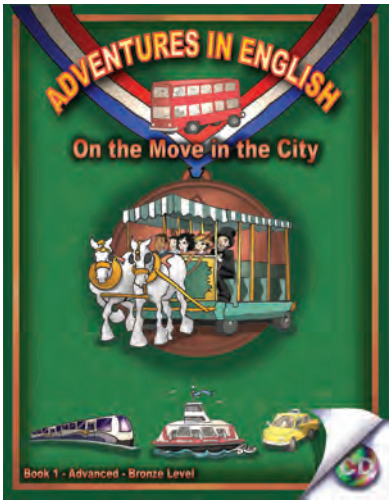
ADVENTURES IN ENGLISH

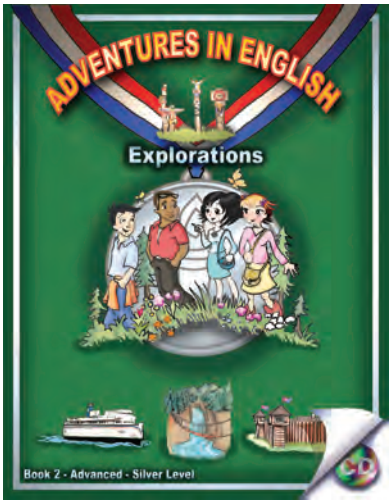
Olympic Prospects

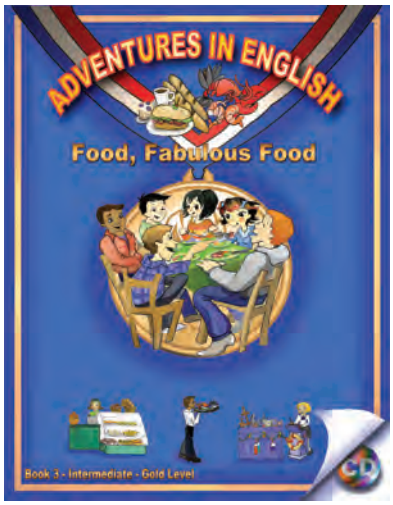
Book 3 - Advanced - Gold Level

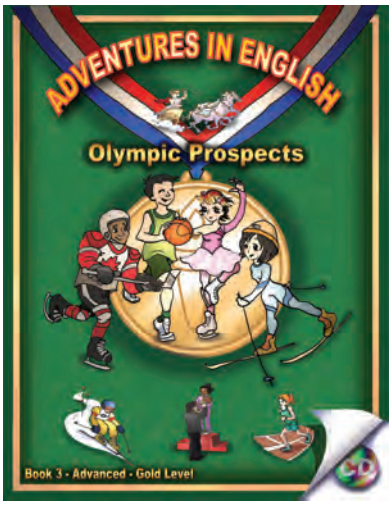
CD

The Adventures in English Series









For more details on the contents of these titles please see the *Adventures in English* section of the web site located at www.interactivelearning.ca

Adventures in English

Book Three: Olympic Prospects

Meeting ESL Standards

These books will help you develop competence in English by focusing on listening, speaking, and reading comprehension skills. This program is specifically designed to help you develop **Intermediate to Advanced** oral ability levels. For best results, it is recommended that these books be used in conjunction with suitable reading and writing comprehension resources geared to your particular English Language ability level.

Acknowledgments

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Note from the Publisher

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In addition, I would like to thank my wife Linda and my children Katelin and Jane for their unflagging support throughout this entire creative process.

Gary Gumley

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Preface

Welcome to the *Adventures in English* program!

Come with us on an English-speaking adventure. Develop listening and speaking skills by joining two pen pals, Li Na and Yumi, as they journey to Vancouver, Canada. Learn to speak the kind of language that is needed while traveling to and visiting an English-speaking country. Practice these words and phrases in a variety of contexts. Best of all, receive a certificate from each book that recognizes your achievement in attaining a functional level of English.

One of the most exciting qualities of these books is that **they address a broad range of language skills**, including Listening Comprehension, Speaking Ability, Reading Comprehension, and Writing Ability. As well, **learners of varying abilities can use the same book**. Additionally, the content has been developed to meet the ESL Standards of the Ministry of Education of the Province of British Columbia.

Adventures in English – ESL Books with Audio CDs

There are currently six books in this series, divided into two sets:

Set One - Intermediate Level*	Certificate Level #	Set Two - Advanced Level**
1. Pacific Passage	Bronze	1. On the Move in the City
2. Home Away From Home	Silver	2. Explorations
3. Food, Fabulous Food	Gold	3. Olympic Prospects

* Intermediate Level means students who master all three books of this Level should be able to function at a Grade 10 level in the school system of British Columbia.

\# For more information about the certificate level please see the Product Registration section

** Advanced Level means students who master all three books of this Level should be able to function at a Grade 12 or first year university level in British Columbia.

Each book in the series is supported by an Audio CD and represents a different level of achievement. The Audio CD will help you practice your pronunciation based on what you hear.

It will also help you work your way through the listening and speaking exercises. Listen to real, spoken English then repeat what you have heard. Each time you try you will get closer to speaking English more effectively.

Supporting English as an International Language

As you work your way through these six books, you will be achieving more and more

communicative competence in English as an International Language (EIL). You will **learn English in English**, working with dialogues that deal with how people use English to maintain their relationships and meet their practical needs when they travel. Because English is an international language, spoken in different ways (even in North America), the dialogues feature characters from different countries. The different ways the characters speak English will introduce you to some of the varying uses of English that you might encounter when travelling.

Think, Learn, Speak and Understand English

At every opportunity, you will be challenged to think in English. Rather than learning grammar in isolation, you will have opportunities to practice listening and using various grammar elements in practical situations. This will quickly improve your ability to function in a real English-speaking environment.

With the *Adventures in English* series, you can work through the exercises at your own pace. To build critical listening skills, you are encouraged to assess your written answers by checking them against the Audio CD before referring to the Answer Key.

By mastering the language used in *Adventures in English* series, you can become a fluent speaker of International English.

> "Do you really want to improve your English? Take this book. I have just been studying one month, but I have made rapid progress on my English listening, speaking, reading and writing. Believe me, with this book to practice, practice, you will also improve quickly!"
>
> *Jiaying (Jessica) Li, Beijing, China*

Product Registration

Registration information for your *Adventures in English* series is located at www.interactivelearning.ca. When you register your product you will be assigned to an affiliated British Columbia School District as an *Adventures in English* participant. This designation will permit you to register for soon to be announced programs provided by affiliated school districts such as enriched ESL courses and "live" synchronous training sessions designed to assist you to speak English more effectively.

In addition, you may wish to register to receive an electronic copy of our *Adventures in English Newsletter*, which will outline exciting new programs, contests, and activities.

So register today to make sure you continue to experience the benefits of your *Adventures in English*.

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Introduction

Welcome to *Olympic Prospects*, Advanced, Gold Level Book 3 of the *Adventures in English* series. Join international pen pals Li Na and Yumi as they conclude their adventures in the English-speaking world.

Meet the Characters

Zhang Li Na is a Chinese student. Li Na lives in Shanghai. She has just finished high school. She is very interested in English. Her dream is to learn to speak English well. She is very interested in talking to foreign people. She would like to have a job working with people from different countries. This is her first trip to a foreign country

Five years ago, Li Na joined an international pen pal program. She became pen pals with a Japanese student named **Sato Yumiko**. Yumi lives in Yokohama. She is also very interested in English. Her dream is to become a flight attendant. She wants to travel to many foreign countries.

Over the years, Li Na and Yumi have become very good friends. They have sent each other many letters and pictures of themselves, but they have never met in person. They like to tell each other about what life is like in their home countries. They have learned many things from each other.

Li Na has a cousin named **Ming**. He is now living in Vancouver, Canada. He is studying English there. This summer, Li Na and Yumi decided to take a trip together. They are going to go to Canada to visit Li Na's cousin, Ming! Their parents think it's a good idea. If the girls go to Canada, they will learn to speak English better. That will help them get good jobs in the future.

Li Na and Yumi have only been in Vancouver for a short time. They are very excited to go out and experience more about life in a Canadian city.

Olympic Prospects

In this book, Li Na and Yumi are going to practise their English in a variety of settings. They will use English to perform important activities such as:

- having an interview with an Academic Advisor
- filling out an academic application
- writing a Personal Statement of Experience, for use in job and academic applications
- researching their academic and career options
- participating in advanced discussions on a variety of academic subjects
- using appropriate units of measurement to describe masses, volumes, lengths, and areas
- using numerically derived vocabulary terms.

As they participate in these travel-related activities, Li Na and Yumi will also practice English used for more general purposes, such as engaging in social conversation, weighing the pros and cons of situations, and discussing the following topics: gaging in social conversation, weighing the pros and cons of situations, and discussing the following topics:

- career options
- personal skills, aptitudes and interests
- volunteer opportunities
- the future of urban infrastructure and technology
- engaging in social conversation.

The dialogues in this book give *you* the chance to practice the same kind of English that Li Na and Yumi use during their adventure. The activities present real-life situations that encourage you to communicate about the things that matter in your own life: school, work, hobbies, and popular pastimes such as watching television and going to the movies. By completing these activities, you will learn a lot about the kind of English we use while traveling by airplane—but you will also improve your ability to communicate in English about the things that are important to *you*. Have fun!

Using this Guide

Olympic Prospects is a student-driven resource. YOU are in charge of how much you learn and how quickly you learn it. In order to learn as much as you can from this resource, here are some simple guidelines:

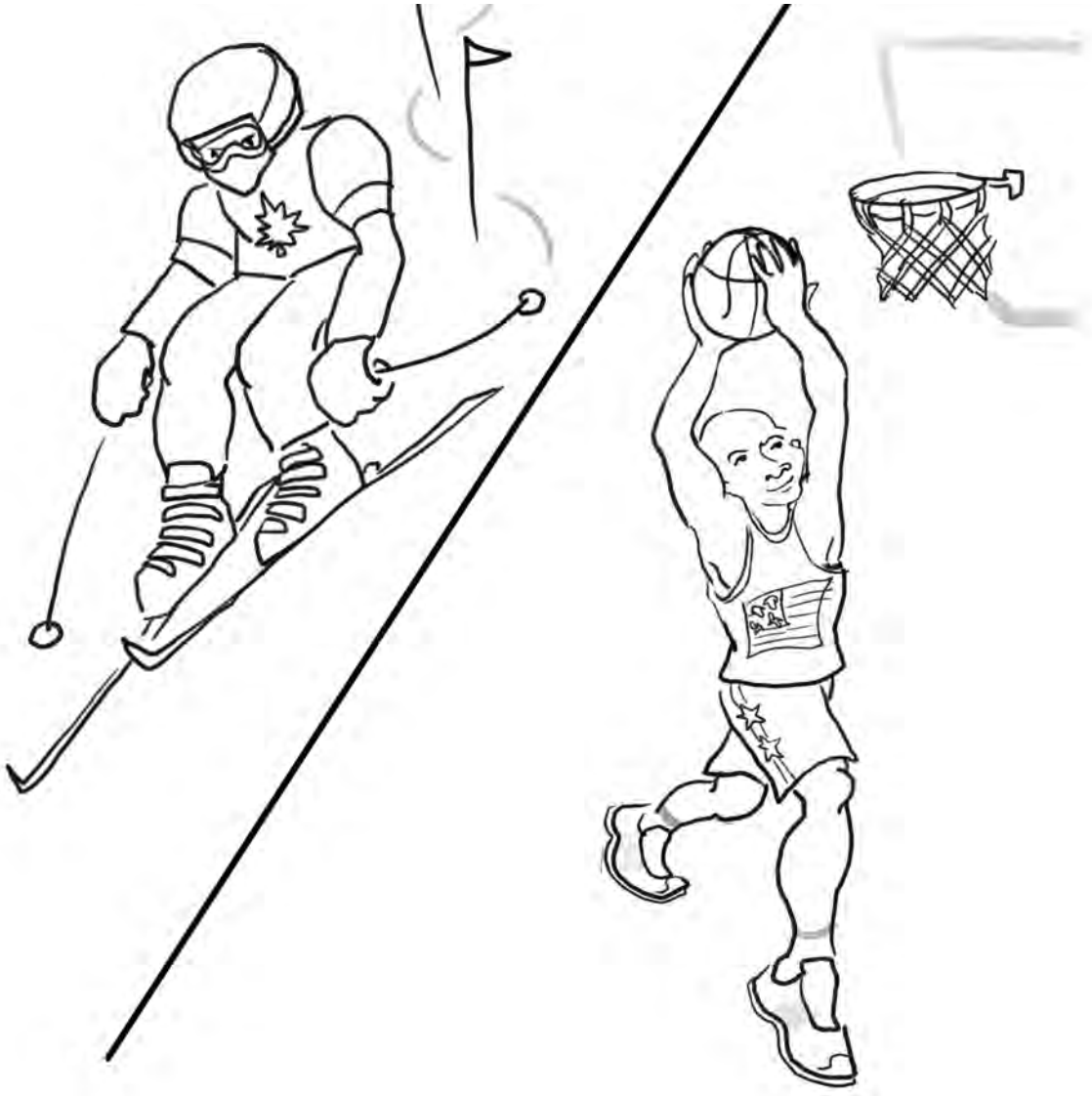
- Look for this sign: This means that you need to **listen** to an **audio track** on your *Olympic Prospects* **CD** in order to complete the next activity.
- Before doing any activity, **read the instructions**. In some activities, you listen to audio **before** doing the reading or writing exercise. In other activities, you listen to audio **after** reading or writing. The activities are organized in this way for a specific purpose: to develop your critical listening skills. If you reverse the order of directions, you will not get the full benefits of the lesson.
- Complete the activities **before** referring to the answer key. It is important for you to consider fully the questions you can't answer on your own, in order to identify your gaps in understanding. You may want to write down the questions you can't answer correctly in a separate notebook. You can refer to them later to see if you can answer them correctly on a second or third attempt.
- **Complete the activities in the order you find them**. This is important! Later activities include grammar elements practised in earlier activities. Do not move on to a new activity until you can get **at least** 75% correct in the previous one.

Finally, here are some useful learning tips. Keep them in mind when you work through the activities in this book.

- **Concentrate** while you listen to and repeat the dialogues and sentences in the activities. **Think** about what you're hearing and saying. If your mind is not actively engaged in the process, you won't remember as much.
- **Listen to** the dialogues and **repeat them as often as possible**. When you're learning a different language, repetition is the key. The more you hear and say something, the better you will understand and remember it. In the real world, English learners learn through their **ears** and **mouth**. They **hear** new words and phrases everywhere they go: on the bus, on the street, on the radio, even on TV. They must **speak** English in order to communicate with the people around them. Their ability to read and their understanding of proper grammar isn't as important as their ability to **use** English—and that means speaking and listening.
- **Practice** using the English you're learning to communicate **your own thoughts and feelings**. Try to **think in English** as much as you can. If you are thinking about something, ask yourself: "How would I say that in English?" The more you learn to express your own thoughts and feelings in English, the sooner you will become a fluent English communicator.
- **Move at your own pace**. Take your time and make sure you understand an activity fully before moving on to the next one. It's also a good idea to go back and review previous activities, to see if you remember what you've learned.

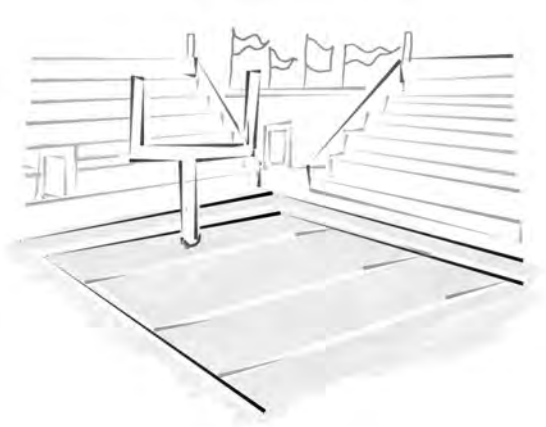
Now you're ready for the dialogues and activities. Good luck!

Chapter One



Key Words and Phrases

A This is a sports **venue**.



B It's a **coincidence** that they're wearing the same outfit.

C He is having a job **interview**.

D These people are on a **committee**.

E She is an **athlete**.

F These are the world's **time zones**.

G This is a **medal**.

H These people are at a **festival**.

I He is a **soldier**.

J These people have signed a **truce**.

K These soldiers are involved in a military **conflict**.

L These soldiers are from countries that are part of a military **alliance**.

Olympic Anticipation

Dialogue Comprehension

Part A.

Listen to Track 1 on CD 1. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. What program do Li Na, Yumi, and the boys decide to watch?

_____

2. What is the motto of the Beijing Olympics?

_____

3. What is the Olympic Green?

_____

_____

4. How much money is the Chinese government spending on environmental improvement projects in preparation for the Beijing Olympics? Provide your answer in two different currencies.

_____

_____

5. What are some of the environmental improvements being made in preparation for the Beijing Olympics?

_____

_____

_____

_____

_____

_____

Part B.

Now turn the page and **read** the dialogue. As you read, **listen** to Track 1 on CD 1 and **repeat** the dialogue until you are familiar with all the sentences.

Olympic Anticipation

Li Na and Yumi are over at Ming's house, visiting him and Carlos. They're currently sitting in the living room.

Li Na: Thanks for inviting us over. After all the sightseeing we've been doing lately, it's nice to just relax and hang out for a change.

Ming: Yeah, I think so, too. School's been really busy for me this week. Why don't we see if there's anything worth watching on television?

Yumi: That sounds good.

Ming: Well, the news is on.

Li Na: We watched the news earlier in the hotel room. Isn't there anything more interesting on?

Ming: Oh hey, what's this?

TV announcer: … and it looks as if this three thousand year-old city is living up to its motto, "New Beijing, Great Olympics." Construction of the twenty-nine new venues needed for the Games is proceeding ahead of schedule, and the city's new tree belts are almost entirely planted.

Ming: It's a show about the upcoming Beijing Summer Olympics that are happening in 2008. Can we watch this for a few moments? I'm curious to hear what they have to say.

Li Na: Yeah, me too.

Carlos: Sure, fine with me.

TV announcer: One of the main sites of the Olympic Games will be the twelve square kilometre Olympic Green. This new park will be home to fourteen of the venues currently under construction. There will also be a giant new sports and culture complex, where most of the ceremonial activities will take place.

Ming: Wow, they sure are making a lot of improvements to the city, aren't they? I can't wait to see it. It's going to be very different from the Beijing I visited a couple of years ago.

Li Na: Did you hear that the government is spending forty-five billion yuan on environmental improvement projects alone? And the municipal government has ordered the removal of more than a hundred of the worst-polluting factories from the downtown area.

Carlos: Forty-five billion yuan? How much is that in Canadian dollars?

Ming: About seven and a half billion, I'd say.

Yumi: Seven and a half billion dollars? That's a lot of money!

Ming: I think it's awesome they're spending that much. It's about time the government cracked down on the polluters. Beijing has long been considered one of the world's most polluted cities. Oh, that's what the announcer is talking about right now.

TV announcer: Natural gas will be replacing coal as the city's primary source of energy. And ninety percent of all Beijing buses and seventy percent of all taxis are to be converted to use clean-burning energy sources by the year 2008.

Ming: Yay! No more horrible air pollution! Do you remember that one time we visited Beijing during the winter, Li Na, and all the snow was grey with coal soot? Thank goodness they're finally doing something about it.

Li Na: No kidding. And the government is also constructing modern new water and sewage treatment plants that should be finished by 2007.

Carlos: It's amazing what opportunities the Olympics provide. When you're preparing for such a huge, internationally important event, and all the world's eyes are on you, you want to do the best job possible. I'm sure Beijing will benefit from the Olympics for years to come.

Yumi: I remember when the winter Olympics were in Nagano. It was a very exciting time for Japan.

Li Na: I'm definitely excited about the Beijing Olympics! I'll be sure to visit the city when they happen. I hope I'll even have the chance to watch some of the events.

Yumi: China's not so far from Japan. Maybe I could come and join you. We could experience the Olympics together.

Li Na: Sure, Yumi. That would be great.

Activity 1.1: Olympic Anticipation—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 1 on CD 1. Practice saying the sentences you have written. Pause the CD when necessary.

Li Na: _____

_____

Ming: Yeah, I think so, too. School's been really busy for me this week. Why don't we see if there's anything worth watching on television?

Yumi: _____

Ming: Well, the news is on.

Li Na: _____

Ming: Oh hey, what's this?

TV announcer: _____

_____

_____

Ming: It's a show about the upcoming Beijing Summer Olympics that are happening in 2008. Can we watch this for a few moments? I'm curious to hear what they have to say.

Li Na: _____

Carlos: Sure, fine with me.

TV announcer: _____

_____

_____

Ming: Wow, they sure are making a lot of improvements to the city, aren't they? I can't wait to see it. It's going to be very different from the Beijing I visited a couple of years ago.

Li Na: _____

_____

_____

Carlos: Forty-five billion yuan? How much is that in Canadian dollars?

Ming: _____

Yumi: Seven and a half billion dollars? That's a lot of money!

Ming: _____

_____

_____

TV announcer: Natural gas will be replacing coal as the city's primary source of energy. And ninety percent of all Beijing buses and seventy percent of all taxis are to be converted to use clean-burning energy sources by the year 2008.

Ming: _____

_____

_____

Li Na: No kidding. And the government is also constructing modern new water and sewage treatment plants that should be finished by 2007.

Carlos: _____

_____

_____

Yumi: I remember when the winter Olympics were in Nagano. It was a very exciting time for Japan.

Li Na: _____

_____

Yumi: China's not so far from Japan. Maybe I could come and join you. We could experience the Olympics together.

Li Na: _____

Part B.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 1 on CD 1 again. Practice saying the sentences you have written. Pause the CD when necessary.

Li Na: Thanks for inviting us over. After all the sightseeing we've been doing lately, it's nice to just relax and hang out for a change.

Ming: _____

_____

Yumi: That sounds good.

Ming: _____

Li Na: We watched the news earlier in the hotel room. Isn't there anything more interesting on?

Ming: _____

TV announcer: … and it looks as if this three thousand year-old city is living up to its motto, "New Beijing, Great Olympics." Construction of the twenty-nine new venues needed for the Games is proceeding ahead of schedule, and the city's new tree belts are almost entirely planted.

Ming: _____

_____

Li Na: Yeah, me too.

Carlos: _____

TV announcer: One of the main sites of the Olympic Games will be the twelve square kilometre Olympic Green. This new park will be home to fourteen of the venues currently under construction. There will also be a giant new sports and culture complex, where most of the ceremonial activities will take place.

Ming: _____

_____

Li Na: Did you hear that the government is spending forty-five billion yuan on environmental improvement projects alone? And the municipal government has ordered the removal of more than a hundred of the worst-polluting factories from the downtown area.

Carlos: _____

Ming: About seven and a half billion, I'd say.

Yumi: _____

Ming: I think it's awesome they're spending that much. It's about time the government cracked down on the polluters. Beijing has long been considered one of the world's most polluted cities. Oh, that's what the announcer is talking about right now.

TV announcer: _____

_____

_____

Ming: Yay! No more horrible air pollution! Do you remember that one time we visited Beijing during the winter, Li Na, and all the snow was grey with coal soot? Thank goodness they're finally doing something about it.

Li Na: _____

_____

Carlos: It's amazing what opportunities the Olympics provide. When you're preparing for such a huge, internationally important event, and all the world's eyes are on you, you want to do the best job possible. I'm sure Beijing will benefit from the Olympics for years to come.

Yumi: _____

Li Na: I'm definitely excited about the Beijing Olympics! I'll be sure to visit the city when they happen. I hope I'll even have the chance to watch some of the events.

Yumi: _____

_____

Li Na: Sure, Yumi. That would be great.

Activity 1.2: Using the Key Words and Phrases

Part A.

Look at the pictures below. Listen to Track 2 on CD 1. Write the number of the sentence beside the matching picture. Also write the word or phrase or phrase that describes the picture.

A _____

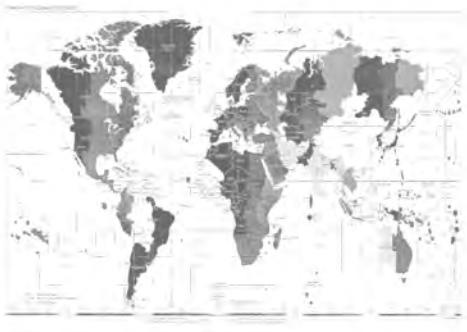
D _____

B _____

E _____

C _____

F _____



G _____

J _____

H _____

K _____

I _____

L _____

Part B.

Listen to Track 2 on CD 1 again. Read the sentences below as you listen. Write the letter of the Key Words and Phrases picture beside the matching sentence. Check your answers with those listed in the Answer Key and then write the sentences in the spaces provided below.

1. _____. This is a **medal**. It's an award given to a winner of a sporting event.

_____

2. _____. She is an **athlete**. She is a person who is trained to compete in a particular sport.

_____

3. _____. These people are at a **festival**. A festival is a time of celebration and feasting.

_____

4. _____. These people have signed a **truce**. They have agreed to engage in peaceful relations with each other.

_____

_____

5. _____. This is a sports **venue**. It's a place where sporting events are held.

_____

6. _____. These people are on a **committee**. They have been chosen to work together on a project.

_____

7. _____. He is a **soldier**. He is a member of an army.

_____

8. _____. It's a **coincidence** that these two people are wearing the same outfit. A coincidence is the chance occurrence of two things happening in a similar or remarkable fashion.

_____

_____

9. _____. These are the world's **time zones**. They show what time it is in different parts of the world, relative to other geographic areas.

