Unit 1 Mind and Body
PHYSIOLOGY

LISTENING SKILL: Note-Taking Skills for Listening
Listen (Audio)
ILS_L0_U1_Listen

M1: Good morning, everyone.

Today we're going to focus on the physiology of emotions—what happens in our bodies when we feel emotions such as fear, or anger, or love.

When you feel a strong emotion, your body has a physiological reaction. For example, the other day I was crossing the street and a car came around the corner. It was going pretty fast. It almost hit me. Luckily, I jumped back and was safe. Now, you can probably imagine how I felt physically after that happened. My heart was beating faster, my hands were shaking, and I actually felt kind of sick to my stomach.

All of these are physiological reactions. Some other examples might be that you sweat, or you breathe more quickly. Your face becomes red or you might cry.

So how does this happen? Well, when you are feeling stress, the body creates adrenaline. Adrenaline is a hormone that helps your body move quickly. When you breathe faster and your heart beats more quickly, you get more air. This is the air you need to fight or to run away fast! The name for this kind of physiological response is the “fight or flight” response. Fight or flight means to either fight or run away.

Now, an individual may have the same kind of physical reactions in completely different situations. For example, what happened to my body after I almost got hit by a car … is quite similar to what I might feel if I were really angry, right? I mean when I'm really angry, my heart beats faster, my hands might shake, and I could feel a little sick. But I label the feeling differently according to the situation.

We don’t really understand yet how this happens. When I am in a stressful situation, why do I label it "fear" in one situation and "anger" in another? How do I identify individual emotions? Do I have the physical reaction first, and then call it fear? Or do I first recognize that I am afraid, and then have the reaction? It gets quite complicated because we don't know which comes first. Or does one cause the other?

These are the questions scientists want to answer. There are several different theories, but no clear answer yet. There's a lot of research still going on.

One thing is certain, and that is that the physiological response—what we feel in our bodies when we feel a strong emotion—is very real and very important. After the break…

SPEAKING SKILL: Basic Presentation Skills
Watch (Video)
ILS_L0_U1_Watch

F1: Hi everyone. My name is Louisa, and today I'm going to talk about Henry Gray, the author of *Gray's Anatomy*. Now, you may have heard about the TV show *Gray's Anatomy*. But I'm not talking about that! The original *Gray's Anatomy* is actually a book … a textbook. Medical students use it to study anatomy —that's all the parts of the human body. *Gray's Anatomy* is probably the best-known textbook in the English language. It was first published in 1858, but it's still used today. Every doctor probably has a copy of *Gray's Anatomy* on the shelf!

So, who was Henry Gray?

Gray was a surgeon and a writer. He was born in England in 1827. He started studying to become a surgeon at the age of 15. He wanted to learn about the structure of the human body —about anatomy. In those days, people learned about anatomy by cutting up bodies in a medical laboratory. So that's what Gray did.

When he was 25, Gray began teaching other doctors about anatomy. During this time, he met another surgeon, Henry Vandyke Carter. Carter was also an excellent artist.

Gray felt that medical students needed a textbook that clearly showed human anatomy. So he asked his friend Carter to help him write and illustrate that book.

The two men started in 1855. Gray wrote clear, simple text. Carter created beautiful, detailed illustrations. The pictures were large and clearly labeled. At that time, other textbooks were not so easy to understand.

Finally, in 1858, the book was published. It was very successful. Medical students loved the clear descriptions and the drawings.

The publishers wanted to give Carter and Gray equal credit for the book. But Gray said no. Only his name was to be on the cover of the book. Carter's name was listed on the inside. Gray also received most of the money from the sales of the book. Some people feel that this wasn't really fair to Carter.

Since then, *Gray's Anatomy* has gone through more than forty editions. In 1887, color was added, and over time, the book has been revised with new text and new illustrations.

In fact, none of Gray's original text or Carter's original illustrations are in the book as it exists today. But it is still the most popular medical textbook around. The current book has 1,600 pages and 2,260 illustrations!

Nowadays, we get most of the information we need on the Internet. But before the Internet, this book was the only place students and doctors could go for so much information.

So, that's the story of *Gray's Anatomy*. Do you have any questions?

Unit 2 Finding Your Way
GEOGRAPHY

LISTENING SKILL: Identifying Main Ideas
Listen (Audio)
ILS_L0_U2_Listen

F1: Good morning. Welcome to Science World. Today we're talking about direction. Some people never get lost, while others need a GPS just to find their way to the store! It seems that humans were better at navigation in the past. Ancient explorers traveled thousands of miles across the oceans and found new lands.

M1: Well, they had some assistance. They had maps and charts. And they used the sky and stars to navigate. But nowadays a lot of people have difficulty reading maps. Maybe we're using GPS devices too much.

F1: Yes, scientists are looking at that now. A GPS is different from a map. When you're using a GPS, you can't see the big picture. You only see one part of a place at a time, and you don't know how that part relates to other parts. You don't see any features of the area, either, like hills. A paper map can be more useful.

M1: There's actually a study about that, from Japan. Researchers looked at people walking around Tokyo. Some of the people used paper maps, and others used a handheld GPS device. The researchers found that the people using a GPS took longer to reach their destination than the people with a paper map. And, the people with a GPS made more errors and stopped more often.

F1: Interesting. Some people might find that hard to believe … but, of course, a GPS is not always accurate.

M1: Definitely. Everyone has a story about following a GPS route and ending up in the middle of a field! But, why are some people so much better at finding their way than others? Is it genetic? Are we born with that skill?

