

Intermediate

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 Intermediate Courses

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

Description	Topics	Course objectives
Reading		
<p>Learners access written information through the following text types:</p> <ul style="list-style-type: none"> • Directions, instructions, and notices (80-150 words) • Stories (250-300 words) • Articles (250- 300 words) • Blog posts (250- 300 words) • Web pages (250- 300 words) 	<p>The texts are longer, written in more complex language, using richer vocabulary, and contain inferential information. They deal with less familiar topics such as: education, festivals and holidays, buying and selling, instructions and directions, current trends, banking, gadgets, recycling, etc.</p>	<p>Learners understand main ideas and supporting details in texts, draw inferences, identify points of view, apply knowledge of discourse markers to obtain information, and understand logical relationships in texts. They use the information to fill in reports, complete paragraphs, email messages and summaries, sort items according to categories, order events in the correct sequence and answer questions, etc.</p>
Writing		
<p>Learners are exposed to and practice the written conventions of the following text types:</p> <ul style="list-style-type: none"> • Formal and informal e-mails and letters • Discursive paragraphs • Descriptive paragraphs • Dialogues and narratives • News and weather reports 	<p>The model texts are on topics related to the learners' personal interest and daily life, such as work e-mails, single paragraph summaries of talks and continuations of stories and dialogues students have watched or read. They also produce weather and news reports as well as short discursive essays and articles.</p>	<p>Learners practice the conventions used in formal and informal written texts. They recognize and identify key vocabulary, and complete cloze versions of the model texts. They practice linking a series of phrases and sentences with various discourse markers such as markers of time and cause and effect. They also edit model texts before writing their own version, describing personal events, experiences and impressions. They also summarize and express their</p>

		opinion on information they have read or listened to.
Listening		
<p>Learners access oral information through the following media:</p> <ul style="list-style-type: none"> • Radio programs • Voice-mail • Podcasts • TV programs 	<p>The passages are longer, use richer vocabulary and more complex language, and contain implicit information. They deal with less familiar topics such as: describing problems, celebrity and job interviews, festivals and celebrations, weather reports, quizzes, election results, opening bank accounts, the movie making industry, understanding different personalities etc.</p>	<p>Learners understand main ideas and supporting details, understand implicit and explicit information, draw inferences, identify and understand points of view, and apply knowledge of discourse markers to obtain information and understand logical relationships from oral texts. They use the information to fill in reports, complete e-mails and summaries, follow instructions, and answer questions, etc.</p>
Speaking		
<p>Learners are exposed to oral interactions in familiar and less familiar situations such as: post office, mall, school, barbecue, street, gym, office, bank, seminar etc.</p>	<p>The longer dialogues are about a range of topics: taking exams, being late, making plans for the day, art shows, sending a parcel, buying and selling, ways to recycle, planning eco-vacations, personality quizzes and studies etc.</p>	<p>Learners practice more advanced speech functions such as: expressing uncertainty, apologizing, expressing hope, issuing/declining invitations, giving a warning, expressing opinions, describing experiences etc.</p>
Grammar		
<p>Learners receive explanations of and practice in more complex grammatical topics and structures relevant to their level.</p>	<p>The structures are practiced in longer sentences and dialogues on a range of topics.</p>	<p>Learners learn structures and tenses such as: Present Perfect, Passive voice, relative clauses, reported speech, conditionals, Past Perfect, past form of modals, etc.</p> <p>They practice using them in multiple choice, cloze, and fill-in-the-gap exercises.</p>

Vocabulary		
<p>Learners are exposed to and practice every day lexical groups such as:</p> <ul style="list-style-type: none">• Finance• Politics• Sports• Health• Restaurants• Banking• Gadgets• Recycling• Movie Making• Ecotourism• Personalities	<p>The focus is on more complex, everyday words and phrases related to the intermediate learners' needs and experiences.</p>	<p>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.</p>

Intermediate 1 - Course Map

Unit	Lesson
Unit 1: Education	Sports
	College for Kids?
	Math Test
	Present Perfect: Statements Q and A
	Education 2
Unit 2: Away From Home	How do you like it here?
	Study Exchange
	Enjoying Your Stay
	Present Perfect: Progressive
	Study Abroad
Unit 3: Celebrations	Call-In
	The First Thanksgiving
	Sorry I'm Late
	Passive Voice: With or Without Agent
	Celebrations
Unit 4: Bad Weather	Weather
	Weather Warning
	Big Storm
	Relative Clauses: Object Clauses
	Relative Clauses: Subject Clauses
	Relative Clauses: With or Without Relative Pronouns
	Weather
Unit 5: Arts And Entertainment	Music
	The Garbage Man
	Picasso Exhibit
	Passive Voice: Indirect Form
	Entertainment 3

Unit 6: At Work	The Job Interview
	Overtime
	French Tie
	Present Perfect: Contrast With Other Tenses
	Work 3
Unit 7: Sending A Package	Family
	Sending a Package
	Airmail to Tokyo
	Passive Voice: Modals
	Postal Services
Unit 8: Emergency	Emergency
	Marge Has a Baby
	I Have to Go
	Clauses: Noun Clauses
	Clauses: Adverbial Clauses
	Clauses: Review
	Road Accidents
Unit 9: Banking	Introduction: Banking
	Seaview National Bank
	The Machine Ate My Bank Card!
	Opening a Bank Account
	E-mails of Inquiry and Response
	Banking Trends
Unit 10: Gadgets	Introduction: Gadgets and Technology
	All About Apps
	Student Hackathon
	Choosing a Device
	Tech-Trend Gadget Expo
	Technology Podcast

Scope and Sequence

Unit 1: Education

Unit Description

In this unit learners will listen to a radio interview with a local high school football hero. They will listen to and take part in a dialogue between two students discussing their math test, and they will read an article about the role of pre-school education today. The grammar section deals with the Present Perfect - statements, questions, and answers. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of education.

Lesson	Summary	Objectives
Radio: Sports	A local high school football hero is being interviewed on the radio.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a radio interview. match characters to their descriptions based on information in a radio interview.
College for Kids?	This article describes how pre-school education has become extremely important for today's highly motivated parents.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in an expository article. understand and identify points of view in an expository article. use the information in an article to complete a text based on it.
Math Test	Two school students are discussing their math test.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they express certainty/uncertainty.

Present Perfect: Statements Q and A	Presentation and practice of statements, questions, and answers using the Present Perfect.	Learners will: <ul style="list-style-type: none">• use the Present Perfect tense to talk about actions that began in the past and are still relevant in the present - in statements, questions, and answers.
Education 2	Presentation and practice of vocabulary associated with the topic of education.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.

Unit 2: Away From Home

Unit Description

This unit deals with the problems and excitement of being away from home. Learners will watch a video clip about a new employee from a different country adjusting to his new surroundings. Learners will listen to and take part in a dialogue with a Japanese student in the US, and read about a study exchange program for learning French. The grammar section deals with the Present Perfect Progressive. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of studying abroad.

Lesson	Summary	Objectives
How do you like it here?	A video clip about a new employee from a different country adjusting to his new surroundings.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of a video. draw inferences based on the information in a video. comprehend vocabulary used in context.
Study Exchange	An article about Craighouse School in Glasgow and an exchange program it conducts in France.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in an article. infer information on the basis of an article. use information in an article to complete a summary of it.
Enjoying Your Stay	A woman at a barbeque is asking another woman questions.	Learners will: <ul style="list-style-type: none"> identify the speaker in a Conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they ask/answer questions

Present Perfect: Progressive	Presentation and practice of the Present Perfect Progressive.	Learners will: <ul style="list-style-type: none">• use the Present Perfect Progressive to talk about continuous or ongoing events in the Present Perfect.
Study Abroad	Presentation and practice of vocabulary associated with the topic of studying abroad.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.

Unit 3: Celebrations

Unit Description

This unit focuses on celebrations and national holidays. Learners will listen to a radio call-in program about national holidays in different countries. They will listen to and take part in a dialogue of a man apologizing for being late to a party, and they will read a story about Thanksgiving, an American holiday. The grammar section deals with the Passive voice - with or without an agent. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of celebrations.

Lesson	Summary	Objectives
Call-In	A radio call-in program on the subject of people's favorite celebrations.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a radio program. match items on the basis of information in a radio program.
The First Thanksgiving	In this story Andrew describes the American holiday, Thanksgiving, to his friend Kenji.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a story. use information from a story to complete a passage about parades.
Sorry I'm Late	A man at a party is apologizing to a woman for being late.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they apologize/accept an apology.
Passive Voice: With or Without Agent	Presentation and practice of the Passive, with or without an agent.	Learners will: <ul style="list-style-type: none"> use the Passive with or without an agent in statements and questions (using a range of tenses) when the "doer" is unknown or less important than the action itself.

Celebrations	Presentation and practice of vocabulary associated with the topic of celebrations.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.
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Unit 4: Bad Weather

Unit Description

This unit deals with different aspects of the topic of bad weather. Learners will listen to the radio weather report warning of a bad storm approaching. They will listen to and take part in a dialogue of a couple deciding what to do in case of bad weather, and they will read a weather warning notice. The grammar section deals with Relative Clauses - object, subject, and with or without relative pronouns. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of weather.

Lesson	Summary	Objectives
Weather	The morning radio weather report warns listeners of inclement weather approaching the area.	Learners will: <ul style="list-style-type: none"> understand the main ideas and details in a radio report. use the information in a radio report to complete a written dialogue.
Weather Warning	The National Weather Service has published a weather warning notice.	Learners will: <ul style="list-style-type: none"> follow instructions in a warning notice.
Big Storm	A man and a woman at a picnic are deciding what to do if it rains.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they express hope that something does/doesn't happen.
Relative Clauses: Object Clauses	Presentation and practice of object relative clauses.	Learners will: <ul style="list-style-type: none"> use object pronouns in relative clauses in sentences.
Relative Clauses: Subject Clauses	Presentation and practice of subject relative clauses.	Learners will: <ul style="list-style-type: none"> use relative clauses in sentences to modify the subject of the sentence by giving more information about it.

Relative Clauses: With or Without Relative Pronouns	Presentation and practice of relative clauses with or without pronouns.	Learners will: <ul style="list-style-type: none">• use relative clauses with or without relative pronouns in sentences.
Weather	Presentation and practice of vocabulary associated with the topic of weather.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.

Unit 5: Arts And Entertainment

Unit Description

In this unit learners will listen to a radio interview with members of a rock band. They will listen to and take part in a dialogue where a man is inviting his friend to an art exhibition, and they will read an article about a man who uses garbage to create works of art. The grammar section deals with the Passive Voice: indirect form. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of entertainment.

Lesson	Summary	Objectives
Music	A radio interview with members of the rock band, "The Institute of Music."	Learners will: <ul style="list-style-type: none"> understand the main ideas and details in a radio interview. complete an ad on the basis of information in a radio interview. classify information from a radio interview according to categories.
The Garbage Man	An article about Henry who collects things that people throw away and turns them into works of art.	Learners will: <ul style="list-style-type: none"> understand the main ideas and details in an article. classify items from an article into categories.
Picasso Exhibit	A man is inviting his friend to an art exhibit.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they invite/decline an invitation.
Passive Voice: Indirect Form	Presentation and practice of the indirect form of the Passive.	Learners will: <ul style="list-style-type: none"> use the indirect form in the passive where the indirect object becomes the subject of a passive verb.

Entertainment 3	Presentation and practice of vocabulary associated with the topic of entertainment.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.
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Unit 6: At Work

Unit Description

This unit deals with various aspects of the workplace. Learners will watch a video clip of a woman being interviewed for a job. They will listen to and take part in a dialogue of a couple deciding whether or not to buy a tie, and they will read a notice advising workers to consult with the new accountant. The grammar section deals with the Present Perfect in contrast with other tenses. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of work.

Lesson	Summary	Objectives
The Job Interview	A video clip of Karen being interviewed for a job in the advertising department of a company.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of a video. draw inferences based on the information in a video. comprehend vocabulary used in context.
Overtime	A notice advises colleagues at a firm to visit the new accountant if they have any questions about their new work contracts.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a notice.
French Tie	A couple at a men's clothing store are deciding whether or not to buy a tie.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they make up their minds about something.
Present Perfect: Contrast With Other Tenses	Presentation and practice of the Present Perfect in contrast with other tenses.	Learners will: <ul style="list-style-type: none"> decide whether to use the Present Perfect or other tenses in statements and questions based on the meaning of the sentence.

Work 3	Presentation and practice of vocabulary associated with the topic of work.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.
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Unit 7: Sending A Package

Unit Description

In this unit learners will listen to a voice-mail message about a parcel of baby clothes that were sent. They will listen to and take part in a dialogue between a woman and postal clerk about sending a package, and they will read step-by-step instructions on sending a parcel. The grammar section deals with the passive modals. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of postal services.

Lesson	Summary	Objectives
Family	A voice-mail message from Deirdre's mother-in-law informs her about a parcel that was sent containing baby clothes.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details in a voice-mail message. draw inferences on the basis of a voice-mail message.
Sending a Package	Step-by-step instructions are given for sending a parcel through the mail.	Learners will: <ul style="list-style-type: none"> follow instructions. draw inferences on the basis of information in instructions.
Airmail to Tokyo	A woman at the post office is asking the clerk questions about sending an airmail package.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they clarify/give details about an everyday event.
Passive Voice: Modals	Presentation and practice of Passive modals.	Learners will: <ul style="list-style-type: none"> use modals to express possibility, probability, and obligation in passive statements and questions.

Postal Services	Presentation and practice of vocabulary associated with the topic of postal services.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.
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Unit 8: Emergency

Unit Description

This unit deals with different emergency situations. Learners will listen to a voice-mail message from someone who has been in an accident. They will listen to and take part in a dialogue in which a girl is telling her friend that she is supposed to go and babysit, and will read a story about a woman who is on her way to have a baby when the car runs out of gas. The grammar section deals with Clauses: noun clauses, adverbial clauses, and a review. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of road accidents.

Lesson	Summary	Objectives
Emergency	In this voice-mail message, Mary informs John about an accident in which she and Mike were involved.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details in a voice-mail message. understand the sequence of events described in a voice-mail message.
Marge Has a Baby	A story about Marge, who is having a baby. Her husband is driving her to the hospital when he runs out of gas along the way.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details in a story. draw inferences on the basis of information in the story.
I Have to Go	A girl is telling a boy that she is supposed to go and babysit.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they express obligation.
Clauses: Noun Clauses	Presentation and practice of noun clauses.	Learners will: <ul style="list-style-type: none"> use noun clauses in sentences and questions to provide and ask for information.
Clauses: Adverbial Clauses	Presentation and practice of adverbial clauses.	Learners will: <ul style="list-style-type: none"> use adverbial clauses of various kinds to provide more information about

		an action or event in the main clause in a sentence.
Clauses: Review	Review of clauses.	Learners will: <ul style="list-style-type: none">• consolidate their knowledge of the use of clauses in sentences and questions.
Road Accidents	Presentation and practice of vocabulary associated with the topic of road accidents.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.

Unit 9: Banking

Unit Description

This unit is about banking and opening a bank account. Students will become familiar with words and phrases related to the topic, identify modals and use them with reference to banking. Students are presented with and practice the comprehension strategy identifying the main ideas across texts. They will read a Web page for a bank and talk about banks in their country. Students will watch a video about mobile banking and express their opinion. They will watch a video and take part in a conversation and branching conversation about opening a bank account. Students will read two e-mails between a customer and a bank and write an e-mail to a bank. They will watch a slide show about banking trends and summarize the lecture.

Lesson	Summary	Objectives
Introduction: Banking	The topic of banking and opening a bank account is introduced. Students are exposed to and practice words and phrases on the topic. Modal verbs are presented and practiced.	Learners will: <ul style="list-style-type: none"> • activate prior knowledge on the topic of banking. • identify banking vocabulary in response to sounds, words and pictures. • discriminate between different words and phrases related to the topic. • match vocabulary to definitions and complete cloze sentences. • recognize and understand modal verbs to express ability, necessity, and advice. • classify and complete sentences using modal verbs.
Seaview National Bank	The comprehension strategy identifying main ideas across texts is presented and practiced. Students read a Web page for a bank. They then speak about banks in their country.	Learners will: <ul style="list-style-type: none"> • read a Web page for a bank and use information from the Web page to answer questions. • understand and identify the main ideas significant details of a conversation. • talk about the banks where they live and their banking preferences. • classify information from a Web page according to what information is given/not given.

The Machine Ate My Bank Card!	<p>Students watch a video about mobile banking. They then talk about their opinion on mobile banking.</p>	<p>Learners will:</p> <ul style="list-style-type: none"> comprehend the general meaning and significant details of the video clip. draw inferences on the basis of information from the video clip. complete sentences using appropriate words and phrases from the unit . classify different aspects of mobile banking as advantages or disadvantages. talk about their opinions of mobile banking and make sure to include an example of a modal. complete an e-mail using appropriate words and phrases from the unit.
Opening a Bank Account	<p>Students watch a video and take part in a conversation about opening a bank account. They then take part in a branching conversation about opening a bank account.</p>	<p>Learners will:</p> <ul style="list-style-type: none"> identify the characters in a video. comprehend the general meaning and significant details in a video clip. draw inferences on the basis of information from the video clip. take part in a conversation about opening a bank account. orally respond to statements from a conversation. take part in a branching conversation about opening a bank account. complete a dialogue using appropriate words and phrases from the unit.
E-mails of Inquiry and Response	<p>Students read two e-mails of correspondence between a customer and a bank. They then write their own e-mail to a bank.</p>	<p>Learners will:</p> <ul style="list-style-type: none"> understand the main ideas and supporting details across two e-mails. match words and phrases to definitions. correct an e-mail to a bank.

		<ul style="list-style-type: none"> understand the main ideas and significant details of an ad for a bank. synthesize information from an ad for a bank to write an e-mail asking about the services the bank offers. complete sentences using appropriate words and phrases from the unit.
Banking Trends	Students watch a slide show about banking trends. They then write a summary of the lecture.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a slide show. use information from the slide show to answer questions. classify information from a slide show about banking trends according to categories . write a summary of a lecture about trends in banking. complete a summary of a lecture about banking trends using appropriate words and phrases from the unit.

Unit 10: Gadgets

Unit Description

This unit is about gadgets and technology. Students will become familiar with words and phrases related to the topic, identify future tenses and use them to talk about gadgets and technology. Students are presented with and practice the comprehension strategy identifying linking words. Students will read about useful apps and talk about the app they think is the most useful. They will watch a video about a student hackathon and write a news review of it. Students watch a video and take part in a conversation and a branching conversation about buying an electronic device. They will read a poster and a blog post about a gadget expo and tell a friend about it. Students will listen to part of a podcast on the latest trends in technology and write a paragraph about the Internet of Things.

Lesson	Summary	Objectives
Introduction: Gadgets and Technology	The topic of gadgets and technology is introduced. Students are exposed to and practice words and phrases on the topic. Future tenses are presented and practiced.	Learners will: <ul style="list-style-type: none"> activate prior knowledge on the topic of gadgets. identify vocabulary related to gadgets in response to sounds, words and pictures. discriminate between different words and phrases related to the topic. match vocabulary to definitions and complete cloze sentences. recognize and understand how to use future tenses (Future Simple and Future Progressive) to talk about future plans and predictions. complete sentences using appropriate words and phrases from the unit.
All About Apps	The comprehension strategy identifying linking words is presented and practiced. Students read about useful apps. They then talk about the app that they think is the most useful.	Learners will: <ul style="list-style-type: none"> recognize and identify the main idea and linking words in an article. match apps mentioned in an article to their descriptions. synthesize information from an article to talk about your opinions of certain apps and use linking words to express addition, contrast, and sequence.

		<ul style="list-style-type: none"> complete a paragraph using appropriate words and phrases from the unit.
Student Hackathon	Students watch a video about a student hackathon. They then write a news review of a Digi-Tech 24-hour Student Hackathon.	Learners will: <ul style="list-style-type: none"> comprehend the general meaning and significant details of the video clip. draw inferences on the basis of information from the video clip. complete sentences from a video clip that use linking words . write a news review about a hackathon from a video clip. complete a summary of a hackathon from a video clip using appropriate words and phrases from the unit.
Choosing a Device	Students watch a video and take part in a conversation about buying an electronic device. They then take part in a branching conversation.	Learners will: <ul style="list-style-type: none"> comprehend the general meaning and significant details in a video clip. make predictions about what may happen next in a video clip. take part in a conversation about buying an electronic device. take part in a branching conversation in which they talk about buying an electronic device. classify the advantages of a tablet versus a laptop. talk about the advantages of tablets versus laptops and use linking words to help express their ideas.
Tech-Trend Gadget Expo	Students read a poster and a blog post about a gadget expo. They then tell a friend what they know about the expo.	Learners will: <ul style="list-style-type: none"> recognize and identify the main ideas and significant details across two texts; a poster and a blog post. complete sentences using appropriate words and phrases from the unit. draw inferences from information in a poster and a blog post.

		<ul style="list-style-type: none"> • synthesize information from a poster and a blog post about a technology expo in order to persuade a friend to come to the expo.
Technology Podcast	Students listen to part of a podcast on the latest trends in technology. They then write a paragraph about the Internet of Things.	Learners will: <ul style="list-style-type: none"> • understand the main ideas and supporting details in a podcast. • match definitions to vocabulary from a podcast. • classify sentences from a podcast according to their purpose. • write a paragraph about the advantages of the Internet of Things.

Lesson Texts

Unit 1: Education

Sports

- Duke: Welcome to "Local Athletes." Today's guest is Joe Norse, a secondary school student who has helped his football team win the city championship for the last three years. I myself have seen Joe play, and let me tell you, he has really mastered the game of football. Joe, your school, Jefferson High, has been attended by some of the greatest football players ever. Hank "The Tank" Perry and Dick Verall both graduated from Jefferson. How does it feel to be playing on the same field as those great players?
- Joe: Well, Duke, it motivates me, for sure. Our school has always had a great history of producing famous athletes.
- Duke: Your coach, Fraser Washington, always says: "A team that is motivated is a team that wins." Do you agree?
- Joe: Yes, I do. It's a fact that even a team with lots of great players can lose if there is no motivation to win.
- Duke: Joe, I understand you've already been invited to visit several colleges that are interested in you. Have you accepted any offers yet?
- Joe: No, not yet, Duke. Right now I'm thinking mostly about passing my exams and getting my diploma.
- Duke: Well, you've made an intelligent decision. Good luck, Joe.
- Joe: Thanks, Duke.

College for Kids?

Pre-school education is changing. Once, elementary school was the place to learn 1-2-3 and A-B-C. But today, highly motivated parents have begun teaching these basics to their children before they start school.

Kindergarten has now become a mini-college, where geography, history, and even mathematics are taught. Small children are even given homework assignments.

Professor David Shift, who is the Director of Early Childhood Education at the University of Highville, says, "We must simply accept the fact that children today know more than children did years ago."

Eleanor Idle, of the New School Institute, doesn't agree. "Children need to be children. They learn as they play. They don't need formal education this early. It just isn't normal. Soon they'll be given entrance exams for kindergarten. Very young children shouldn't spend their time worrying about grades and diplomas!"

Dr. Idle believes that if there is already so much competition in kindergarten, there is no limit to how much there will be in high school. "We don't need to make it any harder on students than it already is," she says. "After all, there were still many college graduates when playing was all children did in kindergarten."

Many people who agree with Idle say that early childhood programs should offer subjects that children enjoy and do well in naturally, like art, music, science, and gym. After all, learning should be child's play.

Math Test

- How did you do on that math test yesterday?
- That was the hardest test I've ever taken.
- Yeah. I wonder if Mr. Pascal has graded them yet.
- I'm sure he has.
- How can you be so sure?
- I saw him this morning, and he wasn't happy at all.