_____

_____

10. _____. These soldiers are from countries that are part of a military **alliance**. They have agreed to join forces and fight together if necessary against a common enemy.

_____

_____

11. _____. He is having a job **interview**. The woman is asking him questions about his skills and previous work experience.

_____

_____

12. _____. These soldiers are involved in a military **conflict**. They are in a battle with an enemy force.

_____

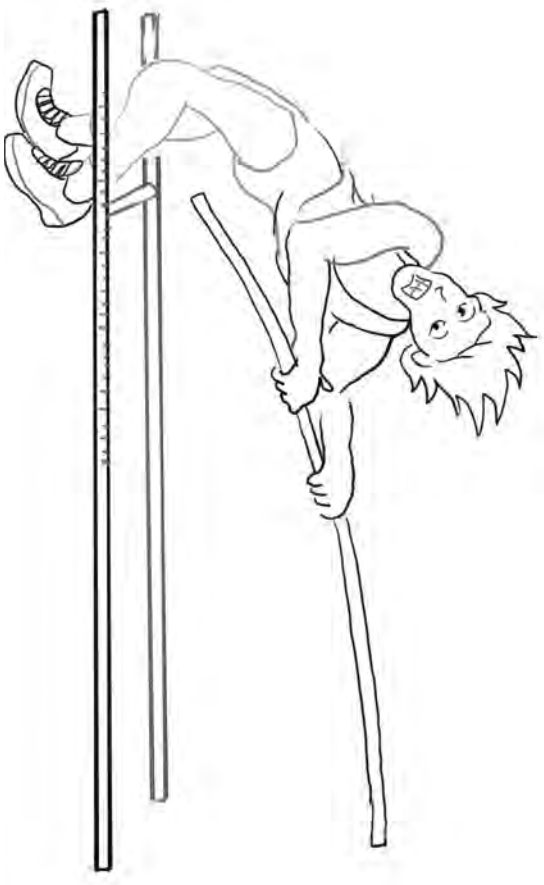
Activity 1.3: Olympic Events

Taken together, the Summer and Winter Olympics feature more than 400 different events in 35 sports. The Summer Olympics, with 28 sports, is the largest of the two Games. The Winter Olympics, in contrast, have just 7 events.

Part A.

How well do you know your Olympic Sports? Here's a chance to find out. Listen to Track 3 on CD 1. You'll be hearing a list of Olympic sports. Write the name of the sport in the space provided, then indicate whether you think is an Summer Olympic sport or a Winter Olympic sport.

	Sport	Summer or Winter?
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____
16.	_____	_____
17.	_____	_____
18.	_____	_____
19.	_____	_____
20.	_____	_____



If you are unfamiliar with any of the sports, look them up in the Answer Key and then check their meaning in a dictionary or online. Write the definition of the sports in English in the lines below:

Part B.

Look at the events described below. In which sport do you think these events belong? Write the letter of the matching event beside the sport category in which it belongs. Feel free to use a dictionary to look up any unfamiliar terms.

	Olympic Sport			Olympic Event
1.	Aquatics	_____	a.	individual road race
2.	Athletics	_____	b.	50 metre rifle three positions
3.	Bobsleigh	_____	c.	sabre
4.	Canoe/kayak	_____	d.	ice dancing
5.	Cycling	_____	e.	marathon
6.	Equestrian	_____	f.	weight class: more than 105 kg
7.	Fencing	_____	g.	lightweight double sculls
8.	Gymnastics	_____	h.	show jumping
9.	Rowing	_____	i.	Greco-Roman weight class: 58-63 kg
10.	Sailing	_____	j.	10-metre platform diving
11.	Shooting	_____	k.	freestyle moguls
12.	Skating	_____	l.	two-person keelboat open
13.	Skiing	_____	m.	skeleton
14.	Weightlifting	_____	n.	pommel horse
15.	Wrestling	_____	o.	flatwater K-2 500 metre

If you are unfamiliar with any of the above sports, look them up in a dictionary or online. Write the definition of the sports in English in the lines below:

_____

_____

_____

_____

_____

_____

_____

_____

Part C.

1. If you were lucky enough to attend a Summer Olympics, which would be the top three sporting events you'd most want to see? Give reasons for your answers.

2. If you were lucky enough to attend a Winter Olympics, which would be the top three sporting events you'd most want to see? Give reasons for your answers.

Olympic Experiences

Dialogue Comprehension

Part A.

Listen to Track 4 on CD 1. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. Why were Max and Dave just talking about the Olympics?

_____

_____

2. There are eight different Olympic Games mentioned in this dialogue. Can you name them all? Be sure to include the year of the Games and whether they were or will be Summer or Winter Olympic Games.

_____

_____

_____

_____

_____

3. Can you name the host countries of all eight of the Olympic Games mentioned in the dialogue?

_____

_____

4. Why did athletes have problems at the Mexico City summer Olympics?

_____

_____

_____

5. What Salt Lake City Olympic event was watched by ten million Canadians? Why was this event so important for Canadians?

_____

_____

_____

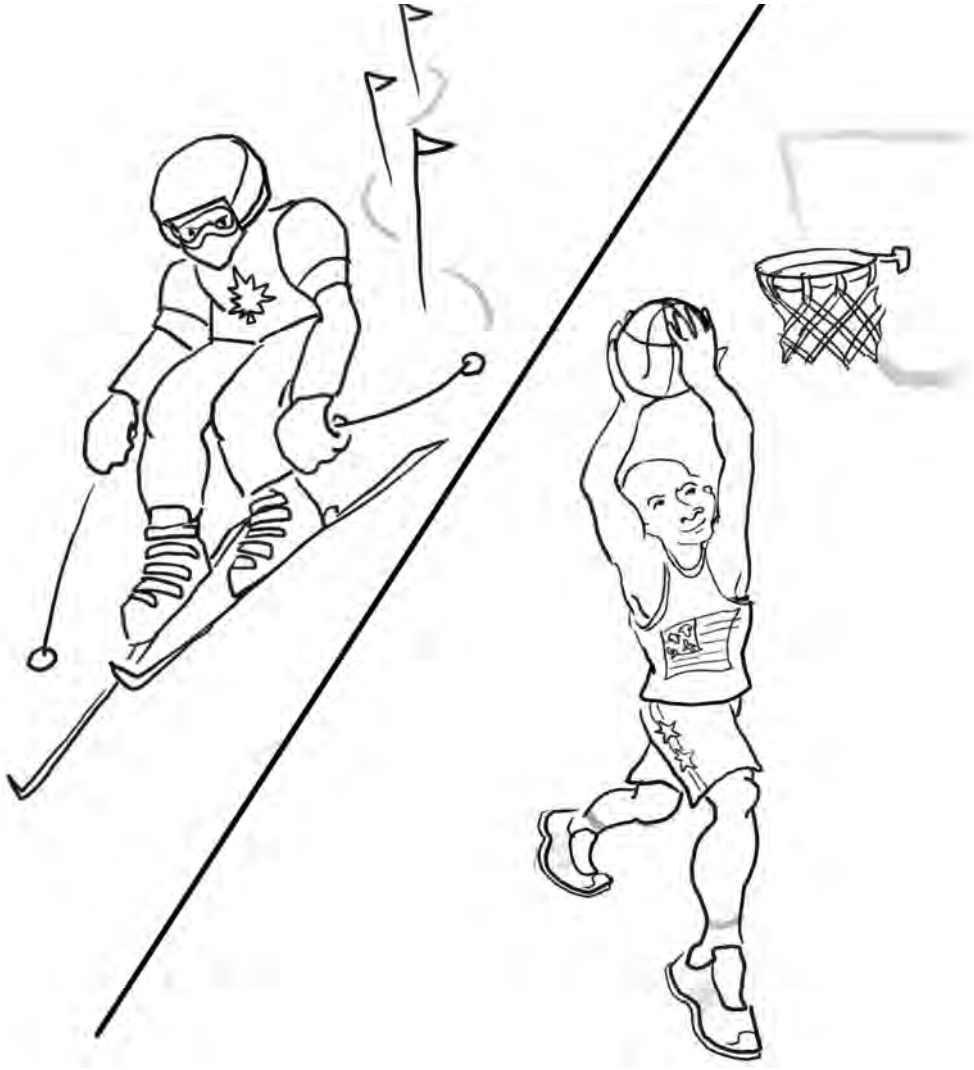
_____

Part B.

Now turn the page and **read** the dialogue. As you read, **listen** to Track 4 on CD 1 and **repeat** the dialogue until you are familiar with all the sentences.

Olympic Experiences

Li Na, Yumi, and the boys are still watching the Beijing Olympics program on television, when Ming's and Carlos's roommates, Dave and Max, walk into the room.



Dave: Hey, you're watching a show on the Olympics! What a coincidence. Max and I were just talking about the Olympics. I have a job interview on Monday with the organizing committee for the Vancouver Winter Olympics in 2010.

Li Na: Really? I imagine it would be very interesting working for the Olympics. I wonder if it's possible for me to get some sort of job with the 2008 Summer Olympics in Beijing?

Dave: Well, when you go back to China you should do some research and check it out. Your English is really good, so that should help your chances of getting a job.

Yumi: The Olympics are so exciting! When I went to the Nagano Winter Olympics with my family in 1998, it was an incredible experience. I'd never seen so many people from so many different countries in my life. And everyone was having such a good time.

Max: The Olympic Games create positive connections between people of different cultures. They are the biggest international event in the world, after all. I've been to two Olympics, the 1992 Summer Games in Barcelona and the 1994 Winter Games in Lillehammer. Both were fantastic experiences.

Carlos: You've been to a Summer and a Winter Olympics? Lucky you! Which did you like best?

Max: Well, the weather was certainly better in Barcelona than it was in Lillehammer! And Spain has such a vibrant, colourful culture, so all of the cultural events we attended in Barcelona were awesome. But I'm a big fan of competitive skiing, so I enjoyed the sporting events at the Lillehammer Olympics best.

Yumi: When I was at the Nagano Olympics, I got to see the men's and women's figure skating events. They were wonderful. Those skaters are so talented! What were the best events that you watched, Max?

Max: My family and I had tickets to see the men's and women's freestyle skiing as well as the giant slalom events. They were great. But in Barcelona we got to watch a basketball game with the American "dream team," so we had the opportunity to see the famous Michael Jordan play. That was really fun, too.

Carlos: I bet it was! I've never been to the Olympics, myself. The Summer Games came to Mexico City in 1968, but I wasn't born yet. My parents went, though. I can remember them saying that athletes from other countries had problems in some races because of Mexico City's high altitude.

Yumi: What do you mean, Carlos?

Carlos: Well, Mexico City is 2 300 m above sea level, which means that the air contains thirty percent less oxygen than it does at sea level. Athletes who aren't used to such oxygen-poor air had problems performing during endurance events such as the marathon and other long-distance running races.

Dave: Wow, that would present an extra challenge, wouldn't it?

Carlos: Sure it would. But one of the major themes of the Olympics is rising to meet challenges, is it not?

Dave: I went to the Calgary Winter Olympics in 1988, but I was just a little kid and don't really remember it. The Olympics I liked best were the 2002 Winter Olympics in Salt Lake City. Because they took place in the same general time zone as we're in here, I was able to watch a lot of events on TV.

Ming: I bet you liked them, Mr. Hockey Fan! Wasn't Salt Lake City where both the Canadian men's and women's hockey teams won gold medals?

Dave: That's right. It was the first gold for the Canadian men's hockey team in fifty years. About ten million people across the country watched that final hockey game. If you know how much we Canadians like our hockey, you can imagine how excited we were when both our teams managed to get the gold!

Carlos: Ten million people watched the game? Not bad for a country that only has thirty-odd million people.

Dave: I told you we like hockey here! It's Canada's favourite sport.

Max: It's incredible how many people tune in to watch the Olympics on television. I know people who will stay up all night long to watch an event that's taking place in a different time zone.

Dave: No kidding. I think something like two billion people around the world watched some part of the Salt Lake City Olympics on television.

Li Na: Two billion? But that's a third of the world's total population!

Max: That's what's so amazing about the Olympics. They really do bring the whole world together.

Activity 1.4: Olympic Experiences—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 5 on CD 1. Practice saying the sentences you have written. Pause the CD when necessary.

Dave: _____

_____

_____

Li Na: Really? I imagine it would be very interesting working for the Olympics. I wonder if it's possible for me to get some sort of job with the 2008 Summer Olympics in Beijing?

Dave: _____

_____

Yumi: The Olympics are so exciting! When I went to the Nagano Winter Olympics with my family in 1998, it was an incredible experience. I'd never seen so many people from so many different countries in my life. And everyone was having such a good time.

Max: _____

_____

_____

Carlos: You've been to a Summer and a Winter Olympics? Lucky you! Which did you like best?

Max: _____

_____

_____

Yumi: When I was at the Nagano Olympics, I got to see the men's and women's figure skating events. They were wonderful. Those skaters are so talented! What were the best events that you watched, Max?

Max: _____

_____

_____

Carlos: I bet it was! I've never been to the Olympics, myself. The Summer Games came to Mexico City in 1968, but I wasn't born yet. My parents went, though. I can remember them saying that athletes from other countries had problems in some races because of Mexico City's high altitude.

Yumi: _____

Carlos: Well, Mexico City is 2,300 m above sea level, which means that the air contains thirty percent less oxygen than it does at sea level. Athletes who aren't used to such oxygen-poor air had problems performing during endurance events such as the marathon and other long-distance running races.

Dave: _____

Carlos: Sure it would. But one of the major themes of the Olympics is rising to meet challenges, is it not?

Dave: _____

_____

_____

Ming: I bet you liked them, Mr. Hockey Fan! Wasn't Salt Lake City where both the Canadian men's and women's hockey teams won gold medals?

Dave: _____

_____

_____

Carlos: Ten million people watched the game? Not bad for a country that only has thirty-odd million people.

Dave: _____

Max: It's incredible how many people tune in to watch the Olympics on television. I know people who will stay up all night long to watch an event that's taking place in a different time zone.

Dave: _____

_____

Li Na: Two billion? But that's a third of the world's total population!

Max: _____

Part B.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 5 on CD 1 again. Practice saying the sentences you have written. Pause the CD when necessary.

Dave: Hey, you're watching a show on the Olympics! What a coincidence. Max and I were just talking about the Olympics. I have a job interview on Monday with the organizing committee for the Vancouver Winter Olympics in 2010.

Li Na: _____

_____

Dave: Well, when you go back to China you should do some research and check it out. Your English is really good, so that should help your chances of getting a job.

Yumi: _____

_____

_____

Max: The Olympic Games create positive connections between people of different cultures. They are the biggest international event in the world, after all. I've been to two Olympics, the 1992 Summer Games in Barcelona and the 1994 Winter Games in Lillehammer. Both were fantastic experiences.

Carlos: _____

Max: Well, the weather was certainly better in Barcelona than it was in Lillehammer! And Spain has such a vibrant, colourful culture, so all of the cultural events we attended in Barcelona were awesome. But I'm a big fan of competitive skiing, so I enjoyed the sporting events at the Lillehammer Olympics best.

Yumi: _____

_____

Max: My family and I had tickets to see the men's and women's freestyle skiing as well as the giant slalom events. They were great. But in Barcelona we got to watch a basketball game with the American "dream team," so we had the opportunity to see the famous Michael Jordan play. That was really fun, too.

Carlos: _____

_____

_____

Yumi: What do you mean, Carlos?

Carlos: _____

_____

_____

Dave: Wow, that would present an extra challenge, wouldn't it?

Carlos: _____

Dave: I went to the Calgary Winter Olympics in 1988, but I was just a little kid and don't really remember it. The Olympics I liked best were the 2002 Winter Olympics in Salt Lake City. Because they took place in the same general time zone as we're in here, I was able to watch a lot of events on TV.

Ming: _____

_____

Dave: That's right. It was the first gold for the Canadian men's hockey team in fifty years. About ten million people across the country watched that final hockey game. If you know how much we Canadians like our hockey, you can imagine how excited we were when both our teams managed to get the gold!

Carlos: _____

Dave: I told you we like hockey here! It's Canada's favourite sport.

Max: _____

_____

Dave: No kidding. I think something like two billion people around the world watched some part of the Salt Lake City Olympics on television.

Li Na: _____

Max: That's what's so amazing about the Olympics. They really do bring the whole world together.

Activity 1.5: Fill in the Blanks

Part A.

The following sentences are taken from the "Olympic Experiences" dialogue (Track 4 on CD 1). Listen to the dialogue and fill in the missing words in the sentences below.

1. I have a job interview on Monday with _____ _____ the for the Vancouver Winter Olympics in 2010.
2. Spain has such a _____, colourful _____, so all of the _____ events we attended in Barcelona were awesome.
3. I'm a big fan of _____ _____, so I enjoyed the sporting events at the Lillehammer Olympics best.
4. In _____we got to watch a _____ game with the American "dream team," so we had the _____ to see the famous Michael Jordan play.
5. Mexico City is 2 300 metres above _____ _____, which means that the air contains thirty percent less _____ than it does at sea level.
6. _____ who aren't used to such oxygen-poor air had problems performing during _____ events such as the _____ and other long-distance running races.
7. Wasn't _____ _____ _____ where both the Canadian men's and women's hockey teams won _____ _____?
8. If you know how much we _____ like our hockey, you can _____ how _____ we were when both our teams managed to get the gold!
9. I know people who will stay up all night long to watch an event that's taking place in a _____ _____ _____.
10. I think something like _____ _____ _____ around the world watched some part of the Salt Lake City Olympics on television.

Part B.

Here are the same sentences again, with different words removed. Fill in the missing words. Try it first on your own. If you need help, refer to track 4 on CD 1 again.

1. I have a _____ _____ on Monday with the organizing committee for the Vancouver Winter Olympics in 2010.

2. _____ has such a vibrant, colourful culture, so all of the cultural _____ we _____ in Barcelona were awesome.

3. I'm a _____ _____ of competitive skiing, so I _____ the sporting events at the Lillehammer Olympics best.

4. In Barcelona we got to watch a basketball game with the _____ _____ _____ so we had the opportunity to see the famous Michael Jordan play.

5. Mexico City is _____ metres above sea level, which means that the air contains _____ _____ _____ oxygen than it does at sea level.

6. Athletes who aren't _____ _____ such oxygen-poor air had problems _____ during endurance events such as the marathon and other _____ running races.

7. _____ Salt Lake City where both the Canadian _____ _____ _____ hockey teams won gold medals?

8. If you know _____ _____ we Canadians like our hockey, you can imagine how excited we were when both our teams _____ to get the gold!

9. I know people who will stay up _____ _____ _____ to watch an event that's _____ _____ in a different time zone.

10. I think _____ _____ two billion people around the world watched _____ _____ of the Salt Lake City Olympics on television.

Activity 1.6: Olympic Cities and Countries

How well do you know your Olympic Cities?

Here is a list of all the cities that ever have hosted or will be hosting an Olympic Games from 1896 to 2010:

1. 1896: Athens, Greece
2. 1900: Paris, France
3. 1904: St. Louis, USA
4. 1908: London, UK
5. 1912: Stockholm, Sweden
6. 1920: Antwerp, Belgium
7. 1924: Paris, France (S)
8. 1924: Chamonix, France (W)
9. 1928: Amsterdam, the Netherlands (S)
10. 1928: St. Moritz, Switzerland (W)
11. 1932: Los Angeles, USA (S)
12. 1932: Lake Placid, USA (W)
13. 1936: Berlin, Germany (S)
14. 1936: Garmisch-Partenkirchen, Germany (W)
15. 1948: London, UK (S)
16. 1948: St. Moritz, Switzerland (W)
17. 1952: Helsinki, Finland (S)
18. 1952: Oslo, Norway (W)
19. 1956: Melbourne, Australia (S)
20. 1956: Cortina d'Ampezzo, Italy (W)
21. 1960: Rome, Italy (S)
22. 1960: Squaw Valley, USA (W)

23. 1964: Tokyo, Japan (S)
24. 1964: Innsbruck, Austria (W)
25. 1968: Mexico City, Mexico (S)
26. 1968: Grenoble, France (W)
27. 1972: Munich, Germany (S)
28. 1972: Sapporo, Japan (W)
29. 1976: Montreal, Canada (S)
30. 1976: Innsbruck, Austria (W)
31. 1980: Moscow, USSR (S)
32. 1980: Lake Placid, USA (W)
33. 1984: Los Angeles, USA (S)
34. 1984: Sarajevo, Yugoslavia (W)
35. 1988: Seoul, South Korea (S)
36. 1988: Calgary, Canada (W)
37. 1992: Barcelona, Spain (S)
38. 1994: Lillehammer, Norway (W)
39. 1996: Atlanta, USA (S)
40. 1998: Nagano, Japan (W)
41. 2000: Sydney, Australia (S)
42. 2002: Salt Lake City, USA (W)
43. 2004: Athens, Greece (S)
44. 2006: Torino, Italy (W)
45. 2008: Beijing, China (S)
46. 2010: Vancouver, Canada (W)

(S) = Summer Olympics, from 1924 on, when the Olympic Games began to be celebrated in both seasons
(W) = Winter Olympics

Part A.

On the following map, write the number of the Olympic event in the country where it took place (e.g., #1 should be in Greece, #2 should be in France). Note: two Olympic Games were held in countries that no longer exist as political entities today. You may have trouble finding them. Good luck!

Arctic Ocean
Svalbard (NOR)
NORWAY
SWEDEN
FINLAND
RUSSIA
St. Petersburg
Kirov
Perm'
Moscow
Omsk
Novosibirsk
Yakutsk
Magadan
Irkutsk
Chita
Petropavlovsk-Kamchatskiy
Khabarovsk
Vladivostok
UNITED KINGDOM
DENMARK
GERMANY
POLAND
Samara
UKRAINE
FRANCE
KAZAKHSTAN
MONGOLIA
SPAIN
TURKEY
UZBEKISTAN
KYRGYZSTAN
TURKMENISTAN
TAJIKISTAN
N. KOREA
S. KOREA
JAPAN
North Pacific Ocean
CHINA
MOROCCO
ALGERIA
LIBYA
EGYPT
TUNISIA
MALTA
CYPRUS
LEBANON
ISRAEL
IRAQ
IRAN 3½
AFGHANISTAN
4½
PAKISTAN
SAUDI ARABIA
OMAN
NEPAL 5¾
BHUTAN
BANGLADESH
INDIA 5½
BURMA 6½
LAOS
VIETNAM
THAILAND
CAMBODIA
Hong Kong (U.K.)
Macau (PORT.)
PHILIPPINES
MALI
NIGER
CHAD
SUDAN
ERITREA
YEMEN
DJIBOUTI
BURKINA
BENIN
NIGERIA
ETHIOPIA
SOMALIA
5½
SRI LANKA
MALDIVES
BRUNEI
MALAYSIA
PALAU
FEDERATED STATES OF MICRONESIA
MARSHALL ISLANDS
Kwajalein – same day as Hawaii
NAURU
SOLOMON ISLANDS
PAPUA NEW GUINEA
INDONESIA
British Indian Ocean Territory (U.K.)
SEYCHELLES
COMOROS
6½
Indian Ocean
ANGOLA
ZAMBIA
MOZAMBIQUE
MADAGASCAR
MAURITIUS
9½
AUSTRALIA
VANUATU
11½
10½
NEW ZEALAND
SOUTH AFRICA
LESOTHO
SWAZILAND
French Southern and Antarctic Lands (FR.)
Coordinated Universal Time (U.T.C.) formerly Greenwich Mean Time (G.M.T.)
Number indicates standard time in zone when it is 12 noon, UTC
Sun
12.00 0
13.00 1
14.00 2
15.00 3
16.00 4
17.00 5
18.00 6
19.00 7
20.00 8
21.00 9
22.00 10
23.00 11

Part B.

Listen to Track 5 on CD 1. Use your information from the map and the Olympic cities list to answer the questions you hear. Provide complete answers.

1.

_____

2.

_____

3.

_____

4.

_____

_____

_____

_____

5.

_____

_____

_____

6.

_____

_____

_____

7.

_____

8.

_____

9.

_____

10.

_____

_____

Part C.

Hosting an Olympic Games is a considered to be a great honour. Cities have to compete for that honour. When a city decides it wants to take on the challenge of hosting an Olympic Games, it has to prepare a bid to present to the International Olympic Committee (IOC). This bid is designed to convince the IOC that the city, if given the opportunity, would host a better Olympics than any of its competitors.

Pretend that you are preparing a bid for a city to host a Summer or Winter Olympics. It can be the city you live in, or another city elsewhere in the world. If you do choose another city, you may want to research that city. In the space below, explain why this city should be chosen to host an Olympic Games. Try to mention as many details specific to the city as possible.

As you prepare your argument, keep in mind the following:

- A host city needs to have the infrastructure (sports venues, hotels, transportation network) required to stage the sporting and cultural events and house the people who will be coming to see the Games.

- A host city needs to be located in a geographically appropriate site (e.g., a Summer Olympics has many boating events, so would need to be in a city located near a major body of water; a Winter Olympics needs to be held in a cold place near mountains for skiing).

- The IOC usually likes to "spread the wealth"—they like to make sure that the Olympics happen in different cities around the world and aren't always held in the same general location.

Good luck in your bid!

Activity 1.7: Units of Measurement

Most countries use the metric system as their standard system of measurement. Knowing how to describe units of metric measurement is a very useful skill when discussing the Olympics. Many of the events are described by their length (e.g., the 100-metre dash) or by the mass category of the competitors (e.g., in judo, boxing, or wrestling).

Here is a list of commonly used metric measurements:

Length or Height

The standard unit used to measure length or height is the **metre (m)**.

