

Look at the photo. Describe the people and the place that you see.
 Beth, Ali, and Lee are students at Faber College. Do you think Faber

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

College is in a big city or a small town? Why?

# On a College Campus

# **Before You Listen**

In this lesson you will hear several people talking on a college campus.



- 1 Prelistening Questions Discuss these questions in small groups.
  - 1. Look at the picture. Where are Mari and Alex? Describe what's happening. What is Mari probably asking?
  - 2. Do Mari and Alex know each other? How do you know?
- **3**. What is probably going to happen?



# Culture Note

In conversational American English, the words **college** and **university** mean the same thing. Example:

- A: Hey, Bob, where did you go to college?
- B: Boston University. And you?
- A: UCLA\*.

A college or a university is a place where students go after high school to continue their education. In the U.S., it normally takes four years to finish college and receive a bachelor's degree. Some colleges, called "community colleges," are two-year schools where students study basic courses. Many students transfer from there to a four-year college/university to complete their degrees.

\*University of California Los Angeles



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

#### Sentences

- 1. \_\_\_\_\_ To open a bank account, you have to show identification.
- 2. \_\_\_\_ My name is Elizabeth, or Liz for short.
- **3.** Her major is electrical engineering.
- 4. \_\_\_\_ Judith works out at a gym three times a week.
- 5. My dormitory is about five minutes from the Student Center.
- 6. \_\_\_\_ The secretary asked me to <u>fill</u> out some forms.
- 7. \_\_\_\_ There's no need to <u>rush</u>. We have plenty of time.
- **8.** \_\_\_\_\_ **A**: What did you think of the movie?
  - B: It was pretty good.

#### **Definitions**

- **a.** building where students live
- **b.** a student's field or area of study at a university
- **c.** write the answers to questions on a form or application
- d. a document, such as a passport, that shows who you are
- e. hurry, go fast
- f. exercises
- **g.** better than okay but not great
- h. as a nickname

#### Listen



- **3 Comprehension Questions** Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.
- 1. Where is Mari? Why is she there?
- 2. Who asks Mari for identification?
- **3.** Who is Alex? Where is he from?
- **4.** Why does Mari have a good accent in English?
- **5.** What is Mari's major? How about Alex?
- **6.** Where is the gym?
- 7. What do the students plan to do after the test?

# Stress

# **F**@CUS



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

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

Could you **tell** me how to **get** to the **gym**?

In this example, the words tell, get, and gym are stressed.



Some	ening for Stressed Wo of the stressed words are nce. Then fill in the missing	missing. During ea		-
Mari:		_ me, is		seat taken?
Alex:	Pardon?			
Mari:	Is anyone	here?		
Alex:	Ah, no.			
Mari:	Thanks. I'm	the	test hasn't	
		_ yet. I		_ I was going
	to be			
Alex:	Me too. I had to		here to be on	
		I'm Alex, by the	e way.	
Mari:	Oh,	to		you.
		_ name is Mariko	. Or just Mari,	for
		<b></b> •		
Alex:	Nice to meet you, Mari.			
Mari:		_ are		from?
Alex:	Mexico. And			
Mari:	Japan.			
Alex:	Really? Your English		is really g	ood.
Mari:	Oh,	because my		
	is American. We		_ spoke English	when I was

		, so I can	_ pretty well,
	but my	and writing are real	ly
Alex:	I see. So, um, are you pl	anning to go to	here?
Mari:	Yes,	·	
Alex:	What's your	?	
Mari:		administration. How about ?	
Alex:	The	!	
Mari:	Cool! How long have yo	ou been	here?
Alex:	You mean in the	program?	
Mari:	Yeah.		
Alex:	This is my	semester.	
Mari:	Oh, so you know the	pretty	well!
Alex:	Oh, yeah.		
Mari:	Could you	me how to	
		to the	? I want to
	go work	after the	
Alex:	The	Yeah, it's next to the	
		Center,	from the
	grad dorms.		
Mari:	Sorry the		
Alex:	The grad dorms. Um, the	he f	or graduate
	students. Here, I can sh	ow you on the campus map	
Mari:	That's OK, I	·	
Alex:		go there,	
Mari:	Sounds	!	