Education 2

Word	Definition	Example Sentence
assignment, n.	work that one person (usually a teacher) gives another person to do	Mel, did you finish your history assignment?
degree, n.	You get a degree after you finish studying a required amount at a college, university, or professional course.	I want to go to university to get a degree.
diploma, n.	a piece of paper that shows that someone has received a qualification, usually from a school or university	Let's hang my college diploma on the wall.
elementary school, n.	a school for young children, usually from grades one to six	I was in Glen Park Elementary School from first through sixth grade.
entrance exam, n.	a test you take to get into a school or university	You must pass an entrance exam to get into this school.
formal education, n.	learning that happens in a traditional, structured school classroom	My formal education ended with high school.
grade, n.	the mark you get on a test or in a course	If you don't study, you won't get a good grade.
graduate, n.	a person who has completed his or her high school or college education	I'm a high school graduate, and will be starting college in September.
homework, n.	work a teacher gives learners to do at home	Timmy, you can play after you finish your English homework.
kindergarten, n.	school for children the year before they start first grade	Next year when you are five years old, you'll start kindergarten.
preschool, n.	school for very young children, before kindergarten	My youngest child is in preschool.
qualification, n.	an ability or skill that enables someone to do something	What qualifications do you need to get into this school?

Unit 2: Away From Home

How do you like it here?

Justin: Let me help you with that.
 Yavor: Oh thanks.
 Justin: So where are you from?
 Yavor: I'm from Bulgaria.
 Justin: Ahh. What brought you to the States?
 Yavor: I was working in the European office. I had been there five years, so I asked for a transfer and here I am.
 Justin: Sounds like a great opportunity. What kind of work are you doing here?
 Yavor: For now I'm still in training. But in a couple of weeks I'll be joining the finance department.
 Justin: How do you like living here so far?
 Yavor: It's great. Everyone is so friendly. People call each other by their first names. Where I come from things are much more formal.
 Justin: That's interesting. I never thought of it like that.
 Coworker: Hey Justin! How's it going?
 Justin: Great!
 Yavor: See what I mean.

Study Exchange

Craighouse School in Glasgow has been sending children overseas to France on an exchange program since 1971. The students' French improves a lot, and when they come back they usually no longer need a French tutor to help them outside of school. The children who take part in the exchange program have to be over the age of thirteen.

Mrs. Bankes, whose daughter is participating in this year's exchange group, says, "I think it's a wonderful opportunity for Kim. Although she has only been away for a month, I have already started to miss her. I've been making long-distance calls to Paris about once a week since she left."

Anyone who has seen Kim in Paris knows that she hasn't been missing anyone. Kim is very happy with the program. She says that her French has really improved, and hearing her French accent, it was easy to believe her.

"I haven't been homesick even once," Kim says. "I have made several new friends and I have a great roommate, Chantal, who I will keep in touch with when I leave. I don't even feel like going home at all."

The exchange program also helps these young people meet again after the program has ended, and friends like Chantal and Kim will probably meet at Kim's home in Scotland next year. Of course, that's if Kim hasn't already decided to stay in France and become a French citizen!

Parents who are interested in sending their children abroad on this program should contact the Craighouse School in Pollock, Glasgow.

Enjoying Your Stay

- Well, Akiko, are you enjoying your stay in the US?
- Oh, yes. Very much.
- How long have you been here?
- Only about two weeks, but I've already seen a lot.
- Have you started school yet?
- Not yet. School starts tomorrow. I'm really looking forward to it.

Study Abroad

Word	Definition	Example Sentence
accent, n.	a way of saying words that is usually the same among people from the same place or region of the world	I can't understand him because of his accent.
exchange student, n.	someone who travels to another country to study at a school or university (and sometimes switches places with a student from that country)	I'd like to live in another country as an exchange student.
homesick, adj.	feeling sad because you are far from your home	Does being away from your family make you homesick?
international, adj.	between countries, relating to many countries around the world	Mr. Jacobs manages a large international company.
keep in touch, exp.	to keep a connection by phone, email, or by meeting	Please keep in touch when you are traveling.
miss, v.	to feel that you want to be with someone or something	I like living at the university, but I miss my home.
opportunity, n.	a chance to do something positive that you can't always do	This job is a great career opportunity.
overseas, adv.	on the other side of a sea or ocean	I like traveling overseas to new places.
roommate, n.	someone you share an apartment or room with	I live with two roommates.
study exchange program, n.	a program where two learners from different countries trade places and study in each other's countries	A study exchange program is a good way to study a language and visit another country.
study program, n.	a set of classes	What will we learn on this study program?
transfer, n.	a move from one place to another	I asked for a transfer to the central office, because it's closer to where I live.

Unit 3: Celebrations

Call-In

- Host: Welcome, listeners, to today's "Call-in Line." I'm your host, Doug, and on today's show I'd like to hear about your favorite celebration. Good morning, Caller Number One. You're on the air.
- Stella: Hi, Doug! This is Stella. My favorite celebration has always been Independence Day. Last year we had a fireworks display and our annual bake sale. I baked old-fashioned apple pie.
- Host: I can almost taste that apple pie. Thank you, Stella. Now we go to Gertrude, who's been waiting on the line.
- Gertrude: Hello. This might sound unusual, but in England, where I was born, there is a Spring Bank Holiday festival. It has always been a tradition to celebrate it with a fair in a park. There is usually a parade as well.
- Host: That sounds very English, Gertrude. Now, are there any men out there celebrating anything?
- Mike: Hi, Doug. My name is Mike, and my favorite celebration is Thanksgiving. I am a descendant of one of the first Englishmen who came to America. I was born here, and I consider it an honor to be an American.
- Host: Well, it's been an honor for us to have you on our program, Mike! And now, our last caller is...
- Penelope: Penelope. My favorite celebration was my 97th birthday. My whole family gathered for the event.
- Host: Penelope, your favorite celebration really is unique. Well, that's all we have time for today. Have a spectacular day, listeners, and let's keep talking to each other.

The First Thanksgiving

Andrew and Kenji were sitting outside Kenji's house with nothing to do. Suddenly Andrew stood up. "Let's go inside and watch the Thanksgiving Day Parade on TV," he said.

"What's Thanksgiving Day?" asked Kenji.

"You don't know what Thanksgiving Day is?" Andrew asked, surprised. "It's a holiday that Americans celebrate in honor of everything that this country offered to our ancestors. When the Pilgrims first came to America 400 years ago, they worked hard building houses, planting, and fishing. They were helped by the American Indians, who taught them how to grow all kinds of new vegetables, such as corn and yams, or sweet potatoes. By harvest time, there was lots of food to eat and the future looked full of opportunity. Our ancestors made a feast to show their appreciation. So now, every year we celebrate Thanksgiving Day."

"What do you do on Thanksgiving?" asked Kenji.

"Well, it's traditional to eat a big meal together. We eat food that symbolizes the new food our ancestors ate. At our house we usually eat turkey with sweet potatoes and corn bread. And we have pumpkin pie for dessert." said Andrew.

"I've never had sweet potatoes or pumpkin pie. They sound interesting," Kenji said. "But what's the parade that you want to see?"

"Oh, it's an annual event. Every Thanksgiving a giant parade is held by one of the most famous department stores in New York," Andrew explained. "There are big balloons, called 'floats,' in the shape of famous cartoon characters. And at the end of the parade, children can even see Santa Claus, who's visiting from the North Pole. Santa Claus is invited to remind children and parents that Christmas is not far away. Well, now that I've told you all about Thanksgiving, do you want to come to my house for dinner and watch the parade?" asked Andrew.

"Sure," said Kenji. "I'd love to."

Sorry I'm Late

- Oh, I'm sorry I'm late.
- Oh, that's all right.
- But I promised to be on time today.
- Really. It doesn't matter. I've been having a good time.
- Oh? What have you been doing?
- Just talking with Mark.

Celebrations

Word	Definition	Example Sentence
annual, adj.	happening once every year	We have an annual celebration every January.
celebrate, v.	to do special things for an event or a holiday	Do you celebrate this holiday in Canada?
Christmas, n.	a Christian holiday that celebrates the birth of Jesus Christ	Will it snow this Christmas?
event, n.	something important that happens for a period of time, a sports competition	I'm planning an event at our school.
fair, n.	an outdoor event where many people gather to play games, compete, and go on rides	I'm taking the children to the fair.
fireworks display, n.	colorful explosions in the sky used for entertainment at special events	Look at the fireworks display up in the sky!
gather, v.	to come together, to meet	My friends gathered together to celebrate my birthday.
in honor of, exp.	showing respect for someone or something	This prize is given in honor of Matthew Phillips.
parade, n.	an event where many people walk or ride down a street to celebrate	Let's go to State Street to watch the parade.

symbolize, v.	to be a symbol - something that reminds us of something else	The Statue of Liberty, in New York City, symbolizes freedom.
Thanksgiving, n.	a holiday celebrated in the United States and Canada	Thanksgiving is a North American holiday.
tradition, n.	activity that is done the same way for many years	It is a tradition in our family to serve duck for Christmas.

Unit 4: Bad Weather

Weather

Announcer: And here's Will Tide with the weather report.

Will: Good morning, listeners. Wrap yourselves up warmly today, because the weather will continue to be cold and frosty with a chance of fog in low areas. According to national weather reports, the storm which was expected later today is traveling at fifty miles an hour, and should reach this area around midnight tonight. Strong winds and heavy rains are expected, along with thunder and lightning. There is a chance of flooding, and light ships have been warned of the danger. Temperatures will be below average for this time of year, with an expected low of forty degrees Fahrenheit. Tomorrow will be cool and dry, with cloudy skies and normal temperatures.

Tomorrow evening temperatures will continue to go up, and bright sunshine and above-average temperatures are expected for the weekend. Well, I'm sure we'll all be glad to have a break from the rain. That's all from the weather room. So for now, stay warm and keep dry.

Weather Warning

This is a warning from the National Weather Department. Although we have been having a lot of warm sunshine recently, the weather is going to change very soon. According to our weather reporter, a fall in temperature to below five degrees Fahrenheit is expected by tomorrow morning. There will be freezing winds of up to sixty miles an hour as well as heavy rains, which may cause flooding in the city and terrible damage. People should stay home and look after themselves. Please make sure that your children and animals are kept inside.

Big Storm

- Look at those clouds!
- Oh, dear. I hope it doesn't rain.
- Me, too. But it sure looks like a big storm is coming.
- Well, if it rains we can eat inside.
- What if it starts before the food is ready?
- Let's just hope that it doesn't.

Weather

Word	Definition	Example Sentence
bright sunshine, exp.	strong rays that come from the sun and give a lot of light	I need sunglasses in this bright sunshine.
cloudy skies, exp.	skies that are filled with clouds	Cloudy skies usually means rain.
flooding, n.	a large amount of water that covers the ground and enters houses and buildings, usually from heavy rain	Families left their homes because of the flooding.
fog, n.	clouds that are very close to the ground and that make it difficult to see	I can't see anything in this fog.
freezing winds, exp.	very strong and cold winds	The weatherman said there would be freezing winds today.
frosty, adj.	covered with a thin layer of ice, because it is so cold outside	You better dress warmly, because it is cold and frosty outside!
heavy rains, exp.	strong rain	The heavy rains caused flooding.
lightning, n.	a flash of light in the sky during an electrical storm	It rained last night, but there was no thunder and lightning.
storm, n.	very bad weather, with either heavy rain or snow and usually with strong winds	I'm staying inside because of the storm.
strong winds, n.	very fast currents of air	The strong winds knocked the tree down.
thunder, n.	a short, loud sound in the sky during an electrical storm	There was very loud thunder in our area during the storm.
weather report, n.	information about the weather, often reported as part of the news	Make sure to listen to the weather report, so we'll know if it's supposed to snow tomorrow.

Unit 5: Arts And Entertainment

Music

- DJ: Hello, listeners. This is Lex Benedict on WNOW. I hope you're enjoying yourselves this evening. We have some guests with us tonight that all you college students out there should be interested in. They are the members of a hot new rock band called "The Institute of Music," and they are all graduates of State University. Their first concert was held last week at the University's science auditorium, where they were a great hit with the students. They say that attendance at the concert was higher than at most lectures. Now, let's hear the musicians introduce themselves.
- Professor: OK. I'll start... I'm Professor Barry Jameson, and I'm the lead singer of the band.
- DJ: It's very unusual to find a geography professor who is also in a rock band. Can you tell us when you started being interested in music?
- Professor: Well, I was given a guitar by my wife when I was accepted as a professor here at State University. I've been playing ever since.
- DJ: OK. Let's take a break while we listen to your new song, "Examination Blues"...and here it is...

The Garbage Man

Have you ever thought about the cigarette packs and food wrappers that people in your city throw away? Harry Morgan has; he collects them. Have you heard of recycling? Well, Harry doesn't just recycle; he creates works of art from the things he collects.

Ever since Harry was a child, he has been interested in making models out of unusual things. Over the years, he has used a variety of materials. "The good thing about garbage," Harry's been heard to say, "is that there's always plenty of it." Some of his earlier works were made from bicycle parts, broken machines, and even old farm equipment. They have been made from every piece of garbage that Harry could get his hands on.

Harry's latest collection, which is being exhibited at the Plaza Art Gallery, is even more unusual. He has made sculptures, which are built from wastepaper only. One of these, which is called "Harmony," is made of empty cigarette packs and matchboxes. Another work, called "Love in the Morning," has been made out of breakfast cereal boxes and pieces of old newspaper.

This is hardly what one would call art. Or is it? Why not come and judge for yourself? Visit the Plaza Art Gallery and explore the world of Harry's art.

Harry is quickly becoming the "Champion of Garbage Art," and soon many people may find themselves joining the Harry Morgan fan club.

Picasso Exhibit

- Jenny, have you been to the Picasso exhibit at the Tate yet?
- No, I haven't, but I'd like to see it.
- Well, how about going with me tomorrow?
- Sorry. I can't. Tomorrow is my father's birthday, and we've been planning a party for him for weeks.

Entertainment 3

Word	Definition	Example Sentence
attendance, n.	number of people at a certain place, such as an event	Attendance at the baseball game was very low because of the bad weather.
band, n.	a group of people who make music together	Your favorite band is having a concert on Saturday.
collection, n.	a group of similar things that are put together, such as a collection of paintings	I have a collection of very old books.
create, v.	to make something that did not exist before	She creates art from pieces of metal.
exhibit, n.	an object or group of objects that are part of a public show, which people can go and look at (also used as a verb, meaning "to put something on display")	Did you see the new Picasso exhibit?
exhibition, n.	an event where objects are displayed to the public	The art exhibition opened on June 14th.
fan club, n.	a group of people who like someone or something, often an actor, singer, or band	Let's start a fan club for the new band.
hit, n.	something, such as a song, movie, or play, that is very successful	That song is on the radio all the time; it's a real hit.
lead singer, n.	the main, or head, singer in a band	Sheila is the lead singer in a rock band.
member, n.	a person who is part of a group	How many members are in your club?
sculpture, n.	a solid object someone makes as a piece of artwork, often out of clay, metal, or stone	The artist made the sculpture out of clay and metal.
work of art, exp.	work done by an artist, such as paintings, drawings, and sculptures, also called "artwork"	The museum has many beautiful works of art.

Unit 6: At Work

The Job Interview

- Bob: Hi Karen, Bob Johnson.
- Karen: Nice to meet you.
- Bob: Have a seat. So Karen, I've read over your application, and I see that you have some experience in advertising. Is that right?
- Karen: Yes, it is. Actually, I've worked for three ad agencies since I graduated from college.
- Bob: And what positions did you have?
- Karen: The first two were temporary intern positions both for about six months each.
- Bob: And then you went to Kenyon Barnett?
- Karen: Yes. For the past three years I've been working as a junior copywriter at Kenyon Barnett.
- Bob: So, tell me about your work there.
- Karen: I've gradually taken on more responsibility over the years. I now work directly with the art director on different campaigns and I take part in planning meetings and reviews.
- Bob: Can you tell me about a specific ad campaign you worked on?
- Karen: Our most successful campaign was for The Candy Factory.
- Bob: The Candy Factory? I've seen those ads on TV.
- Karen: I was responsible for all the copy that appeared in the television, radio, and print ads.
- Bob: You did a great job.
- Karen: Thank you. We worked really hard on it.
- Bob: So, Karen. Do you have any questions for me?
- Karen: When do I start?

Overtime

Colleagues! Have you been working overtime a lot lately? Are you confused about the new work contracts you are required to sign? Do you think you qualify for a raise or promotion? Our firm's bright new accountant can help you.

If you keep track of your working hours and expenses, she can help you save income tax, too! Make an appointment to see her this week. She will look over the figures you bring her, and spend time talking with you. Remember: your future is safe with us!

French Tie

- What do you think of this tie?
- Hmm. Isn't it a little too bright?
- I don't think so. A lot of executives wear ties like these.
- What is it made of?
- One hundred percent silk. And it comes from France.
- OK. Let's buy it.

Work 3

Word	Definition	Example Sentence
advertising agency, n.	a company that tries to get people to buy things by creating commercials on television, radio, and in print	We need to hire an advertising agency to think of ways to sell our cars.
application, n.	a written request to be accepted to something, usually a job or school	I filled out a job application.
client, n.	a customer, someone who pays for a service from a company or professional	I have a meeting with a client at two o'clock.
contract, n.	a legal agreement signed by at least two people or companies	We just signed a contract to buy the house.
experience, n.	what a person has learned to do from doing things in the past	Jen has experience working with advertising agencies.
field, n.	area in which someone works	Julia is an expert in the field of child psychology.
income tax, n.	money a person pays to the government that is a percentage of what he or she earns at a job	I make more money now, so I pay more income tax.
planning meeting, exp.	when people get together to decide on what to do or how they will do something in the future	In the planning meeting, we discussed what each of our tasks will be for the next month.
promotion, n.	a job given to a worker that is at a higher level than the one he or she has been doing	Rita's a good worker and deserves a promotion.
raise, n.	a rise in the amount of money someone is receiving to do his or her job, an increase in pay	I asked for a raise in my salary.
résumé, n.	a list of someone's work and educational experience	William is preparing his résumé so he can look for a job.
temporary position, exp.	a job offered for a specific length of time, such as three months	We can offer you a temporary position for the summer.

Unit 7: Sending A Package

Family

Hello, Deirdre? Aren't you home yet? This is your mother-in-law, calling from California. I haven't heard from you in weeks. I've been doing some shopping and have sent you a parcel that contains new clothes for the baby. I've sent it special delivery, so you should receive it by Friday. The parcel is specially wrapped, so let the baby open it by himself. Let's speak to one another soon. Give a kiss to the baby for me. Bye.

Sending a Package

The first step in sending a parcel is to find a box, a large envelope, or some strong paper in which your parcel may be wrapped. Make sure that it is wrapped properly, or the post office will not accept it.

Next, decide which kind of delivery is best, according to how urgently the package is needed. Surface mail, which sends parcels by land and sea, is the cheapest, but also the slowest. Regular airmail is faster, but may not be good for heavy packages. If you want your parcel to be delivered by the next weekday, it should be sent express.

If you have a scale and stamps at home, you can simply call the post office or go online to find out how much postage is needed. Then, if your parcel isn't too big, all you have to do is place your parcel in the nearest mailbox and with luck, it will be delivered on time. If, however, you choose the express service or surface mail, you will have to take your package to the post office, where it will be weighed and you will be told how much postage needs to be paid.

Airmail to Tokyo

- I'd like to send this package airmail to Tokyo.
- Sure. Let's see. It weighs 14 pounds. That's \$40.
- Sorry. How much did you say?
- Forty dollars, ma'am.
- How long will it take to get there?
- It'll be there in about ten days.

Postal Services

Word	Definition	Example Sentence
airmail, n.	letters or packages that are delivered by airplane	I'm sending the package by airmail.
box, n.	a container, usually square or rectangular	Put the books in a box, wrap it, and mail it.
envelope, n.	a flat container, made of paper, that holds letters	Will these papers fit in an envelope?
express, adv.	quickly, used to describe a mail service that sends things quickly (also used as an adjective, as in "express mail")	Send the letter express so it will get there faster.
package, n.	a box or other container with something inside, that is given or mailed to someone, parcel	Patrick is mailing a package to his son at camp.
parcel, n.	a box or other container with something inside, that is given or mailed to someone, package	How much does it cost to mail this parcel?
post office, n.	a place to buy stamps and send or receive mail	A letter arrived from the post office.
postage, n.	the total amount it costs to send something in the mail	How much postage will I need to mail this parcel?
special delivery, n.	a way of sending a letter or package more quickly by using a messenger	This arrived for you by special delivery.
stamps, n.	a small paper with a sticky back that you put on an envelope to pay for delivery	Put the stamps on the envelope and mail the letter.
surface mail, n.	regular mail sent by land or sea, not airmail	Surface mail is less expensive than airmail.
wrapped, v.	covered in paper, or another material	The parcel is wrapped and ready to go.

Unit 8: Emergency

Emergency

John, where are you? It's Mary. I've been trying to call you all evening. Listen, John. There's been an accident. We were crossing that bridge on Route 6, when this big truck came speeding towards us. It crossed over onto the wrong side of the road, and there was nowhere for us to go. It was awful!

I've never been so scared in my life. An ambulance was called, and we were rushed to the emergency room at Parker General Hospital. I'm OK, but Mike's being kept in the hospital. Nothing serious; he's just hurt his leg. We've been waiting to find out whether it's broken. Please call me as soon as you can. Bye.

Marge Has a Baby

"Alex, you've been waiting in the house with me for three days already. I can take care of myself. If there's an emergency, I'll call you at work." Marge tried to calm her husband, who was very worried about leaving her alone when she was so close to having their baby. "I'd rather go somewhere nice today, perhaps for a walk in the park. It hasn't been that cold outside. Don't worry," she said, as she was putting on her coat.

"Isn't that dangerous, Marge?" asked Alex, still worried. But his wife was already going out the door. "Why don't I take you for a nice drive through the park? I know a very pretty route," Alex said. Marge agreed, and they set out.

However, on the way to the park, Marge felt a pain in her stomach. "You've been very quiet these past few minutes, dear. Is everything all right?"

Marge looked at Alex, her face white. "Quick! We must get to the hospital. The baby is coming. Forget about asking for directions. I know the way. No! Take the road on the left. You didn't signal left!" she shouted at him.

"I hope that we get there in time," Alex said.

"We must rush." "You've just gone over the speed limit!" shouted Marge.

"And you're having a baby!" Alex shouted back. Suddenly, the car stopped.

Marge turned to Alex. "Why have you stopped?" she said. "Go on!"

"I can't. We don't have any more gas. I'll have to call an ambulance from the cell phone. You know, I knew a woman who had a baby in an ambulance."

"Really?" laughed Marge, in between pains.

Soon, an ambulance came speeding towards them. The driver helped Marge into the ambulance, and they rushed to the hospital. But Marge couldn't wait. The baby was born on the way.

I Have to Go

- Oh, no! It's three o'clock. I have to go.
- What? Why so early?
- I'm supposed to babysit for my brother at four o'clock.
- Can't you stay until at least four?
- No, really. I can't. I'm supposed to be home at 3:30.
- Well, OK. See you later.

Road Accidents

Word	Definition	Example Sentence
accident, n.	something sudden, usually bad, that is unplanned, such as cars hitting each other	There was a traffic accident outside my house.
ambulance, n.	a special car with a siren that takes people to hospitals quickly	Quick! Can someone please call an ambulance?
broken leg, exp.	when the bone in the leg is in two or more pieces	Paul fell, and now he has a broken leg.
dangerous, adj.	likely to cause harm or some kind of injury	It's dangerous to ride a bike in the middle of the road.
emergency room, n.	a part of a hospital that deals with people who need immediate medical help	The ambulance came and took Susie to the emergency room.
hurt, v.	to injure or damage in some way	Did you hurt your head when you fell?
over the speed limit, exp.	faster than is allowed on a particular road	You should never go over the speed limit.
run out of gas, exp.	to use up all the gas in the car	Please go to the gas station before you run out of gas.
rush, v.	to hurry, do something quickly	I rushed home so I wouldn't be late for dinner.
serious, adj.	something that could be dangerous and/or make you worry	Dan was in a serious car accident, but luckily, he's fine.
signal, v.	to use lights to show that you will turn left or right while driving	Signal before you turn left or right.
wrong side of the road, exp.	the side of the street (or lane) where cars are coming from the opposite direction	He was so tired; he almost drove on the wrong side of the road.