1/100th metre	=	1 centimetre (cm); 100 centimetres	= 1 metre
1/1000th metre	=	1 millimetre (mm); 1000 millimetres	= 1 metre
1000 metres	=	1 kilometre (km); 1/1000th kilometre	= 1 metre

Mass

The standard unit used to measure mass (weight) is the **gram (gm)**.

1/1000th gram	=	1 milligram (mg); 1000 milligrams	= 1 gram
1000 grams	=	1 kilogram (kg); 1/1000th kilogram	= 1 gram
1000 kilograms	=	1 tonne, or metric ton (t); 1/1000th tonne	= 1 kilogram

Volume

The standard unit used to measure volume is the **litre (L)**.

1/1000th litre	=	1 millilitre (mL); 1000 millilitres	= 1 litre
1000 litres	=	1 cubic metre (m^3); 1/1000th cubic metre	= 1 litre

Area

The standard units used to measure area are the **square metre (m^2)** for small areas and the **hectare (h)** for larger areas.

10 000 square metres (m^2)	=	1 hectare (ha)
100 hectares	=	1 square kilometre (km^2)

Part A.

Answer the following questions, referring to the units of measurement listed above.

1. 50 mm = _____ centimetres.

2. 50 cm = _____ metre.

3. 10 km = _____ metres.

4. 5 km = _____ centimetres.

5. 20 kg = _____ grams.

6. 370 000 g = _____ kilograms

7. 17 t = _____ kilograms.

8. 49 t = _____ milligrams.

9. 23 000 mL = _____ litres.

10. 15 m^3 = _____ litres.

11. 2 260 000 m^2 = _____ hectares.

12. 1 930 km^2 = _____ hectares.

Part B.

Listen to Track 6 on CD 1. Which of the units of measurement above do you think would be most appropriate for measuring the items mentioned on the audio track?

Note: using millimetres to measure the height of buildings, hectares to measure the area of a piece of writing paper, or litres to measure the amount of liquid in a measuring spoon would not be the most appropriate way to measure these items! Pick units of measurement that don't have to be expressed in fractions less than one or in overly large numbers, if possible.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Bonus Questions

What prefix means "1000?" _____

What prefix means "1/1000th" _____

What prefix means "1/100th?" _____

The Ancient Olympics

Dialogue Comprehension

Part A.

Listen to Track 7 on CD 1. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. Why was Athens chosen as the site for the 2004 Summer Olympics? Provide two reasons.

_____

_____

2. When were the ancient Olympics first held in Greece? Over how many years were they held?

_____

_____

_____

3. Why were the Olympics banned? Be specific.

_____

_____

_____

_____

4. How were ancient Olympic events different from the events of our modern Olympic Games?

_____

_____

_____

_____

5. What was the Olympic Truce? What was its political significance?

_____

_____

_____

_____

_____

Part B.

Now turn the page and **read** the dialogue. As you **read**, listen to Track 7 on CD 1 and **repeat** the dialogue until you are familiar with all the sentences.

The Ancient Olympics

Ming and Carlos have excused themselves to start dinner preparations. Li Na, Yumi, Max, and Dave are still in the living room, discussing the Olympics.

Max: I'm going to try my best to go to the 2004 Summer Olympics in Athens. I think they're going to be fantastic. After all, Greece is the birthplace of the Olympics.

Dave: That's right. The first Games were held there almost twenty-eight hundred years ago.

Li Na: Twenty-eight hundred years? Wow, that's a long time ago! I didn't realize that the Olympic Games have been going on for so long.

Max: Actually, the Olympics as we know them didn't begin until 1896. The modern Olympics were first held in Athens, in honour of the ancient sports festival that took place in Greece so long ago.

Dave: I've read that the first recorded Olympics were held in 776 BC, although historians believe they were being held possibly as far back as the ninth or tenth century BC. The

ancient Olympics continued until 393 AD, when they were banned by the Christian emperor who ruled Greece at the time.

Max: Just imagine, if the modern Olympics that began in 1896 were to last as long as the ancient Greek Olympics, then athletes would still be meeting to compete in the Games in the year 3066 AD!

Yumi: Wow, that's so far in the future!

Max: It sure is. It kind of puts things in perspective, doesn't it?

Li Na: Why were the Ancient Olympics banned?

Dave: The Christian emperor ruling Greece at the time thought they were too "pagan." Pagan is a word used by Christians to describe any kind of religious belief or practise that isn't Christian. In old times, many Europeans believed that anything that wasn't Christian was sinful, or evil.

Yumi: Oh? So if I'm Buddhist, does that mean I'm a pagan?

Dave: You've got it, Yumi, you pagan, you! I'm just kidding, of course. Nowadays most Christians are much more respectful of other people's belief systems.

Li Na: But the Olympics are just a sporting event. Why would they be banned?

Dave: Actually, the ancient Olympics weren't just a sporting event. They were part of a religious festival honouring the Greek god, Zeus. In between the sporting events were religious rituals and sacrifices to the Gods. And all of the athletes competed naked.

Max: Naked! That would certainly make the Games more interesting, wouldn't it?

Yumi: Were the ancient Olympics also held every four years, like the ones we have today?

Dave: Yes, they were. Athletes from all over Greece would travel from their home cities to compete in the Games.

Li Na: But our modern Games are now held every two years, aren't they?

Max: Well, since the Lillehammer Olympics in 1994, there has been a Summer Games event alternating with a Winter Games event every two years. But there's still four years between each Summer Olympics and four years between each Winter Olympics. Of course, the ancient Greeks didn't have winter Olympics.

Li Na: Oh yeah, I suppose that part of the world is too warm for sports like skiing and ice hockey to be very popular.

Yumi: What were the events in the ancient Olympics like? Were they similar to the events of our modern Summer Olympics?

Dave: Well, there weren't as many events back then. For centuries, the ancient Games had fewer than ten events. In comparison, I think the last Summer Games had something like twenty-eight sports. Most of the ancient events were running races or boxing or wrestling events. Equestrian events were added later.

Li Na: Equestrian events? What are those?

Dave: Events that involve horses. In the ancient Olympics, chariot-racing was one of the main events. Nowadays we don't have chariot racing as an Olympic event. We still have equestrian events such as horse-jumping, though.

Yumi: I saw a chariot race in a movie once. It looked very dangerous! Some of the horses and drivers died.

Max: Chariot racing was a dangerous sport. But chariots were commonly used in ancient Greece, especially in battles of war.

Dave: That's right. Many ancient sports, such as running, boxing, and javelin throwing, have their origins in warfare. Such sports were a good way to develop the skills necessary to become a good soldier.

Max: Tell them what you were saying to me about the Olympic Truce.

Dave: Oh yeah, this is cool. Around the time of the Olympics, a truce would be declared between all Greek city-states. All warring would stop so that athletes and spectators could travel freely to the games without being attacked by enemy soldiers. Anyone who broke the truce was forced to pay huge penalties.

Max: So just like today, the ancient Olympics were considered a time of co-operation and friendship.

Dave: That's right. And during the ancient Olympics, spectators from warring countries were able to meet and discuss important political issues with each other. Old conflicts were often resolved and new alliances formed.

Li Na: Wow, you sure know a lot about the Olympics, Dave.

Dave: Actually, I've been studying about them for my job interview on Monday.

Yumi: Well if it was up to me, I'd certainly hire you!

Activity 1.8: The Ancient Olympics—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 7 on CD 1. Practice saying the sentences you have written. Pause the CD when necessary.

Max: _____

_____

Dave: That's right. The first Games were held there almost twenty-eight hundred years ago.

Li Na: _____

_____

Max: Actually, the Olympics as we know them didn't begin until 1896. The modern Olympics were first held in Athens, in honour of the ancient sports festival that took place in Greece so long ago.

Dave: _____

_____

_____

Max: Just imagine, if the modern Olympics that began in 1896 were to last as long as the ancient Greek Olympics, then athletes would still be meeting to compete in the Games in the year 3066 AD!

Yumi: _____

Max: It sure is. It kind of puts things in perspective, doesn't it?

Li Na: _____

Dave: The Christian emperor ruling Greece at the time thought they were too "pagan." Pagan is a word used by Christians to describe any kind of religious belief or practise that isn't Christian. In old times, many Europeans believed that anything that wasn't Christian was sinful, or evil.

Yumi: _____

Dave: You've got it, Yumi, you pagan, you! I'm just kidding, of course. Nowadays most Christians are much more respectful of other people's belief systems.

Li Na: _____

Dave: Actually, the ancient Olympics weren't just a sporting event. They were part of a religious festival honouring the Greek god, Zeus. In between the sporting events were religious rituals and sacrifices to the Gods. And all of the athletes competed naked.

Max: _____

Yumi: Were the ancient Olympics also held every four years, like the ones we have today?

Dave: _____

_____

Li Na: But our modern Games are now held every two years, aren't they?

Max: _____

_____

_____

Li Na: Oh yeah, I suppose that part of the world is too warm for sports like skiing and ice hockey to be very popular.

Yumi: _____

_____

Dave: Well, there weren't as many events back then. For centuries, the ancient Games had fewer than ten events. In comparison, I think the last Summer Games had something like twenty-eight sports. Most of the ancient events were running races or boxing or wrestling events. Equestrian events were added later.

Li Na: _____

Dave: Events that involve horses. In the ancient Olympics, chariot-racing was one of the main events. Nowadays we don't have chariot racing as an Olympic event. We still have equestrian events such as horse-jumping, though.

Yumi: _____

_____

Max: Chariot racing was a dangerous sport. But chariots were commonly used in ancient Greece, especially in battles of war.

Dave: _____

_____

Max: Tell them what you were saying to me about the Olympic Truce.

Dave: _____

_____

_____

Max: So just like today, the ancient Olympics were considered a time of co-operation and friendship.

Dave: _____

_____

_____

Li Na: Wow, you sure know a lot about the Olympics, Dave.

Dave: _____

Yumi: Well if it was up to me, I'd certainly hire you!

Part B.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 7 on CD 1 again. Practice saying the sentences you have written. Pause the CD when necessary.

Max: I'm going to try my best to go to the 2004 Summer Olympics in Athens. I think they're going to be fantastic. After all, Greece is the birthplace of the Olympics.

Dave: _____

Li Na: Twenty-eight hundred years? Wow, that's a long time ago! I didn't realize that the Olympic Games have been going on for so long.

Max: _____

_____

Dave: I've read that the first recorded Olympics were held in 776 BC, although historians believe they were being held possibly as far back as the ninth or tenth century BC. The ancient Olympics continued until 393 AD, when they were banned by the Christian emperor who ruled Greece at the time.

Max: _____

_____

Yumi: Wow, that's so far in the future!

Max: _____

Li Na: Why were the Ancient Olympics banned?

Dave: _____

_____

_____

Yumi: Oh? So if I'm Buddhist, does that mean I'm a pagan?

Dave: _____

_____

Li Na: But the Olympics are just a sporting event. Why would they be banned?

Dave: _____

_____

_____

Max: Naked! That would certainly make the Games more interesting, wouldn't it?

Yumi: _____

Dave: Yes, they were. Athletes from all over Greece would travel from their home cities to compete in the Games.

Li Na: _____

Max: Well, since the Lillehammer Olympics in 1994, there has been a Summer Games event alternating with a Winter Games event every two years. But there's still four years between each Summer Olympics and four years between each Winter Olympics. Of course, the ancient Greeks didn't have winter Olympics.

Li Na: _____

_____

Yumi: What were the events in the ancient Olympics like? Were they similar to the events of our modern Summer Olympics?

Dave: _____

_____

_____

Li Na: Equestrian events? What are those?

Dave: _____

_____

_____

Yumi: I saw a chariot race in a movie once. It looked very dangerous! Some of the horses and drivers died.

Max: _____

_____

Dave: That's right. Many ancient sports, such as running, boxing, and javelin throwing, have their origins in warfare. Such sports were a good way to develop the skills necessary to become a good soldier.

Max: _____

Dave: Oh yeah, this is cool. Around the time of the Olympics, a truce would be declared between all Greek city-states. All warring would stop so that athletes and spectators could travel freely to the games without being attacked by enemy soldiers. Anyone who broke the truce was forced to pay huge penalties.

Max: _____

Dave: That's right. And during the ancient Olympics, spectators from warring countries were able to meet and discuss important political issues with each other. Old conflicts were often resolved and new alliances formed.

Li Na: _____

Dave: Actually, I've been studying about them for my job interview on Monday.

Yumi: _____

Activity 1.9: Out of Order

Help! The sentences below have been taken from the dialogue, "The Ancient Olympics." Try to put the words back into the correct order and then listen for the sentences on Track 7 on CD 1. As you listen, make any necessary changes to the sentences. Remember to capitalize the first word in the sentence and include any punctuation marks.

1. ago ancient Athens festival first Greece . held honour in in, in long modern of Olympics place sports so the that the took were

_____

_____

2. 776 although as as BC BC back being believe century far first held held historians in , ninth Olympics or possibly recorded tenth . the the they were were

_____

_____

3. 1896 3066 AD ancient as as athletes be began compete Games Greek if in in in last long meeting modern Olympics Olympics still that the, then to to the the ! the were would year

_____

_____

4. a any belief by Christian Christians describe is isn't kind of or pagan practise religious that . to used word

_____

_____

5. also ancient every four have held like ,? Olympics ones the the today we were years

_____

_____

6. all athletes cities compete from from Games Greece home in over the .their to travel would

_____

_____

7. 1994 a a alternating been event event every . Games Games has in , Lillehammer Olympics since Summer the there two Winter with years

_____

_____

8. and ancient as boxing have , javelin in many . origins running sports , such, their throwing, warfare

_____

_____

9. all and athletes attacked being by could enemy freely games so soldiers . spectators stop that the to travel warring without would

_____

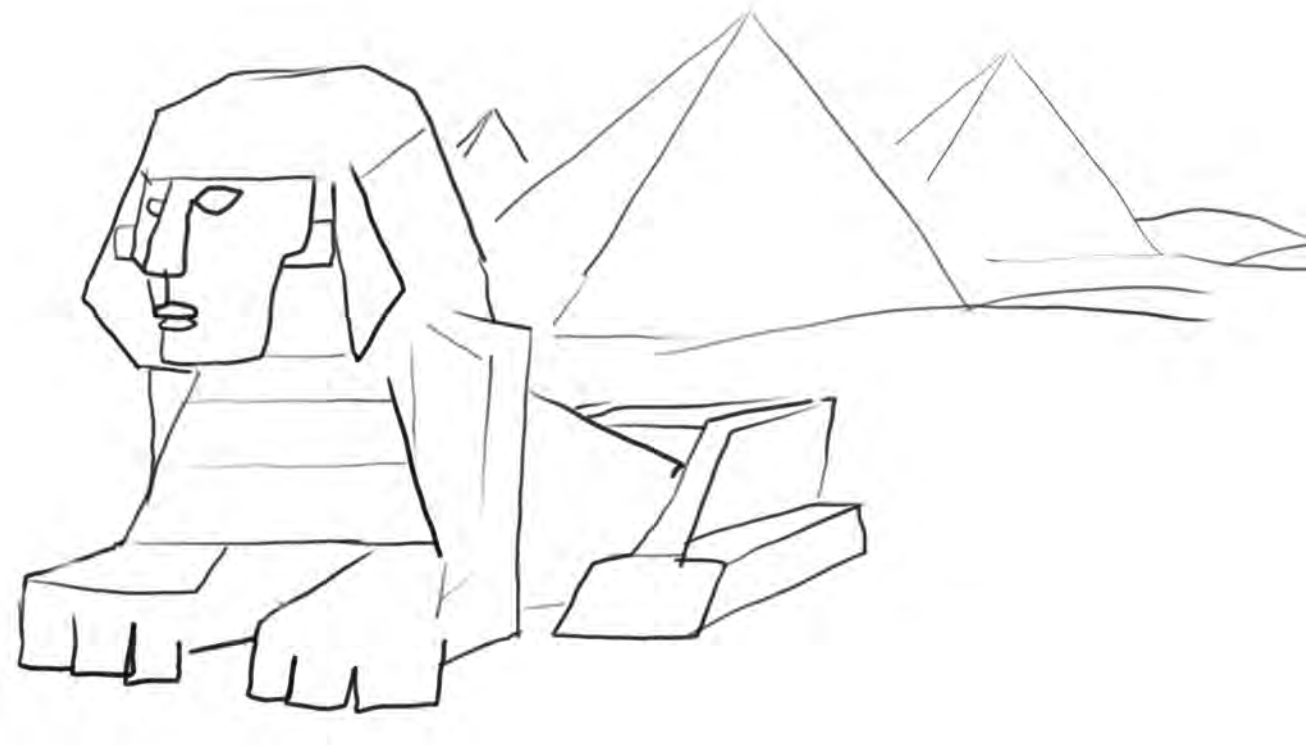
_____

10. able ancient and countries discuss during each from important issues meet Olympics other political . spectators the , to warring were with

_____

_____

Activity 1.10: Legacies of the Ancient World



The Olympics are a legacy that has been handed down to the modern world from ancient times. But they certainly aren't the only legacy we have inherited from our ancient ancestors. Many of the inventions we use in our modern daily lives come to us from cultures that existed in the distant past.

Part A.

How well do you know your ancient inventions? Try to match the invention with the civilization that first produced it. Choose from the ancient civilizations below. Mark your answers in the Guess column. Note that some of the civilizations are responsible for more than one invention.

Ancient Mesopotamia	Ancient Rome	Ancient Greece
Ancient Egypt	Ancient India	Ancient China
Ancient Mayans (South America)		

	Invention	Guess	Answer
1.	wheel	_____	_____
2.	sundial	_____	_____
3.	gunpowder	_____	_____
4.	chocolate	_____	_____
5.	365 day year	_____	_____
6.	paved roads	_____	_____
7.	mathematical concept of "zero" (0)	_____	_____
8.	writing	_____	_____
9.	compass	_____	_____
10.	catapult	_____	_____
11.	seven-day week	_____	_____
12.	paper and ink	_____	_____

Now listen to Track 8 on CD 1 and record the correct answers in the Answer column.

Part B.

Listen to Track 8 on CD 1 again and answer the comprehension questions below. Be sure to write your answers in full sentences.

1. How did the invention of the wheel change the lives of farmers in ancient times?

_____

_____

_____

2. How did the invention of writing affect communication?

_____

_____

_____

3. Why were priests and scientists in many ancient cultures fascinated with the passage of time? What inventions resulted from this fascination?

_____

_____

_____

_____

_____

4. What are some military inventions that have had a profound effect on the way modern societies developed? What were some of these effects?

5. What are some inventions that resulted from exploration and travel? Why did explorers think the risks of oversea travel were worth it?

6. Name two inventions created for the purpose of mathematics.

Part C.

Of all the inventions mentioned in Part A and Part B of this activity, which do you think has had the greatest impact on human society? Why? Record your answer in the space below. Provide at least three reasons to support your argument.

Activity 1.11: Number Words

In the English language there are many words that begin with a numerical prefix. Some familiar examples are: bicycle, triangle, and decade. The prefixes (bi-, tri-, and dec-) describe some significant numerical aspect of the things these words represent. Learning some of the more commonly used numerical prefixes can help you better understand the meaning of new words and increase your vocabulary.

For example:

- in bicycle, the prefix, "bi-" refers to how many wheels are on the vehicle. What number do you think "bi-"represents?
- in triangle, the prefix, "tri" refers to how many angles this geometric shape has. What number do you think "tri-"represents?
- in decade, the prefix, "deca" refers to how many years are in a decade. What number do you think "deca-" represents?

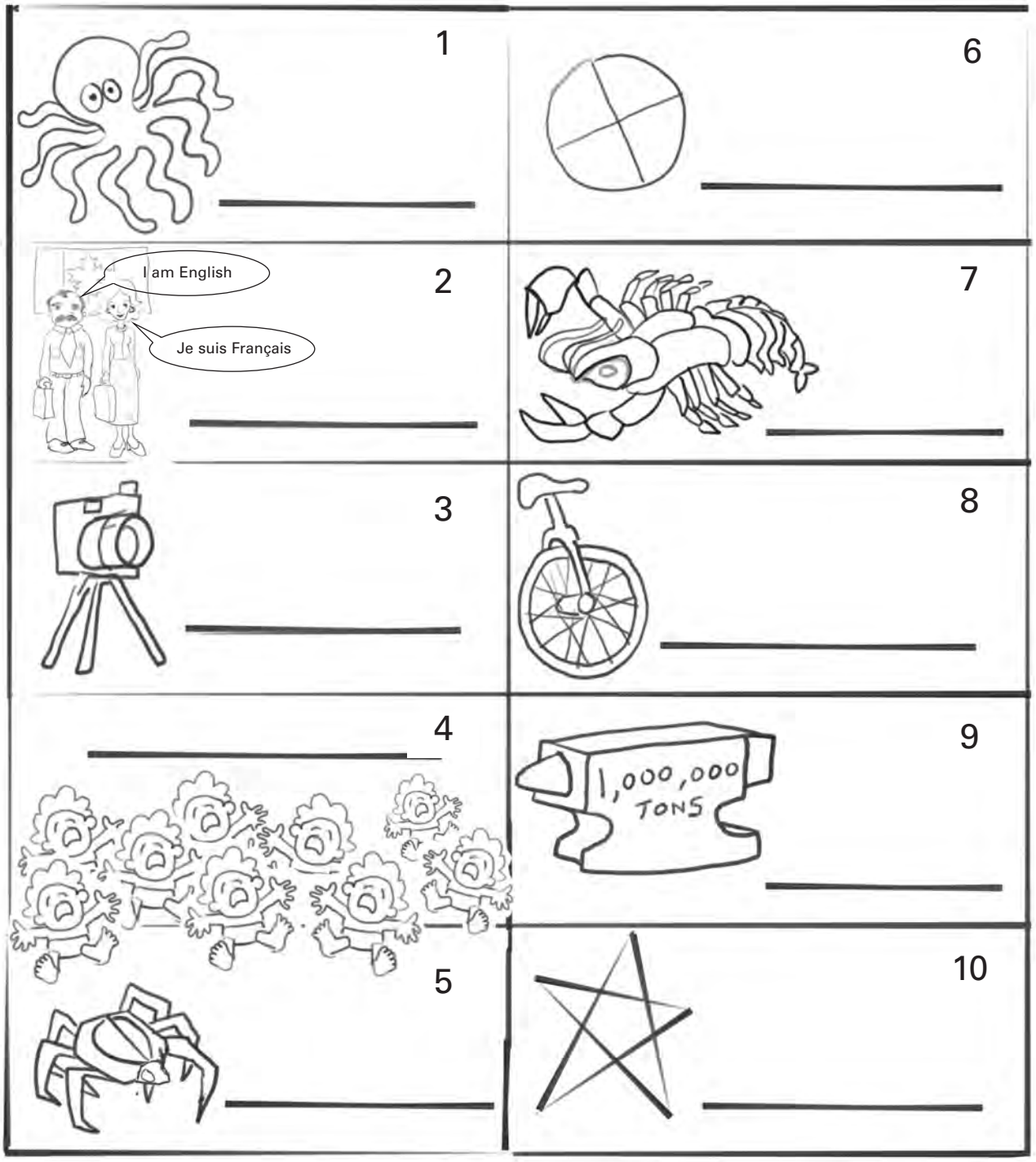
Here is a list of commonly used numerical prefixes. These prefixes are based on Greek and Latin numbers. Because Latin inherited many words from the older Greek language, some of the prefixes are the same. Which prefix we use in any given word depends on whether the rest of the word is of Greek or Latin origin.

Number	Greek Prefix	Latin Prefix
1	mono	uni
2	di	bi
3	tri	tri
4	tetra	quat
5	penta	quint
6	hex	ses
7	hept	sept
8	oct	oct
9	ennea	non
10	deca	deca
100	cent	cent
1000	kilo	kilo
1 000 000	mega	mega
1 000 000 000	giga	giga
1/10th	deci	deci
1/100th	centi	centi
1/1 000 000th	micro	micro
1/1 000 000 000th	nano	nano

Part A.

Match the word from the list below with the appropriate picture. Write the words in the spaces provided.

bicultural	hexapod	nontuplets	pentagram	tripod
decapod	megaton	octopus	quadrant	unicycle



Part B.

Listen to Track 9 on CD 1. Write complete answers to the questions you hear in the spaces provided below.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

7.

_____

_____

8.

_____

9.

_____

10.

_____

11.

_____

_____

12.

_____

13.

_____

14.

_____

_____

15.

_____

Bonus Question: The names of the following months: September, October, November, December are derived from Latin. What do you think the names mean? Considering their position in the yearly calendar, why is this strange? Why do you think these names have the names they do, given their position in the yearly calendar?

_____

_____

_____

_____

_____

_____

_____

Activity 1.12: Gleaning Meaning

Listen to Track 10 on CD 1 and answer the questions below.

1. What type of girls' sporting event did the Festival of Hera feature?

_____

2. What type of women were allowed to watch the Olympic Games? What reason do some historians give for this?

_____

_____

_____

3. What type of women were forbidden to watch the Games? What punishment was inflicted on women who broke this rule?

_____

_____

_____

4. Who was Kallipateira? What did she do that was remarkable? How was she punished for her behaviour?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

5. At which Olympic Games were women first allowed to compete? In what events did they compete? How many women competed at those Games?