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

# Reductions

#### **F**@CUS



#### Reductions

In spoken English, words that are not stressed are often shortened, or reduced. For example, we write: "Could you tell me how to get to the gym?" But we say, "Cudja tell me howda get ta the gym?" Listen to the difference:

Unreduced Pronunciation	Reduced Pronunciation
could you	cudja
how to	howda

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



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

## Unreduced Pronunciation

# 1. I thought I was going to be late.

#### 2. I had to rush here to be on time.

#### 3. Nice to meet you.

- 4. What's your major?
- **5.** How about you?
- **6.** You mean in the English program?
- 7. Could you tell me how to get to the gym?
- 8. I want to go work out after the test.

#### Reduced Pronunciation\*

I thought I was gonna be late.

I hadta rush here to be on time.

Nice ta meetcha.

Whatcher major?

How boutchu?

Y'mean in the English program?

Couldja tell me how to get ta the

gym?

I wanna go work out after the test.



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

1.	Student: Hi. I'm here	take the English placement test.
	Teacher: OK	name
	Student: Phailin Montri.	
	Teacher:	spell that for me, please?

 $<sup>{}^{*}\</sup>text{The reduced forms are not acceptable spellings in written English.}$ 

2.	Paul:	I	leave early tomorrow. Thi
		morning I	rush to catch the
		bus and I was almost late	work.
	Marine:	What time are you	leave?
	Paul:	Around 7:30.	
3.	Lara:	Ann, this is my friend Richard.	
	Richard:	Nice	,
		Where are you from?	
	Ann:	Toronto.	
	Richard:	Oh,	you're Canadian?
	Ann:	Right.	

## After You Listen



- **Reviewing Vocabulary** Discuss your answers to the following questions with a partner. Use the underlined vocabulary in your answers.
- 1. If you are a college student, what is your <u>major</u>? If you are not a college student, what would you like to study?
- 2. What is your full name? Do you have a nickname that people call you for short?
- **3**. Have you ever lived in a dormitory? If not, would you like to? Why or why not?
- 4. Do you work out at a gym? How often? What exercises do you do?
- **5.** What kind of <u>identification</u> do you have to show before you can get on an airplane?
- **6.** How many forms did you have to <u>fill out</u> when you registered for your English course?
- 7. Is there a sport or a musical instrument that you play pretty well?
- **8**. Describe a time when you had to <u>rush</u>. What happened?

# Using Language Functions

#### **F**OCUS

#### Asking for Clarification

If someone uses words you don't understand, you can signal that you don't understand by using one of the following expressions.

Excuse me?	What did you say?	You mean?
Pardon?	What do you mean?	What? (informal)
Sorry?	What was that?	Huh? (informal)



Asking for Clarification Work in small groups. Take turns telling your classmates about a holiday, custom, or tradition from your family or culture. When it is your turn to listen, use expressions from the box if you need the speaker to explain, repeat, or define something.

#### Example

- **A**: In my city, it's customary to have a parade every year on New Year's Day.
- B: What do you mean... a parade?
- **A:** It's a public celebration that includes people, musical groups, and sometimes horses walking or riding down the main street of a town or city. For example, have you ever heard of the Rose Parade?
- B: What?
- A: The Rose Parade. It's in Pasadena, California every year on January 1. You can watch it on television.

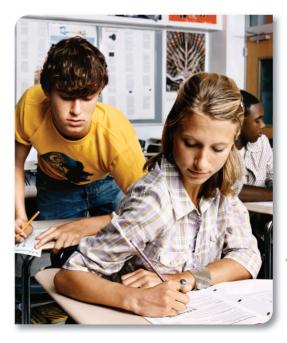
# PART 2

## Lecture

# **Academic Honesty**

## **Before You Listen**

On Mari's first day in a writing class, the professor explains the course syllabus and gives some important information about academic honesty.



What is the young woman doing? What is the young man doing?

# Culture Note

#### **Honor Code**

University students in the U.S. and Canada must promise to follow a set of rules about honest behavior. These rules are called the "Academic Honor Code." Some universities ask students to read the honor code. Others require students to sign it. Here are some examples of honor codes from well-known universities:

- "I pledge my honor that I have not violated the honor code during this examination." Princeton University
- "On my honor I have neither given nor received any unauthorized aid on this (exam, test, paper)." Rice University
- "On my honor as a University of Colorado student, I have neither given nor received unauthorized assistance." — University of Colorado
- I am aware of what constitutes academic misconduct and the disciplinary actions that may be taken against it, and agree not to cheat. University of British Columbia



- 1 Prelistening Discussion Read the following situations. If you think these actions are okay to do, write "+". If you think these actions are wrong, write "-". Then discuss your responses with your classmates.
  - 1. \_\_\_\_\_ Your classmate is looking at your paper during an exam. You let him see your answers because you believe it's important for students to help each other. You also think that if the teacher catches him, your classmate will be in trouble, not you.
  - 2. You find some interesting information on the Internet. You decide to copy this information and include it in your essay.
  - 3. \_\_\_\_\_ Your English vocabulary and grammar are weak. To be sure that your homework is correct, you ask your American neighbor to check and correct your work.