Unit 9: Banking

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Investing

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- Direct deposit
- Compound interest on savings accounts

Online/mobile banking: Bank closed? No time to go to a branch? No problem. With online and mobile banking, you'll be able to access your accounts anytime, anywhere.

Text and phone banking: You can check your balance, pay bills, and more, by texting on any cell phone or calling on any touch-tone phone.

Debit card: With a Seaview National Bank debit card, you'll have no bills to pay later. Make a purchase, and the money is withdrawn automatically from your checking account. Seaview debit cards can also be used as ATM cards, and have no annual fee.

Direct deposit: You can sit back and relax as your paycheck gets deposited directly into your checking or savings account.

Compound interest: Let your savings grow quickly by earning compounded daily interest. That's interest on your interest!

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- Suzy: I don't remember the last time I went to the bank. I do all my banking online. It's super easy and saves me a lot of time.
- Sam: In my country, the banks are always busy. You have to wait in line a long time to get served. It's a huge waste of time.
- Violet: Banks in my country are never open! They close really early so it's hard to get to the bank if you have a full-time job.

The Machine Ate My Bank Card!

- Max: Sorry I'm late. You'll never guess what just happened.
- Thea: What? What just happened?
- Max: I stopped by the ATM to take some cash out and the machine swallowed my card!
- Thea: Are you sure?
- Max: Of course I'm sure. The machine ate my bank card! It won't give it back to me.
- Thea: Oh, bad luck!
- Max: Bad luck! This is a disaster. I'm flying to Boston tomorrow morning — I don't have any cash, the ATM ate my card, and all the banks are closed.

Thea: You know you should really look into mobile banking. You can deposit your checks electronically, and there's someone to help 24 hours a day. AND they have cardless cash withdrawal. No more lost cards!

Max: Thank you for the information, Thea. I'm really glad you are so excited about mobile banking. But that doesn't help me now. I need to speak to someone.

Thea: Take a look at your phone's app store. Maybe your bank has a mobile banking app you can download.

Max: Yes! Yes, it does. Here it is — BSC mobile banking app. Cardless cash withdrawals — No extra fees. That's perfect. I'm downloading it right away! Now all I have to do is go back to the ATM, enter the six-digit PIN that the app sends me, and take out my money.

Thea: That's great! I'll pay for my coffee and then we can go.

Max: Ah there's no rush I'll just have something to drink then we can go.

Thea: No. Actually you should probably go right away.

Max: Why?

Thea: I left my wallet at home. I can't pay the bill.

Opening a Bank Account

Bank Clerk: Good afternoon. How can I help you?

Customer: I'd like to open a student checking account.

Bank Clerk: Then, I recommend our "College Right" checking account for students.

Customer: Does this account have a monthly maintenance fee?

Bank Clerk: Yes, there's a monthly fee of £5.

Customer: Do you have any checking accounts which don't have a maintenance fee?

Bank Clerk: Yes, our Premium checking account doesn't have a monthly fee. But you do need to keep a minimum balance in the account.

E-mails of Inquiry and Response

From: Shannon Blake
 To: DBHI Capital Bank Customer Service
 Subject: Questions about Primary Checking

Dear Customer Service Representative,

I just opened a DBHI Primary Checking Account online, with a deposit of \$600, and would like to clarify a couple of things.

First of all, does Primary Checking have a monthly maintenance fee? Secondly, I saw online that Primary Checking customers can receive a free debit card. Is this true?

I'd also like to know what measures DBHI Capital takes to ensure that card users' information remains secure.

Thanks, and I look forward to hearing from you.

Sincerely,
Shannon Blake

From: DBHI Capital Bank Customer Service
To: Shannon Blake
Subject: Re: Questions about Primary Checking

Dear Shannon Blake,

Thank you for inquiring about our Primary Checking Account. We'd be happy to answer your questions.

Regarding a monthly maintenance fee, Primary Checking has no fee, as long as you meet one of the following requirements each month: 1. You have a minimum balance of \$500 in your account. 2. You make a deposit of at least \$250 into your account. If you do not meet one of these two requirements, there will be a \$12 maintenance fee for the month.

Regarding the security of the Primary Checking debit card, you can relax knowing that all DBHI Capital credit and debit cards use advanced chip technology. Our chips encrypt all personal data, offering customers the highest degree of privacy protection.

If you have further questions, please e-mail again or contact our Customer Service Center at 1-800-555-6555.

Best regards,
The DBHI Capital Bank Customer Service Team

www.DBHI.com

DBHI Capital Bank
Banking Made Simple

Banking Made Easy

Stay in touch with your money from anywhere in the world with DBHI Capital Bank Mobile Banking.

DBHI Capital Bank Mobile Banking is the world's largest online bank. Twenty-four hours, seven days a week, your money and accounts are right at your fingertips. Do all your banking right from your computer, tablet, or smartphone. You will never have to enter a bank again!

View account information
Transfer money
Make deposits
Find the nearest ATM

Pay bills

Our representatives are here to help you anytime of the day with all your personal banking needs.

To learn more about our quick and easy way to manage your banking, e-mail us at Mobile@DBHI.com.

Banking Trends

Narrator: Listen to part of a talk on banking trends.

Lecturer: Today's lecture is about trends in banking. I'm going to talk about three major trends: mobile banking, improved security, and social media.

The first trend is mobile banking — more and more people are using their smartphones to do their banking. With mobile banking, you're able to do your banking from anywhere in the world. There's even an app to deposit checks. All you have to do is sign into your account, take a picture of the check with the camera on your device, and submit the image for deposit.

Other apps let you make mobile payments at stores. You save your credit or debit card information on your mobile device. To pay, you just hold your phone over a special reader at the checkout counter.

Another trend we're seeing is more secure payment systems. Newer identification methods use biometrics. When you use biometrics, your physical traits, such as your face, eyes, and fingerprints, are scanned into a computer. The information is then saved in a database. The next time you go to your bank, you're scanned again. If your scan matches, you can access your account!

Biometrics makes life much harder for hackers and people who want to steal your identity.

The third trend I'd like to talk about is the use of social media. Banks today are interacting more and more with their customers on social media sites. Customers use their bank's social media site to post questions or complaints. Banks are also using social media to find out more about their customers' interests and banking needs.

Another combination of banking and social media is 'peer-to-peer,' or 'p2p,' money transfers. These are apps that connect to social media sites, so you're able to send money directly to your friends.

To review, the three banking trends we discussed today are: mobile banking, advanced security methods, and use of social media. Keep an eye out for these trends and watch how they shape the future of banking.

Banking

Word	Definition	Example Sentence
borrow, v.	take money from someone with the promise of paying them back at a later date	I paid back my sister the \$20 I borrowed from her last week.
cash, n.	money you use in the form of bills or coins	I only have a five-dollar bill, so I didn't have enough money to pay in cash.
cash dispenser, n.	machine you use to take out money from your bank account (also known as ATM – Automatic Teller Machine)	You must insert your bank card into the cash dispenser in order to take out money.
checking account, n.	bank account from which you can take money out at any time	I have to make sure I have enough money in my checking account before I write the check.
compound interest, n.	interest based on the original amount of money and the interest it has already earned	I started my savings account with \$2,000, but now with compound interest I have \$2,662 in the account.
debit card, n.	special plastic card you use to pay for things which takes out money directly from your bank account	I didn't have enough money in my wallet, so I used my debit card to pay for the groceries.
deposit, v.	put money into a bank account	I have to go to the bank to deposit a check.
loan, n.	money a bank lends to someone	I took a loan out from the bank so I could buy a car.
maintenance fee, n.	money that you pay to a bank to manage your account	There is a small monthly maintenance fee you have to pay in order to have an account at our bank.
overdraft, n.	amount of money a person can spend that is over the amount in his/her bank account	If the overdraft in my bank account is more than \$25, I need to pay a fee to the bank.
savings account, n.	bank account where people put money they want to save for the future	We opened a savings account so that we'll be able to pay for college.
withdraw money, exp.	take money out of a bank account	Before I go shopping, I need to withdraw some money.

Unit 10: Gadgets

Digital World Readers' Favorite Apps

Apps are programs that give you specific information or allow you to do different tasks on your smartphone.

Apps make smartphones more user-friendly. Viewing Web sites on a phone is possible, but can be tedious. Web sites are hard to read on a small screen, and it's difficult to type a Web address in the small window. Web pages often load slowly on a phone and don't always work well.

That's why many businesses have app versions of their Web sites. Apps are specially programmed for handheld devices, so they load quickly and fit the screen. And to open them you just click the icon, no need to type in an address.

We asked our readers to recommend their most useful apps and here's the list we came up with:

1. U Wing It – Want to take a vacation? First, type in where you want to go. Then U Wing It will tell you the cheapest times to fly to that destination.
2. Customize – Tired of your smartphone wallpaper or ringtone? Customize offers the largest choice of wallpapers, alarms, and ringtones of any app we've ever seen. Users can also share their own wallpaper designs on the app.
3. Culture Questing – Looking for cultural activities? This app will show you which cultural events are taking place near you. You can search by topic, such as art, music, or theater.
4. Buy My Pic – With this app you can submit photos to a photo marketplace. Who knows? Maybe your photo will be purchased for use in products, marketing, or advertising.

Student Hackathon

Interviewer: I'm here today at the Digi-tech 24-hour Student Hackathon. And with me is the winning team of programmers from Stanleyville College. Congratulations you guys! Luisa, can you tell us a little bit about your app?

Luisa: Sure! 'Clothes Matcher' is an app for people with color blindness.

Interviewer: How does that work?

Luisa: People who are color-blind have a hard time telling the difference between certain colors. They often can't tell if one item of clothing matches another.

Kenny: So, we decided to create a mobile app to help them know which pieces of clothing go together. All you need to do is take a selfie with your phone, and the app will let you know if you're good to go!

Interviewer: And what was it like taking part in this 24-hour hackathon?

Maria: It was incredibly hard work, but I really loved the challenge of tackling a project that usually takes weeks or months to complete, and doing it in just 24 hours.

Interviewer: And what about the rest of the team?

Kenny: I knew we had a great idea, but I was worried we wouldn't be able to finish on time.

Luisa: Yeah, at the last minute we had some tricky bugs and problems with the code. But in the end, it all worked out.

Interviewer: So, what are your plans for the future? Do you think this could be the making of a start-up?

Maria: Well, our first plan is to go home and get some sleep!

Kenny: Yeah, absolutely! But after that we might start thinking of turning this into a commercial product.

Interviewer: Well, good luck in whatever you decide to do. And once again, congratulations! Back to you!

Choosing a Device

Salesclerk: Good afternoon. Is there anything I can help you with today?

Customer: I can't make up my mind whether to buy a tablet or a laptop.

Salesclerk: There are pros and cons to each. What do you need it for?

Customer: I want to go online, check my e-mail, and watch some movies.

Salesclerk: Then I think a tablet is the best option. They're cheaper, too!

Customer: Is there any difference in battery life?

Salesclerk: Yes, that's another advantage; tablets have a much longer battery life.

Tech-Trend Gadget Expo

- The biggest gadget show in the country!
- Learn about the latest trends in technology.

You'll see the latest and greatest in:

- Smartwatches and other wearable technology
- Cameras
- Computers
- Computer gaming
- Apps
- E-books
- Smartphones
- 3-D printers...and more!

Attend one of our many lectures, including:

- 'The Future of Fashion: 3-D Printed Clothing'
Learn about the technology that lets you print out clothing you can wear.
- 'The Internet of Things: When Everything We Own Will Be Smart'
We have smartphones and smartwatches. Soon our homes will be filled with smart objects.
- 'The Future of Gadgets and Gizmos'
Find out what gadgets we'll be all using in the next 5-10 years.

Visit the Interactive Zone, where you can try out new tech devices.

Drop by Thursday's flash sale (12:00 P.M. – 4:00 P.M.), and buy gadgets at discounted prices!

The show will include demos, speakers, entertainment, food, and lots more!

Thursday, October 20th – Sunday, October 23rd at the Piedmont Convention Center

Seattle, Washington

8:00 A.M. – 5:30 P.M.

www.gadgetexporeviews.com

TechNews Blog

Tech-Trend Gadget Expo

Posted 4 hours ago by TechNews contributor: Enzo Rossi

I just got back from the annual Tech-Trend Gadget Expo. And it was as fun and exciting as usual. There were gadgets galore! This year there was even a section for people to try out the latest gadgets and tech devices. I got to fly a picture-taking drone!

But what was the main focus of this year's show? Smart objects. But I don't mean just new and improved smartphones or smartwatches. I mean smart everything – smart TVs, smart cars, and smart kitchen appliances. Almost any object I could think of was there, connected to the Internet or smartphone, gathering and giving information.

There were many wearables that monitor health. Some were bands you wear around your wrist that measure heart rate and blood pressure. Some wearables send health information straight to your doctor. There was even a smart bed that uses 500 sensors to let you know how well you sleep. It sends the results to your smartphone, tablet, or computer.

This trend, to connect objects to a computer device to make it smart, is called the Internet of Things. I attended a lecture on the topic, and learned that soon, we'll find the Internet of Things in all areas of our lives. We'll have smart homes, smart offices, and smart cities. Then, the Internet of Things will no longer be a trend. It'll just be a way of life.

Technology Podcast

Narrator: Listen to part of a podcast on new trends in technology.

Hannah: The Internet of Things. This is podcast #21 of More to Know. I'm Hannah Keaton. All you techies out there may have heard of the 'The Internet of Things.' What is the Internet of Things? Technology forecaster, Jules Wright, is here with us today to answer that question. Welcome, Jules.

Jules: Thanks, Hannah. Pleasure to be here.

Hannah: Jules, tell us about the Internet of Things.

Jules: Well, you know how there are smartphones and smartwatches? The Internet of Things (also known as IoT) refers to the idea of making all devices 'smart' by connecting them to the Internet. Everything from your clothes to your coffeemaker will be able to get and send information. For instance, a bed that will help you get a more restful sleep by tracking your sleep patterns. A device

in a flowerpot will remind you to water your plant. Your alarm clock will wake you up earlier if there's heavy traffic on the way to work. A refrigerator will keep track of how much of an item you have, and order more of it online before it runs out.

Hannah: That's very cool. And what will make these objects smart?

Jules: They'll have special electronics and software inside, plus a continuous connection to the Internet. And they'll send and receive information using sensors and other technology. But the ultimate idea behind IoT is that objects will communicate with each other. They'll do this by collecting and exchanging information. When you're driving home in the winter, for example, your car will tell the heating system in your home to raise the temperature. So by the time you get home, it'll already be nice and warm. The Internet of Things is expected to affect almost every part of our lives. Our world will be one big information system.

Hannah: That sounds very exciting. However, it sounds almost too good to be true. There must also be some drawbacks to IoT. We're going to take a short break for a message from our sponsors. When we return, Jules will share with us some of the possible disadvantages of the Internet of Things.

Gadgets

Word	Definition	Example Sentence
app, n.	software program for smartphones and tablets (short for "application")	This cell phone app will really help you learn English.
charger, n.	device that recharges (fills with electricity) a battery or battery-charged equipment	My phone just died; do you have a charger?
digital camera, n.	camera that records pictures and video as a computer file	With my new digital camera, I can save my pictures on the computer.
digital device, n.	small computerized machine that does a certain job or task	This small digital device can check your blood pressure.
gadget, n.	small, useful or unusual device that often uses new technologies	At the show they had many cool gadgets and inventions, like a picture-taking drone.
hackathon, n.	event where people create computer programs in a very short amount of time	I'm here at the Digi-Tech 24-Hour Student Hackathon, looking at all the software and inventions students are creating.
laptop, n.	computer you can carry with you	Many people bring their laptops to the coffee shop to do work.
programmer, n.	someone who writes instructions for a computer to tell it what to do	The programmers are trying to get the computer program to work.
smartphone, n.	cell phone that is able to do many things a computer can do, such as connect to the Internet	My new smartphone can do so many things; I barely need to use my computer!
storage, n.	place to save and access your computer files	My computer doesn't have enough storage for all my photos.
tablet, n.	flat, easy-to-carry computer that is smaller than a laptop but larger than a cell phone	When I'm waiting for a bus or train, I just watch movies on my tablet.
trend, n.	current style, or fashion	At the show, you'll see the latest trends in computers and electronics.

Intermediate 2 - Course Map

Unit Name	Lesson
Unit 1: Buying A Car	Ad
	Buying A Used Car
	The Car
	Conditionals: Real
	Cars
Unit 2: Accidents	Be Careful!
	Cliff Terror
	Look Out!
	Past Perfect: Progressive
	Accidents
Unit 3: Problems	Family
	A Foreign Affair
	Fried Fish
	Past Perfect: Simple
	Attending a Party
Unit 4: Helping Out	Welcome to the Neighborhood!
	She Owes You a Favor
	Let's Go
	Past Perfect: Review
	Reported Speech: Statements and Questions
	Home Repairs

Unit 5: Dreams And Ambitions	The Promotion
	The Singer
	Assignments
	Conditionals: Unreal
	Adjectives 4
Unit 6: Money Matters	Quiz
	Get Your Money's Worth
	The Raise
	Reported Speech:
	Time Aspects
Unit 7: Politics	News
	Brown's Campaign Problems
	New Manager
	Reported Speech: Review
	Politics
Unit 8: Instructions	Forecast
	Flight Information
	Would You Mind
	Causatives/Permissives: Active
	Causatives/Permissives: Passive
	Crime 2
Unit 9: Recycling	Introduction: Recycling
	City of Lakeview Recycling Tips
	Trash for Treasure
	Home Recycling Survey
	An Upcycling Workshop
	Helping the Environment

Unit 10: Movie Making	Introduction: Movie Making
	Real Motion Film Festival
	On the Film Set
	Working in the Movie Industry
	The International Film School
	Digital Technology and the Movie Industry

Scope and Sequence

Unit 1: Buying A Car

Unit Description

This unit deals with various aspects of buying a car. Learners will listen to a radio interview with two people who have just bought a car. They will listen to and take part in a dialogue in which a man tries to persuade a woman to buy his car, and will read a notice with tips on buying a used car. The grammar section deals with real conditionals. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of cars.

Lesson	Summary	Objectives
Ad	A radio interview with customers at Car City about the bargains they found there.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a radio ad. classify information from a radio ad according to categories.
Buying a Used Car	A notice with pointers about what to do and what not to do when buying a used car.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a notice. draw inferences on the basis of the information in a notice. use the information in a notice to complete a related ad.
The Car	A man is persuading a woman to buy a second-hand car.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they persuade someone/refuse an offer.
Conditionals: Real	Presentation and practice of real conditionals.	Learners will: <ul style="list-style-type: none"> use real conditionals to talk about real possibilities in the present in sentences.

Cars	Presentation and practice of vocabulary associated with the topic of cars.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze• sentences.
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Unit 2: Accidents

Unit Description

In this unit learners will watch a video clip of someone who hurts his back because he insists on lifting a heavy object by himself. They will listen to and take part in a dialogue in which a woman reprimands another woman for riding her bike dangerously, and will read a story about two girls who get lost on a climbing trip. The grammar section deals with the Past Perfect Progressive. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of accidents.

Lesson	Summary	Objectives
Be Careful!	A video clip where a father hurts his back after his daughter warns him not to lift the heavy object.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of a video. draw inferences based on the information in a video. comprehend vocabulary used in context.
Cliff Terror	Susan and Ellen join a hiking group on a trip to Canyon Park. They get separated from the group and find themselves on a cliff.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a story. understand the cause and effect relationships in a story.
Look Out!	A woman is reprimanding another woman for riding a bicycle dangerously.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. will take part in a dialogue in which they warn/accept a warning.
Past Perfect: Progressive	Presentation and practice of the Past Perfect Progressive.	Learners will: <ul style="list-style-type: none"> use the Past Perfect Progressive in sentences and questions to talk about actions or situations that continued up to a certain point in the past.

Accidents	Presentation and practice of vocabulary associated with the topic of accidents.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.
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Unit 3: Problems

Unit Description

This unit deals with everyday problems. Learners will listen to a voice-mail message in which a woman asks her friend to do her a favor because her car has broken down. They will listen to and take part in a dialogue in which a man is commenting on the meal he received in a restaurant, and will read a story about a man getting ready for and attending a party he doesn't want to go to. The grammar section deals with the Past Perfect Simple. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of attending a party.

Lesson	Summary	Objectives
Family	A voice-mail message in which Lori asks Marcy to pick up a dress at the cleaners for her.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a voice-mail message. understand the cause and effect relationships in a voice-mail message.
A Foreign Affair	In this story Danny attends a party with his wife, Erica, a politician.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a story. use the information in a story to complete an e-mail message. use implicit information in a story to predict its continuation.
Fried Fish	A man is expressing satisfaction/dissatisfaction to a waiter about the food he received.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they express satisfaction/dissatisfaction.
Past Perfect: Simple	Presentation and practice of the Past Perfect Simple.	Learners will: <ul style="list-style-type: none"> use the Past Perfect Simple in sentences to emphasize that one event happened before another, and in reported speech when the main verb is in the Past or Present Perfect.

Attending a Party	Presentation and practice of vocabulary associated with the topic of attending a party.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.
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Unit 4: Helping Out

Unit Description

This unit focuses on people who have helped others out. Learners will watch a video clip in which a neighbor offers help to his new neighbor. They will listen to and take part in a dialogue in which a student asks for help with an assignment, and will read a story about someone helping out a friend. The grammar section deals with a review of the Past Perfect, and Reported Speech - statements and questions. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of home repairs.

Lesson	Summary	Objectives
Welcome to the Neighborhood!	A video clip in which Eric introduces himself to his new neighbor, Steven, who comes from Chicago.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of a video. draw inferences based on the information in a video. comprehend vocabulary used in context.
She Owes You a Favor	A story in which Barry tells his friend Marcello about his experiences the previous night.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a story. draw inferences on the basis of information in a story
Let's Go	A female student is talking to a male student sitting in the library. She is asking for help with a geography assignment.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they ask for/agree to help and make/accept a suggestion.
Past Perfect: Review	Review of the Past Perfect.	Learners will: <ul style="list-style-type: none"> consolidate their knowledge of the use of the Past Perfect Simple, Progressive and in reported speech, to differentiate between two actions that occurred in the past that are mentioned in the same sentence.

Reported Speech: Statements and Questions	Presentation and practice of statements and questions in reported speech.	Learners will: <ul style="list-style-type: none">• use reported speech in questions and statements to report or describe ideas without using the speaker's exact words.
Home Repairs	Presentation and practice of vocabulary associated with the topic of home repairs.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.

Unit 5: Dreams and Ambitions

Unit Description

This unit focuses on dreams and ambitions. Learners will watch a video clip where friends meet to discuss some great news. They will read a story about a girl who dares to try out for the school concert. The grammar section deals with the unreal conditional. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of adjectives.

Lesson	Summary	Objectives
The Promotion	A video clip in a restaurant where two friends, Peter and Jeremy, meet so that Jeremy can tell Peter some great news.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of a video. draw inferences based on the information in a video. comprehend vocabulary used in context.
The Singer	In this story, Cindy, who loves to sing but doesn't have much self-confidence, finally tries out for the school concert.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a story. apply knowledge of contrast markers to understand ideas in a story.
Assignments	A female student is requesting a history assignment from a male student.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they ask for/give something.
Conditionals: Unreal	Presentation and practice of unreal conditionals.	Learners will: <ul style="list-style-type: none"> use unreal conditionals to talk about things that are impossible or unlikely to happen in the present and future.

Adjectives 4	Presentation and practice of vocabulary associated with the topic of adjectives.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.
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Unit 6: Money Matters

Unit Description

In this unit learners will listen to a radio quiz in which contestants compete for prizes. They will listen to and take part in a dialogue in which a woman is telling a colleague that she asked her boss for a raise, and will read an article about the problems of buying good furniture at reasonable prices. The grammar section deals with time aspects of reported speech. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of finance.