_____

_____

6. How many women competed in the last summer Olympics? In how many sports?

_____

_____

7. In what sports do women and men compete against each other?

_____

_____

Chapter One Answer Key

Olympic Anticipation

Dialogue Comprehension

1. They decide to watch a program about the upcoming Beijing Summer Olympics that are happening in 2008.
2. The motto of the Beijing Olympics is "New Beijing, Great Olympics."
3. The Olympic Green is a 12 square kilometre park that will be home to fourteen of the venues currently under construction for the Beijing Olympics.
4. The Chinese government is spending forty-five billion yuan, or five billion US dollars, on environmental improvement projects in preparation for the Beijing Olympics.
5. Some of the environmental improvements the government is making in preparation for the Beijing Olympics are: more than a hundred of the worst-polluting factories are being removed from the downtown area, hydroelectricity will replace coal as the city's primary source of energy, ninety-percent of all Beijing buses and seventy percent of all taxis are to be converted to use clean-burning energy sources, and the government is also constructing state-of-the-art water and sewage treatment plants.

Activity 1.2: Using the Key Words and Phrases

Part A. and B.

1. G
2. E
3. H
4. J
5. A
6. D
7. I
8. B
9. F
10. K
11. C
12. K

Activity 1.3: Olympic Events

Part A.

1.	archery	summer
2.	badminton	summer
3.	baseball	summer
4.	basketball	summer
5.	biathlon	winter
6.	boxing	summer
7.	curling	winter
8.	football	summer
9.	handball	summer
10.	hockey*	summer
11.	ice hockey	winter
12.	judo	summer
13.	luge	winter
14.	modern pentathlon	summer
15.	softball	summer
16.	table tennis	summer
17.	taekwondo	summer
18.	tennis	summer
19.	triathlon	summer
20.	volleyball	summer

* Olympic hockey is the game played with sticks and balls on a grass field, also known as grass hockey or field hockey. Olympic **ice hockey** is the sport played with sticks and a puck on an ice rink, with players on skates.

Part B.

1.	Aquatics:	j.	10-metre platform diving
2.	Athletics:	e.	marathon
3.	Bobsleigh:	m.	skeleton
4.	Canoe/Kayak:	o.	flatwater K 2 500 metre
5.	Cycling:	a.	individual road race

6.	Equestrian:	h.	show jumping
7.	Fencing:	c.	sabre
8.	Gymnastics:	n.	pommel horse
9.	Rowing:	g.	lightweight double sculls
10.	Sailing:	l.	two-person keelboat open
11.	Shooting:	b.	50 metre rifle 3 positions
12.	Skating:	d.	ice dancing
13.	Skiing:	k.	freestyle moguls
14.	Weightlifting:	f.	+ 105kg, total
15.	Wrestling:	i.	Greco-Roman 58-63 kg

Part C.

Show your work to a teacher to make sure your English is written correctly.

Activity 1.4 Olympic Experiences

Dialogue Comprehension

1. Max and Dave were just talking about the Olympics because Dave has a job interview on Monday with the organizing committee for the Vancouver Winter Olympics in 2010.
2. The eight different Olympic Games mentioned in this dialogue are (in the order that they're mentioned): the 2010 Vancouver Winter Olympics, the 2008 Beijing Summer Olympics, the 1998 Nagano Winter Olympics, the 1992 Barcelona Summer Olympics, the 1994 Lillehammer Winter Olympics, the 1968 Mexico City Summer Olympics, the 1988 Calgary Winter Olympics, and the 2002 Salt Lake City Winter Olympics.
3. The host countries of the eight Olympic Games, in the order mentioned in question 2, are: Canada, China, Japan, Spain, Norway, Mexico, Canada, and the USA.
4. Athletes from other countries had problems at the Mexico City Olympics because of the high altitude. Mexico City is 2 300 m above sea level, which means that the air contains thirty percent less oxygen than it does at sea level. Athletes who aren't used to such oxygen-poor air had problems performing during endurance events such as the marathon and other long-distance running races.
5. The Salt Lake City Olympic event that was watched by ten million Canadians was the men's hockey final game. It was important because it was the first time in fifty years that the Canadian men's hockey team won a gold. Both the men's and the women's Canadian hockey teams won gold that year.

Activity 1.5: Fill in the Blanks

Part A.

1. organizing committee
2. vibrant, culture, cultural
3. competitive skiing
4. Barcelona, basketball, opportunity
5. sea level, oxygen
6. Athletes, endurance, marathon
7. Salt Lake City, gold medals
8. Canadians, imagine, excited
9. different time zone
10. two billion people

Part B.

1. job interview
2. Spain, events, attended
3. big fan, enjoyed
4. American "dream team"
5. 2 300 m, thirty percent less
6. used to, performing, long-distance
7. Wasn't, men's and women's
8. how much, managed
9. all night long, taking place
10. something like, some part

Activity 1.6: Olympic Cities and Countries

Part A.

Your map should look like this:

Part B.

1. The United States has hosted eight Games, the greatest number hosted by any country.
2. France has hosted four Games, the second greatest number hosted by any country.
3. Germany, Italy, Japan, and Canada have all hosted or will be hosting three Games by 2010.
4. Europe has been home to the greatest number of Olympic Games. Twenty-seven Games have been hosted there. The European countries that have hosted Games are: Greece, France, UK, Sweden, Belgium, The Netherlands, Switzerland, Germany, Finland, Norway, Italy, Austria, USSR, Yugoslavia, and Spain.
5. North America has been home to the second greatest number of Olympic Games. Twelve Games have been or will be hosted there. The North American countries that have hosted or will host Games are USA, Mexico, and Canada.
6. Asia has been home to the third greatest number of Olympic Games. Five Games have been or will be hosted there. The

Asian countries that have hosted or will host Games are: Japan, South Korea, and China.
7. Two populated continents that have never been home to an Olympic Games are South America and Africa.
8. France, Germany, Italy, Japan, Canada, and the USA have all held both Summer and Winter Olympics.
9. The USSR and Yugoslavia no longer exist as the same countries.
10. There were no Olympic Games in 1916, 1940, and 1944. They were cancelled because of World War I (1916) and World War II (1940 and 1944).

Here are the questions you answered:
1. Which country has hosted the greatest number of Olympic Games? How many Games has this country hosted?
2. Which country has hosted the second greatest Olympic Games? How many Games has this country hosted?
3. There are several countries that are tied for having hosted the third greatest number of Olympic Games? Which countries are these, and how many Games have they hosted?
4. Which continent has been home to the most Olympic Games? How many games have been or will be held there? Name all of the countries on this continent that have hosted the Games.
5. Which continent has been home to the second greatest number of Olympic Games? How many games have been or will be held there? Name all of the countries on this continent that have hosted the Games.
6. Which continent has been home to the third greatest number of Olympic Games? How many games have been or will be held there? Name all of the countries on this continent which have hosted the Games.
7. Name two populated continents that have never hosted an Olympic Games.
8. Since 1924, which countries have held both Winter and Summer Games?
9. Which two countries on the list no longer exist as the same nations?
10. During what years were the Olympic Games cancelled? Why do you think there weren't any Olympic Games held during those years?

Part C.

Show your bid to a teacher to make sure your English is written correctly.

Activity 1.7: Units of Measurement

Part A.

1. 5
2. 0.5
3. 10 000
4. 500 000
5. 20 000
6. 370
7. 17 000
8. 49 000 000
9. 23
10. 15 000
11. 226
12. 193 000 000

Part B.

1. the volume of liquid in a cup of tea — mL
2. the height of a very tall basketball player — m
3. the area of a house — m^2
4. the mass of a large truck — t
5. the distance between two cities — km
6. the mass of a bird's feather — g or mg
7. the volume of liquid in an Olympic swimming pool — m^3

8. the mass of a sesame seed — mg
9. the area of a small plot of farmland — ha
10. the volume of soup needed to feed a large family — L
11. the area of a country — km^2
12. the length of an ant — mm

Bonus Questions:
The prefix, "kilo-" means "1000."
The prefix, "milli-" means "1/1000th."
The prefix, "centi-" means "1/100th."

Ancient Olympics
Dialogue Comprehension

1. Athens was chosen as the site for the 2004 Summer Olympics because it is the birthplace of the Olympics. It's also the place where the first modern Olympics were held in 1896.
2. The ancient Olympics were first held in Greece in the year, 776 BC. They continued until 393 AD, which means they were held over 1169 years.
3. The Olympics were banned because the Christian emperor ruling Greece at the time thought they were too "pagan." Pagan is a word used by Christians to describe any kind of religious belief or practise that isn't Christian. The Olympics were part of a religious festival honouring the Greek god, Zeus. In between the sporting events were religious rituals and sacrifices to the Gods.
4. The ancient Olympics differed from our modern Olympic Games in that they didn't have as many events. There were no Winter Olympics in ancient times, so no winter sports such as skiing or ice hockey were featured. Most of the events were running races or boxing or wrestling events. They also had events such as chariot-racing, which aren't featured in modern Olympics.
5. The Olympic Truce was a truce between Greek city-states. During the time of the Olympics, all Greek city-states would agree to stop warring so that athletes and spectators could travel freely to the games without being attacked by enemy soldiers. Anyone who broke the truce was forced to pay huge penalties. During the ancient Olympics, spectators from warring countries were able to meet and discuss important political issues with each other. Old conflicts were often resolved and new alliances formed.

Activity 1.9: Out of Order

1. The modern Olympics were first held in Athens, in honour of the ancient sports festival that took place in Greece so long ago.
2. The first recorded Olympics were held in 776 BC, although historians believe they were being held possibly as far back as the ninth or tenth century BC.
3. If the modern Olympics that began in 1896 were to last as long as the ancient Greek Olympics, then athletes would still be meeting to compete in the Games in the year 3066 AD!
4. Pagan is a word used by Christians to describe any kind of religious belief or practise that isn't Christian.
5. Were the ancient Olympics also held every four years, like the ones we have today?
6. Athletes from all over Greece would travel from their home cities to compete in the Games.
7. Since the Lillehammer Olympics in 1994, there has been a Summer Games event alternating with a Winter Games event every two years.

8. Many ancient sports, such as running, boxing, and javelin throwing, have their origins in warfare.
9. All warring would stop so that athletes and spectators could travel freely to the games without being attacked by enemy soldiers.
10. During the ancient Olympics, spectators from warring countries were able to meet and discuss important political issues with each other.

Activity 1.10: Legacies of the Ancient World

Part A.

1. wheel—ancient Mesopotamia
2. sundial—ancient Egypt
3. gunpowder—ancient China
4. chocolate—ancient Mayans (South America)
5. 365- day year—ancient Egypt
6. paved roads—ancient Rome
7. mathematical concept of "zero" (0)—ancient India
8. writing—ancient Mesopotamia
9. compass—ancient China?
10. catapult—ancient Greece
11. seven-day week—ancient Mesopotamia
12. paper and ink—ancient China

Part B.

1. Thanks to the wheel, farmers were able to transport their harvested crops much more easily from place to place. This led to increased trade and exchange between individuals and communities.
2. Writing made duties like accounting or keeping historical records much easier to do. However, in most cultures for many centuries, writing was recorded on stone tablets. It took a long time to record a message that way.
3. Priests and scientists in many ancient cultures were fascinated with the passage of time because they knew if they could figure out a way to record the passage of time and standardize it so that everyone was following the same calendar, then important activities such as planting and harvesting crops could be done more efficiently. Some of the inventions to result from this were the 365-day year, the 24-hour day, and the seven-day week.
4. The catapult, invented by ancient Greek engineers more than 2400 years ago, helped the Greeks become the dominant military power in the Mediterranean area for centuries. As a result, many Greek philosophic and scientific ideas such as democracy and geometry were spread to different parts of the world. The ancient Roman invention of paved roads helped the Roman Empire grow as large and as powerful as it did. The roads made it easier for their troops to march from place to place. Gunpowder, invented in China in the eighth century AD, enabled Europeans powers to conquer and colonize large areas in Africa, Asia, and the Americas from the Renaissance all the way up to modern times.
5. Sailboats and navigational tools are some inventions that resulted from exploration and travel. They made it easier for sailors to travel far across the seas and trade with distant cultures. Despite the dangers involved in overseas travel, many explorers thought the risks were worth it because people in their home countries were fascinated with the exotic goods explorers brought back from the faraway places they visited.
6. Two inventions created for the purpose of mathematics are the compass and the concept of "zero."

Part C.

Show your writing to a teacher to make sure your English is written correctly.

Here is the full text from the audio track to help you.

Legacies of the Ancient World

The Olympics are a legacy that has been handed down to the modern world from ancient times. But they certainly aren't the only legacy we have inherited from our ancient ancestors. Many of the inventions we use in our modern daily lives come to us from cultures that existed in the distant past.

Can you imagine what life would be like without the wheel? This essential tool is thought to have first been used in ancient Mesopotamia about six thousand years ago. Thanks to the wheel, farmers were able to transport their harvested crops much more easily from place to place. This led to vastly increased trade and exchange between individuals and communities. This increase in trade may have been what led to another of ancient Mesopotamia's important legacies: the invention of writing. With the ability to write, people could communicate messages to each other over long distances. They could also communicate over time. Writing made duties like accounting or keeping historical records much easier to do. However, in most cultures for many centuries, writing was recorded on stone tablets. It took a long time to record a message that way. It wasn't until the second century AD that scholars in ancient China invented paper and ink similar to what we use for our writing purposes today.

Imagine how different our world would be if we had never learned how to tell the time. Priests and scientists in many ancient cultures were fascinated with the passage of time. They knew if they could figure out a way to record the passage of time and standardize it so that everyone was following the same calendar, then important activities such as planting and harvesting crops could be done more efficiently. Although many different cultures invented calendars based on the solar or lunar cycles, the ancient Egyptians were the first to follow a calendar based on a 365 day year. This calendar, which the Egyptians created more than 6200 years ago, is only one-quarter of a day off from the modern calendar we use today. Some seven hundred years later, around 3500 BC, the Egyptians began to use a primitive form of sundial to tell the time of day. These ancient sundials were actually tall, four-sided monuments whose shadow indicated what time it was. However, though the ancient Egyptians had a 24-hour day and a 365-day year like we do, their weeks were ten days long. It was the ancient Mesopotamians who first invented the seven-day week we follow today. Although they invented the seven-day week sometime around 2000 BC, it wasn't commonly used until the first century AD when the ancient Romans adopted it and spread the use of it throughout Europe.

Military inventions have also had a profound effect on the way modern human societies have developed. The catapult, invented by ancient Greek engineers more than 2400 years ago, helped the Greeks become the dominant military power in the Mediterranean area for centuries. As a result, many Greek philosophic and scientific ideas such as democracy and geometry were spread to different parts of the world. The ancient Roman invention of paved roads helped the Roman Empire grow as large and as powerful as it did. The roads made it easier for their troops to march from place to place. The

Roman army could march from Rome to Spain in just 30 days! Or consider how gunpowder, invented in China in the 8th century AD, forever changed the nature of military battles. Indeed, it was gunpowder that enabled European powers to conquer and colonize large areas in Africa, Asia, and the Americas from the Renaissance all the way up to modern times. If the European countries hadn't had such superior military power, the world would be a very different place today.

Travel and exploration also account for many of the world's most important inventions. Sailboats and navigational tools made it easier for sailors to travel far across the seas and trade with distant cultures. Despite the dangers involved in overseas travel, many explorers thought the risks were worth it. People in their home countries were fascinated with the exotic goods explorers brought back from the faraway places they visited. Take chocolate, for example. Although the ancient Mayans of South America had been drinking a chocolate beverage made from the cacao bean as far back as 500 BC, this tasty treat was unknown to the rest of the world until around 1500, when Spanish explorers brought it back to Europe. Imagine what it must have been like for those Europeans to try chocolate for the first time. It might have made you want to become an explorer yourself!

It's interesting to note that the compass, possibly the single most important navigational instrument, wasn't originally invented for the purpose of travel. When it was invented in ancient China in 271 AD, the compass was originally used for mathematical purposes. Another mathematical invention that had a profound impact on the development of modern civilization was the digit, "zero." The concept of zero was most fully realized in ancient India in the 6th century AD. Without zero, advanced mathematical concepts are impossible to comprehend and modern technology such as computers would not exist.

These are just a few of the ancient inventions that are still essential to us today. If you can imagine what the world would be like without these important tools, you can understand how much we owe to our ancient ancestors. One wonders if we will be able to pass on similarly important legacies to our distant descendants.

Activity 1.11: Number Words

Part A.

1. octopus
2. bicultural
3. tripod
4. nontuplets
5. hexapod
6. quadrant
7. decapod
8. unicycle
9. megaton
10. pentagram

Part B.

1. An Olympic biathlon has two different sporting events.
2. An Olympic triathlon has three different sporting events.
3. An Olympic pentathlon has five different sporting events.
4. An Olympic decathlon has ten different sporting events.
5. There are 100 years in a century.
6. There are 1000 years in a millennium.
7. A biped is a two-footed creature, such as a human.

8. A penny is called a cent because 100 of them make up a dollar.
9. A quarter is one fourth (1/4) of a whole.
10. There are one billion watts of electricity in a gigawatt.
11. A uniform gets its name from the fact that it is one outfit that all the members of a team or army or workers in a company must wear.
12. A woman who gives birth to quintuplets has five new babies.
13. If you bisect something, you are cutting it into two pieces.
14. If a microscopic microbe measure one micrometre in diameter, its diameter is one millionth (1/1 000 000th) of a metre.
15. The term nanotechnology refers to microscopic machines that are so small they are measured in nanometers, e.g., they are measured in terms of a billionth (1/1 000 000 000th) of a metre.

Here are the questions you answered:

1. How many different sporting events take place in an Olympic biathlon?
2. How many different sporting events take place in an Olympic triathlon?
3. How many different sporting events take place in an Olympic pentathlon?
4. How many different sporting events take place in an Olympic decathlon?
5. How many years are in a century?
6. How many years are in a millennium?
7. The root, "-ped" or "-pod" can mean, "foot." What type of creature is described by the word, "biped?" Give an example.
8. In North American money terms, why is a penny also called a cent?
9. A quarter is what fraction of a whole?
10. A watt is a unit of electricity. How many watts of electricity are in a gigawatt?
11. What do you think is the numerical meaning behind the word, "uniform?"
12. If a woman gives birth to quintuplets, how many new babies does she have?
13. If you bisect something, how many pieces are you cutting it into?
14. If a microscopic microbe measures one micrometre in diameter, what fraction of a metre is its diameter?
15. What does the term, "nanotechnology" mean?

Answer to Bonus Question:
The names of the months in question mean: September—seventh month; October—eighth month; November—ninth month; and December—tenth month. This can be seen as strange because in our modern calendar, September is really the ninth month, October is the tenth month, November is the eleventh, and December is the twelfth. These names date back to an old Roman calendar system used hundreds of years ago that only had ten months instead of twelve. When a twelve-month calendar was introduced, two new months were added at the beginning: January and February. This pushed the order of the other months forward by two places.

Activity 1.12: Gleaning Meaning

1. The Festival of Hera featured a running race for unmarried girls.
2. Only unmarried women were allowed to watch the Olympic Games. Some historians say this was because the Olympics provided the young women with a valuable opportunity to examine the athletes and decide if any were potential husband material.
3. Married women were forbidden even to watch the Games. The punishment for any married woman caught breaking this rule was death. The guilty women were

thrown from the cliffs of a nearby mountain.

4. Kallipateira was a Greek woman whose father, her three brothers, her nephew and her son were all Olympic victors. When Kallipateira's husband died, she took over the athletic training of her son, Peisirodos. On the day of Peisirodos' big competition, she went with him to the Sanctuary disguised as a male trainer. When her son managed to win his event. Kallipateira was so excited that she jumped over the fence enclosing the trainers' area and ran over to hug her son. In the process her clothing became rearranged and revealed the fact that she was actually a woman. Fortunately for Kallipateira, the Olympic officials of the day decided not to punish her by throwing her off a cliff because her father, brothers and son were all Olympic victors. They didn't want the reputations of her male athlete family members disgraced by her death.
5. Women first competed at the 1900 Olympic Games in Paris. They competed in archery, tennis, and croquet. Nineteen women competed at those Games.
6. At the last summer Olympics, more than four thousand women competed in twenty-five of the twenty-eight sports on the program.
7. Women and men compete against each other in three sports: equestrianism, shooting, and sailing.

Gleaning Meaning Audio Script

Although in modern times female athletes compete in almost as many sports during the Olympic Games as male athletes do, such wasn't always the case. In the Ancient Olympics there were no events for women. There was a separate festival held at the same time that honoured the Greek goddess, Hera, which featured a running race for unmarried girls. But that was the extent of their athletic competition.

While they weren't allowed to compete in the Olympics, unmarried girls were allowed into the stadium to watch the Games. Some historians think this was because the Olympics provided the young women with a valuable opportunity to examine the athletes and decide if any were potential husband material.

Married women, however, were forbidden even to watch the Games. Not even the wives and mothers of the athletes were allowed to enter the stadium where the athletic events were held. The punishment for any married woman caught breaking this rule was death. The method of execution was particularly horrible: the guilty women were thrown from the cliffs of a nearby mountain.

However, according to Olympic legend, there was at least one woman who broke this rule and managed to escape punishment. Her name was Kallipateira and she had been raised in a family of Olympic athletes. Kallipateira's father, her three brothers, her nephew, and her son were all Olympic victors.

When Kallipateira's husband died, she took over the athletic training of her son, Peisirodos. On the day of Peisirodos' big competition, she went with him to the Olympic stadium disguised as a male trainer. Peisirodos managed to win his event. Kallipateira was so excited to see her son victorious that she jumped over the fence enclosing the trainers' area and ran over to hug her son. In the process, her clothing became rearranged and revealed the fact that she was actually a woman.

Fortunately for Kallipateira, the Olympic officials of the day decided not to punish her by throwing her off a cliff because her father, brothers, nephew, and son were all Olympic champions. They didn't want the reputations of her male family members disgraced by her death. However, from that point forward, all trainers were forbidden to wear clothing at the Games, so that no other woman could ever enter the stadium disguised as a male trainer.

Things have come a long way for female athletes since then. At the 1900 Olympic Games in Paris, the second Games of the modern era, women athletes were invited to compete in three different events: archery, tennis, and croquet.

Nineteen women competed in the 1900 Olympics. At the last summer Olympics, more than four thousand women competed in twenty-five of the twenty-eight sports on the program. In three sports, women are able to compete against men. These three sports are the equestrian events, shooting, and sailing. Although women still aren't allowed to compete in high-contact sports such as boxing, their participation in the Games is growing every year.

Chapter Two

Key Words and Phrases

A She is **promoting** a rock band.

B He plays rock and roll but his **background** is in classical music.

C They are hospital **volunteers**.

D She is a **candidate** for student council.

E He has earned his university **degree**.

F This is a newspaper **article**.

G She is an academic **advisor**.

H This is an academic **institution**.

I He has a heavy **workload** this school semester.

J Her **average** grade for the course was 87 percent.

K They are university **applicants**.

L He has just received his university **transcript**.

Olympic Job Opportunities

Dialogue Comprehension

Part A.

Listen to Track 11 on CD 1. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. What type of job is Dave applying for? What duties would this job involve?

_____

_____

_____

2. What experience does Dave have with event planning and promotions?

_____

_____

_____

3. What other qualifications does Dave have?

_____

_____

_____

4. What languages can Dave speak?

_____

5. What does a cultural events co-ordinator do?

_____

_____

6. What is a venue operations administrator?

_____

_____

_____

_____

Part B.

Now turn the page and **read** the dialogue. As you read, **listen** to Track 11 on CD 1 and **repeat** the dialogue until you are familiar with all the sentences.

Olympic Job Opportunities

Max has left the living room. Li Na and Yumi continue talking with Dave.

Li Na: I'd love to hear more about the job you said you were applying for, Dave. I always thought that Olympic Committees only hire former Olympic athletes or people who are very involved in some kind of sport. Are you an athlete?

Dave: No, not really. But I'm applying for a position that doesn't really require a sports background.

Yumi: What position are you applying for? The Olympics aren't coming to Vancouver for several more years. What kind of jobs are available now?

Dave: Well, I'm hoping to get hired as a promotions assistant with the Olympic Organizing Committee. I think it would be fun to help create the ads and materials that promote the Vancouver Olympics to other countries. Maybe there'd even be opportunities for me to do some traveling.

Yumi: That sounds fantastic! It's always been my dream to have a job involving lots of travel.

Li Na: Tell me, Dave, what kind of experience do you need to get a job working for the Olympics?

Dave: Well, I have some experience with event planning and promotions. When I was studying at UBC, I was the events manager for the university's Student Society. I had to stage and promote a couple of big music festivals, a week-long arts and crafts fair, and a film festival.

Li Na: Wow, that's impressive.

Dave: Well, the job was a lot of work, but the skills I acquired were definitely worth it. I don't think I would have been considered a qualified candidate for the Olympics job without that experience.

Li Na: Do you have any other qualifications that are useful for a job with the Olympics?

Dave: I have a Master's degree in Mass Communications, and a lot of freelance writing experience.

Yumi: Oh, you're a writer?

Dave: Kind of, I guess. I've written some articles for local papers and magazines over the past few years. And I've been doing a lot of public relations writing for a few of the non-profit organizations in town.

Li Na: I imagine that in China, one of the most important skills for someone working for the Olympics would be the ability to speak English well. But Canada is an English-speaking country. Do you have to know any languages other than English?

Dave: Oh, sure. The Olympics is an international event, so if you're dealing with the athletes or guests at all, you should know at least two languages. French is a good one to know. Just as in Canada, French and English are the two official languages of the game.

Li Na: Really? I didn't know that. Why is French an official language for the Olympics? Can you speak French?

Dave: I think French is an official language because Pierre de Coubertin, the man who organized the first modern Olympics, was French. And yes, I can speak French. I can actually speak four languages.

Yumi: You can speak four languages? That's incredible! What are they?

Dave: Well, I can speak English, of course. And my family is Polish. We came to Canada when I was just a little boy, so when I was growing up, Polish was the main language spoken in my home. Then when I was an undergrad student I studied French and Spanish.