F1: Not necessarily. Scientists say people who have a good sense of direction probably pay more attention to what's around them. They notice more details. A lot of people don't pay attention at all. If you're thinking about something else while you're walking, of course you're more likely to get lost.

M1: Hmm. I guess we do use things we see to help us find places. I remember there was a tree at the corner of a street where my friend lived. I never really noticed that tree. But one day, the tree was gone, and I couldn't find the street. I was completely lost! I was using the tree as a visual clue, even though I didn't know it.

F1: Yes, I've experienced something similar to that. OK, let's take a break. After that, we'll …

SPEAKING SKILL: Greeting and Leave-Taking
Watch (Video)
ILS_L0_U2_Watch

M2: Hi, how are you?

M1: Good. How about you?

M2: I'm OK. Did you do the homework?

M1: Yeah. I had to read a chapter in our book on traditional ways of navigating.

M2: Traditional, how?

M1: Well, before people had maps, they used the night sky to figure out where they were. They also used the waves and the wind.

M2: Wow. That's amazing.

M1: Yeah. A lot of sailors still use the positions of the stars to help them find their way. They have star charts.

M2: Like the North Star?

M1: Yeah. You can use the North Star to figure out where you are and get to where you want to go.

M2: I think I'd prefer a GPS.

M1: Yeah, but the book says stars are very accurate. What was your chapter about?

M2: It was kind of about the same thing. My chapter was about the different devices that sailors and explorers used. They had all these special tools to help them measure distances and angles. Amazing tools like the … what's it called? Wait a minute. The astrolabe.

M1: That's in the chapter I read too.

M2: Hey, how's it going?

F1: Fine, thanks. Are you talking about the homework?

M1: Yeah.

M2: Excuse me. I have to take this call. I'll be right back.

F1: OK. So, did you have to read the chapter about the maps?

M1: No, was it interesting?

F1: Yeah. It was about the first maps, and how they were made. Some of them were pretty strange!

F2: Good afternoon, everyone. Let's get started now. So, there were three different reading assignments. We'll start by comparing and discussing them…

SPEAKING SKILL: Greeting and Leave-Taking
ILS_L0_U2_Speak_ApplyB (Audio)

1.
M1: Good morning. How are you?

F1: I'm fine, thank you.

2.
F1: Hi! How's it going?

M1: Great! How about you?

F1: Not bad.

3.
M1: Goodbye.

F1: Goodbye. See you next week.

4.
F1: Got to go. See you.

M1: OK, yeah. See you.

End of Unit Task (Audio)
ILS_L0_U2_End

Narrator: Conversation 1

M1: Hi.

F1: Hello. Can I help you?

M1: Yes, can I check out this book?

F1: I'm sorry, but it's on reserve. You can't take it out of the library.

M1: Oh.

F1: But you can read it here, if you like. You can sign it out for an hour.

M1: Oh, OK … can I do that now?

F1: Yes, just a second. I'll be right back.

Narrator: Conversation 2

F1: Hi, Joanna!

F3: Hi, Sonya! Hi, Kate! How's it going?

F2: It's going OK. We're just talking about the group project.

F3: Right … so did you decide anything? How should we work on this?

F2: Well, Sonya's going to start on the research tonight.

F1: Yeah … I can look up the different explorers and the dates.

F3: Sounds good.

F2: But I'm really sorry, I've got to go now. I have to meet my advisor. Can you call me later?

F1: Sure, no problem. See you.

F3: OK, Bye.

Narrator: Conversation 3

M1: Excuse me, Professor Chiu. Do you have a moment?

M2: Hello, Frank. What can I do for you?

M1: I was wondering if I could come and see you. I want to talk to you about the paper that I'm working on. I'm having a few problems and I could use some help.

M2: Well, my open office hour is tomorrow, from ten to eleven. Can you come then?

M1: I have a class until eleven. Could I come right after that? At around 11:15?

M2: OK, 11:15 is fine. I'll see you tomorrow.

M1: Thank you so much. Goodbye.

Unit 3 The Life of Plants
BIOLOGY

LISTENING SKILL: Understanding Spoken Numbers
Watch (Video)
ILS_L0_U3_Watch

Sandra Hughes: Plants give the world food, medicine, clean air, and clean water. However, researchers say that 60,000 to 100,000 species of plant could disappear.

Kew Garden's Millennium Seed Bank Partnership saves plants by storing seeds. Teams of plant experts around the world are collecting seeds. They have already saved seeds from over 10% of the world's plant species. Their goal is to collect seeds from 25% of the world's plants by 2020.

This almost hidden driveway in suburban Portland, Oregon doesn't lead to another million dollar mansion. Instead, to an old house, a six acre garden, and a priceless project -- saving part of the world's fragile ecosystem, one plant at a time.

M1: Not since the age of dinosaurs, have things been going extinct at the rate they are now.

Sandra Hughes: The dinosaurs couldn't be saved, but the pale larkspur, Western lily, and Nelson's checker-mallow can, by collecting their seeds before they go extinct.

M1: It's an insurance policy against extinction or a hedge against extinction that we can store seeds and keep them alive for tens, hundreds, maybe even thousands of years.

Sandra Hughes: The seeds are stored at the Berry Botanic Seed Bank, which is a freezer inside a vault.

F1: Seeds are standard--

Sandra Hughes: Right now, up to one-fifth of the world's plants are in trouble. Fluctuating temperatures from global warming means plants that need cold conditions are too warm. Others that need rain aren't getting it. And some plants are being pushed to extinction by too much building. But why should we care?

F2: Everything that we do depends on plants, and it just makes sense for us to preserve as much of that as we can.

