

UNIT WORD LIST

The **Unit Word List** is a summary of key vocabulary. Words with an asterisk (*) are on the New General Service List (2013) and words with two asterisks (**) are on the AWL (and the NGSL).

UNIT 1

anything* else*	host* family*
application*	interested* in
at first*	international*
became*	make* friends*
culture**	spend* time*
foreign*	stay*
have problems* (+ -ing)	travel*
	warm* (= friendly)

UNIT 2

control*	part* of
cut*	put* together*
draw*	sculpture
expensive*	space*
inside*	specific**
last (vb)*	throw* away*
material*	unusual*
nature*	
outside*	

UNIT 3

appreciate	peaceful
breath	popular
cool	protect
good luck charm	sentimental value
mind	style
modern	temporary
pack rat	traditional
pass it down	

UNIT 4

advice*	experience*
afraid*	for* the first* time*
come up with	increase*
completely* new*	make* (you) feel*
creative**	(+ adj)
creativity** (only AWL)	make* mistakes*
employees*	owner*
exciting*	successful*

(continued on next page)

UNIT 5

a serious issue
 be angry with
 be in danger
 believe in yourself
 calm down
 come on
 confused
 give up
 hurt

fear
 just kidding
 keep going
 not your fault
 shake
 still
 what's wrong with
 me?

UNIT 6

amazing*
 careful*
 challenge**
 dangerous*
 decide*
 (be) determined*
 discover*
 distance*

prove* something*
 reach* (one's) goal**
 set* a record*
 strong*
 take* a risk*
 unfortunately*
 without*

UNIT 7

act*
 alone*
 can('t)* afford*
 get* married*
 have a baby*/child*
 have* fun*
 lonely
 make* a decision*
 make* money*

mature**
 opportunities*
 personal*
 population*
 raise*
 responsible*
 sibling
 take care* of

UNIT 8

fans*
 favorite*
 field*
 higher*
 kick*
 lose*
 low*
 match*

players*
 rules*
 score (n)*
 simple*
 team**
 tie*
 won*

GRAMMAR BOOK REFERENCES

NorthStar: Listening and Speaking Level 1, Third Edition	Focus on Grammar, Level 1, Fourth Edition	Azar's Basic English Grammar, Fourth Edition
Unit 1 Present and past tense of <i>Be</i>	Unit 3 Present of <i>Be</i> ; statements Part III <i>Be</i> : Past	Chapter 1 Using <i>Be</i> Chapter 3 Using the Simple Present Chapter 8 Expressing Past Time, Part 1
Unit 2 Simple present tense	Part V Simple Present	Chapter 3 Using the Simple Present
Unit 3 Simple present tense with Adverbs of frequency	Unit 14 Simple Present with Adverbs of frequency	Chapter 3 Using the Simple Present
Unit 4 <i>There is / There are,</i> <i>There was / There were</i>	Unit 27 <i>There is / There are</i>	Chapter 5 Talking About the Present 5-4, 5-5
Unit 5 Simple past tense	Part VIII Simple Past	Chapter 8 Expressing Past Time, Part 1 Chapter 9 Expressing Past Time, Part 2
Unit 6 Present progressive	Part VI Present Progressive	Chapter 4 Using the Present Progressive
Unit 7 Future tense— <i>be going to</i>	Part XI Future with <i>Be going to</i>	Chapter 10 Expressing Future Time, Part 1 10-1
Unit 8 Comparative adjectives	Unit 29 Comparative Adjectives	Chapter 15 Making Comparisons

AUDIOSCRIPT

UNIT 1: A World of Friends

Listening One, page 6, Preview

RECORDING: Hello. This is the Friendship Force. The Friendship Force helps people make friends all over the world. We think, “A world of friends is a world of peace.” For more information about the Friendship Force, press 1. To speak with someone about Friendship Force international groups, press 2.

RICK: Hello, Friendship Force. Rick speaking.

NINA: Hi, umm . . . my name is Nina Rodriguez, and I’m interested in the Friendship Force.

RICK: Great!

NINA: But, um, I have some questions.

RICK: Sure, what do you want to know, Nina?

page 7, Main Ideas

RECORDING: Hello. This is the Friendship Force. The Friendship Force helps people make friends all over the world. We think, “A world of friends is a world of peace.” For more information about the Friendship Force, press 1. To speak with someone about Friendship Force international groups, press 2.

RICK: Hello, Friendship Force. Rick speaking.

NINA: Hi, umm . . . my name is Nina Rodriguez, and I’m interested in the Friendship Force.

RICK: Great!

NINA: But, um, I have some questions.

RICK: Sure, what do you want to know, Nina?

NINA: Well, first, can college students be in the Friendship Force?

RICK: Sure. We have people of all ages—teenagers, college students, even grandparents!

NINA: Oh, that’s great. And, how many people travel together?

RICK: Each group usually has between 15 and 30 people. And each group is from the same city. So everyone can make friends before they go to the new country.

NINA: That’s a good idea.

RICK: Uh-huh. But you know, you don’t all stay together in the new country. Each person stays with a different host family, you know, in their home.

NINA: Yeah, I understand that.

RICK: OK, good. Because Friendship Force visitors never stay in hotels.

NINA: Oh, that isn’t a problem for me. I think living with a family is the best way to learn about a country.

RICK: OK, then. So, what country do you want to go to?

NINA: Well, I’m really interested in Thailand.

RICK: Oh, Thailand is a beautiful country.

NINA: But what about the language? I only speak English.

RICK: Oh, that isn’t a problem. Some host families speak English or other languages. But Friendship Force visitors and host families always become good friends.

NINA: Really? Even if they don’t speak the same language?

RICK: Language isn’t so important! They always understand each other. You’ll see!

NINA: OK, that’s good. Umm . . . I just have one more question.

RICK: OK.

NINA: Do the visitors have any time to travel around the country?

RICK: Yes, they do.

NINA: Oh, good.

RICK: Most visitors spend one or two weeks with their host family first. And then, after that, they usually travel and see the country. But you know, at the Friendship Force, we say, “People, not places” . . .

NINA: I like that!

RICK: . . . because we think making new friends is the most important thing when you travel.

NINA: I think so, too!

RICK: Good. Any more questions?

NINA: No, I think that’s it. Oh—where can I get an application?

RICK: There’s an application on our website.

NINA: OK, wow . . . I’m really excited about the Friendship Force! Thank you so much for your help.

RICK: You’re welcome, Nina. And good luck.

NINA: Thanks.

RICK: OK, bye now. Take care.

NINA: Bye.

page 8, Make Inferences

Example

NINA: Well, first, can college students be in the Friendship Force?

RICK: Sure. We have people of all ages—teenagers, college students, even grandparents!

NINA: Oh, that’s great.

Excerpt One

RICK: But you know, you don’t all stay together in the new country. Each person stays with a different host family, you know, in their home.

NINA: Yeah, I understand that.

RICK: OK, good. Because Friendship Force visitors never stay in hotels.

NINA: Oh, that isn't a problem for me.

Excerpt Two

NINA: I'm really interested in Thailand.

RICK: Oh, Thailand is a beautiful country.

NINA: But what about the language? I only speak English.

Excerpt Three

NINA: Do the visitors have any time to travel around the country?

RICK: Yes, they do.

NINA: Oh, good.

RICK: Most visitors spend one or two weeks with their host family first. And then, after that, they usually travel and see the country. But you know, at the Friendship Force, we say, "People, not places" . . .

NINA: I like that!

Listening Two, page 10, Comprehension

INTERVIEWER: Annie, what were the best things about *Experiment in International Living*?

ANNIE: Well, my group was great! And I loved my host family!

INTERVIEWER: Can you tell us about your group?