Li Na: Wow, I envy you. I wish I could speak four languages.

Dave: Well, you can already speak two. And they say that once you've learned one foreign language, it's a lot easier to learn another one. Maybe you should think about studying a third language when you go to university.

Li Na: I'm already planning to study English. Maybe I'll take some courses in another language as well. I've always wanted to learn Japanese. Spanish would be a useful language to learn as well. What would be other good things to study?

Dave: That depends on what kind of job you want. You could get a job like the one I want. Or you could be an events coordinator and help plan the cultural events that are part of the Olympic celebrations, such as the opening or closing ceremonies. Or you could be a venue operations administrator.

Yumi: I think it would be fun to help with the cultural events. I remember watching some of the cultural events at Nagano. They were great. There were many different dancing and singing acts from all over the world. But what is a venue operations administrator?

Dave: Oh, they're the people in charge of all the different venues. They help plan the schedule of events taking place in their venue and make sure that everything is proceeding according to plan. They also make sure that all the athletes, guests, and performers know where they're going and what they should be doing.

Li Na: Gee, all of these jobs sound like they require experience that I don't have.

Dave: Well, there will be many more jobs available closer to the actual event. There will be lots of different technical jobs, such as setting up the lighting and stage for the cultural events or managing the official Olympic web site. There will also be many different volunteer opportunities as well.

Li Na: Hmm, perhaps I should check out the volunteer opportunities. Maybe I'd have a better chance of getting hired for one of them.

Dave: No matter what you do, Li Na, I'm sure it will be worthwhile. Being able to work with people from all over the world is a very valuable experience. And it could help get you a good job afterward.

Li Na: That's true. You know, Dave, you've given me a really good idea. I'm going to try to acquire some useful experience at university that will help me get some sort of position with the Olympics. That way, maybe my dreams of getting a job involving international travel will come true.

Yumi: And if you do manage to get a job working for the Olympics, maybe you can get me some free tickets to some of the events? Then I will certainly fly over from Japan to visit you!

Li Na: I'll try my best, Yumi.

Activity 2.1: Olympic Job Opportunities—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 11 on CD 1. Practice saying the sentences you have written. Pause the CD when necessary.

Li Na: _____

_____

_____

Dave: No, not really. But I'm applying for a position that doesn't really require a sports background.

Yumi: _____

_____

Dave: Well, I'm hoping to get hired as a promotions assistant with the Olympic Organizing Committee. I think it would be fun to help create the ads and materials that promote the Vancouver Olympics to other countries. Maybe there'd even be opportunities for me to do some traveling.

Yumi: _____

Li Na: Tell me, Dave, what kind of experience do you need to get a job working for the Olympics?

Dave: _____

_____

_____

Li Na: Wow, that's impressive.

Dave: _____

_____

Li Na: Do you have any other qualifications that are useful for a job with the Olympics?

Dave: _____

Yumi: Oh, you're a writer?

Dave: _____

_____

Li Na: I imagine that in China, one of the most important skills for someone working for the Olympics would be the ability to speak English well. But Canada is an English-speaking country. Do you have to know any languages other than English?

Dave: _____

_____

_____

Li Na: Really? I didn't know that. Why is French an official language for the Olympics? Can you speak French?

Dave: _____

_____

Yumi: You can speak four languages? That's incredible! What are they?

Dave: _____

_____

_____

Li Na: Wow, I envy you. I wish I could speak four languages.

Dave: _____

_____

_____

Li Na: I'm already planning to study English. Maybe I'll take some courses in another language as well. I've always wanted to learn Japanese. Spanish would be a useful language to learn as well. What would be other good things to study?

Dave: _____

_____

_____

Yumi: I think it would be fun to help with the cultural events. I remember watching some of the cultural events at Nagano. They were great. There were many different dancing and singing acts from all over the world. But what is a venue operations administrator?

Dave: _____

_____

_____

Li Na: Gee, all of these jobs sound like they require experience that I don't have.

Dave: _____

_____

_____

Li Na: Hmm, perhaps I should check out the volunteer opportunities. Maybe I'd have a better chance of getting hired for one of them.

Dave: _____

_____

Li Na: That's true. You know, Dave, you've given me a really good idea. I'm going to try to acquire some useful experience at university that will help me get some sort of position with the Olympics. That way, maybe my dreams of getting a job involving international travel will come true.

Yumi: _____

_____

Li Na: I'll try my best, Yumi.

Part B.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 11 on CD 1 again. Practice saying the sentences you have written. Pause the CD when necessary.

Li Na: I'd love to hear more about the job you said you were applying for, Dave. I always thought that Olympic Committees only hire former Olympic athletes or people who are very involved in some kind of sport. Are you an athlete?

Dave: _____

Yumi: What position are you applying for? The Olympics aren't coming to Vancouver for several more years. What kind of jobs are available now?

Dave: _____

_____

_____

Yumi: That sounds fantastic! It's always been my dream to have a job involving lots of travel.

Li Na: _____

Dave: Well, I have some experience with event planning and promotions. When I was studying at UBC, I was the events manager for the university's Student Society. I had to stage and promote a couple of big music festivals, a week-long arts and crafts fair, and a film festival.

Li Na: _____

Dave: Well, the job was a lot of work, but the skills I acquired were definitely worth it. I don't think I would have been considered a qualified candidate for the Olympics job without that experience.

Li Na: _____

Dave: I have a Master's degree in Mass Communications, and a lot of freelance writing experience.

Yumi: _____

Dave: Kind of, I guess. I've written some articles for local papers and magazines over the past few years. And I've been doing a lot of public relations writing for a few of the non-profit organizations in town.

Li Na: _____

_____

_____

Dave: Oh, sure. The Olympics is an international event, so if you're dealing with the athletes or guests at all, you should know at least two languages. French is a good one to know. Just as in Canada, French and English are the two official languages of the game.

Li Na: _____

_____

Dave: I think French is an official language because Pierre de Coubertin, the man who organized the first modern Olympics, was French. And yes, I can speak French. I can actually speak four languages.

Yumi: _____

Dave: Well, I can speak English, of course. And my family is Polish. We came to Canada when I was just a little boy, so when I was growing up, Polish was the main language spoken in my home. Then when I was an undergrad student I studied French and Spanish.

Li Na: _____

Dave: Well, you can already speak two. And they say that once you've learned one foreign language, it's a lot easier to learn another one. Maybe you should think about studying a third language when you go to university.

Li Na: _____

_____

_____

Dave: That depends on what kind of job you want. You could get a job like the one I want. Or you could be an events coordinator and help plan the cultural events that are part of the Olympic celebrations, such as the opening or closing ceremonies. Or you could be a venue operations administrator.

Yumi: _____

_____

_____

Dave: Oh, they're the people in charge of all the different venues. They help plan the schedule of events taking place in their venue and make sure that everything is proceeding according to plan. They also make sure that all the athletes, guests, and performers know where they're going and what they should be doing.

Li Na: _____

Dave: Well, there will be many more jobs available closer to the actual event. There will be lots of different technical jobs, such as setting up the lighting and stage for the cultural events or managing the official Olympic web site. There will also be many different volunteer opportunities as well.

Li Na: _____

_____

Dave: No matter what you do, Li Na, I'm sure it will be worthwhile. Being able to work with people from all over the world is a very valuable experience. And it could help get you a good job afterward.

Li Na: _____

_____

_____

Yumi: And if you do manage to get a job working for the Olympics, maybe you can get me some free tickets to some of the events? Then I will certainly fly over from Japan to visit you!

Li Na: _____

Activity 2.2: Using the Key Words and Phrases

Part A.

Look at the pictures below. Listen to Track 12 on CD 1. Write the number of the sentence beside the matching picture. Also write the word or phrase or phrase that describes the picture.

A _____

D _____

B _____

E _____

C _____

F _____

G _____

I like
Kung-Fu movies
too!!!

H _____

I _____

ENGLISH

J _____

K _____

Registrar's Office
Please line up here

L _____

Part B.

Listen to Track 12 on CD 1 again. Read the sentences below as you listen. Write the letter of the Key Words and Phrases picture beside the matching sentence. Check your answers with those listed in the Answer Key and then write the sentences in the spaces provided below.

1. _____. Her **average** grade for the course was 87 percent. When you add up all the grades and then divide by the number of grades, you can determine the average.

_____

2. _____. He has earned his university **degree**. He now has a Bachelor of Arts degree in History.

_____

3. _____. He has a heavy **workload** this school semester. He is taking two courses more than usual.

_____

4. _____. He plays rock and roll but his **background** is in classical music. He studied classical music for years.

_____

_____

5. _____. This is an academic **institution**. It is an organization established to provide education.

_____

6. _____. They are university **applicants**. They are applying for university and hoping they'll be accepted.

_____

_____

7. _____. She is a **candidate** for student council. She wants to be elected as school president.

_____

8. _____. He has just received his university **transcript**. It's a record of the marks he received in all the courses he took at university.

_____

_____

9. _____. She is **promoting** a rock band. She is trying to get more people interested in the band's music.

_____

_____

10. _____. This is a newspaper **article**. It is a short newspaper story about current events.

_____

11. _____. They are hospital **volunteers**. They work with sick children without getting paid.

_____

12. _____. She is an academic **advisor**. She gives people advice on their academic career.

_____

Activity 2.3: Career Planning

Part A.

Listen to Track 13 on CD 1 then match the terms below with the correct definitions. Write the letter of the definition beside the matching term. Please note that not all definitions are explicitly stated in the audio track. You will have to determine which definitions best match the terms through inference. If you don't know what inference means, look it up in your dictionary.

1.	aptitudes	_____	a.	the topics and activities that a person enjoys doing, discussing, reading about, or thinking about
2.	skills	_____	b.	the total work a person does during his or her lifetime
3.	personality	_____	c.	the accomplishments a person wants to achieve in his or her life
4.	interests	_____	d.	the pool of jobs available in a given area
5.	life goals	_____	e.	a set of jobs with similar duties and responsibilities available in various organizations and industries, such as journalism
6.	job	_____	f.	abilities acquired through learning and practice
7.	career	_____	g.	the direction and flow of employment opportunities changing over time, with certain jobs being more in demand than others at different times
8.	occupation	_____	h.	a position of paid employment, including specific duties and responsibilities; an example is being a news reporter for the New York Times
9.	labour market	_____	i.	the natural abilities that people are born with
10.	employment trends	_____	j.	the sum of qualities such as behaviour, character, and attitude that makes a person unique

Part B.

Here is the text for Track 13 on CD 1. See if you can fill in the blanks correctly using the terms from Part A. of this activity. Most terms are used more than once. When you are finished, listen to Track 13 on CD 1 to see if you have filled in the blanks correctly. Make changes as necessary.

With all the different kinds of _____ available in today's economic environment, it can be very difficult for young people to decide which is best for them. It's a good idea to examine a wide range of _____ options before making a final choice.

As you plan for your future _____, take some time to consider what kind of person you are. This will help you choose an _____ that's right for you. What are your natural _____? These are the abilities you are born with. If you have an _____ for mathematics, you may want to consider becoming a mathematician or a scientist. If you have an _____ for written and verbal communication, you may want to become a journalist or work in the field of public relations.

You should also consider which _____ you have acquired during your life. Can you speak more than one language? Multilingualism is a _____ valued in many different _____. Do you know how to write computer programs? Do you know how to operate heavy machinery? _____ such as these can be applied to a wide range of _____.

It's also important to consider what type of _____ you have. Do you enjoy working with other people or do you prefer working independently? Do you work best when following a regular routine or are you someone who craves change? Do you enjoy the challenge of working in a fast-paced business environment, or would you prefer to work in a more relaxed setting? These are all questions you should ask yourself before embarking on your _____.

And don't forget to consider your personal _____. What are your favourite pastimes? What topics do you most enjoy reading, talking about, and thinking about? These

are things you should definitely keep in mind when considering what _____

would suit you best. You should also take into account your personal _____. What sort of accomplishments do you want to achieve over your lifetime? Do you want to make a lot of money? Do you want to take long vacations every year and have a significant amount of free time available to spend with your family? Are you hoping to work your way to the top of a successful organization, or would you prefer to run your own business from

home? One of the biggest mistakes a person can make is to pursue a _____ for the wrong reasons. If time is more important than money to you, then no matter how much

your salary is, you'll be miserable if working in a_____ with long hours and no holidays.

With so many different types of _____ available in today's labour market, there are bound to be many different options that appeal to you. The more research you do, the

more likely you are to choose a _____ path that will make you happy. But as you

do your research, remember that the economy is always changing. _____ that are in high demand now may not be in such high demand in the future. It's important to keep

your eye on _____ and be aware of what _____ offer job security

and strong future potential, and which _____ may fall into decline. It's also a good idea to be flexible when considering your future career path. Research shows that in

North America, most people will hold at least three _____ over the course of

their _____. With that in mind, it's a good idea to continue acquiring new

_____ and experience throughout your _____. That way, if you ever

have to switch _____ mid-_____, you will be qualified for a wide

variety of _____ and you'll have an easier time finding a new _____.

Part C.

The speech being made on Track 13 of CD 1 is geared towards young people planning to look for work in the Canadian labour market. Can you imagine a career advisor in your country making a similar sort of speech? What advice would be similar? What advice would be different? In the lines provided, write your thoughts on how the advice above would compare to advice offered by a career advisor in your country.

Education Options

Dialogue Comprehension

Part A.

Listen to Track 14 on CD 1. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. What does Li Na want to study at university? Why?

_____

_____

_____

2. What does Yumi want to study at university?

_____

3. How much money does it cost to attend public university in Germany? How are private universities different?

_____

_____

4. What did Max study at university? What is he planning to do when he returns to Germany?

_____

_____

5. What is graduate school?

_____

_____

6. What's the difference between a college and a university in Canada?

_____

_____

_____

_____

_____

_____

Part B.

Now turn the page and **read** the dialogue. As you read, **listen** to Track 14 on CD 1 and **repeat** the dialogue until you are familiar with all the sentences.

Education Options

Li Na and Yumi are in the living room, talking with Dave and Max.

Dave: So when are you two starting university, and what are you going to study?

Li Na: Well, I'll be starting in September. I'm planning to study English and International Politics. I'm very interested in the governing systems of other countries, and how countries work together in international organizations such as the United Nations.

Dave: Good for you. That should help you with your plans to get a job involving travel. It might help you in your efforts to get a job or a volunteer position with the Beijing Olympics, as well. Which will be your major, English or International Politics?

Li Na: I'm hoping to do a double major, actually. I want to get a Bachelor's degree in both subjects. Now I'm thinking I'll take some courses in another language as well, either Japanese or Spanish.

Yumi: Oh, study Japanese! It would be so cool if we could talk to each other in my language. And it would make traveling a whole lot easier if you ever come to visit me.

Li Na: That's true. And since Japan and China have strong economic ties, learning Japanese would make good career sense, too. But on the other hand, there are many countries in the world where Spanish is the official language. If I want to travel, maybe I should learn it.

Max: How about you, Yumi? What are you planning to study in university?

Yumi: I want to study art history. Of course, I'll be taking classes in English as well.

Max: In your countries, do you have to pay for your tuition? In Germany, we don't. Post-secondary education is free if you go to one of our many government-funded public universities. But private universities can cost quite a lot of money.

Yumi: Free university education? That's amazing. What did you study in university, Max?

Max: I got a Bachelor's degree in Commerce. But I'm thinking about going back to university when I return home and getting a Master's degree in Business Administration. In Germany, the business world is very competitive. It's a good idea to get a graduate degree if you want to get a job.

Dave: It's the same in Canada. That's why I went to graduate school and got my Master's in Mass Communications.

Yumi: Sorry, but what do you mean by "graduate school" and "graduate degree?" I thought anyone who graduated from university got a degree.

Dave: Graduate school is for students who are studying to get their Master's or their Doctorate. We call a four-year Bachelor's degree an "undergraduate degree," while a Master's or Doctorate degree is called a "graduate degree."

Yumi: Oh, I see. Thanks.

Li Na: Is graduate school in Canada very expensive? I've been thinking about doing one or two years of schooling outside of China once I've finished my undergraduate degree. It may help my future career. And I keep thinking that going to the Sea to Sky University near Whistler would be a fun thing to do.

Yumi: It sure would, especially if it were during the Olympics!

Dave: Well, the cost of graduate school depends on what school you're going to and what kind of degree you're taking. Many universities offer financial assistance to students in the form of grants or scholarships. I think you'd have to visit an academic advisor at a university if you wanted to learn more.

Li Na: Thanks, I may do that. One thing confuses me, though. When I watch American television shows, the characters are always talking about their "college days." But here in Canada, it seems like most people go to university. What's the difference between university and college? Are they the same thing?

Dave: Not really, though there is some overlap. Universities are usually much larger institutions than colleges, and offer a wider range of courses and degrees. At most universities, you can get a Bachelor's degree in a wide range of subjects. You can also get a Master's degree or a Doctorate.

Li Na: But you can't get such degrees at a college?

Dave: No, not usually. You can get two-year diplomas in different subjects, but most colleges don't offer full four-year degrees like universities do. And colleges don't offer graduate courses at all. Many students who go to college study there for one or two years before finishing their education at university.

Max: But that's not true of American colleges, is it?

Dave: Some, but not all. Many American colleges are more like mini-universities. They're not as big as "regular" universities and they don't have as many subjects available for study, but they do often offer four-year degrees. Many offer graduate degrees as well. But Americans tend to talk about "going to college" regardless of whether they're going to a college or a university.

Li Na: It's interesting how all our countries have different education systems. For someone who's willing to study abroad, there are so many options to choose from.

Yumi: I wish we could get paid to be students. I'd stay in university for years and years. There are just so many different things to learn.

Activity 2.4: Education Options—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 14 on CD 1. Practice saying the sentences you have written. Pause the CD when necessary.

Dave: _____

Li Na: Well, I'll be starting in September. I'm planning to study English and International Politics. I'm very interested in the governing systems of other countries, and how countries work together in international organizations such as the United Nations.

Dave: _____

_____

_____

Li Na: I'm hoping to do a double major, actually. I want to get a Bachelor's degree in both subjects. Now I'm thinking I'll take some courses in another language as well, either Japanese or Spanish.

Yumi: _____

_____

Li Na: That's true. And since Japan and China have strong economic ties, learning Japanese would make good career sense, too. But on the other hand, there are many countries in the world where Spanish is the official language. If I want to travel, maybe I should learn it.

Max: _____

Yumi: I want to study art history. Of course, I'll be taking classes in English as well.

Max: _____

_____

_____

Yumi: Free university education? That's amazing. What did you study in university, Max?

Max: _____

_____

_____

Dave: It's the same in Canada. That's why I went to graduate school and got my Master's in Mass Communications.

Yumi: _____

_____

Dave: Graduate school is for students who are studying to get their Master's or their Doctorate. We call a four-year Bachelor's degree an "undergraduate degree," while a Master's or Doctorate degree is called a "graduate degree."

Yumi: _____

Li Na: Is graduate school in Canada very expensive? I've been thinking about doing one or two years of schooling outside of China once I've finished my undergraduate degree. It may help my future career. And I keep thinking that going to the Sea to Sky University near Whistler would be a fun thing to do.

Yumi: _____

Dave: Well, the cost of graduate school depends on what school you're going to and what kind of degree you're taking. Many universities offer financial assistance to students in the form of grants or scholarships. I think you'd have to visit an academic advisor at a university if you wanted to learn more.

Li Na: _____

_____

_____

Dave: Not really, though there is some overlap. Universities are usually much larger institutions than colleges, and offer a wider range of courses and degrees. At most universities, you can get a Bachelor's degree in a wide range of subjects. You can also get a Master's degree or a Doctorate.

Li Na: _____

Dave: No, not usually. You can get two-year diplomas in different subjects, but most colleges don't offer full four-year degrees like universities do. And colleges don't offer graduate courses at all. Many students who go to college study there for one or two years before finishing their education at university.

Max: _____

Dave: Some, but not all. Many American colleges are more like mini-universities. They're not as big as "regular" universities and they don't have as many subjects available for study, but they do often offer four-year degrees. Many offer graduate degrees as well. But Americans tend to talk about "going to college" regardless of whether they're going to a college or a university.

Li Na: _____

_____

Yumi: I wish we could get paid to be students. I'd stay in university for years and years. There are just so many different things to learn.

Part B. Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 14 on CD 1 again. Practice saying the sentences you have written. Pause the CD when necessary.

Dave: So when are you two starting university, and what are you going to study?

Li Na: _____

_____

_____

Dave: Good for you. That should help you with your plans to get a job involving travel. It might help you in your efforts to get a job or a volunteer position with the Beijing Olympics, as well. Which will be your major, English or International Politics?

Li Na: _____

_____

Yumi: Oh, study Japanese! It would be so cool if we could talk to each other in my language. And it would make traveling a whole lot easier if you ever come to visit me.

Li Na: _____

_____

_____

Max: How about you, Yumi? What are you planning to study in university?

Yumi: _____

Max: In your countries, do you have to pay for your tuition? In Germany, we don't. Post-secondary education is free if you go to one of our many government-funded public universities. But private universities can cost quite a lot of money.

Yumi: _____

Max: I got a Bachelor's degree in Commerce. But I'm thinking about going back to university when I return home and getting a Master's degree in Business Administration. In Germany, the business world is very competitive. It's a good idea to get a graduate degree if you want to get a job.

Dave: _____

_____

Yumi: Sorry, but what do you mean by "graduate school" and "graduate degree?" I thought anyone who graduated from university got a degree.

Dave: _____

_____

_____

Yumi: Oh, I see. Thanks.

Li Na: _____

_____

_____

Yumi: It sure would, especially if it were during the Olympics!

Dave: _____

_____

_____

Li Na: Thanks, I may do that. One thing confuses me, though. When I watch American television shows, the characters are always talking about their "college days." But here in Canada, it seems like most people go to university. What's the difference between university and college? Are they the same thing?

Dave: _____

_____

_____

Li Na: But you can't get such degrees at a college?

Dave: _____

_____

_____

Max: But that's not true of American colleges, is it?

Dave: _____

_____

_____

Li Na: It's interesting how all our countries have different education systems. For someone who's willing to study abroad, there are so many options to choose from.

Yumi: _____

_____

Activity 2.5: Fill in the Blanks

Part A.

The following sentences are taken from the "Education Options" dialogue (track 14 on CD 1). Listen to the dialogue and fill in the missing words in the sentences below.

1. I'm very interested in the _____ _____ of other countries, and how countries work together in _____ _____ such as the United Nations.
2. It might help you in your _____ to get a job or a _____ _____ with the Beijing Olympics, as well.
3. I'm hoping to do a _____ _____, actually. I want to get a _____ degree in both subjects.
4. _____ _____ _____ is free if you go to one of our many government-funded public universities.
5. I'm thinking about going back to university when I return home and getting a _____ degree in _____ _____.
6. We call a four-year Bachelor's degree an "_____ _____," while a Master's or Doctorate degree is called a "_____ _____."
7. I've been thinking about doing one or two years of _____ _____ of China once I've finished my undergraduate degree. It may help my _____ _____.
8. Many universities offer _____ _____ to students in the form of _____or _____.
9. Universities are usually much larger _____ than colleges, and offer a _____ _____ of courses and degrees.
10. Many students who go to _____ study there for one or two years before _____ their _____ at university.

Part B.

Here are the same sentences again, with different words removed. Fill in the missing words. Try it first on your own. If you need help, refer to track 14 on CD 1 again.

1. I'm _____ _____ in the governing systems of other countries, and how countries work together in international organizations such as the _____ _____.
2. It _____ _____ you in your efforts to get a job or a volunteer position with the Beijing Olympics, _____ _____.
3. I'm hoping to do a double major, _____. I want to get a Bachelor's degree in _____ _____.
4. Post-secondary education is free if you go to one of our many _____ _____ _____universities.
5. I'm thinking about _____ _____ to university when I _____ home and getting a Master's degree in Business Administration.
6. We call a _____ Bachelor's degree an "undergraduate degree," while a Master's or _____ degree is called a "graduate degree."
7. I've been thinking about doing _____ _____ _____ _____ of schooling outside of China once I've _____ my undergraduate degree. It may help my future career.
8. Many universities _____ financial assistance to _____ in the _____of grants or scholarships.
9. _____are _____ much _____ institutions than colleges, and offer a wider range of _____ and degrees.
10. Many students who go to college _____ _____ for one or two _____ _____ finishing their education at university.

Activity 2.6: Exploring Your Skills and Interests

Before you can determine what occupations best suit your personal skills and interests, first you have to figure out what those skills and interests are. Here's your chance.

Part A.

Consider each of the following questions carefully and then record your answers below. Look up any unfamiliar terms in a dictionary.

1. What sort of topics, activities, and hobbies are you interested in? Some examples of interests are:
   - music
   - drawing and painting
   - photography
   - literature
   - politics
   - astronomy
   - history
   - outdoor recreation
   - sports
   - social issues
   - sailing
   - working with animals
   - doing puzzles

Take a moment to think about it, then write down your top five interests.

a.

_____

b.

_____

c.

_____

d.

_____

e.

_____

2. What are your natural aptitudes? Some examples of aptitudes are:
   - ability to learn other languages easily
   - good and-eye co-ordination
   - ability to understand mathematical concepts easily
   - good at verbal and written communication
   - mechanical ability
   - abstract thinking and problem solving
   - imagination and creativity
   - ability to do physical tasks well
   - can recognize and create patterns
   - can visualize three-dimensional objects in your head
   - work well with other people

Take a moment to think about it, then write down your top five natural aptitudes.

a.

_____

b.

_____

c.

_____

d.

_____

e.