Sandra Hughes: Many plants have been the source for medicine that cures disease. Take the rosy periwinkle, native to Madagascar. Before its properties were discovered, only ten percent of children with leukemia lived. But from the plant, scientists created a compound that helped increase the survival rate.

F2: With the compound, the rate has now gone up to 95%. Who knows what else is out there in nature's pharmacy?

M2: We're going to look for the little--

Sandra Hughes: Today, botanists can be found re-growing populations of endangered plants all over the Northwest. And across the Atlantic just outside London, England's Millennium Seed Project has built a towering fortress to house all the world's plant life.

M3: We will have ten percent of the world's seeds by 2010, and we would like to go on and collect a quarter of the world's plant species by 2020.

Sandra Hughes: One in six of all wild plants are used for medicine, one in ten for food, especially in developing countries. The need to bank seeds worldwide is urgent. Even the appropriately named ugly lettuce in Oregon.

F1: Who knows, this pitiful looking plant might have some very important value.

F2: Exactly. We could find the cure for AIDS in this or some other function. You know, we just don't know until things are explored.

Sandra Hughes: A billion seeds have been banked worldwide, an environmental savings account where each deposit could mean a cure for disease.

SPEAKING SKILL: Considering Audience for a Presentation
Listen (Audio)
ILS_L0_U3_Listen

M1: OK, so our topic for the presentation is bees. We have to talk about issues related to saving bees. How many main points do we have?

M2: We're going to cover three areas. First, background information about bees. Then, issues and problems affecting bees today. And finally, how to help. I did some initial research on the topics …

M1: Great, I did too. There's a lot of good information. But ... I'm worried about how much we can put into the presentation. We only have eight minutes.

M2: I know … there is a lot to talk about. And we need to organize it so it's clear. I think we can organize the whole presentation around our three main points. That makes sense, doesn't it?

M1: Yeah, definitely. Should we start by showing that bees are an important natural resource? We can talk about how bees help plants reproduce. Without bees, a lot of crops would be more expensive to grow. That's important, isn't it?

M2: Yes, I think it is. A lot of people don't realize the positive effect bees have on farming.

M1: Right, let's make that clear so people understand why we all need bees. Now, I found a report that says a lot of bees are dying right now. Scientists don't really understand why. The report has a lot of statistics about population numbers and things like that. Should we use that?

M2: Well, I'm worried those statistics might be confusing. Professor Lee said we have to show that we've done some research, and we have to teach the class something … that's important for our grade … but he said not to get too technical.

M1: OK, you're right. Maybe we could just take some of the statistics and put them in a diagram. That would make the numbers easier to understand.

M2: Let's do that. And we could show some photos of different types of bees, and the crops that they help to reproduce.

M1: Good idea. Those pictures would support our point.

M2: Exactly. So for the last part, I made a list of what people can do to help bees. Like planting flowers that attract bees, things like that.

M1: That's good … it's simple and practical. Hey, I found a couple of jokes about bees. Can we include those?

M2: Hmm, I'm not sure … maybe we should keep the presentation a little more formal. Let's think about that.

M1: OK.

End of Unit Task (Audio)
ILS_L0_U3_End

Presentation 1
F1: OK, everyone, over here please … did you know that there are about 24,000 different species of butterflies in the world? That's a lot, isn't it? They have a lot of different sizes, too. Some butterflies are less than one inch wide … and then the largest is almost 12 inches. That's really big! And, did you know some butterflies can fly pretty fast? One kind can fly 12 miles per hour…

Presentation 2

M2: Good evening. Thank you so much for joining us tonight. And thank you for volunteering to help us save butterflies. We have 16 teams of volunteers in four different regions of the country. Each team will count butterflies for us. There is only a short period of time in which to do this. The average life span of a butterfly is only 30 days. Also, butterflies can't fly if their body temperature is less than 86 degrees Fahrenheit …

Presentation 3
F2: Hello. I'd like to talk about my research. For the past few summers, I have studied the Karner blue butterfly. There were a lot of these butterflies a hundred years ago. But the population went down 99% in the past century. The butterfly lived only in an area between 41 and 46 degrees north latitude. Now, the population is growing again. We can find it in six different areas of the United States. My research …

Unit 4 Connected
SOCIOLOGY

LISTENING SKILL: Selective Note-Taking
Listen (Audio)
ILS_L0_U4_Listen

F1: Hello everyone. Let's get started. Today I'd like to talk about some research in social science. Now we all know that some illnesses can be contagious … for example, a cold is passed from person to person. But, what about emotions or behavior? Are they contagious?
Could feelings, like happiness, or behaviors, like voting or overeating—also be passed from person to person? Well, researchers have found that feelings and behaviors can be passed to you. You can even get them from people you don't know, if they are in your network. Friends of friends, for example.

F1: Yes, it's interesting. Two scientists, Nicholas Christakis and James Fowler, did the research.

F2: Can you spell their names, please?

F1: Sure. That's Christakis, C-H-R-I-S-T-A-K-I-S, and Fowler, F-O-W-L-E-R. So, they found that our social networks have an important effect on everything we do. The people around us affect us in many different ways.

F2: You mean, if my husband is happy, then I am too?

F1: Actually, yes. In a couple, if your partner is happy, then you are more likely to be happy. And a friend who lives nearby will affect you more than a friend who lives far away. So our emotions are affected more by people who are physically close.

But behavior seems to be different. The researchers found that we can be affected by the behavior of friends—or even friends of friends—who live far away. So, let's say you have a friend who lives across the country. If that friend gains weight, you are more likely to gain weight, too. Lydia?

F3: Wow, this is fascinating. But how did they gather the data? It seems complicated.

