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Unit

1

Getting to Places



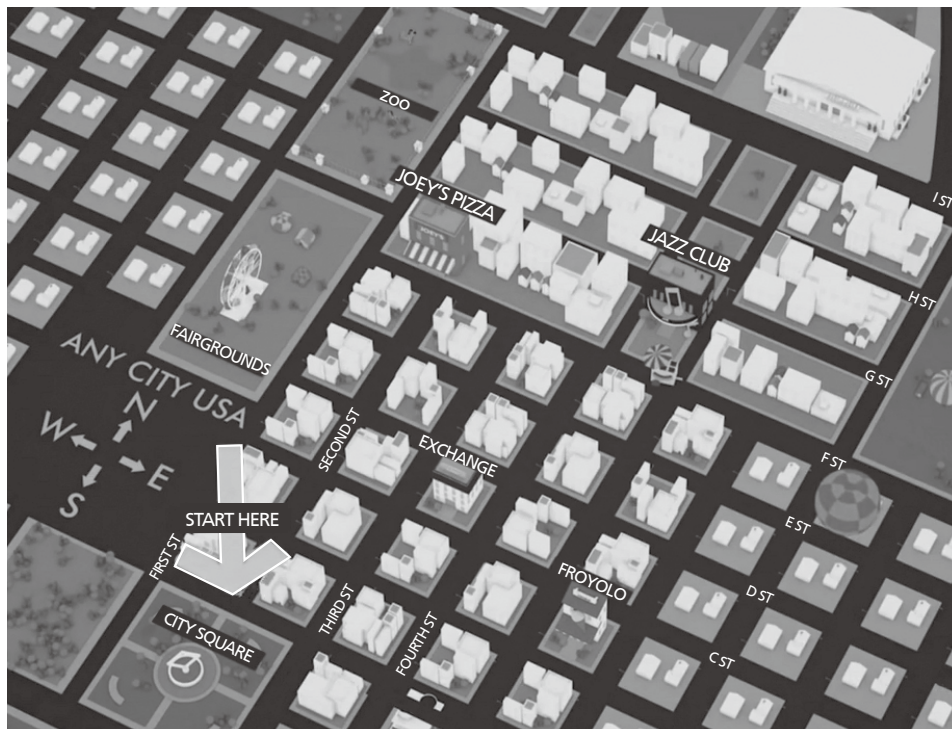
SESSION 1

TOPIC 1

Lost tourists

TASK 1 | Warm-up

Work in pairs. Locate the City Square and the Jazz Club on the following map. Then take turns to ask for and give directions from the City Square to the Jazz Club. Follow a different route each time.