ANNIE: Sure. We were all American high school students, but we all came from different states, and we had different religions and cultures.

INTERVIEWER: That's interesting.

ANNIE: Yeah, but you know, we learned that we weren't really so different!

INTERVIEWER: What do you mean?

ANNIE: Well, we spent every day together for four weeks, and we learned that people are people. We *became* such good friends . . . more than friends—we were like a family!

INTERVIEWER: That's wonderful. I'd like to know more about your host family.

ANNIE: Oh, I loved my host family in Costa Rica. They were so *warm* and friendly. They *became* my family, too! From the first day, I felt like I was their daughter. They called me "Ana."

INTERVIEWER: That's so nice. Did you *have any problems speaking* with them?

ANNIE: No, not really. They spoke only a little English, and *at first*, I didn't speak much Spanish. But I learned a lot of Spanish from them, and in my Spanish class, too. And I also learned that language is not always so important!

INTERVIEWER: What do you mean?

ANNIE: Well, you know, sometimes a *smile* can say more than words.

INTERVIEWER: Well, thanks so much, Annie. Do you want to say *anything else*?

ANNIE: Yes! If you're in high school, and you want to have a great summer, go on the Experiment in International Living! It was the best summer of my life—I'm sure it will be the best summer of your life, too!

INTERVIEWER: Thanks, Annie. That was Annie Quinn, from Philadelphia, Pennsylvania. High school students, you can travel with *Experiment* in the summer for 3, 4, or 5 weeks. Groups go to 27 different countries. You can study a foreign language, history, culture, dance, sports—almost anything! Please see the *Experiment* website for more information, or for an application.

page 12, Listening Skill

Excerpt One

ANNIE: My group was great, and . . .

My group was great and I loved my host family.

Excerpt Two

ANNIE: We were all American high school students, but . . .

We were all American high school students, but we all came from different states.

Excerpt Three

ANNIE: They spoke only a little English, and . . .

They spoke only a little English, and at first, I didn't speak much Spanish.

UNIT 2: Making Unusual Art

Listening One, page 34, Main Ideas

MUSEUM GUIDE: Hi, welcome to the museum.

MAGAZINE WRITER: Thanks. I'm very interested in Mia Pearlman's art.

GUIDE: Well, let me tell you a little about her.

WRITER: OK.

GUIDE: Mia is very interested in the world we live in. And she was always interested in the world—even when she was a little girl.

WRITER: [*Laughing*] Really? What do you mean?

GUIDE: Well, for example, when little girls play with dolls, like Barbie dolls, they usually make up stories about them, right?

WRITER: Sure.

GUIDE: But when Mia played with her dolls, she didn't do that. She was only interested in making the place where Barbie lived.

WRITER: You mean, like a Barbie house?

GUIDE: No, it was bigger than a house. It was a really big **space**—like a "Barbie world."

WRITER: That's very **unusual!**

GUIDE: [*Laughing*] Yes, Mia is an **unusual** person! Even when she was a child, she understood: the world is very big, and people are just a *very small part of it*.

WRITER: So, is that why her **sculptures** are so big?

GUIDE: Yes. Each **sculpture** is like a little "world."

WRITER: A lot of Mia's **sculptures** look like things we see in **nature**—like clouds, or the wind—like different kinds of weather . . .

GUIDE: Yes! Because her art is about the things in the world that are *bigger* than us, things that people don't **control**—like **nature**, the weather, even war . . .

WRITER: Mmmhmm . . .

GUIDE: So when people look at Mia's **sculpture**, she wants them to feel like they're inside something very big, and they're a **small part of it**—just like they're a **small part of the world**.

WRITER: Oh . . .

GUIDE: Let's look at one of Mia's **sculptures**. This **sculpture** is called *Inrush*.

WRITER: It's beautiful.

GUIDE: OK, look up—do you see that window?

WRITER: Uh-huh . . .

GUIDE: The window is closed, but the sculpture *looks like* clouds and wind that are "rushing in" through the window, moving very quickly into this room.

WRITER: Yes, I see . . .

GUIDE: And the sunlight from outside *really* comes through the window, so it's **part of the sculpture** too. It gives the **sculpture** light.

WRITER: So, the **sculpture** is like a **part of nature** inside the museum.

GUIDE: Yes, and when you stand near the **sculpture**, you feel like you're a **part of it** too—so you feel like a **part of nature**.

WRITER: I do . . . I feel like I'm standing inside a cloud . . .

GUIDE: Mia wants people to feel things that they can't feel in the real world . . . That's why she makes art.

WRITER: Interesting! I have some **specific** questions about how Mia makes these **sculptures**.

GUIDE: Sure. What would you like to know?

WRITER: Well, when Mia begins a new **sculpture**, how does she decide what kinds of lines to **draw**?

GUIDE: Mia says that she doesn't really decide this. She just **draws** what she feels at that moment.

WRITER: Oh . . . And how many pieces of paper does she **cut**?

GUIDE: For each **sculpture**, she usually cuts thirty to eighty pieces.

WRITER: Wow. And, what's going to happen to this **sculpture** when this show ends? Is it going to a different museum?

GUIDE: No, when this show ends, her sculpture ends, too.

WRITER: [*A little shocked*] What do you mean?

GUIDE: Well, Mia comes to the museum and she takes down all the pieces of paper. And she never makes this **specific sculpture** again.

WRITER: But why? Her **sculptures** are so beautiful! I don't understand . . .

GUIDE: I know. But Mia thinks **sculptures** are just like dances, or theater, or music concerts. You enjoy them, but they don't **last** forever. And that's life, too—everything has an end. That's another thing Mia wants her art to show.

page 35, Make Inferences

Example

GUIDE: Mia is very interested in the world we live in. And she was always interested in the world—even when she was a little girl.

WRITER: [*Laughing*] Really? What do you mean?

GUIDE: Well, for example, when little girls play with dolls, like Barbie dolls, they usually make up stories about them, right?

WRITER: Sure.

GUIDE: But when Mia played with her dolls, she didn't do that. She was only interested in making the place where Barbie lived.

WRITER: You mean, like a Barbie house?

GUIDE: No, it was bigger than a house. It was a really big space—like a "Barbie world."

WRITER: That's very unusual!

Excerpt One

WRITER: And, what's going to happen to this sculpture when this show ends? Is it going to a different museum?

GUIDE: No, when this show ends, her sculpture ends, too.

WRITER: [*A little shocked*] What do you mean?

Excerpt Two

GUIDE: Well, Mia comes to the museum and she takes down all the pieces of paper. And she never makes this **specific sculpture** again.

WRITER: But why? Her sculptures are so beautiful! I don't understand . . .

Listening Two, page 37, Comprehension

NARRATOR: Gee's Bend, a small, poor town in Alabama, is making big news in the art world. The big news is quilts—beautiful covers for the bed to keep people warm at night. Now these quilts are in

museums; these quilts are works of art. They look like paintings by modern artists. The women in Gee's Bend didn't think their quilts were art. They just made the quilts to stay warm. But these women work just like artists. They decide how to **put** all the pieces **together**, always in new and different ways. The quilts are really beautiful—and unusual. Why? Because the people in Gee's Bend don't have much money. They can't buy **expensive** material. So they make their quilts with material from old clothes, like old jeans and shirts.

ELDERLY WOMAN 1: In Gee's Bend, we don't **throw** any clothes **away**—oh no! We use everything in our quilts.

NARRATOR: One woman made a quilt with her husband's old work clothes. They were the only things she had to remember him.

ELDERLY WOMAN 2: After he died, I took all his shirts and pants, and I made a quilt with them to keep him near me. I can't believe that quilt's in a museum now. A museum! Those clothes were old. My husband wore them **outside**, working on the farm, our potato farm.