_____

3. What skills do you possess? Some examples of skills are:
   - speaking a foreign language
   - being an effective written or verbal communicator
   - knowing how to use and learn computer programs
   - being able to operate specific equipment
   - knowing how to fix engines or electrical appliances
   - playing a musical instrument
   - knowing first aid skills

Take a moment to think about it, then write down your top five skills.

a.
_____

b.
_____

c.
_____

d.
_____

e.
_____

4. What's your personality like? Some examples of personality traits are:
   - shy
   - outgoing
   - organized
   - intelligent
   - independent
   - ambitious
   - analytical
   - imaginative
   - risk taking
   - persuasive

Take a moment to think about it, then write down your top five personality traits.

a.
_____

b.
_____

c.

_____

d.

_____

e.

_____

5. What work-related experience do you have? Some examples of work-related experience are:
   - any past jobs that you have held
   - any school or community volunteer groups you have worked with
   - any sports teams you are on
   - any foreign travel you have experienced
   - any significant experiences in your life that have helped you become the person you are

Take a moment to think about it, then write down any important work-related experiences you've had.

a.

_____

b.

_____

c.

_____

d.

_____

e.

_____

6. What are your career values? Career values have to do with the working conditions of
• a particular occupation. Career values are very important when considering what
• type of occupation is right for you. Examples of career values include:
• job security
• high-paying salary
• stable routine
• change and variety in daily routine
• opportunity to supervise others
• opportunity for travel
• public recognition for your work
• working as part of a team
• ability to work independently without supervision
• working outside
• moral fulfilment

Take a moment to think about it, then write down your top five career values.

a.
_____

b.
_____

c.
_____

d.
_____

e.
_____

Part B.

Listen to Track 15 on CD 1 and fill out the table below. Put a checkmark in the column that best describes how you feel about the sentence you hear being spoken. Score each sentence you hear according to how much the idea appeals to you, not according to whether you actually have experience in the tasks specified.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Section One					
1.	_____	_____		_____	_____
2.	_____	_____		_____	_____
3.	_____	_____		_____	_____
4.	_____	_____		_____	_____
5.	_____	_____		_____	_____

Section One Total:

Section Two					
1.	_____	_____		_____	_____
2.	_____	_____		_____	_____
3.	_____	_____		_____	_____
4.	_____	_____		_____	_____
5.	_____	_____		_____	_____

Section Two Total:

Section Three					
1.	_____	_____		_____	_____
2.	_____	_____		_____	_____
3.	_____	_____		_____	_____
4.	_____	_____		_____	_____
5.	_____	_____		_____	_____

Section Three Total:

Section Four					
1.	_____	_____		_____	_____
2.	_____	_____		_____	_____
3.	_____	_____		_____	_____
4.	_____	_____		_____	_____
5.	_____	_____		_____	_____

Section Four Total:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Section Five					
1.	_____	_____		_____	_____
2.	_____	_____		_____	_____
3.	_____	_____		_____	_____
4.	_____	_____		_____	_____
5.	_____	_____		_____	_____

Section Five Total:

Section Six					
1.	_____	_____		_____	_____
2.	_____	_____		_____	_____
3.	_____	_____		_____	_____
4.	_____	_____		_____	_____
5.	_____	_____		_____	_____

Section Six Total:

Section Seven					
1.	_____	_____		_____	_____
2.	_____	_____		_____	_____
3.	_____	_____		_____	_____
4.	_____	_____		_____	_____
5.	_____	_____		_____	_____

Section Seven Total:

If there were any sentences you didn't understand, you may want to refer to the Answer Key.

Add up your points for each of the seven sections, scoring each statement according to the following point system:

Strongly agree	= 3
Agree	= 1
Neutral	= 0
Disagree	= -1
Strongly disagree	= -3

Now tally up your total points in the table below to see what they say about you:

Section	Points Scored	Occupational Interest Area
1		**Manual Work** (working with plants, trees or animals) Jobs include: animal trainer, farm worker, forest ranger, horticulturalist
2		**Trades/Crafts** (e.g., working with tools and machines) Jobs include: carpenter, draftsperson, electrician, mechanic, boat builder
3		**Scientific/Technical** (e.g., working with mathematics or science, possibly in a laboratory situation) Jobs include: biologist, chemist, meteorologist, seismologist, lab technician
4		**Creative** (e.g., working in the literary, visual , or performing arts) Jobs include: writer, commercial artist, musician, actor, translator
5		**Social/Medical** (e.g., helping people overcome physical or emotional problems or illnesses) Jobs include: social worker, nurse, doctor, childcare worker, counsellor
6		**Business** (e.g., managing people, working in groups on business projects) Jobs include: banker, business analyst, lawyer, economist, investment broker
7		**Information Management** (e.g., working and organizing data) Jobs include: accountant, book keeper, secretary, data entry specialist

According to your results, which occupational interest areas are you best suited for?

_____

Do any of the jobs in your occupational interest area appeal to you? If so, which ones? Why do they appeal to you? Would you consider embarking on a career in any of these occupations? Explain why or why not.

Activity 2.7: Post-Secondary Schooling

"Post-secondary schooling" is the term we use to describe any schooling a person takes after they graduate from grade 12 in secondary school.

Part A.

How well do you know your post-secondary educational terms? See if you can match up the terms on the left with their corresponding definitions. Write the letter of the definition beside the matching term.

1.	diploma	____	a.	a title awarded to someone who has successfully completed a two-year program of advanced graduate study at a university or college, following the completion of a bachelor's degree. This degree tends to offer more specialized course work than what is required for an undergraduate degree. It may also require a written thesis paper
2.	degree	____	b.	this word is used to refer to both a specific department of learning (e.g., English or Computer Science) in a university as well as the teaching staff for that department
3.	Bachelor's degree	____	c.	a title awarded by a university or college to students who have successfully completed an undergraduate or graduate program of study. Undergraduate programs usually take three or four years to complete, while graduate programs usually take two or three years to complete

4.	Master's degree	____	d.	this is the primary subject area of study for someone working towards a bachelor's degree. Most Bachelor's degree programs require students to focus half of their studies in the subject they're majoring in, and half of their studies in other subjects
5.	Doctorate degree	____	e.	a unit measuring the amount of academic work required for a course. A one-semester course may equal one of these units, while a two-semester course may equal two of these units. Students must complete a given number of these units in order to receive their degree.
6.	faculty	____	f.	this is the overall average of the grades a student has received in the courses he or she has taken at an academic institution
7.	major	____	g.	a certificate provided by a high school or post-secondary institution to prove that students have successfully completed a given set of courses. Most post-secondary certificates of this type are awarded for one- or two-year programs
8.	minor	____	h.	a title awarded to someone who successfully completed a two-year program of advanced graduate study at a university or college, following the completion of a Master's degree. This degree tends to focus on specialized course work and more extensive research than what is required for an undergraduate or Master's degree. It may also require a written thesis paper
9.	courses	____	i.	a title awarded to someone who has successfully completed a three- or four-year program of undergraduate study at a university or college
10.	credit	____	j.	this is the secondary subject area of study for someone working towards a bachelor's degree. Most Bachelor's degree programs require students to focus half of their studies in the subject they're majoring in. The subject area with the second most courses being studied is referred to as this

11.	grade point average	____	k.	This is an in-depth written research paper that students in most graduate programs are required to write in order to complete their program of study and receive their degree
12.	thesis paper	____	l.	These are the classes or lessons students take in order to complete a program of study. Some last only one semester (e.g., September—December), while others last for two semesters (e.g., September—December and January—April).

Now listen to Track 16 on CD 1 to see if you matched the terms with their correct definitions.

Part B.

Here are some of the faculties found in a typical North American university, as well as the types of degrees offered:

Faculties	Degrees
Faculty of Agricultural Sciences	Bachelor of Arts (B.A.)
Faculty of Arts	Bachelor of Science (B.Sc.)
Faculty of Commerce and Business Administration	Bachelor of Commerce (B.Com.)
Faculty of Education	Bachelor of Education (B.Ed.)
Faculty of Fine Arts	Bachelor of Fine Arts (B.F.A.)
Faculty of Forestry	Bachelor of Law and Legal Studies (L.L.B)
Faculty of Law	Master of Arts (M.A.).
Faculty of Medicine	Master of Science (M.Sc.)
Faculty of Science	Master of Business Administration (M.B.A.)
	Master of Education (M.Ed.)
	Master of Fine Arts (M.F.A.)
	Master of Journalism (M.J.)
	Master of Law and Legal Studies (L.L.M)
	Doctor of Philosophy (Ph.D)
	Doctor of Musical Arts (D.M.A.)
	Doctor of Pharmacy (Pharm.D.)
	Doctor of Medicine with Doctor of Philosophy (M.D./Ph.D)

Look at the degree types listed below and write down which faculty you think offers each degree.

1. B.A., English: _____

2. B.A., French: _____

3. B.Sc., Computer Science: _____

4. B.F.A., Music: _____

5. B. Comm., Marketing: _____

6. B.Sc., Wood Science: _____

7. B.Sc., Global Resource Systems: _____

8. M.D./Ph.D, Psychiatry: _____

9. L.L.M, Asian Legal Studies: _____

10. M.Ed., Human Learning, Development and Instruction: _____

11. M.Sc., Food, Nutrition and Health: _____

12. M.Sc., Astronomy: _____

Part C.

Now use the terms covered in Part A. to write a brief summary of a post-secondary academic career, either your own future or past academic career or a fictional one. Use at least six of the twelve terms in your writing.

Meeting with an Academic Advisor

Dialogue Comprehension

Part A.

Listen to Track 17 on CD 1. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. What type of courses does the Academic Advisor suggest that Li Na consider taking? Why?

_____

_____

_____

2. Why does Li Na say she should rethink her degree?

_____

_____

_____

3. What is the minimum grade requirement for admission into graduate studies at UBC for students coming from China?

_____

_____

4. What is a TOEFL test? What do the initials TOEFL mean?

_____

_____

5. What else would Li Na need to include as part of her application to university?

_____

_____

_____

6. What is a "written personal statement?"

_____

_____

_____

_____

Part B.

Now turn the page and **read** the dialogue. As you read, **listen** to Track 17 on CD 1 and **repeat** the dialogue until you are familiar with all the sentences.

Meeting with an Academic Advisor

Since talking with Dave, Li Na has been thinking a lot about taking some university courses in Canada. She has decided to go to the University of British Columbia in Vancouver to talk to an academic advisor in the international student services department. She has just walked into the academic advisor's office.

Academic Advisor: Hello, you must be Li Na. Nice to meet you. How can I help you today?

Li Na: I was hoping you could give me some advice about my academic career. I'm going to be starting university in China in September, but I'm thinking about doing some part of my university education here in Canada. What steps can I take to make such a thing happen?

Academic Advisor: Well, what courses are you planning to take in university?

Li Na: I'm enrolled in the undergraduate arts program. I'm planning to do a double major in English and International Relations. But I'm also thinking of taking a minor in another language.

Academic Advisor: It sounds like you're going to be busy! Though I must say, your English is already very good.

Li Na: Thank you. My speaking skills have improved a lot since I've been here in Canada on vacation. But my writing skills still need a lot of work.

Academic Advisor: Have you considered taking any courses online? There are a number of Canadian academic institutions that offer online courses in English. You may want to take a few courses that way. It would help you become familiar with the kind of English used in Canadian university classes.

Li Na: That's an interesting idea. Hmm. Maybe I should rethink my degree. Perhaps I should major in International Relations and a language other than English, such as Japanese or Spanish. At the same time, I could be taking some online courses in English through a Canadian university or college.

Academic Advisor: It would be a challenging workload, you realize.

Li Na: That's okay. I enjoy a challenge, and I'm very interested in foreign languages. I'm hoping to get a job or volunteer with the Beijing Summer Olympics in 2008, and I think that if I'm able to speak a foreign language besides English, my chances will be greatly improved.

Academic Advisor: Good for you. I think that working for the Olympics would be a fantastic experience. Tell me, Li Na, were you thinking of doing some part of your undergraduate degree here in Canada, or were you thinking about coming here to do graduate studies after you've completed a degree in China?

Li Na: I would probably want to finish my degree in China first, then come here for graduate studies. I would like to get a Master's degree eventually, though I'm not sure in what subject.

Academic Advisor: Well, I can tell you about the admissions requirements here at UBC, but I should let you know that all Canadian universities are different. If you plan on attending another institution, be sure to find out what its admissions requirements are.

Li Na: Thank you, I will.

Academic Advisor: Here at UBC the minimum requirement for admission into graduate studies for students coming from China is a four-year Bachelor's degree with an overall grade average of 85% or higher. You would also need to take a TOEFL exam or some other accredited English proficiency test.

Li Na: I've heard of the TOEFL exam before, but I'm not familiar with it.

Academic Advisor: TOEFL means "Test of English as a Foreign Language." It's an English examination with writing, reading, and speaking components. Different graduate programs require different minimum TOEFL scores, so before you apply to a program, be sure to check out its requirements.

Li Na: Thank you, I will.

Academic Advisor: One thing you should know is that in most Canadian universities, graduate programs are very competitive. Every year, we get many more applicants than we have spaces available. Just because you meet the minimum academic requirements, it doesn't mean you are guaranteed entry into a program.

Li Na: I see. So instead of getting good grades, I should try to get excellent grades.

Academic Advisor: That's right. And as part of your application, you'd also need to get three letters of reference from professors who can explain what kind of student you are and why you would be a good candidate for our graduate school. And you'd have to provide copies of your transcripts in English and Chinese.

Li Na: Okay.

Academic Advisor: Depending on the program, and whether or not you're hoping to receive financial assistance, you may also be required to provide a written personal statement.

Li Na: Written personal statement? What's that?

Academic Advisor: It's basically a one-to-two page statement explaining why you are applying for the program and what special skills and abilities you might bring to your chosen field of study. You may also choose to write about what extracurricular accomplishments you've achieved during your schooling.

Li Na: "Extracurricular accomplishments…?"

Academic Advisor: Any activities or projects you've been involved with during your time in school. This could include doing volunteer work for the Olympics or getting involved in your school's student council. Most academic institutions look highly on people who show they have interests beyond studying.

Li Na: I see. Thank you very much for everything you've told me. I really appreciate it.

Academic Advisor: No problem, Li Na. It was a pleasure talking with you. Good luck in your academic career. Maybe some day we'll see you back here as a UBC student.

Activity 2.8: Meeting with an Academic Advisor—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 17 on CD 1. Practice saying the sentences you have written. Pause the CD when necessary.

Academic Advisor: _____

Li Na: I was hoping you could give me some advice about my academic career. I'm going to be starting university in China in September, but I'm thinking about doing some part of my university education here in Canada. What steps can I take to make such a thing happen?

Academic Advisor: _____

Li Na: I'm enrolled in the undergraduate arts program. I'm planning to do a double major in English and International Relations. But I'm also thinking of taking a minor in another language.

Academic Advisor: _____

_____

Li Na: Thank you. My speaking skills have improved a lot since I've been here in Canada on vacation. But my writing skills still need a lot of work.

Academic Advisor: _____

_____

_____

Li Na: That's an interesting idea. Hmm. Maybe I should rethink my degree. Perhaps I should major in International Relations and a language other than English, such as Japanese or Spanish. At the same time, I could be taking some online courses in English through a Canadian university or college.

Academic Advisor: _____

Li Na: That's okay. I enjoy a challenge, and I'm very interested in foreign languages. I'm hoping to get a job or volunteer with the Beijing Summer Olympics in 2008, and I think that if I'm able to speak a foreign language besides English, my chances will be greatly improved.

Academic Advisor: _____

_____

_____

Li Na: I would probably want to finish my degree in China first, then come here for graduate studies. I would like to get a Master's degree eventually, though I'm not sure in what subject.

Academic Advisor: _____

_____

_____

Li Na: Thank you, I will.

Academic Advisor: _____

_____

_____

Li Na: I've heard of the TOEFL exam before, but I'm not familiar with it.

Academic Advisor: _____

_____

_____

Li Na: Thank you, I will.

Academic Advisor: _____

_____

_____

Li Na: I see. So instead of getting good grades, I should try to get excellent grades.

Academic Advisor: _____

_____

_____

Li Na: Okay.

Academic Advisor: _____

_____

Li Na: Written personal statement? What's that?

Academic Advisor: _____

_____

_____

Li Na: "Extracurricular accomplishments…?"

Academic Advisor: _____

_____

_____

Li Na: I see. Thank you very much for everything you've told me. I really appreciate it.

Academic Advisor: _____

_____

Part B.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 17 on CD 1 again. Practice saying the sentences you have written. Pause the CD when necessary.

Academic Advisor: Hello, you must be Li Na. Nice to meet you. How can I help you today?

Li Na: _____

_____

_____

Academic Advisor: Well, what courses are you planning to take in university?

Li Na: _____

_____

Academic Advisor: It sounds like you're going to be busy! Though I must say, your English is already very good.

Li Na: _____

_____

Academic Advisor: Have you considered taking any courses online? There are a number of Canadian academic institutions that offer online courses in English. You may want to take a few courses that way. It would help you become familiar with the kind of English used in Canadian university classes.

Li Na: _____

_____

_____

Academic Advisor: It would be a challenging workload, you realize.

Li Na: _____

_____

_____

Academic Advisor: Good for you. I think that working for the Olympics would be a fantastic experience. Tell me, Li Na, were you thinking of doing some part of your undergraduate degree here in Canada, or were you thinking about coming here to do graduate studies after you've completed a degree in China?

Li Na: _____

_____

Academic Advisor: Well, I can tell you about the admissions requirements here at UBC, but I should let you know that all Canadian universities are different. If you plan on attending another institution, be sure to find out what its admissions requirements are.

Li Na: _____

Academic Advisor: Here at UBC the minimum requirement for admission into graduate studies for students coming from China is a four-year Bachelor's degree with an overall grade average of 85% or higher. You would also need to take a TOEFL exam or some other accredited English proficiency test.

Li Na: _____

Academic Advisor: TOEFL means "Test of English as a Foreign Language." It's an English examination with writing, reading, and speaking components. Different graduate programs require different minimum TOEFL scores, so before you apply to a program, be sure to check out its requirements.

Li Na: _____

Academic Advisor: One thing you should know is that in most Canadian universities, graduate programs are very competitive. Every year, we get many more applicants than we have spaces available. Just because you meet the minimum academic requirements, it doesn't mean you are guaranteed entry into a program.

Li Na: _____

Academic Advisor: That's right. And as part of your application, you'd also need to get three letters of reference from professors who can explain what kind of student you are and why you would be a good candidate for our graduate school. And you'd have to provide copies of your transcripts in English and Chinese.

Li Na: _____

Academic Advisor: Depending on the program, and whether or not you're hoping to receive financial assistance, you may also be required to provide a written personal statement.

Li Na: _____

Academic Advisor: It's basically a one-to-two page statement explaining why you are applying for the program and what special skills and abilities you might bring to your chosen field of study. You may also choose to write about what extracurricular accomplishments you've achieved during your schooling.

Li Na: _____

Academic Advisor: Any activities or projects you've been involved with during your time in school. This could include doing volunteer work for the Olympics or getting involved in your school's student council. Most academic institutions look highly on people who show they have interests beyond studying.

Li Na: _____

Academic Advisor: No problem, Li Na. It was a pleasure talking with you. Good luck in your academic career. Maybe some day we'll see you back here as a UBC student.

2.9: Out of Order

Help! The sentences below have been taken from the dialogue, "Meeting with an Academic Advisor." Try to put the words back into the correct order and then listen for the sentences on Track 17 on CD 1. As you listen, make any necessary changes to the sentences. Remember to capitalize the first word in the sentence and include any punctuation marks.

1. about be but China doing education going . here I'm I'm in in my of part September some starting thinking to university , university

_____

_____

2. a and do double English I'm in . International major planning Relations to

_____

_____

3. academic a are Canadian courses English in . institutions number of offer online that there

_____

_____

4. a and as English I in .International Japanese language major or other perhaps Relations should Spanish such than ,

_____

_____

5. a about after China coming ? completed degree do graduate here in studies thinking to were you you've

_____

_____

6. admissions another are . attending be find if institution its on out plan requirements sure to what you ,

_____

_____

7. 85% a admission an at average Bachelor's China coming degree for for four-year from grade graduate here higher into is minimum of or overall requirement students studies the UBC with.

_____

_____

8. a apply be before check different different graduate its minimum out program programs require requirements scores so sure to, to . TOEFL, you

_____

_____

9. a academic are because doesn't . entry guaranteed into it just mean meet minimum program requirements the you , you

_____

_____

10. a also and are be can candidate explain for from get good graduate kind letters need of of professors reference school . student three to what who why would you you you'd our

_____

_____

Activity 2.10: Applying for an Academic Program

Part A.

This exercise will give you some practice in filling out an application form. Imagine that you are applying for one of the programs listed on the form, and fill out the application correctly. Choose whatever program of study appeals to you most.

Vancouver Institute of Business & Technology
Application for Admission

Country of Citizenship: _____

Last Name (family name): _____ First Name (given name): _____

Full Name in Native Language: _____

Date of Birth: (year / month / day) _____ Place of Birth: (city / country) _____

Current Address: _____

_____

_____

Phone #: _____ Fax #: _____

E-mail: _____

Gender: Male _____ Female _____ Marital Status: Single_____ Married _____

INTENDED PROGRAM OF STUDY:

Business Administration Diploma _____ Computer Systems Technology Diploma _____

E.S.L.(English as a Second Language) _____ TESOL Certificate (teaching ESL) _____

Journalism Diploma _____

Program Start Date: Fall (September, 200__) Spring (January, 200__) Summer (May, 200__)

Student History: Previous Schools / Colleges / Universities

Name of School	Location	From To	Diploma/Degree
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Parent, Guardian or Next of Kin (for emergency contact)

Name: _____ Phone (home): _____

Address: _____ Phone (work): _____

_____ Fax/Email: _____

Part B.

Listen to Track 18 on CD 1 and write down the questions you hear. As you record the questions, think about how you might answer them (but don't answer them yet!).

1.

_____

_____

2.

_____

_____

3.

_____

_____

4.

_____

_____

5.

_____

_____

6.

_____

_____

7.

_____

_____

8.

_____

_____

9.

_____

_____

10.

_____

_____

Part C.

When applying to an academic program, the application process may require a personal interview with a teacher or advisor as well as a written application. The questions in Part B are typical to those asked in an academic interview. In the spaces below, answer those questions to the best of your ability. Consider how you would respond if you were really applying for the academic program you specified on the application form.

1.

_____

_____

_____

2.

_____

_____

_____

3.

_____

_____

_____

4.

_____

_____

_____

5.

6.

7.

8.

9.

10.

Activity 2.11: What's Your Sign?

Ever since ancient times, some people have sought to understand themselves better by searching for answers in the stars. Some people believe that our personalities are determined according to when we're born.

The study of how star positions influence people and events is called astrology and is thousands of years old. According to astronomical thinking, the sky above us is divided into twelve different sections, or houses. These houses are also called the signs of the zodiac. During the course of a year, the sun, moon, and planets have different positions in the sky, therefore can be said to be in different "houses." Which "houses" the sun, moon, and planets are in at the time of our birth you're born is thought to have a major influence on our personalities and lives.

Here are the twelve signs of the zodiac. They are named after constellations of stars:

Aries	(March 21—April 20)
Taurus	(April 21—May 20)
Gemini	(May 22—June 21)
Cancer	(June 22—July 22)
Leo	(July 23—Aug. 22)
Virgo	(Aug. 23—Sept. 23)
Libra	(Sept. 24—Oct. 23)
Scorpio	(Oct. 24—Nov. 22)
Sagittarius	(Nov. 23—Dec. 21)
Capricorn	(Dec. 22—Jan. 20)
Aquarius	(Jan. 21—Feb. 19)
Pisces	(Feb. 20—March 20)

Which sign are you? _____

Part A.

The following paragraphs describe the personality characteristics associated with the twelve signs of the zodiac, unlabeled and out of order. Read through each description and decide which one you think best describes you. Write the name of your astrological sign beside it. Then read through the other signs and try to choose five descriptions you think best describe five people whose birthdays you know (e.g., family and friends). Consulting the list above, write the sign of your friends and family members beside the descriptions that suit them best.

1. _____

People born under this sign are very bold and energetic. They tend to be natural leaders and are adventurous, loving to tackle new challenges. They are very direct and quick to respond to situations, taking charge if necessary. They are very competitive, and like to be the best at what they do. They can be aggressive at times. If they do not have proper control over their emotions, they can become jealous and destructive. They can also be domineering and stubborn.

2. _____

People born under this sign tend to be very logical in their reasoning. They are industrious and methodical in their actions as well as their thoughts, They have excellent memories and are skilled at expressing complex concepts in ways that are easy to understand. However, they may have a difficult time expressing their emotions and feelings and tend to live in their head too much. They may lack confidence in themselves and be very critical of others. This might make them nervous and argumentative.

3. _____

People born under this sign are usually endowed with great physical strength and an abundance of energy. They may be gifted with keen intelligence and optimism, but don't pay attention to details. They must be challenged in their jobs, otherwise they'll be bored and unproductive. Their love of a challenge may lead them to reckless or even lawless behaviour. They are very independent and will feel avoid people who try to control their lives in any way. They may have a tendency towards arrogance and lack of sensitivity.

4. _____

People born under this sign are caring and sympathetic, good at understanding their own needs and motivations as well as those of other people. Often they are very idealistic and may be drawn towards spiritualism or mysticism. They can be creative and imaginative. But they may sometimes feel conflicted within themselves, torn between working for a noble cause and asking themselves whether it's worth the effort. This can lead to indecisiveness or duplicitous behaviour. They may also be overly flirtatious.

