

UNIT

1



Life is a learning curve

Learning objectives

- ▶ talk about learning experiences
 - ▶ listen for signal words for listing
 - ▶ give and respond to advice
 - ▶ talk about learning / teaching methods
-

Opening up

Reference answers

- I partly agree with the quote “We learn by doing” because it is not the only way of learning. We gain knowledge from either first-hand experience or second-hand experience. We gain first-hand experience by interacting with the environment and second-hand experience by reading books, which present and summarize the experience of our ancestors in an orderly way, making it easier for readers to follow, understand and assimilate the knowledge in them. According to my understanding, learning from books is a more efficient and more systematic way of gaining knowledge and expanding our horizons.
- Yes. “A little knowledge is a dangerous thing” is a time-honored cautionary statement which means that it is dangerous for a person who knows a little about something thinks he knows it all. For example, if a student who knows little about a subject thinks he knows it all and no longer works hard on it, he is likely to get a poor grade. Likewise, if a businessman who has only a little knowledge about his own business thinks that he knows everything and turns a deaf ear to other people’s advice, he is likely to make wrong decisions, which in some cases can be so disastrous as to ruin his own business. So it is dangerous to know only part of the story, especially if you think you know the whole thing about it.
- Yes, I agree with the quote “The best way to learn is to teach”. If you can explain something to others in a way that makes sense, you’ll find your understanding about it deepens. And going through the process of trying to explain something to others will help you understand, absorb and consolidate what you have learned. So there is no better way to learn something than to teach it.

Teaching tips

You can also ask Ss to provide more quotes about learning and compile a list of these quotes. Then ask Ss to explain or comment on these quotes, preferably by relating their own learning experiences to the meanings of these quotes.

Listening to the world

Sharing

1

Reference answers

The podcast is mainly about the things people are learning at the moment and the most difficult thing they have ever learned.

Scripts

H = Hina; W1 = Woman 1, etc.; M1 = Man 1, etc.

Part 1

H: I have a full-time job but I like learning new things in my spare time. At the moment, I’m studying Spanish. I’m enjoying it but I’m finding it quite difficult. Today we’re asking people about learning new things.

2

Answers

- 1) new things
- 2) At the moment
- 3) quite difficult

Scripts

Part 2

- W1:** I'm learning to speak another language, actually. I'm learning French. I'm also learning, er, to drive.
- W2:** I'm learning to play golf at the moment. Um, my husband and my son play golf, and when we go on holiday, I feel that I want to be able to play with them.
- W3:** I'm learning to speak Spanish.
- W4:** I am learning Arabic.
- M1:** Well, I've been learning to play the guitar for about 50 years now. And it's a constant process, so still learning bits, yes.
- W5:** I'm learning yoga at the moment, and I'm finding it quite hard.
- M2:** The courses I'm taking are, are training courses for leadership, er, negotiation, (and) evaluation.
- M3:** I'm learning Swahili.
- W6:** At the moment, I'm learning to paint and draw in evening classes for adults.
- W7:** I'm studying part-time after work.
- M4:** I've er, just learned how to er, do a lot of kayaking.
- W8:** I am learning how to design a website at the moment.
- W9:** I'm in a choir so singing, I guess, is pretty much the only thing I'm doing at the moment.
- M5:** At the moment, I'm taking up a new instrument. It's a traditional instrument from Zimbabwe, and it's called the mbira. Er, let me show you.

Culture notes

Swahili: a national or official language of four nations: Tanzania, Kenya, Uganda, and the Democratic Republic of Congo. It is spoken either as a mother tongue or as a fluent second language on the east coast of Africa, allowing speakers of many diverse Bantu languages to converse. Swahili is a complex language that has ancient roots in the Bantu language family, with its grammar based on a complicated Bantu structure, and many words derived from Arabic.

kayaking: the use of a small, relatively narrow, human-powered boat for moving across water. It is different from canoeing by the sitting position of the paddler and the number of blades on the paddle. A kayak is defined by the International Canoe Federation as a boat where the paddler faces forward, legs in front, using a double-bladed paddle.