MIDDLE-AGED WOMAN: I was 17 when my father died, and my Mama said, "Come here and help me cut up all your Daddy's old clothes." I remember they had all these different blue and brown colors: dark colors from **inside** the pockets, and light colors from the **outside**. Those clothes were so old, but she made them look beautiful in that quilt.

ELDERLY WOMAN 1: To make a quilt, you cut the material into pieces, and then you put them all on the floor. You put the pieces this way and that. You see how the colors look together. Then you take another piece, and another. You don't have a plan, really. That's why we call some of these "Crazy Quilts." (*laughs*) You just keep adding and changing the pieces until they all look good together.

Then, the women—your sisters, daughters, granddaughters—we all help to **put** the pieces **together** and make the quilt. Most evenings, we sit together and **sew** the quilt and we sing, and we talk . . .

NARRATOR: In Gee's Bend, the older women teach the younger women to make quilts, and they teach them about their families.

ELDERLY WOMAN 2: My great-grandmother came from Africa. She made a quilt with all the colors of Africa. And when I was very little, every day she said, "Come on now, sit down and eat your lunch on this quilt. Let me tell you my story. Listen to the story of my life."

NARRATOR: Grandmothers teaching granddaughters, mothers teaching daughters—working together for years. In Gee's Bend, a very poor town, the art is rich.

page 39, Listening Skill

Example

. . . these women work just like artists. They decide how to **put** all the pieces **together**, always in new and different ways.

Excerpt One

The quilts are really beautiful—and unusual. Why? Because the people in Gee's Bend don't have much money. They can't buy expensive material. So they make their quilts with material from old clothes . . .

Excerpt Two

So they make their quilts with material from old clothes, like old jeans and shirts. [. . .] One woman made a quilt with her husband's old work clothes.

Excerpt Three

NARRATOR: In Gee's Bend, the older women teach the younger women to make quilts, and they teach them about their family.

ELDERLY WOMAN 2: My great-grandmother came from Africa. She made a quilt with all the colors of Africa. And when I was very little, every day she said, "Come on now, sit down and eat your lunch on this quilt. Let me tell you my story. Listen to the story of my life."

UNIT 3: Special Possessions

Listening One, page 59, Preview

To make a dream catcher, we first use parts of trees and plants to make a circle. It shows how the sun travels across the sky. Next, we make a web with a hole in the center. [. . .] Also, there is a little feather in the center. The meaning of the feather is "breath" or "air."

page 60, Main Ideas

PROFESSOR: Class, today we have a special guest, Mr. George Wolf of the Ojibwe Nation. Please welcome Mr. Wolf. [*Sound of applause*]

GEORGE WOLF: Hello, class. Today, I am happy to tell you the story of dream catchers. This is a story from my Ojibwe people . . . Imagine a time long, long ago. All our people lived together and enjoyed telling our **traditional** stories about Spider Woman—the one who gave life to the world. In our stories, we talked about her beautiful web. Every morning, she made her web to catch the sun for us. Then, we started moving to other parts of North America. As we moved far away, it became difficult for Spider Woman to take care of us all. To help Spider Woman, all of our mothers, sisters, and grandmothers started making dream catchers for sleeping babies. We still make dream catchers today.

To make a dream catcher, we first use parts of trees and plants to make a circle. It shows how the sun travels across the sky. Next, we make a web with a hole in the center. The dream catcher is very important. The web stops bad dreams from entering the mind of the sleeping baby. Only good dreams pass through the hole in the center. This **protects** the baby—keeping out bad dreams, letting in the good dreams. Also, there is a little feather in the center. The meaning of the feather is “**breath**” or “**air**.” As the little feather moves in the air, the baby watches it and feels happy. The baby enjoys good, healthy air.

Now remember, the baby will grow. He or she will not stay a baby forever. This is just like the dream catcher! The dream catcher is **temporary**—it is made of trees and plants, and it does not last. But of course, old traditional ways always change. Today you can find many styles of dream catchers with so many beautiful colors and feathers. These dream catchers are made of **modern** materials. Many people use them and give them as gifts. They believe that the dream catcher will stop bad dreams. The good dreams, the important dreams—all of these come to you through the little hole in the center. In this way, the dream catcher is good for your **mind**. It will help you to feel happy and **peaceful**.

And of course, in the twenty-first century, you can always shop for dream catchers online. [*Laughter*] There is one website that says dream catchers are good gifts for friends. It says that when you give a dream catcher to a friend, other people will start asking, “Where did you get that beautiful dream catcher?” And your friend will tell the story of you and your friendship, and the story of you giving the dream catcher as a gift. Do you see how beautiful this is? The dream catcher helps your friend to remember you, to **appreciate** your love and friendship.

To conclude, I want to say that traditional life is very important to Native Americans. Our young people still learn about our culture today. They understand that dream catchers are important to us. Today, you sometimes see very big dream catchers in stores and online. These are **popular**, but they are not traditional. The traditional size is small—just four or five inches across. *Also*, you sometimes see dream catchers in people’s cars. Maybe people think they are good luck for driving. But no, the dream catcher is not for your car. The traditional dream catcher goes over your bed, in the place where you sleep and dream.

Thank you so much for listening today! I wish you all beautiful dreams!

page 62, Make Inferences

Example

The dream catcher is very important. The web stops bad dreams from entering the mind of the sleeping baby. Only good dreams pass through the hole in the center. This protects the baby—keeping out bad dreams, letting in the good dreams.

Excerpt One

The good dreams, the important dreams—all of these come to you through the little hole in the center. In this way, the dream catcher is good for your mind. It will help you to feel happy and peaceful.

Excerpt Two

Your friend will tell the story of you and your friendship, and the story of you giving the dream catcher as a gift. Do you see how beautiful this is?

Excerpt Three

You sometimes see dream catchers in people’s cars. Maybe people think they are good luck for driving. But no, the dream catcher is not for your car. The **traditional** dream catcher goes over your bed . . .

Listening Two, page 64, Comprehension

SARA: Is it OK if I put my books over here? How about my computer?

AMBER: That’s fine.

SARA: [*A little startled*] Look! There’s someone outside with a big toy bear! I mean, it’s really big. I can’t believe it!

AMBER: Where?

SARA: Outside. She’s getting out of the car with her parents. She’s coming this way!

AMBER: I see her now. I think the bear is cute! Here—let me help you with that computer . . .

[*Sound of a knock. A door opens, and Lauren enters. Her muffled voice speaks. “Bye, Mom. Bye, Dad. I’ll be OK. I’ll call you . . .”*]

LAUREN: Hello? Anybody here?

SARA: [*Calling*] Come in.

LAUREN: [*Confidently*] Hi. I’m Lauren.

SARA: I’m Sara, and this is Amber. [*Amber greets Lauren.*]

AMBER: Wow, that’s a big bear. And now he’s in college with you!

LAUREN: [*Proudly*] She’s in college with me. This is Lucy—my special bear. She goes everywhere with me.

AMBER: That’s **cool**.

LAUREN: Yeah. Lucy has a lot of **sentimental value**. She was my grandmother’s bear *for a long time*. Then my grandmother gave her to my mom, and my mom passed her down to *me*!

SARA: [*Casually*] I guess that's pretty cool—for a toy.
LAUREN: [*A bit defensively*] Lucy isn't just a toy. She's a part of my life—and part of my family, too. What about you? Don't you have any special possessions?

AMBER: *Not really. I'm not a pack rat. I never keep old things.* Old things really aren't that important to me. How about you, Sara?

SARA: I don't know. I don't think about it much. But I do have something special. See this *dream catcher*? I'm going to hang it right over my bed to help me catch good dreams.

LAUREN: [*Impressed*] Really? It catches good dreams?