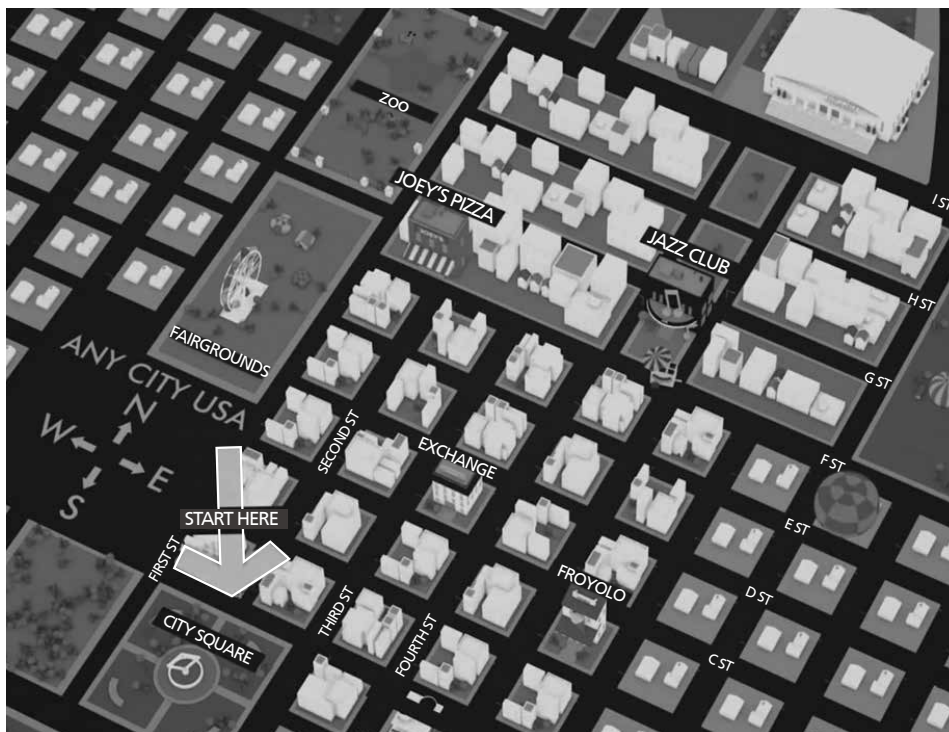
TASK 2 | Listening for gist

Watch a video in which a student gives directions to a couple and answer the following questions.

1. Does the ending surprise you? Why?
2. What is the key point made by the narrator?

TASK 3 | Listening for specific information

Watch the video again and mark the route from the City Square to the Museum on the following map.



TASK 4 | Listening for language

Watch part of the video (00'25"–01'04") and note down the keywords that fall into the following categories. An example has been given for each category.

Actions	Landmarks
Start here	City Square

TASK 5 | Follow-up

Work in pairs. Take turns to ask for and give directions from the City Square to the Museum. Follow a different route each time. Wherever possible, use the expressions that you wrote down in Task 4.

LANGUAGE NOTES

- **bearings:** the knowledge of where one is
- **spot-on:** exactly correct or accurate
- **it (just) goes to show...:** it proves that ...is true

TOPIC 2

Ways to get around

TASK 1 | Warm-up

Work in pairs. Discuss how you usually get around for the following purposes. Explain why you choose a certain means of transport in each case. Make notes below.

Purposes	Means	Reasons
Going to class		
Going downtown		
Visiting an old classmate studying/working in the same city		

TASK 2 | Listening for gist

Watch a video in which some students at the University of North Hampshire (UNH) talk about their favorite ways to get around and answer the following questions.

1. What are the ways to get around mentioned by the students?
2. What general points do they cover when they talk about each way to get around?

TASK 3 | Listening for specific information

Watch the video again and complete the following notes. You can fill in the first column by transferring your answers in Task 2.

Ways to get around	Advantages	Disadvantages
1) _____	<ul style="list-style-type: none"> • faster around campus • easy _____ • saves _____ • mutual _____ between riders 	<ul style="list-style-type: none"> • need _____ in winter
2) _____	<ul style="list-style-type: none"> • connection with _____ • easy _____ 	/
3) _____	<ul style="list-style-type: none"> • reasonable _____ • useful for _____ breaks • convenient for _____ • easiest and fastest way to _____ • _____ available 	/
4) _____	<ul style="list-style-type: none"> • faster • _____ to get around campus on it • easy _____ 	<ul style="list-style-type: none"> • _____ overloaded
5) _____	<ul style="list-style-type: none"> • as fast as _____ • no need for _____ • have a _____ community • _____ way to get around 	<ul style="list-style-type: none"> • _____

TASK 4 | Listening for language

Watch part of the video (02'27"–03'23") and complete the following transcript. Then discuss how the words you filled in are used to signal advantages and disadvantages.

Gwen: I guess _____ I have is, like, there are a lot of people in my dorm that have bikes, so our bike rack used to just be like two or three bikes, _____ now

there's like seven or ten piled on top of each other.

Nick: I always use bike racks. They're everywhere but I lock it. It's _____.

Emmet: I'm _____ about this campus. I kind of trust those people and I throw it on tree, I throw it on, you know, a signpost next to my dorm, wherever I think is best.

Steve: I only use my longboard because, you know, _____ get there basically just as fast as a bike. And when you get there, _____ deal with locking it up. _____ bring it in your class, set it on the wall, and you're done.