3

Answers

- 1
- 2 (She is learning to play golf because she wants to play with her husband and her son.)
- 3
- 4 (She is learning yoga at the moment, and she is finding it quite hard.)
- 5 (He is learning Swahili at the moment.)
- 6 (She is learning to paint and draw in evening classes.)
- 7
- 8

Scripts

Part 3

- H:** What's the most difficult thing you've ever learned?
- M5:** Patience, I think.
- W4:** Arabic.
- M2:** Courage.
- W3:** Learning a language is particularly difficult for myself (me), so probably learning the Spanish.
- W6:** The most difficult thing I have ever learned is Mandarin Chinese. I did it in evening classes a few years ago and I found it really, really difficult.
- W5:** Probably capoeira, which is a Brazilian dance, martial art, fight thing. It's a combination of all of these things. And yes, that was very difficult because there were lots of unusual body movements to learn.
- W1:** Learning to drive was the most difficult thing.
- M3:** Well, I learned some Sanskrit, and that's got um, nine cases, two more than Latin. It's quite difficult by most standards.
- M4:** I think I found French very hard at school.
- W2:** Um, I learned to play the trumpet at school. That was pretty difficult. Er ... and maybe learning to drive. I hated learning to drive.

Culture notes

capoeira: a Brazilian folk dance created by descendants of slaves from Angola. It combines elements of dance, music, and martial arts, known for quick and complex moves using power, speed, and leverage for leg sweeps.

Sanskrit: one of the oldest, and also the most famous and culturally important Indic languages. It was used by the refined and cultured members of ancient Indian society, and continues to be used today in religion and certain types of high discourse. Sanskrit is of tremendous importance for Hindus because many Hindu religious texts are written in it. Knowledge of Sanskrit is critical for those archaeologists, historians, and students of religion who want to study the language, culture and religion by reading historic texts in the original language.

4

Answers

- 1) I have ever learned
- 2) found
- 3) a combination
- 4) body movements
- 5) Learning to drive
- 6) nine cases
- 7) by most standards
- 8) French
- 9) hated

5

Reference answers

- 1 I'm learning yoga at the moment. I enjoy learning it very much because it helps improve my flexibility, strength and balance.
- 2 The most difficult thing for me is learning to drive. I didn't expect learning to drive to be so complicated and so difficult. It was so intimidating that whenever I was behind the wheel I became nervous. I was overwhelmed with all the things I was asked to do at the same time. I felt so bad when my coach kept yelling at me and saying that I was terrible. I nearly gave up halfway. Anyhow, I kept on practicing and got my driver's license at last.
- 3 I enjoy learning how to use new technology, especially computer technology. I've learned to use the computer to complete home assignments, make digital newspapers, burn CDs, and edit and print digital photos, etc. I'm passionate about learning new technology, mainly because new technology makes my life convenient and comfortable.

Teaching tips

As an alternative, ask a group of Ss to volunteer to act as the presenter and speakers on the street. Give them a little time to prepare and then ask them to role-play the interview in class.

Listening

BEFORE ► you listen

1

Reference answers

- 1 I encountered some difficulties while learning English. First of all, I had a limited vocabulary, and sometimes I found it hard to express my ideas in English. Secondly, I had difficulty understanding authentic listening materials, especially when native speakers speak very fast.
- 2 I was advised to carry around a notebook with me so that I could memorize new words whenever I was free. I was also advised to watch English movies with English subtitles to improve my listening skills.
- 3 I found the best way to increase my vocabulary was to learn new words within a context. I read a lot of English newspapers

and magazines. When I came across new words and expressions, I looked them up in a dictionary, and wrote down the new words and their meanings and examples in a notebook. Then I recited these words and examples, and went over them again and again. In this way, I managed to increase my vocabulary very quickly.