F1: Good question. The data comes from a study that followed 15,000 people over three generations … so they studied a group of people, and then those people's children and grandchildren. The researchers collected information on people's health … their weight, medications, things like that. But, the study also gave information on people's family members and friends, and where they live. So, Christakis and Fowler took this information, put it into a computer, and created networks showing all the social connections. They found more than 50,000 links among about 5,000 people. Yes, Joanna?

F4: Yes, thank you. My question is, how scientific can this be? I mean, how objective is it really?

F1: Another good question. Some of their findings may have weaknesses. But they looked at a lot of data. It really is a great achievement. It opens up many new areas for research. Yes?

F3: But what should we do with this information? Should we stay away from friends who don't have healthy eating habits?

F1: Excellent question. In fact, Christakis and Fowler say their findings should encourage all of us to be happy and healthy, because it will affect the people around us. They say that we each have about 1,000 people in our network. That's a lot of people to influence. There's a lot more to discuss on this …

SPEAKING SKILL: Opinion Surveys
Watch (Video)
ILS_L0_U4_Watch

F1: Excuse me …

F2: Yes?

F1: Hi, my name is Mary. I'm doing some research for my sociology class. It's about people's social networks. May I ask you some questions about it?

F2: Well, how long will it take?

F1: Oh, probably less than five minutes.

F2: OK, sure. I need a break from studying anyway.

F1: Great, thank you! If you don't mind, I'll take a few notes on your answers. We're documenting all the answers.

F2: Sure, that's fine.

F1: OK, here's the first question … Can feelings and emotions be contagious? Do you think your friends' and family's moods affect you?

F2: Oh, definitely! My best friend was really excited last week after she got a new job. I was feeling down that day but after talking to her, I felt a lot happier. So, yeah, I think we can be affected that way by people around us.

F1: OK, good. The next question is related to that. Which kinds of feelings are more contagious? Are you more affected by someone's positive feelings or someone's negative feelings?

F2: I'm not sure. I've never thought about that. My brother was down the other day, and the whole family noticed it, but I'm not sure it really affected us.

F1: It's fine to say you're not sure about an answer. Actually, researchers have found that positive feelings affect people more … they're passed on more easily than negative ones.

F2: That is interesting.

F1: OK, the third question is about money and friends. Which do you think is more important to your happiness: your income level—how much money you make—or the number of friends you have?

F2: Friends, of course! Definitely friends are more important than money. My friends are the most important people in my life! I don't really care about money and status. But I can't say that money doesn't matter at all! Because it does.

F1: So, friends are more important. But you feel income is important in some ways… There's probably some link between money and happiness. Is that right?

F2: Yes, exactly.

F1: Thanks. Here's the last question … Do you think your friends affect your health habits? For example, do they affect how much you exercise or what kinds of foods you eat?

F2: I don't think they affect me that much. I mean, I'm a pretty healthy person. I exercise and try to eat well. But that's because it's important to me. I have friends that aren't like that. I don't think we influence each other in that way.

F1: OK, so that's a no. That should do it. Thank you so much for your time. I really appreciate it.

F2: You're welcome. Good luck with your class.

F1: Thank you!

Unit 5 Universal Access
URBAN PLANNING

LISTENING SKILL: Directions for Assignments
Listen 1 (Audio)
ILS_L0_U5_Listen1

M1: Good morning. Today we're going to talk about what makes a good university campus. We'll look at some examples. And for homework, you'll look at the design of our campus and write a report.

In many ways, a university campus is like a small town. It has the same needs and problems. For example, traffic. How can we control traffic but still help people get where they need to go? Another challenge is to design good public spaces. We'll look at these issues on campus first. Then, next week, we'll expand the topic to look at towns and cities.

OK, let's think about traffic. Generally, you don't want too many cars on campus. It's not as safe, and it's bad for the environment. A good campus is organized for people, not for cars. So, put parking lots on the edge of campus, away from the main

buildings. Then people have to park and walk. You also need good public transportation so that students who live off site can take a bus or train to school.

So when students and faculty are on campus, how do they get around? Well, you want to make it easy for them to walk or ride a bike. You need good bike paths and walkways. This makes a huge difference to the atmosphere on campus.

The other thing I'd like to talk about is the use of public space. This is important. Why? Well, students—and teachers—need to get together: to meet friends, to have study groups, and so on. At a university, some of the best ideas come when people are just sitting around and talking. So you need places where that can happen.

Now good public spaces are places where people like to hang out, by themselves or with others. Maybe it's a grassy area in front of the library. Or some tables and chairs in the student activity center. Often, there's a coffee shop or some food nearby. You need both indoor and outdoor spaces.

OK, so here's your task for homework. I'd like you to look at this campus and think about these features. You may want to write this down. Ready? OK.

First, look at traffic and transportation. How do students get to and from campus? Where are the parking lots? How do people get around on campus? Is it easy to get around? For everybody? Think about people in wheelchairs as well.

Second, look at public spaces. Where are the good public spaces on this campus? Where are the places people like to get together? They can be indoors or outdoors. Why are they good? That's an important question. Think about why they are successful.

Write one page on each of these topics. So about two pages total.

Please e-mail me your reports before Friday. And please! Label the file with your name! If you don't label the file, it's difficult...

SPEAKING SKILL: Back Channeling
Listen 2 (Audio)
ILS_L0_U5_Listen2

M1: OK, let's find out how everyone gets to campus. I live on campus, so I walk to classes. What about you, Gina? You drive, right?

F1: No. I used to, but it's really expensive to park. The fees for the parking permit are so high.

M2: Yeah. I know. I drove last semester. And then you have to walk a long way from the parking lot.

