. All doctors and healers are human beings who can make mistakes. They can miss things and waste valuable time. No matter what happens, we have to think about all of the different options. Remember, there are millions of patients who are alive and well today because of "conventional" Western medicine.

**Barbeque Burns**

- These burns aren't too bad.
- I guess I was lucky.
- If I were you, I'd be more careful in the future.
- I'm usually very careful. This has never happened before.
- I think you should avoid having barbeques for a while.
- I will, Doc. Thanks.

**Health 3**

Word	Definition	Example Sentence
alternative medicine, n.	medical treatments that involve more natural forms of healing	I'm interested in learning about alternative medicine and perhaps becoming an acupuncturist.
bedside manner, n.	the way in which a doctor or healthcare professional interacts with you and how sensitive they are to your feelings	I've decided to switch doctors because I feel the one I am currently seeing does not have a good bedside manner.
blind faith, exp.	having trust in something without doing your own research	Some people don't bother looking into the medicine they are given from their doctors, they just take it with blind faith.
broken bones, n.	bones in a person's body that have been damaged by a fall or accident	When I went to the hospital after the accident, they told me I had a broken bone!
common sense, n.	good judgment	If you cut yourself and the bleeding doesn't stop, it's common sense to go to the emergency room.
conventional, adj.	most common or traditional	I'd rather use more conventional methods to treat my illness because I have more confidence that it will be effective.
homeopathic, adj.	describes a unique method of treating illnesses that involves natural medicines that include a small amount of the disease itself	After years of searching for a cure for her illness, my aunt finally found a homeopathic doctor that was able to help.
informed, adj.	knowledgeable	It is very easy to get informed about healthcare options online.

laser surgery, n.	a medical procedure using a laser to cut tissue	I'm getting laser surgery on my eyes tomorrow.
medical profession, n.	the field of healthcare	I have a lot of respect for those who work in the medical profession because it can be difficult to be around sick people all day.
reflexologist, n.	someone who practices reflexology, which is a method of healing by massaging the hands and feet	It is important to find a reflexologist that is licensed and has a lot of experience in the field.
second opinion, n.	another evaluation from a second doctor to see if the diagnosis and recommendation for treatment matches the first	I always encourage my patients to get a second opinion because I want them to feel secure that they are receiving the best quality care.
surgery, n.	a medical procedure that involves cutting into a part of the body	I had to have surgery on my knee a few years ago after I fell down several stairs.
technique, n.	a specific and skillful way of doing something	There are many new medical techniques being developed now.
Western medicine, n.	a style of medical treatments involving drugs and surgery most commonly used in North America and Western countries.	I think Western medicine is very important, however I also believe it can be combined with alternative treatments.

**Unit 8: How Smart Are You?****Quiz**

- Paula: Welcome to the weekly quiz program, "Yesterday, Today, and Tomorrow." Today's guests are high school students Jason and Rachel. You know the rules, so let's begin. Jason, by the time your children learn to drive, cars will probably be running on what kind of energy?
- Jason: Solar.
- Paula: Right! Now, Rachel, which country in the world has the largest population?
- Rachel: China.
- Paula: Correct. Next question. What kind of technology is now commonly used in performing surgery because of its accuracy, efficiency, and shorter recovery time for the patient?
- Jason: Uh...uh...
- Paula: Time's up, Jason. Rachel?
- Rachel: Laser technology.
- Paula: Right. Rachel, your turn. Now that we have already been to the moon, we might soon be living in outer space. Name the planet closest to Earth.
- Rachel: Mars.
- Paula: Correct, again! The first person to answer the next question will get twenty-five points. In what way can we drastically limit the amount of garbage that we throw away?
- Jason: By recycling it, so that it can be used again.
- Paula: Right, Jason. Twenty-five points to you. I'm afraid that's all we have time for. Rachel is today's winner. I'm Paula Turner, wishing all of you a good week. Join us again next week for "Yesterday, Today, and Tomorrow."

**Starting Young**

by S. Noriko

Seven-year-old Marina Schuman, a Russian immigrant, is called "the interpreter" by her classmates. Two new Russian students have recently joined Marina's class, and most of their schoolwork needs to be translated for them. Since Marina is bilingual, she was chosen for the task.

"When I listen to Marina talk in her native language, it's quite obvious that she is Russian," said Mrs. Marge Smythe, Marina's teacher. "However, when I hear Marina express herself in fluent English, it's hard to believe that she has lived in the United States for less than two years. I hardly ever have to correct her. I'm sure her Russian classmates will also be speaking English fluently within a few months."

Language experts point out that learning a second language is much easier for children than for adults. "Children begin to put words together into sentences as early as age two," says Dr. Annette Davis, a language specialist. "This pattern appears to be the same in children all over the world, no matter what language they're learning. We believe that we can make more progress teaching a two-year-old than an older child or adult. The younger child has more of an ability to pronounce foreign words correctly, and children in general are better than adults at memorizing new words."

Parents who want their children to practice speaking a second language at an early age can now sign their kids up at pre-school language institutes. One school known to have succeeded in teaching foreign languages to young children is the Higgins Language Institute. There are seven Higgins schools throughout the country, and they currently offer five languages for preschoolers, including Spanish and French. The concept is such a hit that within a year the number of Higgins schools across the country will have doubled.

Besides teaching foreign languages, many pre-school language institutes teach English as a second language to immigrant children. By the time they reach elementary school, these youngsters will have learned to speak English fluently. Like Marina, some of these young people may even find themselves serving as interpreters and translators.



### Dance Posters

- I think we should start making the posters for tonight's dance.
- Yes. I guess we should.
- OK. You make the posters, and I'll take care of the passengers.
- But I hate making posters.
- So do I. Wait! I have an idea. Let's see if we have any left over from the last cruise.
- That's a good idea. I hadn't thought of that.
- That's why I'm the manager.

### Learning a Language

Word	Definition	Example Sentence
become clear, exp.	something that begins to be realized or understood	After repeating my question several times, it became clear that the man didn't understand English.
bilingual, adj.	knowing two languages perfectly	Since my mom is Colombian and my Dad is American, I grew up bilingual - speaking both Spanish and English.
fluent, adj.	able to speak a language with very few mistakes	I'm almost fluent in Japanese.
get by, exp.	to manage with the bare minimum	When I first began learning English, I knew just enough to get by.
get something across, exp.	to explain a point so that it's understood	When I was traveling in Mexico, it was difficult to get it across to them that I didn't like spicy food!
interpret, v.	to translate from one language to another, to understand something in a certain way	My boss doesn't speak very clearly, so it's difficult to interpret what he says sometimes.
interpreter, n.	someone who helps two or more people who don't speak the same language understand each other	I worked as an interpreter at the American embassy for eight years.
like a native, exp.	doing something almost exactly the way the people who were born in that particular place do it, usually referring to speaking the language	Even though my husband was born in Russia, he speaks English like a native!

make headway, exp.	to make progress in something	I'm really starting to make headway with my German and I can now understand German movies.
memorize, v.	to study something until you know it by heart	I have to memorize 30 new vocabulary words before the test on Thursday!
misunderstanding, n.	a situation that was not correctly understood	I think there was a misunderstanding between us, I would like to clarify what I meant to say.
native language, n.	a person's first language	It's nice to be in a place where everyone speaks my native language.
pronounce, v.	to say a word correctly	I'm sorry, I always have trouble pronouncing your last name.
second language, n.	a language that you know or are learning other than your first language	I'm learning English as my second language.
translator, n.	someone who converts one language into another	I'm afraid we may need a translator when the foreign exchange student comes to stay with us!

## Unit 9: Socially Conscious Businesses

### Savannah Shea

Savannah Shea is a socially conscious business that was founded by Lucy McGill and Jorge Sanchez after they discovered that they both shared an interest in natural products and social responsibility.

Savannah Shea products are made with 100% pure shea butter from Ghana, in the western part of Africa. In addition to the pure shea butter, Savannah Shea also sells soaps, lotions, body washes, and lip balms. Over 200,000 bars of soap a month are made in the company factory in Buiepe, Ghana.

But Savannah Shea does more than just produce high quality skincare products. They create jobs. Shea butter comes from the nuts of the African shea tree. Groups of women are hired to collect and process the nuts, turning them into shea butter. Savannah Shea also sponsors the Buiepe Education Fund. A percentage of all Savannah Shea sales is donated to the fund.

### Profits With Purpose Meetup

Are you a small business owner interested in becoming more socially conscious? Then join us for our monthly Profits With Purpose meetup, which is held at the Bluebird Café in Brooklyn on the first Thursday of every month at 8:00 P.M. Our goal is to bring together like-minded individuals to build relationships, share experiences, and network. Meet other socially conscious small business owners that are passionate about their products, services, and commitment to society and the environment.

Our guest lecturer this month is Sam Whitman, founder of Sam's Shoes. For every person that buys shoes at Sam's Shoes, an additional pair of shoes is donated to a person in need. Sam will be sharing his experience of expanding a small family business into a multi-million dollar socially conscious company.

Free refreshments will be served after the lecture.

You can find more information and sign up for our meetups at [PWPmeetup.com](http://PWPmeetup.com).

We look forward to seeing you on August 7!

### The Presentation

Charlie: Hi Julia, you wanted to speak to me?

Julia: Yes, Charlie. Come on in. Have a seat. So Charlie, after much discussion, we've decided to start marketing our company as a more socially conscious business.

Charlie: Socially... conscious... business.

Julia: Yes, exactly. Socially conscious businesses are businesses that work to benefit society and the environment.

Charlie: Oh you mean like the pet supply store Paws for All? For every dollar that you spend there, they donate ten cents to the local animal shelter.

Julia: Well, that's one example. Of course there are many others; like the Organic Gourmet restaurant chain. They donate all their leftover food to a food bank and they provide free Sunday lunches for those in need.

Charlie:	Oh, OK. Cool!
Julia:	So... what I need you to do is... Hello? Not a problem. The presentation is almost done. I need you to create a presentation. We want to convince the board that by becoming more socially conscious, we in turn increase our company's visibility within the community, thus attracting more business for us.
Coworker:	Julia, the meeting's about to start.
Julia:	Oh, yes. I'm coming, thank you. One moment. Erm... where was I? Ah yes, I need material for a 15-minute presentation. We want to make a good impression. So not too many slides, plenty of visuals. So are you good to go?
Charlie:	Umm, yes, but just to summarize — you'd like me to create a 15-minute visual presentation for the board about the benefits of marketing ourselves as a socially conscious business.
Julia:	Yes, yes, exactly.
Charlie:	When do you need it by?
Julia:	Well, I present to the board in about two hours. So, any time before that would be fine.
Charlie:	OK...I guess.

### A Socially Conscious Restaurant

Woman:	You know, I think we should try to make our restaurant more socially conscious.
Man:	I agree. Let's focus on ways we can help the community.
Woman:	We should really start by doing something with all our leftover food and ingredients.
Man:	You know, there are food recovery organizations that come and pick up leftover ingredients from restaurants.
Woman:	What do these organizations do with the food they collect?
Man:	They distribute the food directly to people in need.
Woman:	Great! Let's contact a food recovery program and find out more.

### Attending a Symposium

#### The 5th Annual International Symposium on Socially Conscious Business

January 25

Bayside Convention Center, San Diego, California

- Meet CEOs of leading socially conscious businesses, learn about future opportunities, and network with like-minded business people.

#### Morning Session (Conference Hall A)

9:00 A.M.-9:30 A.M. Welcome and Introduction, *Regis McGovern, PhD*

9:30 A.M.-10:45 A.M. Defining Corporate Social Responsibility, *Laura Knight, PhD*

10:45 A.M.-11:00 A.M. Break

11:00 A.M.-12:30 P.M. Socially Conscious Business Models, *Eleanor Wilson, PhD and founder of Full Potential*

12:30 P.M.-1:30 P.M. Lunch

**Afternoon Session (Conference Hall B)**

1:30 P.M.-2:30 P.M. Building Bridges: Community Outreach and Social Responsibility, *Dale Cruz, founder of Tango Bikes*

2:30 P.M.-3:45 P.M. The Financial Value of Social Responsibility, *Mia Chen, co-founder of The Social Fund Investment Group*

3:45 P.M.-4:00 P.M. Break

**Keynote Presentation (Bayside Auditorium)**

4:00 P.M.-5:00 P.M. People, Planet, Profits: How Socially Conscious Businesses Define Success *Presented by Anita Tam*

Anita Tam is the founder and CEO of Coffeeko, a beverage company whose mission is to ensure sustainable farming practices and fair trade of the cacao and coffee used in its beverages.

“Increase business value while positively impacting the world around you. For me, that is corporate social responsibility in a nutshell. In the end, everyone benefits: the company, people, and the environment.” — *Anita Tam*

Register online at [www.SCBS.com](http://www.SCBS.com)

For more information, please contact George Garrison at [G.Garrison@scbs.com](mailto:G.Garrison@scbs.com)

Discount for members of the California Better Business Bureau

(Members entrance fee: \$50, Non members entrance fee: \$75)

Sponsored by Innovators for a Sustainable Future

From: Rebecca Green  
To: George Garrison  
Subject: Symposium questions

Dear Mr. Garrison,

I am the community outreach coordinator at Sonder, a lifestyle startup located in Los Angeles, California. Our company is a member of the California Better Business Bureau.

I am interested in attending the Socially Conscious Business Symposium, as I think it will really help me professionally. The symposium Web site states that participants should contact you if they experience any problems registering or have any questions. I hope you can help me with the problem I am encountering.

When I tried to submit the registration form online, I received a message stating that the site was unable to process my request. As a result, I couldn't register for the symposium. Would it be possible to e-mail you the registration form instead?

Secondly, I was wondering if lunch will be provided during the symposium. If it isn't provided, are there places within walking distance from the convention center where lunch can be purchased? The Web site did not include this information.

Thank you for your time, and please confirm if I can send my symposium registration by e-mail.

Thanks,  
Rebecca Green

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George Garrison: Hi Lisa, I hope I'm not interrupting anything.  
Lisa Moore: No, not at all. What's up?  
George Garrison: I need some help. I've been getting e-mails regarding registration for the symposium. People are unable to submit their registration form.  
Lisa Moore: Really?  
George Garrison: Yeah. They're getting an error message that says the symposium Web site is unable to process their requests.  
Lisa Moore: Oh, yes... there have been some technical problems with the site. Let them know that we're working on the problem.  
George Garrison: OK, I will, but how can they register while the site isn't working?  
Lisa Moore: They can register on the phone. All they need to do is call our helpline.  
George Garrison: What's our helpline number?  
Lisa Moore: 914-355-8751. Is that all?  
George Garrison: One last question – I received an e-mail from a woman asking about lunch at the symposium. Should I just let her know about the food court at the convention center?  
Lisa Moore: Tell her about the food court and let her know that lunch is free if she shows her registration confirmation for the symposium.  
George Garrison: OK, great! Thanks for your help.  
Lisa Moore: No problem. Call again if you have any more questions.

## Socially Conscious Businesses

In today's world, businesses are increasingly aware of the role they play in society and how society views them. Consequently, companies are recognizing the importance of integrating social responsibility into their business strategies.

We often hear about businesses focusing on the bottom line – profit. Socially conscious businesses, however, focus on more than just profit. They also aim to improve the world around them. According to Mads Kjaer, the founder of MYC4, an internet-platform that helps people invest in developing countries, "Business must be for profit, but profit must also be for purpose."

HealthyBaby is a socially conscious business that produces special baby blankets. Babies don't come with instruction manuals. HealthyBaby aims to solve this problem by providing families with the essential information they need to raise a baby. Printed on these blankets is information about how to care for a baby, such as how often to feed the baby, and when to immunize. For every HealthyBaby blanket a person buys, one is given to a family who cannot afford to buy it. Profits from the sale of the blankets are also used to produce more blankets and provide education for new parents in poorer areas.

HealthyBaby is an example of a cross-compensation business model. In this model, a business provides a service or product for which one set of customers can afford to pay. Profits from these customers are then used to lower the cost for customers who can't afford to pay.

Tech Bridge takes a different approach to helping society. Tech Bridge provides computer and technology training to disadvantaged people in struggling communities. While they are in training, the employees work for Tech Bridge and help support the company's activities. After completing training, Tech Bridge employees are placed in paid jobs within other hi-tech companies.

Some socially conscious businesses focus on society and the environment. One example is Nosene Electric. Nosene – short for 'No Kerosene' – creates environmentally friendly lightbulbs for people who don't have reliable access to electricity. Nosene bulbs are solar powered and therefore require no electricity to function. Up to now, people in these areas have had to resort to using kerosene lamps. Whereas kerosene lamps emit dangerous smoke and fumes, Nosene bulbs create safe, clean light.

Like Nosene, Footprints is another company with both a social and environmental focus. Footprints creates paper goods using 100% recycled paper and all natural inks. In addition to producing eco-friendly products, a portion of Footprints sales goes towards providing notebooks and writing tools for children in need around the world, another example of the cross-compensation model mentioned earlier.

Finally, how does being socially conscious affect a company's profit margins? Well, according to Better Business Journey UK, a small business consortium, "Eighty-eight percent of consumers said they were more likely to buy from a company that supports and engages in activities to improve society." Engaging in socially conscious practices doesn't only help society and the environment, it can also potentially increase business and profits as well!

**Socially Conscious Business**

Word	Definition	Example Sentence
animal shelter, n.	place where sick, lost, or unwanted animals are cared for	We found an injured dog in the park, so we took him to the animal shelter.
benefit, v.	provide help or an advantage	Socially conscious businesses are businesses that work to benefit society and the environment.
business model, n.	design describing how to operate a successful business	The company decided to follow a specific type of business model in the hopes they would be able to make more money.
charity, n.	group that provides help to those in need by giving food, clothing, money, etc.	Our clothing store gives a percentage of the money we make to a local charity to help people in need.
community, n.	group of people who live near each other and do things together	Our company loves doing activities that help the people in our community.
corporate social responsibility, exp.	idea that companies should conduct business with an awareness and concern for people in society and/or the environment	Because corporate social responsibility is so important, our company donates 10% of its profits to educational organizations.
disadvantaged, adj.	lacking the normal necessities and comforts of life such as proper housing, and access to education and medical care	Digital Divide Data provides computer training to disadvantaged people in order to teach them new skills and help them find jobs.
donate, v.	give something such as time, money, or items to help someone, without expecting something in return	Harry's Pet Stores donates 10% of their profits to the animal shelter in their town.
environmentally friendly, exp.	not harmful to the environment (the natural world)	NOKERO lightbulbs are environmentally friendly because they are powered by the Sun and do not require electricity or gas to work.
fair trade, n.	exchange of goods between companies in developed countries and producers in developing countries in which	The fair trade of the company's coffee ensures that its employees make a decent



	fair prices are paid to the producers	amount of money for their work.
food recovery program, n.	program which focuses on collecting excess food and giving it to people that cannot afford to buy the food they need	Our food recovery program collects canned food and gives it away to people that need it.
profit, n.	money a company makes after they pay expenses	The company hopes to make a \$10-million-dollar profit after they pay all their expenses.
socially conscious, exp.	aware of the problems in the world, and having a desire to help fix them	We should try to make our restaurant more socially conscious by providing free Sunday dinners to those who are hungry.
sustainable, adj.	able to be maintained without using up natural resources or harming the environment	By using sustainable farming practices, farmers do not harm the environment and can still grow crops and earn profits.
symposium, n.	a meeting or event where experts discuss a particular topic	Last week we went to a symposium to learn about socially conscious businesses and to meet other business owners.

**Unit 10: Architecture****Skyscrapers**

Two inventions in the mid-1800s made it possible to build skyscrapers. One was the passenger elevator. In 1857, Elisha Otis designed the first safe passenger elevator. It was for a five-story department store in New York City.

The second invention was strong steel. Strong steel was needed to support tall buildings. In the mid-1800s, Henry Bessemer of England invented the first method of mass producing steel inexpensively. Now, a skyscraper could be built.

The first building that was called a skyscraper was Chicago's Home Insurance Building. It was the first building that used steel in its frame. It was built in 1885, and was only 10-stories high. After that, other skyscrapers were built. Cities raced to see who could build the tallest building.

The Empire State Building, in New York City, was completed in 1931, and is over 100 floors high. For forty years, it had been the world's tallest building. Then Chicago won the title back.

But in 1998, the city of Kuala Lumpur, in Malaysia, built the Petronas Twin Towers, and for the first time, the world's tallest buildings were outside the US. They are 452 meters (1,483 feet) high. Today, the tallest skyscraper is the Burj Khalifa, in Dubai. It rises 828 meters in the sky, and has more than 160 stories.

But the race continues, with countries around the world trying to earn the next title. It will be interesting to see what skyscrapers come next. The Kingdom Tower, in Saudi Arabia, is currently being built, and will be approximately 1,007 meters tall when it's done. There's a good chance it'll be the first skyscraper to break the one kilometer mark.

The Suzhou Zhongnan Center in Suzhou, China, will be approximately 729 meters, and will be the tallest in China once completed.

There are many more on the way. It looks like the skyscraper race will continue for a very long time.

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**The Architecture Competition**

Marilyn:	Ok, here are our finalists for the Northeastern Architecture Competition. Color Cubes Incorporated, Modern Hamlets, and Green Scene. Now, remember we're looking for an innovative shopping mall design that's not only pleasing to the eye, but will also make a positive impact on the community and the environment.
Doug:	Let's start with the Color Cube proposal. I really like this one. It's the most visually appealing.
Jerry:	I don't know, Doug. It seems a little childish to me. 3-D stacks of colored cubes, like building blocks? It feels more like a daycare center than a shopping mall.
Doug:	Jerry, have a little imagination. This design will attract shoppers.
Marilyn:	Personally, I found the Modern Hamlets' design intriguing. See, it'll have rooftop gardens including a playground and plenty of outdoor cafés.
Jerry:	I'm also a fan of the Modern Hamlets' design. The rooftop park will be able to host public events like concerts, shows, picnics.
Doug:	Yes, but the exterior structure is just so bland.
Marilyn:	So, what did you both think of the Green Scene design?
Jerry:	Well, it certainly is the most eco-friendly. All three designs have solar panels, but the Green Scene also boasts a rainwater collection system.
Doug:	Well, the domed ceiling is certainly impressive aesthetically. I suppose it will let in plenty of natural light.
Jerry:	Meaning less artificial lighting is needed during daylight hours — which saves a lot of energy.
Marilyn:	So where do we stand? Color Cubes is visually innovative, Modern Hamlets provides added benefit to the community, and Green Scene is environmentally friendly.
Jerry:	I say we take a vote.

### Office Renovations

Man:	So what's most important to you in terms of office design?
Woman:	Well, our employees often work in teams. So we need a space that's conducive to collaboration.
Man:	What do you think of a large central open space?
Woman:	I like the idea of an open area, but we also need some enclosed office space as well.
Man:	We can create an enclosed quiet zone with individual workstations.
Woman:	That sounds great. But where would you locate it?
Man:	How about I draw up some plans and then we can discuss them.

## National Society of Architects Design Awards

### The National Society of Architects announces its 30th Annual Design Awards.

The National Society of Architects Design Awards are given in recognition of excellence in architectural design on the US East Coast.

On September 1, The National Society of Architects will be honoring three building projects for their innovative design solutions.

Winners will be presented with an award at the annual awards dinner in Boston, Massachusetts.

Winning projects will also be featured on the National Society of Architects' Web site where they will reach national and international audiences, and will be published in the print edition of the National Society of Architects Journal.

- A jury made up of nationally recognized architects and design professionals will select the award-winning projects.
- Entries will be judged based on several criteria, including innovation, sustainability, and, of course, good design.
- Entrants must submit photographs of their completed structure, along with a written description (maximum of 200 words) of the project. They may submit up to nine photographs. Drawings of the project may also be submitted, but are not required.

Entrants must choose the category of architecture in which their project belongs:

- Residential
- Cultural
- Commercial
- Hospitality
- Educational
- Sports and Recreation
- Building Renovation

### Dates and details

Submission deadline: August 1

Jury: August 10

Publication and announcement of winners: September 1

The National Society of Architects is a professional society representing architects in all sectors, including private practice, business, government, and education. It works with communities to create healthier, sustainable buildings.

