Neighborhoods, Cities, and Towns

a

No city should be too large for a man to walk out of in a morning.

> Cyril Connolly English writer

In this CHAPTER

Using Language

- Asking for and Giving Personal Information
- Confirming Information

Listening

- · Listening to Descriptions of Neighborhoods
- Listening to Directions

Speaking

• Talking About Places on Campus

Connecting to the Topic

1 Look at the photo. Describe the people and the place that you see.

2 Beth, Ali, and Lee are students at Faber College. Do you think Faber College is in a big city or a small town? Why?

3 Where do you go to school? Is it in a big city or a small town?

Where Are You From?



Strategy

Using a T-Chart

A T-chart is a chart with two sides. T-charts help you compare two things. You can easily see similarities and differences when two pieces of information are next to each other.

Before You Listen



 Comparing Two Colleges Look at the photos. Talk with a classmate. Compare the two schools. Use the T-chart on page 5 to help you with your discussion. Use the words in the box and your own ideas.

Nouns air buildings	city concrete	lifestyle people	town traffic	transp trees	ortation
Adjectives	elean	exciting	polluted	rural	tall
	prowded	noisy	quiet	small	urban







▲ A rural campus

A Rural Campus	A Urban Campus			
a lot of trees	a lot of buildings			
Expressions				

There are some/a lot of/many	
There aren't any/many/a lot of	

Examples:

There are a lot of trees on a rural campus. There aren't many tall buildlings. There are a lot of city buildings and streets on an urban campus. There aren't many trees.



2 Vocabulary Preview Listen to these words and expressions from a webcast. Check () the words and expressions that you don't know.

Nouns	Verb	Adjectives		Expr
activities	miss	comfortable	normal	H
campus		excited	pretty	fe
		nervous	quiet	

Expression

How do you feel about...?

3 Guessing the Meanings of New Words from Context Guess the meanings of the underlined words and expressions. Write your guesses on the lines. Check your answers with a dictionary or with your teacher.

1. I don't see my friends very much, and that makes me sad. I really <u>miss</u> them!

My guess:

- 2. There are a lot of <u>activities</u> at my school. There are sports, clubs, and parties. My guess: _____
- **3.** A: <u>How do you feel about</u> your new school? **B**: Happy! I really like it here!

My guess: _

4. My town is very <u>quiet</u>. It's not noisy like a big city.

My guess:

5. Princeton University is very <u>pretty</u> because it has a lot of trees and flowers. Trees and flowers always make a school look nice.

My guess: _

6. A: I don't like noisy places. B: That's <u>normal</u>. A lot of people don't like noisy places.

My guess:

7. New students at Faber College sometimes feel very <u>nervous</u>. They're worried because life is so different here.

My guess: _

8. I'm <u>comfortable</u> in big cities because I live in New York. I feel happy where there are a lot of people, buildings, and noise.

My guess: _

9. She's excited about studying at Faber College because it's a good school.

My guess: _

10. Because I live on the Faber College <u>campus</u>, I'm near my classes and I meet a lot of other students.

My guess: ___

Listen



4 **Listening for Main Ideas** Listen to the first part of the webcast and choose the best answer to each question.

- 1. Why is Alex talking to Beth, Ali, and Lee?
 - A They miss their friends.
 - B They like campus activities.
 - C They're new students.
- 2. What are they talking about?
 - (A) what they are studying
 - B why they are studying at Faber College
 - C where they are from
- **3**. Why is Ali nervous?
 - A His classes are difficult.
 - B He doesn't go away from home a lot.
 - C He's a new student.



- 5 Listening for Specific Information Listen to the complete webcast and choose the correct answer to each question.
- 1. Why does Lee like Faber College?
 - A There's a lot of nightlife.
 - B It's like Seoul.
 - C It's quiet and there are a lot of trees.
- 2. What does Alex tell Ali?
 - A He (Alex) is nervous too.
 - B Most students don't feel nervous.
 - C It's normal to be nervous.