Troy: The _____ is falling, and then trying to do a trick and then also falling. So I guess both the _____ are falling. At the end of the day, what knocks you off the board is what motivates you to get back on. And you see someone ride, you know, it's a _____ to start up a conversation, you know, meet someone new. And I think overall as a scene in a whole, longboarders are just a close-knit community and we like to know each other and kind of hang out.

TASK 5 | Follow-up

Work in pairs. Discuss the advantages and disadvantages of the different means of transport for the purposes that you discussed in Task 1. Refer to the notes you made in Task 1, and wherever possible, use the expressions treated in Task 4.

TASK 6 | Focused training in listening

Watch part of the video (00'03"–01'55") and complete the following transcript.

Paul: I have a car. I just enjoy riding this more, and it's faster, like, around campus.

Brenna: Honestly, I'm a ride-or-die. So I go until December 1st, when we can't park anymore. But that involves like a hat, _____, full parka, _____. I mean, it gets really, really cold.

Paul: Absolutely moped in winter. Put on _____.

Brenna: I think the _____ is so nice because there's _____. They have them placed near dining halls, and residence halls, and _____.

Paul: It's convenient and it _____.

Brenna: It costs me like _____ to fill my tank and I can ride _____.

Paul: I get _____ because, like, this is a popular moped and everyone wants to either ride it and/or, like, _____.

Brenna: If you just pass by someone on a moped, [Honk] they'll _____ or _____, and you probably have never seen them before in your life, but it's like, riding a Harley. You get their respect.

Anthony: When you see someone with a bike, you instantly, like, have a _____ with that guy, like, or girl. There's plenty of girls that ride. I absolutely think it is probably the best way because you _____, like, _____ which you can park in, like, a commuter lot, you can _____ where motorcycle parking's allowed. It's such a great hobby; it's really what it is.

[Loudspeaker: Next stop, Whittemore Center.]

Taylor: I ride the bus because they run it at a _____, like, _____. Like if I need to ride a bus, they're like usually there.

Brian: I use it a lot, especially when I have big-hour breaks in between my classes to try and get some things done. You can _____, or you _____, get some food, since it's _____.

Taylor: It's the easiest way to get to campus, and the fastest way.

Brian: The _____, like, _____ stuff, so if you can figure that out, it's pretty easy. Just walk on and there's _____.

TASK 7 | Self-assessment in listening

Check your answers for Task 6 against the transcript provided by your teacher. Then copy the words that you filled in to the "Details" column in the following table, matching them to the key points listed. The first one has been done for you as an example.

Key points	Details
More layers	a hat, mittens, full parka, scarf
Ease of parking	

(To be continued)

(Continued)

Key points	Details
Saves money on gas Connection Convenient	

LANGUAGE NOTES

- **mitten:** a glove that has one section that covers your thumb and another section that covers your four fingers together
- **parka:** a jacket or coat which has a thick lining and a hood with fur around the edge
- **moped:** a small two-wheeled vehicle with an engine, which can also be pedaled like a bicycle
- **layer:** an item of clothing worn over or under another
- **tank:** a large, often metallic container for holding or storing liquids or gases
- **honk:** to produce the blaring sound of the horn on a motor vehicle
- **Harley:** Harley-Davidson Motorcycle
- **commuter:** a person who travels to work over an appreciable distance, usually from the suburbs to the center of a city
- **time frame:** the period of time within which certain events are scheduled to occur
- **adrenaline:** a chemical produced by adrenal glands that makes heart beat faster and gives more energy when people are frightened, excited, or angry
肾上腺素
- **longboard:** a type of sports equipment similar to a skateboard, but much longer (most measuring 84 cm to 150 cm in length while widths varying from 22.8 cm to 25.4 cm)
- **at the end of the day:** (informal) You say *at the end of the day* when you are talking about what happens after a long series of events or what appears to be the case after you have considered the relevant facts.