## **The Architecture Enthusiast**

### **Winners of the National Society of Architects Design Awards have just been announced.**

The National Society of Architects Design Awards are given in recognition of excellence in overall architectural design in the US East Coast.

The winners are:

- The Repurposed Theater (Marvin and Braun)
- MacMillan Hotel (SCB Architects)
- Ellington Complex (Karoll Design Group)

### **The Repurposed Theater**

The Repurposed Theater is a theater made from repurposed materials found in the community in which it was built. Building materials include shipping containers, wooden pallets, and old clothes — such as wool and denim — for insulation. The Repurposed Theater's interior has simple modern furnishings, including several upcycled pieces.

Jury Comments:

'A sustainable and beautiful building.'

'Creative use of materials... Excellent solution to the problem of very limited funding.'

'While clearly a modern building, The Repurposed Theater fits in nicely with its surroundings.'

### **MacMillan Hotel**

The MacMillan Hotel, a Spanish Gothic-style structure built in the early 1900s, fell into disrepair in the mid-70s. The New MacMillan Hotel project was a complete renovation of the building.

Guided by historic photos and original drawings, the design team reinstated some of the original architectural features. The design team restored the hotel to its original charm, while adding a contemporary, urban vibe.

Jury Comments:

'The designers breathed new life into the structure, preserving when possible and restoring when necessary.'

'This project is intelligent and appealing on many different levels.'

'A skillful restoration.'

### **Ellington Complex**

The Ellington Complex is a five-story complex with affordable housing units and a community space on the ground floor.

In the original building, built in the 1950s, all units on a floor shared a common bathroom and kitchen. The renovation tripled the size of the apartments to allow for a kitchen and bathroom in each unit. In the process, 25 units were eliminated, so a new wing was added to the building. A garden/social space was then created to connect the old and new buildings.

The roofs of both buildings have solar panels, and skylights in the hallways bring natural light to the central staircases and to the community space in the main building.

Jury Comments:

'The complex has made a significant impact on the residents.'

'The design team reconfigured the original housing, and innovatively added new apartment units.'

'Improves upon the original architecture'

'Apartments were not just brought up to code, but transformed into beautiful, contemporary living spaces.'

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From: Simon Ingrassia  
To: Micah Karoll  
Subject: National Society of Architects Design Awards

Dear Micah,

We are thrilled to announce that the Ellington Complex has been chosen to receive the National Society of Architects Design Award in the category of Residential Architecture.

The jury found the Ellington Complex renovation and construction to be creative and innovative. Living quarters were not just brought up to code, but transformed into beautiful, contemporary living spaces.

To celebrate your achievement, we hope you and your team members will join us at the Millennium Auditorium in Boston on September 1, at 6:30 P.M., for the design awards dinner and awards ceremony. Please prepare a brief acceptance speech. Again, congratulations on your accomplishment. I look forward to seeing you on this special occasion.

Sincerely,  
Simon Ingrassia  
Vice President  
National Society of Architects

### Hiring an Architect

Narrator:	Listen to part of a podcast on home improvements.
Philippe Blanc:	Welcome to Home Improvement Online Radio. I'm your host, Philippe Blanc. On today's show, I'll be interviewing architect Diane Brooks from the architectural firm Brooks Associates. Welcome, Diane.
Diane Brooks:	Thanks for having me on your show, Philippe.
Philippe Blanc:	Many of our listeners are interested in large-scale home renovation projects. At what point during a project do you recommend bringing in an architect?
Diane Brooks:	It's important to bring in an architect at the very beginning of your project. An architect will help you define your project and determine your project goals. Architects are highly skilled and are especially good at seeing the 'big picture'. They'll make the best use of the space you have and get the most out of the design.
Philippe Blanc:	And what about pre-design tasks?
Diane Brooks:	Architects can definitely help with pre-design tasks. At our firm we often complete site analyses for clients where we gather information about a worksite, such as its location near other buildings, climate, and topography — you know, the shape and features of the land
Philippe Blanc:	How does someone go about finding an architect?
Diane Brooks:	Word-of-mouth is a great method. You can also contact an architectural association and ask them who they'd recommend for your specific project and budget. Some architectural organizations even have online databases you can search.
Philippe Blanc:	And what should you do once you've narrowed down your list of potential architects?
Diane Brooks:	The next step is interviewing the architect. But before you do that it's worth spending time determining exactly what you want. Do you just want their advice? Or do you also want them to obtain building estimates and planning permission? Perhaps you want them to manage every aspect of the renovation from start to finish. It's best to know the answers to these questions before the first meeting. And don't forget about your budget! It's vital to have a clear understanding of how much you want to spend on the project.
Philippe Blanc:	I always remind my listeners to remember third-party costs, such as structural engineers and surveyors, when determining a budget.
Diane Brooks:	Yes, that absolutely right!
Philippe Blanc:	So what should happen at the first meeting with an architect?
Diane Brooks:	You should start by finding out how the architect plans to approach your project. Ask her about other projects she has worked on that are similar to yours in terms of size, type, or issues. Discuss your budget and whether she thinks the project is achievable within that budget.
Philippe Blanc:	A face-to-face interview is probably also a great way to get a sense of the architect's personality and abilities.
Diane Brooks:	It definitely is. A good architect can help you find the best builder, manage the entire construction process, and keep it within budget. Look for someone you click with. You want to be comfortable around your architect, and able to communicate your thoughts and ideas freely and honestly. It's important that you're both on the same page. This will prevent problems as the project moves forward.
Philippe Blanc:	Well, this has been very informative, Diane. Thank you for joining us and sharing your tips.
Diane Brooks:	Thank you, Philippe. It was a pleasure being here.



## Architecture

Word	Definition	Example Sentence
aesthetic, adj.	attractive, pleasant to look at (also a noun meaning pleasing appearance, beauty)	Planting flowers will improve the aesthetic appeal of the outside of the house.
architecture, n.	the practice of designing and creating buildings	I'm interested in architecture because I enjoy looking at different building styles.
artificial, adj.	made by people rather than nature	Buildings with large windows need less artificial light during daylight hours.
construction, n.	process of building large projects such as houses, roads and bridges	The construction of the new office building required a lot of materials and labor.
domed, adj.	in the shape of the top half of a ball	As you can see, the ceiling in this building is not flat but domed.
enclosed, adj.	separated from the outside or common area	We can create an enclosed "quiet zone" with individual workstations.
exterior, n.	outside part of something	The exterior design of a building is important because it's your first impression of a building before you walk inside.
floor plan, n.	drawing of the rooms in a building from above	According to the floor plan, the bathroom should be right next to the bedroom.
functional, adj.	designed to do a job well	We'll ensure that your new space is beautiful and functional.
incorporate, v.	include, make something part of something else	To save water we can incorporate a rainwater collection system.
innovative, adj.	original, creative, and advanced	The Ellington Complex construction was creative and innovative.
renovation, n.	improvement of a building	The renovation of the home added two bedrooms and made it much larger.
residential, adj.	relating to places where people live	The Ellington Complex consists of three apartment buildings in a residential area, amongst private homes.

structure, n.	something that is built and stands on its own	The structure was built to withstand hurricanes and tornadoes.
urban, adj.	having to do with a city	The design team restored the hotel to its original charm, while adding an urban vibe.

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## Advanced 2 - Course Map

Unit Name	Lesson
<b>Unit 1: Telling The Truth</b>	College Stress
	Personal
	To Tell the Truth
	Logical Connectors: Cause and Effect
	Logical Connectors: Contrast
	Emotional Problems
<b>Unit 2: Business Careers</b>	Work
	A Career in Business
	I'm Worried
	Common Errors: Had Better vs. Would Rather
	Business 2
<b>Unit 3: Agreeing And Disagreeing</b>	Call-In
	Fun and Games
	Here Comes the Bus
	Common Errors: There vs. It
	Agreeing and Disagreeing
<b>Unit 4: Too Much Work</b>	Ad
	Working From Home
	Too Much Work
	Logical Connectors: Sequence
	Common Errors: Do vs. Make
	Work 4

<b>Unit 5: Tell Me About it</b>	India
	Request
	Where's My Daughter?
	Logical Connectors: Review
	Correspondence
<b>Unit 6: People With Problems</b>	Soap Opera
	Amy's Vacation
	School Trip
	Will vs. Would: Review
	Logical Connectors: Purpose and Condition
	People with Problems
<b>Unit 7: Economics</b>	News
	Complaint
	European Sales
	Common Errors: Order of Adjectives
	Finance 2
<b>Unit 8: Interviews</b>	A Career in Fashion
	Dear Dotty
	I Apologize
	Participles: Participial Adjectives
	Participles: Present/Past
	Interviews

<b>Unit 9: Artificial Intelligence</b>	Introduction: Artificial Intelligence
	A Seminar on Artificial Intelligence
	The Vacuum Cleaning Robot
	What do you think of AI?
	The Pros and Cons of AI
	The Turing Test
<b>Unit 10: Space Exploration</b>	Introduction: Space Exploration
	Planetary Pioneers
	Astronomy Assignment
	Life on the International Space Station
	Asteroid Mining
	Space Tourism



## Scope and Sequence

### Unit 1: Telling The Truth

#### Unit Description

This unit deals with the topic of truth and lies. Learners will watch a video clip of a stressed man and a female friend. They will listen to and take part in a dialogue in which a woman asks her friend's opinion about a dress she wants to buy, and will read a letter from a woman who admits she's been depressed since her boyfriend left her. The grammar section deals with logical connectors of cause and effect, and of contrast. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of emotional problems.

Lesson	Summary	Objectives
<b>College Stress</b>	A video clip of a stressed male professor and a female colleague.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Personal</b>	In a letter to her friend Daniel, Kathy admits that she has been depressed for several months because her boyfriend has left her.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a personal letter.</li> <li>use the information in a letter to complete a reply to it.</li> </ul>
<b>To Tell the Truth</b>	A woman in the women's clothing department is asking her friend's opinion about which dress to buy.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they ask for/express an opinion.</li> </ul>

<b>Logical Connectors: Cause and Effect</b>	Presentation and practice of logical connectors of cause and effect: as, for, seeing that, etc.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• use logical connectors to express cause and effect relationships in sentences.</li></ul>
<b>Logical Connectors: Contrast</b>	Presentation and practice of logical connectors of contrast: although, in spite of, etc.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• use logical connectors to express relationships of contrast in sentences.</li></ul>
<b>Emotional Problems</b>	Presentation and practice of vocabulary associated with the topic of emotional problems.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>



## Unit 2: Business Careers

### Unit Description

This unit deals with various aspects of a career in business. Learners will listen to a voice-mail message from a boss leaving instructions for her secretary. They will listen to and take part in a dialogue in which a woman tells her colleague she is worried about being fired, and will read an article about students wanting a career in business. The grammar section deals with the contrast between “had better” and “would better.” The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of business.

Lesson	Summary	Objectives
<b>Work</b>	A boss leaves a voice-mail message with instructions for her secretary.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand instructions in a voice-mail message.</li> <li>draw inferences on the basis of information in a voice-mail message.</li> </ul>
<b>A Career in Business</b>	An article about a recent survey which found that most university graduates want a career in business.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>identify attitudes in an article.</li> </ul>
<b>I'm Worried</b>	A woman is explaining to her male colleague that she is worried about being fired.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they express/respond to worry.</li> </ul>
<b>Common Errors: Had Better vs. Would</b>	Presentation and practice of common errors in the use of “had better” versus “would rather.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>differentiate between the use of “had better” and “would rather” in sentences.</li> </ul>

<b>Business 2</b>	Presentation and practice of vocabulary associated with the topic of business.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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### Unit 3: Agreeing And Disagreeing

#### Unit Description

This unit deals with differences of opinion. Learners will listen to a radio call-in program on the connection between violent videos and teenage crime. They will listen to and take part in a dialogue between a couple complaining about a bus being late, and will read a story about a girl who disagrees with having competitive games at a children's summer camp. The grammar section deals with the contrast between "there" and "it." The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of agreeing and disagreeing.

Lesson	Summary	Objectives
<b>Call-In</b>	A radio call-in program about the relationship between violent videos and teenage crime.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand points of view in a radio call-in program.</li> <li>classify information according to the point of view it represents.</li> </ul>
<b>Fun and Games</b>	A story about a girl who works as a counselor at Camp Laguna. She enjoys her job but dislikes the Camp Laguna Olympic Games.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>understand feelings in a story.</li> <li>use the information in a story to complete a letter about it.</li> </ul>
<b>Here Comes the Bus</b>	A man and a woman are complaining about the bus being late.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they make/respond to a complaint.</li> </ul>
<b>Common Errors: There vs. It</b>	Presentation and practice of common errors in the use of "there" versus "it."	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use "it" or "there" in sentences which require a dummy or empty subject.</li> </ul>

<b>Agreeing and Disagreeing</b>	Presentation and practice of vocabulary associated with the topic of agreeing and disagreeing.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 4: Too Much Work

### Unit Description

In this unit learners will listen to a radio ad for an employment agency offering staff for overworked bosses. They will listen to and take part in a dialogue in which a secretary complains about being overworked, and will read an article about a woman who decides to work from home. The grammar section deals with the contrast between “do” and “make.” The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of work.

Lesson	Summary	Objectives
<b>Ad</b>	A radio ad for the Assist Employment Agency.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio advertisement.</li> </ul>
<b>Working From Home</b>	An article about a woman who decides to change her lifestyle and work from home.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>understand the sequence of events in a description.</li> <li>classify items according to information in an article.</li> </ul>
<b>Too Much Work</b>	A secretary complains about the amount of work his boss is giving him.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they make/respond to a complaint.</li> </ul>
<b>Logical Connectors: Sequence</b>	Presentation and practice of logical connectors of sequence: first, second, in the beginning, etc.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use logical connectors of sequence to describe the order of events.</li> </ul>

<b>Common Errors: Do vs. Make</b>	Presentation and practice of common errors in the use of “do” versus “make.”	<b>Learners will:</b> <ul style="list-style-type: none"><li>differentiate between the use of “do” and “make” in sentences.</li></ul>
<b>Work 4</b>	Presentation and practice of vocabulary associated with the topic of work.	<b>Learners will:</b> <ul style="list-style-type: none"><li>recognize vocabulary in audio and written form.</li><li>discriminate between different words and phrases.</li><li>match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 5: People With Problems

### Unit Description

In this unit learners will listen to a radio soap opera about a woman whose boyfriend left her for another woman. They will listen to and take part in a dialogue between a girl who received a bad report card and her brother, and will read a story about the problems faced by a TV therapist trying to go on holiday. The grammar section deals with logical connectors of purpose and condition. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of people with problems.

Lesson	Summary	Objectives
<b>Soap Opera</b>	A radio soap in which Emily tells Tracy how she discovered that her boyfriend had left her for another woman, possibly her own therapist.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a video clip of a soap opera.</li> <li>understand the sequence of events described in a video clip.</li> </ul>
<b>Amy's Vacation</b>	A story in which a successful TV therapist goes to a resort to relax, but is recognized and bothered by everyone.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>apply knowledge of modals to understand descriptions of future actions or states.</li> <li>complete a written dialogue and a newspaper report on the basis of information in a story.</li> </ul>
<b>School Trip</b>	A girl is asking her brother to do a favor for her.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they ask someone to do them a favor.</li> </ul>

<b>Will vs. Would: Review</b>	Review of “will” versus “would.”	<b>Learners will:</b> <ul style="list-style-type: none"><li>consolidate their knowledge of the modals “will” and “would” that are used to express willingness, capacity, habit, requests, future actions, etc.</li></ul>
<b>Logical Connectors: Purpose and Condition</b>	Review of logical connectors of purpose and condition: so, so that, provided that, unless, in case, etc.	<b>Learners will:</b> <ul style="list-style-type: none"><li>use logical connectors of purpose and condition to talk about the purpose of an action or conditions needed for an action to occur.</li></ul>
<b>People with Problems</b>	Presentation and practice of vocabulary associated with the topic of people with problems.	<b>Learners will:</b> <ul style="list-style-type: none"><li>recognize vocabulary in audio and written form.</li><li>discriminate between different words and phrases.</li><li>match vocabulary to definitions and complete cloze sentences.</li></ul>



## Unit 6: Tell Me About It

### Unit Description

Learners will watch a video clip of a travelogue about India, a country of diversity. They will listen to and take part in a dialogue in which a mother is describing her lost child to a salesperson in a department store, and will read a letter telling about The Society for Animals in Distress. The grammar section presents a review of logical connectors. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of correspondence.

Lesson	Summary	Objectives
<b>India</b>	A video clip of a travelogue about India, a country of diversity.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Request</b>	A letter from the chairwoman of "The Society for Animals in Distress" inviting a generous donor to visit their new animal shelter.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a letter of request.</li> <li>use the information in the letter to complete a newspaper announcement.</li> </ul>
<b>Where's My Daughter?</b>	A mother lost her child and is describing her child to a salesperson.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they express/respond to worry or fear.</li> </ul>
<b>Logical Connectors: Review</b>	Review of logical connectors.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of connectors to join clauses and sentences to show their logical relationship to each other.</li> </ul>

<b>Correspondence</b>	Presentation and practice of vocabulary associated with the topic of correspondence.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 7: Economics

### Unit Description

This unit deals with different aspects of the topic of economics. Learners will listen to a radio news item about a plan to help professionals who have become unemployed. They will listen to and take part in a dialogue in which an executive speaks at a company board meeting, and will read a letter from a woman complaining about an error in her tax assessment. The grammar section deals with common errors in the order of adjectives. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of finance.

Lesson	Summary	Objectives
<b>News</b>	A radio news program in which the state government announces a new plan to assist professionals who have lost their jobs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an economic news program.</li> <li>apply their knowledge of relative clauses to understand information in a news program.</li> </ul>
<b>Complaint</b>	A letter from a self-employed woman to the Department of Taxation complaining about a mistake in their assessment.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a letter of complaint.</li> <li>apply their knowledge of tenses to follow the sequence of events described in a letter.</li> <li>use the information in a letter to complete a written dialogue.</li> </ul>
<b>European Sales</b>	A woman in a board meeting interrupts her co-worker in order to correct him.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they interrupt/respond to an interruption.</li> </ul>

<b>Common Errors: Order of Adjectives</b>	Presentation and practice of common errors in the order of adjectives: <i>a small used red Italian sports car.</i>	<b>Learners will:</b> <ul style="list-style-type: none"><li>• put a number of adjectives that describe a noun in a sentence in the correct order.</li></ul>
<b>Finance 2</b>	Presentation and practice of vocabulary associated with the topic of finance.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 8: Interviews

### Unit Description

In this unit learners will watch a video clip of a young woman giving an interview about her career in modeling. They will listen to and take part in a dialogue in which a woman is interviewing a potential computer programmer, and will read an article about an interview with a woman who wrote an advice column for many years. The grammar section deals with participial adjectives, and participles in the present and past. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of interviews.

Lesson	Summary	Objectives
<b>A Career in Fashion</b>	A video clip of a TV interview with a young woman who describes how she began her modeling career.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Dear Dotty</b>	An article about “Dear Dotty,” a book of letters from a weekly advice column.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>use the information in an article to complete notes about it.</li> <li>use the information in an article to write a letter related to it.</li> </ul>
<b>I Apologize</b>	A woman apologizes for being late to an interview for a position as a computer programmer.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they express/respond to an apology.</li> </ul>
<b>Participles: Participial Adjectives</b>	Presentation and practice of participial adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use present and past participial adjectives in sentences to talk about a subject’s state.</li> </ul>

<b>Participles: Present/Past</b>	Presentation and practice of present and past participles.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• use the present and past participles of verbs as adjective before nouns in sentences.</li></ul>
<b>Interviews</b>	Presentation and practice of vocabulary associated with the topic of interviews.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 9: Artificial Intelligence

### Unit Description

This unit is about artificial intelligence (AI). Students will become familiar with words and phrases associated with the topic, identify and use modal verbs to talk about AI. Students will be presented with and will practice the comprehension strategy making inferences. They will read a poster for a seminar on AI and persuade a friend to attend the seminar with them. Students will watch a video about a vacuum cleaning robot and write a dialogue continuing the story of the video. Students will watch a video of two people discussing AI, take part in the conversation and in a branching conversation on the topic. They will read an article and listen to a podcast on AI, and write about the pros and cons of AI. Students will listen to part of a lecture on the Turing Test and will talk about their opinion of the lecture.

Lesson	Summary	Objectives
<b>Introduction: Artificial Intelligence</b>	The topic of artificial intelligence (AI) is introduced. Students are exposed to and practice words and phrases on the topic. Modal verbs are presented and practiced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of artificial intelligence.</li> <li>• identify vocabulary related to artificial intelligence in response to sounds, words and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions and complete cloze sentences and collocations.</li> <li>• identify and use modal verbs to talk about ability, permission, possibility, prohibition, necessity and advice.</li> <li>• classify sentences according to whether they express possibility/ability, necessity, and advice/suggestions.</li> <li>• read and understand the main idea and supporting details in an e-mail.</li> </ul>
<b>A Seminar on Artificial Intelligence</b>	The comprehension strategy making inferences is presented and practiced. Students read a poster for a seminar on AI and persuade a friend to attend the seminar with them.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in a poster.</li> <li>• draw inferences on the basis of information from a poster.</li> </ul>

		<ul style="list-style-type: none"> <li>• identify specific information about a seminar based on information from a poster.</li> <li>• synthesize information from a poster to persuade a friend to go to a seminar.</li> <li>• complete an e-mail about an AI seminar using appropriate words and phrases from the unit.</li> </ul>
<b>The Vacuum Cleaning Robot</b>	Students watch a video of a mother and son discussing a vacuum cleaning robot and write a dialogue between the mother and a salesclerk continuing the story.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• comprehend the general meaning and significant details in a video clip.</li> <li>• draw inferences on the basis of information from a video clip.</li> <li>• complete a paragraph summarizing what happened in a video clip.</li> <li>• write a dialogue between the mother from a video clip and a salesclerk and continue the story.</li> </ul>
<b>What do you think of AI?</b>	Students watch a video of two people discussing AI. They then take part in the conversation and in a branching conversation.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• comprehend the general meaning and significant details in a video clip.</li> <li>• take part in a conversation about artificial intelligence.</li> <li>• complete a dialogue using appropriate words and phrases from the unit.</li> <li>• orally respond to statements from a conversation.</li> <li>• take part in a branching conversation about the pros and cons of AI.</li> <li>• read a text chat between friends about AI and answer questions about the conversation .</li> </ul>



<b>The Pros and Cons of AI</b>	<p>Students read an article and listen to a podcast on AI. They then write about the pros and cons of AI.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the main ideas and significant details in an article and a podcast.</li> <li>• draw inferences on the basis of information from an article and a podcast.</li> <li>• discriminate between words and phrases related to the topic of AI.</li> <li>• edit an e-mail summary of a conversation</li> <li>• classify the pros and cons of AI.</li> <li>• write about the pros and cons of AI and express their opinions about AI.</li> </ul>
<b>The Turing Test</b>	<p>Students listen to part of a lecture on the Turing Test and speak about their opinion of the lecture.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in a lecture.</li> <li>• draw inferences based on information from a lecture.</li> <li>• complete paragraph about the Turing Test using appropriate words and phrases from the unit.</li> <li>• talk about their opinion of AI and what they learned about the Turing Test from the lecture.</li> <li>• complete a paragraph about Alan Turing using appropriate words and phrases from the unit.</li> </ul>



## Unit 10: Space Exploration

### Unit Description

This unit is about space exploration. Students will become familiar with words and phrases associated with the topic, identify and use future meaning to talk about space exploration. Students will be presented with and will practice the comprehension strategy skimming and scanning across texts. They will read an online ad for an organization, and write an e-mail to the organization. Students will watch a video about two students doing an astronomy assignment, and write about their opinion on colonizing Mars. They will watch a video of two people discussing living on the International Space Station, take part in the conversation, and take part in a branching conversation on the topic. Students will then write about the pros and cons of living on the International Space Station. Students will read an article and a Web page about asteroid mining and listen to a podcast on the subject. They will then summarize what they learned for a friend. Students will watch a slide show on space tourism and talk about which option they would choose from those mentioned in the slide show.