To improve my listening skills, I tried to listen to the news, listen to podcasts, and watch English television and movies as much as possible. When I had difficulty understanding the materials, I tried to find the transcript so that I could listen and read at the same time, which helped me match the words with their pronunciations. I also tried to repeat what I heard while listening, which helped improve not only my listening skills but also my spoken English.

LISTENING SKILLS

Listening for signal words for listing

Listing is a commonly-used way to organize and develop ideas. As introduced in the Student's Book, items can be listed by either giving or not giving the total number of items at the beginning. When the total number is given, Ss are quite clear how many items will be listed. But in the cases where the total number is not given first, you can ask Ss to pay close attention to signal words, especially those that indicate the end of the list such as *the last*, *the final*, *lastly*, and *finally*.

If the listed items are of equal value, and the order in which they are presented is of no importance, expressions like *to begin with*, *to start with*, *furthermore*, *moreover*, *in addition*, *besides*, *what's more*, *lastly*, *finally*, and *the last but not the least* are commonly-used signal expressions for listing. But if one of the listed items is of special importance, then expressions such as *above all*, *the most important* / *obvious* / *noteworthy*, and adjectives like *main*, *vital*, *significant*, *chief*, *central*, *principal*, *primary*, *major*, *distinctive*, and the *-est* forms of adjectives can be used to indicate that the mentioned item is especially important.

In the following exercises, Ss will listen to a radio program, in which a language expert is invited to give advice to two language learners who experience some difficulties in language learning. Remind Ss to listen attentively for the signal words in the program.

WHILE ► you listen

Scripts

P = presenter; S = Sally

P: Hi. You're listening to *Ask the Expert* and in today's program we're talking about languages and how to learn a language. Our expert today is Sally Parker, who is a teacher. Hi Sally.

S: Hello.

P: Sally, our first question today is from Andy. He says, "I've just started learning English. My problem is that I'm too frightened to speak. My grammar is not very good, so I'm worried about saying the wrong thing." Have you got any advice for Andy?

S: OK. Well, the first thing is I think Andy should practice speaking to himself.

P: Speaking to himself? I'm not sure that's a good idea.

S: I know it sounds silly, but talking to yourself in a foreign language is a really good way to practice. You don't have to feel embarrassed, because nobody can hear you. You can talk to yourself about anything you like – what you had for breakfast, where you're going for the weekend – anything. And the more you do it, the more you will get used to hearing your own voice and your pronunciation, so you won't feel so frightened in the classroom. Andy should try it.

P: Hm, I suppose so. Anything else? What about his grammar?

S: He has only just started learning English, so he is going to make lots of mistakes, but that's not a problem. That's how he'll learn. Andy shouldn't worry about making mistakes.

P: You're right. So Andy, try talking to yourself, and don't worry about making mistakes. Our next problem comes from Olivia in Brazil. She is worried about pronunciation. She says, "The problem is I can't understand native speakers. They speak so fast and I can't understand their pronunciation." So Sally,

any ideas for Olivia?

S: Well, first of all it's a good idea for her to practice her listening skills. She should listen to English as much as possible to get used to how it sounds. Listen to the news, listen to podcasts, (and) watch English television.

P: OK – that's a good idea.

S: And another thing she should do is to focus on listening and reading at the same time. If you listen to something on the Internet, you can often read the transcript. If you listen and read at the same time, it'll help you see what the words sound like and how the words sound when a native speaker is talking.

P: Great. Thank you, Sally. Well, huh, I'm afraid that's all we have time for today, but next week we'll be ...

2

Answers

e-c-a-g-d-h-b-f

3

Answers

- 1) speak
- 2) saying the wrong thing
- 3) practice speaking / talking to himself
- 4) making mistakes
- 5) native speakers
- 6) pronunciation
- 7) listening skills
- 8) listening and reading

4

Answers

- 1 embarrassed; hear
- 2 anything you like; going for the weekend
- 3 voice; pronunciation
- 4 how it sounds; the news; English television
- 5 on the Internet
- 6 sound like; native speaker

AFTER ► you listen

5

Reference answers

I think Tomasz can improve his English through chatting with native speakers of English, watching English movies with English subtitles, and visiting English websites to read the news.