5. _____

People born under this sign are often idealistic, resourceful and honest. They tend to be very original and independent. They may prefer a lifestyle involving quiet and privacy, yet can be loyal and supportive friends. They are often very intuitive and inventive and may be interested in scientific pursuits. However, they may be overly resistant to change, and may become rebellious when faced with new situations. They may also tend to be erratic or eccentric and find it difficult to form relationships.

6. _____

The people born under this sign tend to be very sensitive and sympathetic to other's needs. They usually seek to do well in the world and may have a strong desire to protect and stand up for other people's rights and feelings. They tend to be sentimental and romantic. However, they may become moody, and their good memory means they may have a hard time forgetting and forgiving other people's mistakes. They become moody, sulky and resentful, and feel that the world constantly owes them a favour.

7. _____

People born under this sign are very versatile and imaginative, and are often very creative. They are witty, playful and sociable and prefer being with others to being alone. They tend to be very talkative and persuasive. Because of their expressiveness, they may have a tendency to gossip. They may be very indecisive and changeable in their behaviour, being friendly and generous one day, cold and distant the next. They may also have problems making decisions and then following through on them.

8. _____

People born under this sign tend to be creative and artistic, with a strong sense of balance and harmony. They usually develop a strong set of personal values and are often peacemakers, adept at resolving conflicts between other people. They can be very affectionate, and have magnetic personalities. However, if they do not develop strong values they may become self-indulgent snobs. They may be very vain and demanding with others, and have an over-inflated sense of their own understanding and importance.

9. _____

The people born under this sign are natural leaders and tend to be self-confident and dignified. They have a strong sense of honour and can be very generous and affectionate. But their enthusiasm and vitality can lead them into some reckless behaviour at times. They have a tendency towards impatience and can be arrogant and vain. They are surprisingly sensitive and fear being ridiculed by others. They can also be overbearing and difficult to deal with if they feel they are being challenged in any way.

10. _____

The people born under this sign are very earthy and like to indulge their sensual side. They tend to be romantic and are lovers of fine food, pleasing sounds, and materials that are pleasant to the touch. When they are living harmoniously, these people are gentle, friendly and tactful, and have an earthly inner wisdom that others find attractive. But if they are not in proper control over themselves, they can become overly self-indulgent, possessive and greedy. They can also be careless or indecisive.

11. _____

People born under this sign tend to be practical and patient, with a dry sense of humour. They are very rational and often ambitious, striving persistently for success in their working life. However, their self-confidence is often marred with self-doubt. They can lose faith in themselves and underestimate their own abilities. They can be cold and withdrawn at times, and may tend towards pessimism, becoming easily depressed over minor setbacks in their lives.

12. _____

People born under this sign may be extremely energetic, with a spiritual outlook and a very strong personal drive. They tend to be extremely hard workers, eager to improve their position in life. They can be very competitive and may tend to seek political or spiritual power. They may be very successful in sports or business. But if they are not in control of themselves, they may become self-serving and use their power in negative or destructive ways. They may also tend towards fanaticism or jealousy.

Part B.

Consult the Answer Key to see if you were able to correctly guess the zodiac signs of your friends and family. Make any necessary corrections. To help build your vocabulary, use the space below to write down any words from the zodiac descriptions that you're not familiar with.

Part C.

Listen to Track 19 on CD 1. Answer the questions in the space provided below, referring to the astrological descriptions in Part A. of this activity. For the first six questions, assume that the descriptions of the zodiac signs are accurate portrayals of people born under those signs.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

_____

8.

9.

10.

Activity 2.12: Gleaning Meaning

Listen to Track 20 on CD 1 and then answer the questions below.

1. What is a symbol? Provide a definition and an example.

_____

_____

2. Why do flags use colours and design instead of words to represent their meaning to the world?

_____

_____

3. When did Pierre de Coubertin design the Olympic flag?

_____

_____

4. What does the symbol on the Olympic Flag look like? Draw a picture of it in the space below.

5. What is the meaning represented by this design?

_____

_____

6. Using coloured pencils or pens, indicate the colours used on the symbol in question 4. Be sure to indicate which colours are used where.

7. What do the colours of the symbol mean?

_____

_____

_____

8. Where, when, and how is the Olympic flame lit?

_____

_____

9. How does the flame get from the place where it's lit to the site of the next Olympic Games? Why is it transported in this fashion?

_____

_____

_____

_____

10. What language is the Olympic motto written in? What is the English translation of the motto?

_____

_____

Bonus question: The Olympic rings represent the "five major continents." However, one populated continent is not mentioned. What is it?

_____

Chapter Two Answer Key

Olympic Job Opportunities
Dialogue Comprehension

1. Dave is applying for a job as a promotions assistant with the Olympic Organizing Committee. This job involves helping to create the ads and materials that promote the Vancouver Olympics to other countries. There may even be opportunities for him to do some traveling.
2. When Dave was studying at UBC he was the events manager for the university's Student Society. He had to stage and promote a couple of big music festivals, a week-long arts and crafts fair, and a film festival.
3. Dave has a Master's degree in Mass Communications and a lot of freelance writing experience. He's written some articles for local papers and magazines over the past few years. And he's been doing a lot of public relations writing for a few of the non-profit organizations in town. He can also speak four languages.
4. Dave can speak English, Polish, Spanish, and French.
5. A cultural events co-ordinator helps plan the cultural events that are part of the Olympic celebrations, such as the opening and closing ceremonies.
6. Venue operations administrators are the people in charge of all the different venues. They help plan the schedule of events taking place in their venue and make sure that everything is proceeding according to plan. They also make sure that all the athletes, guests, and performers know where they're going and what they should be doing.

Activity 2.2: Using the Key Words and Phrases

Part A. and B.

1. J
2. E
3. I
4. B
5. H
6. K
7. D
8. L
9. A
10. F
11. C
12. G

Activity 2.3: Career Planning

Part A.

1. i
2. f
3. j
4. a
5. c
6. h
7. b
8. e
9. d
10. g

Part B.

With all the different kinds of jobs available in today's economic environment, it can be very difficult for young people to decide which is best for them. It's a good idea to examine a wide range of career options before making a final choice.

As you plan for your future career, take some time to consider what kind of person you are. This will help you choose an occupation that's right for you. What are your natural aptitudes? These are the abilities you are

born with. If you have an aptitude for mathematics, you may want to consider becoming a mathematician or a scientist. If you have an aptitude for written and verbal communication, you may want to become a journalist or work in the field of public relations.

You should also consider which skills you have acquired during your life. Can you speak more than one language? Multilingualism is a skill valued in many different occupations. Do you know how to write computer programs? Do you know how to operate heavy machinery? Skills such as these can be applied to a wide range of occupations.

It's also important to consider what type of personality you have. Do you enjoy working with other people or do you prefer working independently? Do you work best when following a regular routine or are you someone who craves change? Do you enjoy the challenge of working in a fast-paced business environment, or would you prefer to work in a more relaxed setting? These are all questions you should ask yourself before embarking on your career.

And don't forget to consider your personal interests. What are your favourite pastimes? What topics do you most enjoy reading, talking about, and thinking about? These are things you should definitely keep in mind when considering what occupations would suit you best. You should also take into account your personal life goals. What sort of accomplishments do you want to achieve over your lifetime? Do you want to make a lot of money? Do you want to take long vacations every year and have a significant amount of free time available to spend with your family? Are you hoping to work your way to the top of a successful organization, or would you prefer to run your own business from home? One of the biggest mistakes a person can make is to pursue a career for the wrong reasons. If time is more important than money to you, then no matter how much your salary is, you'll be miserable if working in a job with long hours and no holidays.

With so many different types of jobs available in today's labour market, there are bound to be many different options that appeal to you. The more research you do, the more likely you are to choose a career path that will make you happy. But as you do your research, remember that the economy is always changing. Jobs that are in high demand now may not be in such high demand in the future. It's important to keep your eye on economic trends and be aware of what occupations offer job security and strong future potential, and which occupations may fall into decline. It's also a good idea to be flexible when considering your future career path. Research shows that in North America, most people will hold at least three jobs over the course of their career. With that in mind, it's a good idea to continue acquiring new skills and experience throughout your career. That way, if you ever have to switch jobs mid-career, you will be qualified for a wide variety of occupations and you'll have an easier time finding a new job.

Education Options

Dialogue Comprehension

1. Li Na is planning to study English and International Politics. She's very interested in the governing systems of other countries, and how countries work together in international organizations such as the UN.

2. Yumi wants to study art history. She'll be taking courses in English as well.
3. Public university in Germany is free. It doesn't cost any money to attend. Private universities can cost quite a lot of money.
4. Max got a Bachelor's degree in Commerce at university. Now he's thinking about going back to university when he returns home and getting a Master's degree in Business Administration.
5. Graduate school is for students who are studying to get their Master's or their Doctorate degree.
6. Universities are usually much larger institutions than colleges, and offer a wider range of courses and degrees. At most universities, you can get a Bachelor's degree in a wide range of subjects. You can also get a Master's degree or a Doctorate. At a college, you can get two-year diplomas in different subjects, but most colleges don't offer full four-year degrees like universities do. And colleges don't offer graduate courses at all. Many students who go to college study there for one or two years before finishing their education at university.

Activity 2.5: Fill in the Blanks

Part A.

1. governing systems, international organizations
2. efforts, volunteer position
3. double major, Bachelor's
4. Post-secondary education
5. Master's, Business Administration
6. undergraduate degree, graduate degree
7. schooling, outside, future career
8. financial assistance, grants, scholarships
9. institutions, wider range
10. college, finishing, education

Part B.

1. very interested, United Nations
2. might help, as well
3. actually, both subjects
4. government-funded public
5. going back, return
6. four-year, Doctorate
7. one or two years, finished
8. offer, students, form
9. Universities, usually, larger, courses
10. study there, years before

Activity 2.6: Exploring Your Skills and Interests

Part A.

Show your work to a teacher to make sure your English is written correctly.

Part B.

Audio Track Script:

Section One

1. I enjoy performing physical labour such as walking, lifting heavy objects, and bending.
2. I enjoy working outdoors.
3. I enjoy operating vehicles such as cars, trucks, and buses.
4. I enjoy working with plants or animals.
5. I enjoy working with my hands doing things such as mixing, cutting, or carrying.

Section Two

1. I enjoy working with small hand tools, such as screwdrivers, hammers, and saws.
2. I enjoy repairing small motors and electric appliances.
3. I enjoy taking things apart and put them back together again.
4. I enjoy operating machinery and heavy equipment.
5. I enjoy making things working from blueprints, graphs, or patterns.

Section Three

1. I enjoy conducting scientific experiments.
2. I like mathematics and enjoy solving problems.
3. I enjoy using equipment such as microscopes, telescopes, and computers.
4. I enjoy conducting tests and studies dealing with natural phenomena.
5. I like to carefully record and analyze information.

Section Four

1. I enjoy writing articles, poetry, or fictional stories.
2. I enjoy working creatively with spaces, objects, and colours, doing things like painting and interior decorating.
3. I enjoy making things out of different materials, doing things like sculpting, sewing, or woodworking.
4. I enjoy performing for people, such as singing, acting, or dancing.
5. I enjoy taking photographs and making videos.

Section Five

1. I enjoy caring for sick people.
2. I enjoy leading group discussions.
3. I enjoy helping people work through a problem.
4. I enjoy making strangers feel comfortable and at ease.
5. I enjoy caring for and helping someone who is emotionally upset.

Section Six

1. I enjoy selling things to people.
2. I enjoy managing and supervising people.
3. I enjoy attending meetings and working with others to achieve results.
4. I enjoy organizing activities and events.
5. I enjoy overseeing group work on projects and tasks.

Section Seven

1. I enjoy organizing and maintaining files and record systems.
2. I enjoy working with office machines such as computers and photocopiers.
3. I enjoy accounting and bookkeeping.
4. I enjoy working with data, numbers, and statistics, and keeping track of inventory.
5. I enjoy following a regular daily routine.

Show your work to a teacher to make sure your English is written correctly.

Activity 2.7: Post-Secondary Schooling

Part A.

1. g
2. c
3. i
4. a
5. h
6. b
7. d
8. j
9. l
10. r
11. f
12. k

Part B.

1. Faculty of Arts
2. Faculty of Arts
3. Faculty of Science
4. Faculty of Fine Arts
5. Bachelor of Commerce
6. Faculty of Forestry
7. Faculty of Agricultural Sciences
8. Faculty of Medicine
9. Faculty of Law
10. Faculty of Education
11. Faculty of Agricultural Sciences
12. Faculty of Science

Part C.

Show your work to a teacher to make sure your English is written correctly.

Meeting with an Academic Advisor

Dialogue Comprehension

1. The academic advisor suggests that Li Na consider taking some online courses. There are a number of Canadian academic institutions that offer online courses in English and other subjects. Such courses would help Li Na become familiar with the kind of English used in Canadian university classes.
2. Li Na says, "Maybe I should rethink my degree," because she's considering majoring in International Relations and a language other than English, such as Japanese or Spanish. At the same time, she could be taking some online courses in English through a Canadian university or college.
3. The minimum grade requirement for admission into graduate studies at UBC for students coming from China is a four-year Bachelor's degree with an overall grade average of 85% or higher.
4. TOEFL means "Test of English as a Foreign Language." It's a standardized English examination with writing, reading, and speaking components.
5. Li Na would need to include three letters of reference from professors who can explain what kind of student she is and why she would be a good candidate for graduate school. She would also have to provide copies of her transcripts in English and Chinese.
6. A written personal statement is a one-to-two page statement explaining why somone is applying for the program and what special skills and abilities that person might bring to his or her chosen field of study. The person may also choose to write about what extracurricular accomplishments he or she has achieved during his or her schooling.

Activity 2.9: Out of Order

1. I'm going to be starting university in China in September, but I'm thinking about doing some part of my university education here
2. I'm planning to do a double major in English and International Relations.
3. There are a number of Canadian academic institutions that offer online courses in English.
4. Perhaps I should major in International Relations and a language other than English, such as Japanese or Spanish.
5. were you thinking about coming here to do graduate studies after you've completed a degree in China?
6. If you plan on attending another institution, be sure to find out what its admissions requirements are.
7. Here at UBC the minimum requirement for admission into graduate studies for students coming from China is a four-year Bachelor's degree with an overall grade average of 85% or higher.
8. Different graduate programs require different minimum TOEFL scores, so before you apply to a program, be sure to check out its requirements.
9. Just because you meet the minimum academic requirements, it doesn't mean you are guaranteed entry into a program.
10. You'd also need to get three letters of reference from professors who can explain what kind of student you are and why you would be a good candidate for our graduate school.

Activity 2.10: Applying for an Academic Program

Part A.

Answers will vary. Show your form to a teacher to make sure your English is correct.

Part B.

1. Why have you applied for this program? What is it about this program that interests you?
2. Why have you decided to study in a foreign country? Specifically, why are you interested in studying in Canada?
3. What is your educational history? How have your educational experiences prepared you for the program you're applying for?
4. What kind of student are you? What are your study habits like? What kind of student do you intend to be if accepted to this program?
5. What are your future career plans? How do you think this program will help you in your goals?
6. How do you think the experience of studying in a foreign country will help you in your career goals?
7. What extracurricular activities have you been involved in while attending school in your home country?
8. What extracurricular activities do you intend to become involved in while studying in Canada?
9. What relevant skills do you have that will help you succeed in this program?
10. What are your hobbies and interests?

Part C.

Answers will vary. Show your work to a teacher to make sure your English is correct.

Activity 2.11: What's Your Sign?

Part B.

1. Aries
2. Virgo
3. Sagittarius
4. Pisces
5. Aquarius
6. Cancer
7. Gemini
8. Libra
9. Leo
10. Taurus
11. Capricorn
12. Scorpio

Part C.

1. Someone who is born in the sign of Libra would probably be better at helping to resolve a dispute, since they are considered to be natural peacemakers.
2. Someone who is born in the sign of Aries would probably be more likely to become the leader of a political party, as they are considered to be natural leaders.
3. Someone who is born in the sign of Taurus would probably be more likely to become a gourmet chef, as they like to indulge their sensual side and are lovers of fine food.
4. Someone who is born in the sign of Aquarius is probably more likely to become a famous inventor, as they tend to be very original and inventive.
5. Someone who is born in the sign of Pisces would probably be more likely to become a successful novelist, as they are considered to be naturally creative and imaginative.
6. Someone who is born in the sign of Sagittarius is probably more likely to become a famous athlete, as they tend to be born with great physical strength and

an abundance of energy.
7. Answers will vary.
8. Answers will vary.
9. Two other systems used to categorize people into different personality types are the twelve animal signs of Chinese astrology, and blood types. The rest of the answer will vary.
10. Answers will vary.

Here are the questions you answered:
1. If you were having a fight with someone, who do you think would be better at helping resolve the dispute, someone who is born in the sign of Scorpio or someone who is born in the sign of Libra? Why?
2. Who do you think would be more likely to become the leader of a political party, an Aries or a Gemini? Why?
3. Who do you think would be more likely to become a gourmet chef, a Capricorn or a Taurus? Why?
4. Who do you think would be more likely to become a famous inventor, a Leo or an Aquarius? Why?
5. Who do you think would be more likely to become a successful novelist, a Virgo or a Pisces? Why?
6. Who do you think would be more likely to become a famous athlete, a Cancer or a Sagittarius? Why?
7. How well does your zodiac sign description match your actual personality? What are some of the described traits you actually have? What significant personality traits do you have that weren't included in the description?
8. Of all the zodiac sign descriptions, which one do you wish you were most like? Why do you choose this one? Which of the described qualities do you find most attractive?
9. The signs of the zodiac are one system used to categorize people into different personality types. Can you think of any others? How do they compare with the signs of the zodiac? Which, if any, do you think is most accurate?
10. Do you believe that the secrets to our personalities and life paths lie in the stars? Is there any value in studying astrology and basing your self-identity and understanding of other people's identities on the signs of the zodiac? If so, what value? If not, why do people still believe in it? Why do you think astrology still so popular today?

Activity 2.12: Gleaning Meaning

1. A symbol is a picture, design, or object that conveys meaning to people. A flag is an example of a symbol.
2. Flags use colours and design to represent their meaning so that people from other countries don't need to know a foreign language to understand the meaning of the flag.
3. Pierre de Coubertin designed the Olympic flag in 1913-1914.
4. The symbol is a set of five interlocking rings: three on the top, two on the bottom.
5. The five rings represent each of the five major continents: Africa, Asia, Europe, North America, and South America.
6. Going clockwise from the upper left ring, the colours are: blue, black, red, green, and yellow. They are set against a white background.
7. At least one of the colours of the Olympic flag is present in all of the world's national flags, therefore the Olympic flag can be said to represent all nations.
8. The flame is lit in Olympia, Greece a few

months before the opening of any Olympic Games. The flame is lit by the rays of the sun.

9. The flame is carried from Greece to the site of the upcoming Olympics by a procession of international athletes. These athletes carry the flame from country to country, often across continents. As it travels it carries the message of the Olympics and reminds the people along its route that the Games are soon to begin.
10. The Olympic motto is written in Latin. Its English translation is, "Faster, Higher, Stronger."

Bonus question: Australia (also known as Oceania).

Gleaning Meaning Audio Script

A symbol is a picture, design, or object that conveys meaning to people. A flag, for example, is a symbol. National flags use special colours and designs to symbolize the countries they represent. A person doesn't need to know the language of the country to recognize what its flag represents. That is precisely why flags use colours and designs instead of words to display their meaning to the world.

Take the Olympic flag, for example. Pierre de Coubertin, founder of the modern Olympic movement, designed the flag in 1913-1914. On a white background, it bears the five interconnected rings whose meaning is recognized in every country in the world. But, other than acting as an identifying symbol for the Olympics, do you know what the symbol actually means?
The five rings represent each of the five populated continents: Africa, Asia, Europe, North America, and South America. Their colours have special meaning, too. Going clockwise from the upper left ring, the colours are: blue, black, red, green, and yellow. When you include the white background, every national flag in the world has at least one of these colours in its design, therefore the Olympic flag can be said to apply universally to all nations.

The other well-recognized symbol of the Games is the Olympic flame. A few months before the opening of any Olympic Games, the flame is lit in Olympia, Greece, in honour of the Olympics' ancient Greek origins. The flame is lit by the rays of the sun, and then carried from Greece to the site of the upcoming Olympics by a procession of international athletes. These athletes carry the flame from country to country, often across continents. As it travels it carries the message of the Olympics and reminds the people along its route that the Games are soon to begin. When at last the flame is brought to the stadium where the Opening Ceremony is being held, it is used to light a special cauldron or torch. The flame will continue to burn for the entire duration of the Games. On the last day of the Games, at the closing ceremony, the flame is finally extinguished.

The Olympic rings and flame are the two most familiar symbols associated with the Olympics. But every different Games also has its own special symbols, designed by the host country to represent the event. Sometimes these symbols incorporate the Olympic motto: "Citius, Altius, Fortius," which is Latin for "Faster, Higher, Stronger." Sometimes the symbols used by the host country incorporate their own mottos. Beijing's motto for the 2008 Olympics, for example, is

"New Beijing, Great Olympics."

Some people have made a hobby of collecting these Olympic symbols. They value the Olympic meaning that these symbols represent. Each Olympics has a wide variety of collectable items associated with it, from flags bearing the rings or torch, to pins, coins, stamps, postcards, and stickers. Some of the collectibles from early Games, such as the coins issued for the 1952 Helsinki Games, the first Olympic coins ever made, are now very rare and valuable.

Chapter Three

Key Words and Phrases

A He is a **security** guard.

B She is **sneaking** into the house.

C He is suffering from a mysterious **illness**.

D They have found **shelter** from the storm.

E She is the **manager** of the store.

F They have just received extra **funding** for their program.

G This store sells a wide assortment of **goods** to the public.

H They all work in the **service** industry.

I These people are **contributing** money to a good cause.

J This is a **stopwatch**.

K They are **exchanging** business cards.

L This is an **audience**.

Volunteer Opportunities

Dialogue Comprehension

Part A.

Listen to Track 21 on CD 1. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. How many people were trained as volunteers for the last Olympics?

_____

2. What kind of jobs did the volunteers do at the Olympics? Provide specific examples.

_____

_____

_____

_____

3. What qualifications does a person need to become an Olympic volunteer?

_____

_____

_____

4. What kind of volunteer experience does Yumi have? What did she have to do? How did she like it?

_____

_____

_____

5. What kind of community development work experience does Carlos have?

_____

_____

_____

Part B.

Now turn the page and **read** the dialogue. As you read, **listen** to Track 21 on CD 1 and **repeat** the dialogue until you are familiar with all the sentences.

Volunteer Opportunities

Li Na has come back from her trip to the university, and is now in her hotel room, using Yumi's computer do to some online research. After a short while, Yumi walks in the room.

Yumi: Hey, you're back. How did your trip to the university go?

Li Na: It was really helpful. The academic advisor was very friendly and offered me a lot of useful information.

Yumi: That's good to hear. So, what are you doing now?

Li Na: Oh, just a little research on volunteer opportunities with the Olympics. I never realized this, but most of the jobs for the Olympics are actually volunteer positions. Check this out: sixty thousand volunteers were trained for the last Olympics.

Yumi: Sixty thousand? Wow, that's a lot of people!

Li Na: No kidding. It makes sense that they're all volunteers, actually. Otherwise it would cost a whole lot of money to pay them.

Yumi: What kind of jobs did the volunteers do?

Li Na: Almost any kind of job you can imagine. Volunteers did everything from greeting athletes and guests at the airport to collecting event tickets and providing security at the sports venues. Even the web site and online technical support, venue lighting, and power were mostly handled by volunteers.

Yumi: I think it would be fun to work in the Athlete's Village, where all of the athletes live and hang out during the Olympics. When I was at the Nagano Olympics, I really wanted to sneak into the Village and meet some of the athletes. Wouldn't that be fun?

Li Na: Well, if you were a volunteer, you could. I was just reading the story of a woman who worked in a coffee shop in the Athlete's Village at the last Olympics. Every day she got to chat with dozens of athletes.

Yumi: Wow, lucky her. Maybe I should apply to be a volunteer at the Beijing Olympics, too. Or do they only hire people from the country that's hosting the Olympics?

Li Na: No, not at all. The volunteers come from all over the world. That's one of the reasons why I think it would be so cool to be one. Not only would you get to be a part of the Olympics, you'd also get to meet and work with people from many different countries. What a great experience!

Yumi: Hmm. So what qualifications does a person need to become an Olympic volunteer?

Li Na: Well, it says here that there are three basic requirements: a volunteer must be 18 years old or older, he or she must be able to speak English, though more languages are better, and he or she must have "the spirit to serve."

Yumi: The spirit to serve? What exactly does that mean?

Li Na: I'm not positive, but I guess it means the desire to put other people before yourself or to devote all of your energy to an important cause. I think you'd have to show you've done something pretty special in your life, some other kind of volunteer work or something.

Yumi: Actually, I have some volunteer experience. I was a volunteer at a children's hospital for a couple of years.

Li Na: Really? I didn't know that. What did you do at the hospital?

Yumi: I entertained the sick children and made them feel better. I'd play games with them

and read them stories, that kind of thing. Sometimes I'd even dress like a clown to cheer them up.

Li Na: What a great experience. I can totally see you doing that.

Yumi: Yeah, but it was sad sometimes. Not all the children in the hospital recovered from their illnesses. But I did learn a lot during my time there.

Li Na: When I go home to China and start university this fall, I think I'm going to do some kind of volunteer work, something that might help me get a job with the Olympics. But I don't know what kind of volunteer work I should consider doing.

Yumi: Well, you should choose something that will help you get a volunteer position with the Olympics, or that might help you in your future career. Your English is really good. Maybe you could volunteer to teach ESL to young children or something. Or you could do some community development work.