2 Previewing Vocabulary You will hear the following words and phrases in the lecture. Check ( ✓) the words you don't know. Discuss their meanings with a partner.

Nouns	Verbs		Adjective
penalty	avoid	paraphrase	unique
plagiarism	cite	quote	
quotation marks	cut and paste	summarize	
source	expect		
■ syllabus	get caught		
term paper	give credit		

## Listen



# Strategy

## **Using the Introduction to Predict Lecture Content**

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

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

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



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

eneral topic	of the lectur	·e:		
Лain ideas th	at the speake	er will talk a	bout:	





# Strategy

#### Three Keys to Writing Effective Lecture Notes

**Indentation** Indent means "move your text to the right." Indent to show the relationship between main ideas and specific details. Write main ideas next to the left margin. Indent about 1.5 cm as information becomes more specific:

Notes Main idea

Detail

More Specific Detail

**Key Words** When you take notes, do not write every word, and do not write complete sentences. Instead, write only the most important or "key" words. Key words are usually nouns, verb, adjectives, and adverbs.

**Abbreviations and Symbols** You can save time if you abbreviate (shorten) words and use symbols as much as possible. For example, write ≠ instead of "different from" or "not the same." Write "info" instead of "information." You can create your own symbols and abbreviations or use those listed on page 262.



5 Identifying the Three Keys to Taking Effective Lecture Notes Look at the notes on page 14. They were written by two different students. Which notes are better? Why? Which notes resemble yours more closely?

STUDENT A	
I. Intro	Sy
A. Syllabus: lot of writing: 4 essays, 1 term	on
paper	A
B. Academic Honesty	Ту
1. Types of cheating	H
2. How to avoid	W
3. If caught ?	Ту
II. Types of cheating	со
A. copying test answ.	us
B. using notes	co
C. copying hw	te
D. texting answ.	pla
E. plagiarism = borrow sentences, parag,	pa
ideas from others, w/o quotation or	qu
source	си
Ex: — cut & paste from web	co
— copy from bk., newspaper, etc.	bu
— buy essay online	as
— ask friend to write paper	ess
Cultural differences: Asia, Middle East ≠	pa
western cult.: give credit to source	As
restern catt. give create to source	ab

STUDENT B
Syllabus: lot of writing: will be four essays,
one term paper
Academic honesty
Types of cheating
How to avoid cheating?
What can happen if you get caught?
Types of cheating
copying test answers
using notes
copying homework from classmates
texting answers
plagiarism means to borrow sentences,
paragraphs, ideas from others, without
quotation or mentioning the source
cut and paste from the web
copy from book, newspaper, etc.
buy essay online
ask friend or cousin to write your
essay, including just sentences or
paragraphs
Asia and Middle East have different ideas
about cheating
western culture: you must give credit to source



**Taking Effective Lecture Notes (Part 2)** Listen to the second part of the lecture. Take notes on page 15. Remember to indent, abbreviate, and write key words.

I.	How to avoid
	<b>A.</b> Show
	1
	2
	This means
	2
	3
	C. Remember to
	1
	2
	a. website
	h article

## After You Listen



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

#### Example

Student A: What does "source" mean?

**Student B**: A person or place that your information came from.

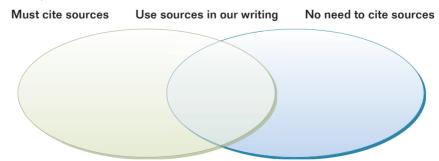
Student C: That's correct.



# Strategy

## Graphic Organizer: Venn Diagram

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



**Example** In my country, like in the U.S., we're expected to use information from famous people in our writing. The difference is that in the U.S., you have to cite the source of the information you use. But in my country, we don't have to cite sources because our teachers already know the source of the famous quotations.



- 8 Discussing the Lecture Compare your country's rules and customs related to academic honesty with the rules you learned from the lecture. Topics to discuss:
  - common types of cheating
  - · high school or university rules about cheating
  - the meaning of plagiarism
  - penalties for cheating
  - what teachers do to prevent cheating
  - · reasons why students cheat

## On the Spot!\*



# 9 What Would You Do?

#### Situation

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

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



Your friend asks to copy and turn in your paper from last year. There is a new professor for the class, so your friend is sure the teacher will not recognize the paper.