- 3. What place is Beth's hometown like?
 - A Seoul
 - B Silver Spring
 - C the town that Faber College is in
- 4. What do a lot of new students miss?
 - (A) campus activities
 - \bigcirc B friends from home
 - © sports and clubs
- 5. Why does Beth say, "I miss my friends, too, Ali"?
 - \bigcirc A to make him feel comfortable
 - B to make him feel nervous
 - © to make him feel sorry

After You Listen

6 Vocabulary Review Complete the conversation. Use words from the box.

ac [:] mi	tivities ss	campus nervous	comfortable normal	excited pretty	feel quiet
Dan:	So Peter, h	ow do you	at	oout Faber Colle	ge?
Peter:	I really like	e the	It looks	very nice. How	do <i>you</i> feel?
Dan:	I like Fabe	r, too. You're ri	ght. It's3	becau	se of all
	the trees. A	And it's like my	hometown, so I fee	1 very	4
	here.				-
Peter:	It's a very _	5	town—not lil	ke my hometown	n. There
		to do at night l			
Dan:	Yes, but th	ere's a lot to do	here during the day	v. There are a lot	of
Peter:	6 6 r: You're right. Do you your old friends? You don't se them now, right?				'ou don't see
Dan:	No. Actually, two of my friends are here. I'm lucky!				
Peter:	Yes, you ar	e. So, how do y	you feel about your c	lasses?	
Dan:	: I'm about my classes. They're really interesting. How about you?				eresting.

Peter: I'm a little _______. I'm worried because I'm taking Introduction to Accounting. It's hard for me.

Dan: That's ______. I worry about some of my classes too. But you're smart, Peter, so don't worry so much!

Stress

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Stressing Words in English

In English conversation, some words are *stressed*. We say stressed words louder and more clearly than other words. We stress words for different reasons. Understanding stressed words helps you to understand and speak English better.

Example

Where	are	you	, from?
(stressed)			(stressed)

In this book, you will practice listening for stress.



2 Listening for Stressed Words Listen to the first part of the webcast again. The stressed words are marked.

- Alex: Hello everyone. Welcome to Faber College Webcast. My name is Alex. Today, I'm talking to three new students at Faber. So, where are you from?
- Ali: I'm from Silver Spring, Maryland.
- Alex: Wow! That's near a big city—Washington D.C.
- Lee: And I'm from Seoul, Korea.
- Alex: That's a big city, too. Faber is in a small town. How do you feel about living here?
- Lee: I'm excited. I like the campus. It's pretty and quiet. There are so many trees!
- Alex: What about you, Ali?
- Ali: Not really. In fact, I'm a little nervous. This is my first time away from home.



8 Marking Stressed Words Now listen to more of the webcast. This time, mark the stressed words that you hear.

- Alex: That's very normal. A lot of students feel nervous at first. Now, Beth, you're from a small town, right?
- **Beth**: Yes. I come from San Anselmo. It's a small town in Northern California. **Alex**: What's it like?

- Beth: Well, it's a lot like this town, so I'm very comfortable here.
- Alex: Great! Now, a lot of new students miss their friends from home. What about you?
- Ali: Yeah, I really miss my friends.
- Beth: I miss my friends, too, Ali, but there's a lot to do at Faber Collegesports, clubs...

Contractions

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Combining Words with Contractions

Contractions are a way to combine words. People use contractions in writing and in speaking. When you write contractions, you drop letters and replace those letters with an apostrophe ('). When you say contractions, you drop sounds.

Long Form	Contraction
I am from Seoul	I'm from Seoul.
That is near a big city.	That's near a big city.
It is pretty and quiet.	It's pretty and quiet.



9 Comparing Long Forms and Contractions Listen to the following sentences from the webcast. Repeat the sentences after the speaker.

Long Form	Contraction
I am from Silver Spring.	I'm from Silver Spring.
That is near a big city.	That's near a big city.
There are so many trees!	There're* so many trees!
It is pretty and quiet.	It's pretty and quiet.
What is it like?	What's it like?
There is a lot to do at Faber College.	There's a lot to do at Faber College.

* This contraction is not used in writing.



10 Listening for Contractions Listen to the sentences. Circle the letter of the sentence you hear.

- 1. a. There are a lot of activities on campus. b. There're* a lot of activities on campus.
- **2.** a. She is from a small town.
- **3.** a. What is your name?
- 4. a. It is noisy here!

- b. She's from a small town.
- b. What's your name?
- b. It's noisy here!