TOPIC 3

China's bicycle-sharing revolution

TASK 1 | Warm-up

Work in pairs. Share what you know about the bicycle-sharing system in China. Add more questions to the following list and then answer the questions.

1. How does the system work?
2. How do people like the system?

Your own questions:

TASK 2 | Listening for gist

Watch a video about the bicycle-sharing system in China and identify the questions that are answered in the video. Write down the questions below.

TASK 3 | Listening for specific information

Watch the video again and complete the following notes.

Introduction

- Bikes all over the city
- A new way to treat _____

Mobikes

- The most _____ bike-sharing company in China
- Found in _____ cities
- Bicycles for _____



The way it works

- Load up _____
- Find the closest bike
- Scan the QR code to _____
- Ride the bike

Pricing

- _____ bikes: one *yuan* for half an hour of use
- Flimsy bikes: _____ for half an hour of use

Convenience

- Lock the bike after use and get _____ automatically
- Connects well with the _____ system
- Other people would have left the bikes at the _____ station

Signing up

- Chinese: open up the app and use your _____ card
- Foreigner: send a picture of your passport and a picture of yourself next to _____, wait for somebody to _____ you

Conclusion

- Useful: _____ and abundantly available in the big cities

TASK 4 | Focused training in listening

Watch part of the video (01'01"–02'29") and complete the following transcript.

So what is a mobike or...? Well, there're _____ because, you know, a good idea comes along and overnight you will have _____ everywhere. So there are _____ doing it now. But of course the most successful and the original one that I've seen here anyway is the mobikes. Let me be clear here—this is only in the big _____ of China. They're here in _____, _____, and _____, and _____ of course, as well. Now what they are is they are basically bicycles that you can use, _____. They're out there _____. Of course you have to pay, but it's really, really cheap.

And _____ is quite interesting. Now in order to test these things out, I got my good friend Pete to come and give me a hand, 'cause he's actually been using these things while I've been away. Now _____ if you have an app, and you load up the app, and it will actually tell you where the closest mobikes are—you'll see them all on the screen. So _____ find one 'cause they all have little GPS trackers inside. And then _____ is you unlock it by scanning a QR code on the bike itself. _____

is that the bike physically unlocks. You can get on it, you can go and ride.

Now there are _____ of these mobikes. There's like a _____, _____ which they charge you one (*yuan*) RMB for half an hour of use. You then get like kind of a, a _____. It doesn't have disc brakes and it's, it's a lot _____, and they only charge you 50 cents or *wumao* for half an hour to use.

TASK 5 | Self-assessment in listening

Check your answers for Task 4 against the transcript provided by your teacher. Then copy the words that you filled in to the "Details" column in the following table, matching them to the key points listed. The first one has been done for you as an example.

Key points	Details
Bicycle-sharing companies	various other companies
First-tier cities	
For the public	
The way it works	
Pricing	

LANGUAGE NOTES

- **copycat:** someone who copies the words or behavior of another
- **tier:** a rank of class
- **GPS:** Global Positioning System
- **QR code:** Q(uick) R(esponse) code, a type of bar code that can be read both horizontally and vertically, allowing large amounts of information to be encoded in it
- **disc brake:** a brake system in which a disc attached to a wheel is slowed by the friction of brake pads being pressed against the disc by a caliper 盘式制动器
- **flimsy:** not strong or substantial
- **verify:** to ascertain the truth, authenticity, or correctness of something, as by examination or research

SESSION 2

TOPIC 1

BRT promises quicker rides


TASK 1 | Warm-up

Work in pairs. Suppose a new bus system called Bus Rapid Transit (BRT) will be introduced to your city soon and you want to write a short article about it. Discuss what points you want to include in your article and change the points into questions, so that you can interview the authorities with them. Write down the points and questions below.

Points	Questions

TASK 2 | Listening for gist

Watch a news report on BRT and note down the key points covered in the video.



TASK 3 | Listening for specific information

Watch the video again and complete the following notes.