SARA: Yes—it's a Native American tradition. It stops the bad dreams. It only lets the good dreams come into your mind. Isn't it beautiful?

LAUREN: Yes, it is. Is it a good luck charm? Does it help you pass tests?

SARA: [*Laughing*] No, I use my lucky pen for that. When I take notes with my lucky pen, I usually get A's! What about you—do you ask the big bear for help with your tests?

LAUREN: No. I just use my big brain for that . . . no help from Lucy on tests!

page 67, Listening Skill

Excerpt One

I'm not a pack rat. I never keep old things.

Excerpt Two

[. . .] See this *dream catcher*? I'm going to hang it right over my bed to help me catch good dreams.

Excerpt Three

[. . .] I use my lucky pen for that. When I use my lucky pen, I usually get A's!

UNIT 4: Creativity in Business

Listening One, page 87, Preview

PROFESSOR CHANDLER: OK, everyone, let's get started. Today, our guest speaker is KK Gregory. KK is a successful business owner, and she's only seventeen years old. Her company makes Wristies. KK?

KK GREGORY: Hi, . . . umm . . . It's really exciting to be here, in a business school class, because I'm still in high school! I'm 17 now, but when I started my company, I was 10.

page 88, Main Ideas

PROFESSOR CHANDLER: OK, everyone, let's get started. Today, our guest speaker is KK Gregory. KK is a successful business owner, and she's only seventeen years old. Her company makes Wristies. KK?

KK GREGORY: Hi, . . . umm . . . It's really exciting to be here, in a business school class, because I'm still in high

school! I'm 17 now, but when I started my company, I was 10.

STUDENTS' VOICES: That's unbelievable! Wow! So young . . .

KK GREGORY: Really! It's true . . . See? These are Wristies. They're long gloves, but they have no fingers. So they keep your hands and your wrists warm and dry, but you can move your fingers easily. You can wear them outside, for sports or work. But you can also wear them inside, in a cold house or office. There are really a lot of places that you can wear them.

PROFESSOR CHANDLER: That's great. KK, could you tell everyone how you got the idea to make Wristies?

KK GREGORY: Sure. Um . . . As I said, I was 10 years old, and it was winter, and I was playing outside in the snow. I was wearing warm clothes and warm gloves, but my wrists were really cold! And that's when I had the idea. I just thought of it. So I went home and I found some warm material. I put it around my wrists and I made a little hole for my thumb. And that's how I made the first pair of Wristies.

PROFESSOR CHANDLER: That's so interesting. Are there any questions? Yes, Nathan?

STUDENT 1 [MALE]: Yeah, um . . . how did you decide to start a business?

KK GREGORY: Well, at first, I didn't think about starting a business at all. I mean, I was only 10! I just made a lot of Wristies in different colors, and I gave them to my friends. They all wore them every day and loved them, and I was happy! But then my friends said, "You know, you can sell these things!" And I thought, "Hmm . . . that could be exciting!" So, I asked my mother about it, and she thought it was a great idea. And then she helped me to start my company.

PROFESSOR CHANDLER: Really . . . Did your mother have any business experience?

KK GREGORY: No! My mother didn't know anything about business, and of course I didn't either. But we talked to a lot of people and we asked a lot of questions, we got a lot of advice, and we learned a lot. There were a few problems in the beginning, but most of the time, we had fun!

STUDENT 2 [FEMALE]: KK, where can people buy Wristies?

KK GREGORY: Oh, a lot of department stores and clothing stores sell them, and there's also a website. And one time, I went on a TV shopping show. I was really nervous, but it was so exciting—I sold 6000 pairs of Wristies in 6 minutes!

STUDENTS: Wow! Six thousand pairs . . . That's unbelievable!

KK GREGORY: Yeah, it was! And I had a great time!

PROFESSOR CHANDLER: OK, there are just a few minutes left. Is there one more question? Yes? Marla?

STUDENT 3 [FEMALE]: KK, do you have any advice for us?

KK GREGORY: Advice? Well, there are a lot of things, but I guess the most important thing is to be **creative**. You know, don't be afraid to try something new.

PROFESSOR CHANDLER: I think that's great advice, KK. Ms. KK Gregory—thank you so much for speaking to us today. And good luck!

KK GREGORY: Thank you.

page 90, Make Inferences

Excerpt One

KK: I'm SEVENTEEN NOW, but WHEN I STARTED MY COMPANY, I was TEN.

Excerpt Two

KK: They're LONG GLOVES, but they have NO FINGERS.

Excerpt Three

You can WEAR them OUTSIDE, for SPORTS or WORK. But you can ALSO WEAR them INSIDE, in a COLD HOUSE or OFFICE.

Excerpt Four

I was WEARING WARM CLOTHES and WARM GLOVES, but my WRISTS were REALLY COLD!

Listening Two, page 92, Comprehension

PROFESSOR CHANDLER: OK, everybody . . . what can we learn from KK Gregory? First, she **came up with** a new idea. She made something that SHE needed and OTHER people needed, too. Second, she listened to other people. When her friends said, "You can sell these Wristies," she listened to them. And when she decided to start a business, she went to people with business experience and she asked them for advice. That's important. You have to listen to people. And third, KK wasn't afraid to try something **completely** new. She didn't know anything about business, but she wasn't afraid to start her own company. You see, sometimes children can do great things because they aren't afraid to try, and they aren't afraid to make mistakes. And you know what *our* problem is? We're not children anymore, so we *are* afraid. We're afraid to do new things and creative things because we're afraid to make mistakes! In school, at our jobs, making mistakes is bad, right?

STUDENTS: Yeah, sure, right . . .

PROFESSOR CHANDLER: OK, so then what happens? We don't want to make mistakes, so we stop being creative. We forget that great ideas sometimes come from mistakes! But—and this is very important—we

can learn how to be creative again. We can **increase** our creativity if we can remember how children feel. That's what I want to teach you. Now, how do we do it? Well, today we're going to do it with a relaxation exercise.

STUDENTS: What? A relaxation exercise? Huh? Really?

PROFESSOR CHANDLER: So let's begin. OK, now, everybody close your eyes . . . Everybody! Come on . . .

Try to relax . . . relax. Now, think about when you were a child . . . Maybe you were 7, or 10, or 11 . . . Think about a time that you did something new . . . you tried to do something **for the first time** . . . and you weren't afraid . . . You did it . . . and it **made you feel good** . . .

Try to remember that good feeling . . . Take your time . . . just think . . . When you remember something, you can open your eyes, and then tell your story to another student. When you're finished, we'll discuss your stories together.

UNIT 5: Understanding Fears and Phobias

Listening One, page 113, Preview

A phobia is a very strong fear. When you have a phobia, your body sometimes shakes and your heart beats very fast. You feel like you are in danger, but really there is no danger.

page 114, Main Ideas

DOCTOR JONES (DJ): Good morning and welcome to PSYCHED. I'm Doctor Jones and this is a show about real life and the human mind. This morning we're going to talk about phobias.

A phobia is a very strong **fear**. When you have a phobia, your body sometimes **shakes** and your heart beats very fast. You feel like you are **in danger**, but really there is no danger. For example, I know one person with arachnophobia, the fear of spiders. She can't even look at a picture of a spider. Now, a picture can't **hurt** you. We all know that. But a phobia means having a very strong fear—when there is really no danger. A phobia is very strong, and it changes your life. Believe me, a phobia is a very **serious issue**.

[*Sound effect indicating a caller*]

DJ: Good morning! Here's our first caller: Anna, from New York. Hello, Anna.

ANNA: [*Excited; high-energy*] Doctor Jones, hello! Thanks so much for taking my call. I have a phobia story for you.

DJ: Please go ahead. We're listening.