F1: Yeah. I take the bus now. I think it's easier.

F2: Yeah. Me too. There's a direct bus that goes right near where I live. It comes every ten minutes. I do my homework on the bus!

M1: So we all take the bus or walk. I guess that's a good thing, right? They don't want a lot of cars on campus.

F2: Right!

M1: OK. ... What about accessibility? Let's look at the next question.

F2: What is it?

M1: Is it easy for people in wheelchairs to access the classrooms and buildings? What do you think?

M2: I think it's pretty good.

F1: Yeah. It looks like people can get around campus with the aid of wheelchair ramps and elevators. But I don't really know much about it.

M2: No. Me neither.

F2: Well, actually, my friend Patrick uses a wheelchair, and I think he has a hard time getting around.

M1: Really? Why is that?

F2: Well, the classrooms have to be accessible to wheelchairs. That's the law. It's in the building code. But some of the buildings aren't easy to access.

M1: Hmm. That's interesting. Which ones?

F2: Sometimes he has to go to Washington Hall. It's an old building. There's only one elevator, and it's at the back of the building, so it takes a long time to get to the classrooms.

M2: Oh, I see. That's not good.

F2: No. Maybe I could ask him about his experience.

M1: That would be great. It would be really nice to get his opinion on this.

F1: Yeah. Good idea!

F2: OK. I'll text him right now.

End of Unit Task (Audio)
ILS_L0_U5_End

M1: OK, so I'd like you to read chapter six and complete the task on page 72. There are five questions there. Just make a note of your answers, and be ready to talk about them in class next Tuesday.

M2: For homework, here's a question for you to answer. Please copy this down. "How can we make our school a welcoming place for all?" I'd like you to write about 200 words, and put your name at the top of the page. Please use spell check! I do not want to have to correct spelling! This is due next Friday.

F1: For our next class, please prepare a short presentation. The topic of your presentation is: "A good public place." Find a good public place on campus or in the city. Go there and take a photograph to show to the class. Tell us about the place: why you like it, and why you think it's a good public place. You'll need to speak for three to four minutes, and you'll need to use notes. OK? Any questions?

Unit 6 Food Choices
NUTRITION

LISTENING SKILL: Using a T-Chart to Take Notes
Listen (Audio)
ILS_L0_U6_Listen

F1: Today we're going to talk about the history of the restaurant. Nowadays, eating out in restaurants is a normal and quite common thing to do for many people. You may not realize it, but restaurants like we have today have not always existed.

The word "restaurant" comes from a French word referring to a food that "restores," or makes you feel better. So a restaurant wasn't originally a place. It was actually a soup made with meat, served to rich people who were sick.

Eventually, the places that served this soup started to serve other foods. The first restaurant like the ones we know today was opened in about 1766, in Paris. Restaurants became very popular there.

Before restaurants, the only place to get food in public was at an inn. Inns were places you stayed when you traveled. Restaurants and inns were different. Several things made them different.

First, restaurants had menus. A menu gave you a list of the things you could eat and their prices. So you could choose from the different items offered. At a restaurant, you knew what food you were going to get because you picked it.

In contrast, at an inn, you only paid for your seat at the table. You ate whatever they were serving. The food was passed around from person to person, and you took what you could get. Often, there wasn't enough food. Sometimes the food was bad. It was probably difficult to relax and enjoy the experience!

And that leads to another difference between an inn and a restaurant. At a restaurant, you might have had a better experience, because everyone was treated the same. Everyone who paid for it got the same amount and quality of food. But if you were a visitor at an inn, you didn't always get treated as well as the local people.

Finally, at a restaurant, you could be in a public place but still eat in private. At a restaurant, you got to choose where you sat. And you chose who you wanted to eat with. You could go with a friend or with your family. However, at an inn, everyone sat together, even though they were strangers.

Eating at restaurants was a new, different, and often better experience. Because of the origin of the name, you might conclude that the French invented restaurants. But that's not true. The Chinese had restaurants much earlier than those in Paris! In Hangchow, China, there were actually many restaurants in the 13th century. So, the first restaurants were not French. They were Chinese.

SPEAKING SKILL: Beginning a Presentation
Watch (Video)
ILS_L0_U6_Watch

M1: Hello everyone. My name is Mike. We've been talking about nutrition this semester, and my topic today is "Eating Habits." I want to focus on changes in eating habits, specifically for international students. So, here's a question for all of you: How many of you feel that your eating habits have changed since you've been away from home? Raise your hands, please.

Yes, that's most of you. Well, I interviewed several students from different countries for this presentation. Everyone stated that their eating habits have changed since they left home.

The main change people mentioned had to do with fast food. Several students said that they eat more fast food here because it's quick and easy. Plus, it's cheap. However, they know that it is not the healthiest choice.

The second point discussed was about fruits and vegetables. Almost all the students I talked to said they eat fewer fruits and vegetables since they've been at school.

Their diets at home included more fruits and vegetables. However, it can be difficult to eat these things on campus. A few students said they cook traditional meals. But, for most of us, this takes too much time. Plus, it can be expensive.

The other topic that students mentioned was the habit of snacking. Several students said they were surprised at how often they see people eating between meals. Plus, they noticed people eating while walking around campus. Even during lectures! This is different for many of us. However, several students admitted that they have started to do the same thing because of their busy class schedules.

I think it's challenging to eat well on campus, especially for international students. We are all very busy and sometimes we don't have breaks between lectures. Plus, we come from places with different foods and eating habits. So we have to find foods that we like. However, research shows that nutrition does affect how well students do in school. So if we learn to make better eating choices, we can study harder and get good grades.