Lesson	Summary	Objectives
<b>Introduction: Space Exploration</b>	The topic of space exploration is introduced. Students are exposed to and practice words and phrases on the topic. Future meaning is presented and practiced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of space.</li> <li>• identify vocabulary related to outer space and space exploration in response to sounds, words, and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> <li>• recognize and understand future meaning to talk about fixed schedules, predictions/statements of fact, personal plans/actions that are likely to happen.</li> <li>• identify future meaning in an e-mail about a lecture on the future of space travel.</li> </ul>
<b>Planetary Pioneers</b>	The comprehension strategy skimming and scanning across texts is presented and practiced. Students read an online ad for an organization, and write an e-mail to the	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in an online ad.</li> <li>• skim and scan an online ad to find information in a text.</li> <li>• match words from an online ad to the correct definitions.</li> </ul>

	organization requesting information.	<ul style="list-style-type: none"> <li>• write an e-mail to an organization requesting information about becoming an astronaut.</li> </ul>
<b>Astronomy Assignment</b>	Students watch a video about two students doing an astronomy assignment. They then write their opinion about colonizing Mars and space travel.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• comprehend the general meaning and significant details in a video clip.</li> <li>• draw inferences on the basis of information from a video clip.</li> <li>• match words used in a video clip to the correct definitions.</li> <li>• correct an e-mail between friends about colonizing Mars.</li> <li>• write their opinion about colonizing Mars and space travel.</li> </ul>
<b>Life on the International Space Station</b>	Students watch a video of two people discussing living on the International Space Station. They take part in the conversation and in a branching conversation. They then write about the pros and cons of living on the International Space Station.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• comprehend the general meaning and significant details in a video clip.</li> <li>• take part in a conversation about living on the International Space Station.</li> <li>• orally respond to statements from a conversation.</li> <li>• take part in a branching conversation about living on the International Space Station.</li> <li>• classify the pros and cons of living on the International Space Station.</li> <li>• write about the pros and cons of living on the International Space Station and whether or not they'd want to live there.</li> </ul>

<b>Asteroid Mining</b>	Students read an article and a Web page about asteroid mining and listen to a podcast on the subject. They then summarize what they learned for a friend who is interested in the topic.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and significant details in an article, a Web page, and a podcast.</li> <li>draw inferences on the basis of information from an article, Web page, and a podcast.</li> <li>classify information about asteroids according to type.</li> <li>complete sentences about asteroids.</li> <li>classify information about asteroids according to where the information can be found (article, Web page, podcast).</li> <li>synthesize information from a podcast about asteroid mining to summarize what they learned for a friend.</li> </ul>
<b>Space Tourism</b>	Students watch a slide show on space tourism and talk about which option they would choose for a trip from the options discussed in the slide show.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a slide show.</li> <li>match vocabulary from the lesson to definitions</li> <li>match space tourism options to the people who are interested in participating in a space tour, according to their quotes.</li> <li>talk about which space tourism option they would choose from the ones mentioned in a slide show.</li> <li>classify information about space tourism according to different options.</li> </ul>

## Lesson Texts

### Unit 1: Telling The Truth

#### College Stress

Molly: Hi Sam. How's the new economics class going?  
 Sam: To tell you the truth, the stress is driving me crazy. I'm really having trouble coping with the amount of work.  
 Molly: I'm sorry to hear that. I didn't realize you were under such pressure.  
 Sam: One way or another, I'll make it work. But right now, I have all these tests and assignments and projects...  
 Molly: If there's anything I can do to help...  
 Sam: Thanks for the offer - I just need to make it through till summer vacation. It can't come soon enough!  
 Molly: If you're this stressed, imagine how your students must feel!  
 Sam: Yeah, they look really stressed.

#### Personal

Dear Daniel,

Hi! I know I haven't written in a very long time, and I apologize. I wish I could say I've been busy doing lots of exciting things, but unfortunately, that's not the case.

The truth is, and I'm ashamed to admit it, I've spent the last few months feeling upset and depressed. My boyfriend, Sam, left me in January, and I just haven't been able to cope. I've been crying all the time and am reminded of Sam wherever I go. I haven't been sleeping well and as a result, I'm feeling run down and can't get my work done.

I loved Sam so much. Of course we had our differences of opinion and occasional fights, but we always managed to work things out. He really broke my heart when he left. I think he knew I wanted to discuss marriage with him, and the idea totally frightened him.

But I'm done feeling sorry for myself. It's time to do something to improve my situation. In spite of my anxiety about telling a complete stranger my problems, I want to see a therapist. I need someone who's sympathetic and kind. Do you have anyone to recommend? When you went for counseling a few years ago, did you find it helpful?

Anyway, enough about me, and my problems! How are you? Is your boss still driving you crazy? The last time we spoke, you said you were under a lot of stress. Is that still true? And are you considering looking for a new job?

How are Alicia and the baby? Please send my love. I hope you'll come to visit soon. (That'll definitely cheer me up!)

I look forward to hearing from you.

Best,  
 Kathy

#### To Tell the Truth

- How do you feel about the color brown on me?

- I guess it looks OK.
- How about blue? This blue dress is kind of nice.
- Yeah. It is nice.
- You're not being much help.
- Look. To tell you the truth, it doesn't matter to me one way or the other. The important thing is that you decide and we get out of here!

### Emotional

Word	Definition	Example Sentence
anxiety, n.	fear, nervousness	I've been feeling a lot of anxiety and worry ever since the car accident.
cope, v.	to handle or deal with something difficult	Fred is finding it hard to cope with his divorce.
counseling, n.	the act of giving advice or help (also a verb)	Once I started feeling depressed, I started going for counseling.
difference of opinion, exp.	when two or more people disagree on a matter	Even though my co-worker and I have many differences of opinion, we work very well together.
doesn't matter to me, exp.	If you say that something does not matter to you, you mean that it is not important to you because it does not have an effect on you or on a particular situation.	You should choose which movie to go to, because it doesn't matter to me.
down in the dumps, idiom	feeling sad or bad	I'm feeling down in the dumps, and was wondering if we could talk.
drive someone crazy, idiom	to annoy or irritate someone	She talks so much, it drives me crazy.
feel sorry for yourself, exp.	to feel bad about your current situation	I'm tired of feeling sorry for myself and want to do something about my situation.
meant for each other, exp.	when two people seem like they really fit or go well together	I wish Jack would see that we were meant for each other, and that he won't find a better match than me!
one way or the other, exp.	deciding between two possibilities	After two weeks of debating whether or not to take the job, you should just decide one way or the other.

run-down, adj.	worn out, tired	The buildings were old and run-down.
symptoms, n.	signs of a bigger issue, signs that show that something else exists	The doctor said that my fever and sore throat could be symptoms of the flu.
tension, n.	stress, nervousness, anxiety	There is so much tension at work, I might have to quit my job.
under stress, exp.	feeling a lot of worry, feeling under pressure	I know you're under a lot of stress, but that's no excuse for yelling at me.
work things out, exp.	to find a solution to a problem, to fix a problem	I know you and your brother are upset with each other, but I think you should work things out.



**Unit 2: Business Careers****Work**

Hi, Denise! This is Ms. Marx. I won't be coming into the office today; I need a day off. I'd be grateful if you could do a few things. First, type the letter to Mr. Thompson that I left on your desk. You'll notice that I crossed out the second paragraph. Please remember to use office stationary.

Mr. Thompson has been waiting for our response for a long time, so you'd better send the letter out today. Second, please send Jessica Smyth our newest catalog. She wants to see it before she makes her final decision. Third, you'll probably hear from Bob Hodges sometime today. Inform him of the business meeting on Tuesday at 10:00. Finally, if anyone asks where I am, just make something up! Thanks.

**A Career in Business**

by Tracey Adams

According to a recent study done at Markson University, most university graduates want a career in business. Fifty-three percent of those surveyed described the business world as "glamorous" and themselves as "ambitious" and "eager." They identified their goals as "to do a good job" and "to make a lot of money."

Nick Tendirino, a student at Samster College, is especially ambitious. He says that he will only apply for jobs at companies whose stocks are traded on the stock market. "Other companies just aren't worth it," he said. "There is a great deal of competition out there. If you want to excel, you have to know what you want and be aggressive about getting it."

Beth Thomkins likes the challenge of the business world. She explains, "It's almost a game to me. I've decided that I'm going to be a business executive by the time I'm thirty, and I won't let anything stand in the way. I'm not in it for the money, really. I'm in it for the challenge."

While these young people are eagerly looking for challenging jobs, many older business professionals are feeling challenged by the new competition.

Ted Benson, who has been an accounts executive at Sherman, Inc. for twenty years, is worried about his job security. He claims, "These kids who come here right out of college are a problem for us. They're young and eager to please, so the company can hire them to work hard for a much lower salary. And then suddenly those of us who have been working for years are told that we're not needed anymore. It's just not right. I've seen men in their fifties who have families to support lose their jobs because of these young, eager, ambitious college graduates. And when you're that age, it isn't easy to find another job."

It would be interesting to follow the careers of these students, and see how many will succeed and whether there will be enough jobs out there for all of them. Perhaps Markson University will have some more information for us in ten years' time.

**I'm Worried**

- You know, I'm really upset.
- Why? What happened?
- I saw a memo on Mr. Carlson's desk that says the sales force is going to be reduced. I'm worried that I'm going to get fired.
- Don't worry. I know all about that. It refers to the European sales force.
- Whew! Thank goodness. I feel so much better now.

**Business 2**

Word	Definition	Example Sentence
account executive, n.	someone in charge of all the work done for a specific client of a company, often an advertising company	As an account executive for the Baran Advertising Company, I help the client and the creative team communicate with each other.
aggressive, adj.	forceful, determined to be successful and being very active in achieving this success	To succeed in business, you need to have confidence and be aggressive.
ambitious, adj.	determined to accomplish goals	Rebecca is so ambitious, she's only 21 and already has a successful clothing business.
challenging, adj.	difficult but interesting and exciting	If you're so bored at work because it's too easy for you, you should look for a more challenging job.
eager to please, exp.	willing to do whatever someone else wants, enthusiastic about making someone happy	I like hiring people straight out of college, because they are eager to please their supervisors and work very hard.
excel, v.	to do very well, to perform better than others	He excels in everything that he does, including schoolwork and sports.
identify a goal, exp.	to figure out what you want to accomplish	Once you identify a goal that's important to you, you need to work hard at trying to achieve it.
in it for the money, exp.	only doing something in order to get money	I don't enjoy being a lawyer; I'm just in it for the money.
job security, n.	likelihood that someone will be able to keep his or her job	We thought we had job security, but our company just laid off 200 employees.

memo, n.	a note	Did you get the memo that the meeting was cancelled?
not let anything stand in your way, idiom	not allow anything to keep you from doing what you want to do	I'm determined to become an actor, and will not let anything stand in my way.
reduce, v.	to make something smaller in size	Because our company lost so much money this year, we will be forced to reduce our sales staff.
response, n.	reply, answer	In response to your question, we will be hiring more journalists in the coming months.
sales force, n.	sales team, group of people in a company in charge of selling products or services	Our company's sales force is excellent, as they really know how to interest clients in our product.
traded on the stock market, exp.	shares in companies that are bought and sold on the stock exchange	The company's shares, which were traded on the stock market, doubled in value.

**Unit 3: Agreeing And Disagreeing****Call-In**

- Host: This is Wilson Todd with "Crime Watch." Tonight we're talking about motivation and responsibility in violent crimes. Caspar Bogie, aged seventeen, has been accused of committing a number of violent crimes. Although he's admitted committing them, he claims that he was influenced by violent videos and so claims it was not his fault after all. What do you think? Caller Number One, you're on the air.
- Caller 1: Well, in order to understand what happened, we must take into consideration the kind of life Caspar has led. He has grown up surrounded by violence. Every night his ignorant parents let him watch cruel, violent music videos. Inevitably, the boy was corrupted. It's a pity that these crimes were committed, but we can't blame the boy himself.
- Host: OK. Next caller.
- Caller 2: Let me be frank. What the last caller said is ridiculous. Seeing that the majority of people watch videos without committing crimes, you can't pretend that he's not responsible. He's guilty and he'd better pay for it.
- Host: I see. Next caller.
- Caller 3: I think that violent videos shouldn't be allowed. It's not just this one incident. There are cases like this all the time.
- Host: Thank you. And now, to our last caller...
- Caller 4: I disagree. Even though I don't particularly like violent films, I think we have to stand up for the principle of freedom of expression. I'd hate to have other people controlling what I can and can't see.
- Host: Thanks to all the callers. You've been listening to "Crime Watch."

### Fun and Games

Nora loved working as a counselor at Camp Laguna. She enjoyed being with the children and planning their activities. There was only one thing that Nora hated about Camp Laguna: the Camp Laguna Olympic Games.

"Although there's a broad range of events to choose from this year, I've decided to join the running team again," Nora's friend Judy said to her as they were walking together. "Why don't you join, too?"

"We should be playing games for fun, not competing to see who'll finish first," complained Nora.

"What's wrong?" Judy asked Nora. "I don't usually hear you complaining."

"I think competition brings out the worst in people," Nora explained. "I'd rather encourage the kids to be cooperative, not competitive."

"But it's all in the spirit of fun!" Judy said.

"Even if I were to participate, what can a weak, short, skinny girl do for the team, anyway?" Nora asked.

"Nora, what you may lack in athletic ability and technique, you more than make up for in spirit. Besides, if you don't participate, you'll disappoint all the campers who look up to you."

Nora finally agreed, on the condition that Judy train her. Over the next two weeks, Judy had Nora running, jumping, and doing all kinds of tiring exercises. Nora was surprised to learn that she was actually having fun as well as developing her athletic skills.

Finally, the day of the Games arrived. A prepared and confident Nora stood at the starting line of the half-mile race. The judge blew the whistle and shouted, "Go!"

Judy watched the race in suspense. Nora was actually ahead of the other competitors. Suddenly, Judy noticed that Nora was sitting on the ground, angrily waving her arms in the air. Afterward, Judy tried to console her friend. "Relax; it was only a race! It's not worth losing your temper over. You gave it your all, and that's what's important."

"But I would have won the gold medal if Joanne hadn't bumped into me!" Nora moaned.

"Nora, maybe you should go back to being a spectator. Competing brings out the worst in you!"

### Here Comes the Bus

- This bus is always late. It makes me so angry!
- I agree. I hate it when the bus isn't on time.
- What really annoys me is when you wait forever for a bus and then two come at once.
- I know. I hate that, too.
- I must apologize. I don't usually complain so much. I guess I'm just in a bad mood.
- That's OK. I understand how you feel. Oh, look! Here comes the bus.
- Thank goodness.

**Agreeing and Disagreeing**

Word	Definition	Example Sentence
bring out the worst in someone, exp.	to encourage the bad side of someone	I think money brings out the worst in people.
can't pretend, exp.	can't claim that something is true when it's not	You can't pretend you were sleeping when I called, because I saw you were online at the time.
freedom of expression, n.	a basic rule giving you the right to openly express your opinions	While freedom of expression is an important principle, there need to be rules against writing lies about someone in the newspaper.
I'd hate to have, exp.	I wouldn't like for something to happen	I'd hate to have you eat all alone on the holiday.
in order to, idiom	for the purpose of	I hired a tutor in order to help me improve my math skills.
in suspense, exp.	waiting anxiously	The movie was so exciting, I sat in suspense the whole time waiting to see what would happen.
inevitably, adv.	sure to happen	Eating lots of junk food and not exercising will inevitably lead to poor health.
just this one, exp.	only this one, not just limited to this	I will loan you the money, but just this one time.
let me be frank, exp.	allow me to be completely honest with you	Let me be frank with you, you're just not qualified for the job.
majority, n.	most of	The majority of people in my gym are men.
motivation, n.	determination, the will to do something	To sit down and study for your tests after a full day's work must take a lot of motivation!
seeing that, exp.	because, since	Seeing that you're such a good customer, I'm going to give you a discount.
surrounded by, v.	to be encompassed by, when people or things are all around you	He was surrounded by bad influences his whole life, yet he turned out to be a very honest, law-abiding citizen.

take into consideration, exp.	to think about; give something careful thought, think about a certain fact or situation when coming to a decision about something so that it may influence your decision-making	He might be causing some trouble in school, but take into consideration the fact that his father is very sick right now.
what you lack in... you make up for in..., exp.	You may be weak in one area or skill, but you're strong in another, which enables you to be successful.	What you lack in experience, you make up for in your willingness to learn.

**Unit 4: Too Much Work****Ad**

Do you feel like you've taken on too much? Are you involved in so much paperwork that you've lost sight of your ambitions? Are you disappointed with your current office help? If these questions apply to you, then you need ASSIST. ASSIST Employment Agency understands how you feel and is eager to help. We provide office help: executive secretaries, typists, and a delivery service. You don't need to struggle alone anymore at the expense of your health. Let our carefully selected, professional, and efficient personnel take over some of your responsibilities.

Our people are experienced and excel in everything to do with office management: word-processing, accounting, mailing, salaries, etc. They are highly trained, polite, and patient at all times. We can save you a great deal of time... and time is money!

You deserve the best, so don't put it off any longer. Don't delay! Call today! You can reach us at 876-5432. You'll soon wonder how you ever managed without us!

**Working from Home**

by Jose Mendez

One cold, dark, rainy Monday morning last fall, Janet Dole reluctantly dragged herself out of bed, got dressed, kissed her family goodbye, and began the long commute to her office. She soon found herself sitting in traffic, thinking about how much she hated this weekday morning routine. At that moment, Janet decided to change her lifestyle. She decided to become self-employed and to run her own business from home.

Janet's lifestyle change reflects a popular trend. "Whether they are just freelancing or managing a full-time business, many people these days choose to work from home," says Kirk Richards, owner of Home Office, a business consulting firm. "Today's technologies, including Email, video conferencing, and mobile technology, enable people to work from home, yet stay in touch with the outside world. In other words, communication technology has turned many bedrooms into boardrooms."

Richards points out, though, that not everyone is suited to the "work-at-home" lifestyle.

"First of all, you have to be a disciplined person. Second, you have to be able to work in isolation, which not everyone can handle. Often, getting up bright and early is difficult when there's no pressure to get to an office. Apart from that, many people would lose their minds if they had to sit all alone in a quiet, empty house day after day! A lot of people still prefer to be around other people, even if it means getting dressed and commuting."

Today, Janet Dole is running her small online ordering business from home. "I love the flexibility," she explains. "I work when I want to, and take time off whenever I need it. I also save money on child care."



### Too Much Work

- OK, Michael. First, file those papers; then, type up these reports; then, please...
- Ah, excuse me, Mr. Franklin, but could I say something?
- Of course. What is it?
- Well, I hate to say this, but I think you're giving me too much work. I'm only person.
- Michael, my last secretary, never complained.
- True, but I hear that she quit after two days!

### Work 4

Word	Definition	Example Sentence
at the expense of, idiom	putting all your effort into one thing so that another thing suffers	Eating too much meat can come at the expense of your health.
bright and early, exp.	early in the morning	If we want to catch our plane, we'll have to wake up bright and early.
deserve the best, exp.	to be worthy of only good things	She's such a kind-hearted person, she really deserves the best.
in other words, exp.	another way to say this	I'm too busy to help you out with the banquet, in other words, you're going to have to find someone else.
isolation, n.	alone, on your own	I like working from home and don't mind the isolation.
lifestyle change, exp.	change in the way you live, to make major differences in your life	After his heart attack, he decided to make a whole lifestyle change.
lose sight of something, idiom	forget about something important or worthwhile, because you're concentrating too much on other things	In your quest for money, you've lost sight of what's important in life.
mail-order, adj.	describes buying items through the mail, over the phone, or Internet, and having them delivered to your home	I ordered a great table from a mail-order catalog, because it looked beautiful in the picture.
paperwork, n.	routine office work that involves such tasks as keeping records, writing reports, letters, and filling out forms	Even though my day officially ends at 5:00 p.m., I have another two hours of paperwork to do afterwards.

position, n.	job, function	What do you do in your position as assistant director?
references, n.	individuals or statements from people who can recommend you for a certain job	We'd like you to come in for a second interview, and bring a letter from two references.
routine, n.	one's usual way of doing things	I'm getting bored of my usual routine, and I think I should make a change in my life.
steady job, exp.	work that is reliable and expected to continue for a long time	I enjoy freelance photography, but I think I need a more steady job with a regular salary.
struggle alone, exp.	work hard to try and do something difficult on one's own	I'm here to help in any way I can; it's difficult to struggle alone.
technical advances, exp.	progress in technology	It's hard to keep up with the latest technology, because there are constant technical advances.

## Unit 5: People With Problems

### Soap Opera

- Tracy: Hi, Emily. I dropped by to see if everything was all right. You sounded really down in the dumps on the phone earlier.
- Emily: I wish you hadn't come, Tracy. I don't like it when people see me crying.
- Tracy: Then you are upset about something. Well, since I'm already here, maybe I can come in and cheer you up.
- Emily: I doubt it. Anyway, I don't want any sympathy. And if I tell you what's been going on, I'm sure you'll feel sorry for me.
- Tracy: I assure you that I wouldn't do anything against your wishes. So if you don't want me to be sympathetic, I won't be. But I am determined to find out what's wrong.
- Emily: All right! It all started a few weeks ago. I started feeling tired and run-down. I was having difficulty coping with stress and I was feeling anxious all the time. I started seeing a therapist in the hope that she could help me.
- Tracy: Did she?
- Emily: Yes. She made me realize that my symptoms were a reaction to my problems with Bill. She said I had better end the relationship. But I told her I would rather try to work things out with him.
- Tracy: So did you?
- Emily: I didn't get the chance. I got home yesterday and found this note.
- Tracy: "Dear Emily, I am bored with our relationship. There's no point in continuing. It's over. Besides, I've met another woman. She's a slim young British therapist." Oh, no, Emily. She isn't your therapist, is she?
- Announcer: Is she or isn't she? To find out, tune in again tomorrow to "Emily's Heart."

### Amy's Vacation

Amy Delaney was a very successful therapist. As well as counseling many people in her office, she had a popular local weekly call-in show on cable TV called "What's Your Problem?" You could always find Amy cheering people up and helping them work out their problems. Even Amy's good friends would often drop by her house for sympathy whenever they were feeling anxious or down in the dumps. And Amy always did her best to make them feel better.

But one day, Amy herself, started feeling run-down. She realized that she would not be able to cope unless she took a vacation, so she booked herself a room at the Clear Springs Resort. She didn't tell anyone where she was going, so as to be sure that no one would bother her.

"Are you THE Amy Delaney?" asked the hotel clerk in an excited voice. "I watch your show all the time. You know, I've got this problem. When I get angry, I react by shouting, and then I feel so ashamed of myself..."

"Oh, dear," thought Amy as she hurried off to her room. There was nothing she wanted to hear less than this man's problems. This was her vacation, and she was determined to relax.

"Hello, Ms. Delaney," said the waitress when Amy went down for lunch. "Do you know what my boyfriend did? He left me brokenhearted. There I was, crying, and he..."

"Er...thank you, I don't want any lunch," said Amy, quickly leaving the restaurant. "I wish they would just leave me alone," she thought. "It's worse than being at home."

Amy went outside and got into a taxi that was parked in front of the hotel. "The taxi driver had better not tell me any of his problems," she thought.

"Please take me to the Springs," Amy said to the driver.

"Uh, I'm afraid I've got a bit of a problem," said the driver.

"No! Stop it! You're all driving me crazy!" shouted Amy.

"Lady, why are you so upset?" asked the driver. "I'm just out of gas. Listen, lady, you seem to be under some stress. Maybe you should go see a good therapist, like that Amy Delaney on TV."

### School Trip

- Are you going on the school trip to Washington?
- I want to, but I seriously doubt whether Mom and Dad will let me go. They're angry about my report card.
- If you ask me, they should let you go, anyway. I mean, it's not as if you don't work hard and study all the time.
- Would you do me a favor?
- Sure.
- Would you go downstairs and repeat what you just said to Mom and Dad?