- **5.** a. I am from Silver Spring.
- **6.** a. San Anselmo is a small town.
- **7.** a. There is a lot of noise in here.
- **8**. a. He is from New York City.
- b. I'm from Silver Spring.
- b. San Anselmo's a small town.
- b. There's a lot of noise in here.
- b. He's from New York City.

Using the Internet

Finding Information Online

You can use the Internet to practice listening and speaking. To find listening and speaking websites, use *keywords*. Keywords are words that are related to your topic. For example, if you want to find websites that help with English pronunciation, type the keywords "English pronunciation" to get a list of sites.

Example

English pronunciation

Submit

After you do a search, the next step is choosing useful sites. One way to choose a useful site is to read the site description. Look for words in the description that tell you if a site is useful. For example, if you want intermediate level pronunciation activities, look for the word *intermediate* in the site description.

Which sites below are good for **students**? Which site is good for **teachers**? Which one is probably **free**? Which one is for **advanced** students? If you are a beginning student and don't want to pay, the circled site is probably the most useful for you.

Listening Skills Lessons | LessonPlanet.com
 www.lessonplanet.com

Find listening skills lessons from 200,000 teacher lesson plans

Randall's ESL Cyber Listening Lab–For English as a Second Language Students
 www.esl-lab.com/

This free ESL listening website created by Randall Davis helps ESL/EFL students of ALL levels improve their listening comprehension skills through practice with self-grading...

- Advanced English Listening Activities for IELTS students
 www.esolcourses.com/ielts/listening/ielts-video-listening-quiz-2.html
 Advanced level English video quiz, for upper intermediate and IELTS students.
 Watch a video clip and then answer a variety of different questions about...
- Free English listening activities, English listening skills exercises...
 www.123listening.com/freeaudio.php
 Free English listening worksheets, listening activities and English listening worksheets to print!

11

Practicing Your Search Skills List possible keywords for the

following situations:

	5					
	Situation 1: You want to practice English pronunciation:					
Situation 2: You want to practice English contractions:						
	Situation 3: You want to practice English stress:					
	Situation 4:	Your idea:				
Now choose situation 1, 2, 3, or 4 above. Use the keywords you wrote and do online search. Then write the names of the first four results.						
2.						

Answer these questions.

- 1. Which site is most useful to you? Why? Circle it.
- 2. Is there is site that is not useful at all? Why? Put an X through it.

Talk It Over



12 Getting to Know You Follow the steps to get to know your classmates.

- 1. Look at the questions in the chart on page 12. Add your own questions, if you want.
- 2. Practice asking your questions. Think about stress and contractions.
- **3.** Walk around the room. Ask at least three people the questions. Write their answers in the chart.
- 4. Share your answers with the class.

Question	Name	Name	Name	Name
	<u>Lisa</u>			
Where are you from?	Oakville			
ls it a big city or a small town?	It's a small town.			
How many people live there?	About 3,000 people live there.			
How do you feel about living here?	I like it.			
Why? (Explain your answer to question 4.)	It's quiet.			
Do you miss your friends?	No.			
Your question:				

Asking for and Giving Contact Information

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Your Personal Information

Sometimes you must give your contact (personal) information. Contact information includes your name, your address, your phone number, and your email address. Sometimes you give your contact information when:

- you meet a new friend
- you are signing up for a class or an activity
- you go to a doctor or a dentist for the first time
- you apply for a job
- someone is sending you something

Example:

- A: What is your name and address?
- B: Jason Ganrick, 542 Ellsworth Street, Apartment 2R, San Francisco, California
- A: What's your zip code?
- **B:** 94933.
- A: What's your phone number?
- B: 415-555-9685.
- A: Got it!

Note: Sometimes you *don't* want to give your contact information. Situations include:

- at a party
- to a stranger

Here are some things to say when you don't want to give your contact information:

- A: What's your email address?
- B: I'd rather not say.



Applying for a job: What is your name and address?



▲ At a restaurant: What's your email address? Or your phone number?

OR I'm afraid I don't give out my email address or phone number. OR

Sorry. I don't give out personal information.



1 Listening for Contact Information Listen to the conversations. Write the information that you hear. If the person doesn't give the information, write X.