7

Reference answers

I've thought of and even tried all of them. And I think reading news websites, watching English movies and talking to someone who speaks English are the most useful ideas.

Visiting English websites to read the news is a good way to improve my reading skills, and I've learned many idiomatic and up-to-date English expressions by reading English newspapers.

Watching English movies with subtitles is a very interesting and effective way for me to learn English. It not only helps me improve listening skills, learn new words, but also helps me gain insights into the culture of English-speaking countries.

Chatting with English-speaking people helps improve my spoken English greatly. It makes me know how some words are pronounced, how some words and expressions are used, and how to express some ideas in English correctly and appropriately. And most importantly, I make a lot of new friends in this way.

Teaching tips

After finishing Exercise 7, you can ask the whole class to vote for the most useful activity for English learning, and ask Ss to give reasons for their vote. Or as an alternative, you can also ask several pairs of Ss to volunteer to act as experts and language learners respectively. Give them some time to prepare and then ask them to role-play in class.

Viewing

BEFORE ► you view

1

Answers

- 1 (In 1932, every 11-year-old in Scotland did an intelligence test.)
- 2
- 3 (The program can tell us about the type of people who live the longest.)

WHILE ► you view

Scripts

N = Narrator; I = Ian Deary; W1 = Woman 1, etc.; M1 = Man 1, etc.

N: Recent research into the history of IQ tests in Scotland suggests your IQ score might predict, to an extent at least, your health and even your life expectancy.

W1: You have 45 minutes to do the test, OK?

M1: OK.

N: Bill and Davina are 79 years old. This is the second time they've done this test. The first time was in 1932, when every 11-year-old in Scotland was put through an intelligence test. It's the only time this kind of mass testing has ever been done in the UK. The results were rediscovered recently in an Edinburgh basement. If you want to know how our intelligence changes as we get older, these results are a potential goldmine.

I: We brought hundreds of people back and we got them to sit the exact same test that they had sat when they were aged 11. Now, these people are now 79 or 80 years old. We gave the same instructions. We gave the same test. And we gave the same time limit.

M2: It was a little stickier than I thought it

would be.

M3: I walked through it quite happily, quite honestly.

W2: I felt I must have been very bright at 11 if I sat that exam and passed.

N: There were some intriguing results. Almost everyone had a better score at 80 than they did at 11. But some had gone from being just averagely intelligent to a much higher level.

I: Now, that's what really drives our research. We're interested in: Why have those people who've gone (people gone) from IQ 100, at age 11, up to 110 or 120? What have they done right? What can be the recipe for successful aging? We're finding that the person with more education, even though they had the same IQ in childhood, is doing slightly better in old age, on average. The person who had a more professional job, in old age, is doing slightly better on average than the person who had a manual job, despite the fact that they started at the same level. The people who smoked have got slightly less good mental ability than you would expect.

N: What's even more remarkable is that the kids who had higher IQ scores at 11 are the very ones still alive today. So it seems high IQ in childhood is good for survival.

2

Answers

- 1 A special exam for children was / The results of the 1932 test were "rediscovered" in an Edinburgh basement.
- 2 The instructions and the test are the same as they were in 1932 / easier than those in 1932.
- 3 The two old men and the old woman are talking about schools 80 years ago / the exam they have done.
- 4 People who did well / badly in the IQ test in their childhood are the people who are still alive today.