Lesson	Summary	Objectives
Quiz	"Know Your Composers" is a radio quiz show about music composers.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a radio quiz show. apply knowledge of reported speech to understand information in a radio show.
Get Your Money's Worth	An article describing the difficulties of buying furniture.	Learners will: <ul style="list-style-type: none"> apply knowledge of direct and reported speech to understand advice given in an article. draw inferences from information in an article. use the information in an article to complete an advertisement.
The Raise	A woman telling her male colleague that she asked her boss for a raise.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they report information.
Reported Speech: Time Aspects	Presentation and practice of time aspects of reported speech.	Learners will: <ul style="list-style-type: none"> use the correct tense and time expressions in sentences using reported speech to talk about what someone said.

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

Unit Description

In this unit learners will listen to a radio newsbreak of the results of an election. They will listen to and take part in a dialogue in which two colleagues are exchanging opinions on the hiring of a new manager, and will read an article about a fire at the election headquarters of a local politician. The grammar section deals with a review of reported speech. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of politics.

Lesson	Summary	Objectives
News	A radio newsbreak on the results of the recent elections.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a radio news report. use their knowledge of reported speech to understand information in a radio report.
Brown's Campaign Problems	An article about a recent fire, believed to be arson, at the headquarters of election candidate, Mr. James Brown.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in an article. apply knowledge of direct and reported speech to understand information in an article. use information in an article to complete a report.
New Manager	Two businessmen in an office are exchanging opinions on the hiring of a new manager.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they express displeasure about something.
Reported Speech: Review	Review of reported speech.	Learners will: <ul style="list-style-type: none"> consolidate their knowledge of reported speech to talk about what someone says or thinks without using their exact words.

Politics	Presentation and practice of vocabulary associated with the topic of politics.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.
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Unit 8: Instructions

Unit Description

This unit deals with instructions of various kinds. Learners will listen to a radio program with instructions on preparing your home for stormy winter weather. They will listen to and take part in a dialogue in which a worker gives instructions to a colleague, and will read instructions about clearing customs and claiming baggage after a flight. The grammar section deals with Causatives/Permissives: active and passive voice. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of crime.

Lesson	Summary	Objectives
Forecast	On the radio program, "The Home Repair Show," Hank Hanson tells listeners what they should do to prepare their homes for winter.	Learners will: <ul style="list-style-type: none"> understand factual information in a radio home advice program.
Flight Information	Instructions to help passengers get through customs and baggage claim easily.	Learners will: <ul style="list-style-type: none"> follow instructions. apply knowledge of sequence markers to understand the sequence of events in a process. identify the target audience of instructions.
Would You Mind	A woman is giving polite instructions to a young man sitting at a computer.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they give/receive polite instructions.
Causatives/Permissives: Active	Presentation and practice of the active form of causatives and permissives.	Learners will: <ul style="list-style-type: none"> use causatives and permissives in active, affirmative, and negative sentences and questions, to describe situations in which a person allows or obliges someone to do something.

Causatives/ Permissives: Passive	Presentation and practice of the passive form of causatives and permissives.	Learners will: <ul style="list-style-type: none">• use causatives and permissives in passive sentences and questions, to emphasize the receiver of an action that we want done to something or someone.
Crime 2	Presentation and practice of vocabulary associated with the topic of crime.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.

Unit 9: Recycling

Unit Description

This unit is about recycling. Students will become familiar with words and phrases related to the topic, identify prefixes and suffixes and use them to talk about recycling. Students are presented with and practice the comprehension strategy identifying cause and effect. Students will read a leaflet about recycling tips and talk about recycling programs where they live. They will watch a video about swapping things they no longer need and write a dialogue continuing the story of the video. Students will watch a video and take part in a conversation and a branching conversation about a recycling survey. They will read a poster and an e-mail about an upcycling workshop and persuade a friend to go to one of the workshops they read about. Students will watch a slide show about helping the environment and write a summary of the lecture.

Lesson	Summary	Objectives
Introduction: Recycling	The topic of recycling is introduced. Students are exposed to and practice words and phrases on the topic. Prefixes and suffixes are presented and practiced.	Learners will: <ul style="list-style-type: none"> • activate prior knowledge on the topic of recycling. • identify recycling vocabulary in response to sounds, words and pictures. • discriminate between different words and phrases related to the topic. • match vocabulary to definitions and complete cloze sentences. • understand and identify prefixes and suffixes to understand the meanings of words. • complete sentences by adding prefixes and suffixes to words. • complete a dialogue using appropriate words and phrases from the unit.
City of Lakeview Recycling Tips	The comprehension strategy identifying cause and effect is presented and practiced. Students read a leaflet about recycling tips. They then talk about recycling programs where they live.	Learners will: <ul style="list-style-type: none"> • understand the general meaning and significant details of a leaflet. • match ways to recycle items according to categories. • identify examples that show cause and effect in a leaflet.

		<ul style="list-style-type: none"> talk about recycling programs in their area.
Trash for Treasure	Students watch a video about recycling by doing a swap. They then write a dialogue continuing the story of the video.	Learners will: <ul style="list-style-type: none"> comprehend the general meaning and significant details in a video clip. draw inferences on the basis of information from a video clip. complete sentences using appropriate words and phrases from the unit. correct an e-mail from one friend to another. write a dialogue between one of the characters from a video clip and his friend.
Home Recycling Survey	Students watch a video and take part in a conversation about a recycling survey. They then take part in a branching conversation.	Learners will: <ul style="list-style-type: none"> comprehend the general meaning and significant details of the video clip. draw inferences on the basis of information from the video clip. take part in a conversation about a recycling survey. orally respond to statements from a conversation. take part in a branching conversation about ways to recycle.
An Upcycling Workshop	Students read a poster advertising an upcycling workshop and an e-mail asking questions about the workshop. They then tell a friend about one of the workshops they read about and persuade the friend to come with them to the workshop.	Learners will: <ul style="list-style-type: none"> read a poster and an e-mail about an upcycling workshop . draw inferences on the basis of information from a poster and an e-mail. identify examples of cause and effect across two texts (a poster and an e-mail). persuade a friend to come with them to an upcycling workshop.

Helping the Environment	Students watch a slide show about helping the environment. They then write a summary of the lecture.	Learners will: <ul style="list-style-type: none">• understand the main ideas and supporting details in a slide show.• use information from the slide show to answer questions.• classify information about and examples of recycling, upcycling, and downcycling.• write a summary of a slide show and explain the difference between recycling, upcycling and downcycling.
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Unit 10: Movie Making

Unit Description

This unit is about movie making. Students will become familiar with words and phrases on the topic, identify and practice past tenses and use them to talk about movie making. Students are presented with and practice the comprehension strategies, identifying important details and scanning. They will read a Web page about a film festival and talk about a film they would like to make. Students will watch a video on a film set and write about the day from the point of view of one of the actors. They will watch a video, take part in a conversation and a branching conversation on working in the film industry and write about a job they would like to do in the film industry. Students will read a poster and an e-mail about The International Film School, and write an e-mail of inquiry. They will watch a podcast about changes in the film industry and write a paragraph about the effects of digital technology on the movie industry.

Lesson	Summary	Objectives
Introduction: Movie Making	The topic of movie making is introduced. Students are exposed to and practice words and phrases on the topic. Past tenses are presented and practiced.	Learners will: <ul style="list-style-type: none"> • activate prior knowledge on the topic of movie making. • identify vocabulary related to the movie-making industry in response to sounds, words and pictures. • discriminate between different words and phrases related to the topic. • match vocabulary to definitions and complete cloze sentences. • recognize and understand the Past Progressive and Past Simple tenses to talk about things that have already happened. • complete sentences by typing the correct Past Simple forms of verbs.
Real Motion Film Festival	The comprehension strategies identifying important details and scanning are presented and practiced. Students read a Web page about a film festival. They then talk about a film they would like to make.	Learners will: <ul style="list-style-type: none"> • identify and understand the main idea and important details in a Web page. • identify important details in a Web page to answer questions. • draw inferences on the basis of information from a Web page. • talk about what kind of film they would submit to a film festival.

On the Film Set	Students watch a video of two actors on a film set. They then imagine they are one of the characters in the video and write about their day on the film set.	Learners will: <ul style="list-style-type: none"> comprehend the general meaning and significant details of a video clip. draw inferences on the basis of information from a video clip. organize the events in a video clip in the correct order. imagine they are one of the characters in a video and use the Past Simple and Past Progressive to write about their day on the film set.
Working in the Movie Industry	Students watch a video and take part in a conversation about working in the film industry. They then take part in a branching conversation.	Learners will: <ul style="list-style-type: none"> comprehend the general meaning and significant details in a video clip. draw inferences on the basis of information from a video clip. take part in a conversation about working in the movie industry. orally respond to statements from a conversation. take part in a branching conversation in which they talk about different jobs in the movie industry. write about a jobs they would like/not like to do in the movie industry.
The International Film School	Students read an excerpt from a poster and an e-mail about The International Film School. They then write their own e-mail of inquiry.	Learners will: <ul style="list-style-type: none"> understand the main ideas and important details in an excerpt from a poster and an e-mail. classify information from a poster into categories. match descriptions of courses mentioned in a poster according to course names. correct an e-mail of inquiry to a film school. synthesize information from a poster and an e-mail to write about their

		interest in applying to the film school.
Digital Technology and the Movie Industry	Students listen to a podcast about changes in the movie industry. They then write a paragraph about how digital technology has affected the movie industry.	Learners will: <ul style="list-style-type: none">• understand the main ideas and supporting details in a podcast.• use information from a podcast to answer questions.• complete collocations from a podcast.• write a summary of what they learned from a podcast about how digital technology has affected the movie industry.

Lesson Texts

Unit 1: Buying A Car

Ad

- Announcer: It's the end-of-the-year sale, and here at Car City you'll find fantastic bargains! We have brand new and used cars, economy-sized cars, and luxury models, all at reasonable prices! Don't make the same mistake that Ron Gardner made. He bought a used luxury car somewhere else and isn't satisfied with it. Ron, tell us about it.
- Ron: That's right. My name's Ron, and I just bought a used car about a week ago. If I had come to Car City first, I could have bought the latest model of the same car at the same price! And with extra features, too.
- Announcer: Lara Davids, tell us about the wonderful deal you got at Car City.
- Lara: Hi. I'm Lara! I just bought a brand new Beamer Coyote. It's so beautiful! It's automatic and has all the latest features! The best part is the price. I paid ten percent as a down payment, and I'm paying the rest off in monthly payments. When I told my sister about it, she said that she had just bought a car here, too, and had gotten a really great deal. Everybody's coming here, so if you don't come now, there won't be any cars left!
- Announcer: You heard it, folks. Car City is the place to buy cars. We guarantee you won't find a better deal anywhere!

Buying a Used Car

When buying a used car, the first rule is: Don't go alone! Get a friend to go with you. Also, if you decide to buy a car through a used-car dealer, try to have someone recommend a good dealer. Next, decide what kind of car you have in mind. Consider the different features that you'd like your car to have. For example, do you want an automatic gearshift? Do you want the latest luxury model, or something older? When you have found a car you like, ask the dealer to let you drive it. Before you make up your mind, you ought to have it checked by a mechanic. If he is satisfied with it, you can then start bargaining with the dealer about the method of payment and price.

The Car

- Here it is. Only \$5,000.
- Hmmm. This isn't exactly what I had in mind.
- Well, I could lower the price to \$4,000.
- No... this just isn't what I need.
- I could paint it for you. What color would you like?
- No. I'm sorry. This car simply isn't what I wanted.

Cars

Word	Definition	Example Sentence
automatic gearshift, n.	a car part that makes the car change from one gear to another	I want to buy a car with an automatic gearshift.
break down, phrasal verb	to stop working	The car broke down on the way home, and they had to call their mechanic.
dealer, n.	a person who sells cars	Greg bought his car from a dealer in Chicago.
economy-sized, adj.	small, inexpensive to use	I'd rather have an economy-sized car than a big car.
extra features, exp.	special functions that are added to something to make it better	The extra features include a DVD player in the backseat and a GPS system, which tells you where to go.
great deal, exp.	a bargain, a low price	Rick got a great deal on his new car.
have work done, exp.	get something fixed or changed	I'm having work done on my kitchen.
latest model, exp.	newest version of a machine	I have a car just like yours, but it's the latest model.
luxury, adj.	fancy, with all the comforts	When on vacation, we pay extra to stay in a luxury hotel.
oil leak, n.	when oil drips out through a hole in something	Please check to see if my car has an oil leak.
tires, n.	the rubber that surrounds a car or bicycle wheel and is filled with air	Gerard just put air in his tires.
used car, exp.	a car that was originally owned by someone else	I bought a three-year-old used car.

Unit 2: Accidents**Be Careful!**

Father: Fran! Look! I've found an old gramophone.

Daughter: Good for you Dad! How much do they want for it?

Father: Twenty pounds. Should I buy it?

Daughter: Yeah. Sure! Wait! You know you're not supposed to carry things like that on your own. You have a bad back.

Father: Fran, don't worry. I can take care of myself.

Daughter: Be careful with that. I don't want you to hurt yourself.

Father: Ow! Ow!

Daughter: Oh Dad!

Father: I hurt my back!

Daughter: I told you not to carry it by yourself.

Father: I need to lie down.

Salesperson: What happened? Is everything OK?

Daughter: My father, he hurt his back.

Salesperson: Oh no. I'll go get help.

Daughter: Are you OK?

Father: I've been better.

Cliff Terror

Susan and Ellen had been looking forward to their first hiking trip with the University Outdoors Club. Susan was a little afraid, however, because she had never gone hiking before.

"What if I'm too slow? I'll be left behind, and get lost," she said.

"Don't worry," answered Ellen. "If you get tired, I'll have some other student carry you up the hill."

The next day, the group left the city at 5 a.m. as planned. By the time they reached Canyon Park, the sun had risen. They had been hiking for two hours when Susan said, "You were right. Hiking is fun! If I had known how easy this would be, I wouldn't have been so afraid."

Suddenly Ellen realized that they had taken a wrong turn. "Where are the other members of the Outdoors Club? I don't see them anywhere. I think we're lost."

"Oh, no! I knew I shouldn't have come. Who's going to rescue us? Imagine being here all night!"

"Take it easy, Susan. I didn't get us lost on purpose."

The girls arrived at a cliff, and saw an enormous pool of water. Ellen hesitated and said, "Well, we can either go down by rope, or we can jump. Let's use the rope. I'm too scared to jump."

"You? Afraid?!" exclaimed Susan. "You were the one who wanted to go on this hike. Let's jump. It's too rocky and slippery to climb down."

"Susan," said Ellen, "I've never told you this, but I don't know how to swim. I just can't jump into that water."

Susan followed her friend unhappily down the cliff. They had just arrived at the bottom, when suddenly she slipped and fell.

"Oh... my foot!" she cried. Ellen rushed to her side.

"Here. Let me have a look. It's not bleeding. It's only a minor injury." But that didn't stop Susan from complaining. "Ellen, if we get rescued and I recover from this, I will never listen to you again!"

Look Out!

- Look out for that little girl!
- I saw her.
- Are you allowed to ride your bike on the sidewalk?
- Of course. I do it all the time.
- You mustn't ride so fast! You could hurt someone.
- It's OK. I'm very careful.

Accidents

Word	Definition	Example Sentence
afraid, adj.	scared, feeling fear	I'm afraid of spiders.
bleed, v.	to lose blood, to have blood flow out of your body	If your knee keeps bleeding, I'll take you to the hospital.
cliff, n.	the edge of a mountain	Be careful when you stand on the edge of a cliff.
get stuck, phrasal verb	unable to move	We got stuck in the broken elevator.
injury, n.	damage or hurt to your body, such as a broken leg	The doctor is checking to see if Tom has an injury.
left behind, exp.	when someone doesn't take you with them when they go somewhere	If we don't keep up with the group, we'll get left behind.
recover, v.	to become healthy again after being sick or injured	Jill will recover from her injuries.
rescue, v.	to save something or somebody	Casey rescued the kitten from the tree.
rocky, adj.	full of rocks and stones	The mountain is rocky.
slippery, adj.	smooth or wet, a way to describe something that can cause someone to fall easily	The floor is slippery when it is wet.
take a wrong turn, exp.	to go the incorrect way	If you take a wrong turn, you'll be late.
terror, n.	great fear	I felt terror when they started shooting.

Unit 3: Problems**Family**

Hi, Marcy. This is Lori. Would you do me a favor? I'm really stuck. Could you pick up my dress at the dry cleaners for me? I wanted to wear it to the party tonight. I was supposed to get it this afternoon, but my car is still at the garage. The mechanic said that I needed to have a lot of work done on it because of the accident. I've had new tires put on, they've repaired an oil leak, and the brakes needed to be replaced. Thanks a lot. Bye.

A Foreign Affair

"Danny, are you ready yet?" asked Erica impatiently. "If you don't hurry, we're going to be late."

Danny had just finished getting dressed. He was wearing a suit, just as he'd promised. He had even agreed to wear a tie. Danny, a scientist, had never enjoyed formal parties, but now that his wife had chosen a career in politics, he knew he'd have to attend lots of them.

"You look wonderful," said Erica, quickly tying Danny's tie. "Now if you'd only smile..."

"Yes, I know," said Danny. "Smile and be polite."

"Yes, and please don't insult anyone this time, or spill your drink on them."

"Hey, that wasn't my fault. The host's dog was chasing me, and I tripped. I can't help it if I spilled my punch on that woman's dress."

"*That woman* was the wife of the foreign minister! I'm just grateful she had a sense of humor about it. My career could have been ruined."

"Do you think that annoying reporter from 'Chat Magazine' will show up again? Last time, he kept asking personal questions and making bad jokes. If I run into him, I can't promise what I'll say or do."

Erica and Danny arrived at the party. They entered the room and were greeted by several acquaintances.

Danny walked around the room. He heard some people gossiping, and others arguing about the government and the next elections. He saw the reporter, but carefully avoided him.

Everyone was shaking hands with each other and patting each other on the backs, pretending to be friendly.

"I have nothing in common with these people," Danny thought, as he tried to hold a conversation with a wealthy businessman.

"Oh Danny, darling!" called Erica, who was talking to a tall, blonde woman. "Come say hello to Ms. Medina."

Danny looked up. "Uh oh," he thought. Ms. Medina was the wife of the foreign minister. How embarrassing! But Danny put on his best smile, and walked over.

"It's lovely to see you again," he told Ms. Medina, and put out his hand.

Ms. Medina smiled. Maybe you should put that down first," she said, motioning to the glass in Danny's hand.

Danny blushed. "Yes," he said. "I think that's a good idea."

Fried Fish

- Is this what you had in mind, ma'am?
- Yes, it's wonderful.
- And what about you, sir?
- I'm sorry. This is not what I wanted. The fish is fried, not grilled.
- I'm terribly sorry. I believe that the cook was unable to grill the fish because the grill is broken.
- Could you bring me something else, perhaps?
- Yes, of course. Here's the menu again.

Attending a Party

Word	Definition	Example Sentence
acquaintance, n.	people who know each other a little but are not friends	Joan is an acquaintance I know from work.
attend a party, exp.	to go to a party	Mark attended a party for his friend's birthday last night.
get dressed, v.	to put on clothes	I barely had time to get dressed this morning.
gossip, v.	to talk about someone's personal business when he or she is not there	Holly gossips about her friends all the time.
have your hair done, exp.	to get someone to make your hair look nice	She's going to have her hair done before the party.
hold a conversation, exp.	to talk with someone	I love to hold conversations with interesting people.
impress, v.	to make people think you are smart, good, or talented	You don't have to impress people; just be yourself.
In common, exp.	when two people or things have a feature which is the same	We have many hobbies in common.
insult, v.	to say something mean to someone	His mean jokes insult people.
part of the game, exp.	what goes along with participating in a certain activity	Studying for tests is part of the game when you're a student.
run into, phrasal verb	to meet by accident	I ran into my old friend, Al, last week.

show up, phrasal verb

to arrive, to be in attendance

Don't forget to show up to
class on time.

Unit 4: Helping Out**Welcome to the Neighborhood!**

Eric: Hi, I'm Eric. Eric Johnson. I live upstairs, apartment 11.
 Steven: Hi, I'm Steven. Steven Harris.
 Eric: Nice to meet you, Steven. You just moved in, right?
 Steven: Yes, about two weeks ago.
 Eric: Welcome to the neighborhood.
 Steven: That's very kind of you.
 Eric: Where are you from?
 Steven: I'm from Chicago.
 Eric: Really. I've always wanted to go there. Here, let me help you with that.
 Steven: Thanks. Oh no.
 Eric: What's wrong?
 Steven: It was supposed to be the number nine, not the number six.
 Eric: No problem.
 Steven: Ha! Thank you.

She Owes You a Favor

Barry was on his way to class in the morning, when he saw his friend Marcello.
 "Hi, Barry," Marcello said. "You look tired! Were you up all night working on your history assignment?"
 Barry shook his head. "If only I had been. You'll never believe what happened to me last night. At about one in the morning, while I was still working on my history paper, the phone rang."
 "Who was calling you at that hour?" Marcello asked.
 "It was Alison. She said she had gotten stuck. Her car had broken down in the middle of the highway," Barry laughed. "She told me that she had tried to push it to the side of the road. She sounded really worried. Being the nice guy that I am, I told her to take it easy, and that I would be right there."
 "So, what did you do?"
 "Well, she thought the problem was the brakes," Barry explained, "so I took some replacement parts. However, knowing Alison the way I do, I took two quarts of oil and a gallon of gas, too."
 "She sure is lucky that her best friend is a mechanic," Marcello said.
 "Yeah, but it would have been better for me if she had gotten stuck after I had written the history assignment," Barry replied. "I didn't get home until four in the morning! And the assignment is due tomorrow."
 Marcello smiled. "Well, Alison is very good at history...and she does owe you a favor..."
 Barry smiled, too. "You know what? You're right! I think I'll call her right now!"

Let's Go

- Hi, Steve. Would you mind helping me with the geography assignment?
- Sure, if I'm able to.
- Thanks. I don't like studying in the library. It's so noisy.
- I agree. It's always cold here, too.
- Well...we could study in my room. It's quiet there.
- OK. Let's go.

Home Repairs

Word	Definition	Example Sentence
advice, n.	a suggestion about what should be done	I need some advice on what job to take.
borrow, v.	to temporarily take something from someone, with permission	Can I borrow \$100 until next week?
check, v.	to examine carefully	Paul checked my tires to see if they needed air.
damage, n.	harm or injury (also a verb)	There was a lot of damage done to the car.
furnace, n.	a machine used to heat a home	The new furnace heats our house really well.
handyman, n.	a person who fixes things	Mike, the handyman, is fixing the sink in the bathroom.
hint, n.	a small piece of information that helps someone figure something out	I'll guess the answer if you give me a hint.
home repairs, n.	fixing of things in one's house	We spent a lot of money last month on fixing the roof and heater, and other home repairs.
leak, n.	water or liquid that comes out of a hole in something (also a verb)	My car has an oil leak.
redecorate, v.	to change the way a place looks	Shelly is planning to redecorate her living room.
repair, v.	to fix	Did you repair the broken TV?
replacement part, n.	a new piece of machinery that is used instead of an old piece	The mechanic ordered replacement parts for my car.

Unit 5: Dreams and Ambitions

The Promotion

Jeremy: Peter! Sit.

Peter: This weather is the worst! What have you been doing with yourself?

Jeremy: Not much, Peter. It's good to see you.

Peter: I haven't seen you since that meeting with the marketing team we had...what's it been?

Jeremy: Two weeks?

Peter: When you called this morning you said you had something important to tell me. Is it good or bad news?

Jeremy: Good news! They've just offered me a new job: a promotion.

Peter: A new job! That's fantastic! Now, that's great news! Congratulations!

Jeremy: Even better, the new job is in Brazil! Good bye rain. Hello sunshine!

The Singer

Cindy loved to sing, but she had never sung in public because she was too embarrassed. Every year her mother encouraged her to sing in the school concert. Cindy wished she could be in the concert, but she always assumed that she wasn't good enough.

"Even if I tried, they wouldn't accept me," she thought. But her mother insisted, so Cindy finally agreed to try. On the Monday morning of the trials, Cindy was very nervous. She arrived at the auditorium very early, while it was still deserted. Gradually the students began to arrive.

"Cindy, I didn't know you could sing," said her friend Mara.

"Well, I thought I might as well try," said Cindy. "I don't care whether or not I'm accepted."