### People with Problems

Word	Definition	Example Sentence
against your wishes, exp.	forced to do something you don't want to do	He had to retire against his wishes.
ashamed of oneself, exp.	embarrassed about what one has done	I'm ashamed of myself for the way I treated you.
determined to, adj.	set on doing something, not willing to let something get in your way of doing something	I'm entering the marathon and am determined to run the entire way.
do me a favor, exp.	help me out, do something to help me	Would you do me a favor and make me a cup of coffee?
drop by, phrasal verb	stop by, come and visit briefly	Why don't you drop by my office one day, and we'll go for lunch?
have difficulty, exp.	have a hard time doing something	I'm having difficulty solving this math problem. Can you help me?
it's not as if, exp.	it's not like, it's not the case that	Don't feel bad taking a day off, because it's not as if you do it all the time.
react, exp.	respond to someone or a situation by doing something	She reacts to unfriendly people by being extra friendly.

seriously doubt whether, exp.	really don't think that something will happen, uncertain about something	I seriously doubt whether you'll be able to help me, but you can try.
so as to be sure that, exp.	make certain that	I left early for the dinner, so as to be sure that I'd get there on time.
want to do nothing less than, exp.	to have no desire to do something	I'd love to come and visit you, but after commuting for four hours today, there's nothing I want to do less than get back in the car.
what's been going on, exp.	what has been happening	What's been going on in your life?
work things out, phrasal verb	solve problems, come to an agreement	Alex and I are having some difficulties in our relationship, but we're trying to work things out.
worse than, exp.	more unpleasant than...	Sitting in this lecture is worse than being at the dentist!
you can always find, exp.	an action that someone does often or habitually	You can always find me sitting at home, reading a book.

**Unit 6: Tell Me About It****India**

In the center of South Asia, color and culture combine in the magical country that is India. India's history spans thousands of years. Home of ancient civilizations and trade routes, India have grown to become a country with one of the fastest growing economies in the world. At the heart of this growth are India's fast-paced bustling cities of Delhi and Mumbai. In Mumbai, you will find one of the largest centers of film production in the world. Bollywood, the capital of the Hindi film industry, produces hundreds of films each year.

India is a country of diversity. It's the birthplace of four of the world's major religions. India has 22 official languages, two of which are Hindi and English. Hindi is the most widely spoken language in India. English is spoken extensively in business and education. From the majestic mountains of the Himalayas to the Taj Mahal, one of the Seven Wonders of the World, India is a country filled with beauty. It's no wonder that visitors from all over the world come to India to explore and experience the landscape, culture, and history of this remarkable country.

**Request**

Mr. Robert Gray  
National Environmental Committee  
59 Kings Road, Jersey, IN  
January 10th

Dear Mr. Gray,

First, all of us from The Society for Animals in Distress would like to thank you for your very generous donation. It will more than adequately cover our expenses, and we have decided to name you as an honorary member of our society.

Secondly, seeing that you will be in the position of authorizing our new animal shelter, I would like to take this opportunity to fill you in on our recent achievements and plans.

In spite of a difficult beginning, when our personnel department had trouble finding suitable employees, we have formed a competent team of professional workers, all of whom have a good background in animal care.

We have also upgraded the computer system we will be using, so that we will be able to keep more efficient records and document the number of cases we handle. Consequently, we feel that our plans for the shelter are going well, so much so that we hope to open within the month. We are all very excited about the progress we have made, and if all goes according to plan, we will be giving shelter to the homeless animals of our city faster than we ever imagined.

I would like to make two more requests. First, we would like to invite you to visit us at the shelter in about two weeks, in order to show you around. Providing that you are impressed and give us the authorization to go ahead, we will be able to open on the 31st of January. This would be a great bonus for both us and the animals.

Finally, your presence at the opening ceremony of our shelter would be greatly appreciated, since this would reinforce our public profile and encourage the public support that we are so dependent on for our success. Once again, thank you for all your help and support.

Sincerely yours,

Jane Adler, Chairwoman  
The Society for Animals in Distress

### Where's My Daughter?

- I just turned around for a second to look at a dress. When I turned back she was gone!
- Calm down. Everything will be all right. I'm sure your daughter's somewhere in the store.  
Now, can you give me a description of her?
- Yes. She's six years old, with blond hair, and she was wearing a red dress and black shoes.
- OK. Now, sit down, and don't worry. We'll make an announcement on the PA system.

### Correspondence

Word	Definition	Example Sentence
adequately, adv.	well enough, satisfactorily	She does her job adequately, and with experience, I'm sure she will improve further.
cover expenses, exp.	Your expenses are covered if you receive an amount of money that is equal to the amount of money you spent buying or producing a product or setting up a business	I don't need to make money on the deal, but I do want to cover expenses.
dependent on, adj.	reliant on, relying on someone or something for support or to succeed	We are dependent on people like you to help keep our organization alive.
donation, n.	money or goods you give to benefit a person or organization, something given to a charity	I'm collecting donations of food for the elderly.
fill you in on, idiom	give you information you don't know, give you the details about something	I'd like to fill you in on our plans for the design of the museum.
greatly appreciated, exp.	makes people thankful or grateful	If anyone can stay late and help clean up, it would be greatly appreciated.
honorary member, exp.	belonging to something without requiring the necessary qualifications, because of one's help or public achievement	Tom, you have donated so much time and effort to our organization, we would like to make you an honorary member.

if all goes according to plan, exp.	if everything happens as we expect it; if everything works out	If all goes according to plan, we'll meet here at five in the morning, and start climbing the mountain at 5:30.
impressed, adj.	admiring of someone because of something he or she does or how he or she acts	I'm very impressed with your ability to work from home without getting distracted.
make an announcement, exp.	make a statement, give a speech or message to a group of people	Sarah made an announcement to all her friends that she was moving to Italy.
public profile, n.	people's impression of you, people's image of a person or group	Appearing at the charity dinner will be good for your public profile.
reinforce, v.	to strengthen	I think you should start taking the car to work every day to reinforce your driving skills.
retrace, v.	go back and follow the same route you took previously	I'm retracing my steps to figure out where I might have left my wallet.
ritual, adj.	relating to a ceremonial act, related to religious observances or practices (also a noun)	The Bana tribe in Ethiopia performed a ritual dance for us.
shelter, n.	a place where people or animals are protected by being given food and a place to sleep or live temporarily	We are opening a women's shelter for women escaping violent situations.



**Unit 7: Economics****News**

Angie: And that's it for international news. Now let's go to Fraser Wilkes for economic news.

Fraser: Thanks, Angie. The state government announced today a new program to assist professionals who have lost their jobs as a result of the nationwide trend to reduce personnel. The plan, which will be implemented immediately, is designed to motivate both workers and employers. Unemployed professionals who take courses in order to upgrade their job skills will be reimbursed half the cost of the course by the government. Further, companies presently hiring workers have government authorization to give preference to those who have taken one of these courses. First preference will go to candidates who have held management positions.

In other news, an interesting survey recently conducted by the Russell Group indicates that employees are enjoying more fringe benefits and earning more bonuses today than at any other time in the last century. Those in the arts, however, are being paid less this year than last. According to a local artist, this is due to inadequate government funding.

Our last story today is a bit unusual. It seems that a young bored City Hall file clerk who was looking through old documents has discovered that fifteen people who are actually dead are still being sent pension checks. The mayor, who was asked to comment on City Hall's generosity, said only that he would look into the matter. Back to you, Angie.

**Complaint**

Dear Sir or Madam,

I am self-employed, and residing in California. I'm originally from Ohio, but have been living in California for the past three years.

A couple of days ago, I received a letter from the tax department stating that I owe Ohio state taxes from last year. This is clearly a mistake, as I was living in California at the time (as I've mentioned), where I paid California state taxes.

I called the tax department to inquire about canceling the "debt," and after being transferred to a number of offices, I finally reached someone by the name of Terrance Jones. When I explained my dilemma to Mr. Jones, he told me he could help me if he has the approval of his superior. He suggested I write to you explaining my issue, and enclose a copy of the letter and copies of my tax returns.

Another thing that's strange is the sum that's indicated on the tax bill. As you'll see from my records, I'm in a low tax bracket, have numerous work expenses, and pay for child care. This is yet another reason why I'm sure there has been a technical error.

According to the letter, I have to pay the fee by the June 12<sup>th</sup> deadline. I am therefore under a considerable amount of pressure, and although you're probably quite tied up at this time, I ask that you please make my issue a priority and help me solve this issue quickly.

Thank you very much, and I look forward to hearing from you.

Sincerely,  
Elizabeth Meyers

**European Sales**

- Last year our European sales were \$73 million, and we...
- Pardon me for interrupting, but that's incorrect.
- What do you mean, "incorrect"?
- I believe \$73 million was our North American sales figure. European sales were only \$43 million.
- You're absolutely right, Ms. Wong. Thank you for correcting me. Now, where was I?

## Finance 2

Word	Definition	Example Sentence
authorization, n.	official permission	Did you receive authorization to sell your products at this booth?
first preference, exp.	number one choice	Out of all the restaurants you mentioned, my first preference would be the Turkish Grill.
freelance, adj.	work you do for a company or companies of which you are not a permanent employee	I do freelance writing work for a few different advertising companies.
fringe benefits, n.	something given by an employer to an employee in addition to his or her salary, such as a car, vacation, or health insurance	The salary at my new job is not so high, but at least they give a lot of fringe benefits.
implement a plan, exp.	to put an idea into effect	The first thing I'll do if I'm elected mayor, is implement a plan to lower taxes.
inadequate funding, exp.	not enough money to support something	Because the school received inadequate funding, it had to close down.
nationwide trend, exp.	general tendency or movement throughout the country	There is a nationwide trend to lower prices on medication.
pension, n.	a sum of money paid regularly to someone after he or she has retired (stopped working because he or she has reached a certain age)	Now that my dad has retired, he will start receiving his pension.
reimburse, v.	to pay someone back	Pay for whatever teaching supplies you need and the school will reimburse you.
sales figures, n.	number of items that a company sells in a given time period.	Our sales figures this month were the highest they've been all year.

self-employed, adj.	working for oneself instead of an employer	The problem with being self-employed is that you have to pay your own health insurance.
tax rebate, n.	when you get money back from the government because you paid more taxes than you owe	According to my accountant, I should be receiving a tax rebate this year.
tax return, n.	document you fill out indicating how much money you earn, so the government will know how much tax you owe	You only have one more week to mail in your tax return.
unemployed, adj.	out of work, having no job	She's already been unemployed for two months even though she's very qualified.
upgrade, v.	to improve the quality, make better	I think it's time to upgrade my computer, so it works faster.

## Unit 8: Interviews

### A Career in Fashion

- Olivia: ...and that's why fashion week in Milan is so important.
- TV Host: So, tell me Olivia, how did you get started in the world of fashion?
- Olivia: Well, by pure chance. I'd been in New York about a month. I was sitting in a coffee shop when a man came up to my table and asked me if I wanted to model for a fashion magazine. People had asked me to model before, but this time it was Pete Marcham.
- TV Host: Not THE Pete Marcham?
- Olivia: He was looking for a new face for a special photo-shoot. The next day I went to his studio and within a month I had to call an agent to handle all my bookings.
- TV Host: And I thought these things only happened in the movies!
- Olivia: Me too! Well, it was fun in the beginning. But then I began to realize it wasn't for me. I didn't know who I was as a person. I'd see myself on a cover of a magazine and I would think, "Who's she?"
- TV Host: So what did you do?
- Olivia: I decided I no longer wanted to be in front of the camera. I wanted to be behind it! I became a fashion photographer and I haven't looked back since!

### "Dear Dotty"

by A. Raines

Dorothy Peale's latest book, "In Response," is fast becoming a best-seller. "In Response" is a selection of letters to Dorothy from her famous weekly newspaper column, "Dear Dotty," along with her replies. Ms. Peale has been giving advice to readers on a variety of subjects for over twenty-five years. "I had a difficult time deciding which of the thousands of letters I've received I should include in the book," says Ms. Peale. "I wanted to show that sometimes people need to turn to others in order to work out a specific personal problem. For some, putting their feelings down on paper signifies that they have begun to face an issue."

When did Dorothy first realize that she had a talent for helping people?

"My friends have always felt free to confide in me. When I was a teenager, many of them would pass me notes in class asking for advice about boyfriends or parents, and I was pleased to give it. I think they felt that I answered them sincerely and they were grateful to be able to 'talk' to someone through secret, personal letters."

How does one learn to write an advice column? "I've always liked to write, and for this reason I went to journalism school. I also have a degree in social work. I guess both of these qualify me for my current job."

Is Ms. Peale writing another book? "Not at the moment," she informs us. As she puts it, she is too busy giving interviews in connection with "In Response." "But I've begun to think about my next book, so you'll be hearing from me in the near future." In the meantime, don't forget to drop a line to Dotty.

## I Apologize

- I must apologize for being late. I had to take my son to the doctor.
- No harm done, but let's get started with the interview right away. Are you interested in the position of junior programmer, or IT assistant?
- It makes no difference to me. I just need a steady job.
- I understand. Did you bring any references?

## Interviews

Word	Definition	Example Sentence
confide in, v.	tell secrets to and share private thoughts	You're the only person I feel comfortable confiding in, because you understand me.
drop a line, idiom	to call or write to say a quick hello	Why don't you drop me a line the next time you're in town?
face an issue, idiom	to confront a problem	We really have to face the issue of where to send our children to school.
fast becoming, exp.	quickly turning into, quickly becoming	Are newspapers fast becoming a thing of the past?
feel free, exp.	what you say when you want someone to know they can do something without worrying	Everyone can feel free to explore the house.
give advice, exp.	help someone figure out what to do or how to behave in a certain situation	It's great to talk to you, because you give such good advice.
grateful, adj.	thankful, appreciative	I'm grateful for all the support you gave me and my family this year.
handle, v.	to take care of, to be in charge of	Don't worry; I'll handle this matter.
in response, exp.	in answer, in reply	I'm writing in response to your ad for a graphic designer, and would like to apply for the job.

no harm done, exp.	nothing bad resulted even though one may have expected it to, don't worry because no serious damage was caused	No harm done, the vase is still in one piece.
on the cover, exp.	when your picture appears on the front of a magazine or book	Who's on the cover of this week's Celebrity Magazine?
put your feelings down on paper, idiom	write down what you are thinking and feeling	Before we speak about what's bothering you, I want you to put your feelings down on paper.
selection, n.	collection, a group of something chosen from a bigger group	We will be reading from a selection of poems written by Kathy Goodrich.
signify, v.	to show, to mean something	If she smiled when I left the audition, does it signify that she thinks I did a good job?
variety of subjects, n.	a range of topics	We have weekly speakers, who speak on a variety of subjects.

**Unit 9: Artificial Intelligence****E-mail**

From: Jayden Walters  
To: Mark Lincoln  
Subject: AI technology can predict business success!

Hey Mark,

I just read an article about this awesome new AI technology that can predict the success of start-up businesses. We have to look into it. I'm not sure – but I think it might be a real game changer. Can you imagine if we had had this AI technology back when we opened our online store? We would have known that it was going to be a disaster!

Anyway, this technology can analyze different factors about a business. Then, based on the information, it can tell if you have what it takes to be successful! We really ought to find out more about this.

Let's get together soon... We need to brainstorm ideas. Do you think you could meet up this week? I may even be able to move things around in my schedule for tomorrow, if you're free, of course. In the meantime, you should read this article.

Be in touch.  
Jayden

**A Seminar on Artificial Intelligence****Third Annual International Artificial Intelligence Seminar**

May 16 – 19 Cadiz, Spain

Join us at this year's International AI Seminar in Cadiz, Spain!

Leading experts in the field of AI will be gathering together from all over the world for this four-day seminar.

New developments in AI will be presented, as will current challenges and threats. Join industry researchers, engineers, academics, and computer scientists as they share their knowledge and discuss the constantly evolving world of Artificial Intelligence!

The seminar will include keynote speeches, workshops and demonstrations. There will also be an awards ceremony at the end of the seminar in acknowledgment of individuals who have made significant contributions to the field of AI over the past year.

**Keynote Speakers**

Dr. Hugo Dubois (professor and researcher) 'Thinking Machines: Beyond Human Thought'  
Maya Badal (artificial intelligence engineer) 'Capabilities of Artificial Intelligence: Theory vs. Reality'

**Registration**

Early bird registration is now open. In order to register, please complete the registration form and submit your payment no later than April 25.

**Call for Papers**

We are seeking to review new research and advancements in both strong and weak AI, as well as Artificial Superintelligence (also known as ASI).



All accepted papers will be collated and published online after the seminar. Papers must be submitted no later than January 1.

The seminar is sponsored by the New Association of International Artificial Intelligence Research.

### **The Vacuum Cleaning Robot**

Mother: Hi Jake. I bought a vacuum cleaning robot.  
Jake: Congratulations, Mum.  
Mother: Now we won't have to vacuum anymore. Isn't artificial intelligence amazing?  
Jake: You do know vacuuming robots are a pretty weak form of artificial intelligence?  
Mother: What do you mean?  
Jake: Well, real artificial intelligence would be a machine that's equal to humans – like a robot that can do all the tasks that humans do, or even think like humans.  
Mother: Think like humans? That sounds like something out of one of your science fiction novels.  
Jake: It's true! Most scientists think that in the next few decades we'll be able to program robots to learn. Once they can learn, they'll be able to teach themselves more and more, and keep improving themselves without our help.  
Mother: But if the robots keep becoming smarter, won't they eventually become smarter than human beings?  
Jake: Yes. AI will eventually become ASI – Artificial Superintelligence. Robots with ASI will be even more intelligent than their creators.  
Mother: But if the robots become smarter than humans, then they can decide they don't want us anymore, and get rid of us.  
Jake: In theory that's true...  
Mother: You know, maybe we can manage without this thing after all!

### **What do you think of AI?**

Woman: I see you're reading about AI; what do you think of it?  
Man: I think artificial intelligence has the potential to transform humanity!  
Woman: In a good way or a bad way?  
Man: In a good way! Just think, intelligent robots will be able to do so many jobs for us.  
Woman: What kind of jobs do you mean? Like chores around the house?  
Man: Yes and more. They won't need to take breaks, or get bored, so they'll be incredibly productive.  
Woman: I guess that would free us up to do more of the things we enjoy.

## The Pros and Cons of AI

### The Top 10 Reasons Why AI is a Good Thing!

There is no doubt that the integration of artificial intelligence into our daily lives has numerous benefits. From computer gaming and space exploration to improved medical procedures, AI is at our service. Here is a list of the top ten benefits of AI.

1. AI eliminates human error; in fact, it makes almost zero mistakes. The tasks carried out by artificially intelligent computers can be accomplished with a level of precision no human can emulate.
2. As humans, we sometimes follow our hearts when we should be following our brains. With AI, emotions don't interfere with logical thinking. Thinking machines are able to make decisions quickly and impartially.
3. You know those tedious everyday chores we humans hate? Well, robots don't mind doing them at all. Robots are super-efficient and don't need to take breaks to eat, sleep, or use the bathroom! And above all, they don't get bored.
4. AI can help keep us out of danger. Artificially intelligent robots make great firefighters and ambulance drivers, as they are able to assess dangerous situations quickly, without experiencing consequences to their own health, or human feelings of fear and stress.
5. Doctors rely on AI technology to determine health risks, identify a drug's side effects, and diagnose and treat illnesses. AI surgery simulators are integral to training medical professionals.
6. Artificial intelligence has proven extremely valuable in space expeditions. Robots equipped with AI can be sent out to explore the great unknown, collecting data indefinitely. We have already learned a lot about outer space through the intelligence of these space robots.
7. AI can also help us explore our own planet Earth. Until now we've only had limited access to the ocean depths. With AI, we can now go deeper into the Earth and its oceans. Dangerous jobs, like fuel mining and ocean exploration can be given to a 'smart' robot explorer, keeping humans out of harm's way.
8. Gone are the days of analyzing an oversized map with tiny print, praying that we won't encounter unexpected traffic. Thanks to smartphones (powered with weak AI) we can receive updates before we get out of bed in the morning, telling us how long it'll take us to get to work and the best route to take. This is only one example of how AI has made our everyday lives so much easier.
9. While it's true that technology can be a threat to our privacy and financial security, AI can help us detect fraud, making identity theft much more difficult.
10. For gaming enthusiasts, it's thanks to their AI opponents that they can play their favorite computer games whether or not their friends are available. In fact, they may not even be aware that their gaming partners aren't human!

As you can see, AI has improved our lives quite a bit, and it's only the beginning. Let's see what the next few years have in store for us...

- |                |   |
|----------------|---|
| Allison Chan:  | Hi, I'm Allison Chan and today, we're going to discuss a hot topic – artificial intelligence, also known as 'AI'. Now, you've all probably heard wonderful things about AI, and how it's improving our lives. Here with us is AI researcher and science fiction author Vitaly Galkin to help us take a look at the other side of AI. Vitaly, thanks for being here! |
| Vitaly Galkin: | Thanks, Allison. There's a lot of information out there now about how wonderful and helpful AI is, and that's true. However, we also need to realize that there are disadvantages, and even threats.  |

Allison Chan:	Like what?
Vitaly Galkin:	Well, when everything is working right, AI is efficient and cost-effective. But what happens when the system breaks down or malfunctions? Lots of important information is lost, sometimes forever. The cost of fixing and updating systems with AI is also incredibly expensive and can be very complicated.
Allison Chan:	That's a good point. It's scary to think of losing so much valuable information.
Vitaly Galkin:	It sure is. Another issue to be wary of is where we draw the line morally and ethically. Is creating a copy of a human OK? This particular issue is the topic of major debate.
Allison Chan:	But you can certainly agree that AI has proven to be incredibly helpful in, say, the medical field...
Vitaly Galkin:	Absolutely, but there are some shortcomings there, too. Using robots in place of humans in positions that require sympathy or gentleness may not go over so well with patients.
Allison Chan:	I suppose you're right about that.
Vitaly Galkin:	Yes, so that's another example of the limitations of AI. Now, let's take a look at the threats of AI. There has already been a huge loss of jobs due to AI. People are being replaced by machines. This decrease in employment opportunities not only causes financial distress to families, it causes feelings of worthlessness, low self-esteem, and depression.
Allison Chan:	That's true. I actually know a few people whose jobs became obsolete because of AI technology. And... what about our brains becoming lazy? If we rely too much on AI to do the thinking for us...
Vitaly Galkin:	You took the words right out of my mouth, Allison. That was going to be my closing point. I mean, think about it – do we really want to sacrifice our own intelligence for something... artificial? I actually have a new book coming out that focuses on this particular issue.
Allison Chan:	I look forward to reading it, Vitaly. Thanks for joining us today.
Vitaly Galkin:	Thanks for having me. And to all those listening, remember to never stop thinking for yourselves!

### The Turing Test

Narrator:	Listen to part of a lecture on the Turing test.
Lecturer:	Good morning, everyone. In the next part of this series on artificial intelligence, we're going to talk about the Turing test. Now, you can't really talk about artificial intelligence without discussing the Turing test. Let me start by giving you a little background. Alan Turing was a leading British mathematician and a pioneer in artificial intelligence in the 1940s and 1950s. He's considered to be one of the fathers of modern computing. In 1950, Turing published his ground-breaking paper, "Computing Machinery and Intelligence", which focuses on the concept of artificial intelligence. In it, he suggests the possibility that machines will one day be able to think as humans do, and will therefore be as intelligent as humans. In this paper, Turing proposed a theoretical test to see whether or not a machine can think like a human. He reasoned that if a machine can fool people into thinking it's human, then it's considered to have artificial intelligence. There are different versions of the Turing test, but the basic idea is this: There are three players – player A, player B, and player C. Player A is a human, player B is a computer, and player C is another human, who is also the 'interrogator'. Player C, the interrogator, can't see players A or B, and only communicates with them in writing. The interrogator asks players A and B questions, and tries to figure out from their responses which one is the computer

	and which is the human. If the interrogator can't figure it out, the computer passes the test, and is therefore considered to have artificial intelligence. You may have participated in your own Turing test without even knowing it. Have you ever asked for help online and found yourself wondering if the 'person' answering your questions was human, or in fact, a computer? Computers with weak AI that focus on specific tasks are a cheap way of dealing with routine tasks. And in the world of online games, players can't always be sure if they are competing against a human or a 'gaming bot'. In fact, many gamers actually prefer to play against bots – because they assume bots are less likely to cheat. Are there any questions so far?
Student:	Yes, that's all very well, but is the Turing test really a good measure of AI?
Lecturer:	That's a good question. Alan Turing was clearly ahead of his time, but today there are many criticisms of the Turing test as a way to measure artificial intelligence. Some say the test isn't a true measure of intelligence, as the computer program can avoid answering direct questions by changing the subject. The test also doesn't allow for results that specify a level of intelligence such as, "This computer is as intelligent as a 10-year-old child". It's a pass/fail test – the computer is either intelligent or not, there is no in-between. These are two examples of some of the criticisms. We'll have the opportunity to review these criticisms in more depth in the next session of this series.