3

Answers

1 D 2 A 3 B 4 A 5 D

AFTER ► you view

4

Reference answers

- 1 I think the view “Intelligence must be bred, not trained” is biased. This view states that intelligence is determined by a person’s genes and psychological attributes. According to this nature view of intelligence, children born to intelligent parents end up intelligent themselves whereas children who are not born from intelligent parents do not. Another view of intelligence, the nurture view states that all humans are born as a “blank slate” and that intelligence is formed from personal experience and developed through education and exposure to the world. In line with this view, raising children in an intellectually-stimulating environment will make them more intelligent, and children of well-to-do families are at an advantage compared to children born with low-income families. The nature versus nurture debate of intelligence has been going on for many years. Now research has shown that both nature and nurture play a role in intelligence. So I think the view “Intelligence must be bred, not trained” is one-sided.
- 2 I think intelligence is determined by genes and environmental factors such as nutrition, education, family background, living standards, parenting style, etc.
- 3 I think my intelligence grows progressively as I get older. Since I was very young, I have interacted with the natural environment and various kinds of people around me, gaining a lot of first-hand experience from nature and society. When I became old enough to read, I began to read a vast variety of books, accumulating a large amount of knowledge on

diverse subjects. In this way, my intelligence gradually grows, and I believe I’ll be more intelligent and wiser when I am as old as those elderly people in the video.

Teaching tips

You can ask Ss to search online before class for more evidence in support of the nature and nurture views of intelligence, and organize an informal debate on intelligence in class.

Speaking for communication

Role-play

Scripts

A: Ah, OK, so we need to think of the best ideas for taking tests.

B: Yep.

A: Er, well, how about this one? It's a good idea to study with friends at the same time each day.

B: Mm, in my opinion, this is a really good idea. You can make it a regular part of your daily life.

A: You mean like having breakfast at the same time, lunch at the same time, studying at the same time.

B: Yes. And also I think it helps when you study with friends.

A: Yeah, I, I think it's more motivating.

B: And you can actually talk to someone, not just look at books. I find that if I'm only reading my notes it's easy to lose concentration. I start thinking about other things. But when you are talking to someone, it really helps you concentrate. So, yes, I agree with this one.

A: OK. Another idea is not to eat too much before the exam.

B: Oh, really?

A: Mm, when I eat a lot, I get sleepy.

B: Oh, I see. I think it depends. Because if you don't eat enough, you start to feel hungry in the middle of the exam.

A: Mm, that's true.

B: And then you can't concentrate.

A: Yeah, that's true.

B: So, I'm not sure about this advice, for me. As I said, I think it depends. I always try to eat a good meal before an exam. I'm so nervous that I never get sleepy.

A: Hm. OK. What other ideas do you have?

B: Well, there's one thing I always do before an exam.

A: What's that?

B: I go to bed early the night before.

A: Right.

B: I always try to sleep for eight hours the night before the exam.

1

Answers

1

2 (The woman thinks that talking to someone while reading notes helps her concentrate.)

3 (Eating a lot before an exam always makes the man feel sleepy in the exam.)

4 (The woman always tries to sleep for eight hours the night before an exam.)

2

Answers

1 G

2 R

3 G

4 R

5 G

6 R

7 R

SPEAKING SKILLS

Giving and responding to advice

Quite often we find ourselves in a situation where we need to give advice to other people, or respond to advice given by other people. Giving and responding to advice in an appropriate way are useful and important speaking skills. When asked to give advice, it is important to listen attentively and sympathetically when the speaker is explaining the problem, and then give sincere and constructive advice in a polite but not patronizing way. When responding to advice, if you want to take the advice and sometimes get further advice from the advice giver, acknowledge the advice positively, and thank the advice giver enthusiastically for the advice. If you don't want to take the advice, but want to make the advice giver feel valued, express your thanks, and then change the subject. Whether you intend to follow the advice or not, always be polite, and when appropriate, extend thanks to the person who gives you advice. Also remember to say "thank you" clearly with an even and sincere tone of voice to show that you really mean what you say.

In the Student's Book, some expressions for giving and responding to advice have been listed. Here in the following table, more expressions for giving advice are provided for your reference.