A: Well, first of all, I really agree with you—a phobia is a very **serious issue**. Here's my story: I always wanted to go to Paris. So I worked really hard and saved a lot of money. Finally, I went to Paris, and I was so happy. I

went to the Eiffel Tower . . . you know, it was the dream of my life. I was so excited when I started to climb up the tower. But after a few minutes, I started to feel very **scared**. I didn't know where I was. And I was **confused**. Where was the top? Where was the bottom? I just didn't know. So I started running down the stairs really fast. I was so **scared**—I had to get out. There were lots of kids on the stairs, kids on a class trip or something. But I didn't care. I just ran past them! I had to get out. I felt like I was going to die in there.

DJ: It sounds like you had claustrophobia: the fear of small spaces. Was that your first experience with a phobia?

A: Yes. And that was just the beginning. Then it got worse: After I came home, I couldn't take elevators or drive my car.

DJ: Yes, because those are both small, closed spaces.

A: For a long time, I couldn't do so many things.

DJ: What kinds of things?

A: Well, some of my good friends live in tall apartment buildings, and I was afraid to take the elevator. I always walked up the stairs—and it took forever! And when I looked for a new job, I could only work in low buildings, not high ones. And I couldn't drive my car, so I couldn't travel easily.

DJ: I see . . . So, there were a lot of changes in your life . . .

A: Yeah, and not good ones. But I'm better now.

DJ: What helped you?

A: Different things—going to doctors. They helped me. And reading books. I read about twenty books a week because I really want to understand my phobias.

DJ: And how's your life today?

A: It's **still** not very easy, but it's better. I'm a lot better with elevators.

DJ: Any advice for people with elevator phobias?

A: Yes—don't take a job in a high building—not even for a million dollars! [*Both laugh*] I'm just kidding. I guess my advice is: don't be angry with yourself. Lots of people have phobias—you're not the only one. And it's not your fault.

DJ: That's right, Anna. I completely agree. Thanks so much for calling today . . . and good luck!

page 116, Make Inferences

Example

ANNA: . . . I had to get out. I felt like I was going to die in there . . .

Excerpt One

ANNA: I always walked up the stairs—and it took forever!

Excerpt Two

ANNA: Different things—going to doctors. They helped me. And reading books. I read about twenty books a week because I really want to understand my phobias.

Excerpt Three

DOCTOR JONES: Any advice for people with elevator phobias?

ANNA: Yes—don't take a job in a high building—not even for a million dollars!

Listening Two, page 118, Comprehension

PSYCHOLOGIST: **Come on**, Allen. You can do it. We talked about this. You **know what to do**.

ALLEN: I know. I know *what* to do, but I just can't do it.

PSYCHOLOGIST: Now what is it, Allen? What exactly are you scared of?

ALLEN: I don't know. I just hate crossing the bridge. I know there is no reason to be afraid—but I just don't want to do it!

PSYCHOLOGIST: **Come on**, Allen. You can do it. Think of all the other things you do well: your job, your sports, your music. You're **very good at** everything you do. You can do this, too. Remember what the book said? **Believe in yourself!**

ALLEN: [*Mumbling*] Too many trucks.

PSYCHOLOGIST: What did you say?

ALLEN: [*Nearly shouting*] I'm scared of the trucks! The trucks are going to hit me!

PSYCHOLOGIST: They're not going to hit you, Allen. **Calm down**. Don't look at the trucks. Just look at the road.

ALLEN: I can't! This bridge is so high!

PSYCHOLOGIST: Don't think about that, Allen. Just look at the road. Look straight ahead.

ALLEN: Oh no, we're on the bridge! I hate driving—it scares me.

PSYCHOLOGIST: **Keep going**, Allen. Look straight ahead. You're doing fine. **Keep going**. [*Sound of traffic*] There! You did it! You crossed the bridge!

ALLEN: We crossed the bridge. I can't do it **by myself**.

What's wrong with me? Why am I so afraid of a bridge? Why aren't the books helping me? Why can't you help me?

PSYCHOLOGIST: I *am* helping you, Allen. The books are helping, too. You're going to cross this bridge by yourself. You will. Now keep going . . .

page 120, Listening Skill

Example

ALLEN: I'm scared of the trucks! The trucks are going to hit me!

PSYCHOLOGIST: They're **NOT** going to hit you, Allen. **Calm down**.

Excerpt One

PSYCHOLOGIST: You're doing fine. Keep going. There! You did it! You crossed the bridge!

ALLEN: WE crossed the bridge. I can't do it by myself.

Excerpt Two

ALLEN: Why am I so afraid of a bridge? Why aren't the books helping me? Why can't you help me?

PSYCHOLOGIST: I AM helping you, Allen. The books are helping, too. You're going to cross this bridge by yourself. You will. Now keep going . . .

UNIT 6: Risks and Challenges

Listening One, page 139, Preview

SUE: Hello again. I'm Sue Fujimura.

JIM: And I'm Jim Goodman.

SUE: And we're speaking to you from a boat, somewhere between Cuba and Key West, Florida. As everyone knows, Diana Nyad is trying for the fourth time to swim from Cuba to Florida. After 51 hours in the ocean, she is still swimming, even though things are not going very well.

page 139, Main Ideas

SUE: Hello again. I'm Sue Fujimura.

JIM: And I'm Jim Goodman.

SUE: And we're speaking to you from a boat, somewhere between Cuba and Key West, Florida. As everyone knows, Diana Nyad is trying for the fourth time to swim from Cuba to Florida. After 51 hours in the ocean, she is still swimming even though things are not going very well right now.

JIM: Yes, as you can hear it's raining very hard and it's very windy.

SUE: Unfortunately the wind is pushing Diana very far off course. And that means she will have to swim much longer to get to Florida.

JIM: She also has jellyfish bites all over her body and they're making her feel very sick.

SUE: Yes, she is swimming slowly now and her body is shaking—and is she having problems breathing?

JIM: I think she is. That's also because of the jellyfish. They are very dangerous. You know, most swimmers give up if they get a few jellyfish bites or if the weather is as . . . as terrible as it is right now. But, just look at Diana. How does she do it?!

SUE: I know! She really is amazing. You know, long-distance swimming is so difficult. Even in good conditions.

JIM: That's very true. Diana called it the "loneliest sport in the world." I mean she is all alone out there in the ocean for days. It's also difficult because it's boring. She

has to move her body the same way again and again for so many hours. That is really hard.

SUE: It sure is. So I want to tell people how Diana pushes herself to keep going after so many hours and days of swimming. Diana doesn't only train her body, she also trains her mind. Diana knows how to clear her mind, so when she's swimming, she doesn't think about anything.

JIM: How does she do that?

SUE: She does a kind of meditation.¹ When Diana is swimming, she counts from one to 1000 in four different languages: English, French, Spanish, and German. She does that over and over. She also knows a lot of songs. When she finishes counting, she sings those songs in her mind, sometimes one or two thousand times. Can you imagine that? But Diana says that when she counts and sings, she can't think about anything else. And when her mind is clear, she can keep swimming for a long time.

JIM: That's interesting, because scientists say that for long-distance sports, training the mind is more important than training the body. That's probably why Diana said that long-distance swimming "is not a young person's game."

SUE: Right. Older people can train their minds more easily. So even when Diana's having a lot of problems like now, she can keep swimming. She doesn't let the problems stop her.

JIM: To Diana, problems are just challenges, and she likes challenges!

SUE: That's right. People also say that Diana Nyad has no fear. I mean, even though there are sharks in this ocean, she is swimming without a shark cage to protect her! No shark cage! Who does that?!

JIM: [*laughing*] She's really not afraid of anything! And she's so determined! I mean, she's 62 years old, and she's trying to set a new long-distance swimming record for the fourth time! How many people are that determined to do anything?