### Artificial Intelligence

Word	Definition	Example Sentence
ability, n.	skill level that someone or something has in order to do a particular job or activity	Machines with artificial intelligence have the ability to do complex tasks without getting tired.
artificial intelligence, n.	ability of a computer to perform activities normally thought to require human intelligence (also referred to as AI)	Scientists want to build a computer with artificial intelligence that is as smart as a human.
chore, n.	task or job that you do regularly	Machines can help us do many chores around the house such as cooking and cleaning.
efficient, adj.	able to produce the desired results without wasting time, energy, money, or supplies	Computers are often more efficient than humans because they don't get tired or bored.
evolve, v.	change and develop over time	Computers continue to evolve and become more and more intelligent.
human error, n.	mistakes that people, rather than machines, make	The accident was due to human error.
perform a task, exp.	do a certain job	Machines can already perform many tasks that are dangerous for humans.

productive, adj.	able to accomplish a lot	One reason that computers are very productive is that they don't need to take breaks.
robot, n.	computer-controlled machine that can do the work of a person	Robots may one day have the ability to do almost everything that humans can do!
science fiction, n.	stories about how people and societies are affected by scientific developments in the future	I'm reading a science fiction novel about people in a world controlled by artificially intelligent machines.
strong AI, n.	artificial intelligence that can behave at the same skill level as humans (also known as Artificial General Intelligence or AGI)	A computer with strong AI will actually be able to think and learn like humans.
threat, n.	something that can cause danger	Some people worry about the possible threats of artificial intelligence.
Turing test, exp.	test, developed by Alan Turing in 1950, of a machine's ability to exhibit intelligent behavior equivalent to, or indistinguishable from, that of a human	During the three-player Turing test, one player asked the other players questions to try and find out which was the computer and which was the human.
vacuum cleaning robot, n.	an automated machine that cleans floors and carpets by sucking up dirt and dust	We bought a vacuum cleaning robot so we won't have to sweep the floor ourselves.
weak AI, n.	artificial intelligence that is focused on a very specific, or narrow task (also known as Narrow AI)	The computer program that I play chess with is an example of weak AI.

**Unit 10: Space Travel**

From: Melanie West  
To: Victor Crenshaw  
Subject: Tomorrow's Lecture

Hi Victor,

Tomorrow there's a lecture in White Hall on the future of space travel and colonization. It starts at 7:00 P.M. Want to come with me? Professor Rays will be discussing the challenges facing Mars colonization. I can't believe that in 20 years from now, some people will have actually made Mars their home!

Professor Hersh is presenting tomorrow as well. I heard she'll be talking about developing new technologies that will help make space travel easier and cheaper. Come with me! It'll be interesting! I know you'll love it.

Text me your answer. I'm in class from 9:00 A.M. to 3:00 P.M. so I won't be checking my e-mail during that time.

Melanie

**Planetary Pioneers**

[www.planetarypioneers.com](http://www.planetarypioneers.com)

**Join the colonization effort on Mars!**

Posted: 6 days ago | Available: Now

Now is your chance to become a Planetary Pioneer and participate in the exciting mission to colonize Mars! Planetary Pioneers is a nonprofit organization with the aim of establishing a human presence on Mars. In order to reach this goal, we are on a global search for a generation of colonists who are excited about relocating their lives to another planet.

As a Planetary Pioneer, you will prepare to enter a new world. You will become a part of the important research being done to learn more about what Mars has to offer in terms of solar energy, possibilities for food production, and even developments in medical technology.

The colonization process will take place over the next 20 years. Our Planetary Pioneers will be divided into teams, and receive extensive training over the next several years.

Teams will spend several months at a time on different remote simulation sites. Team members will learn to work together, solve problems, and share knowledge. Participants must be resilient, curious, trustworthy, and easily adaptable to new situations.

**Astronaut Criteria:**

- 22 years or older
- Good health
- Enthusiasm and commitment to the mission

For more details, check out our Web site: [www.planetarypioneers.com](http://www.planetarypioneers.com). To complete our application form click 'APPLY NOW'.

**Astronomy Assignment**

Nina: It's really cold out here. Let's start finishing up. What's next?  
 Eddie: We need to locate the Great Red Spot on Jupiter.  
 Nina: OK. Yep, done that. Now what about Mars? What do we have to find there?  
 Eddie: Did you know there are plans to colonize Mars in 10 to 15 years? Can you imagine living there?  
 Nina: No, not me. I prefer looking at Mars from here on Earth.  
 Eddie: Oh come on! Think of establishing a human settlement on Mars – we'd be pioneers!  
 Nina: Eddie, focus! We have to finish this assignment.  
 Eddie: Colonizing Mars will give us a whole new understanding of space. It's the ultimate test of human survival!  
 Nina: That's great but what special features are we supposed to locate there?  
 Eddie: OK, we need to find a polar ice cap. It should look like a small white patch in the southern hemisphere.  
 Nina: Polar ice cap – OK. I have a good idea where that is.  
 Eddie: You know, they've already started accepting applications to become one of the first Mars astronauts? I'm seriously considering applying.  
 Nina: Yeah, Eddie – you should definitely go and live on Mars. But first, can we please finish this assignment before I freeze to death?  
 Eddie: OK, OK!

### Life on the International Space

Man: Have you ever thought what it would be like to live on the International Space Station?  
 Woman: Definitely, I think it'd be an amazing experience.  
 Man: What do you think would be the best part?  
 Woman: Oh, you know, the decreased gravity, the feeling of weightlessness. It's the closest I'll ever get to flying.  
 Man: The idea of floating isn't for me. Don't astronauts get nauseous?  
 Woman: Yeah, I read they don't very feel well for the first few days in orbit, but then they start to feel better.  
 Man: I think I'd only start to feel better once I got home!

### Asteroid Mining

#### Asteroids

Asteroids are large rocky bodies that orbit the Sun. They are considered remnants from the giant cloud of gas and dust that created the Sun, planets, and moons over 4.5 billion years ago. Though some asteroids can be nearly 1,000 kilometers across, all asteroids are too small to be considered planets. The majority of asteroids lie in the Asteroid Belt, which is a massive ring of asteroids between the orbits of Mars and Jupiter. The Asteroid Belt is estimated to contain between 1.1 and 1.9 million asteroids that are larger than 1 kilometer in diameter.

Asteroids contain valuable materials, such as iron, nickel, gold, and platinum. Platinum group metals are used to manufacture many of the products we use every day. However, they are some of the rarest and most useful metals on Earth, thus making them incredibly expensive. Most mining operations around the world today actually mine resources that were deposited on Earth during ancient asteroid impacts.

But there's more in asteroids than just expensive metals. There is water. Asteroids are actually the most accessible sources of water in space.

The majority of asteroids fall into one of these three categories:

**C-type asteroids** are rich in water and are probably the most common type of asteroid in space. One 500-meter water-rich asteroid can produce over \$5 trillion worth of water for use in space.

**S-type asteroids** carry little water but contain numerous metals, including: nickel, cobalt, and more valuable metals, such as gold, platinum and rhodium.

**M-type asteroids** are mostly composed of metal. This type of asteroid is the most valuable to mine for precious metals. M-type asteroids are rare, but they contain up to 10 times more metal than S-type asteroids.

## Asteroid Assets

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### Flying Into the Future on an Asteroid

Latest Updates

#### We Are on a Quest to Find the Best Asteroid to Mine!

Near-Earth asteroids are what we are after. They are close to Earth, so the travel time needed to get to them is short. They must also have an orbit that passes by Earth often, in order to provide us with increased chances for mining opportunities. The perfect asteroid should have a speed of less than 5 kilometers per second and a slow rotation. We do not want it to spin like a top. As for size, these asteroids should be about 300 meters across to ensure that they contain enough metal or water to be profitable.

#### Follow Us for Live Updates of the Project Juno Launch

On September 25, at 07:00 A.M., we will be launching our Project Juno into space for the first time! What's Project Juno, you ask? Project Juno is our latest asteroid prospecting spacecraft. Fitted with specialized software and sensors, Juno will be joining Projects Thisbe, Vesta, and Hektor out in space. Its sole mission is to analyze asteroid characteristics from a distance, and send us back the information it finds. This information will allow us to determine if an asteroid is 'right' for us to mine.

#### Come Join the Asteroid Asset's Team

We are looking for passionate, motivated scientists interested in joining our team of pioneers. Our goal is to find and hire the best minds in the business. Are you an innovator? A doer? A maker? Then consider joining us at Asteroid Assets.

We are currently looking to fill these positions:

#### Instrument Systems Engineer

Responsible for developing spacecraft instruments from the design stage to final delivery

Required qualifications:

- Master of Science in engineering or a related field
- Experience in instrument laboratory procedures and tools

#### Spacecraft Systems Engineer

Responsible for the design, testing, and operation of reliable, low-cost, power-efficient small spacecraft

Required qualifications:

- Bachelor or Master of Science in engineering or related field
- Experience in management of spacecraft requirements and operations



Claire:	Hi, I'm Claire, and this is 'Into the Future'. Today I'm talking with Lillian Wu, an instrument systems engineer with the asteroid mining company, Asteroid Assets. Welcome to 'Into the Future', Lillian.
Lillian:	Thanks, Claire. I'm really happy to be here.
Claire:	Most of our listeners probably aren't familiar with asteroid mining. Can you give a description of what Asteroid Assets does?
Lillian:	At Asteroid Assets our goal is to develop the technologies to mine asteroids for resources, such as platinum and water – especially water.
Claire:	I understand why you would want to mine something like platinum. But water? Why water?
Lillian:	Water is required for human travel and survival in space. It can even be converted into rocket fuel. Without water, you can't travel very far from Earth.
Claire:	Why not bring water from Earth on the journey?
Lillian:	Water is heavy, and carrying it into space is incredibly expensive. Sending a liter of water to the Moon costs \$50,000. At that cost, we could never afford to send humans as far as Mars.
Claire:	I didn't realize it's so expensive to send water into space.
Lillian:	But if we can extract water from asteroids, that will enable us to set up water and fuel stations in space! So we'll be able to travel farther and farther into the unknown.
Claire:	Gas stations in space! What a great idea! But asteroid mining sounds more like science fiction than fact. When might it become a reality?
Lillian:	Well, our latest project is almost ready to launch into space!
Claire:	Wow! That sounds exciting!
Lillian:	It is! You'll be able to watch the launch live online, if you're interested. Just check out our Web site, <a href="http://www.asteroidassets.com">www.asteroidassets.com</a> on September 25 at 7:00 A.M. We'll be streaming the launch live.
Claire:	I'll definitely check it out! Thanks so much for joining us today, Lillian.
Lillian:	Thanks for having me, Claire.

### Space Tourism

Narrator:	Listen to part of a lecture on space tourism.
Lecturer:	The space tourism industry is fast becoming a reality with many different space adventures to choose from! Today, I will present three of them: high altitude jet flights, high altitude balloons and orbital flights. Let's start with the high altitude jet flight. As a passenger, you will fly with a pilot in a high altitude fighter jet at a distance of 21 kilometers above Earth. During this thrilling 45-minute excursion, you will witness the blackness of space, the thin blue layer of the atmosphere and the curvature of the Earth. Though you won't be weightless, you will get a breathtaking view.
Man:	How many passengers will be on the flight? And how much does this option cost?
Lecturer:	This flight includes a single passenger and the pilot. The cost is \$18,000. Passengers are required to attend a pre-flight briefing and do a medical check prior to the flight. The next option is still at the development stage, and is called the high altitude balloon. Until now, there have only been unmanned balloon flights to space. But right now, several companies are developing flights for space tourists. The view will be similar to the high altitude jet flight. However, passengers will travel higher, at a distance of 32 kilometers above Earth. The trip will also be longer, taking five to six hours. A total of six passengers and two crew members will fly in a specialized balloon capsule designed to travel to the upper layers of the atmosphere!

- Woman: Since this flight travels higher, will passengers get to experience weightlessness?
- Lecturer: Unfortunately, not. Surprisingly, the trip is expected to be very peaceful and relaxing. That leads us to the third option, which does include weightlessness. This is the orbital flight. So far there have been around seven space tourists lucky enough to have taken an orbital flight. This option is the closest you'll get to feeling like a real astronaut! This 10-14 day 'space vacation' launches one passenger and two professional astronauts into orbit for a stay aboard the International Space Station! You will travel a distance of 402 kilometers into space and watch 16 spectacular sunrises and sunsets each day!
- Man: The orbital flight sounds like a real space adventure! How much does it cost?
- Lecturer: Well, the cost is pretty steep at approximately \$20-40 million per ticket. Passengers are also required to take a six-month pre-flight training course, and pass a comprehensive medical check. So... Thank you all for joining me today... Perhaps we'll meet again... in space!

### Space Travel

Word	Definition	Example Sentence
altitude, n.	how far something is above sea level	The jet flew at an altitude of 18,000 meters above Earth.
asteroid, n.	rocky body that travels around the Sun and is too small to be considered a planet	The asteroid Ceres measures 945 km across and takes 4.6 years to travel around the Sun.
astronaut, n.	person who travels to outer space in a spacecraft	The scientist trained to become an astronaut and travel into space.
atmosphere, n.	gases around a planet	The spacecraft traveled past the Earth's atmosphere and into outer space.
colonize, v.	take control of a piece of land and send people to live there	The company's goal was to colonize Mars by sending people to live on the planet.
deep space, n.	the area of space past the Earth and the Moon	The spacecraft traveled into deep space, past the Earth and the Moon, on its way to Mars.
International Space Station, n.	large structure that orbits the Earth, where astronauts from around the world live for a	Astronauts, who need to spend months in space, live on the International Space Station.

	certain amount of time to conduct science experiments	
launch, v.	send up into the air	The spacecraft will be launched into space on September 25th.
mission, n.	(in the context of space exploration) flight by a spacecraft in order to accomplish a specific task	The spacecraft's mission was to land on Mars and collect information about the planet.
orbit, v.	move in a curved path around a planet, moon, or star	The Moon orbits the Earth.
pioneer, n.	one of the first people to do something	We would really be pioneers if we established the first town on Mars!
resource, n.	something found in nature, such as coal and oil, that is valuable to humans	Water is one of the most important resources humans need to be able to live in outer space.
spacecraft, n.	vehicle that can travel to outer space (also known as spaceship)	The astronauts were preparing the spacecraft for its first trip to outer space.
survival, n.	continuation of life, especially in difficult situations	Without water, survival in space would be impossible.
weightlessness, n.	phenomenon of having no weight or seeming to have no weight	When astronauts experience weightlessness they float in the air.



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## Advanced 3 - Course Map

Unit Name	Lesson
<b>Unit 1: Relationships</b>	Wedding Plans
	Just Clowning Around
	Close Relationship
	Subjunctive Mood: Review
	Relationships 3
<b>Unit 2: Overcoming Difficulties</b>	IFL Broadcast
	Mitch's Helping Hands
	A Bit Deaf
	More Common Errors: Prepositions After Verbs and Adjectives
	Disabilities
	IFL Broadcast
<b>Unit 3: Business As Usual</b>	Business
	Request
	Maybe I Can
	Subjunctive Mood: After Verbs
	More Common Errors: So vs. Such
<b>Unit 4: The Great Outdoors</b>	Canada
	A Nature Lover's Vacation
	I Miss California
	More Common Errors: Parallel Structures
	Travel 3

<b>Unit 5: Exceptional Women</b>	Career Plans
	Mystery Girl
	You're So Aggressive!
	Negation: Review
	Crime 4
<b>Unit 6: Truth And Lies</b>	News
	Violations May Damage Treaty
	My Friend
	Subjunctive Mood: After Adjectives
	Corruption
<b>Unit 7: Believe It Or Not</b>	Call-In
	Personal
	So Gullible
	More Common Errors: Like vs. Mind
	Believe It or Not
<b>Unit 8: Strong Feelings</b>	Soap Opera
	Ghost Castle
	Good-Bye!
	More Infinitives: As Connectors
	More Infinitives: After Passive
	The Supernatural
<b>Unit 9: Learning and Technology</b>	Introduction: Learning and Technology
	Next Generation Online
	Taking an Online Class
	Campus Writing Lab
	An MBA in Music Business
	Game-based Learning

<b>Unit 10: Entrepreneurs</b>	Introduction: Entrepreneurs
	Tech Start-up Hub
	Eye on Business
	Setting Up a Business
	Make It Happen Crowdfunding
	The ABC of Starting a Business





## Scope and Sequence

### Unit 1: Relationships

#### Unit Description

This unit deals with interpersonal relations between couples and family members. Learners will watch a video clip in which a couple are making wedding plans. They will listen to and take part in a dialogue in which describes their relationship, and will read a story about a girl who is upset that her father can't come to her birthday party. The grammar section presents a review of the subjunctive mood. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of relationships.

Lesson	Summary	Objectives
<b>Wedding Plans</b>	A video clip in which a couple are discussing their wedding plans.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Just Clowning Around</b>	A story in which a girl is disappointed that her father won't be able to come to her tenth birthday party.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a narrative.</li> <li>use the information in a narrative to complete a letter about it.</li> </ul>
<b>Close Relationship</b>	An older couple is describing their relationship.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they interrupt/express lack of surprise.</li> </ul>
<b>Subjunctive Mood: Review</b>	Review of the subjunctive mood.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of the subjunctive to express desire, hope, doubt, emphasis, or preference in sentences and questions.</li> </ul>

<b>Relationships 3</b>	Presentation and practice of vocabulary associated with the topic of relationships.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 2: Overcoming Difficulties

### Unit Description

This unit deals with people who have succeeded in overcoming hardships and those who help them. Learners will listen to a radio sports award show about an injured golfer who recovers and returns to the sport. They will listen to and take part in a dialogue in which someone is speaking loudly to her companion who is hard of hearing, and will read an article about an organization that helps people with disabilities. The grammar section deals with common errors made with prepositions after verbs and adjectives. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of disabilities.

Lesson	Summary	Objectives
<b>IFL Broadcast</b>	A radio review of the "Sports Hall of Fame Awards" show.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a radio sports program.</li> <li>draw inferences from information in a radio show.</li> </ul>
<b>Mitch's Helping Hands</b>	An article describing "Helping Hands," an organization devoted to helping people with disabilities.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>understand examples that support main ideas in an article.</li> <li>apply their knowledge of tenses and time expressions to follow the sequence of events in an article.</li> </ul>
<b>A Bit Deaf</b>	A man in a restaurant is asking the woman at the next table not to speak so loudly.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they ask someone not to do something/agree to a polite request.</li> </ul>

<b>More Common Errors: Prepositions After Verbs and Adjectives</b>	Presentation and practice of common errors in using prepositions after verbs and adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• use the correct preposition after verbs and adjectives in sentences and questions.</li></ul>
<b>Disabilities</b>	Presentation and practice of vocabulary associated with the topic of disabilities.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

### Unit 3: Business As Usual

#### Unit Description

This unit deals with the topic of business. Learners will listen to a voice-mail message about a business plan. They will listen to and take part in a dialogue in which a boss is insisting that an employee work overtime, and will read a letter asking people to fill out a questionnaire on their buying habits. The grammar section deals with the subjunctive mood after verbs, and the contrast between “so” and “such.” The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of business.

Lesson	Summary	Objectives
<b>Business</b>	Brendon leaves Gerald a voice-mail message about a public relations business plan.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main idea and supporting details in a voice-mail message.</li> <li>understand idiomatic expressions in a voice-mail message.</li> </ul>
<b>Request</b>	A letter to the public from the Vice President of Trotter, Inc., asking them to fill out questionnaires on their consumer habits.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main idea and supporting details in a letter of request.</li> <li>identify the purpose of a letter.</li> </ul>
<b>Maybe I Can</b>	An employer is insisting that an employee work over the weekend.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they insist/refuse to do something.</li> </ul>
<b>Subjunctive Mood: After Verbs</b>	Presentation and practice of the subjunctive mood after verbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the subjunctive after verbs to express opinion about, or wish or intention about an action.</li> </ul>
<b>More Common Errors: So vs. Such</b>	Presentation and practice of common errors in the use of “so” versus “such.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use “so” and “such” correctly with adjectives and nouns to express emphasis.</li> </ul>
<b>Business 3</b>	Presentation and practice of vocabulary associated	<b>Learners will:</b> <ul style="list-style-type: none"> <li>recognize vocabulary in audio and written form.</li> </ul>

	with the topic of business.	<ul style="list-style-type: none"><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 4: The Great Outdoors

### Unit Description

This unit deals with aspects of outdoor life. Learners will watch a video clip of a travelogue about Canada. They will listen to and take part in a dialogue in which a woman is complaining about the cold weather, and will read an article about taking a vacation in America's national parks. The grammar section deals with common errors in parallel structures. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of travel.

Lesson	Summary	Objectives
<b>Canada</b>	A video clip of a travelogue about Canada.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>A Nature Lover's Vacation</b>	An article about vacationing in America's national parks, where people can go fishing, hiking, and biking along the scenic paths.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and details in an article.</li> <li>apply their knowledge of discourse markers to classify information from an article according to categories.</li> </ul>
<b>I Miss California</b>	A woman is complaining about the weather to a friend.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they express /respond to frustration about something.</li> </ul>
<b>More Common Errors: Parallel Structures</b>	Presentation and practice of common errors in the use of parallel structures.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use parallel structures correctly in sentences.</li> </ul>

<b>Travel 3</b>	Presentation and practice of vocabulary associated with the topic of travel.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 5: Exceptional Women

### Unit Description

This unit focuses on some special women. Learners will watch a video clip where a father and his adult daughter discuss her career plans. They will listen to and take part in a dialogue in which a couple share their opinion about each other, and will read a story about a female superhero. The grammar section presents a review of negation. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of crime.

Lesson	Summary	Objectives
<b>Career Plans</b>	A video clip where a father and his adult daughter discuss her career plans and how they are different than what he expected.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Mystery Girl</b>	A story in which Mike, a detective, asks his friend Dana for help.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and details in a story.</li> <li>apply their knowledge of tenses to follow the sequence of events in a story.</li> <li>complete a review based on information in a story.</li> </ul>
<b>You're So Aggressive!</b>	A husband and wife express their feelings about each other's personality.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they express/respond to anger.</li> </ul>
<b>Negation: Review</b>	Review of structures to express negation: negation of nouns and verbs, negative pronouns, objects of negative verbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of ways to express negation in English.</li> </ul>

<b>Crime 4</b>	Presentation and practice of vocabulary associated with the topic of crime.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 6: Truth And Lies

### Unit Description

In this unit learners will listen to a radio news program about a president's retirement announcement. They will listen to and take part in a dialogue between two students who are disagreeing, and will read an article about five officials charged with bribery. The grammar section deals with the subjunctive mood after adjectives. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of corruption.