Expressions for giving advice	Expressions for responding to advice
<ul style="list-style-type: none">• How about ...?• Why don't you ...?• Do you think it is a good idea ...?• The sooner you ... the better.• My (main / personal) recommendation / suggestion / advice is / would be ...• If that happened to me / If I were in your place / If I were you / In that case , I'd / I (would) recommend / advise ...• A wise man once said ...• As the proverb says ...• ... might work / would probably work / is worth a try.• If you ask me / The way I see it, it probably would have been better (not) to have ...	<ul style="list-style-type: none">• I hadn't thought of that before. Thank you so much for offering that advice / suggestion.• Thank you, I'll take that into consideration.• Thanks for your suggestion. That's a good idea / suggestion.• Thanks. That sounds good / interesting.• Thanks for saying that ...• Thanks for the advice. I'll try ...• You're absolutely right.• Yeah, you're right.• Yeah, you may be right.• Maybe you're right.

Exercise 3 asks Ss to complete some conversations by using the words in brackets. The purpose is to ask Ss to practice using the expressions for giving and responding to advice. And Exercise 4 asks Ss to make up conversations using the speaking skills. Ask Ss to try different expressions for giving and responding to advice in this exercise.

3

Reference answers

- 1 you should eat; a good
- 2 should not spend; You're
- 3 Why don't; am not sure that's
- 4 it's a good; suppose so

4

Reference answers

1

- B:** Hi, Jennifer, how was your weekend? You look upset and tired. What's up?
- A:** I spent the whole weekend cooking and cleaning. There was just so much to do. I really feel exhausted.
- B:** Why don't you ask your son to give you a hand? I know he lives at home.
- A:** You know he needs to study for his exams, so I seldom ask him to help me with the housework.
- B:** He's 18 and he'll leave home sooner or later. I think you should let him do some housework.
- A:** You're right. But I just hope he can have more time preparing for his exams. Yesterday I got a phone call from his teacher, saying that he often misses lessons and falls asleep in class. I'm really worried about that.
- B:** Oh, I think you should have a serious talk with him.
- A:** I agree with you. Last night I wanted to have a talk with him, but he went out with his friends and didn't come back until midnight.
- B:** So, you haven't talked with him yet, have you?
- A:** No, I haven't yet. And recently he has been asking me for money nearly every week.
- B:** If I were you, I'd talk with him as soon as possible.
- A:** You're right.

2

- B:** Wow, so many clothes, shoes and bags!
- A:** They are my roommate's, not mine.
- B:** These clothes are still new.
- A:** Yes, she has got a lot of clothes she never wears.
- B:** These bags are designer bags. They must have

been very expensive. Has she got a lot of money?

- A:** She bought these with a credit card. But obviously she spent more than she has. She had to borrow money from me to pay her rent.
- B:** Has she paid you back?
- A:** No. She hasn't paid me back for two months, and I'm worried about that.
- B:** I think you really need to get your money back, no doubt about it.
- A:** I think so, but how? She has no money.
- B:** Have you tried asking her to sell the clothes she never wears?
- A:** That's a good idea. I'll talk with her when she comes back.

3

- A:** Do you still remember my friend Bob?
- B:** Bob ..., that fat guy?
- A:** Yes, and he's getting even fatter now. Yesterday he asked me to help him find a girlfriend. I know lots of single women but I don't think they would be interested.
- B:** Yeah, that's a problem. I think Bob should go to the gym to lose weight.
- A:** I agree with you. But you know he works long hours and is often too tired to go out in his spare time.
- B:** Then perhaps he should try to change his diet.
- A:** I think this is great advice. He usually buys takeaway meals.
- B:** That's too bad. Takeaway meals and no exercise. No wonder he's getting fatter. Has he got any hobbies?
- A:** He just likes watching TV and he often falls asleep while watching TV.
- B:** He's got such an unhealthy lifestyle. I really think he should change his way of living.
- A:** Exactly. I think he probably should find a job that doesn't involve working long hours. Then he won't be so tired and will have the time and energy to exercise.
- B:** That's a good idea.