Thank you!

Unit 7 A Good Slogan
BUSINESS

LISTENING SKILL: Listening for Signpost Phrases in a Lecture
Listen (Audio)
ILS_L0_U7_Listen

F2: Good morning. Today I'm going to talk about a key concept in marketing. It's the idea of a brand.

A brand is how people see and think about a product. It's a company's image. Companies want their brand to stand out so that people remember it and think highly of it. Think of Mercedes-Benz, Sony, Intel, Disney, and Starbucks. They're all well-known brands.

When we think of branding, we normally think of tangible products, like cars or food. But it's not just cars and food that need a good brand.

In fact, a city is also a product. A city needs people to "buy it"! It needs to bring in tourists and businesses. So a city needs to have a good image and brand.

Some cities, such as London or Tokyo, already have a good image. We could say that they have a strong brand. But other cities may need some help to make their brand stronger.

For example, let's look at the city of Amsterdam, in the Netherlands. In the early 2000s, Amsterdam had to acknowledge that it was becoming less popular. It was losing business. Tourists and new companies were going to other cities instead—cities that were cheaper or had better weather.

The organization "Amsterdam Partners" was founded in 2004. Their goal was to create a new brand for the city. They wanted to make Amsterdam more attractive. The designers came up with a new slogan: "I amsterdam." That's Amsterdam with a small a, so it sounds like, "I am Amsterdam." The slogan tells people "I am part of Amsterdam, and you can be too."

They put the slogan everywhere. They put an enormous set of letters in front of the art museum, and another set of letters at the airport. They put it on T-shirts and bags that tourists could purchase and take home.

So what happened? Well, the "I amsterdam" slogan was immediately popular. People really liked it. Tourists took photographs with the big letters. They bought the T-shirts. More people came to the city. Overall, the results were very positive. And it wasn't just the tourists. The local people of Amsterdam liked it too.

Now, let's talk about what we can learn from this. Well, one important point is the power of a simple idea. It was like the "I love New York" campaign that was so successful many years ago. The "I amsterdam" slogan includes everybody … both tourists and residents.

Also, the slogan was supported by a much larger campaign. It appeared in many different places in the media. It was on posters, on TV, and online. There were

cultural events and festivals. And of course there was a Web site. If you want to be successful, your marketing campaign has to include all of these things.

The Amsterdam campaign is a great example. But now you may be able to think of some other cities that are working on their brands. For example, you might look at … Dubai, in the U.A.E. … Chicago, in the U.S. … or Glasgow, in Scotland.

Now, another...

SPEAKING SKILL: Using Signpost Phrases in a Short Presentation
Watch (Video)
ILS_L0_U7_Watch

F1: OK. If you're starting a company, your goal is to make money. Right? Yes. But in order to do that, your company has to stand out from the competition. And one way to stand out is to have a logo that works. Today I'm going to talk about four features of a good logo.

First of all, people need to be able to recognize your logo. They should be able to see it from far away and instantly know what it is. They shouldn't have to read it. In a well-designed logo, you're using shapes and color to tell your story.

Secondly, the logo needs to communicate something about the company. What's the idea that you want to highlight? Maybe you want the logo to suggest that your company is global. Fast. Friendly. Old-fashioned. You decide.

Next, the logo needs to be timeless. Don't use a style that's going to look old or outdated in a couple of years. Look for a style that will last.

If the logo does include writing, make sure that people can read it, especially if the wording is unusual.

Finally, you want to make sure your logo looks good in different sizes. Some logos have too many minor details. These can be hard to see when the logo is small, such as when it's printed on a business card. Also, make sure that it looks good in black and white. Some logos look good in color but terrible in black and white.

OK, now I'm going to show you some examples of good logo designs.

This shows how the logo for the Wendy's restaurant chain has changed over the years. The new image still suggests "old-fashioned," but it's much better. It's simpler and cleaner, with more white space. They've taken out the writing, because the picture is enough.

Now here's a logo that you might know: The Twitter bird. This logo has had many changes, but the bird is the same. The mood is positive and friendly. The flying bird suggests movement and progress.

The final example is the Nike swoosh. This is a great logo. The shape is very simple, but unique—and recognizable. It suggests speed, so it's perfect for a company that makes running shoes.

Unit 8 Artistic Vision
ART

LISTENING SKILL: Summarizing after You Listen
Watch (Video)
ILS_L0_U8_Watch

M1: If you ask John Bramblitt to describe the world, chances are he'll tell you it's colorful. Bramblitt is an artist whose work is defined by bold and expressive use of color which has emotion all its own.

John Bramblitt: It's almost like if the color of blood like on dirt or soil, you might think it's really deep.

M1: He knows a lot about fear and anger and depression. Emotions that almost overwhelmed him 9 years ago when at just 30 years old, complications from epilepsy left him irreversibly blind.

M1: What color was the depression?

John Bramblitt: Oh my word it was the worst black. It was like being in a hole.

M1: He eventually climbed out of that hole by learning to paint.

John Bramblitt: I do self-portraits every so often just because, you know, I'm always available.

M1: He figured out how to mix the colors by feeling the different textures in the oils.

John Bramblitt: And you can see, you know, it's just— it's really thick. It's like toothpaste.

M1: … how to apply paint by outlining an image and using his fingers to guide the brushstrokes. And finally, how to see his subjects with only his fingertips.

John Bramblitt: Well thank you.

M1: So Brad Pitt, right?

John Bramblitt: Yeah exactly. You called it.

M1: To let Bramblitt touch your face is to allow him to imprint your image in his mind. His portraits prove that his fingertips are every bit as perceptive as his eyes once were.