1.	First name:Mick	nael	Last name:	Green
	Address:	Grand Aven	ue, <u>Apartment</u>	
	Phone number: ()		
2.	First name:		Last name:	
	Address: <u>P.O. Box</u>		Brooklyn, NY	
	Email address:		com	
3.	First name:		Last name:	
	Address:	Oak Street,	Los Angeles, CA	
	Phone number: ()		
	Email address:			
4.	First name:		Last name:	
	Phone number: ()		

2 Writing Contact Information Write information about yourself.

● ● ●	.mymail.com/contacts	Q
Q Search	60	Home Page My Account Help Calendar More
MyMail	← ▲	0
CONTACTS		
Address Book New Group	First Name	
	Last Name	
	Address	
	Phone Number	
	Email Address	Add



3 Asking for and Giving Contact Information Work with a partner. Ask your partner the contact information questions. Then switch roles.

Pronunciation Tip

For the "@" symbol in an email address, say at. For the period ".", say dot. For the "_' say underscore.

Example:		
Student A: What's your name?	Student A:	What's your
Student B: My name is Oscar Sandoval.		phone number?
Student A: What's your address?	Student B:	It's (515) 555-7869.
Student B : My address is 1345 University Avenue, San Diego, California,	Student A:	What's your email address?
92103	Student B:	It's osandoval@ials.com



Strategy

Confirming Information

Sometimes you are not sure that you are hearing contact information correctly. If you are not sure, you can repeat the information as a question.

Example:	Ms. Dunn:	What is your telephone number?	
	Michael Green:	My number is (415) 555-7950.	
	Ms. Dunn:	(415) 555-7950?	
	Michael Green:	That's right.	



Asking for and Confirming Contact Information Walk around the room. Ask your classmates the questions you practiced in Activity 3. Write down the names, addresses, phone numbers, and email addresses of four classmates. To make sure you hear information correctly, confirm it with your classmate. If you don't want to give out your personal information, use the expressions in the box on page 13.

Example:

Student A: What's your address? Student A: 92069? Student B: That's right. Student B: 4562 Mission Road, San Marcos, California, 92069.

	Name	Name	Name	Name
Contact Information				
Information				



Getting Meaning from Context

Before You Listen

- **Prelistening Questions** Discuss these questions with your class. Talk about your school or a school you know.
- 1. Is the school big or small? How many students are there?
- 2. If students need money, do they go to an ATM (an automated teller machine) or to the bank? Are there ATMs near the school?
- **3.** Talk about some of the places on the campus or near the school: Is there a library? Where is it? Is there a Student Union? What do people do there? Is there a café?
- 4. How do most students get to school? Do they take the bus? The subway? Do they walk?
- **5.** Look at the photo of Florida State University (FSU) in Tallahassee, Florida. Describe what you see on the picture. Talk about the following:
 - the students

the buildings

plants (trees and flowers) the weather

After you describe the photo, discuss your answers to these questions with the class.

- 1. What is the student lifestyle probably like at FSU? Give reasons for your answer.
- 2. Do you want to go to a school like FSU? Why or why not?



Florida State University campus

Listen



2 Using Context Clues You will hear five conversations. Listen to each conversation and choose the best answer.

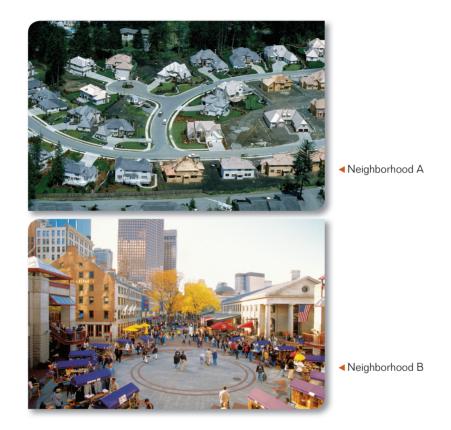
- 1. What is the University of California like?
 - (A) It's like Faber College.
 - B It's a big school.
 - C It's a small school.
 - D It has 14,000 students.
- 2. What does Ali think about his Art History class?
 - A It's hard.
 - B It's easy.
 - C It's boring.
 - \bigcirc It's interesting.
- **3**. Where is Beth going?
 - \bigcirc to the bank
 - B to the Student Union
 - C to the café
 - \bigcirc to the gym
- 4. Where is the English Department?
 - \bigcirc next to the library
 - B next to the café
 - © across from the Student Union
 - \bigcirc the next building
- 5. Why doesn't Beth take the bus?
 - A She thinks the bus is too crowded.
 - \bigcirc B She thinks the bus stop is too far.
 - C She thinks the bus takes too long.
 - \bigcirc \bigcirc She wants to get some exercise.