SUE: I think we can agree that Diana Nyad is much more than an amazing swimmer. Y'know, a lot of people say that because of Diana's example, they chose new goals in their own lives and pushed themselves to reach them.

JIM: Yes, I think many people have learned a lot from Diana, especially older people. She really shows people that it's never too late to have a goal.

SUE: Oh, no! Jim, look . . . Diana is swimming over to her boat.

¹ *meditation*: spending time in quiet thought in order to clear your mind or relax.

JIM: She's talking to her coach and doctor.

SUE: Oh, no! They're pulling her out of the water. I hope she's OK . . . We'll be back in just a moment with the latest information on Diana Nyad.

page 140, Make Inferences

Example 1

JIM: You know, most swimmers give up if they get a few jellyfish bites, or if the weather is as . . . as terrible as it is right now. But, just *look at* Diana! **HOW does she DO it?!**

SUE: I know! She really is amazing.

Example 2

SUE: So I want to tell people how Diana pushes herself to keep going after so many hours and days of swimming. Diana doesn't only train her body, she also trains her mind. Diana knows how to clear her mind, so when she's swimming, she doesn't think about anything.

JIM: How does she DO that?

SUE: She does a kind of meditation.

Excerpt One

SUE: She does a kind of meditation. When Diana is swimming, she counts from one to 1000 in four different languages: English, French, Spanish, and German. She does that over and over. She also knows a lot of songs. When she finishes counting, she sings those songs in her mind, sometimes one or two thousand times. Can you imagine that?

Excerpt Two

SUE: People also say that Diana Nyad has no fear. I mean, even though there are sharks in this ocean, she is swimming without a shark cage to protect her! No shark cage! Who does that?!

Excerpt Three

JIM: She's really not afraid of anything! I mean, she's 62 years old, and she's trying to set a new long-distance swimming record for the fourth time! How many people are that determined to do anything?

Listening Two, page 142, Comprehension

INTERVIEWER: Hi, Jeremy. Thanks for taking some time to meet with me.

JEREMY MANZI: That's OK.

INT: So, tell me . . . why did you decide to go on Outward Bound this summer?

JM: Well, I wanted to have some new experiences and learn how to do some new things. Those were my main goals.

INT: Mmm. And why were those goals important to you? Do you know?

JM: Mmm . . . yeah, I think it's because I'm the youngest kid in my family, so *even though* I'm fourteen, everyone thinks I'm the "baby." So I wanted to **prove** that I'm not.

INT: You wanted to **prove** that to your family?

JM: Yeah, and to myself, too.

INT: And do you feel like you're **proving** that now?

JM: Yeah, definitely. I'm doing a lot of really hard things, and it feels great.

INT: Really? But don't you sleep outside at night, and walk in the mountains with a heavy backpack?

JM: [*Laughs*] I know, yeah, that's a challenge! But all the kids help each other, so *even though* it's hard, we're really having a good time. It's pretty cool!

INT: Yes, it is. So, what kinds of things do you do?

JM: Well, we went whitewater rafting, and we also went rock climbing up this really big mountain . . .

INT: Wow, did you know how to do those things before you came here?

JM: No, and I also didn't think I could do those things, especially the rock climbing. When I saw that mountain, I said, "There's NO WAY I can do that!" [*In a low voice*] I was afraid!

INT: Well—sure!

JM: But after I did it, I felt like, "Wow—I really climbed that mountain!" I was so excited! So, I feel a lot more confident. That's the really cool thing about Outward Bound. You learn that you can do a lot of things *even though* you're afraid.

INT: So, it sounds like you're **discovering** some new things about yourself.

JM: Yeah. Like now, I don't think any challenge is too hard for me, because rock climbing up that mountain was the hardest thing I ever did in my life! Our group leaders say that most people are really **strong** inside, but they just don't know it.

INT: I see, so when you do these difficult things, like rock climbing, you can **discover** how **strong** you really are.

JM: Right. And that's really exciting!

INT: I can understand that. But aren't some of the things you do a little dangerous? Aren't you all a little young to **take** such big **risks**?

JM: No, our group leaders teach us how to do everything, and how to be very **careful**. We always feel safe. So *even though* we're doing difficult things, it's really not dangerous.

INT: Well, you do sound like you've become a very confident young man!

JM: Thank you.

INT: OK, then, Jeremy, thanks, and enjoy the rest of your experience.

JM: Thanks, I will! [*In a faint voice: Hey guys . . . Wait up!*]

page 145, Listening Skill

Example

That's the really cool thing about Outward Bound. You learn that you can do a lot of things even though you're afraid.

Excerpt One

INT: And why were those goals important to you, do you know?

JM: Mmm . . . yeah, I think it's because I'm the youngest kid in my family, so even though I'm fourteen, everyone thinks I'm the baby.

Excerpt Two

INT: Really? But don't you sleep outside at night, and walk in the mountains with a heavy backpack?

JM: [*Laughs*] I know, yeah, it's a challenge! But all the kids help each other, so *even though* it's hard, we're really having a good time.

Excerpt Three

JM: No, our group leaders teach us how to do everything, and how to be very **careful**. We always feel safe. So *even though* we're doing difficult things, it's really not dangerous.

UNIT 7: Only Child—Lonely Child?

Listening One, page 167, Preview

MARIA SANCHEZ: Hello! Welcome to "Changing Families." I'm Maria Sanchez, and today we're going to talk about only children. In the past, people thought that an only child was a **lonely** child. But now, more and more families all over the world are deciding to **have** just one **child**, especially in big cities. Today, we are going to meet two families with only children. First, we're going to talk with Marion and Mark Carter, from Chicago, Illinois. Hello!

page 168, Main Ideas

MARIA SANCHEZ: Hello! Welcome to "Changing Families." I'm Maria Sanchez, and today we're going to talk about only children. In the past, people thought that an only child was a **lonely** child. But now, more and more families all over the world are deciding to **have** just one **child**, especially in big cities. Today, we are going to meet two families with only children. First, we're going to talk with Marion and Mark Carter, from Chicago, Illinois. Hello!

MARK AND MARION: Hi. Hi, Maria.

MARIA: Welcome! Please tell us—Why did you decide to **have** just one **child**?

MARK: Well, um . . . we were both thirty-six when we **got married** . . .

MARIA: Uh-huh.

MARION: . . . and then, when we **had** Tonia, our daughter, I was thirty-eight. Tonia is so wonderful, and we love her more than anything. But . . . well, it isn't easy to **raise** a young child at our age.

MARK: [*Laughing a little*] That's for sure. We're always tired!

MARIA: I think many *young* parents feel the same way!

MARK: Mmm . . . Maybe . . . Anyway, at some point, we just decided that we couldn't **take care of** Tonia *and* a new baby.

MARION: Yeah. We decided that we were happy with our little family, and that one child was enough for us.

MARIA: Uh-huh. And how does Tonia feel about your family? Is she ever **lonely**?

MARION: Um . . . I don't think so, because we spend a lot of time with her, and she has lots of friends.

MARK: That's for sure! She's very popular!

MARIA: Really! You know, that's interesting because I read that only children are often more popular—and also more intelligent—than children with **siblings**.

MARK: Yes, that IS interesting!

MARIA: Isn't it? It's really something to think about. Another thing to think about is the world **population** problem. By the year 2050, there are going to be more than 9 billion people in the world, and we don't know if we're going to have enough food and water for everyone. So some people feel that it's not **responsible** to have more than one child. They say that everyone needs to think about the future of the world, not just about their own family. Mark, Marion—did you think about that issue, too?