M2: I got it.

M1: …has never seen his own wife or his young son…

John Bramblitt: Looks like his mommy thank goodness.

M1: … But it's clear he knows exactly what they look like. Bramblitt's art is gaining notice in galleries around the country and you'll often find him in museums or at schools …

John Bramblitt: What kind of drawing are you working on? What kind of painting?

F1: I think it's a sun.

John Bramblitt: Oh really. What color are you going to make it?

F1: Yellow.

M1: …teaching children his technique and what he's learned about life and color, which for John Bramblitt are the same things.

John Bramblitt: The future is so open and there's so many things I want to do. It's just brilliant. It's just the most brilliant colors and I can't wait to see it take form. You know to see it just take shape.

M1: An artist's vision as bright as his art.

SPEAKING SKILL: Participating in Class Discussions
Listen (Audio)
ILS_L0_U8_Listen

M1: OK, let's talk about our final project. We need to do a presentation on something we've studied this semester, right?

M2 and F1: Yeah / That's right.

M1: Well, we can talk about one of the museums we saw, or we can focus on a type of art.

F2: I think we should look at a type of art. Maybe abstract art.

F1: Yeah, that's a good idea. A lot of people think they don't like abstract art. They feel like they don't understand it, or they don't know what it symbolizes. Maybe we could discuss that. What do you think?

M1: That sounds good. We could talk about the abstract art that's on display in the library right now. It's a really interesting exhibit.

M2: May I say something? I'm not sure about this idea. We each have to talk about a different aspect of the topic. I'm not sure there would be enough information to share for each of us to speak for a few minutes.

M1: Hmm, good point…

F2: Yeah, maybe not.

F1: Well, then we need to think of a different topic. Do you have any other ideas?

M2: What about something related to the exhibit we saw last week?

M1: Do you mean that temporary photography exhibit at the Modern Museum?

M2: Yeah, that one.

F1: That was fascinating! The photos were so powerful. They really made you think about social problems.

M1: But don't you think some of them were a little difficult to look at? Some of the photos were so depressing.

M2: Well, maybe that could be our focus. We could consider how it's different to look at those kinds of issues in the media. You know, we usually read about them in

newspapers or see them on TV. And then we can compare that to thinking about those issues through art.

F1: Hey, I like that! I think we could do something with it. What do you think, Karla?

F2: Yeah, I think it's a good idea. Maybe we could consider that idea with different types of art. You know, the different kinds of art we've studied – photography, painting, and sculpture.

M1: OK, that's good. We just have to be careful because we could end up with too much material.

M2: Oh definitely.

F2: Yes, of course.

M1: OK, so how should we divide the work up?

End of Unit Task (Audio)
ILS_L0_U8_End

M1: OK, so for our project we need to plan an art class for school children.

M2: Right.

M3: We need to decide what the main focus will be. What do you think?

M2: Well, let's decide what kind of art we'll focus on.

M1: What about drawing?

M3: Or painting? That's something kids enjoy.

M2: Those are both good ideas. I think we should do both.

M3: OK, so we're going to do both drawing and painting with the children.

M1: Could I say something? I think we should also visit a museum. You know, children can learn from museums too. They're not just for adults.

M2: Hmm, yeah.

M3: Good point. Maybe we could visit a museum first, and then use ideas from the visit for the drawing and painting part of the class.

M1: I like that.

M2: Yes, that sounds like a good plan.

M3: OK, next we need to think about …

Unit 9 Dynamic Earth
EARTH SCIENCE

LISTENING SKILL: Key Terms and Definitions
Watch (Video)
ILS_L0_U9_Watch

This is the landscape of Iceland. Here, you can clearly appreciate the geological forces that helped to shape the Earth.

For example, this rock face is actually part of a huge crack in the Earth's surface. It runs for 7,000 miles from here: under the Atlantic and all the way to California.

The Earth's surface is divided into seven major sections. The sections are called tectonic plates. They carry entire continents, and they extend far under the sea.

The place where two plates meet is known as the plate boundary. This is what you can see here under the Atlantic Ocean. It runs along the ocean floor ... rises above the sea ... and cuts a sharp line ... right through the middle of Iceland.

It's difficult to see the plate boundary from above ground. If you want to see it more closely, you can go underwater. This is a very cold place! The water is just 4 degrees Celsius. But here, you can swim between two giant tectonic plates. On the left: the North American plate, and on the right, Europe. This gap between the two plates is called the Mid-Atlantic Ridge.

Geologists believe that these two rock faces were previously joined together. 225 million years ago, the continents were one super continent. Over time, they were forced apart, to make this deep and narrow passage, filled with water.

It's hard to imagine the energy that was needed to move continents apart. This energy comes from heat inside the Earth—the part that we call the Earth's core.

Hot rock rises from the Earth's core. At the surface, the rock is forced in two directions. It goes sideways, and then it becomes cool. Over time, the cooler rock sinks back down. Through this process, two plates are slowly pushed apart. This is what caused the continents to move.

SPEAKING SKILL: Asking for Clarification
Listen (Audio)
ILS_L0_U9_Listen

F1: OK, for today you had to read the section on volcanoes in the textbook. So I just want to clarify the most important points and answer any questions that you might have. Any questions? Anybody?

F2: I didn't understand the part about the Ring of Fire. What is that?

F1: The Ring of Fire. It's a circle that runs from New Zealand through Indonesia, Japan, Alaska, and down the west coast of America. It's like a ring around the Pacific Ocean. There's a series of more than 400 volcanoes along that ring. Now, why are there so many volcanoes along the Ring of Fire? Does anyone know?