"Well, I do," said Mara. "I intend to be in the concert this year. Mrs. Blake said that I had a very good chance of getting the main part."

One by one the students climbed onto the stage to sing for the music teacher. Some of them sounded terrible. Cindy listened to all of them until it was her turn.

"Hello, dear," said the music teacher. "You may sing anything you like."

Cindy sang. Although she was tiny, her voice was deep and full. She sang loudly and powerfully. She forgot about all the other people in the auditorium.

When she had finished, the entire room was quiet. Everyone seemed as if under a spell.

"Cindy," the music teacher said at last, "that was beautiful! You are a singer!"

Assignments

- Do you have that history assignment from last week?
- Yeah. Is this what you need?
- No, that's not what I meant. I need the writing assignment.
- Oh, that one. Here it is. I hate writing assignments.
- I'm surprised you say that. I thought you wanted to be a writer.
- I do, but I want to be paid to write!

Adjectives 4

Word	Definition	Example Sentence
bothersome, adj.	annoying, causing trouble	Calculating income tax can be very bothersome.
deep, adj.	sounding low, usually to describe a voice	Frank sings with a beautiful, deep voice.
deserted, adj.	empty of people	After everyone left the party, the place seemed deserted.
disappointed, adj.	feeling sad when you didn't get what you expected	Jackie is very disappointed that she didn't pass the test.
elegant, adj.	beautiful in a tasteful and refined way	She's looking for an elegant dress to wear to the wedding.
full, adj.	having a rich quality, particularly of a singing voice	The opera singer's voice was deep and full.
glamorous, adj.	attractive and exciting	Some people think that modeling is a glamorous career.
loud, adj.	noisy, not quiet	The TV is too loud!
polite, adj.	not rude, acting nicely to people	Polite people always say "please" and "thank you."
rude, adj.	not polite, saying or doing things not considered acceptable by most people	The bookshop owner was so rude, I never want to go back to his store again.
tiny, adj.	extremely small	I use a tiny bit of salt when I bake cookies.
tough, adj.	not easy; difficult	It's tough to find a job in today's economy.

Unit 6: Money Matters

Quiz

- Announcer: Good evening, listeners. Welcome to "Know Your Composers," our weekly quiz show where you get to show off what you know about famous composers. Our participants tonight are Cee Cee Rondeau and Susan Philipson. And tonight's prize is two tickets to the symphony. OK ... here we go, and our first question today is: How old was Mozart when he wrote his first symphony? ... Cee Cee?
- Cee Cee: He was eight years old.
- Announcer: You're right! OK, now the next question has two parts. Which famous composer was deaf and who was his first music teacher? ... Susan?
- Susan: The composer was Beethoven and I believe his first music teacher was his father.
- Announcer: Yes! You are both very good at this. Now, for the next question, I'm going to read a quote and you have to tell me which composer said it. "When you play, never mind who listens to you," Cee Cee?
- Cee Cee: Well, that sounds like something Leonard Bernstein might have said.
- Announcer: I'm sorry, Cee Cee. That is incorrect...Susan?
- Susan: Oh...What's his name? Um...um...Robert Schumann!
- Announcer: That's right, Susan! You're the winner of two tickets to the symphony! That's all we have time for today, listeners. Please join us again next week for "Know Your Composers."

Get Your Money's Worth

When people are considering buying items which they will have for a long time, such as furniture, they want to get their money's worth. This means that: 1) they want to buy something they can afford, and 2) they want to be satisfied with their purchase. However, people often have a problem when buying furniture. While customers look for reasonable prices, they also look for the best quality products, and these two things don't always go together. The reason for this is that they don't always know if something is a bargain or not.

Last week, Edith Shaw, a writer for a popular consumer's magazine, gave advice to buyers in her column, "Customers Come First." She recommended that people who wanted to buy furniture that was both affordable and of good quality should go to places that offered bargains all year long. She claimed that stores that offered great sales had most likely raised their prices before putting the items on sale. "People with limited budgets should consider buying at places like Quality Bargains. Buyers can get brand-new inexpensive furniture there. It comes with a ten-year guarantee, and delivery is free."

Buyers pay less and get quality, and that's a bargain. Quality Bargains' manager, Tim Wright, says that their furniture is luxurious, the deals are excellent, and they accept a twenty percent down payment on all purchases.

"If you came to Quality Bargains, your furniture problems would be solved," says Mr. Wright.

Wherever you go, know that there are places where you can get your money's worth, even if you are short of cash.

The Raise

- I spoke to the boss about a raise today.
- I'm surprised that you did it before the big meeting.
- I wanted to see how important I am to the company. She offered me a ten percent raise.
- Is that what you had in mind?
- Well, not exactly; what I wanted was twenty percent.
- Do you intend to accept the offer?
- I haven't decided yet.

Finance

Word	Definition	Example Sentence
affordable, adj.	not too expensive to buy	My small car was very affordable.
bargain, n.	something that is sold at a reduced price	I got a bargain when I bought my house.
brand-new, adj.	completely new	Jan bought a brand-new car.
down payment, n.	the first payment on an expensive purchase that is being bought using several payments, for example, a house or a car	The down payment was 20 percent of the value of the house.
get your money's worth, exp.	get a lot of value for the money you spent	When you buy things that are good quality, you get your money's worth.

guarantee, n.	a promise to do something, a promise made by a company to fix or replace a product if it breaks (also a verb)	This computer comes with a two-year guarantee.
installments, n.	a series of payments that a customer makes over time, usually for an expensive item or items	I bought the car in eight installments.
limited budget, exp.	a small amount of money that you plan to spend over a time	People with limited budgets should check prices carefully.
purchase, v.	to buy	I purchased four items at the supermarket.
satisfied, adj.	happy about how something turned out	They have many satisfied customers.
short of cash, exp.	not having enough money	I would've bought the shirt, but I was short of cash.
wealthy, adj.	rich	She worked very hard and became a wealthy woman.

Unit 7: Politics**News**

We're back, and you're listening to WNWS, your 24-hour news station. And now, here's an update on the election results. Just a few hours ago, Conservative candidate Ted Schmidt was defeated in local elections for the city council. In her live report earlier today, our reporter, Nancy King, pointed out that Schmidt had been involved in the defeat of the new crime law proposed last year and stated that this had probably hurt his chances in the election today. King spoke with Schmidt before the vote was in and reported that Schmidt felt sure that he would win, in spite of his vote on the crime law.

The winner, Liberal candidate Rosa Morales, spoke at a press conference just after hearing that she had won. She was quoted as saying that Schmidt's vote on the crime law was a key issue in the election. Before the election, Morales had promised voters that she would propose a new crime law if she were elected. In her speech just a little while ago, Morales stated that she planned to investigate all politicians suspected of committing crimes. You're listening to WNWS. Stay tuned for the weekend weather report, coming up next.

Brown's Campaign Problems

by John Sharp

Yesterday at two o'clock, a fire was reported in the office of James Brown, the Liberal candidate for Northwood. Fortunately, Mr. Brown was out to lunch when the fire started. Police believe that they are dealing with a serious crime, and arson is suspected. However, an apparently worried Mr. Brown told reporters that he thought that someone had tried to kill him. He said that someone wanted him out of the election campaign. "If they had murdered me," he said, "the Liberals would have had to elect a new candidate, and they could have been defeated. Somebody definitely tried to murder me."

Mr. Brown said that personal threats would not make him resign from politics, and he went out to meet voters in the town later in the afternoon. He said that he would continue to campaign to reduce unemployment, and that if elected, he would improve education and fight crime. "In my opinion, unemployment, education, and crime are the most important issues we have to deal with today. I plan to do something about these issues," said Mr. Brown. Despite Mr. Brown's suspicions, local police officers said that there was no evidence to suggest attempted murder. However, they have opened an investigation, and are having the whole building searched for clues. At the moment, Mr. Brown is using another office in a building across the street. Police are keeping a close watch on the building.

New Manager

- Did you hear that Walker is hiring a new manager?
- Is he? I'm surprised that he would do that without discussing it with me first. Do you intend to do something about it?
- Yes, I do. I intend to speak with him right away.
- I don't like the idea of his hiring someone new from outside, when there are qualified people right here in this office.
- Yes. I agree that we don't need anyone new.

Politics

Word	Definition	Example Sentence
campaign, n.	activities done to get a candidate elected (also a verb)	We had a very successful election campaign.
candidate, n.	a person trying to be elected to a position, for instance, for president	There are four candidates for the position.
chances, n.	the possibility of something happening	Coming late to the interview hurt your chances of getting the job.
defeat, v.	to win over another candidate in an election	I hope I will defeat all the other candidates.
elect, v.	to choose someone to be your representative by voting	We have to elect a new class president.
election, n.	a vote to choose someone for a leadership role	After the election, we'll know who the new prime minister is.
election results, n.	the outcome, or who won, the elections	The election results were surprising, because everyone expected James Byrd to win.
party, n.	a political group made of people with similar beliefs	Which political party do you belong to?
press conference, n.	a gathering of reporters to listen to an announcement from a person or group, and where they can ask questions about the announcement	He'll make his announcement at the press conference.
the vote is in, exp.	the voting has been completed, people have finished voting	We'll know the result of the election after the vote is in.
vote, v.	to show your preference for a candidate or an issue (also a noun)	It is important to vote in elections.

voters, n.	people who vote	The voters are lined up, waiting to choose who they'd like to be their next president.
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Unit 8: Instructions**Forecast**

- Dick: Today's guest on "The Home Repair Show" is Hank "the Handyman" Hanson. Hank is going to give us advice on how to get the house ready for winter. Hank, winter is coming. What's the first thing I'm supposed to do?
- Hank: Well, Dick, first you ought to have your furnace cleaned and inspected, and have any broken parts replaced. The furnace, or heater, is what keeps your house warm and cozy. And in this part of the country, if we didn't have heat in the winter, we'd freeze.
- Dick: That's for sure, Hank.
- Hank: The other important thing to do is to have your roof checked for leaks. If rain or snow were to leak in through the roof, it would damage your ceiling, your walls, and even your furniture. And we all know how expensive it is to have the house redecorated.
- Dick: I know what you mean, Hank. About two years ago, although I'd been planning to have my roof checked for leaks, I forgot. The following year, I noticed watermarks on my ceiling. If I'd repaired the roof right away, I could have avoided the problem.
- Hank: Dick, I always say, "If you take it easy this year, you'll have to replace it next year."
- Dick: That's good advice, Hank. Thanks for being on the show today. Join us next week, listeners, for more helpful hints on "The Home Repair Show."

Flight Information

We've had this information card printed to help make your flight arrival quick and easy. It would be helpful if you read these instructions before landing.

Remain in your seat until the plane stops moving. To avoid delays, have your passport and other necessary documents available for customs inspection upon leaving the plane. All duty-free items must be declared. It is illegal to hide these items. Although we always make an attempt to be efficient, unexpected complications do happen. So, if your suitcase doesn't appear at the baggage claim, be patient and try not to get frustrated.

Would You Mind

- Would you mind making the picture a little larger?
- Sure. Is this what you had in mind?
- No. That isn't what I meant. Could you put the picture in the middle, with the words on either side?
- OK. Is this what you wanted?
- Yes. That's exactly what I wanted. Thank you.
- No problem.

Crime 2

Word	Definition	Example Sentence
arson, n.	the illegal act of setting something on fire on purpose	I think the fire was caused by arson.
attempted, adj.	describes things people try to do but don't succeed at, especially	The couple was arrested for attempted robbery of a supermarket.

	if the actions are wrong or against the law	
clue, n.	something that helps lead you to an answer or solve a mystery	This is the clue that helped them solve the crime.
commit, v.	to do something that is against the law	Have you ever committed a crime?
evidence, n.	signs or facts that help prove something, such as whether or not someone committed a crime	We'll use his email messages as evidence in the trial, to help show that he is guilty.
illegal, adj.	against the law	It is illegal to cross the street when the light is red.
inspection, n.	a close examination	What did the police find in their inspection?
murder, v.	to kill someone purposely (also a noun)	Did he use a gun to murder his victim?
open an investigation, exp.	to start checking the facts of a certain event, to find out why and how it happened, and who caused it	The guards opened an investigation into how the painting was stolen from the museum.
suspect, v.	to believe that something is likely to be true	I suspect that Mr. Simpson stole the money.
suspicion, n.	a feeling that something is probably true, or probably going to happen	I have a suspicion that we will never solve this mystery.
threat, n	when you say you will cause someone harm or problems if he or she doesn't do what you want	Don't take his threat seriously; he's not going to fire you for coming late.

Unit 9: Recycling**City of Lakeview Recycling Tips**

A little bit goes a long way...

Plastic

- Please CLEAN and place all plastic containers into the bin labeled 'plastic'. These bins are located outside your homes and throughout the city so you can find them easily.
- Please donate non-recyclable plastic containers to the local kindergartens and middle schools. Teachers reuse these for projects...and to hold art supplies!

Paper

- Place all unwanted paper in the bin labeled 'paper'. Please DO NOT place dirty or food-stained paper in these bins, as this will result in us being unable to recycle the paper.
- When printing at home or at the office, use the double-sided option. Since you are printing on both sides, you will reduce the amount of paper you use by 50%.
- Reuse paper for coloring and art projects, or for grocery lists and notes!
- Paper and cardboard are also welcomed by kindergartens and middle schools for use in art projects.

Glass

- Please sort glass containers by color (after cleaning them thoroughly). Within each bin labeled 'glass', there are sections for *clear*, *green*, and *brown* glass.
- You can also donate your CLEAN glass to the community center for use in the art club. Any color and type of glass (including mirrors) are welcome.

Thanks to your cooperation, the city of Lakeview will soon be a cleaner and greener place to live.

Trash for Treasure

Jamie: OK, in this bag we have T-shirts. And here are glass bottles and jars.

Kevin: Hey guys... Whoa... What's all this stuff?

Jamie: We're getting ready to go to a 'Trash for Treasure' swap. We're gathering all the things we don't need anymore...like old clothes, books, glass containers...anything really.

Celia: ...and hopefully we'll find some useful stuff to swap it with! You wouldn't believe the great things people throw away! Like they say, 'One person's trash is another person's treasure.'

Kevin: Talking of treasure, these are awesome! Can I have them?

Celia: Yeah... Sure... Why not?

Kevin: Thanks! Oh, how about these glass jars? Now, these I could really use. They'll be great to store my homemade tomato sauce.

Jamie: You know, Kevin, maybe you should come with us to the swap. It'll be a lot of fun. And you can come to my upcycling workshop to learn how to make shopping bags from old T-shirts!

Celia: You're finding so much here already, just imagine how much you would be able to find at the swap.

Kevin: Yeah, OK. I may as well check it out. After all, I'm saving these things from ending up in a landfill, aren't I?

Celia: Yes...but Kevin...there's just one thing. You also have to bring your own stuff to the swap!

Kevin: Oh...right.

Home Recycling Survey

Interviewer: Hi, do you mind answering some questions for a home recycling survey?

Woman: Sure, I always try and recycle as much as I can.

Interviewer: What objects do you recycle?

Woman: Well I recycle paper, cans, glass, and plastic bottles.

Interviewer: Do you have separate bins for all of those at home?

Woman: Yes, my apartment building has four separate recycling bins.

Interviewer: That makes things easy! Great. Thanks.

An Upcycling Workshop

FREE UPCYCLING WORKSHOP!

What: Join artist Jackie Douglas for two hands-on workshops about upcycling and sustainable art. Upcycling is creating beautiful and useful objects from unwanted items that would have otherwise ended up in a landfill. Jackie has been creating upcycled masterpieces for several years and has experience giving lectures and workshops.

Please register for workshops online no later than Wednesday, June 3rd at www.CFSAworkshops.com.

Where: The Center for Sustainable Art
204 Nurberry Road

When: Workshop 1: Monday, June 8th, 10:00 A.M. – 2:00 P.M.
Workshop 2: Thursday, June 11th, 6:00 P.M. – 10:00 P.M.

Workshop 1

What to bring: glass jars, glass or ceramic items you no longer need, buttons, beads, broken jewelry, mirrors, etc.

The project: In this workshop, we'll be making beautiful mosaics to create candleholders, coasters, and wall art. Jackie will explain the basics of mosaic-making and then let participants' imaginations do the rest! To help inspire participants, Jackie will display some of her own work as an example. **Please note:** Protective gloves and goggles will be provided for each participant. Hammers will also be provided to break the materials into small pieces. Proper safety precautions must be followed during this workshop.

Workshop 2

What to bring: plastic shopping bags (around 40), knitting needles (3-4mm), large crochet hook, and scissors.

The project: In this workshop, we'll be creating a sturdy reusable bag from non-recyclable plastic shopping bags. Jackie will show participants how to knit yarn from plastic bags...so make sure to bring a good supply! You may also bring other materials like ribbon, buttons, and strips of fabric to decorate or 'jazz up' your bag.

There is a paid-parking lot across the street. Show the attendant confirmation of your participation in the workshop and the parking fee will be waived.

From: lialo@email.com
To: CFSAworkshops@email.com
Subject: Questions about workshop

Hi,

I've registered for Workshop #1 on Monday, June 8th. Since this will be my first upcycling workshop, I'm really looking forward to it!

Regarding the workshop, I have a few questions/concerns. I'd like to bring my 10-year-old daughter with me to the workshop. As we'll be working with broken glass, do you think this is appropriate for her age?

Also, I saw the note about parking in the poster. What can I use as confirmation of my participation in the workshop? I haven't gotten any e-mails confirming my participation yet.

Another thing, I'm very interested in participating in the second workshop. Unfortunately, the day and time don't work for me. Will this workshop be offered again in the future?

Thanks!
Lia Lopez

Helping the Environment

Narrator: Listen to part of a lecture on different ways to help the environment.

Lecturer: I'm sure you've all heard of recycling, which is making something new from something that has already been used before. Examples of recycling include melting down used glass jars to make new glass containers, and making napkins and paper towels from used paper. Recycling is always beneficial to the environment, but in order to break down materials and use them to create new products, the recycling process uses valuable resources like energy and water.

Today's lecture is about something you may be less familiar with: upcycling and downcycling – two other ways to help the environment. Unlike recycling, upcycling and downcycling don't always require the use of other resources to create new products.

Let's start with upcycling. Upcycling is taking old or unwanted materials and repurposing them into another practical product or into a work of art. Upcycling results in products of equal or even better quality.

Upcycling has been around for a while. In times where money and resources were scarce, people had no choice but to upcycle. For example, in North America in the 1930s and 1940s, it was not uncommon to see a broken door turned into a table.

Upcycling possibilities are endless. For example, you can weave together a colorful quilt from scraps of old sweaters, or use the tops of glass bottles to make wall hooks. What you can upcycle is only limited by your imagination!

Downcycling, on the other hand, means taking materials and reusing them as a lesser quality product. Downcycling usually only delays a certain item's fate from ending up in the garbage heap, as opposed to preventing it. Downcycling isn't as great as upcycling but it's still a good practice. For example, you can downcycle old clothes by using them as rags to wash the floor or reuse old newspapers as packaging material when you move.

A little creativity can go a long way in making our world a better, greener place!

Recycling

Word	Definition	Example Sentence
container, n.	something used for storing things	Some teachers use old containers to hold art supplies.
donate, v.	give something such as time, money, or items to help someone, without expecting something in return	We donated some money to the local art club to help them buy supplies for their art projects.
downcycle, v.	take unwanted items and make something new that is of lesser quality	You are downcycling when you use old clothing as rags to wash the floor.
label, v.	put a word or name on something to describe or identify what it is	We put all the unwanted paper in the bin labeled 'paper'.
landfill, n.	large hole in the ground where garbage is buried	There is so much garbage in landfills that soon there will not be enough space for all the garbage.
plastic, n.	light, strong material that can be made into different shapes and that is used for making many common products	You should try and use plastic bags many times rather than throwing them out after you've used it once.
recycle, v.	take existing materials and make something new	I recycle paper, cans, glass, and bottles so that these materials can be used to make new products.
recycling bin, n.	special container to put used items which will be made into new products	Put all of your old newspapers into the recycling bin for paper.
reduce, v.	make smaller or less in size, amount, or importance	Printing on both sides of a piece of paper will reduce the amount of paper you use.
reuse, v.	use again, especially in another way	I reuse paper I don't need any more for coloring and art projects.
upcycle, v.	take unwanted items and use them to make something that is of better quality	If you want to upcycle your old T-shirts, you can cut them up and tie them together to make a new bag!

workshop, n	class in which you learn something with a small group of people	You can come to my workshop to learn how to make a shopping bag from old T-shirts.
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Unit 10: Movie Making

Real Motion Film Festival

www.REALMOTIONfilmfestival.org

Films

Screenings

Awards

Get Tickets

REAL MOTION FILM FESTIVAL

Now Accepting Submissions!

The REAL MOTION Film Festival is one of the biggest annual cultural events in Budapest. Celebrating student filmmakers from around the world, this film competition is unlike any other. Started in 1992 as a small competition between students at a local film school, REAL MOTION has become one of the largest film festivals for students.

REAL MOTION includes audience members in its jury for Fan Favorite! Audience members first vote for their favorite films. Then, a panel of producers, directors, and film students choose the Fan Favorite winner from among the finalists.

"What makes the REAL MOTION Film Festival unique is that you get insight into what regular movie audiences like." - Gabriel Sanderson, winner of last year's award for 'Best Feature-Length Drama'

Submissions are now being accepted for this year's REAL MOTION Film Festival, to be held June 23-July 3 in Budapest, Hungary.

The festival includes submissions of short and feature-length films in drama, comedy, and documentary categories. Please see submission deadlines below.

Key Dates:

January 14: Submissions open for short and feature-length film entries

March 25: Final entry deadline for short-length films

April 25 6:00 P.M. EST: Final entry deadline for feature-length films

June 23–July 3: 20th Annual REAL MOTION Film Festival in Budapest!

Questions regarding film submissions? E-mail entries@REALMOTIONfilmfestival.org.

On the Film Set

Mel: I assure you James, I intend to marry Alan!
Ralph: It's Phil. His name is Phil, not Alan.
Mel: I'm sorry, I'm sorry! I guess I'm a bit nervous. It's my first time on a film set!
Ralph: Don't worry! Just relax.
Mel: I know, but it's so hot under these lights. My mic keeps coming loose. This is all so different from stage acting. I have to keep reminding myself not to look at the camera. And each scene has so many takes!
Ralph: You'll get used to it.
Mel: What about you? I guess you're an old hand at this, right?
Ralph: I guess so. But acting's not the only thing I do.
Mel: Really – what else do you do?
Ralph: Well lately I've been doing some script writing. In fact, I'm in the middle of my own screenplay right now.
Mel: Really? That's exciting!
Ralph: Yeah, it is.
Director: OK. Places everyone. Scene 21, take 19! Action!
Mel: I assure you James, I intend to marry... Alan!
Director: Cut!

Working in the Movie Industry

Brandon: So I hear you work in the movie industry. Are you an actor?
Lily: No, actually I used to be a makeup artist but now I'm a costume assistant.
Brandon: Oh, why'd you switch?
Lily: I was working on this film with these amazing period costumes and I decided I wanted to learn more about costume design.
Brandon: So what does your role include, now that you're a costume assistant?
Lily: I help dress the actors, check for continuity between scenes and do last minute alterations.
Brandon: Sounds busy! I guess you need to be very detail-oriented.

The International Film School

Interested in joining the world of film? TIFS has campuses throughout the world.

As one of the leading film schools across the globe, The International Film School (TIFS) offers a unique and exciting experience for students interested in pursuing a career in film. TIFS was first established in 1920 in Burbank, California, by director Douglas Glendale, who wanted to give aspiring filmmakers from around the world a chance to collaborate.

At TIFS, we believe in active learning, so students don't just sit in a classroom learning theory. Our programs are hands-on. Our students are involved in all aspects of filmmaking, from screenwriting to cinematography to costume design. After students have completed an eight-month introductory course, they'll choose an area of specialization, and enroll in one of our career-specific programs.