Key points	Specific information
Speed	<ul style="list-style-type: none">• _____ % faster than a bus
Schedule	<ul style="list-style-type: none">• launch in _____ or _____• _____ % new vehicles being tested
Riders' feeling	<ul style="list-style-type: none">• like riding a _____• _____ ride
Stopping	<ul style="list-style-type: none">• no _____ stopping• press a _____ to request
Route	<ul style="list-style-type: none">• down Snelling Avenue from Rosedale _____ to the 46th Street• _____ stop in Minneapolis
Interaction with traffic lights	<ul style="list-style-type: none">• signals to _____ traffic lights that it's coming
Fare	<ul style="list-style-type: none">• _____ stations like the light rail
Seats	<ul style="list-style-type: none">• designed of _____
Cost	<ul style="list-style-type: none">• \$ _____• about _____ % more than a standard bus
Next route	<ul style="list-style-type: none">• from Brooklyn Center to _____ Minneapolis

TASK 4 | Listening for language

Watch part of the video (01'07"–02'29") and note down how the following ideas are explained.

1. There won't be that fumbling for change.

2. It cost about \$500,000 to build these vehicles.

3. That's a little bit confusing. They're not quite.

TASK 5 | Follow-up

Work in pairs. Add more questions to the list you prepared in Task 1 according to the video, and then interview each other with the questions. You can use the notes in Task 3 to find your answers. Wherever necessary, explain ideas in the ways you learned in Task 4.

LANGUAGE NOTES

- **Twin Cities:** a major metropolitan area in the State of Minnesota, known as the Twin Cities after its two largest cities, Minneapolis, the city with the largest population in the state, and Saint Paul, the state capital
- **seniority:** precedence of position, especially precedence over others of the same rank
- **agility:** the ability of moving quickly and easily
- **helm:** the steering gear of a ship, especially the tiller or wheel
- **full steam ahead:** doing something with as much energy and effort as possible

TOPIC 2

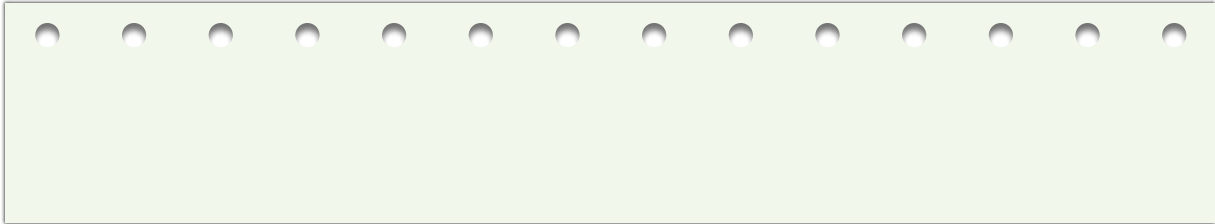
Riding the subway in New York

TASK 1 | Warm-up

Work in pairs. Share your knowledge of how to ride the subway in your city or in any city with a subway system. Write down some questions that a new passenger may have. Then answer the questions with what you know.

TASK 2 | Listening for gist

Watch a video about riding the subway in the city of New York and note down the key points covered in the video.



TASK 3 | Listening for specific information

Watch the video again and complete the following notes.

Identifying a station

- Green globe: _____ entrance
- Red globe: _____ entrances or exits only
- The letter “_____”

Reading the signs

- Which trains stop at the station
- Direction
 - a. Uptown: going _____ in Manhattan
 - b. Downtown: going _____ in Manhattan
 - c. Both
- Crossing into another _____

Identifying subway lines

- Identifying lines by _____
- _____ lines: skip stations, stops marked by _____ dots on the map
- _____ lines: stop at every station, stops marked by _____ dots on the map
- Lines may change during weekends and _____
- Lines with the same color run in the same direction in _____
Manhattan

Paying the fare

- MetroCard: \$2.5 per trip + \$1 for a _____
- Buy it at the _____ or a machine
- Buying a MetroCard at a machine: tap Start → choose _____ → choose type of card
→ choose _____ → choose method of payment → insert cash or _____ →
receive the card and receipt