M1: Is that where the plates ... what are they called? Tectonic plates. Is that where two tectonic plates come together?

F1: Yes, that's right. The Ring of Fire is an area where two tectonic plates meet.

M2: Do you mean, like the North American plate and the Pacific plate?

F1: Yes, exactly. North America is sitting on one plate and the Pacific is sitting on another. So, most volcanoes happen when two plates move in different directions. Over time, one plate moves on top of the other and the lower plate is pushed down. The lower plate becomes hot and the rock melts. The hot, melted rock rises up to the Earth's surface. The result is a volcano.

M1: I'm sorry, I don't understand. Could you please explain that again?

F1: Sure. Basically, you have two plates, one above the other. The lower one moves down and becomes hot. The hot rock—called *magma*—is squeezed up through a volcano.

M1: OK, thank you.

F1: Now of course volcanoes can cause a lot of damage. For example, in 1980 there was a volcano that erupted near Seattle: Mount Saint Helens. The eruption removed most of the northern part of the mountain! It looks completely different now.

M2: And some people were killed, right?

F1: Yes, that's right. 57 people died. And a lot of homes were destroyed. Volcanoes also play a role in the Earth's climate. The ash from a volcano can block the heat from the sun. So sometimes, after a really large volcano erupts, temperatures on Earth go down for several years.

F2: May I ask a question?

F1: Yes?

F2: Is it possible to predict when a volcano will erupt?

F1: Oh, good question! In a general way, yes. Scientists might notice a series of earthquakes in the area, for example. And they have measurements that can tell them if a volcano is becoming active. However, they can't predict exactly when or how big the eruption will be.

Unit 10 You Can Make It
ENGINEERING

LISTENING SKILL: Listening for Supporting Ideas
Listen 1 (Audio)
ILS_L0_U10_Listen1

M1: Hello, everyone. Welcome to Tech Time. Today, we're talking about the maker movement. The maker movement is all about making things. My guest today is Javier Bloom. Javier is a mechanical engineer, so he knows a lot about making things. He's going to talk about the maker movement. Welcome, Javier.

M2: Thank you. I'm happy to be here.

M1: So, could you tell us about the maker movement?

M2: Sure. The maker movement is based on the idea of DIY, that's do-it-yourself. But it's a little different from DIY. Lots of people make things. People build their own furniture, and so on. But the maker movement brings in more technology and

engineering. So, in this movement, people are building their own electronics at home. For example, your neighbor might be building a robot in his garage.

M1: But isn't that expensive? Doesn't it require special tools and equipment?

M2: Yes and no. You can spend money, sure, but the equipment isn't always expensive. There's a tiny computer—it's about the size of a credit card. People are using it to build all kinds of things. And it only costs $20!

M1: Wow!

M2: Right. Also, the maker movement is a kind of community. It has its own culture and philosophies. Part of its philosophy is sharing. People share information, ideas, plans for projects, things like that.

M1: Interesting. So, what are people building?

M2: Oh, anything and everything! Robots of all shapes and sizes. Different kinds of electronics. Bicycles that create electricity are very popular. Some things are very practical, but others are just for fun. There's a young girl who started her own Web site. She makes things and gives instructions for her projects. One of her recent projects was making a robot that paints.

M1: So, children are part of the movement too? It must be a good way to stimulate their intelligence and creativity.

M2: Yes, it's not just for adults. Parents and teachers see this as a great way to get kids interested in science and technology.

M1: I've heard about the Maker Faire. Can you tell us about that?

M2: Yes, the Maker Faire is a two-day event where people come and show what they've built. It started in California in 2006, and now there are Maker Faires all over the world.

M1: This is fascinating. But, people listening might think the maker movement is only for science and engineering types. Is this true?

M2: Not at all. Sure, those kinds of people are involved. I'm an engineer. But there are all kinds of other people doing this. They just want to make something and learn from other people.

M1: Well, thank you so much for sharing with us. Let's take a break …

SPEAKING SKILL: Using Sequence Words
Listen 2 (Audio)
ILS_L0_U10_Listen2

F1: Good morning. Today we're visiting our local Maker Faire. It's where people show each other projects they've built. I'm talking with 15-year-old Adriana Brown. She built her own bicycle generator. Adriana, can you tell us about your project? How did you get started?

F2: Well, my dad is always building things. I've helped him with some of his projects. But, I decided I wanted to do my own project this time. So I researched ideas on the Internet. I decided on a bicycle generator because it's really useful. I can use it to power my computer.

F1: So, how did you build it?

F2: First, I found plans for generators. There are different designs that other people have used. I chose a simple one and made a first draft of the project. Then, I had my dad look at it. He made some suggestions and I made another draft. After that, I started to look for materials. The only problem was that I didn't have a lot of money, so it was difficult!

F1: So, what did you do?

F2: Well, I went to a bicycle shop and a car repair shop. I told them about my project. They gave me some extra parts, so I didn't have to spend a lot.

F1: Oh, that was nice.

F2: Yeah, it really was … When I got all the materials, I was ready to put it all together. My dad helped me a little with that. You have to attach the bicycle to the machine that you're powering. I had problems attaching the computer, so my dad helped me with that part. In the end, it worked, but it took a while.

F1: It seems like it was a big job … how long did it take?

F2: About a month. I was going to school so I was only working on it in my free time. But, yeah, probably about four weeks.

F1: Well, I think it's great. Very impressive! Do you have plans for another project?

F2: Oh, absolutely. This was so much fun! My dad and I are already planning a project together.

F1: Well, thank you for talking to us today.

F2: You're welcome.