Programs

One-Year Certificate

Intro to Filmmaking

Intro to Photography

The Basics of 3-D Animation

Makeup/Hair Design

Set Design

Bachelor of Fine Arts

Film Acting

Cinematography

Screenwriting

Musical Theater

Costume Design

Master of Fine Arts

Digital Cinematography

Documentary Filmmaking

Broadcast Journalism

Digital Editing

Producing for Film and Television

Application deadline for the fall semester is January 31.

TIFScinematography@TIFS.edu

Dcruz@email.com

Thank you for contacting TIFS!

Dear Ms. Cruz,

My name is William Fredrickson. I'm the Admissions Advisor for The International Film School.

I'm reaching out to you in response to your interest in our school's Digital Cinematography program. I have included a description of the program for you to review. I've also included a link to our application form if you decide to apply. To answer your question – I'm afraid our application deadline for the upcoming fall semester is closed, but we are currently accepting applications for the spring semester.

You also expressed interest in our international campuses in Spain. We have one campus in Madrid and are currently building another in Barcelona.

For further information and details about coursework, credit, tuition, and other matters, please contact me at 000-555-5555 or reply to this e-mail.

Sincerely,

William Fredrickson

Admissions Advisor

Digital Cinematography

In our Digital Cinematography program, students are introduced to the basics of modern camera and lighting techniques used in motion picture films. They then advance to the more technical details of cinematography, including camera, lens, format, and lighting instruments. Students will learn the details of exposure, set lighting, and camera movements.

Through training and experience, students will gain an in-depth knowledge of the job of Director of Photography, and understand its importance in filmmaking.

For students wishing to pursue a career in cinematography, this program prepares them for all aspects of the field. Students usually complete their degree within four years of beginning the Digital Cinematography program. Upon graduation, they'll have gained the experience necessary to begin employment.

Link to application: www.tifs.edu/app

Movie Making

Word	Definition	Example Sentence
cinematographer, n.	person in charge of a movie's filming and lighting	This cinematographer is known for the beautiful scenes in his movies.
costume designer, n.	person who chooses or designs the clothing for the actors in a film	Emily has always loved fashion, so it's no surprise she became a costume designer.
director, n.	person in charge of making a movie, who tells the actors and film staff what to do	The director told the actor to stand up and say the next line with excitement.
documentary, n.	movie presenting the facts about an event or person	The documentary about lions included great information about where they live and how they hunt for food.
feature film, n.	full-length movie with professional actors, which is usually shown in a movie theater	Each day at the film festival, they show two short films and then a feature film.
film set, n.	place where you make a film (US English - movie set)	This is my first time on a film set, and I'm not used to these hot lights!
learn lines, exp.	when actors memorize the words they'll be saying in a movie	Whenever I'm learning my lines for a movie, I walk around the house and say my lines aloud.

lighting, n.	effects or mood created in a movie by using different lights	I didn't particularly like the lighting used in the film; it was too dark, which made it difficult to see the actors' faces.
makeup artist, n.	person whose job it is to make up actors (some makeup artists also work with hair)	The makeup artist was able to make the young actor look 70-years old.
screenplay, n.	the written story for a film, script of a movie	I'm in the middle of writing a screenplay for an action movie.
shoot a film, exp.	make a video or film with a camera (US English – shoot a movie)	Nowadays, filmmakers can simply shoot a film with a digital video camera.
special effects, n.	special images or sounds created for movies to “trick” the viewer into thinking they are seeing or hearing something	I like to watch science fiction movies just to see the amazing special effects.

Intermediate 3 - Course Map

Unit Name	Lesson
Unit 1: Couples	Nick and Emily
	A New Acquaintance
	Divorced
	Past Form of Modals: Should/Could Have
	Relationships 2
Unit 2: Sport And Fitness	College Sports
	Health and Fitness Today
	Ten Miles
	More Conditionals: Past Conditionals
	Sports 2
Unit 3: Problems At Work	News
	Fifty Days and Counting
	Quitting
	More Relative Clauses: Non-Restrictive
	Labor Relations
Unit 4: A Helping Hand	Call-In
	Does Homeless Mean Helpless?
	Do You Need Help?
	More Relative Clauses: Whoever, Wherever, Etc.
	More Relative Clauses: Whose and Where
	More Relative Clauses: Review
	Social Problems
Unit 5: Health And Happiness	A Healthy Diet
	After a Heart Attack
	Can I Help?
	Past Forms of Modals: Might/May/Must Have
	Health 2

Unit 6: Going Out	Opera Review
	Planning a Party
	Lunch
	Conjunctions: Pairs
	Conjunctions: In Short Answers
	Conjunctions: Review
	Entertainment 4
Unit 7: Restaurant Reviews	Family
	A Seafood and Steak Surprise
	Recommendations
	More Conditionals: Mixed Time Conditionals
	More Conditionals: Review
	Restaurants 2
Unit 8: Meeting People	Soap Opera
	The Day I Met Mick
	Nice Meeting You
	Past Forms of Modals: Review
	Meeting People
Unit 9: Ecotourism	Introduction: Ecotourism
	The Experience of a Lifetime
	The Tour Group
	Can I Interest You in an Ecotour?
	Eco-vacation in Hawaii
	An Eco-hotel Seminar
Unit 10: Personality Types	Introduction: Personality Types
	Are You an Extrovert, Introvert or Ambivert?
	The Party
	I'm an Extrovert!
	Participating in a Psychology Study
	An Interview With a Career Advisor

Scope and Sequence

Unit 1: Couples

Unit Description

This unit focuses on the topic of relationships. Learners will watch a video clip in which a young man wants to ask a young woman for a date. They will listen to and take part in a dialogue in which a young woman tells her friend that she is getting divorced, and will read a story about a young woman telling her friend about the new man in her life. The grammar section deals with the past form of modals: "should"/ "could have." The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of relationships.

Lesson	Summary	Objectives
Nick and Emily	A video clip in a library where a young man discusses asking a young woman for a date.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of a video. draw inferences based on the information in a video. comprehend vocabulary used in context.
A New Acquaintance	In this story Judy calls Meg to tell her about the new man in her life.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a story. understand descriptions of personality traits in a story.
Divorced	A young woman tells her friend that she is getting divorced.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they express sympathy.

Past Form of Modals: Should/Could Have	Presentation of the past forms of the modals “should” and “could have.”	Learners will: <ul style="list-style-type: none">• use the past form of the modals “should” and “could have” in sentences and questions.
Relationships 2	Presentation and practice of vocabulary associated with the topic of relationships.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.

Unit 2: Sport And Fitness

Unit Description

This unit deals with various aspects of keeping fit and healthy. Learners will watch a video clip of an interview with a coach of a women's volleyball team. They will listen to and take part in a dialogue in which a man advises his friend on working out, and will read an article on current trends in health and fitness. The grammar section deals with past conditionals. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of sports.

Lesson	Summary	Objectives
College Sports	A video clip involving a TV host and the coach of a women's volleyball team explaining why her team lost a recent championship.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of a video. draw inferences based on the information in a video. comprehend vocabulary used in context.
Health and Fitness Today	An article on current trends in health and fitness and the popularity of health clubs.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in an article. use the information in an article to complete an advertisement.
Ten Miles	A man is advising his friend on working out.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they give/receive advice.
More Conditionals: Past Conditionals	Presentation and practice of the past form of conditionals.	Learners will: <ul style="list-style-type: none"> use past conditionals in sentences and questions to talk about conditions that won't be fulfilled because the time in which they could have taken place has passed.
Sports 2	Presentation and practice of vocabulary associated	Learners will:

	with the topic of sports.	<ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.
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Unit 3: Problems at Work

Unit Description

This unit deals with the topic of problems people face in the workplace. Learners will listen to a radio news program about a planned strike at a big steel company. They will listen to and take part in a dialogue in which two office workers discussing a colleague's intention to quit, and will read an article about a strike at another steel company. The grammar section deals with non-restrictive relative clauses. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of labor relations.

Lesson	Summary	Objectives
News	A radio news program about the consequences of a planned walkout at Solid Steel Corporation.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a radio news report. apply knowledge of time expressions to follow the sequence of events described in a radio report.
Fifty Days and Counting	An article about the workers at Flemming Steel, who have been on strike for 50 days. A solution to the company's problems must be found.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a newspaper article. apply knowledge of time expressions and tenses to follow the sequence of events described in an article.
Quitting	Two female office workers talking about a colleague's intention to quit.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they inquire about/express intention.
More Relative Clauses: Non-Restrictive	Presentation and practice of non-restrictive relative clauses.	Learners will: <ul style="list-style-type: none"> use non-restrictive relative clauses to give extra information about a noun.
Labor Relations	Presentation and practice of vocabulary associated with the topic of labor	Learners will: <ul style="list-style-type: none"> recognize vocabulary in audio and written form.

	relations.	<ul style="list-style-type: none">• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.
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Unit 4: A Helping Hand

Unit Description

This unit deals with the topic of people in need of help. Learners will listen to a radio call-in program about homelessness. They will listen to and take part in a dialogue in which a young man offers help to a woman getting on a bus, and will read an article about the problem of homelessness. The grammar section deals with more relative clauses - "whose" and "where," "whoever," and "whatever," and review. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of social problems.

Lesson	Summary	Objectives
Call-In	"Point of View" radio call-in discusses the situation of the homeless in America's cities.	Learners will: <ul style="list-style-type: none"> identify and understand points of view in a radio call-in program.
Does Homeless Mean Helpless?	An article about the issue of homelessness.	Learners will: <ul style="list-style-type: none"> identify and understand points of view in an article. apply knowledge of markers of opinion and contrast to understand points of view in an article.
Do You Need Help?	A young man is offering help to a woman with a baby stroller getting onto a bus.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they offer/refuse/accept help.
More Relative Clauses: Whoever, Wherever, Etc.	Presentation and practice of the use of "whoever," "wherever," etc. in relative clauses.	Learners will: <ul style="list-style-type: none"> use "whoever" and "wherever" etc. in sentences with relative clauses.

More Relative Clauses: Whose & Where	Presentation and practice of the use of “whose” and “where” in relative clauses.	Learners will: <ul style="list-style-type: none">• use the relative pronouns “whose” and “where” to provide more information about a person, place, or thing in sentences.
More Relative Clauses: Review	Review of relative clauses.	Learners will: <ul style="list-style-type: none">• consolidate their knowledge of relative clauses.
Social Problems	Presentation and practice of vocabulary associated with the topic of social problems.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.

Unit 5: Health and Happiness

Unit Description

This unit deals with issues of health and happiness. Learners will watch a video clip of two roommates discussing a healthy diet. They will listen to and take part in a dialogue in which a young man offers help to a woman lifting weights, and will read instructions for people recovering from a heart attack. The grammar section deals with the past form of modals - "might," "may," and "must have." The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of health.

Lesson	Summary	Objectives
A Healthy Diet	A video clip involving a roommate studying to be a nutritionist and another roommate interested in healthier food choices.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of a video. draw inferences based on the information in a video. comprehend vocabulary used in context.
After a Heart Attack	Instructions for people who have suffered heart attacks, telling them what they should and shouldn't do in order to remain healthy.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a set of instructions. understand generalizations on the basis of examples. classify information from a text according to categories.
Can I Help?	A man is offering help to a woman lifting weights.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they offer/accept help.

Past Forms of Modals: Might/May/ Must Have	Presentation and practice of the past forms of the modals “might,” “may,” “must,” and “have.”	Learners will: <ul style="list-style-type: none">• use the past form of modals to talk about things that may have taken place.
Health 2	Presentation and practice of vocabulary associated with the topic of health.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.

Unit 6: Going Out

Unit Description

This unit focuses on the topic of being out and about. Learners will listen to a radio program about musical events in town that week. They will listen to and take part in a dialogue in which two women are parting after lunch in a café, and will read instructions planning a party. The grammar section deals with conjunctions - pairs of, in short answers, and review. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of entertainment.

Lesson	Summary	Objectives
Opera Review	"Sound Sense" radio show, with news about musical events occurring around the city.	Learners will: <ul style="list-style-type: none"> understand factual information in a radio arts program. identify and understand different points of view in a radio program. complete a written review on the basis of information in a radio show.
Planning a Party	Instructions on how to plan a party.	Learners will: <ul style="list-style-type: none"> follow a set of instructions. use information from instructions to complete a written dialogue.
Lunch	Two friends leaving a café are saying goodbye after lunch.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they take their leave.
Conjunctions: Pairs	Presentation and practice of pairs of conjunctions: either/or, neither/nor, not only/but also.	Learners will: <ul style="list-style-type: none"> practice the use of a number of pairs of conjunctions to connect clauses in sentences.

Conjunctions: In Short Answers	Presentation and practice of the use of conjunctions in short answers: guess/hope/ think so, not, do too, don't either.	Learners will: <ul style="list-style-type: none">• use conjunctions to “echo” questions or statements in short positive or negative answers.
Conjunctions: Review	Review of conjunctions.	Learners will: <ul style="list-style-type: none">• consolidate their knowledge of the use of conjunctions.
Entertainment 4	Presentation and practice of vocabulary associated with the topic of entertainment.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.

Unit 7: Restaurant Reviews

Unit Description

In this unit learners will listen to a voice-mail message recommending a new Chinese restaurant. They will listen to and take part in a dialogue in which a couple is deciding whether they like the restaurant they are in, and will read a story about a couple going to a new restaurant on their first date. The grammar section deals with mixed time conditionals, and a review of conditionals. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of restaurants.

Lesson	Summary	Objectives
Family	In this voice-mail message, Sophie tells Johnny about a lovely evening at a new Chinese restaurant.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details of a voice-mail message. use the information in a voice-mail message to complete a written advertisement.
A Seafood and Steak Surprise	A story about Raoul and Marcy, who go to a new restaurant on the first date.	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a story.
Recommendations	A man and a woman are deciding whether to eat at the restaurant they have just entered.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they make up their mind about something.
More Conditionals: Mixed Time Conditionals	Presentation and practice of mixed time conditionals.	Learners will: <ul style="list-style-type: none"> use mixed time conditionals to talk about the present results of past conditions.

More Conditionals: Review	Review of more conditionals.	Learners will: <ul style="list-style-type: none">• consolidate their knowledge of conditionals.
Restaurants 2	Presentation and practice of vocabulary associated with the topic of restaurants.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.

Unit 8: Meeting People

Unit Description

This unit focuses on different aspects of meeting people. Learners will listen to a radio soap opera about twins who meet again after many years. They will listen to and take part in a dialogue in which a man says goodbye to a woman he just met, and will read a story about a girl who met her pop idol. The grammar section deals with a review of the past form of modals. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of meeting people.

Lesson	Summary	Objectives
Soap Opera	The final episode of the radio soap opera "A Stranger From the Past."	Learners will: <ul style="list-style-type: none"> understand the main ideas and supporting details in a radio soap opera.
The Day I Met Mick	The author writes about the day she met Mick Starlight, the famous pop star.	Learners will: <ul style="list-style-type: none"> understand and follow the main events in a narrative. understand the cause and effect relationships in a narrative.
Nice Meeting You	A man at a restaurant is saying goodbye to a woman.	Learners will: <ul style="list-style-type: none"> identify the speaker in a conversation. understand the general meaning and significant details of a conversation. orally respond to statements from a conversation. take part in a dialogue in which they take their leave.
Past Forms of Modals: Review	Review of the past form of modals.	Learners will: <ul style="list-style-type: none"> consolidate their knowledge of the past form of modals to speculate or form opinions about possible events in the past.

Meeting People	Presentation and practice of vocabulary associated with the topic of meeting people.	Learners will: <ul style="list-style-type: none">• recognize vocabulary in audio and written form.• discriminate between different words and phrases.• match vocabulary to definitions and complete cloze sentences.
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Unit 9: Ecotourism

Unit Description

This unit is about ecotourism. Students will become familiar with words and phrases on the topic, identify and practice Perfect Simple tenses to talk about ecotourism. Students are presented with and practice the comprehension strategy, using inference to understand a text. They will read a poster for a travel agency that specializes in volunteer vacations. Students will watch a video of a tour guide talking to a group of tourists and write an e-mail imagining they are one of the tourists. They will watch a video and take part in a conversation and a branching conversation about going on an ecotour. Students will read an itinerary for an eco-vacation and e-mail of inquiry and write an e-mail of response. They will watch a slide show of a seminar on eco-hotels and tell a friend what they learned.

Lesson	Summary	Objectives
Introduction: Ecotourism	The topic of ecotourism is introduced. Students are exposed to and practice words and phrases on the topic. Perfect Simple tenses are presented and practiced.	Learners will: <ul style="list-style-type: none"> • activate prior knowledge on the topic of ecotourism. • identify ecotourism vocabulary in response to sounds, words and pictures. • discriminate between different words and phrases related to the topic. • match vocabulary to definitions and complete cloze sentences. • recognize and understand Perfect Simple tenses to talk about completed actions. • complete an e-mail using appropriate words and phrases from the unit.
The Experience of a Lifetime	The comprehension strategy using inference to understand a text is presented and practiced. Students read a poster for a travel agency. They then talk about one of the volunteer vacations from the poster and why they would like to go on it.	Learners will: <ul style="list-style-type: none"> • recognize and identify the main idea in a poster. • answer questions about a poster by reading for inference. • correct an e-mail from one friend to another about going on a volunteer vacation. • choose one of the volunteer vacations from a poster and talk about why they'd like to go on it.

The Tour Group	Students watch a video of a guide talking to a tour group. They then write an e-mail from one of the tourists to her friend about her experiences in the group.	Learners will: <ul style="list-style-type: none"> comprehend the general meaning and significant details in a video clip. draw inferences on the basis of information from a video clip. organize events from a video clip in the correct order. match vocabulary from the video according to collocations imagine they are one of the tourists from the tour group and write an e-mail to a friend about the experience.
Can I Interest You in an Ecotour?	Students watch a video and take part in a conversation between a travel agent and a customer. They then take part in a branching conversation.	Learners will: <ul style="list-style-type: none"> comprehend the general meaning and significant details in a video clip. take part in a conversation between a travel agent and a customer. orally respond to statements from a conversation. take part in a branching conversation about different eco-tour options. understand the general meaning and significant details of a conversation.
Eco-vacation in Hawaii	Students read an itinerary for an eco-vacation and an e-mail about the itinerary. They then write a response to the e-mail.	Learners will: <ul style="list-style-type: none"> read and understand the main ideas and significant details in an itinerary and an e-mail about the itinerary. match descriptions to locations mentioned in an itinerary for an eco-vacation. draw inferences from information in an e-mail . read and understand a text message conversation between a tour company manager and one of her tour guides. use information from a text message conversation to write a response to an e-mail.

An Eco-hotel Seminar	Students watch a slide show of a seminar on eco-hotels. They will then tell a friend what they learned in the seminar.	Learners will: <ul style="list-style-type: none">• understand the main ideas and supporting details in a slide show.• Use information from the slide show to answer questions.• complete sentences using appropriate words and phrases from the unit.• summarize information from a slide show to talk about what they learned in the seminar.
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Unit 10: Personalities

Unit Description

This unit is about personality types. Students will become familiar with words and phrases on the topic, identify and practice the Simple tenses to talk about personality types. Students are presented with and practice the comprehension strategy identifying facts and opinions. They will read an online article about personality types and talk about their own personality type. Students will watch a video about two friends and a party, and write an e-mail describing the party. Students will watch a video about an online quiz to determine personality types. They will take part in a conversation and a branching conversation. Students will read two e-mails and an online application form about participating in a psychological study, and write an e-mail of inquiry. They will watch a podcast of a career advisor explaining how he helps people choose a career based on their personality type, and talk about their own personality type and what job would suit them.

Lesson	Summary	Objectives
Introduction: Personality Types	The topic of personality types is introduced. Students are exposed to and practice words and phrases on the topic. Simple tenses are presented and practiced.	Learners will: <ul style="list-style-type: none"> • activate prior knowledge on the topic of personality types. • identify vocabulary related to personality types in response to sounds, words and pictures. • discriminate between different words and phrases related to the topic. • match vocabulary to definitions and collocations, and complete cloze sentences. • recognize and understand Simple tenses to talk about habits, general facts, unchanging situations, emotions, etc. • classify sentences according to the tenses they use (Present Simple, Past Simple, or Future Simple).

<p>Are you an Extrovert, Introvert or Ambivert?</p>	<p>The comprehension strategy identifying facts and opinions is presented and practiced. Students read an online article on personality types. They then talk about their own personality type.</p>	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the main ideas and supporting details in an online article. • differentiate between facts and opinions and identify facts in an online article. • classify descriptions according to personality types. • synthesize what they learned about personality types to talk about their own personality type.
<p>The Party</p>	<p>Students watch a video about two friends and a party. They then choose one of the characters in the video and write an e-mail from her to a friend describing the party.</p>	<p>Learners will:</p> <ul style="list-style-type: none"> • comprehend the general meaning and significant details in a video clip. • draw inferences on the basis of information from a video clip. • identify who says what in a video clip. • imagine they are one of the characters in a video and write an e-mail to a friend about their experience at a party.
<p>I'm an Extrovert!</p>	<p>Students watch a video about two friends. One tells the other about an online quiz to determine personality type. They then take part in the conversation and a branching conversation. Then they write about a friend who has a different personality type.</p>	<p>Learners will:</p> <ul style="list-style-type: none"> • comprehend the general meaning and significant details in a video clip. • take part in a conversation about an online personality quiz. • organize and complete dialogues using appropriate words and phrases from the unit. • orally respond to statements from a conversation. • take part in a branching conversation about different personality types. • correct an e-mail from one friend to another about a personality quiz they took. • write about a friend who has a different personality type.

Participating in a Psychology Study	Students read two e-mails and an online application form about taking part in a psychological study. They then write an e-mail of inquiry.	Learners will: <ul style="list-style-type: none"> • understand the main ideas and significant details in two e-mails and an online application form. • draw inferences on the basis of information from e-mails and an online application form. • identify a sentence in an e-mail that expresses an opinion. • write an e-mail of inquiry expressing interest in an upcoming psychology study.
An Interview With a Career Advisor	Students listen to part of a podcast in which a career advisor tells how he helps clients choose a career based on their personality type. Students then talk about their personality type and which job or path of studies suits them.	Learners will: <ul style="list-style-type: none"> • understand the main ideas and supporting details in a podcast. • use information from a podcast to answer questions. • match descriptions of personality types to people according to the Holland personality types described in a podcast. • talk about their personality type according to the Holland system and whether they feel their job or choice of study matches their personality type.

Lesson Texts

Unit 1: Couples

Nick and Emily

Emily: Nick? What are you looking at?
 Nick: Just daydreaming.
 Emily: Daydreaming about what?
 Nick: Well, there's this girl that I'm interested in...
 Emily: Really? Tell me about her.
 Nick: She's pretty, she has a great sense of humor, and I really love spending time with her.
 Emily: So, you should ask her out.
 Nick: But I'm worried she just sees me as a friend.
 Emily: Well, does she seem to enjoy hanging out with you?
 Nick: I think she does. She did say I'm a lot of fun to be around.
 Emily: And she's right. You are a lot of fun to be around.
 Nick: Come to think of it, I think you'd really like this girl.
 Emily: I bet I would. Who is she?
 Nick: Actually, she's...you.
 Emily: Me?!
 Student: Shhhh!
 Emily: Why didn't you say so!
 Nick: Well, I am now. What do you think about going to see a movie with me?
 Emily: I'd love to!

A New Acquaintance

The phone rang next to Meg's bed. It was Judy.
 "Hi, Meg!"
 "Oh, hi, Judy! How are you?"
 "Great!"
 "Great? Why?" Meg asked suspiciously. Judy was always either feeling great or complaining about everything.
 "I've just met the man I want to spend the rest of my life with," Judy said dreamily.
 "Where did you meet him?" Meg asked.
 "At The Deep Blue Sea," Judy replied.
 "What's that?"
 "You know. It's that new restaurant where all the waiters and waitresses wear fish costumes," Judy said.
 "I've never heard of it. How did you meet him?" Meg asked.
 "Well, I saw him at the table across from me. I thought he was a snob. But then he smiled at me, and I thought he recognized me from somewhere. He didn't. He just wanted to meet me. We started talking. Meg, he's so easy-going, and he has a great sense of humor. And he has the nicest personality..."
 Meg could not listen to Judy any longer. She must have heard this same conversation a hundred times. Judy, whom no one could call shy, met strangers and considered them friends within minutes. The problem was that she was often disappointed when she actually got to know them.
 "Judy," Meg said.
 "Oh, and Meg," Judy continued, not listening, "he was so affectionate. He kissed my cheek when he said goodbye."
 "Judy," Meg said again.
 "What?"
 "Be careful."