MARK: Well, of course we know about the **population** problem in the world, and we think it's a very serious issue, but I'd say that our **decision** was really a **personal** one.

MARIA: I understand. OK, thank you, Mark and Marion. And now, let's say hello to Tom and Jenna Mori from New York City.

TOM AND JENNA: Hi. Hi, Maria!

MARIA: Now, Tom and Jenna, you also **made a decision to have** only one **child**.

TOM: Yes, that's right . . .

MARIA: Can you tell us why?

TOM: Well, it was a difficult **decision** for us . . .

JENNA: Yes, very difficult . . .

TOM: . . . because Jenna and I really love kids. When we got married, we wanted to have two or three children.

MARIA: Oh?

JENNA: But we're both teachers, and I'm sure you know, teachers don't **make a lot of money!**

MARIA: That's true. Most teachers aren't rich!
JENNA: Well, *before* we **had a child**, money wasn't really so important to us.
MARIA: That's interesting . . .
JENNA: But *now* . . . well, when you **have a child**, it's *different*. We want our son Jay to have a good life—you know—to go to a good school, take piano lessons, travel . . . And those things are very expensive!
MARIA: You're right about that!
TOM: Yeah, and we know we **can't afford** all of those things for *two* children. So we decided to **have** only one **child**, so we can give him the best.
MARIA: I understand. But do you think Jay wants a **sibling**? Does he ever feel **lonely**?
TOM: Jay?! Never!
JENNA: Oh, no. He's always so busy with his friends.
TOM: Yeah, and with his sports and his music, too.
MARIA: Well, that's wonderful. Tom and Jenna Mori—thanks for talking with us.
TOM AND JENNA: Our pleasure. Thank *you*!
MARIA: OK, next, I'm going to talk to the kids! Don't go away!

page 169, Make Inferences

Example

MARK: Anyway, at some point, we just decided that we couldn't take care of Tonia and a new baby.

Excerpt One

MARION: . . . when we had Tonia, our daughter, I was thirty-eight. Tonia is so wonderful, and we love her more than anything. But . . . well, it isn't easy to raise a young child at our age.

MARK: That's for sure. We're always tired!

Excerpt Two

MARION: Um . . . I don't think so, because we spend a *lot* of time with her, and she has lots of friends.

MARK: That's for sure! She's very popular!

MARIA: Really! You know, that's interesting because I read that only children are often more popular—and also more intelligent—than children with siblings.

MARK: Yes, that IS interesting!

MARIA: Isn't it? It's really something to think about.

Excerpt Three

JENNA: Well, *before* we had a child, money wasn't really so important to us.

MARIA: That's interesting . . .

JENNA: But now . . . well, when you have a child, it's *different*. We want our son Jay to have a good life—you know—to go to a good school, take piano lessons, travel . . . And those things are very expensive!

Listening Two, page 171, Comprehension

MARIA SANCHEZ: Hello, and welcome back. So, what do kids think about being an only child? Let's find out right now! I'm going to speak to Marion and Mark's daughter, Tonia, and to Tom and Jenna's son, Jay. Hi, Tonia.

TONIA: [*Softly, shy*] Hi.

MARIA: How old are you, sweetheart?

TONIA: Eight.

MARIA: Eight. And Jay, you are . . . ?

JAY: I'm twelve.

MARIA: OK. Now Tonia, you're the only child in your family, right?

TONIA: Uh-huh.

MARIA: And is that OK with you?

TONIA: [*Defiantly*] No! I hate it . . .

AUDIENCE: [*Laughter*]

MARIA: Really . . . Why?

TONIA: Because I want a sister.

AUDIENCE: [*Stronger laughter*]

TONIA: All my friends have brothers and sisters. I'm the only kid in my class who doesn't have one!

MARIA: Oh, I see . . . Umm . . . did you ever talk to your parents about it?

TONIA: [*Sadly*] Yeah, I talked to my mom.

MARIA: And what did she say?

TONIA: She said, "I am so busy with you and with my job. We are not going to **have** another child."

MARIA: And how did you feel then?

TONIA: I was sad.

MARIA: But can you understand your parents' **decision**?

TONIA: [*Sounding resigned*] Yeah . . .

MARIA: Well, that's good.

TONIA: [*Defiantly*] But I still want a sister!

AUDIENCE: [*Laughter*]

MARIA: [*Laughing*] Well, here's a little girl who knows what she wants! Thank you, Tonia.

AND Jay, how about you? Do you feel the same way?

JAY: No, not at all. I like my family this way.

MARIA: Mmmm . . . But do you ever feel **lonely**?

JAY: No, I never feel **lonely**. I feel . . . special! My parents do a lot of things with me, and we always **have fun** together. And they also give me a lot of **opportunities** that kids in some big families don't have.

MARIA: What kinds of **opportunities**?

JAY: Well, the best thing is that we travel a lot, all over the world. Like, last summer, we went to Asia for a month. And this winter, we're going to go skiing in Europe.

MARIA: Wow, that's exciting!

JAY: Yeah, and I think we can do all of these things because it's just the three of us.
MARIA: You mean, because your parents **can afford** it?
JAY: Yeah, uh-huh . . .
MARIA: But do you ever feel different from your friends?
JAY: Mmmm . . . no, not in a bad way. I mean, every family is different, right?
MARIA: Yes, that's true.
JAY: So maybe I'm a little different because I enjoy doing things **alone**.
MARIA: That IS a little unusual for someone your age.
JAY: Well, my parents taught me how to enjoy doing things by myself. I don't **act** like a baby and cry because I don't have a **sibling** to do things with.
MARIA: What a **mature** young man you are!
JAY: Thank you.
MARIA: Thank you, Jay, and thanks to you, too, Tonia.
TONIA AND JAY: You're welcome.
MARIA: Well, there you have it—two children, and two very different opinions about being an only child. Thanks for watching!

page 173, Listening Skill

Example

MARIA SANCHEZ: Hello, and welcome back. So, what do kids think about being an only child? Let's find out right now! I'm going to speak to Marion and Mark's daughter, Tonia, and to Tom and Jenna's son, Jay. Hi, Tonia.
TONIA: [Softly, shy] Hi.
MARIA: How old are you, sweetheart?
TONIA: Eight.
MARIA: Eight. And Jay, you are...?
JAY: I'm twelve.
MARIA: OK. Now Tonia, you're the only child in your family, right?
TONIA: Uh-huh.
MARIA: And is that OK with you?
TONIA: [Defiantly] No! I hate it...
AUDIENCE: [Laughter]
MARIA: Really... Why?
TONIA: Because I want a sister.
AUDIENCE: [Stronger laughter]

UNIT 8: Soccer: The Beautiful Game

Listening One, page 193, Preview

Goool!
 It's a goal!
 Goool!