Group discussion

Get ideas

Teaching tips

You can ask Ss to search for more information about different learning / teaching methods online, and then analyze the advantages and disadvantages of each method based on the information they get.

Discuss and organize ideas

2

Reference answers

Learning / Teaching method	Differences from traditional learning / teaching method	What do you like?	What do you dislike?
Learning by listening	<ul style="list-style-type: none"> No textbooks. No tests or exams. Learn foreign languages through music. Learn gardening and how to concentrate. Don't have to learn to read and write at an early age. 	<ul style="list-style-type: none"> No tests or exams. Learn foreign languages through music. Don't have to learn to read and write at an early age. 	<ul style="list-style-type: none"> Have to go to special music and body movement classes to learn to concentrate.
Starting young	<ul style="list-style-type: none"> Begin to learn music as young as possible. Even two-year-olds can play difficult music. Practice for hours every day and give a performance every week. 	<ul style="list-style-type: none"> Even two-year-olds can play difficult music. 	<ul style="list-style-type: none"> Practice for hours every day and give a performance every week.
Home schooling	<ul style="list-style-type: none"> Don't have to go to school or follow school rules. Choose subjects they like. Choose when to work. 	<ul style="list-style-type: none"> Choose subjects they like. Choose when to work. 	<ul style="list-style-type: none"> Don't have to go to school, so have little chance to socialize with peers.

3

Reference answers

The method we think is the best: homeschooling

Reasons for our choice: freedom of choosing subjects they want to study; freedom of choosing to work when they feel like it; beneficial for their physical and mental development

The method we think is the worst: starting young

Reasons for our choice: too much for small children; practice for hours every day; give a performance once a week; a stressful life in a competitive environment; have potential harmful effects

Present ideas

4

Reference answers

The method we enjoy most is homeschooling because children enjoy the freedom of choosing which subjects they want to study and choosing to work when they feel like it. And we believe a relaxing and intellectually-stimulating environment is beneficial for the physical and mental development of children.

The method we dislike most is starting young because the children have to practice for hours every day and give a performance once a week. We think children at such a young age should not be forced to experience such a stressful life in a competitive environment, which may have potential harmful effects on their future development.

Further practice in listening

Short conversations

Scripts

Conversation 1

- W:** It is the third time my paper has been rejected by journals because of language problems.
- M:** You know, there is a writing center on campus. I had never got a grade better than C for any of my term papers before they helped me out.
- Q:** What can we learn from the conversation?

Conversation 2

- M:** You said you would choose Spanish as your second foreign language. Why did you finally choose French instead?
- W:** My grandfather speaks fluent French and he says that French is a language that any truly cultured person must know.
- Q:** Why does the woman choose to learn French?

Conversation 3

- W:** You seem to have no problem understanding native speakers now. How about Dr. Brown's speech last night?
- M:** Excellent. But it was still too fast for me to follow, especially when Dr. Brown talked about those abstract theories.
- Q:** What did the man do last night?

Conversation 4

- M:** It seems to me that Melissa is in a bad mood today. What's wrong with her?
- W:** Melissa forgot to bring her identification card yesterday and she was not allowed to enter the contest. You know she had prepared for the contest for months.
- Q:** What made Melissa unhappy?

Conversation 5

- W:** I think my time at school is wasted because it is just studying books and doing tests.
- M:** But you also learn new ideas and new ways of thinking. And more importantly you meet people and develop your understanding of people at school.
- Q:** What does the man think of the woman's opinion?