"I can trust him. I know," Judy answered.
 "Like you knew about Peter?"
 "Oh, Peter. I should have realized that Peter had problems when he started calling me five times a day at work. Peter was a mistake. Everyone makes mistakes."
 "And Henry?" Meg continued.
 "Oh, Henry. How could I have known about Henry?"
 "Judy, you could have known about Henry if you had checked out his excuses. He was always visiting his sick mother. You should have known."
 "I guess so. You're right," Judy consented.
 "Look! Just be careful. You always think you've met the man of your dreams whenever you meet someone new."
 They said goodbye, and Meg made herself a cup of coffee. She decided to go check out The Deep Blue Sea the next day. It was time to meet someone new.

Divorced

- Tony and I are getting divorced.
- Oh no. I'm so sorry to hear that.
- That's okay. We've been thinking about it for a while. We've both just changed so much over the years.
- Well, as long as you both feel the same way...Though, if you ever feel like talking, I'm here for you.

Relationships 2

Word	Definition	Example Sentence
affectionate, adj.	showing love, for instance by hugging and kissing	Parents should be affectionate with their children.
blind date, n.	a date with someone you've never met before that is arranged by someone	They met on a blind date, and six months later they got engaged.
easygoing, adj.	easy to get along with, relaxed	Sam's easygoing and fun to be with.
embrace, v.	hug	In some countries, people often embrace when they meet.
flirt, v.	to behave towards someone in a way that shows romantic interest	Vick flirts all the time with the customers at the store.
get divorced, exp.	to end a marriage	Jill and Tom are getting divorced after being married for 11 years.
get engaged, exp.	to promise to marry one another	Stephen and Tania got engaged last June, after dating for a year.
get used to, exp.	to become familiar with or adjust to doing something	Sue got used to waking up at five o'clock every morning.

in love with, exp.	have a very strong emotional attachment	Paul's in love with his wife.
sense of humor, exp.	able to appreciate something funny or make someone laugh	My math teacher has no sense of humor, and is always very serious.
spending time, exp.	passing time with someone or something	Ken spends a lot of time at work.
tease, v.	to laugh at or make fun of someone	She'll get upset if you tease her about her accent.

Unit 2: Sport And Fitness

College Sports

- Carl Langford: Welcome back to 'College Sports.' We're talking with former volleyball Olympic champion Tina Lawrence.
- Tina Lawrence: Hi Carl! Thanks for having me on the show.
- Carl Langford: Tina recently you've made a name for yourself as the coach of the Smithtown University women's volleyball team.
- Tina Lawrence: That's right.
- Carl Langford: Your team was expected to win the women's college championship this year. What happened?
- Tina Lawrence: We should have done much better, but unfortunately, several of our team members came down with the flu.
- Carl Langford: It's amazing they played at all!
- Tina Lawrence: It is. They weren't really in any condition to play, but they weren't willing to give up.
- Carl Langford: How did the team take the loss?
- Tina Lawrence: It was a terrible blow to the team's spirit. Those who have been competing for longer are handling the upset better. The newer members are taking it much worse.
- Carl Langford: So, what's next, Coach Lawrence?
- Tina Lawrence: Now we concentrate on getting back into shape and preparing for next year's championship.
- Carl Langford: So can we expect a Smithtown victory next year?
- Tina Lawrence: I sure hope so!
- Carl Langford: Thank you so much for speaking with us today. And until next time, this is Carl Langford with 'College Sports.'

Health and Fitness Today

by Rhonda Freedman

Health and fitness are very much in the news. More people these days are concentrating on eating sensibly and staying in shape. "We try to prevent problems," says Jane Roberts, manager of the Eat Right and Stay Fit Health Club. "We encourage our members to eat nutritious meals and to exercise daily. 'Do it now,' we tell our clients. So many of the people who come to us say that they should have joined sooner."

In recent years, health clubs like Eat Right and Stay Fit have been opening all over the country. Most of these clubs offer flexible hours and a wide variety of activities. People who wish to exercise before going to work can do so early in the morning, and many health clubs do not close until late at night. Most health clubs offer a large and well-equipped gymnastics facility with weight-lifting equipment, where club members can work on developing their muscles and getting into shape. Another popular activity is tennis, and members who are willing to give up eating lunch on their noon break can be seen carrying rackets to the office.

Is too much exercise harmful? Recent studies have shown that people can get hurt from doing exercise that's wrong for them. Heart specialist Marvin Kane, who is in charge of the Health and Fitness Research Program at Cedars General Hospital, advises checking with a doctor before beginning any fitness program. "People should choose programs that have been designed to match their physical abilities and needs, and follow them at their own pace," says Kane. "If we had known in the past what we know now, many injuries caused by over-exercising could have been avoided."

Ten Miles

- I just ran ten miles! I'm exhausted.
- You shouldn't have run so far.
- And now I'm going to do some weight lifting!
- By yourself?
- Yes.
- You shouldn't lift weights without a partner nearby. It's dangerous.

Sports 2

Word	Definition	Example Sentence
at your own pace, exp.	to do something as quickly or slowly as you want to do it	There is no hurry to finish the job - do it at your own pace.
build up your strength, exp.	to exercise to increase how strong you are	You should exercise every day to build up your strength.
condition, n.	someone's or something's physical state	The injured player is not in any condition to play tonight.
exhausted, adj.	very tired	I'm exhausted from getting so little sleep.
finals, n.	a series of competitions at the end of a certain period to see who is best, often related to sports competitions	Their team will be competing in this year's basketball finals.
give in, phrasal verb	to let someone else have their way, accept that you lost	Even though their team was clearly better, our players fought hard, and didn't give in.
handle an upset, exp.	to deal with something unpleasant	When our school basketball team lost 4 to 24, they had a hard time handling the upset.
in shape, exp	in good physical condition	After she had her baby, she exercised to get back in shape.
make a name for yourself, exp.	to become famous or well-known	Elie made a name for herself in the banking world, and now she's very successful.
team spirit, n.	Positive feeling towards playing or working together with others on a team or in a group	Our baseball team has real team spirit.
weight lifting, n.	the activity of lifting heavy metal to build muscle	I do weight lifting in the gym three times a week, so I'll get stronger.

well-equipped, adj.	having everything that is necessary for a specific task	This is a well-equipped gym, with all the latest exercise and sports equipment.
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Unit 3: Problems At Work

News

Announcer: If five hundred laborers and technicians at Solid Steel Corporation walk out of their jobs tomorrow as planned, then the company will no doubt have to close down. Solid Steel is the largest steel plant in our region, and its products are famous throughout the world. The workers, whose wages have not been increased since the plant opened five years ago, could have called another strike. Under the circumstances, however, they've decided to quit. Industrial experts were called in last week to help management handle the situation, but apparently it is too late now to save the plant. Mr. David Warren, chief warehouse clerk at the plant, said that the workers would neither accept incentives to go back to work, nor continue with negotiations. Another worker, Mr. John Kaplan, said, "If they hadn't made so many empty promises in the past, then none of this would have happened. Either the general manager takes our threats seriously, or Solid Steel closes tomorrow." And now, tomorrow's weather.

Fifty Days and Counting

by Helen Sykes

The workers at Flemming Steel, who went on strike fifty days ago, are still striking. The walkout began when Chuck Roste, Chief Executive Officer, announced a cut in wages. The plant's employees had already agreed to a temporary decrease in wages to help keep the plant open during its financial difficulties. However, when a proposal for additional cuts was made, the workers objected, and many threatened to quit.

Flemming Steel has been trying to handle this problem for the past several years. At one point, there was even talk of closing down the plant. Employees were faced with a choice of either losing their jobs or accepting wage cuts. Chuck Roste explains: "Foreign competition has nearly shut us down. We couldn't have predicted the effect of this competition. Under the circumstances, there just wasn't any other choice but to lower salaries."

Hank Wiskowski, who represents the employees, disagrees: "The management should have seen how the industry was changing. If they had been more aware of the strength of the competition, we would all be in the plant now, working."

So far negotiations have been unproductive. The two sides agree on one thing, though. Neither Flemming Steel nor the strikers want the plant to close down. As one striker's wife says, "If it weren't for the plant, many people in this region wouldn't be able to make a living. If it weren't for the loyalty of the workers until now, the plant would not have survived as long as it has." It seems that Flemming will either have to find a solution to its problems or close its doors for good.

Quitting

- Laura, are you thinking of quitting?
- No. Why do you ask?
- I heard someone say that you were planning to leave.
- That's odd. Maybe they confused me with Anna.
- Anna is quitting?
- Yes. She got a great job offer.
- That's too bad. I'll miss working with her.
- Well, you still have me!

Labor Relations

Word	Definition	Example Sentence
empty promise, exp.	a promise that is worthless, that won't be kept	Bill always makes empty promises; he never does what he says he'll do.
go on strike, exp.	to stop work as a protest	We'll go on strike if we don't get more money.
handle the situation, exp.	to take care of things	Liz says she'll quit if she doesn't get a promotion. How do you want to handle the situation?
incentive, n.	something that encourages people to do something	I have no incentive to finish the project.
make a living, exp.	to earn enough money to live	I don't earn much, but it's enough to make a living.
make cuts, exp.	to reduce or lower your budget, often in regards to money	The government is making cuts in its spending.
productive, adj.	getting a lot done	I've had a productive day.
proposal, n.	a suggested idea	I hope you'll accept our proposal of hiring more employees to get the job done.
quit, v.	to choose to stop working at something, often a job	Ralph quit his job, because he didn't like his boss.
under the circumstances, exp.	considering the situation	It's a good offer, under the circumstances.
wage increase, n.	a raise in how much money someone is paid	The assistant manager was given a wage increase after working in the company for only a year.

walk out, phrasal verb	to suddenly leave a place of work as an expression of disapproval, to go on strike (also a noun: walkout)	We should all walk out until they give us better working conditions.
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Unit 4: A Helping Hand**Call-In**

- Host: Good evening, and welcome to "Point of View." This week we will discuss the situation of the homeless in America's cities. What sorts of housing alternatives are available? What is our responsibility as members of society? Could the establishment have done something to prevent the current situation? We want to hear what you think. Give us a call on 967-4133. Do we have someone on the line?
- Caller 1: Hello?
- Host: Hello. You're on the air. What's your name?
- Caller 1: Jim Dawkins.
- Host: Well, Jim, what are your views on the situation of the homeless?
- Caller 1: I don't think society should feel responsible for them. I think these people must have done something, and as a result, have been left homeless. Keeping a job usually depends on whether or not you're willing to work. These people must be lazy, and I don't believe in helping people who won't help themselves.
- Host: Well, thanks for calling, Jim. And we have another caller. Hello. You're on the air. What's your name?
- Caller 2: I'm Marilyn Goldshmidt, and I would like to comment on what Mr. Dawkins said. I work with the homeless, and in many cases they are either capable people who have had some bad luck, or senior citizens who don't have enough money to pay the rent. If the establishment had taken steps to help these people, the situation would be different today. We wouldn't have young people with children and elderly people living on the streets. The homeless are really no different from you and me. They just don't have enough money to pay rent...
- Host: I'm sorry, but I have to interrupt you, Marilyn. We have to end the program now. Thank you for calling, and thank you all for listening. Have a good week, and join us again next Tuesday evening for "Point of View."

Does Homeless Mean Helpless?

by Jenny Whyte

One of the most controversial issues in today's society is that of the homeless. At present, thousands of youngsters and elderly people live their lives on the streets, and the situation is not improving.

Some people believe that if the government had taken more steps to help the homeless, perhaps by providing low-rent housing, then there would not be such a problem today.

Mrs. Flory Jacks, a senior citizen who is living at Waverly Retirement Home, gave her point of view.

"Our government should have done something about this problem years ago. In my opinion, no positive steps have been taken to offer these people an alternative life."

Mr. Willy Burns, whose life for the last nine years has been spent on the streets, is not so negative. "I can't help wondering why people want to help me. If I had wanted to make it in the city, I could have. I chose not to. I am not capable of living like other citizens. I prefer to depend only on myself."

However, this is not the attitude in every case. Fourteen-year-old Kevin didn't have any good comments to make about his life.

"I came from a home where there was a lot of violence. After a while, I couldn't stand it anymore, so I left. Since then, I've been on my own. I guess I could've either gone to some government place or back home, but it wouldn't have made any difference. Wherever I went, I'd still feel like I didn't belong."

Do You Need Help?

- Ma'am, do you need help lifting your stroller onto the bus?
- No. I'm fine, but thanks, anyway.
- Then at least let me help you carry those bags.
- No, thanks. I can really manage by myself.
- Please. I enjoy helping people.
- Well, OK, young man. You can lift those heavy bags for me.

Social Problems

Word	Definition	Example Sentence
capable of, adj.	able to, has the ability	Henry's not capable of fixing the car himself.
controversial issues, exp.	subjects people don't agree on	Let's not discuss controversial issues at the dinner table.
depend on, v.	rely on	If you ever need any help, you can depend on me.
establishment, n.	an informal group that makes decisions and holds power	The political establishment was against changing the election rules.
homeless, n.	a person without a place to live (also an adjective)	We must find housing for the homeless.
housing alternatives, n.	different kinds of places to live	If they can't rent apartments, we need to find housing alternatives.
make a difference, exp.	to change things	If you want to make a difference in your country, you need to vote.
manage by yourself, exp.	to be able to do things without help	That looks heavy; can you manage by yourself?
on the streets, idiom	without a home, living outside	Surviving on the streets is difficult.
pay the rent, exp.	to make a monthly payment so you can live in an apartment or house which belongs to someone else	We pay the rent on the first of the month.
senior citizen, n.	a person around 65 years of age and up	You can buy a ticket for senior citizens if you are over age 65.
take steps, exp.	to do something about a certain issue	The company took steps to please the workers.

Unit 5: Health And Happiness

A Healthy Diet

- Tamara: Hey Kelly.
- Kelly: Yeah?
- Tamara: You're studying to be a nutritionist; can you give me some advice about my diet?
- Kelly: Sure. What would you like to know?
- Tamara: I really want to eat healthier, but I don't know where to start.
- Kelly: Well, you can start by not eating any more of that cereal.
- Tamara: But it's just cereal. What's unhealthy about that?
- Kelly: Do you have any idea how much sugar is in a bowl of cereal?
- Tamara: OK. So what should I eat for breakfast?
- Kelly: Try plain yogurt with fruit, or whole-grain toast with a healthy spread. Look, the most important thing is that you avoid processed foods.
- Tamara: What do you mean by "processed" food?
- Kelly: I mean, food that's packaged. You know, comes in a box. Processed food contains a lot of artificial and fake ingredients. My motto, "If you can't pronounce it, don't eat it."
- Tamara: OK so that's breakfast - what should I do for the rest of the day?
- Kelly: Just focus on eating fresh foods. Try chicken, fish, vegetables, fruits, nuts and whole grains.
- Tamara: I don't think I can give up my cereal or cookies.
- Kelly: Look, you don't have to give up everything all at once.
- Tamara: That's good!
- Kelly: You can have some processed foods here and there, but it shouldn't be a major part of your diet.
- Tamara: OK, you've inspired me. I'm going to take your advice...right after I finish this cookie.

After a Heart Attack

- Absolutely no smoking!
- Drink only small quantities of alcohol and limit it to wine.
- Eat sensibly. Try to eat nutritious food which is neither fatty nor salty. Stay away from fried food. Concentrate on eating fresh fruit and vegetables, and whole-grain bread. Eat just a small amount of either grilled fish or chicken. Weigh yourself weekly.
- Remember: being overweight may have caused your condition.
- Try to keep in shape. Exercise three or four times a week. Keeping fit will strengthen your heart. This will help prevent another attack.

Can I Help?

- Can I give you some help?
- Sure, if it's no trouble.
- How many pounds are you lifting?
- I'm trying to lift a hundred pounds.
- But you've only got eighty pounds.
- Oh! I must have made a mistake.
- Do you want me to put the other weights on the bar for you?
- Yes, please, if you wouldn't mind.

Health 2

Word	Definition	Example Sentence
concentrate on, v.	to focus on	Right now I'm just concentrating on getting well.
eat sensibly, exp.	eat food that is good for the body, eat healthily	You should eat sensibly and exercise three times a week.
heart attack, n.	when your heart suddenly stops working	Ingrid is in the hospital, recovering from a heart attack.
heart condition, n.	a disease that affects your heart, when your heart doesn't work as well as it should	Bill takes pills every day because of his heart condition.
limit, v.	to not let something, such as an amount or number, go past a certain point, restrict (also a noun)	You should limit the amount of pasta and bread you eat, if you want to stay thin.
nutritious, adj.	provides things that your body needs, such as vitamins	You should eat broccoli, because it's very nutritious.
overweight, adj.	weighing more than you should	I am overweight, and need to lose 20 pounds.
palpitations, n.	beating of the heart that is stronger and quicker than normal	Cory gets heart palpitations when she drinks coffee.
small quantities, exp.	small amounts, a little bit	Small quantities of this medicine won't harm you.
sweat, v.	when liquid comes out of your skin, usually when it is hot or you are nervous	He's always sweating, even in cold weather.
weigh yourself, exp.	to stand on a scale to find out how heavy you are	I weigh myself once a week at the gym.
whole-grain, adj	made from grains, such as wheat, that have not had any part removed	Please buy a loaf of whole-grain bread.

Unit 6: Going Out**Opera Review**

- Allegra: Welcome to "Sound Sense," the program that tells you what's worthwhile listening to around town. I'm Allegra Pizzicato.
- Ray: And I'm Ray Tone.
- Allegra: OK, Ray. Which upcoming musical event tops your list of recommendations today?
- Ray: Well, Allegra, I'd say it would have to be the hilarious hit, "Musical Disturbance," which is here on tour from January 7th. You should have been there opening night! There was actually cheering in the theater. This musical comedy is sure to become a classic. And not only that, but it's also making lots of money. I'd say you must see it.
- Allegra: Well, I don't agree with you, Ray. If there is only one show that you can see, it has to be the talented dramatic opera, "The Astonished Genius," an outstanding production, featuring very singers. If the applause is any sign, this will be the hit of the year.
- Ray: Well, I've never even heard of the singers in that show, and I think if you've only got one night out, you should play it safe.
- Allegra: Well, there you have our choices. Remember, whenever there's a musical event, "Sound Sense" will be there checking it out for our listeners. We'll be back next week at the same time. See you then.

Planning a Party

Do you want to have a party, but don't know where to start? Don't give up hope, here are some tips to help you.

1. Decide on the reason for your party. Is it for good friends to get together? Is it for strangers to meet each other?
2. Choose the date, time, and place of the party. Give yourself enough time to plan without feeling stressed.
3. Make the guest list and invite guests.
4. Decide on the menu. You can make easy dishes and present them in interesting ways.
5. Shop for the food, drinks, and serving utensils you'll need. Pretzels and popcorn are classics.
6. Prepare the food. If there are foods you can freeze, make them first. Cut fruits and vegetables last.
7. Make sure the party room is clean. Decorate it to express your personality. Set the table.
8. Wear clothes you feel confident in.
9. One last thing to remember - enjoy your party!

Lunch

- Wow! That lunch was delicious.
- Yes, it was. I'm full.
- Well, I've got to get back to work.
- Me, too.
- I'll speak to you soon. Take it easy.
- Thanks. Take care of yourself.
- Bye.
- See you.

Entertainment 4

Word	Definition	Example Sentence
applause, n.	the sound of the clapping of hands	The applause went on and on after the concert ended.
around town, exp.	in the neighborhood, in the city	I see him around town, once in a while.
cheer, v.	to shout in approval of someone or something (also a noun)	There was cheering when the team won.
classic, n.	something considered good for many years, not only for a short time (also an adjective)	something considered good for many years, not only for a short time.
hilarious, adj.	very funny	Jacob is hilarious; I can't stop laughing when I'm around him.
on tour, exp.	when entertainers travel from place to place giving performances	The band is on tour this month.
opening night, n.	the first night of a play, movie, or other performance	The newspaper reporters saw the play on opening night.
outstanding production, exp.	an excellent performance	That was an outstanding production of Hamlet.
play it safe, exp.	to choose a more certain choice	Let's play it safe and go to a restaurant we know is good.
recommendation, n.	a suggestion that says a particular thing is good	I need a recommendation for a good doctor.
top the list, exp.	to be the best of its kind	Tony's Pizza tops the list of best restaurants in Chicago.
worthwhile, adj.	valuable, worth one's time, money, or effort	This is a worthwhile project that can help lots of people.

Unit 7: Restaurant Reviews

Family

Hello, Johnny. It's Sophie. You really should have come with us last night. We went to that Chinese restaurant where Carmen's used to be. The food was fabulous; I never knew I had such a big appetite. It was a buffet and we ate as much as we wanted. To start off with, I had a bowl of corn soup, although I probably could have skipped it. Instead of having just one main dish, I tried everything. My favorites were the Chinese roast beef, shrimp with vegetables, and sweet and sour chicken. Everything was delicious. You must come with us next time.

A Seafood and Steak Surprise

"Are you sure I look OK?" asked Raoul hesitantly.

"You look fine, Raoul!" said Steve, Raoul's roommate. "You should have left already. You don't want to be late for your first date with Marcy!"

"I'm leaving, I'm leaving! See you later," said Raoul.

"Hope you have a good time."

"I hope so, too," answered Raoul nervously.

They'd decided to go out for dinner. The restaurant they were going to was called Sam's Seafood and Steak House and was one of a chain of new restaurants. Although neither Raoul nor Marcy had ever been there before, they'd heard that the restaurant was having a half-price student special.

"I hope you have an appetite tonight," Raoul told Marcy in the car. "I've heard that this restaurant has a huge seafood buffet and an All-You-Can-Eat Shrimp Special."

"Sounds great!" said Marcy. "I'm starving!"

When they arrived at the restaurant, it was crowded and very noisy.

"I guess we should have made a reservation," said Raoul.

After waiting almost an hour, they finally got a table. Unfortunately, it was in the smoking section. Not only that, but the tablecloth and silverware didn't look very clean. Finally, the waiter came to take their order.

"I'll have the roast beef, well done, and corn on the cob," said Marcy.

"And I'll have the All-You-Can-Eat Shrimp Special" said Raoul.

"Something to drink?" asked the waiter.

"Two mineral waters," said Raoul.

After a very long wait, their dinner arrived. "The roast beef is awfully rare," said Marcy.

"And these shrimp have a strange, bitter flavor," complained Raoul. "Let's ask the waiter for our check."

On the way home, both Raoul and Marcy had stomachaches.

"It must have been that roast beef," said Marcy.

"And those awful shrimp!" cried Raoul. "If we had just gone out for a pizza, we would have enjoyed ourselves so much more!"

The next day, Raoul saw a review of Sam's Seafood and Steak House in the college newspaper. It said, "We do not have a single compliment for this terrible restaurant! Whatever you do, don't go to Sam's Seafood and Steak House!"

"Now they tell us!" cried Raoul, holding his stomach.

Recommendations

- Is the food good here?
- I believe so. Betsy and Paul eat here all the time.
- In that case, I'm certain the food is horrible.
- What do you mean?
- Have you forgotten? Their recommendations are always terrible.
- I suppose you're right. We'd better go somewhere else.

Restaurants 2

Word	Definition	Example Sentence
appetite, n.	a desire or strong wish for food	Gavin always has a big appetite by dinnertime.
buffet, n.	a table with different foods for people to take	Are there any good salads in the buffet?
chain of restaurants, exp.	similar restaurants with the same name	This is one of a chain of restaurants.
compliment, n.	a comment that says something nice about someone (also a verb)	The bride received so many compliments on her wedding dress.
make a reservation, exp.	to tell a restaurant that you want to eat there at a particular time	Please make a reservation for two at the restaurant.
rare, adj.	meat that is cooked for a short time, so that it is still red or pink	Waiter, this steak is rare; please cook it longer.
silverware, n.	forks, knives, and spoons	Please take the silverware out of the drawer and set the table.
skip a meal, exp.	to not eat one of the meals of the day (breakfast, lunch, or dinner)	Tom will often skip a meal when he's busy at work.
starving, adj.	extremely hungry	I haven't eaten all day, and I'm starving!
tablecloth, n.	material used to cover a table	Jen put the fancy blue tablecloth on the dining room table.
take care of the check, exp.	to pay for a restaurant bill	My father took care of the check, so I didn't have to pay for dinner.
well done, adj.	cooked for a long time, very well cooked	Do you want your hamburger well done?