- 1. Would you allow your friend to use your paper? Why or why not?
- 2. Do you think your friend could get caught?
- **3.** If you are sure your friend will not be caught, will it change your decision?
- 4. Have you ever witnessed cheating? Describe.
- **5.** Have you ever asked a friend to copy a report or homework? Why or why not?
- **6.** If a person cheats in school, will this person also be dishonest in other areas of life?

\*When you're "put on the spot", you are asked to make a difficult decision or answer an uncomfortable question without much time to think about it. In the On the Spot! activities in this book, you work with your classmates to solve difficult problems or discuss difficult situations.

## **Getting Meaning from Context**

#### **F**@CUS

TOEFL\* iBT



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

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

Many tests such as the TOEFL® iBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic conversation skills, and provide a foundation for success on a variety of standardized tests.

#### Using Context Clues

The following conversations take place on a college campus.

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

Answers	Clues
<ul> <li>1. A going to the post office</li> <li>B their grades in a course</li> <li>C parents coming to visit</li> <li>D going to the beach</li> </ul>	posted, coming out, C
2. A He doesn't like his major.  B He isn't going to graduate on time.  C His parents are disappointed.  D He's only in his third year.	

 $\mathsf{TOEFL}^{\otimes}$  is a registered trademark of Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

Answers	Clues
3. A a physician B a professor C a student advisor D a teaching assistant	
<ul> <li>4. A The student wrote an excellent essay.</li> <li>B The student plagiarized a large part of her essay.</li> <li>C The student is a very original writer.</li> <li>D The student used too many words.</li> </ul>	

# Focused Listening



## F**⊕**CUS

#### Getting Meaning from Intonation

Meaning comes not only from words but also from the way English speakers use their voices. The *tone* (feeling) and rising or falling *intonation* of a speaker's voice can be important clues. Listen to a short conversation. It will be repeated three times. Circle the second speaker's feeling in each case.

1. sad	happy	neutral
<b>2.</b> sad	happy	neutral
<b>3.</b> sad	happy	neutral



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

intona	intonation and tone to decide what the speakers are reeling.			
1a. 🤇	A happy	1b.	A	happy
	B disappointed		B	disappointed
	© neutral		$\bigcirc$	neutral
2a. 🤇	A annoyed	2b.	A	annoyed
	B) calm		B	calm
	© disappointed		A	disappointed



- Using Intonation To Express Feelings Work with a partner. Choose one of the sentences below.
- 1. I got 80% on my chemistry test.
- 2. We're having chicken for dinner again.

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

upset surprised neutral

Now write your own sentence. Say it to your partner with different emotions. Your partner will guess which feeling you are expressing.

# Using Language Functions

#### **F@**CUS

#### Making, Accepting, and Refusing Invitations

Read Sarah and Mark's conversation. How does Mark invite Sarah  $\,$ 

to go out with him? What does Sarah say to accept

or refuse the invitation?

Sarah: Hello?

Mark: Hi Sarah. How's it going?

Sarah: Pretty good, thanks. How

are you?

Mark: Good. Listen, I finished work

early and I was wondering if you'd like to go to a movie

with me.

Sarah: When—tonight?

Mark: Yeah.

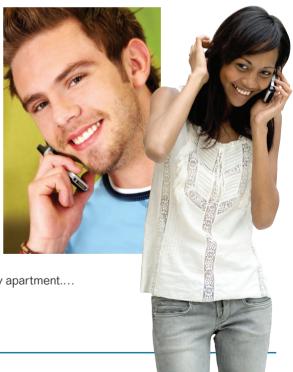
Sarah: Oh Mark, thanks for asking,

but I can't. I have to take

care of some things here at my apartment....

OR

Sarah: Sure! That sounds like fun!





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

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

(or giving) an excuse.

Inviting	Accepting	Refusing
I was wondering if you'd like to	Sure! That sound like fun!	Thanks for asking, but (+ excuse)



- 4 Role-Play: Making, Accepting, and Refusing Invitations Work with a partner. Write a short (1-2 minutes) conversation about one of the following situations. Practice your conversation several times. Then perform it for the class without reading. You may sit face to face or back to back, as if you were talking on a cell phone.
- 1. Speaker A invites Speaker B to go out for pizza this evening. Speaker B accepts or refuses.
- **2.** Speaker A invites Speaker B to his/her dormitory to watch a tennis game on television.
- 3. Speaker A invites Speaker B to his or her graduation next week.