Before You Listen

2

3 Prelistening Questions You are going to listen to a conversation. Before you listen, look at the pictures and discuss the questions below with a partner.



- 1. Describe the two neighborhoods. What is life like in each neighborhood?
- 2. What are the good things (the pros) and the bad things (the cons) about living in each neighborhood? Complete the pro/con T-chart.

	Pros	Cons
Neighborhood A		
Neighborhood B		noisy

3. Which kind of neighborhood do you prefer? Why? Give three reasons.



Vocabulary Preview Listen to these words and phrases. Check () the ones that you don't know.

Nouns

- neighbors
- public
- transportation
- traffic

Adjectives

- boring
- convenient
- ethnic (shops, restaurants)

Expressions

- at the end of my block
- on my block

Listen



5 Listening for the Main Idea Listen to the conversation and circle the best word to complete the statement.

The woman thinks her neighborhood is **better/worse** than the man's neighborhood.



6 Listening for Details Listen again. What does the woman like about South Beach? What doesn't she like about her neighborhood? What does the man like about Little Gables? What doesn't he like about his neighborhood? Complete the pro/con T-chart for the two neighborhoods in the conversation.

	Pros	Cons
South Beach	ethnic restaurants	
Little Gables		

After You Listen



7 Discussing Neighborhoods Talk about the answers to these questions in small groups.

- 1. What is your neighborhood like? Describe it to your classmates. Use the words from this chapter and your own ideas.
- 2. Describe a good neighborhood for each type of person:
 - an elderly couple
 - two college students
 - a young family
 - two successful young professionals

Listening to Directions

Before You Listen



Strategy

Visualizing

When you listen to directions, it's a good idea to visualize them. That is, "see" a picture in your mind of the directions and the places the speaker talks about. For example, if the speaker says, "Go straight on this street and then turn right. The café is next to the theater" make a map in your mind as you listen.





8 Vocabulary Preview Listen to these expressions for giving directions. Listen to the directions. Visualize and draw them in the space provided as you listen.

urn	right
urn	left

t t go straight stay on...

on your left on your right

next to



9 Listening for the Main Idea Listen to the conversation and circle the correct answer to the question.

Does the man understand the woman's directions?

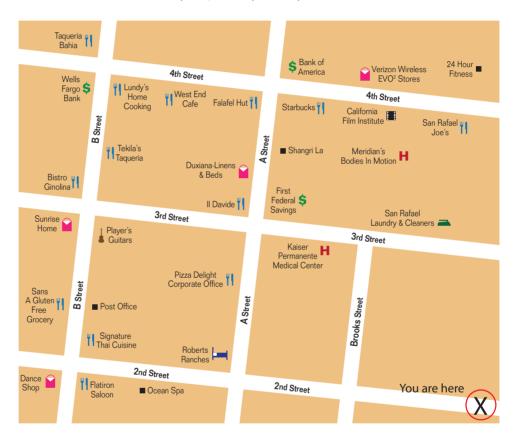
Listen

Yes



10 Listening for Specific Information Listen again. Draw a line to follow the woman's directions. Compare your map with a partner's.

No





(11)

Checking Directions Listen again and check your answer to Activity 10.

2

12 Listening to and Giving Directions Now use the map above and take turns giving your partner directions to the following places on the map. Start at the California Film Institute. Use your finger to follow the directions that you hear.

- Kaiser Permanente Medical Center
- Wells Fargo Bank
- Signature Thai Cuisine
- San Rafael Laundry & Cleaners
- Dance Shop

After You Listen



13 Getting Directions Answer the questions.

- 1. How do you usually get directions? Check (\checkmark) the ones you use.
 - ____ ask people
 - _____ use a street map
 - _____ print directions from the Internet
 - _____ use GPS (global positioning system) in a car
 - _____ use GPS on a phone
- 2. What are the pros and cons of each of these ways to get directions? Complete the pro/con chart.