Lesson	Summary	Objectives
<b>News</b>	A radio news review of the president's speech announcing his decision to retire at the end of his term of office.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a news report.</li> </ul>
<b>Violations May Damage Treaty</b>	An article about five customs officials who have been charged with bribery in connection with the exportation of microfilm products to Tarzania.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a newspaper article.</li> <li>understand idiomatic expressions in an article.</li> </ul>
<b>My Friend</b>	Two students are disagreeing about a teacher.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they argue about something.</li> </ul>
<b>Subjunctive Mood: After Adjectives</b>	Presentation and practice of the subjunctive mood after adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the subjunctive after adjectives in sentences.</li> </ul>

<b>Corruption</b>	Presentation and practice of vocabulary associated with the topic of corruption.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 7: Believe It Or Not

### Unit Description

In this unit learners will listen to a radio call-in program about the topic of intuition. They will listen to and take part in a discussion between two female friends about one of their boyfriends, and will read a letter about a girl's experiences of the supernatural. The grammar section deals with common errors with "like" in contrast to "mind." The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of believe it or not.

Lesson	Summary	Objectives
<b>Call-In</b>	A radio call-in program in which listeners talk about their experiences relating to intuition.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio call in program.</li> <li>apply knowledge of time expressions and tenses to understand the sequence of events described in a radio program.</li> </ul>
<b>Personal</b>	A letter in which Beth tells Valerie about Vanessa's party.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a personal letter.</li> <li>apply knowledge of time expressions and tenses to understand the sequence of events described in a letter.</li> </ul>
<b>So Gullible</b>	Two female friends disagree over one of their boyfriends.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they argue about someone.</li> </ul>
<b>More Common Errors: Like vs. Mind</b>	Presentation and practice of common errors in the use of "like" versus "mind."	<b>Learners will:</b> <ul style="list-style-type: none"> <li>differentiate between the use of "like" and "mind" especially in interrogative form with the modal "would."</li> </ul>

<b>Believe It or Not</b>	Presentation and practice of vocabulary associated with the topic of believe it or not.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 8: Strong Feelings

### Unit Description

In this unit, learners will listen to a radio soap opera in which a woman finds out her violent husband has escaped from prison. They will listen to and take part in a dialogue in which a woman is telling her ex-boyfriend that she is getting married, and will read a story about a haunted castle in Scotland. The grammar section deals with more infinitives - as connectors, and after the Passive voice. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of the supernatural.

Lesson	Summary	Objectives
<b>Soap Opera</b>	A radio soap opera in which a detective informs a woman that her jealous ex-husband has escaped from prison and that she may be in great danger.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand explicit and implicit information in a radio soap opera.</li> <li>use information from a radio program to complete a form about it.</li> </ul>
<b>Ghost Castle</b>	A story about Caspar and Gloria Churchill who are staying at Gloria's relatives' castle in Scotland. Caspar has a bad feeling about the castle.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand main ideas and supporting details in a mystery story.</li> <li>draw inferences from information in a mystery story.</li> <li>use information in a story to complete a form.</li> </ul>
<b>Good-Bye!</b>	A woman tells her ex-boyfriend that she is getting married.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a dialogue in which they react to/express surprise.</li> </ul>
<b>More Infinitives: As Connectors</b>	Presentation and practice of the use of infinitives as connectors.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use infinitives in sentences to replace clauses that explain a subject's reasons for doing something.</li> </ul>

<b>More Infinitives: After Passive</b>	Presentation and practice of the use of infinitives after the Passive.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• use the infinitive after the Passive in sentences to express a general opinion or belief.</li></ul>
<b>The Supernatural</b>	Presentation and practice of vocabulary associated with the topic of the supernatural.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>



## Unit 9: Learning and Technology

### Unit Description

This unit is on learning and technology. Students will become familiar with and practice words and phrases associated with the topic, identify and use relative clauses to talk about learning and technology. Students will be presented with and will practice the comprehension strategy understanding purpose. They will read an ad about online courses and talk about taking an online course. Students will watch a video of two students discussing taking a class by attending lectures or online and write about the advantages, disadvantages and give their opinion on taking a course online. They will watch a video of two women talking about a problem writing a paper, take part in the conversation and a branching conversation on the topic. Students will read a Web page and an e-mail about an MBA course and write a response to the e-mail on behalf of the university. They will listen to part of a lecture on game-based learning and talk about what they learned.

Lesson	Summary	Objectives
<b>Introduction: Learning and Technology</b>	The topic of learning and technology is introduced. Students are exposed to and practice words and phrases on the topic. Relative clauses are presented and practiced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of learning and technology.</li> <li>• identify vocabulary related to learning and technology in response to sounds, words and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> <li>• recognize and understand how to use relative clauses to provide more information about something without starting a new sentence.</li> <li>• classify sentences according to whether they use a defining or non-defining relative clause.</li> <li>• identify Relative clauses in an e-mail inquiring about an online course.</li> </ul>
<b>Next Generation Online</b>	The comprehension strategy understanding purpose is presented and practiced. Students read an online ad about online courses. They then talk about taking an online course.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the purpose of an online ad.</li> <li>• complete sentences using appropriate words and phrases from the unit.</li> <li>• talk about their experiences taking an online course and whether they would</li> </ul>

		<p>be interested in taking an online course.</p> <ul style="list-style-type: none"> <li>match different online courses to the suitable people.</li> </ul>
<b>Taking an Online Class</b>	<p>Students watch a video of two students discussing taking a class. One is attending lectures and the other is doing the course online. They then write about the advantages and disadvantages of taking a course online and give their opinion.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details in a video clip.</li> <li>draw inferences on the basis of information from a video clip.</li> <li>complete sentences using appropriate words and phrases from the unit.</li> <li>correct an e-mail from one friend to another about registering for an online course.</li> <li>write about the advantages and disadvantages of taking a course online and which they would prefer.</li> </ul>
<b>Campus Writing Lab</b>	<p>Students watch a video of two women discussing a problem about writing a paper. They then take part in the conversation and in a branching conversation on the topic.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details in a video clip.</li> <li>take part in a conversation about getting help with an assignment.</li> <li>complete a dialogue using appropriate words and phrases from the unit.</li> <li>organize sentences in the correct order to make a new dialogue.</li> <li>take part in a branching conversation about getting help with assignments and studying for tests.</li> <li>read a text chat about a study group and answer questions about the conversation.</li> </ul>

<b>An MBA in Music Business</b>	<p>Students read a Web page and an e-mail about an MBA course in Music Business. They then write an e-mail response on behalf of the university to the e-mail they read.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the purpose in a Web page and an e-mail.</li> <li>• classify information about an MBA program based on information from a Web page .</li> <li>• synthesize information from a Web page and an e-mail to write an e-mail from an admissions officer for a university.</li> </ul>
<b>Game-based Learning</b>	<p>Students listen to part of a lecture on game-based learning. They then summarize what they learned for a friend who is interested in the topic.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the purpose of a lecture.</li> <li>• use information from a lecture to answer questions.</li> <li>• complete an e-mail using appropriate words and phrases from the unit.</li> <li>• summarize what they learned in the lecture to talk about game-based learning.</li> </ul>

## Unit 10: Entrepreneurs

### Unit Description

This unit is about entrepreneurs. Students will become familiar with and practice words and phrases associated with the topic, identify and use mixed conditionals to talk about entrepreneurs. Students will be presented with and will practice the comprehension strategy identifying rhetorical devices. They will read a poster for a company called Tech Start-up Hub, and discuss whether they would consider working at the hub. Students will watch a video of a TV interview with an entrepreneur and write about a business they would like to open. Students will watch a video conversation about setting up a new business, take part in the conversation and in a branching conversation on the topic. They will read three texts about crowdfunding and speak about a new product. Students will watch a slide show about starting a business and write about the advice they would give to someone starting a new business.

Lesson	Summary	Objectives
<b>Introduction: Entrepreneurs</b>	The topic of entrepreneurs is introduced. Students are exposed to and practice words and phrases on the topic. Mixed conditionals are presented and practiced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of entrepreneurs and small businesses.</li> <li>• identify vocabulary related to entrepreneurs in response to sounds, words, and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> <li>• recognize and understand how to use mixed conditionals to discuss conditions and results that occur at different times.</li> <li>• classify sentences according to the times of the actions they are discussing.</li> <li>• identify how mixed conditionals are used in an article.</li> </ul>
<b>Tech Start-up Hub</b>	The comprehension strategy identifying rhetorical devices is presented and practiced. Students read a poster for Tech Start-up Hub and talk about whether they would consider working at the hub.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the purpose of a poster.</li> <li>• complete sentences based on information from a poster.</li> <li>• Match vocabulary from the lesson to definitions</li> </ul>

		<ul style="list-style-type: none"> <li>• identify examples of rhetorical devices in a poster.</li> <li>• analyze the use and meaning of mixed conditionals</li> <li>• synthesize information from a poster to talk about their opinion of the Tech Start-up Hub.</li> </ul>
<b>Eye on Business</b>	Students watch a video of a TV interview with an entrepreneur. They then write about a business they would like to start.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• comprehend the general meaning and significant details in a video clip.</li> <li>• identify examples of rhetorical device from a video clip.</li> <li>• organize events from a video clip in the correct order.</li> <li>• write about a business they would like to open.</li> </ul>
<b>Setting Up a Business</b>	Students watch a video of two people discussing setting up a new business. They then take part in a branching conversation on the topic.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• comprehend the general meaning and significant details in a video clip.</li> <li>• correct an e-mail about plans to start a new business.</li> <li>• take part in a conversation about setting up a new business.</li> <li>• complete a dialogue using appropriate words and phrases from the unit.</li> <li>• organize sentences in the correct order to make a new dialogue.</li> <li>• take part in a branching conversation about setting up a business.</li> <li>• listen to a new conversation about setting up a business and complete activities based on what they heard.</li> </ul>

<b>Make It Happen Crowdfunding</b>	<p>Students read a Web page, an online ad, and a blog about crowdfunding. They then speak as the creator of a new product being interviewed.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the main ideas and purpose of a Web page, an online ad, and a blog.</li> <li>• complete a paragraph about a crowdfunding site using appropriate words and phrases from the unit .</li> <li>• draw inferences based on information in a Web page, an online ad, and a blog.</li> <li>• identify examples of rhetorical devices and mixed conditionals in an online ad.</li> <li>• imagine they are the creator of a new product and they are being interviewed about it.</li> </ul>
<b>The ABC of Starting a Business</b>	<p>Students watch a slide show of a lecture about starting a new business. They write about what advice they would give to someone starting a business, based on what they learned in the lecture.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in a slide show of a lecture.</li> <li>• match expressions used in a lecture to the correct meanings.</li> <li>• complete sentences that give advice about starting a new business.</li> <li>• organize topics from a lecture according to the order they were discussed.</li> <li>• synthesize the information from a lecture to write about what advice they would give about starting a business.</li> </ul>

## Lesson Texts

### Unit 1: Relationships

#### Wedding Plans

Luke: Hi Honey! Look I picked up the invitations from the printers!

Elly: Great - let's see. Perfect. That's exactly the shade of white I wanted.

Luke: Great - I didn't know there could be different shades of white...but that's great. I'm happy if you're happy.

Elly: So, are you ready to go over our list?

Luke: Sure - it's been a while since we've looked at the wedding list.

Elly: So, that's invitations - done. How about your tuxedo?

Luke: It's been taken care of. I went down the shop, had a fitting and paid the deposit.

Elly: Great! What about the cake?

Luke: Also sorted! Fortunately I had some time this morning to stop by the bakery and pay for the cake.

Elly: Well done Luke! That's the invitations, tuxedo and cake all taken care of. That just leaves the DJ and the caterer. Did you send the caterer the final version of the menu? It's essential that he gets it this week.

Luke: Yes I did. Now, I had an idea about the DJ. I thought that my friend Dave could DJ for us.

Elly: Dave! He's so absent minded. He'll probably forget to come to the wedding. Don't be silly. I want a professional DJ at my wedding.

Luke: OK. Sorry, darling.

Elly: I really wish I didn't have to do everything for this wedding by myself!

#### Just Clowning Around

Jenny Lawrence was so excited about her tenth birthday party that she could barely wait for the day to arrive. Her mother had organized many fun things. She was looking forward to playing games, taking part in the contests, and seeing the magic show.

Her mother had booked a fantastic clown to come and perform magic tricks. He was said to be amazing. The only problem was Jenny's father. He was usually such fun. He always liked to joke around, to pull people's legs, and to make everyone laugh. But he had told Jenny the other night that he wouldn't be able to come to the party. She was very disappointed.

"I really have to do some work this weekend," he said. "You won't insist that I be there, will you?"

"Oh, Daddy, I really wanted you to come."

"I'm sorry, darling. With all your friends and the clown and everything else, I really thought you wouldn't mind."

Nevertheless, Jenny was angry. She knew that her father was often absent-minded, but surely he knew how important it was to her that he be at her birthday celebration.

However, when her friends began to arrive, Jenny stopped feeling upset and started to have fun. The best part of the party was when the clown arrived. He performed magic tricks and then he started playing practical jokes, such as walking back and forth with his eyes closed so that he would bump into the children. Afterwards, he went around the room telling riddles in a funny voice. The children had never seen or heard anything so funny. They couldn't stop giggling. Suddenly, the clown stood up. "OK. That's enough of that. I suggest that we go and eat cake. Would you like to accompany me?" He put his arm out to Jenny.

She stared at him in amazement. She knew that voice.

"Daddy," she squeaked. "It's you!"

"Yes," he said, taking off the bright orange wig. "It's me. You didn't think I would really miss your party, did you? I hope you don't mind that I tricked you?"

"No," laughed Jenny. "You were so funny that I almost laughed my head off. I've never seen such a good clown."

"And I," answered her father with a smile, "have never had so much fun."

### Close Relationship

- Georgia and I have a very close relationship.
- What do you mean?
- What I mean is whenever I start a sentence...
- I finish it. And whenever I...
- Whenever she starts talking, I interrupt her.
- I'm not at all surprised that the two of you behave like that. After all, you've been married for...
- ...fifty-five
- ...years.

### Relationships 3

Word	Definition	Example Sentence
absent-minded, adj.	forgetful, lost in thought and unaware of one's surroundings	I'm so absent-minded, I left the keys in the car.
barely, adv.	almost not; hardly	I'm so tired, I can barely keep my eyes open.
can't stand, idiom	really dislike, hate	I can't stand vacations where all you do is lie on the beach all day.
close relationship, exp.	a strong connection and/or friendship with someone	David and I have such a close relationship, he's the first one I call when I have any important news to share.
fortunately, adv.	luckily	I missed my flight, but fortunately, I was able to get on the next one.
giggle, v.	to laugh with repeated short high sounds: to laugh nervously, excitedly, or in a silly way	The funny movie made the children giggle.



had it with, exp.	have had enough, have no more patience, not willing to continue to deal with a person or situation	I've had it with this car; we need to buy a new one.
insist, v.	state strongly that something must be done, make a demand	I hope you won't insist that I come with you to the party tonight.
it's essential, exp.	it's necessary	If you want to receive the gift, it's essential that you fill out this form.
it's high time, exp.	it's about time, the appropriate time for something, or past the appropriate time	It's high time you two started dating.
leave the nest, exp.	when children grow up and leave their parents' home	Jason and I were very sad when our youngest child left the nest.
practical joke, n.	a trick played on people in order to fool them	As a kid, my brother was always playing practical jokes on me.
pull someone's leg, idiom	to fool someone	Are you really a rock star, or are you just pulling my leg?
riddle, n.	a puzzling question that has a funny or clever solution	If you solve the riddle, you'll figure out what your birthday present is.
trick, v.	to fool someone	My sister tricked me into thinking we were going out to eat, but we were really going to my surprise party!

**Unit 2: Overcoming Difficulties****IFL Broadcast**

- Ted: Welcome to today's live broadcast of the IFL. How are you, Bill?
- Bill: Great, Ted. Great. Hey, did you see the "Sports Hall of Fame Awards" on TV last night?
- Ted: Sure did, Bill. Boy, you've really got to hand it to Mike Wilson for the way he's been able to overcome his disability and triumph as a golfer. This is a man who has devoted himself to the game of golf. He really deserved that award.
- Bill: Yeah, and everyone was so pessimistic about his recovery. Even his old coach tried to talk him out of going back to the game as soon as he did. No one believed he would make it back to the top from a wheelchair.
- Ted: Yeah. People are so prejudiced. I tell you, discrimination has been more of a handicap for Wilson than his paralysis.
- Bill: Wow, what an incredible ordeal to have to go through. He sure put up a brave fight.
- Ted: And what a victory! Wilson really stands out as an example of what optimism and faith in yourself can achieve.
- Bill: Yeah. It just shows how important a positive attitude is. I'm looking forward to seeing him play in the...
- Ted: I hate to cut you off, Bill, but the game's just about to start.
- Bill: But first it's time for a commercial break.
- Ted: We'll be back before you know it, listeners, so stay tuned!

**Mitch's Helping Hands**

Mitch Stanfield was very excited. He was about to be presented with an award in recognition of the work he had done on behalf of Helping Hands, an organization which he had founded and devoted himself to for the past ten years. Helping Hands was an organization that helped people with physical disabilities. The organization did its best to help them cope with problems such as discrimination in the workplace and restrictions in housing, as well as coping with their own personal challenges.

Mitch remembered how it had all begun. He'd been a healthy young man, just out of college and full of optimism, certain that he would have a bright future. Then, one day while Mitch was driving to work, his car was hit by a truck. Mitch became paralyzed. He felt helpless, depressed, and pessimistic. He realized that nothing would ever be the same.

However, with time, therapy, and the love and support of his family and friends, Mitch came to accept his new situation and learned to deal with it. Eventually, he decided to look for a job. He found that although he was considered to be an expert in his field, employers were not interested in hiring a man who uses a wheelchair.

Mitch felt he had to do something. He came up with the idea of forming an organization that would fight prejudice against people with disabilities.

Mitch had no idea that Helping Hands would be so successful. Since opening its doors, Helping Hands has been victorious in several lawsuits against companies. It has set up programs in schools that enable children with and without disabilities to establish friendships. The organization also offers workshops that teach Braille to people who are visually impaired and sign language to people who are deaf and hard of hearing.

As he waited to receive his award from the mayor, Mitch found it hard to believe that ten years had passed since he had first founded Helping Hands. It was impossible to comprehend how much had been achieved in that short time. "I'm happy to present this award to Mr. Mitch Stanfield," the mayor was saying.

"He is such a brave man, and he has contributed so much to our community. I ask that Mitch Stanfield come up on stage and say a few words to all of you!" Mitch proudly wheeled himself on stage, and gave a triumphant smile.

### A Bit Deaf

- Excuse me. I wonder if you'd mind not talking so loud.
- Not at all. I didn't realize I was bothering you.
- Well, it's just that we're having a rather important discussion here.
- I'm so sorry. I was talking loudly because my friend is a bit deaf.
- Oh, really? Well, in that case, forget that I said anything.

### Disabilities

Word	Definition	Example Sentence
blind, adj.	unable to see	I am training my dog to be a guide dog for people who are blind.
Braille, n.	patterns of raised dots representing letters, which enable blind people to read and write	Not enough blind children are taught to read Braille.
deserve, v.	to be worthy of	For all your hard work, you deserve a medal.
disability, n.	physical or mental condition that substantially limits one or more of the major life activities of an individual	Joline has a physical disability, but it doesn't stop her from playing basketball or tennis.
discrimination, n.	unfair treatment of someone due to race, religion, age, etc.	I think it's discrimination to build a building with no wheelchair, ramp, or elevator.
handicap, n.	a disadvantage, outdated way of referring to a disability	Dan doesn't see his short height as a handicap on the basketball court, because he's fast and can jump high.

hearing-impaired, adj.	completely or partially unable to hear	Zack is hearing-impaired, but is very good at reading lips.
ordeal, n.	difficult or harsh experience	The surgery was a real ordeal, but at least I'm feeling healthy again.
overcome, v.	succeed in dealing with a problem	After recovering from a stroke, Henry started speaking at hospitals to show stroke patients that it's possible to overcome their disabilities.
paralysis, n.	complete or partial loss of ability to move one's body or certain parts of the body	Jenny suffered from paralysis of the face, but luckily it was only temporary.
pessimistic, adj.	seeing the negative side of life; not hopeful, expecting the worst	Everyone was pessimistic about the pitcher's recovery after he injured his arm, but now he's playing professionally again.
prejudice, n.	unreasonable bias against or in favor of a person or group of people	It's distressing to see how many people these days still have prejudices against people of other religions and ethnicities.
restriction, n.	things that limit or control someone or something	I know there are restrictions on bringing dogs into the building, but this is a guide dog.
sign language, n.	a language using hand motions for people who are hearing-impaired	I am learning sign language so that I can communicate with my cousin, who is hearing-impaired.
wheelchair, n.	chair with wheels used by people who are unable to walk or have difficulty walking	Jack joined a basketball league where all players play in wheelchairs.

### Unit 3: Business As Usual

#### Business

Hi, Gerald. It's Brendon here. Listen! Mr. Davidson has asked that I contact you, since you are considered to be our key figure in public relations. The company's in a bit of a slump at the moment, as you know, but Mr. Davidson has come up with a strategy to improve the situation. He's suggested that we send all the companies that do business with us fruit baskets for Christmas. I think that such a gesture will help generate a lot of goodwill between our company and our clients. He says it's important that we send each firm a different basket. No one has volunteered to do this, since everyone claims to have so much paperwork to do. Would you consider taking this on as your next project? Think about it and give me a buzz.

Bye.

#### Request

Dear Consumer,

In my capacity as vice president of Trotter, Inc., I would like to take this opportunity to invite you to assist us.

Trotter, Inc. is considered to be one of the leading information-gathering companies in the country. We are currently conducting a survey, and you have been selected as one of 10,000 homeowners to whom we've sent our questionnaire.

Surveys that are designed to assess consumer habits are known to be very important tools for helping advertisers assess their target markets and pursue them with greater efficiency.

Ultimately, no one benefits more from this information than you, the consumer. That's why it is essential that you fill out the enclosed questionnaire and return it to us without delay.

The purpose of this survey is to find out how you, as a consumer, perceive the influence advertisements have on you. Are you more conscious of radio ads, TV ads, newspaper ads or Internet ads? Which of these, if any, do you count on for your important consumer information? And how is this reflected in your consumer buying habits?

After the questionnaires have been returned to us, the data will be analyzed by an independent consulting firm. The results will be sent to you, along with a small gift to show our appreciation for your assistance.

My intuition tells me that you're the kind of person who sees things through and doesn't procrastinate. I'm therefore confident that you will take this opportunity to assert yourself and voice your opinion, and return your completed questionnaire within ten days.

Thank you in advance for your cooperation.

Sincerely,  
Mr. Mark Eagleson  
Vice President  
Trotter, Inc.

#### Maybe I Can

- Joe, I need you to work this weekend.

- I'm sorry, but there's no way I could make it this weekend.
- I really must insist that you come in. We have to finish the project by Monday morning.
- I'm afraid I really must refuse. I'm going away this weekend. Why don't you ask Hans to work?
- I did. He refused, so I fired him.
- Hmm. Maybe I can make it after all.

### Business 3

Word	Definition	Example Sentence
appreciation, n.	the feeling of being grateful	This gift is in appreciation for all you did for us.
assistance, n.	help	Thank you for your assistance yesterday in setting up for the conference.
buying habits, n.	pattern of what, where, why, and how someone buys things	When you buy items on line different sites keep track of your purchases and can figure out your buying habits.
conduct a survey, exp.	to carry out a study	I would like to conduct a survey about what you thought of your shopping experience here.
consulting firm, n.	group of experts providing professional help or advice to companies or organizations	We wanted to see how effective our workers are, so we hired a consulting firm to find out.
count on, phrasal verb	rely on	I wouldn't count on him to get you there on time.
generate goodwill, exp.	create an environment of friendliness and helpfulness	Giving a discount to our clients will help generate goodwill.
in a slump, idiom	not performing well for a period of time	Our competition is in a slump right now, but we are doing better than ever!
in your capacity as, exp.	in your position, or role	In your capacity as CEO of a major publishing company, we ask that you donate 100 books to our children's hospital.

information-gathering, adj.	collecting of information	Our information-gathering firm will help you conduct research on any topic.
key figure, n.	main person	Since you were a key figure in the company's recent success, I'd like to offer you a raise.
perceive, v.	how one views the effect something has on someone or something	How do you perceive ebooks are influencing the publishing industry?
public relations, n.	the relationship a company has with the public	We need to improve the firm's public relations.
take the opportunity, exp.	take advantage of the chance to do something	I'd like to take this opportunity to introduce you to our new marketing manager, Leah Margolies.
thanks in advance, exp.	what you say when you want to thank someone for doing something, even though they haven't done it yet	Thanks in advance to everyone who promised to donate money to this very important cause.