Now make an invitation of your own and see if your partner accepts or refuses it.

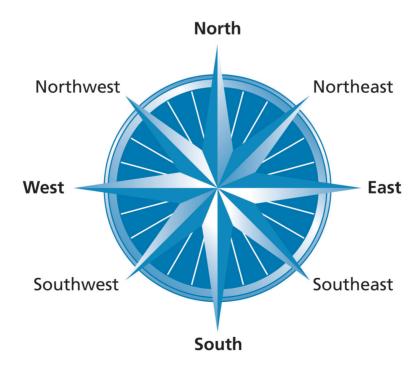
# PART 4

# Real-World Tasks

# **Understanding and Describing Locations**

## **Before You Listen**

1 Reviewing Compass Points Study the picture.

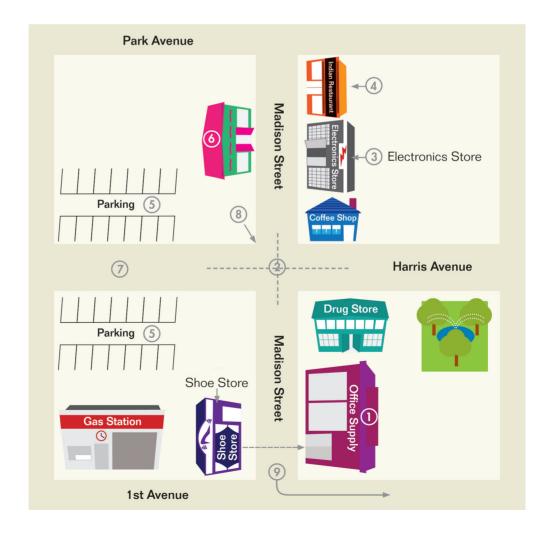


## Listen



- **Expressions of Location** Listen and repeat each expression after the speaker. Then write the numbers from the map next to the matching expressions from the list.
- a. \_\_\_\_\_ on the northwest corner of Harris Avenue and Madison Street
- **b.** \_\_\_\_\_ at the intersection of Harris and Madison
- **c.** \_\_\_\_\_ beside / next to (the electronics store)
- $\boldsymbol{d}.$   $\underline{\phantom{d}}$  across the street from the shoe store / opposite the shoe store
- e. \_\_\_\_ on both sides of the street
- **f.** \_\_\_\_\_ in the middle of the block
- g. \_\_\_\_ in the middle of the street
- h. \_\_\_\_\_ between the coffee shop and the Indian restaurant
- i. \_\_\_\_\_ around the corner from the office supply store

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



# Language Tip

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

#### **Examples**

#### Hints

I live on Lakeside Drive.

on + street

The school is  $\underline{\text{at}}$  4909 Michigan Avenue.

at + address

Washington University is in St. Louis.

in + city, state, country

It is in Missouri.

It is in the United States.



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

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_





4 Using Expressions of Location Write five true or false statements about the map on page 23. Use a different expression from Activity 2 on page 22 in each statement. Then read your statements to one or more classmate. Your classmates will say if your statements are *true* or *false*.

will say if your statements are true or raise.



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



# Self-Assessment Log

Check (  ) the words you lea	arned in this ch	napter.		
Nouns  dormitory  identification  major  penalty  plagiarism  quotation marks  source  syllabus  term paper	Verbs avoid cite cut and pa expect fill out get caught give credit paraphrase quote		<ul> <li>rush</li> <li>summarize</li> <li>works out</li> </ul> Adjective <ul> <li>unique</li> </ul> Expressions <ul> <li>for short</li> <li>pretty good/p</li> </ul>	oretty well
Check ( ) the things you did	d in this chapte	er. How well	can you do each	one?
		Very well	Fairly well	Not very well
I can hear and use stress and	d reductions.			
I understand academic honesty.  I can talk about academic honesty.				
I can predict a lecture's content from the introduction.				
I can take notes on a lecture	2.			
I can use a Venn diagram to two things.	compare			
I can guess meanings from	context.			
I can use intonation to expr different feelings.	ess			
I can make and respond to	invitations.			
I can read a map and describe locations.				
Write what you learned and v	vhat you liked i	in this chapt	er.	
In this chapter,				
I learned				
I liked				