JANE: That is the sound of soccer, the world's **favorite** sport. Of course, soccer is still not very popular in the U.S. But with the Internet and satellite TV, the world is getting smaller, and today, Americans can see that people all over the world really love this game! To understand why people outside the U.S. love soccer so much, we went to Paolino's Pizza Restaurant in Minneapolis, Minnesota, to watch the first **match** of World Cup soccer.

page 193, Main Ideas

Goool!
 It's a goal!
 Goool!
JANE: That is the sound of soccer, the world's **favorite** sport. Of course, soccer is still not very popular in the U.S. But with the Internet and satellite TV, the world is getting smaller, and today, Americans can see that people all over the world really love this game! To understand why people outside the U.S. love soccer so much, we went to Paolino's Pizza Restaurant in Minneapolis, Minnesota, to watch the first **match** of World Cup soccer.
JANE: Hello. What is your name, and where are you from?
GILBERTO: I'm Gilberto, and I am from Brazil.
JANE: Why do you like soccer, Gilberto?
GILBERTO: Why? Ha! That is not even a question in Brazil. Soccer is our life. It is an art. It's like music—Does anyone ever ask you, "Why do you like music?"
JANE: Well, no . . .
GILBERTO: [With enthusiasm] Well, soccer is the same. You know, Pele, the famous Brazilian soccer player?
JANE: Sure, he . . .
GILBERTO: He called soccer "The Beautiful Game." Why? Because when the ball flies through the air, it's beautiful, and when the player jumps into the air, it's like he's flying—like a bird or a dancer. And when he heads the ball or **kicks** it across the **field** into the goal, it is **simple** and beautiful. It is perfect. It is like a . . .
JANE: [Interrupting] Thank you, Gilberto. And what about you, sir? What's your name and where are you from?
ERNESTO: I'm Ernesto from Mexico City.
JANE: And why do you like soccer, Ernesto?
ERNESTO: I don't LIKE soccer—I LOVE soccer! And look at all these people here—they all love it, too.
JANE: Yes, but why?
ERNESTO: Because soccer is like an international language. I come here to watch soccer with these soccer **fans** from all over the world. For example, I don't know this guy's name here—What's your name?

ANDERS: Anders.

ERNESTO: Yes, Anders—he's from Germany. And I don't really know him, but today we both want the **team** from Italy to **win**. You see, I'm Mexican, he's German, but we both love soccer. It's like there are really only two countries: the country that loves soccer and the country that doesn't understand.

ANDERS: [*Laughing*] That's the United States—the country that doesn't understand!

JANE: Well, we're trying! That's why I'm talking to you today! Anders, Ernesto said you're from Germany?

ANDERS: Yes, and this is my girlfriend, Marta. She's from Spain.

JANE: Hi, Marta.

MARTA: Hello.

JANE: What do you like about soccer?

ANDERS: Soccer is a sport for *everyone*. You don't need a lot of special things to play it—you just need a ball and a goal. It's **simple**. So everyone can play soccer.

MARTA: Yes, and also, everyone can understand soccer—not like American football. You have to read books to understand all of the **rules** in American football! Soccer is **simpler**—and it's also *more exciting* to watch.

JANE: So there are a few reasons that people love soccer. If you still don't understand, go and watch a **match** at a restaurant like Paolino's. You might become a **fan**! With *The Sports File*, this is Jane Tuttle.

page 195, Make Inferences

Example

JANE: Why do you like soccer, Gilberto?

GILBERTO: Why? Ha! That is not even a question in Brazil. Soccer is our life. It is an art. It's like music—Does anyone ever ask you, "Why do you like music?"

Excerpt One

GILBERTO: You know, Pele, the famous Brazilian soccer player?

JANE: Sure, he . . .

GILBERTO: He called soccer "The Beautiful Game." Why? Because when the ball flies through the air, it's beautiful, and when the player jumps into the air, it's like he's flying—like a bird or a dancer.

Excerpt Two

JANE: And why do you like soccer, Ernesto?

ERNESTO: I don't LIKE soccer—I LOVE soccer! And look at all these people here—they all love it too.

JANE: Yes, but why?

ERNESTO: Because soccer is like an international language. I come here to watch soccer with these soccer fans from all over the world.

Excerpt Three

MARTA: Yes, and also, everyone can understand soccer—not like American football. You have to read books to understand all of the rules in American football!

Listening Two, page 197, Comprehension

COMMENTATOR: Welcome to "America Talks." This morning, we're taking calls from sports fans to hear your opinions about soccer: Why isn't soccer more popular in the United States? During the last World Cup, 700 million people all over the world watched the final match on television. 700 million! But many Americans, even big sports fans, did not even know that the World Cup was happening. How can Americans NOT be interested in a sport that the rest of the world loves—a sport that is so international? Our first caller is Bob from Kearny, New Jersey. Welcome to the show, Bob.

BOB: Hi. Thanks for taking my call.

COMMENTATOR: Bob, why isn't soccer popular in this country?

BOB: Well, I think it's mostly **because of the low scores**.

COMMENTATOR: Uh-huh . . .

BOB: You can have a great soccer match, but the final **score** can be 0 to 1. I think Americans like sports with **higher scores**.

COMMENTATOR: Interesting. And speaking of scores, people also say that **ties** are a problem for sports fans in the U.S. Americans really like one team to win and one team to **lose**.

BOB: Yeah, that's definitely another reason that soccer isn't very popular here.

COMMENTATOR: Thanks for the call, Bob. Next, we have Linda from Rochester, New York on the line. Hello, Linda.

LINDA: Hi. I think soccer is *less popular* here **because** we just didn't grow up with it. We didn't play it very much as kids, and there were no professional soccer teams, so we couldn't watch it on TV. Baseball and basketball were definitely more popular. And football.

COMMENTATOR: So you think the problem is just that soccer is not a traditional sport in this country?

LINDA: Yeah. Our traditional sports in the U.S. are baseball, football, and basketball. And if you watch all three of those sports, you're pretty busy. We don't really need another sport.

COMMENTATOR: Thanks for your comments, Linda. We have one more call, from Drew in Seattle, Washington. Drew, why do you think soccer isn't more popular here in the U.S.?

DREW: [*Older man*] Hi. I think **the reason** is that Americans love superstars. But we haven't had any really big American soccer stars yet. I mean, Pele played in the U.S. in 1975, but he's from Brazil, and that was a really long time ago. I think David Beckham made Americans more interested in soccer. He WAS a superstar, and so was his wife, Victoria. I think they helped soccer in the U.S. a lot.

COMMENTATOR: Yes, I agree.

DREW: But they're from England. If you ask me, we need an American superstar—someone like Michael Jordan. Then soccer will become more popular, for sure!

COMMENTATOR: OK, thanks for your call, Drew. And that's it for today's show. Tune in again tomorrow for *America Talks*.

page 198, Listening Skill

Example

BOB: Hi. Thanks for taking my call.

COMMENTATOR: Bob, why isn't soccer popular in this country?

BOB: Well, I think it's mostly **because** of the **low scores**.

COMMENTATOR: Uh-huh.

Excerpt One

COMMENTATOR: Interesting. And speaking of scores, people also say that ties are a problem for sports fans in the U.S. Americans really like one team to win and one team to lose.

BOB: Yeah, **that's definitely another reason** that soccer isn't very popular here.

Excerpt Two

LINDA: Hi. I think soccer is less popular here **because** we just didn't grow up with it. We didn't play it very much as kids, and there were no professional soccer teams, so we couldn't watch it on TV.

Excerpt Three

DREW: Hi. I think **the reason is that** Americans love superstars. But we haven't had any really big American soccer stars yet.

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THE PHONETIC ALPHABET

Consonant Symbols			
/b/	be	/t/	to
/d/	do	/v/	van
/f/	father	/w/	will
/g/	get	/y/	yes
/h/	he	/z/	zoo, busy
/k/	keep, can	/θ/	thanks
/l/	let	/ð/	then
/m/	may	/ʃ/	she
/n/	no	/ʒ/	vision, Asia
/p/	pen	/tʃ/	child
/r/	rain	/dʒ/	join
/s/	so, circle	/ŋ/	long

Vowel Symbols			
/ɑ/	far, hot	/iy/	we, mean, feet
/ɛ/	met, said	/ey/	day, late, rain
/ɔ/	tall, bought	/ow/	go, low, coat
/ə/	son, under	/uw/	too, blue
/æ/	cat	/ay/	time, buy
/ɪ/	ship	/aw/	house, now
/ʊ/	good, could, put	/oy/	boy, coin

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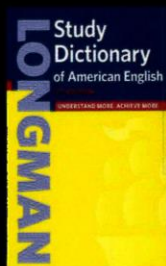
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