- Notes: a regular MetroCard allows _____; an _____ MetroCard does not

Riding the subway

- Identify the right _____ for the right train
- Wait for people to _____
- Proceed into the car
- Move _____
- Read the system map in the car
- Listen to _____
- Ask questions
- Find the conductor in the _____ car

Arriving at the destination

- Read the local map at the exit for _____
- Check out nearby _____

TASK 4 | Listening for language

Watch part of the video (00'30"–01'23") and complete the following transcript. Then discuss how the speaker explains ideas.

Right behind me is the entrance to the Brooklyn Bridge City Hall station. The signs list _____. At this station we have _____. This entrance does not indicate a direction, _____ that we can board the train heading _____. Some station entrances will say either uptown or downtown. Going north in Manhattan is _____ heading uptown and going south in Manhattan _____ heading downtown. If a line crosses into another borough, _____ the Bronx, Brooklyn, or Queens, it will be noted on the sign.

There are several different subway lines in New York City. They are identified by both letters and numbers. Some run express, _____ that they skip stations; while others run local _____. You can identify which lines stop where by looking at the subway map. Express stops are _____ and local stops are _____.

TASK 5 | Follow-up

Work in pairs. Take turns to give a talk on how to ride the subway in your city or in any other city with a subway system. Cover the key steps for riding a subway as was covered in Tasks 2 and 3. Wherever possible, explain unfamiliar ideas using the words and phrases treated in Task 4.

TASK 6 | Focused training in listening

Watch part of the video (01'44"–03'15") and complete the following transcript.

All right, now that we know a bit about the subway and how to find it, let's head down into the station. The method of _____ in the subway is the MetroCard like so. In order to access the subway system you'll need _____. The price per trip is two dollars and fifty cents, plus one dollar to buy a new card. _____, you can either go to the booth itself or use a machine right here. _____ tap Start and then choose which language you would prefer. Here you can choose a _____, a _____, or _____. We'll choose a _____. You can refill your existing card, get info on a card, but we're going to get a new card. Here you'll have the option for _____ or _____. On this screen you can select _____ or _____, which is what we'll choose. So two rides on the subway will cost _____ plus a one-dollar new card fee added on later. Here you can select your _____ and we'll choose _____. When _____ you can _____ here and _____ here. When _____, you can _____ here and _____ right here. Your new MetroCard will come out right here and your receipt down here. When paying for a ride with the MetroCard you'll be able to pass the card back to any family and friends that want to use it. You can also buy _____ for either _____. However, this card does not allow pass-backs.

TASK 7 | Self-assessment in listening

Check your answers for Task 6 against the transcript provided by your teacher. Then copy the words that you filled in to the "Details" column in the following table, matching them to the key points listed. The first one has been done for you as an example.

Key points	Details
Pay the fare	fare payment
Choose type of card	

(To be continued)

(Continued)

Key points	Details
Choose amount	
Choose method of payment	
Unlimited ride	

LANGUAGE NOTES

- **navigate:** to find one's way in
- **pro:** professional
- **borough:** one of the five administrative units of New York City
- **info:** information
- **swipe:** to pass (a card) through an electronic reader
- **PIN:** personal identification number
- **Battery Park:** a 25-acre public park located at the Battery, the southern tip of Manhattan Island in New York City, facing New York Harbor. The area and park are named for the artillery batteries that were positioned there in the city's early years to protect the settlement behind them.
- **911 Memorial:** The National September 11 Memorial is a tribute of remembrance and honor to the nearly 3,000 people killed in the terror attacks of September 11, 2001 at the World Trade Center site, in New York City, and at the Pentagon, as well as the six people killed in the World Trade Center bombing in February 1993.
- **token:** a piece of stamped metal used as a substitute for currency

TOPIC 3

Train travel in India

TASK 1 | Warm-up

Work in pairs. Share your knowledge of train travel in China. Write down some questions that a foreigner may have. Then answer the questions with what you know.