	Pros	Cons
Asking people		sometimes people don't understand me
Using a street map		
Printing directions from the Internet		
Using GPS in a car		
Using GPS on a phone		

3. Get into small groups and compare your pro/con charts. Then discuss your answer to this question: Which ways of getting directions are best for which situations? Talk about three situations with your group. Use your own ideas or ideas from the box.

visiting a new city planning a trip lost in your own city giving directions

Example:

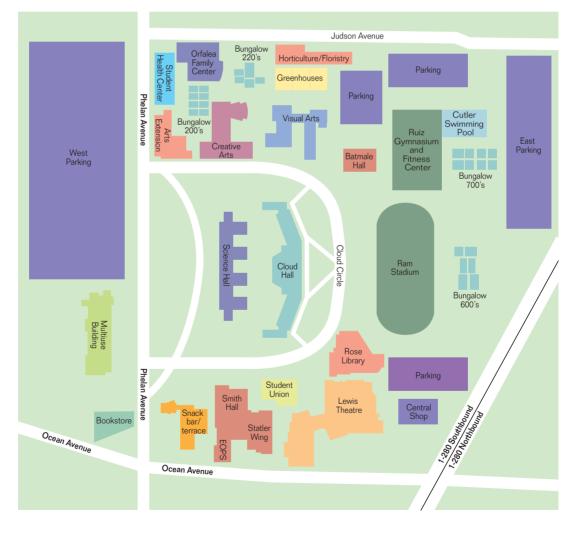
- A: Asking people for directions is best when you're visiting a new city.
- B: But it's dangerous to talk to strangers!
- C: I don't think so. And it's a good way to practice your English.

Talking About Places on Campus



1 Talking About Maps Look at the map and answer these questions. Then compare your answers with a partner.

- 1. What kind of map is this? How do you know?
- **2.** Name five buildings you see. What activities happen in each building you and your partner named?
- **3**. Where can you find a map like this?
- 4. What are some reasons that people need a map like this?



Now discuss your answers with the class.



2 Understanding a Campus Map Work with partner. Find these places on the campus map on page 23:

Vocabulary Tip

You buy books at a **bookstore**. Sometimes you can also buy pens, paper, and other school supplies at a bookstore. You borrow books from a **library**. You can also study at a library.

Where do you go to buy books? the bookstore
Where do you go to borrow books?
Where do you go to get a snack?
Where are the science classes?
Where do you go if you get sick?
Where can you exercise?
Where do you park your car?
Where do you go to see a student performance?



3 Role-Play Find any starting place on the map on page 23. Ask your partner directions to three of the following places. Then switch roles.

the library	east parking lot	the swimming pool
the science building	the bookstore	the student union

Example:

Student A: Excuse me. How do I get to the bookstore?

Student B: Go straight on Judson Avenue. Turn left on Phelan Ave. The bookstore is close to Ocean Avenue, across from the snack bar and terrace.

Student A: Thanks!

Putting It Together



Discussing How You Feel About Something Answer the following questions. Give a reason for your answer and try to use the vocabulary you learned in this chapter. Then ask and answer the questions with a partner. Finally, share your answers with the class.

- 1. How do you feel about this class?
- 2. How do you feel about learning English?
- 3. How do you feel about your school?
- 4. How do you feel about your neighborhood?

Example:

A: How do you feel about this class?

- **B**: I feel excited because I'm going to learn a lot. How do *you* feel?
- **B**: I feel nervous about learning English because it's hard.
- A: I think that's normal.

Self-Assessment Log

Check (\checkmark) the words and expressions that you learned in this chapter.

Nouns	Verb	
activities	miss	normal
campus		pretty
neighbors	Adjectives	quiet
public	boring	
transportation	comfortable	Expressions
■ traffic	convenient	at the end of my block
	ethnic (shops, restaurants)	How do you feel about?
	excited	on my block
	nervous	

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

	Very well	Fairly well	Not very well
I can listen for main ideas.			
I can listen for specific information.			
I can guess the meanings of words from context.			
I can listen for and use stress and contractions.			
I can choose useful sites on the Internet.			
I can ask for and give personal information	n. 🗆		
I can confirm information.			
I can use a T-chart to compare things.			
I can talk about places on campus.			
I can describe neighborhoods.			
I can listen to and give directions.			
Write about what you learned and what you	did in this ch	apter.	
In this chapter,			
I learned			
I liked			