## Unit 4: The Great Outdoors

### Canada

The people of Canada are as diverse as the time zones. On the streets of big cities like Toronto, Montreal, and Vancouver, you can see faces from almost any race - and they're all Canadians!

The first people to come to Canada probably arrived from Asia by way of the Bering Strait about 12,000 years ago. Throughout Canada's history, immigrants from all countries have brought their native language and traditions, making Canadian society a cultural mosaic. Canada is a land of many natural wonders. From the vast central plains to the dense northern forests, Canada's environment is something to be proud of and something we Canadians must be very careful to protect.

### A Nature Lover's Vacation

by Smokey Parker

Many people enjoy spending their vacations swimming, lying in the sun, and staying at luxurious hotels. But there are countless others who prefer a different kind of holiday. They head for the country, to one of the numerous United States national parks, and take advantage of the fresh air and many outdoor activities that nature has to offer.

"I'm a successful lawyer from San Francisco," says Gavin Murphy. "But every once in a while I like to get back to nature. I usually go to Yosemite National Park, where I sleep in a tent, hike, and enjoy the peace and quiet."

Visitors to our country's national parks have a wide variety of activities to choose from. They can go fishing in a cold stream, hiking on a winding nature trail, or biking along scenic paths. At certain times of the year, guided nature walks and interesting lectures on a variety of topics are offered to park guests. These responsibilities, along with protecting the parks and keeping them clean, are part of the duties of the park rangers, who have undergone intensive training, and are considered to be nature experts as well as nature lovers. "Our job is to do all we can to help our visitors enjoy their stay and learn more about nature and wildlife," says Darby Graham, who has been a park ranger for eleven years. "Some of our guests have no experience being in the country, so we often have our work cut out for us," Graham explains.

Camping out does have its disadvantages, however. If it rains, there is not much to do, and even after the weather clears up, there's still lots of mud to deal with. The weather can be quite chilly at night, and there are always many mosquitoes.

Park rangers also recommend that visitors watch out for snakes, whose bites can be poisonous. They stress the fact that it is essential that food be kept packed away, so that an unexpected bear doesn't pay an unwelcome visit to some surprised guests. Yet, nature lovers continue to visit national parks year after year. "It might be nice to sit by a swimming pool and sip a tropical drink," Tanya Rodriguez says, "but nature is really so beautiful, and I've met such interesting people here. Nothing compares to a vacation like this!"



## I Miss California

- This is awful. I've had it with this weather. I miss California.
- You sound like you don't like the snow, Miss Wu.
- It's no surprise to me that so many of the children are always homesick. How can anyone stand this terrible cold?
- I suppose you get used to it after a year or two.
- Well, I don't think I'll ever get used to it.
- Just be glad the heating is working properly this year.

## Travel 3

Word	Definition	Example Sentence
clear up, phrasal verb	when the weather improves because it stops raining or the clouds go away	Passengers, let's hope this weather clears up soon, so our flight won't be further delayed.
cultural mosaic, exp.	mix of ethnic groups, cultures, and languages	Canadian society has been called a cultural mosaic because of the mix of people from many different countries and cultures.
dense forest, exp.	crowded with trees and plants; thick with trees	We walked through the dense forest until we reached a stream.
diverse, adj.	different from one another	I love cities where the population is so diverse.
get back to nature, exp.	leave one's busy life immersed in technology, and go somewhere in nature	It feels good to leave the noisy city and get back to nature.
have work cut out, idiom	have a lot of work ahead	I'm going to try to convince my husband to go camping next week, but I know I have my work cut out for me!
nature lover, n.	someone who loves being in the outdoors and in nature	I am a nature lover, while my husband loves fancy hotels!
nothing compares, exp.	nothing is as good as this	Nothing compares to a weekend on a quiet beach with

		clear blue skies and seagulls flying overhead.
outdoor activity, exp.	something you do outside for enjoyment or recreation	Take advantage of the many outdoor activities our resort has to offer.
park ranger, n.	one whose job it is to look after a park, forest, or nature area; one who performs a number of important functions in the protection of wildlife areas	If you have any questions about the trails, animals, or plant life in our national park, feel free to ask the park ranger.
plain, n.	a large stretch of land with no trees	The Pampas, in Argentina, is known for its vast plains covered with grasslands.
time zone, n.	one of 24 divisions of time across the world in which time is the same in all places within one time zone, but different from the time in all other time zones	Every time I travel, I have a difficult time adjusting to the new time zone.
unwelcome, adj.	unwanted; not welcome	Always keep your food sealed so you won't attract unwelcome guests, such as grizzly bears!
vast, adj.	very large; very great in size	The vast meadow was filled with flowers and wildlife.
winding trail, exp.	path that twists and turns	At the end of the winding trail were pools of water and a waterfall.

## Unit 5: Exceptional Women

### Career Plans

Father: I don't know what happened to you in college, but you're not the Emily I once knew.  
 Daughter: No, Dad, I'm not. I know I might not be living up to your expectations. But I'm living up to mine. Working on environmental issues is what's right for me.  
 Father: I always imagined you finishing your degree and working at a top law firm.  
 Daughter: I will finish my degree but I don't plan to work for a big law firm. It's just not for me. It might be what you want...but it's not what I want.  
 Father: I just want you to make the right decision.  
 Daughter: The right decision for me? Or the right decision for you?  
 Father: Emily...  
 Daughter: This is the right decision for me.  
 Father: I'm worried you might be making a big mistake.  
 Daughter: I'm not making a mistake, I promise. You'll see.

### Mystery Girl

Dana Stewart was sipping tea and listening to music one evening when there was a knock on her door. It was her friend, Detective Mike MacGregor. She could tell from his appearance that he was in trouble. He had dark circles under his eyes, his curly hair was a mess, and the beginnings of a beard proved that he hadn't shaved in a while.

"Come in, Mike," she said. "You look terrible."

"I'm sorry to bother you so late at night, Dana," he said. "I wouldn't ordinarily, but I'm in such a desperate situation. I really need your help."

"Take a seat," Dana said. "Can I get you some coffee? You look like you could use some."

"Yes. Thank you. And can I bother you for something to eat?" Mike asked. "I haven't had a normal meal in two days."

"Sure. No problem," she answered.

Dana brought Mike a turkey sandwich and a cup of black coffee. He stirred in some sugar, and began his story.

"A dangerous spy has escaped from Springville Prison. His name is Clive Wesley. The prison guards lost his trail, but we believe he's headed for Canada. We have to catch him before he leaves the country!"

"What did he do?" asked Dana.

"He sold top secret government information to an enemy spy agency," said Mike. "He's also thought to have been involved in the Dawson murder. On top of that, in order to escape prison, he sneaked up on a guard and shot him. Take my word for it, Dana. He's dangerous."

"What does he look like?" asked Dana.

"He has a pale face with red-colored cheeks," replied Mike. "He has light blond hair, which he's probably already dyed another color. He's a master of disguises."

"All right," said Dana. "I'll go. You stay here."

Dana began to spin around. Soon, she was spinning very quickly. Then, right before Mike's eyes, Dana turned into her other self: Mystery Girl!

"I'll be back with your prisoner," she said. "You can count on me!"

"Good luck, Mystery Girl," said Mike, as she flew out the window and into the night.

### You're So Aggressive!

- Sometimes you're so aggressive, Cathy.
- I'm not aggressive. You're just very passive.
- But that's the third time you complained to the server.
- Well, if my food is cold or overdone I should be able to send it back.
- That's true, but you could do it in a nicer way.
- When you're too nice, people don't respect you.
- I'd rather be nicer and get less respect.
- That's the difference between you and me.

### Crime 4

Word	Definition	Example Sentence
charge, n.	an official claim brought, stating that someone has committed a crime (also a verb)	They say that if he pays for the damage he caused, they will not bring charges against him.
desperate situation, exp.	a situation which is almost beyond hope	I know you're in a desperate situation, but shoplifting is not the answer.
detain, v.	keep someone waiting; delay someone	The police detained the youth for driving without a driver's license.
escape, v.	to break free, to get away from a place where you are a prisoner	The guards caught the prisoner before he could escape from prison.
in disguise, exp.	dressed in a way that prevents you from being recognized	The thief was very hard to catch, because he was always in disguise.
involved in, adj.	took part in	Do you think she was involved in the museum robbery?
lawsuit, n.	case brought before a court of law, disagreement between two parties which is brought before a court of law	A lawsuit was brought against the company, because an inventor claimed that the company stole his invention.

live up to expectations, exp.	do as well as people expect you to do	I'm sorry if I haven't been living up to your expectations, but I'm doing the best I can.
lose someone's trail, idiom	no longer know where someone is, and be unable to find him or her	The police were chasing the criminal but lost his trail when he turned into an alleyway.
on someone's trail, idiom	following someone, chasing someone	Don't worry - I'm on his trail!
prisoner, n.	someone who has been captured or is in prison	The prisoner was released early from prison because of good behavior.
protection, n.	act of protecting, or keeping someone safe	Because the journalist kept receiving death threats, the police provided her with 24-hour protection.
rather see someone dead, exp.	prefer to see someone die than allow something to happen	I'd rather see him dead than have him marry that woman.
sneak up on, v.	to approach someone quietly, so he or she doesn't notice	Don't ever sneak up on me like that - I thought you were going to mug me!
take my word for it, exp.	believe me, trust me	I know you think he's a nice guy, but take my word for it, he's trouble.

**Unit 6: Truth And Lies****News**

- News Reader:** This evening, in a moving speech, President Stirling announced his decision to retire at the end of this term of office. He said that he would not be continuing in politics and gracefully refused nomination for re-election.
- Thomas Stirling has been president of our country for nearly ten years and has had a successful and distinguished career. This last decade is known to have been one of the most peaceful and prosperous eras in recent history. There have been no wars and practically no labor disputes during this time. This is considered to be a consequence of the president's mature and sensible approach to policy-making. He is considered to be one of the most remarkable and dynamic politicians in our country's history. In his speech President Stirling asked that we remember the events of the past century and that we take measures to learn from our mistakes.
- President:** It is essential that we not lose sight of our basic values. Neither our desire for money nor our capacity for technological advancement should overshadow the importance of humanity and understanding. While it is important to look back on our accomplishments and hold onto them, we must also recall the mistakes we have made so that we don't repeat them. And nothing is more important than passing on all that we have learned to our children.
- News Reader:** The president's speech was greeted with cheering, applause, and even crying. I'm sure that no one will easily forget the contribution President Stirling has made to this country, and that we will all look back with fondness to "The Stirling Era."

**Violations May Damage Treaty**

by Emma Anzy

Export of Coltech's microfilm products to Tanzania has been suspended pending an investigation into charges that the products do not comply with national export regulations.

Five customs officials have been charged with accepting bribes to ignore the regulations. While Coltech's managers have denied the claim that they intentionally deceived authorities and buyers, local businesspeople are concerned that the scandal will be perceived by Tanzania as a lack of goodwill on the part of Canadian business in general.

Regulation enforcement officials were alerted to the scheme when they received complaints from their Tanzanian counterparts. "Coltech products are considered to be of superior quality and as a result are in high demand. However, Coltech has been losing money in recent years. It is quite possible that the poor quality of the products in question was a result of a strategy to reduce this deficit," explains Customs Officer Steve Delray.

Coltech's spokeswoman has declined to comment, but when asked, a former manager said, "In light of the situation, the current management will be expected to step down, and control of the company will be up for grabs."

Dayle Webber, a spokesman for the Tanzanian company, expressed the company's desire to continue to do business with Coltech and other Canadian companies. However, he admitted that such hi-tech products would be subject to higher tariffs in the future. "We have no dispute with Coltech. Despite what has been said, we believe that the Coltech management was not involved in deliberately passing off poor quality products, and we intend to continue doing business with them." Nevertheless, members of the Canadian Businessmen's Forum are concerned that Coltech's actions will reflect badly on Canadian businesspeople as a whole.

"We hope that our relationship with the Tanzanians won't be irreparably damaged," says Forum president Allison Tandy. "I have been in continuous contact with them to ensure that there has been neither loss of faith nor loss of business."

Allegations have been made that Coltech's competitors fabricated the entire scandal in an attempt to put Coltech out of business. In response, Alan Thomas, Marketing Manager for Uptech Industries, Coltech's leading competition, said, "No one has plotted against Coltech. They have been caught dealing in bad business practices, and they'll have to pay the price."

### My Friend

- For next week I want everyone to read the last ten chapters of the textbook and then write an essay on the meaning of life.
- This is too much. I can't take it anymore. Every class he gives us so much homework. He must think we're robots or something!
- Actually, he's considered to be an easy teacher. Did you ever think that maybe you're just lazy?
- That's a terrible thing to say. And you call yourself my friend?
- Only a friend would tell you the truth.
- Oh, I get it. You mean that since you're my friend, you have the right to insult me.
- Exactly!

### Corruption

Word	Definition	Example Sentence
accept bribes, exp.	receive money or gifts in return for helping someone do something dishonest or illegal	Mr. Williams has no chance of winning the elections now, since he was just accused of accepting bribes.
bad business practice, exp.	negligent, irresponsible, or dishonest business behavior	The construction company ended up closing down because of its bad business practices.
comply with, v.	follow a rule or law	I'm sure she's complying with all the rules, since she's an extremely honest person.
dispute, n.	disagreement; argument	There was a dispute between the two production companies over to whom the movie rights belonged.
ignore, v.	not pay attention to	He ignored the law, and smuggled in the goods.

in light of, exp.	because of a particular fact	In light of the recent corruption charges, there will be a full investigation of Dangerfield Enterprises.
irreparably damaged, adj.	hurt forever; when something is hurt to such a degree that there is no way to repair it	After the argument between Sandra and me, I hope our relationship is not irreparably damaged.
national export regulations, exp.	rules a country has about shipping goods outside the country	We stopped exporting our motor scooters, because national export regulations became too strict.
pass off, phrasal verb	make people think that one thing is really something else	He tried to pass off his cheap shirts as designer clothing.
pending, prep.	waiting for (also an adjective)	Luis had to stop producing his T-shirts pending an investigation into charges that he stole someone else's design.
plot against, v.	plan to do something bad to someone	My competitor is plotting against me to ruin my business.
step down, idiom	quit; leave one's job or position; resign	The police sergeant finally stepped down after 50 years of dedicated police work.
suspend, v.	to stop temporarily; put on hold	Because of the airline strike, all flights out of the country have been temporarily suspended.
tariff, n.	tax placed by a government on goods brought into or sent out of the country	Starting next year, there will be higher tariffs on electronic goods.
up for grabs, idiom	available to be taken by anyone, available to anyone who wants to compete for it	After he resigns, his position will be up for grabs.



## Unit 7: Believe It or Not

### Call-In

- Announcer: Good morning, listeners, and welcome to "Real Life Stories." This week, we will analyze the role of intuition in our daily lives. Intuition is considered to be one of the great human mysteries. Which important decisions have you made by listening to that small voice inside you? Here's our first caller. Hello! You're on the air.
- Caller: Hello. I think it's important that we learn to listen to our intuition, or conscience, if you prefer that term. Whenever you feel strongly about a decision, it's probably a good idea to pursue it.
- Announcer: Would you mind telling us a personal story about a time you followed your intuition?
- Caller: Oh, I'd like to very much. I needed to make a career change. I had had a setback at work, and I kept procrastinating about finding another job. I wasn't able to fulfill my potential there, and I wanted more independence. Suddenly, something told me that I should quit my job, even though my husband insisted that I try to hold on a little longer. Within a week, a friend of my husband's had told me about a new job. It is such a wonderful job and I am so happy now. Never would I have anticipated that something so good could happen without first planning and reflecting on all the available options.
- Announcer: Well, thank you for sharing your story with us. We'll have to break now for a message from our sponsor, but we'll be back for some more "Real Life Stories" in just a moment.

### Personal

Dear Valerie,

How is everything in Scotland? Some funny things have been happening since you left. Funny in the sense of strange, I mean. I'll tell you about one of them in this letter.

Last weekend, Vanessa had a party at Stetton Lake, which was a lot of fun.

There was a lot of talking, dancing, and swimming. Sandy wanted us to sing and play charades, but, of course, no one wanted to. So instead, Rick told stories of the supernatural. He told tales about ghosts, and a sea monster that lives in the local lake.

After that, Vera wouldn't go swimming; you know how gullible she is. Actually, none of us wanted to go into the lake after that. By the way, don't people believe that there's a monster that lives in Loch Ness in Scotland?

Anyway, Rick wanted us all to visit this creepy old house that's notorious for being haunted. Moira said there was no way she would go. She said that her Scottish grandmother used to tell her stories about fairies that live in the woods in Scotland, and that ever since then she's believed in supernatural beings. No one had realized that she was so superstitious. Rick got mad at her, saying that she was just being stubborn and irrational. He tried to explain that there was no basis for her fears, but there was just no way she could be convinced to go. We eventually went without her.

When we arrived at the house, we heard a weird noise, like someone crying. I had never heard such a strange sound. It was so creepy! At first, we thought it was Rick playing a joke on us, but my instinct told me it was something else, and I saw that he was as scared as the rest of us. Then, we saw the outline of a human hand appear on the wall behind us. Suddenly, it disappeared without a trace, believe it or not. We left immediately.

That weekend has really changed my views on the supernatural. Although it might sound outrageous to you, I think we saw a ghost that night. What do you think?

Beth

**So Gullible**

- I think Frankie is in love with me.
- Frankie? The guy we met last night?
- Yeah. He said he's never felt so connected to anyone in his life.
- Dana, you're so gullible. You spoke to each other for 10 minutes. I'm sure he says that to every woman he meets.
- But you heard him; he said he's ready to introduce me to his parents.
- Dana, he was joking!
- Maybe, but you know what they say; every joke contains a grain of truth.

**Believe It or Not**

Word	Definition	Example Sentence
analyze, v.	to study something in detail	I wish you wouldn't analyze everything I say!
anticipate, v.	expect, to eagerly wait for something	I never would have anticipated that I could be so happy.
charades, n.	game in which people have to guess a word or phrase based on actions of a player who may not speak	I used to like to play charades, but now I think it's childish.
conscience, n.	knowledge of right and wrong, feeling that lets you know if what you're doing is right or wrong	I was tempted to cheat on the test, but my conscience told me not to.
fulfill your potential, exp.	accomplish all that you can	Going to college will help you be able to fulfill your potential.
gullible, adj.	when someone believes everything that he or she hears, and is therefore, easily fooled	You have to stop being so gullible, or people will take advantage of you.
instinct, n.	a strong feeling you have that something is true although you can't explain why, natural ability to know something	My instinct tells me that we shouldn't trust this guy.

intuition, n.	power of knowing or understanding something quickly through feelings, rather than conscious reasoning	My intuition tells me that he's the man who stole my wallet.
outrageous, adj.	crazy	You're going to think this is outrageous, but I'm going to quit my job and join a band.
procrastinate, v.	postpone, put off doing something until a later date, delay doing something until a later time often in attempt to avoid doing it	If you procrastinate, you'll never finish your album.
pursue, v.	go after, try to obtain or accomplish	If you've always wanted to be a photographer, you should pursue your dream.
reflect on, phrasal verb	think about, consider	I think we should reflect on all the great times we had together.
role of, exp.	function of, influence of	The role of the counselor is to set a good example for the children.
setback, n.	an issue that slows down or stops progress or makes things worse	Don't let this setback discourage you.
stubborn, adj.	not willing to change one's mind or way of thinking	You're too stubborn to listen to anything anyone else has to say.

**Unit 8: Strong Feelings****Soap Opera**

Narrator:	And now, for another episode of "Appearances."
Margot:	Hello?
Detective Lasko:	May I speak with Margot Sacks?
Margot:	Speaking.
Detective Lasko:	This is Detective Lasko. I'm afraid that Nick Spinelli, your jealous ex-husband, has escaped from prison, and is thought to be on his way to your house.
Margot:	Oh, no! Last time he tried to shoot me! He said he'd rather see me dead than with another man! I've tried everything... I've even dyed my hair blonde. I've been terrified of him finding me and sneaking up on me one day! I'm desperate! You must help me!
Detective Lasko:	Would you like me to send someone to protect you?
Margot:	Well, if you wouldn't mind, that would be a great relief.
Detective Lasko:	I'll come myself. And, um, for your protection, we'd prefer that you not tell anyone I called.
Detective Lawrence:	Is this Ms. Margot Sacks?
Margot:	Who wants to know?
Detective Lawrence:	I'm Detective Lawrence, ma'am. We believe that you may be in a great deal of trouble. Nick Spinelli has been seen spying on your house. The detective on his trail has spotted someone outside your apartment speaking on a cell phone, who we believe to be him.
Margot:	I knew that something about that voice rang a bell. Oh, no! I think he's here now!
Detective Lawrence:	Look out the window and tell me what he looks like. He's probably in disguise. He's said to have a beard, a mustache, and curly hair now.
Margot:	It's him! It's him!
Detective Lawrence:	I suggest that you try to stay calm. Don't answer the door. Make up some excuse. I also recommend that you find some way to detain him. We're on our way!

**Ghost Castle**

Caspar and Gloria Churchill were excited about their trip to Gloria's relatives' castle in England. However, when the day of their departure actually arrived, Caspar had a funny feeling about their visit. Although he didn't have any basis for his worries, he instinctively felt that the trip should be canceled. On the way, Caspar told Gloria that the castle was known to be haunted and that it was notorious for the strange things that took place there. Gloria angrily said that the stories were outrageous and told him that his fears were irrational and he had nothing to worry about. She reminded him of how important it was that they visit her relatives, and insisted that these stories were just superstition, handed down from generation to generation, with no basis in fact.

They arrived at the castle towards evening, only to find no trace of Gloria's relatives. Immediately wary, Caspar hoped that no misfortune had come upon them, and recommended that they leave immediately. The journey had been so long, and it was such a cold night, that Gloria suggested that they at least go inside to warm up.

The servant led them into a candle-lit room, and insisted that they eat something to give them strength for the long trip back. The candle flames made creepy shadows on the walls, and the cold wind came whistling through the cracks in the windows.

"That's it! There's nothing normal about this place. I refuse to stay here even one second longer!" Caspar said stubbornly. "I demand that we leave immediately, before something dreadful happens!" he added frantically.

"Nonsense. Be rational, darling. Do you really believe in the supernatural? You're always jumping to conclusions about everything..."

Suddenly, the windows flew open and two ghost-like figures came flying into the room. Caspar thought that his eyes were deceiving him, but he was sure they looked like Gloria's relatives. Then, the candles blew out, and everything was dark.

The servant soon returned with dinner, only to find the room empty.

### Good-Bye!

- Brian, I have some news; Fred and I are getting married.
- You're what? Are you serious?
- Yes, I'm serious. We've already told our families...
- But I thought you were breaking up with him.
- I had planned on it, but then my feelings changed and I realized I didn't want things to end.
- Well, congratulations then. Sorry I don't sound so happy. I guess I just thought we'd get back together one day.
- I'm sorry, Brian. The last thing I wanted to do was hurt you. You're one of my closest friends.