TASK 2 | Listening for gist

Watch a video about train travel in India and identify the two aspects that the speaker focuses on.

Focus 1: _____

Focus 2: _____

TASK 3 | Listening for specific information

Watch the video again and complete the following notes.

Introduction: Indian Railways

- History: _____ anniversary last week
- Scale: _____ biggest employer in the world, with over _____ km of track
- Significance: fundamental part of India's transport system and of _____ journeys

Focus 1: accommodation classes

- First AC _____
 - a. For short journeys of up to _____ hours
 - b. With _____ seats, mineral water, and breakfast
 - c. Evaluation: _____

- First AC
 - a. Only one carriage for _____ people
 - b. Two bunks behind a _____ door
 - c. Evaluation: hard to get for _____
- _____
 - a. Evaluation: mainly used for our groups
 - b. The _____ go down to make beds and up for chairs
 - c. Two more berths at _____
 - d. Berths separated by a _____
- Three-tier AC
 - a. One bunk with _____ on both sides
 - b. Third berth _____ during the day and _____ at night
 - c. Six people in each bay + two more _____
 - d. No curtain or _____
 - e. A blanket and pillow for each person, incredibly _____
 - f. A constant flow of _____ wallahs
 - g. Evaluation: less comfortable and more _____ than the two-tier

Focus 2: suggestions

- _____
 - a. Take care of _____
 - b. It is unusual to get things stolen
- Booking
 - a. Allowed _____ days prior to departure
 - b. Have your _____ in place as early as possible
 - c. _____ booked up quickly
 - d. Late bookings are assigned _____ berths separate from friends

Conclusion: train travel in India

- Convenient, _____ and comfortable
- To see the real country and how _____

TASK 4 | Focused training in listening

Watch part of the video (01'41"–03'34") and complete the following transcript.

The second one that we mainly use for our groups is called two-tier AC. And this is what you get when you sleep during the day. The back _____. In the evening, you _____. _____ . What you also get _____ or corridor is two more berths which _____ and again _____ for the day's journey. And each of the little berths is separated by a curtain which can be drawn across to give you some privacy.

Okay, so this is _____ AC. Now what you can see here are _____ or rather _____ in it both sides, and during the day this gets _____ but at night it gets _____ and makes _____ of the bunk. This is _____ AC so that means there are six people in each of these with two more _____. Here are two gentlemen illustrating that and there is the _____ wallah, um, so they are as comfortable as the two-tier, they're just a bit more crowded, that's all. There's _____, _____, they're _____.

So another thing to say is that each person in this class gets a blanket, oh, and a pillow just like this chap is bringing down now, which he hands out to everyone. They're actually _____ and _____. You don't really need to bring a sleeping bag or anything. They're _____. You also have a constant flow of _____ wallahs. This guy is selling _____, but you'll also have _____ wallahs, and _____ wallahs, and _____ wallahs, and _____ wallahs and every wallah you can think of.

TASK 5 | Self-assessment in listening

Check your answers for Task 4 against the transcript provided by your teacher. Then copy the words that you filled in to the "Details" column in the following table, matching them to the key points listed. The first one has been done for you as an example.

Key points	Details
Two-tier AC	goes up (as a chair)
Location	
Three-tier AC	
Open space	

(To be continued)

(Continued)

Key points	Details
Blanket and pillow	
Refreshment (wallahs)	

LANGUAGE NOTES

- **Wild Frontiers:** a travel agency
- **AC:** air-conditioned
- **reclining:** adjustable so that the occupant may recline rather than sit up
- **tier:** one of several levels or layers that rise up one above another
- **berth:** a built-in bed or bunk in a ship or on a train
- **wallah:** someone who does a particular kind of job or duty, used in India and Pakistan
- **samosa:** a type of Indian food made from meat or vegetables covered in thin pastry and cooked in hot oil
- **chai:** a spiced milk tea from India
- **spillover:** overflow
- **quintessential:** representing the perfect example of a class or quality