Answers

1 B 2 D 3 D 4 C 5 A

Long conversation

Scripts

- M:** Miranda, let's speak about your performance in class. You're not participating; you're careless with your assignments and often hand them in late. You don't want to be here, do you?
- W:** I'm sorry Dr. Smith. It's just ... I've got lots of things to do. I'm studying Web design and I'm a first-class player on our golf team. It's hard to see why I need to take a Spanish language class!
- M:** Well, I'm sorry you feel that way, but learning another language can improve your performance in all of your efforts. And it can be very useful sometimes, for instance, when you visit your father in Mexico.
- W:** Gosh! What do you mean, professor? Just because my father does business in Mexico I'm supposed to learn Spanish – on top of everything else I have to learn? It's just too much! And if I don't spend enough time on the golf course, I won't remain a first-class player on the golf team. I still don't see why I should learn a language that's so hard for me. There are no verb tenses on the golf course or in Web design!
- M:** Listen Miranda, I've known your father since we were students at university 20 years

(To be continued)

(Continued)

ago – and have known you since you were a little girl. Of course, there are no verb tenses in golf or Web design. But I am giving you good advice. Please listen.

W: Yes, of course, you're like my favorite uncle.

M: Your brain isn't like a cup that has water flowing over its edge when it is full. Instead, it's like a muscle. Learning Spanish exercises your brain in new ways, making it stronger. It will strengthen your critical thinking skills and creativity.

W: Really?! Then I guess I can give it a try.

Questions

- 1 How is the woman doing in the man's class?
- 2 What does the woman think of learning Spanish?
- 3 What do we know from this conversation about the man?
- 4 What is the woman most likely to do after talking with the man?

Answers

1 C 2 D 3 A 4 C

Passage 1

Scripts

I began learning Spanish when I was in high school, using a traditional academic method of studying verbs, sentence structures, and grammar by using textbooks and not much else. I found it very easy to learn, but was frustrated with the slow pace and repetitive nature of all my Spanish classes. So I worked extra hard in my spare time and asked my teacher if I could skip a level by the end of the semester.

This was unsuccessful, however, because the school was not willing to test me or otherwise prove that I could be successful in the top level after skipping a level. This made things even

more frustrating, as then I was stuck in a class where I already knew the material!

Then I went on to college where I then used the language extensively both in and out of the classroom. I studied Spanish literature, culture, and linguistics and very much enjoyed the cultural and linguistic elements, but found the in-depth study of literature a very unbalanced way to study Spanish.

I got a lot out of using my Spanish outside of the classroom, including a trip to Mexico with a church group, where I found myself acting as an interpreter. It was certainly challenging, but it was also a lot of fun.

I then also volunteered to be an interpreter in the community schools and also used my Spanish to teach English to some Spanish speakers. This is probably where I learned the most!

Questions

- 1 What do we know about the speaker's Spanish learning experience in high school?
- 2 What made the speaker feel frustrated while learning Spanish in high school?
- 3 What did the speaker say about her study of Spanish literature in college?
- 4 Which experience benefited the speaker most in terms of her use of Spanish?

Answers

1 D 2 A 3 C 4 D

Passage 2

Scripts and answers

Have you ever heard of homeschooling? It is a legal choice for parents in most countries to provide their children with a learning environment as an 1) alternative to public or private schools outside the home. Parents cite 2) numerous reasons for homeschooling their children. The three reasons that are selected by the majority of parents in the United States are the concern about the 3) traditional school environment, the lack of religious or moral instruction, and the dissatisfaction with the 4) academic instruction at public and private schools. Homeschooling may also be a factor in the choice of parenting style. Homeschooling can be a choice for families living in isolated 5) countryside or living briefly abroad. Also many young 6) athletes and actors are taught at home.

Homeschoolers often 7) take advantage of educational opportunities at museums, libraries, community centers, athletic clubs, after-school programs, churches, parks, and other community resources. 8) Secondary school level students may take classes at community colleges, which typically have open admission policies.

Groups of homeschooling families often join up together to create homeschool co-ops. These groups typically meet once a week and provide a classroom environment. These are family-centered support groups whose members seek to pool their talents and resources 9) in a collective effort to broaden the scope of their children's education. They provide a classroom environment where students can do hands-on and group learning such as performing, science experiments, art projects, foreign language study, spelling contests, discussions, etc. Parents whose children take the classes 10) serve as volunteers to keep costs low and make the program a success.