Unit 8: Meeting People**Soap Opera**

Narrator: And now, for the final episode of "A Stranger from the Past."

Angel: I should never have come! Perhaps I should have tried to call first.
Maybe it's not a convenient time. What should I say? How should I act? Do I shake her hand? Kiss her on the cheek? Embrace her affectionately? Do I . . .

Veronica: Hello, who are you? You look awfully familiar, but . . . no, it can't be possible.

Angel: Oh, Veronica! Don't you recognize me? It's me, Angel, your long-lost twin sister! We were separated when we were kids. We were only five years old. Try! Try to remember!

Veronica: Wait. Yes! Yes! It's all coming back to me now! I remember how our parents died in the accident. Then mother's Aunt Alice and Uncle Harold, who didn't want to take care of us, separated us. They sent me to Boston, and they told me you were lost forever! Oh, Angel, how could I have trusted them?

Angel: Veronica, I have been dreaming of this moment for so many years! Just looking at you, I can tell we have so much in common. Our taste in clothes and music, why, even our personalities are probably similar. Who is your favorite musician? I like Mick Starlight!

Veronica: I do, too! I'm crazy about him! Oh, Angel, if only we hadn't been separated, we could have been together all these years!

Angel: At least now we'll have the rest of our lives to get to know each other again.

Veronica: Oh, yes. We have so much to catch up on!

Narrator: And that was the final episode of "A Stranger from the Past."

The Day I Met Mick

I'll never forget the day I met Mick Starlight. It began like a nightmare; everything went wrong. First, my alarm clock didn't ring. I must have forgotten to plug it in. I woke up late, and I can't stand being late! Then I took a shower and of course, there was no hot water! I quickly got dressed, and ran out of the house without breakfast, still wanting to make it in time for class.

On my way to the university, I must have been driving too fast. A policeman signaled to me to stop. I was nervous, but when he came over, he smiled. He was really cute! Then I realized that I must have looked a mess. Not only hadn't I had time to put on any makeup, but I also hadn't ironed my shirt or dried my hair. I could have died of embarrassment. However, I smiled back at him, anyway.

"Was I driving too fast, Officer?" I asked.

"I'm afraid so," he answered.

I didn't know what to do then, so I just told him I was sorry. Luckily, he was very nice, and only gave me a warning. I soon reached the intersection where I had to turn. Looking up, I saw a beautiful sports car coming up behind me. As I got to the corner, the light turned red. I stopped, but the sports car didn't, and went right into me! I couldn't believe it!

How could he have been so stupid, whoever he was?! Fortunately, I was fine, but my car wasn't. I stepped out of the car and was preparing to shout, when I saw the driver of the sports car. It was Mick Starlight! He felt so bad about my car that he not only paid for the repairs, but he also gave me tickets to his next concert! And of course, I never did make it to class.

Nice Meeting You

- I have to go. I have a meeting.
- Bye, Dan. It was nice to have met you.
- It was nice meeting you, too. Take it easy.
- I hope we see each other again soon.
- Me, too. By the way, I wonder if you could take care of the check.
- Wait! Dan! Just a minute.

Meeting People

Word	Definition	Example Sentence
can't stand, exp.	dislike very much	They can't stand classical music, so they didn't come with us to the symphony.
catch up on, exp.	to find out what has happened since the last time you got information	The two friends caught up on the last few years of their lives.
die of embarrassment, exp.	to be extremely ashamed or embarrassed	If Heather makes a mistake in front of all those people, she'll die of embarrassment.
feel bad, exp.	to feel guilty or upset about something	You shouldn't feel bad about breaking the vase; I never liked it anyhow!
give up hope, exp.	to stop believing that something will be okay	Even though things can get very difficult, never give up hope.
like a nightmare, exp.	like a scary or unpleasant dream; a bad experience	My stay in the hospital was like a nightmare.
long-lost, adj.	lost for a long time, not in touch for a long time	I just found out that I have a long-lost relative living in France.
look a mess, exp.	when someone or something does not look neat or clean	After spending the day cleaning out the garage, I must look a mess!
look familiar, exp.	to seem like a person or place you already know	I wonder if I've ever been here before, because this place looks familiar.
separation, n.	not being together	The sisters found each other after a separation of twenty years.
take it easy, exp.	an expression used when saying good-bye	It was great seeing you. Take it easy.

trust, n.	to believe or rely on someone (also a noun)	I trust my brother to look out for me.
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Unit 9: Ecotourism

The Experience of a Lifetime

Have you ever wanted to see the world and explore new cultures while helping the environment and people in need? Then My Volunteer Vacation Agency is for you!

Destination: Osa Peninsula, southern Costa Rica (10 days)

Experience fun-filled days of volunteering in the forests of southern Costa Rica!

Help with reforestation by planting a variety of tree and plant species.

Meet the locals, and hear their stories as they share their experiences of life in this remarkable area.

Destination: Tanzania, Africa (14 days)

Help maintain community and school gardens. Assist with new building projects and work with the local residents.

Whether you read them stories, teach English, or just laugh and play with the local children, you will surely be appreciated!

Destination: Ulithi Atoll, Micronesia (14 days)

Do you want to become a part of the wildlife and marine ecosystem conservation effort? Journey to Ulithi Atoll, home to one of the largest populations of nesting sea turtles.

Help clean up the coastline and see the adorable turtles up close!

A team of scientists and local residents will provide all the training you'll need (including snorkeling lessons)!

All of our volunteer vacations offer housing with host families, or at locally-run eco-lodges.

For more information visit our Web site

www.myvolunteervacations.com or e-mail us at: info@myvolunteervacations.com

The Tour Group

Tour Guide: OK, guys, listen up. Today we'll be planting seedlings in a nearby forest. Now we owe a lot to the world's forests. They play an important role in the water cycle and are an incredible source of biodiversity. This tree planting program is very important in helping maintain the local forest habitat. So, I hope you're well-rested and ready to get a little muddy! Yes, Tim. First question of the day.

Tim: Yes... so I read that there's poison ivy scattered throughout the forest...is that true?

Tour Guide: Yes Tim, that is true. But don't worry. I'll show you exactly what the poison ivy plant looks like, so you'll know what to avoid. So...Yes, Tim.

Tim: What kind of seedlings will we be planting?

Tour Guide: We'll be planting over 30 different native species. Once we arrive at the visitors center, I'll explain more about how our work today will help preserve the fragile ecosystem of the forest.

Shirley: I don't believe it!...I forgot my camera! Is there enough time to go back to the van and grab it...real quick?

Tour Guide: OK. But we need to get going if we want to make it to the visitors center on time. And remember to stick together! I don't want anyone to get separated from the

group. Like what happened yesterday...David. Alright, folks... let's plant some seedlings!

Can I Interest You in an Ecotour?

- Travel Agent: So you're going on vacation. Can I interest you in an ecotour?
- Ivan: Maybe, what kind of ecotours do you offer?
- Travel Agent: We have several wonderful conservation tours in different national parks all over the world.
- Ivan: What conservation activities would I be involved in?
- Travel Agent: Well you'll have the chance to monitor local wildlife and construct new trails within the parks.
- Ivan: Sounds interesting. When's the next tour?
- Travel Agent: The travel dates are flexible, so you can start whenever you want!

Itinerary for Hawaii Eco-vacation

Note: Please bring sunscreen, a hat, and water on all trips!

Day 1

Everyone will arrive and meet at the airport by 1:00 P.M. We'll then have a picnic lunch at the Hawaii Volcanoes National Park and check into the *Toucan Springs Eco-lodge*. In the evening, we'll enjoy a communal dinner, mingle with locals, and participate in an evening activity. Here you'll have the chance to get to know your fellow ecotourists!

Day 2

We'll travel in groups to the black sand beaches to remove garbage from the area. Each group will clean a section of the beach. We may even catch a glimpse of some sea turtles! At night, there will be a barbecue dinner on the beach (vegetarian options available).

Day 3

Today we'll restore rainforests in the Manoa Valley and learn about the importance of the rainforest ecosystems. We'll receive training on how to plant seedlings and remove weeds. Then, we'll help restore the ecosystems throughout the Manoa Valley rainforests. Afterwards, we'll hike for 30 minutes until we reach Manoa Falls – a 150-foot waterfall! Return for dinner and night activities.

Day 4

We'll start the day watching the sunrise over the volcanoes. After breakfast, we'll learn from oceanographers about sustainable ocean fishing dating back to the 13th century! Then, we'll drive down Crater Rim Drive, walk through a fern forest and enter the Thurston Lava Tube! **Caution: The lava tube is a dimly lit cave with low ceilings so watch your step...and your head!** After dinner in a nearby café, we'll gather to see molten lava pouring into the ocean below.

Day 5

Get ready for some fun in the water at the Hanauma Bay Nature Reserve. **Please bring: bathing suit, sunscreen, towel, and water shoes.** We'll watch a video about conservation and learn how to identify

the marine life we may encounter while snorkeling! Bring your own snorkeling gear, or rent it at Hanauma Bay. Those of you who have never snorkeled before will also receive an introductory lesson. Return for the farewell dinner and luau (traditional Hawaiian party).

From: ReginaS@email.com
To: malia@email.com
Subject: Itinerary – A few questions

Hi Malia,

Thanks for sending the itinerary again. We're excited to be going on another eco-vacation. We have never been to Hawaii before! I have some questions about the itinerary.

Our flight arrives at 1:30 p.m. Can the group wait for us? If not, could you please help us arrange transportation from the airport to Hawaii Volcanoes National Park?

Also, I see that we'll be visiting the Thurston Lava Tube. I understand that there are volcanic fumes there, and they advise people with heart or breathing problems to avoid these areas. Our 16-year-old son is in good physical shape but has asthma. Do you think it would be dangerous for him? Could we arrange a different activity for our family on that day?

We'd also like to request vegetarian meals for all of us. This wasn't a problem last year, when we went to Thailand.

Thank you and hope to hear from you soon!

All the best,
Regina

Malia: 10:58 A.M.
Hi! Can you respond to Regina Smith's e-mail for me? I just don't have the time.

Mark: 11:00 A.M.
Sure. But I'm not sure how to answer some of her questions.

Malia: 11:01 A.M.
Which ones?

Mark: 11:02 P.M.

Her flight arrives 30 minutes after our bus is scheduled to depart from the airport. Will we be able to wait for her?

Malia: 11:04 A.M.

If her flight arrives on time, we can wait. It shouldn't be a problem. If it's delayed, they can take an airport taxi and meet us at the national park.

Mark: 11:05 A.M.

And she's concerned about her son's asthma in the Thurston Lava Tube...

Malia: 11:06 A.M.

Yes, I remember. There are no volcanic fumes in the tunnel so it shouldn't really be a problem.

Mark: 11:07 A.M.

And if she still doesn't want to go?

Malia: 11:09 A.M.

Unfortunately we cannot arrange a different activity for her family. The walk through the tunnel is only about 30 minutes. Her family will have to wait if they decide not to enter.

Mark: 11:11 A.M.

And the vegetarian meal request?

Malia: 11:12 A.M.

I've already arranged it. It's all set up!

Mark: 11:13 A.M.

OK great.

Malia: 11:14 A.M.

Please send her an e-mail today.

Mark: 11:16 A.M.

Not a problem, I'll do it right now.

An Eco-hotel Seminar

Narrator: Listen to part of a seminar on eco-hotels.

Lecturer: Hi everyone, I'm Angela Birdson, and I'm a consultant for IGHA (the International Green Hotel Association). It's great to be here. Today, I'll be talking about eco-hotels. The first eco-hotels were basically cabins located within natural areas, such as forests and jungles. Made using local building materials, these 'eco-lodges' had a low or even neutral impact on the environment. Today, eco-hotels are any hotels with environmentally-friendly practices and policies. To earn 'eco' or 'green' certification, hotels need to meet certain requirements.

There are different ways to achieve green certification. For instance, if you're building from scratch, or doing renovations, you can use sustainable resources and building products. You can also install solar or wind energy systems, and water-saving toilets, faucets, and showers. If you have an existing hotel with no plans for renovations, you can institute a towel policy to save water and energy. Towel policies encourage guests to request fresh towels only when absolutely necessary. You can also institute environmentally-friendly procedures in your hotel such as using non-toxic cleaning products, providing organic soaps and shampoos to your guests, and placing recycling bins throughout the hotel. In one hotel, special exercise equipment in the gym creates energy when guests use it. This then helps power the building! So, let's hear. What have you done to make your hotel more eco-friendly? Yes, sir?

Hotel Owner: Yes, my name's Sam Carlton and I own a small boutique hotel. We've recently added solar panels to the hotel roof. Thanks to the renewable energy that the solar panels create, we've already seen a large reduction in our regular electricity use...which means lower bills, too!

Lecturer: So by using the renewable energy of the sun, you're also saving money. It's a win-win situation! In fact, 'green' certification can be very helpful for a hotel's bottom line, as some guests and businesses will only book at green certified hotels. Now, let's take a short break...

Ecotourism

Word	Definition	Example Sentence
biodiversity, n.	different types of plants and animals in a certain area	There's so much biodiversity in the forest! We saw at least six different types of wildflowers!
coastline, n.	area of land next to the ocean; line that forms the border between land and an ocean or lake	The group stood at the coastline and watched the sea turtles return to the ocean.
conservation, n.	activities done to protect the earth, plants, and animals	The conservation of the forest is important, so today we will be planting new trees to replace the ones that have been cut down.
debris, n.	garbage and unwanted items that are lying around	We wore gloves to remove the debris from the beach.
eco-lodge, n.	type of place where tourists stay that doesn't hurt the environment, usually located in natural surroundings	The tour group is staying in an eco-lodge that's located inside a rainforest.
ecotourism, n.	responsible travel that promotes conservation of the environment and sustains the well-being of local people	I like how ecotourism combines travel and helping the environment.
habitat, n.	place and environment in which certain animals live	This tree planting program is very important in maintaining the forest habitat.
marine life, n.	plants and animals that live in the ocean	My favorite activity of the vacation was snorkeling in the ocean and learning about different marine life.
seedling, n.	young plant that grows from a seed	The tour group was trained on how to plant seedlings and remove harmful weeds.
species, n.	class or type of animal or plant	Hawaiian Green sea turtles are a species of turtle that can be found on the black sand beaches of Hawaii.
volunteer, v.	offer to do something without being asked or without getting something in return	My sister is volunteering in communities in Africa. She's really enjoying helping them with new building projects.

wildlife, n.	living things like birds, animals, and plants that live in nature	My friends and I like to go hiking and observe the wildlife, especially the birds.
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Unit 10: Personality Types

Are You an Extrovert, Introvert, or Ambivert?

Have you ever wondered about your personality type? Do you think you're an introvert or more of an extrovert? Perhaps you're a bit of both! Read the following descriptions and see which one sounds more like you!

Extrovert

An active social life stimulates you. It can seem that extroverts have all the fun! You enjoy constant social interaction, whether at a large party or striking up a conversation with someone in the grocery store. According to researchers, spending too much time alone can make extroverts feel bored and anxious. You seek social interaction in order to recharge.

Introvert

You enjoy socializing with small groups of close friends or one-on-one. You carefully think through your plans and actions. Exceptionally noisy and crowded environments overwhelm you. Many people think introverts are antisocial, but in fact, spending quiet time alone with your thoughts or engaging in activities you enjoy energizes you.

Ambivert

As an ambivert, you are more of a mix. You enjoy social events and don't mind large crowds every so often, but you're OK spending time on your own as well. Studies show you're in good company. Studies also show that the majority of people fall somewhere in this middle category.

The Party

Dalia: Gabrielle! What are you doing? Why are you not ready for the party?

Gabrielle: Yeah, urm, Dalia... about this party... You go without me. I'm just not in the mood.

Dalia: You always say that. Stop being so antisocial! It'll be fun! There'll be music, dancing... Come on!

Gabrielle: I'm not antisocial, Dalia. I don't always need to be around a bunch of people to enjoy myself.

Dalia: Gabby, please come with me. It'll be great — it's a chance to meet new people.

Gabrielle: I'm not like you, Dalia. I'm shy — I don't like meeting new people. I'd prefer to just stay home and finish my novel...

Dalia: Come on. Please. Don't make me go alone.

Gabrielle: Oh, alright! I'll go... this time. But I'm telling you, I won't enjoy it.

Dalia: It'll be great... you'll see.

Gabrielle: Hey, maybe you're right. This might be my kind of party after all!

I'm an Extrovert!

Rita: Hey, I just took this online quiz and it says I'm an extrovert!
Felix: Really? I'd say I'm more of an introvert myself.
Rita: Oh yeah? What makes you say that?
Felix: I prefer being alone to being around lots of people.
Rita: What do you do when you're alone?
Felix: Loads of things! I read, go for walks, listen to music.
Rita: That's interesting. I think I'd get bored quickly though.

Participating in a Psychology Study

From: Cynthia Nelson
To: Damian Raz
Subject: Great experience!

Hey Damian!

I just took part in a psychology study. It was a great experience! You should apply to become a participant, too!

The study focused on how men and women with different personality types interact with each other. I applied online to participate in the study. I filled out a survey with a lot of questions about my personality. The questions reminded me of that personality quiz we took at the beginning of the semester.

A few days later, I met with all of the participants. We had to do activities that required us to work together to solve problems. It got very intense. As you know, I'm very outgoing and usually take the lead with group projects. But this other guy in our group was also confident and extroverted. I thought it was going to be a problem, but in the end, we became friends!

We have a second meeting scheduled for tomorrow, but this time the group will be women only. I guess the researchers want to see how different the group dynamic will be.

I'm definitely going to participate in more psychology studies this semester. Oh, and we also got paid for our time (which is always nice for us students!).

Do you think you'll be interested in participating? I really think you should!

Talk later,
Cynthia

Study Participant Application Form

www.Clarkviewuniversity.edu/psychology

Submit

Study Participant Application Form

Thank you for your interest in the University of Clarkview's psychology research program!

Please complete the survey below. Once we have determined your eligibility, we will contact you for any relevant studies. After you've received e-mail confirmation of your eligibility to become a study participant, you may log into the psychology department's Web site to view available studies.

First name: Damian

Last name: Raz

Age: 26

Gender: Male

Create a user ID: DamRaz

E-mail address: DamRaz@email.com

Phone number: 917-676-5155

How did you hear about our research program?

A friend of mine, who participated in one of your studies, told me about it. She said it was a great experience and that she was even able to get paid for her time.

Please tell us why you are interested in participating in our research program and which area of research interests you most.

I am a psychology major and am very interested in being part of the exciting research being done in your program. I'm particularly interested in personality research, and brain development in adolescents.

Which study format are you interested in? (Online/In person/Both)

Both

From: Julian Brenner
To: Damian Raz
Subject: Study Eligibility

Dear Damian,

Congratulations! You are eligible for an upcoming study! Please view the study description. If you're interested in participating, please contact us within seven days in order to give us time to gather more information and conduct a brief phone interview.

Dynamics of Social Interaction Between Genders Study

This study aims to analyze the interaction between men and women with different personality types. The study involves completing an online survey about your personality and participating in problem solving activities that require social interaction.

Compensation: \$25

Session 1 (Men and Women): November 16 – 9:30 A.M. to 10:30 A.M. in the Turner Hall psychology lab

Session 2 (Men Only): November 17 – 5:00 P.M. to 5:30 P.M. in the Turner Hall psychology lab

Session 3 (Women Only): November 17 – 6:00 P.M. to 6:30 P.M. in the Turner Hall psychology lab

For more information, or if you have any questions, please contact Lauren Chen at 971-388-0001 or send an e-mail to laurenc@uclarkviewu.edu.

Thank you for your interest in participating in our research program.

Sincerely,
Julian Brenner
Psychology Department
University of Clarkview

An interview with a careers advisor

- Narrator:** Listen to part of a podcast.
- Nina Russo:** The Right Career Choice for Your Personality. Thanks for joining us. Our guest today is career advisor Bob Gilmor. Bob, can you tell us a little about how you help people?
- Bob Gilmor:** Well, Nina, I work with my clients to figure out who 'they' really are. I help my clients measure their strengths and abilities using a system called the Holland personality type. According to this system, there are six categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Once I zero in on a client's personality type, we begin to explore the potential career options best suited to that category.
- Nina Russo:** Well, I think that makes a lot of sense, Bob. But there are so many jobs out there, and so many personalities! Can you give us some examples of which jobs match best with the personality types you mentioned?
- Bob Gilmor:** Sure, Nina. I just helped a client who fit into the Investigative category, which means she likes scientific work that involves problem solving. Research shows that many of the career options that suit this personality type involve computer science, health sciences, mathematics, engineering, and so on. My client decided to pursue a career as a software developer. She thinks this type of work will satisfy her interest in problem solving. Artistic types, as you would expect, are creative people. They make good writers, actors, composers, and graphic designers. Another obvious one is the Social category. These people are friendly and enjoy helping others; so a career in teaching, counseling, or nursing would be a good fit. Psychologists have found that conventional people like structure and working with numbers and records. Financial analysts, information clerks, and receptionists are good jobs for this type. As you can see, within each category, there is a wide range of options.
- Nina Russo:** Yes, there certainly is! And what would be some examples of careers suited to the Enterprising or Realistic categories?

Bob Gilmor:	Good question. People in the Enterprising category are usually leaders. Studies show they are ambitious and are good at persuading. These people usually do well as lawyers, travel agents, and salespeople. My Realistic clients enjoy practical and mechanical work. They choose careers in safety and law enforcement, transportation, and construction. These are our firefighters, pilots, and carpenters, to name a few. But it's not always so easy to pinpoint the right career. I usually have several sessions with each client before we can really identify career options.
Nina Russo:	Wow! Your services certainly sound helpful and necessary for anyone just starting out or those who are considering a career switch. I wonder if I'm in the right career for my personality type. Thanks for speaking with us today, Bob.
Bob Gilmor:	In my opinion, if you're happy in your job, then you don't need me, Nina! If anything changes, give me a call! Or visit my Web site, www.careersonality.com . Thanks for having me!

Personality Types

Word	Definition	Example Sentence
ambivert, n.	person who enjoys interacting with lots of people, but also sometimes enjoys time alone	I enjoy being with lots of friends sometimes, but I also enjoy spending time by myself, so I'd say I'm an ambivert.
antisocial, adj.	not interested in being around other people	People say I'm antisocial because I don't like meeting new people.
center of attention, exp.	someone who is the main point of focus or interest in a conversation or at an event	Julie is always telling funny stories to everyone. She loves being the center of attention.
energize, v.	make someone feel full of energy	You enjoy going to parties because being around lots of people energizes you.
extrovert, n.	person who likes talking to and being with other people; person who is outgoing	Adam loves talking to everyone, even people he doesn't know! He's such an extrovert!
introvert, n.	person who prefers being alone or with a few close friends rather than in a large, social group	I'd say Jenny is an introvert. She often chooses to stay home and read rather than go out with a big group of friends.
outgoing, adj.	very friendly and sociable	My brother is so outgoing, he's always making new friends and meeting new people.
personality type, n.	psychological category that a person belongs to based on several consistent qualities that person has	I prefer hanging out with people who have a similar personality type to me because we understand each other easily.

shy, adj.	not feeling comfortable talking to or meeting new people	I'm a little shy with people I don't know well.
social interaction, n.	talking to and spending time with other people	He enjoys constant social interaction, so he always tries to be around people.
strike up a conversation, exp.	start talking with someone, often refers to talking to a stranger or someone you don't know well	Lucy is very friendly and often strikes up conversations with people in the grocery store.
talkative, adj.	always talking with people	It's hard for me to concentrate sometimes because my roommate is so talkative!