### The Supernatural

Word	Definition	Example Sentence
candle-lit, adj.	lit up only by the light of candles	Since the electricity went out, we had a nice, romantic candle-lit dinner!
creepy, adj.	spooky; scary; causing fear or uneasiness	That creepy guy with the beard keeps looking at us.
disappear without a trace, exp.	vanish without anyone being able to figure out where someone or something went	I told my campers a ghost story about a group of kids that disappeared without a trace.
dreadful, adj.	terrible; very unpleasant	The fortune teller told me that something dreadful will happen if I don't leave town immediately.
frantically, adv.	in a very nervous, urgent way; frenzied	After hearing a noise in the basement, Shirley frantically called the police.

ghost-like, adj.	having the appearance or characteristics of a ghost	I saw a ghost-like figure behind the curtains, and ran out the door.
haunted, adj.	visited or occupied by ghosts	When I was little, I thought our basement was haunted.
irrational, adj.	not based on reasoning or logic	It's irrational to believe that breaking a mirror will bring you seven years of bad luck.
no basis in fact, exp.	not based on true facts or information	I know you believe in astrology, but it has no basis in fact.
notorious, adj.	famous or well-known for something negative	He was notorious for selling stolen goods.
rational, adj.	based on reason rather than emotion	What could be a rational explanation for those spooky noises outside?
supernatural beings, exp.	creatures or beings that result from a force beyond the laws of nature or scientific understanding	Ever since he saw that horror movie, he started believing in supernatural beings.
superstition, n.	irrational belief that magic or other supernatural causes will lead to certain consequences or events that will effect one's life, a practice based on such a belief	Don't you realize that opening an umbrella indoors won't bring you bad luck, and that it's only a superstition?
think your eyes are deceiving you, exp.	think you are seeing things that are not really there, think your eyes are playing tricks on you	James couldn't tell if there was a pool of water up ahead, or if his eyes were deceiving him.
weird, adj.	strange, unusual	Whenever I stay home alone, I hear lots of weird noises.

**Unit 9: Learning and Technology****E-mail**

From: DarrenK@greatmail.com  
To: admin@nextgeneration.edu  
Subject: Questions regarding 'The Future of Education' course

To Whom It May Concern:

I was looking for an online course that offers college credit and discovered your course, The Future of Education. I believe that this course would be perfect for me. I'm currently studying at Colman University, where I'm a full-time student. At Colman, I'm working towards a degree in biology and education, which I hope will help me become a science teacher.

Before I register for the course, I was hoping you could answer a question. Can you give me some more information about the credits that I earn through the course? Will I be able to transfer them to Colman when I've completed the coursework? I looked through your Web site but I could not find this information.

I also have a few questions about the course content. Is there a person whom I can contact to discuss the course further?

Thank you for your time,  
Darren Kinder

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**Our most popular classes:**

Course	University	Description	Details
<b>Evolution of Social Behavior</b>	University of Canada	Learn about evolution of human society	<i>Subject:</i> Sociology <i>Length:</i> 6 weeks <i>Effort:</i> 4-5 hours/week <i>Prerequisites:</i> None <b>Verified</b>
<b>Computer Graphics</b>	Central Australian University	Understand the concepts of 3-D graphics, write and develop programs that create 3-D scenes, and learn basic computer programming	<i>Subject:</i> Computer Science <i>Length:</i> 9 weeks <i>Effort:</i> 12 hours/week <i>Prerequisites:</i> Proficiency in high school mathematics <b>Verified</b>
<b>How to Write a Novel – A Starter's Guide</b>	Strafford University	Learn the elements of popular novels and how to use them to write a successful novel of your own	<i>Subject:</i> Literature <i>Length:</i> 4 weeks <i>Effort:</i> 3-4 hours/week <i>Prerequisites:</i> None

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### Taking an Online Class

Chloe: We should really start heading to class.

Daniel: Heading to which class?

Chloe: 'Introduction to Computer Science' — over in Winston Hall. I thought we were both taking it.

Daniel: We are, but I'm taking it online.

Chloe: Why are you taking it online?

Daniel: Well, look at my classroom... I can complete my course work anytime, anywhere. Plus, I can fit the coursework around my work schedule, and it costs A LOT less than a face-to-face class.

Chloe: Doesn't seem too bad. Is it less work?

Daniel: No, not really. We still have plenty of assignments and coursework to complete. It's all very organized. And the professor posts the lesson notes online after each class. So it's easy to go back and review.

Chloe: But don't you miss interacting in real time with the professor and other students?

Daniel: Well, I can still do that, online, in the class forums. The discussions are really active and I get to chat with students from around the world.

Chloe: And you get university credit for the class?

Daniel: Yep! All the credits transfer.

Chloe: You know, I still need to register for my software design class. Maybe I'll take that one online... Daniel, will you help me register for it later?

Daniel: Sure... But you know, online classes can get lonely. Maybe I'll come with you and sit in on today's class.



Chloe: OK, great, but you'd better hurry; this professor ALWAYS begins on time!

### Campus Writing Lab

Lianne: What are you working on? You look a bit frustrated.

Angela: I'm trying to write a paper for my sociology class, but I'm having a hard time getting started.

Lianne: Why don't you visit the campus writing lab? They've helped me in the past.

Angela: Campus writing lab? How can they help?

Lianne: Well, they have tutors who can help you brainstorm ideas and give you feedback on your writing.

Angela: Sounds perfect! How do I schedule an appointment?

Lianne: You can schedule online. I'll show you how

### An MBA in Music Business

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Colman University

#### Masters of Business Administration in Music Business

It's an exciting time in the music industry. So much about how music is recorded, produced, promoted, and delivered is changing. With these rapid changes comes a demand for professionals with solid managerial and business skills. Colman University's MBA in music business provides students with the perfect opportunity to gain a business education which will prepare them for professional success in the music industry.

"At Colman, students learn effective marketing strategies, interpersonal communication skills, and a greater business awareness, that will equip them to become business leaders in the music industry."

*-Professor Shannon Huntly, Professor of Marketing*

Colman University's MBA program consists of ten courses and one work internship. Our program is designed to be convenient for the working professional. Each course is delivered in ten-week sessions, which can be taken online or one day a week on our campus.

#### Online Study Option

Our online study option is great for students who require a high degree of flexibility in their schedule. Our professors have undergone extensive training to ensure they deliver the same quality education online as they do on campus.

During their course of study our students learn how to:

- Conduct market research, construct business plans, and determine financing strategies
- Utilize marketing strategies to generate interest in music, acquire new fans, and sell music-related merchandise or services
- Use financial analysis to assess potential music ventures and increase business
- Identify profitable business opportunities
- Understand contracts and the legal issues regarding intellectual property
- Innovate and adapt in a fast-paced industry

#### Student Resources

Campus Writing Lab – Students are invited to visit the campus writing lab for extra assistance with assignments and projects. The lab, which is staffed by Colman's experienced professors, is open weekends and evenings.

Helpline – Students have the option to get extra assistance with coursework by calling the student helpline at 1-800-555-6464.

#### **Applicant Requirements**

Students who join the Colman MBA program bring academic and managerial experience to the classroom. A general requirement for admissions is a bachelor's degree that represents completion of at least four years of study. Applicants should also have at least three years' managerial experience. Applicants whose first language is not English should submit scores from a certified English proficiency test. The results of these tests will help determine if applicants are ready to participate in a graduate program conducted in English.

Applicants also need to complete the application essay and provide three letters of recommendation. Consideration is given to an applicant's academic record, work experience, application essay, and letters of recommendation.

For more information on our MBA in music business, please contact our admission advisor, Nadia Waltz, at MBACSR@colman.edu.

---

From: Douglas Eastman  
To: Nadia Waltz  
Subject: Applicant Recommendation

Dear Ms. Waltz,

I am pleased to be writing a letter of recommendation for Maggie Mariani, a senior in her fourth year of our marketing program at Brenner University. I first had the pleasure of meeting Maggie over three years ago, when she was a student in my Brand Marketing course.

Maggie is highly motivated and driven to succeed. It's hard to believe she only immigrated to the United States ten years ago. Her English is impeccable. She has successfully completed her coursework in English and was accepted into our prestigious honors program, an honor only 5% of our students receive.

Maggie has a remarkable talent for marketing. In my 15 years as a professor, I have never worked with a student as curious, innovative, and creative as Maggie. For the last three years, Maggie has been the president of our Student Entertainment Committee (SEC), a student-run committee responsible for organizing unique and diverse events on campus. As the SEC faculty advisor, I have seen Maggie be the driving force behind the success of many SEC events. Thanks to Maggie's marketing ingenuity and communication skills, SEC events on campus are always sold out. Lecture series, concerts, theater productions – you name it, Maggie can market it.

Maggie is both a leader and a team player. As president of SEC, she has the ability to manage and lead a large group of fellow students, all while maintaining a collaborative team atmosphere.

Maggie will bring her unique energy, drive, and passion, and tireless creativity to any business program. She has my highest endorsement. If you have any questions about this recommendation, please do not hesitate to contact me and I will gladly try to help.

Sincerely,  
Douglas Eastman  
Professor of Marketing

### Game-based Learning

**Narrator:** Listen to part of a lecture on game-based learning.

**Lecturer:** Good morning everyone. Today I'll be speaking about game-based learning. Games are exciting and enjoyable. And today we have access to them nearly everywhere – on our TVs, computers, phones, and tablets. But do they belong in the classroom? Can games really be part of the learning process?

The answer is a resounding yes! Game-based learning can certainly enhance a student's learning experience.

Game-based learning is simply learning through games. Learning isn't all about memorizing facts and numbers. It's also about acquiring the skills needed to complete tasks and solve problems. Well-constructed video games are the perfect way to learn new skills.

We'll be focusing on two components of game-based learning: 'experience' and 'failure'. Let's start with 'experience'. A player's experience within a game is at the very heart of the learning process. A good video game for game-based learning draws players into a virtual environment where they must complete specific tasks. Within this virtual environment, players work towards a goal, choose actions, and experience the consequences of those actions. A player's experience within these environments is what encourages critical thinking.

In these immersive worlds, players can solve a mystery, build a city, fight off zombies, fly a plane, or perform surgery. Games provide students with unlimited options. Through completing tasks and having experiences in these worlds, players learn new critical thinking skills and knowledge that can be transferred to the real world. Plus, it's way more fun and effective than reading a textbook.

Now, let's talk about failure. Believe it or not failure is a huge part of successful game-based learning. In school, failure is viewed as something negative. No one wants to get a failing grade. So, how is failure something positive in game-based learning?

Failure in video games is very different than failure in school. Failure in games is encouraged rather than avoided. When players fail, they learn from the mistakes they made and try again. In games, it's OK to fail. Players aren't afraid to take risks, because the consequences of failure are insignificant. In games, players can take all the risks they want. When they fail in a game, they learn a little bit more about what to do and what not to do next time. This gives them the freedom to explore, act, and learn. It's through this process that players acquire new skills and knowledge.

The benefits of game-based learning are tremendous and can enhance the learning experience immensely. The change from a traditional classroom to one that is game-based will take time, but decades from now it will be hard to remember a time when video games weren't a part of the classroom.

### Learning and Technology

Word	Definition	Example Sentence
course credit, n.	unit that gives value to the level or time requirements of a course taken at school, college, or university	Greg only has to take one more 3-credit class to earn enough course credits to graduate.
distraction, n.	something that takes your attention away from another task	When there are distractions in the room, like music playing, I can't concentrate on my studying.
forum, n.	online message board where people can have conversations with each other by sending and receiving messages	When I have a question about an assignment, I post it in the class forum and usually get an answer quickly.
game-based learning, exp.	learning through games	Today we will be looking at game-based learning and how it can enhance and improve a student's learning experience.
helpline, n.	phone service you can call and get assistance with particular problems	You could call the math helpline if you need help with the assignment.
pace, n.	speed at which someone or something moves or completes work	I wish the teacher would slow down because the pace of this class is just too fast for me.
prerequisite, n.	course or experience you must have before taking a class	In order for me to take the organic chemistry course, I first need to take the prerequisite, which is Introduction to Chemistry.
prestigious, adj.	having high status; respected and admired	I will be very happy if I am accepted to that school because it is very prestigious and well-respected.
procrastinate, v.	put off doing something until later, usually because you do not want to do it	If you keep procrastinating, you will never finish your project by tomorrow.
real time, n.	the actual time when something takes place	When I talk to my professor online in real time, I get answers to my questions immediately!

rigorous, adj.	challenging and demanding	Karen was taking a very rigorous course and therefore had to spend most of her time studying.
transfer, v.	move from one place to another; move from one school to another	After two years at Corwell College, I decided to transfer to Strafford University.
verified certificate, n.	document proving that you completed a course or program	Verified certificates, which are also great resume builders, show employers proof of your course completion.
virtual environment, n.	reality created by a computer that puts the user into a three-dimensional space on the screen	When playing the game, I was able to solve mysteries within a virtual environment that looks like New York City.
writing lab, n.	place where students can get free help with their writing assignments	I was having difficulty writing the paper for my art class, so I went to the writing lab for help.

## Unit 10: Entrepreneurs

### Advice on Starting a Business

*Business Builders* Magazine asked three entrepreneurs for advice on starting a business. This is what they had to say:

#### Riya Chaudry

When Riya moved to Los Angeles from India, she realized there was a market for fashion inspired by Indian culture. Her first store opened two years ago in Los Angeles. Since then she has expanded her business to New York City, Chicago, and Miami.

Riya's advice: "Be passionate! I wouldn't have the drive I need to keep the business moving forward if I hadn't been so passionate about my idea from the beginning. To start a business and survive, you really need to love what you do."

#### Michael Fleischer

Michael's texting app, Free Speech, can instantaneously translate text messages into any language, and was voted one of the best new apps of this year.

Michael's advice: "Never stop learning. If I hadn't kept learning, I wouldn't be where I am now. You need to constantly be aware of what is going on in the market. Knowledge is power when starting a new business."

#### Sarah Michaelson

Sarah wanted to find a way for parents to exchange, or 'swap', children's toys between families. She started the app StuffSwap three years ago alone in her basement. Today, she has a team of ten people helping her run the site.

Sarah's advice: "You are only as good as your team. We wouldn't be launching the app internationally this year if I hadn't found such amazing people to work with."

### Tech Start-up Hub

#### Tech Start-up Hub In Four Melbourne Locations

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- Run or attend events and seminars.
- Meet with team members, clients, and potential investors.
- Mentor or be mentored.

#### Additional Services

##### Courses

Our courses focus on teaching entrepreneurs how to turn ideas into thriving start-ups. Course topics range from marketing and business development to product design. If you were ever interested in taking a business course, now would be a great time to start!

##### Networking

Success is all about the people you know! Because networking is a crucial part of business, our venue is designed to help you connect with a diverse range of people from all different fields. Make new

business contacts, get advice from people in the know, or find investors eager to help you realize your goals.

#### **Refreshments**

To make your work environment comfortable, we have a fully-stocked kitchen with free tea and coffee, and food available for purchase.

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### **Eye on Business**

Caroline: Welcome to another episode of 'Eye on Business'. I'm Caroline Carmel, and today I'm interviewing Zach Brown, founder and owner of Frames and Fenders bike store.

Zach: Hi, Caroline. Thank you for coming.

Caroline: It's a pleasure to be here. Zach, what inspired you to open a bike store?

Zach: Well, growing up, my father used to fix old bikes as a hobby and I used to help him. I loved tinkering with the bikes and knew it was what I wanted to do it when I got older.

Caroline: But you didn't start out doing that?

Zach: No. I kind of forgot about it, went to college, and majored in finance. Then, one day, I walked past a local bike store that was up for sale. I took some money I had saved, borrowed the rest from my parents, and opened up Frames and Fenders.

Caroline: What were your main start-up costs?

Zach: There were the inventory costs, such as purchasing the bikes and parts and then there were the interior design costs, because I changed the store's layout and design. And, of course, there was the rent on the store itself.

Caroline: It amazes me that independent bike stores like yours still exist. Nowadays, there are so many mass market chain stores, which sell everything, including bikes, for low prices. What keeps bringing customers to your store?

Zach: We like to say that we're a store for bikers run by bikers. We let the customers test ride the bikes, and then work with them to figure out which bike is best for them. We assemble the bikes, make adjustments, and offer free annual tune-ups. None of the chain stores are offering any of these services.

Caroline: And I hear that Frames and Fenders now offers fruit smoothies!

Zach: Yes that's one of the ways independent bike stores are keeping their customers — by offering additional types of services. Some are opening cafés. Others are offering spinning classes. We have fruit smoothies! Here they are!

### Setting Up a Business

Leo: So, I hear you're thinking of setting up your own business.  
 Brian: Yeah, I've decided to start an event planning service.  
 Leo: Good for you! Do you have a business plan?  
 Brian: Yes I do, but it would be great if you could review it with me.  
 Leo: Sure, I'd be happy to help. Have you decided how you want to market yourself?  
 Brian: Yes, but I'm still not sure how to attract new customers.  
 Leo: Well, you should probably set aside some of your budget for advertising.

### Make it Happen Crowdfunding

[www.makeithappencrowdfunding.com](http://www.makeithappencrowdfunding.com)

How it works

Start a campaign

Sign up

Log in

#### Make It Happen Crowdfunding

Join our community, and raise money to bring your creative business idea to life!

Make It Happen is a platform for you to advertise your project and obtain funding.

So far, eight million people have pledged more than \$1.5 billion to fund the creative business ideas of people like you!

#### What we do:

We help bring entrepreneurs and investors together.

#### What you do:

You present your creative business idea on our Web site. You include your funding goal (how much money you need to raise), and a deadline by which you need to raise the money.

#### What investors do:

If visitors to our site like your idea, they can pledge money to help Make It Happen!

#### The rules:

- Select a business category. All business ideas must fall into one of these categories: **Art, Dance, Fashion, Film, Food, Music, Sports, Photography, Publishing, Technology, Theater, Writing**
- Write a post or make a video explaining who you are, what your project is, and the story behind it.
- Offer rewards to those who pledge money to fund your project.  
 (For example: If you're creating a product, you can offer to send a special edition of the product to people who donate a certain amount of money.)  
 Offer different rewards for different amounts of money pledged.

#### All-or-nothing funding:

To receive funding, you must reach your funding goal by the deadline. If you don't reach your goal, your project will not be funded, and those who made pledges will not be charged. If you raise more than your funding goal, you may keep the extra funds.

#### What's in it for us?



Make It Happen receives 5% of the funding total if a project is successful. But creators keep complete ownership and control of their work.

"If I had known about this site, our business would have gotten off the ground much more quickly!" –

Ali Harris, founder of Seashell Designs

[See More Testimonials](#)

[www.makeithappencrowdfunding.com](http://www.makeithappencrowdfunding.com)

### **HEADSTRONG – The helmet that's sleek, smart, and strong!**

Posted: 11 days ago | Available: Now

Why do only motorized vehicles have turn signals and brake lights? Shouldn't bicyclists be able to indicate when they are turning or braking, too?

Our HEADSTRONG bike helmet does just that! Its powerful LED indicator lights, located on the back sides of the helmet, are controlled by a small wireless unit on the handlebars. The lights — located at the rear of the helmet — sense when you're braking or turning, and light up automatically. The helmet is also equipped with a bike horn that drivers can hear.

With its thin shell and body, HEADSTRONG is not only strong, but extremely light. In fact, it's so light you'll forget you're wearing it. And with its sleek design, you'll never want to take it off!

The HEADSTRONG bike helmet meets the strictest safety standards.

HEADSTRONG bike helmets come with a rechargeable battery, which can be charged in a wall socket or USB port.

HEADSTRONG bike helmets will ensure your safety and improve your ride!

#### **Projected retail price: \$200.**

Extra-early birds who pledge \$100 will receive one HEADSTRONG helmet with handlebar remote at 50% off the projected retail price! Keep in mind there is a \$20 shipping fee.

Early bird pledgers who give \$150 will receive one HEADSTRONG helmet with handlebar remote at 25% off the projected retail price! The same shipping fee of \$20 applies.

[www.biketrends.com](http://www.biketrends.com)

### **TrendAlert Blog**

TrendAlert HEADSTRONG Helmet

Posted 4 hours ago by TrendAlert contributor: Lia Brody

Good news! I am excited to announce that the nifty HEADSTRONG helmet I've been writing about for the last few posts has finally reached its crowdfunding goal, thanks to the Make It Happen crowdfunding site! It's not too late to make a pledge on the site and be one of the first to receive a HEADSTRONG helmet! As an avid biker myself, I know there are many bikers out there who have been waiting for this awesome helmet to go to production, so here's the scoop:

The estimated delivery dates to those early birds who have already helped fund the project are as follows:

Extra-early delivery – May

Early delivery – July

#### **Choose from four awesome colors:**

Neon Green, Fire Red, Midnight Blue, and Sleek Black.

As I said before, it is still possible to pledge! Check out the HEADSTRONG helmet crowdfunding page on the Make It Happen Web site and pledge \$200 to be one of the first to get this one-of-a-kind helmet complete with the handlebar remote.

I can't wait to hear reviews from HEADSTRONG helmet owners after their first bike ride. I'll post again after I've taken my Midnight Blue HEADSTRONG helmet for a test drive!

32 Comments  
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### The ABC of Starting a Business

**Narrator:** Listen to part of a lecture about entrepreneurs.

**Lecturer:** Hi. My name is Sally Santos and I'm the founder and CEO of the organic soap company, Sally's Soaps. I started my company five years ago in my living room – literally! Now, Sally's Soaps are sold in retail stores throughout the world. Today, I'm here to share what I believe are the ABCs of starting a small business. First and foremost, you should base your business on a product or service that you're passionate about. Since you'll be investing a huge amount of time and energy in your business, you'd better be excited about it!

Next, make sure your business is viable. Conduct market research. Check if there are any companies doing something similar to what you plan to do. If so, decide how you can do it better. Do you know who your customers are? Do you know what they would be willing to pay? Now is the time to find out! Another vital step is creating a business plan. Your business plan explains what your business is and what it does. It should specify how your business will be structured, your marketing and sales strategies, and your estimated expenses and profits. Remember, you will need to use your business plan to get the support of potential investors. So it had better be good!

My next piece of advice is to get your finances in shape. Hire an accountant and/or tax advisor. You'll want someone who understands the financial side of running a business, someone who can guide you, and someone who's trustworthy.

Before your business gets off the ground, start creating a buzz around it. Get people interested in your product or service. Use social media tools. Tell everyone you know about your business. Ask them to spread the word. Don't work in a vacuum. Speak with other entrepreneurs. Find mentors and join business organizations, and relevant online groups.

Finally, be flexible. Keep learning and adapting as necessary. There's one thing that's certain when you start a new business. There will be bumps in the road. But don't let them set you back. Face them head on and ride them out!

### Entrepreneurs

Word	Definition	Example Sentence
budget, n.	plan used to decide how much money can be spent and the way it will be spent	You should probably set aside some of your budget for advertising.
business plan, n.	written document that explains in detail how a business will achieve its goals	I've decided to start an event planning service. Can you review my business plan with me?

chain store, n.	one of a series of stores owned by one company and selling the same products	Every time I got to a mall I see the same chain stores.
crowdfunding, n.	act of raising small amounts of money from people to fund a product or business venture, usually over the Internet	We raised money for our product through a crowdfunding Web site.
entrepreneur, n.	someone who starts a business and takes on the financial risk for the business	Before starting a business, speak with other entrepreneurs to get their advice.
expand a business, exp.	take an existing business and make it bigger	We decided to expand our business and open new stores in three different locations.
expense, n.	amount of money you need to spend to pay for something	What are your expenses and how much money do you expect to earn?
funding, n.	money given for a certain purpose, such as a program or project	We had to receive extra funding to ensure the success of our business.
investor, n.	someone who gives money to a business, in hopes of making money from that business later	Even if we only get one or two investors, it will help us get the business started.
loan, n.	money that is lent to someone, often from a bank, which must be paid back, usually with interest	I've already arranged to take a business loan from my bank.
networking, n.	connecting with other people to exchange information and develop relationships	Networking and talking to like-minded business people is an important part of our business.
pitch, v.	present an idea to try and persuade someone to do something	Pitch your business idea to people who might want to invest in it.
profit, n.	money a business makes after all business costs are paid	Don't expect to earn a profit during your first year of business.
retailer, n.	company that purchases large quantities of products from various sources for a low price and sells them to customers in small quantities for a profit	Nowadays, there are so many retailers that sell everything for low prices.
Start-up, n.	small company that is just beginning	Some friends and I have an idea for a software start-up.