Li Na: "Community development work?" What do you mean, Yumi?

Yumi: Oh, Carlos was talking about it. He did some development work in Mexico for a couple of years. He and a group of volunteers went out to a small rural community and helped the people there build some new houses and a running water system for their village. He said it was a great experience.

Li Na: That sounds really interesting. I've been trying to think of jobs or volunteer positions that could provide me with experience dealing with people from other countries. I was doing some research on your computer, and kept being taken to web sites dealing with the hospitality industry.

Yumi: The hospitality industry? I'm not familiar with that term. Does that have something to do with hospitals?

Li Na: That's what I thought at first. But all of the jobs mentioned on the sites seem to be restaurant or hotel jobs. It's very confusing.

Yumi: Well, we could always ask one of the workers in the hotel here about it. I'm sure they'd be happy to explain it to us.

Li Na: That's a good idea, Yumi. Let's talk to the Guest Service Agent in the lobby when we head downstairs for dinner later.

Yumi: Speaking of which, I'm getting hungry. Why don't we go for dinner sooner rather than later?

Li Na: Sure, that sounds fine to me.

Activity 3.1: Volunteer Opportunities—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 21 on CD 1. Practice saying the sentences you have written. Pause the CD when necessary.

Yumi: _____

Li Na: It was really helpful. The academic advisor was very friendly and offered me a lot of useful information.

Yumi: _____

Li Na: Oh, just a little research on volunteer opportunities with the Olympics. I never realized this, but most of the jobs for the Olympics are actually volunteer positions. Check this out: sixty thousand volunteers were trained for the last Olympics.

Yumi: _____

Li Na: No kidding. It makes sense that they're all volunteers, actually. Otherwise it would cost a whole lot of money to pay them.

Yumi: _____

Li Na: Almost any kind of job you can imagine. Volunteers did everything from greeting athletes and guests at the airport to collecting event tickets and providing security at the sports venues. Even the web site and online technical support, venue lighting, and power were mostly handled by volunteers.

Yumi: _____

_____

_____

Li Na: Well, if you were a volunteer, you could. I was just reading the story of a woman who worked in a coffee shop in the Athlete's Village at the last Olympics. Every day she got to chat with dozens of athletes.

Yumi: _____

_____

Li Na: No, not at all. The volunteers come from all over the world. That's one of the reasons why I think it would be so cool to be one. Not only would you get to be a part of the Olympics, you'd also get to meet and work with people from many different countries. What a great experience!

Yumi: _____

Li Na: Well, it says here that there are three basic requirements: a volunteer must be 18 years old or older, he or she must be able to speak English, though more languages are better, and he or she must have "the spirit to serve."

Yumi: _____

Li Na: I'm not positive, but I guess it means the desire to put other people before yourself or to devote all of your energy to an important cause. I think you'd have to show you've done something pretty special in your life, some other kind of volunteer work or something.

Yumi: _____

_____

Li Na: Really? I didn't know that. What did you do at the hospital?

Yumi: _____

_____

Li Na: What a great experience. I can totally see you doing that.

Yumi: _____

_____

Li Na: When I go home to China and start university this fall, I think I'm going to do some kind of volunteer work, something that might help me get a job with the Olympics. But I don't know what kind of volunteer work I should consider doing.

Yumi: _____

_____

_____

Li Na: "Community development work?" What do you mean, Yumi?

Yumi: _____

_____

_____

Li Na: That sounds really interesting. I've been trying to think of jobs or volunteer positions that could provide me with experience dealing with people from other countries. I was doing some research on your computer, and kept being taken to web sites dealing with the hospitality industry.

Yumi: _____

_____

Li Na: That's what I thought at first. But all of the jobs mentioned on the sites seem to be restaurant or hotel jobs. It's very confusing.

Yumi: _____

_____

Li Na: That's a good idea, Yumi. Let's talk to the Guest Service Agent in the lobby when we head downstairs for dinner later.

Yumi: _____

Li Na: Sure, that sounds fine to me.

Part B.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 21 on CD 1 again. Practice saying the sentences you have written. Pause the CD when necessary.

Yumi: Hey, you're back. How did your trip to the university go?

Li Na: _____

_____

Yumi: That's good to hear. So, what are you doing now?

Li Na: _____

_____

_____

Yumi: Sixty thousand? Wow, that's a lot of people!

Li Na: _____

_____

Yumi: What kind of jobs did the volunteers do?

Li Na: _____

_____

_____

Yumi: I think it would be fun to work in the Athlete's Village, where all of the athletes live and hang out during the Olympics. When I was at the Nagano Olympics, I really wanted to sneak into the Village and meet some of the athletes. Wouldn't that be fun?

Li Na: _____

_____

_____

Yumi: Wow, lucky her. Maybe I should apply to be a volunteer at the Beijing Olympics, too. Or do they only hire people from the country that's hosting the Olympics?

Li Na: _____

_____

_____

Yumi: Hmm. So what qualifications does a person need to become an Olympic volunteer?

Li Na: _____

_____

_____

Yumi: The spirit to serve? What exactly does that mean?

Li Na: _____

_____

_____

Yumi: Actually, I have some volunteer experience. I was a volunteer at a children's hospital for a couple of years.

Li Na: _____

Yumi: I entertained the sick children and made them feel better. I'd play games with them and read them stories, that kind of thing. Sometimes I'd even dress like a clown to cheer them up.

Li Na: _____

Yumi: Yeah, but it was sad sometimes. Not all the children in the hospital recovered from their illnesses. But I did learn a lot during my time there.

Li Na: _____

_____

_____

Yumi: Well, you should choose something that will help you get a volunteer position with the Olympics, or that might help you in your future career. Your English is really good. Maybe you could volunteer to teach ESL to young children or something. Or you could do some community development work.

Li Na: _____

Yumi: Oh, Carlos was talking about it. He did some development work in Mexico for a couple of years. He and a group of volunteers went out to a small rural community and helped the people there build some new houses and a running water system for their village. He said it was a great experience.

Li Na: _____

_____

_____

Yumi: The hospitality industry? I'm not familiar with that term. Does that have something to do with hospitals?

Li Na: _____

_____

_____

Yumi: Well, we could always ask one of the workers in the hotel here about it. I'm sure they'd be happy to explain it to us.

Li Na: _____

_____

Yumi: Speaking of which, I'm getting hungry. Why don't we go for dinner sooner rather than later?

Li Na: _____

Activity 3.2: Using the Key Words and Phrases

Part A.

Look at the pictures below. Listen to Track 22 on CD 1. Write the number of the sentence beside the matching picture. Also write the word or phrase or phrase that describes the picture.

A _____

B _____

C _____

D _____

E _____

F _____

G _____

J _____

H _____

K _____

I _____

L _____

Part B.

Listen to Track 22 on CD 1 again. Read the sentences below as you listen. Write the letter of the Key Words and Phrases picture beside the matching sentence. Check your answers with those listed in the Answer Key and then write the sentences in the spaces provided below.

1. _____. He is suffering from a mysterious **illness**. He is sick and no one knows why.

_____

2. _____. They have just received extra **funding** for their program. They now have more money to do what needs to be done.

_____

_____

3. _____. They all work in the **service** industry. They provide services to their customers, such as driving or cooking.

_____

_____

4. _____. This is an **audience**. It is a group of people gathered to watch and listen to a performance.

_____

5. _____. This is a **stopwatch**. It is used to time races and other events.

_____

6. _____. He is a **security** guard. He makes sure that nothing disruptive or criminal happens at a venue.

_____

7. _____. These people are **contributing** money to a good cause. They are giving without expecting anything in return.

_____

_____

8. _____. They have found **shelter** from the storm. They are protected from the wind, rain, and cold.

_____

9. _____. They are **exchanging** business cards. They are each giving something to each other and receiving something in turn.

_____

_____

10. _____. This store sells a wide assortment of **goods** to the public. Goods are items you can use, such as food, clothing, or books.

_____

_____

11. _____. She is the **manager** of the store. She is responsible for the store and its employees.

_____

12. _____. She is **sneaking** into the house. She doesn't want anyone to know what she's doing.

_____

Activity 3.3: A Personal Statement of Experience

When applying for a job or entrance into an academic program, people are often asked to include with their application a personal statement of experience. This is a brief account (usually limited to one page) of the life experiences the people have that make them desirable candidates for the job or academic program they're applying for.

Part A.

Listen to Track 1 on CD 2. You will be hearing a set of instructions directing you how to complete your own personal statement of experience. When you're done listening to the track, answer the following questions.

1. This Personal Statement of Experience is part of an application to what job or program?
   a. a teaching job at a university faculty of education
   b. a one-year certificate program at a university faculty of education
   c. a ten-year certificate program at a university faculty of education

2. How important is the Personal Statement of Experience compared with an applicant's academic qualifications?
   a. The Personal Statement of Experience is more important than an applicant's academic qualifications.
   b. The Personal Statement of Experience is less important than an applicant's academic qualifications.
   c. The Personal Statement of Experience is equally as important as an applicant's academic qualifications.

3. Who will be offered positions?
   a. applicants with the best overall GPA
   b. applicants with the best Personal Statement of Experience
   c. applicants with a high GPA and an outstanding Personal Statement of Experience

4. What is the applicant supposed to write on the first page of his or her Personal Statement of Experience?
   a. his or her educational background
   b. a brief list of the educational, work, or life experiences the applicant has had that would make him or her a good teacher
   c. a brief list of all the different responsibilities involved in working with young people in some capacity

5. What is the applicant supposed to write on the second page of his or her Personal Statement of Experience?
   a. greater detail about three of the experiences listed on the first page, explaining how what skills and understanding these experiences taught the applicant that will make him or her a good teacher
   b. greater detail about all of the skills and experiences the applicant hopes to learn in the one-year diploma program in order to become a good teacher
   c. a list of all the good teachers the applicant has ever had, and what skills and understanding made them good teachers

6. Is the applicant allowed to ask for assistance in the completion of the Personal Statement of Experience?
   a. yes
   b. no
   c. yes, provided that the person lending assistance is an educator

7. How should the Personal Statement of Experience be presented?
   a. typed, word-processed on a computer, or hand-written
   b. either typed or hand-written, but not word-processed on a computer
   c. either typed or word-processed on a computer, but not hand-written

8. How long must the Personal Statement of Experience be?
   a. at least two pages
   b. at most two pages
   c. no length is specified

9. What must be clearly written on the Personal Statement of Experience?
   a. the applicant's name and application number
   b. the date the Personal Statement was written
   c. the applicant's name and address

10. When does the Personal Statement of Experience have to be received?
    a. after February 28, 2004
    b. before February 28, 2004
    c. as soon as the applicant has completed it

Part B.

Now it's turn for you to write your own Personal Statement of Experience. Choose what kind of position you would like to write a Personal Statement of Experience for. You could be applying for a teaching job or some other type of job. You could be applying for entrance into an educational program. Or you could be applying for a volunteer position, e.g., working for the Olympics.

On the first page of your personal statement, briefly list all of your educational, work, or life experiences that you think has prepared you for the position you're applying for. Include where you had this experience, how long it was for, your age at the time, as well as the nature of your responsibilities.

On the second page, choose three of the experiences from your list on page one to write about in greater detail. Explain how the skills and understanding you acquired through these three experiences would help you do well in the position you're applying for. You are trying to convince someone to hire or accept you, so be sure to explain why you would be an excellent candidate for the position.

Listen to Track 1 on CD 2 to hear the full instructions again. Note that for the purposes of this activity, it is acceptable for your statement to be hand-written.

Page One

Personal Statement of Experience for the position of: _____

Page Two

Personal Statement of Experience (continued from Page One)

That's Hospitality

Dialogue Comprehension

Part A.

Listen to Track 2 on CD 2. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. What does the word, "hospitality," mean? What types of businesses are part of the hospitality industry?

_____

_____

_____

2. What different hospitality jobs has the Guest Service Agent held in her career?

_____

_____

_____

3. What phrases has the Guest Service Agent had to learn in different languages? In which different languages can she say these phrases?

_____

_____

_____

4. What other things has the Guest Service Agent had to learn for her job? Provide specific examples.

_____

_____

_____

_____

_____

5. How does the Guest Service Agent feel about her past and present jobs in the hospitality industry? Which does she like best? Why?

_____

_____

_____

_____

_____

_____

_____

_____

Part B.

Now turn the page and **read** the dialogue. As you read, **listen** to Track 2 on CD 2 and **repeat** the dialogue until you are familiar with all the sentences.

That's Hospitality

The girls have left their hotel room and gone down to the lobby. They approach the Guest Service Agent behind the front desk.

Li Na: Excuse me.

Guest Service Agent: Li Na, Yumi, hello. How's your vacation going? Are you having a good time?

Yumi: Yes, thanks, we've been having a wonderful time. We've eaten at some great restaurants and visited a lot of different famous sightseeing spots. It's been fantastic.

Guest Service Agent: I'm glad to hear it. And it sounds like your English has improved a lot, too. Is there anything I can do for you two today?

Li Na: Well, we have a question we want to ask you. What exactly is the "hospitality industry?" Does it have anything to do with hospitals?

Guest Service Agent: No, not at all. The word, "hospitality" comes from the word, "hospitable," which means to make people feel comfortable and welcome. The hospitality

industry includes businesses that cater to people's food, shelter, and travel needs: hotels, restaurants, resorts, those types of businesses.

Yumi: So then *you* work in the hospitality industry.

Guest Service Agent: That's right, I do. In fact, I've worked at several different jobs in the hospitality industry. Before I came to work here, I was the manager of a local restaurant. Before that, I was a bartender at a night club downtown. And during university, I worked as a tour guide at a resort.

Li Na: Wow, you must really like working in the hospitality industry.

Guest Service Agent: You know, I really do. It's very interesting and rewarding work. During the years I've been working in the hospitality industry, I've met all sorts of people from different countries and cultures. And I've had to learn a lot about those cultures in order to do my job properly.

Yumi: What do you mean? What kinds of things have you had to learn?

Guest Service Agent: Well, I've had to learn how to say useful phrases such as "hello," "nice to meet you," "what's your name," "the bathroom is that way," and so on in a number of different languages.

Li Na: Really? Which languages can you speak?

Guest Service Agent: I can speak French, Chinese, Japanese, German, Spanish, and Russian. But I only know a handful of sentences in each language. Still, it was interesting to learn them, and they do come in handy at times. Guests are always happy when they hear us make an effort to speak in their language.

Li Na: That's great. What other things have you had to learn?

Guest Service Agent: Well, people from different cultures and religions have different needs and expectations when it comes to their food and comfort requirements. Hospitality workers need to learn about these needs and expectations so they can provide quality service for their customers and guests.

Li Na: What kind of needs and expectations?

Guest Service Agent: Well, for example, people of certain cultures have particular dietary needs that a hospitality worker needs to know about. Most Hindus from India, for example, follow a vegetarian diet and never eat beef. Their religion forbids it. Muslims, on the other hand, eat beef but never eat pork.

Yumi: Ah, so if you're working in a restaurant, you need to know this sort of thing so you don't serve your guests something that offends them.

Guest Service Agent: Exactly. Or if you're working in a hotel like I am, you need to know what restaurants in the area serve food that meets your guests' dietary needs. I'm certainly not going to send any of my Hindu guests to a steakhouse or suggest to Muslims that they have bacon for breakfast!

Li Na: No, I guess not. So, of all the jobs you've had in the hospitality industry, which have you found most interesting?

Guest Service Agent: Hmm, that's a difficult question. It was fun working in the restaurant. I learned a lot about running a business, managing people, and promoting a restaurant. But it was a lot of work. Bartending was really fun, but it was a night job. I like being active during the day, myself.

Yumi: It must have been lots of fun working in a resort.

Guest Service Agent: Yes, I did like my job as a tour guide. That was great. I got to take people on wilderness tours in the Rocky Mountains and explain the different habitats and ecosystems we walked through. I had to learn a lot of useful information for that job. But I think I like my current job best.

Li Na: Really? Why's that?

Guest Service Agent: Well, I really like the people I'm working with, for one. And I enjoy interacting with the guests who stay here. Plus, I'm working for a really good organization here. I feel I have a good future with this company. If I work hard, I may get promoted to management some day.

Li Na: So I guess you'll be really busy when the Olympics come, eh?

Guest Service Agent: You know it! We have been preparing for the Olympics for some time now.

Yumi: But the Games are still a few years away.

Guest Service Agent: I know, but hosting the Olympics is an incredible opportunity for the city of Vancouver. Hundreds of thousands of people will be coming here from all over the world. We want to make sure they have a fantastic time here, so that they will come back to vacation in our city again.

Li Na: The Olympics are a great way to introduce your city to the world, aren't they?

Guest Service Agent: They sure are.

Activity 3.4: That's Hospitality—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 2 on CD 2. Practice saying the sentences you have written. Pause the CD when necessary.

Li Na: _____

Guest Service Agent: Li Na, Yumi, hello. How's your vacation going? Are you having a good time?

Yumi: _____

_____

Guest Service Agent: I'm glad to hear it. And it sounds like your English has improved a lot, too. Is there anything I can do for you two today?

Li Na: _____

_____

Guest Service Agent: No, not at all. The word, "hospitality" comes from the word, "hospitable," which means to make people feel comfortable and welcome. The hospitality industry includes businesses that cater to people's food, shelter, and travel needs: hotels, restaurants, resorts, those types of businesses.

Yumi: _____

Guest Service Agent: That's right, I do. In fact, I've worked at several different jobs in the hospitality industry. Before I came to work here, I was the manager of a local restaurant. Before that, I was a bartender at a night club downtown. And during university, I worked as a tour guide at a resort.

Li Na: _____

Guest Service Agent: You know, I really do. It's very interesting and rewarding work. During the years I've been working in the hospitality industry, I've met all sorts of people from different countries and cultures. And I've had to learn a lot about those cultures in order to do my job properly.

Yumi: _____

Guest Service Agent: Well, I've had to learn how to say useful phrases such as "hello," "nice to meet you," "what's your name," "the bathroom is that way," and so on in a number of different languages.

Li Na: _____

Guest Service Agent: I can speak French, Chinese, Japanese, German, Spanish, and Russian. But I only know a handful of sentences in each language. Still, it was interesting to learn them, and they do come in handy at times. Guests are always happy when they hear us make an effort to speak in their language.

Li Na: _____

Guest Service Agent: Well, people from different cultures and religions have different needs and expectations when it comes to their food and comfort requirements. Hospitality workers need to learn about these needs and expectations so they can provide quality service for their customers and guests.

Li Na: _____

Guest Service Agent: Well, for example, people of certain cultures have particular dietary needs that a hospitality worker needs to know about. Most Hindus from India, for example, follow a vegetarian diet and never eat beef. Their religion forbids it. Muslims, on the other hand, eat beef but never eat pork.

Yumi: _____

_____

Guest Service Agent: Exactly. Or if you're working in a hotel like I am, you need to know what restaurants in the area serve food that meets your guests' dietary needs. I'm certainly not going to send any of my Hindu guests to a steakhouse or suggest to Muslims that they have bacon for breakfast!

Li Na: _____

_____

Guest Service Agent: Hmm, that's a difficult question. It was fun working in the restaurant. I learned a lot about running a business, managing people, and promoting a restaurant. But it was a lot of work. Bartending was really fun, but it was a night job. I like being active during the day, myself.

Yumi: _____

Guest Service Agent: Yes, I did like my job as a tour guide. That was great. I got to take people on wilderness tours in the Rocky Mountains and explain the different habitats and ecosystems we walked through. I had to learn a lot of useful information for that job. But I think I like my current job best.

Li Na: _____

Guest Service Agent: Well, I really like the people I'm working with, for one. And I enjoy interacting with the guests who stay here. Plus, I'm working for a really good organization here. I feel I have a good future with this company. If I work hard, I may get promoted to management some day.

Li Na: _____

Guest Service Agent: You know it! We have been preparing for the Olympics for some time now.

Yumi: _____

Guest Service Agent: I know, but hosting the Olympics is an incredible opportunity for the city of Vancouver. Hundreds of thousands of people will be coming here from all over the world. We want to make sure they have a fantastic time here, so that they will come back to vacation in our city again.

Li Na: _____

Guest Service Agent: They sure are.

Part B.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 2 on CD 2 again. Practice saying the sentences you have written. Pause the CD when necessary.

Li Na: Excuse me.

Guest Service Agent: _____

Yumi: Yes, thanks, we've been having a wonderful time. We've eaten at some great restaurants and visited a lot of different famous sightseeing spots. It's been fantastic.

Guest Service Agent: _____

_____

Li Na: Well, we have a question we want to ask you. What exactly is the "hospitality industry?" Does it have anything to do with hospitals?

Guest Service Agent: _____

_____

_____

Yumi: So then *you* work in the hospitality industry.

Guest Service Agent: _____

_____

_____

Li Na: Wow, you must really like working in the hospitality industry.

Guest Service Agent: _____

_____

_____

Yumi: What do you mean? What kinds of things have you had to learn?

Guest Service Agent: _____

_____

Li Na: Really? Which languages can you speak?

Guest Service Agent: _____

_____

_____

Li Na: That's great. What other things have you had to learn?

Guest Service Agent: _____

_____

_____

Li Na: What kind of needs and expectations?

Guest Service Agent: _____

_____

_____

Yumi: Ah, so if you're working in a restaurant, you need to know this sort of thing so you don't serve your guests something that offends them.

Guest Service Agent: _____

_____

_____

Li Na: No, I guess not. So, of all the jobs you've had in the hospitality industry, which have you found most interesting?

Guest Service Agent: _____

_____

_____

Yumi: It must have been lots of fun working in a resort.

Guest Service Agent: _____

_____

_____

Li Na: Really? Why's that?

Guest Service Agent: _____

_____

_____

Li Na: So I guess you'll be really busy when the Olympics come, eh?

Guest Service Agent: _____

Yumi: But the Games are still a few years away.

Guest Service Agent: _____

_____

_____

Li Na: The Olympics are a great way to introduce your city to the world, aren't they?

Guest Service Agent: _____

3.5: Fill in the Blanks

Part A.

The following sentences are taken from the "That's Hospitality" dialogue (Track 2 on CD 2). Listen to the dialogue and fill in the missing words in the sentences below.

1. The word, "_____" comes from the word, "_____," which means to make people feel comfortable and welcome.
2. The hospitality _____ includes _____ that cater to people's food, shelter, and travel needs: hotels, restaurants, _____, those types of businesses.
3. During the years I've been working in the hospitality industry, I've met _____ _____ of people from different countries and _____.
4. I've had to learn how to say such _____ _____ as "hello," "nice to meet you," "what's your name," "the bathroom is that way," and so on in a number of _____ _____.
5. People from different cultures and _____ have different needs and _____ when it comes to their food and comfort _____.
6. Hospitality workers need to learn about these needs and expectations so they can provide _____ _____ for their customers and _____.
7. For example, people of _____ cultures have particular _____ _____ that a hospitality worker needs to know about.
8. I'm certainly not going to send any of my _____ guests to a steakhouse or suggest to _____ that they have bacon for breakfast!
9. I got to take people on _____ _____ in the Rocky Mountains and explain the different habitats and _____ we walked through.
10. We want to make sure they have a _____ _____ here, so that they will come back to _____ in our city again.

Part B.

Here are the same sentences again, with different words removed. Fill in the missing words. Try it first on your own. If you need help, refer to track 2 on CD 2 again.

1. The word, "hospitality" comes from the word, "hospitable," which means to make people feel _____ and _____.
2. The hospitality industry _____ businesses that cater to people's food, _____, and travel _____: hotels, restaurants, resorts, those types of businesses.
3. _____ the years _____ _____ _____ in the hospitality industry, I've met all sorts of people from different countries and cultures.
4. I've had to learn how to say useful phrases such as "hello," "nice to meet you," "what's your name," "the bathroom is that way," _____ _____ _____ in a _____ of different languages.
5. _____ from different cultures and religions have different needs and expectations when it comes to their _____ and _____ requirements.
6. Hospitality workers _____ _____ _____ about these needs and expectations so they can _____ quality service for their customers and guests.
7. _____ _____ people of certain cultures have _____ dietary needs that a hospitality worker needs to know about.
8. I'm _____ _____ going to send any of my Hindu guests to a _____ or suggest to Muslims that they have bacon for _____!
9. I got to take people on wilderness tours in the _____ _____ and explain the different _____ and ecosystems we walked through.
10. We want to _____ _____ they have a fantastic time here, so that they will come back to vacation in our _____ _____.

Activity 3.6: Cultural Expectations

In your country, are people expected to take off their shoes when they enter into someone's home, or are they expected to leave their shoes on?

This is an example of behaviour for which people from different countries might have different cultural expectations. In some places, for example, people might be shocked and horrified if guests did not take off their shoes before walking into their house. In other places, people might be equally horrified if guests did take off their shoes. It all depends on what the cultural expectation is.

Part A.

Listen to Track 3 on CD 2. You will hear a list of different social behaviours. Write down the behaviours in the space provided. When finished, indicate whether or not these behaviours are culturally accepted forms of behaviour in your country. Then indicate whether or not you think these forms of behaviour are culturally accepted in Canada.

	Behaviour	Acceptable in your Country?	Acceptable in Canada?
1.	_____		
	_____	_____	_____
2.	_____		
	_____	_____	_____

	Behaviour	Acceptable in your Country?	Acceptable in Canada?
3.	_____		
	_____	_____	_____
4.	_____		
	_____	_____	_____
5.	_____		
	_____	_____	_____
6.	_____		
	_____	_____	_____
7.	_____		
	_____	_____	_____
8.	_____		
	_____	_____	_____
9.	_____		
	_____	_____	_____
10.	_____		
	_____	_____	_____
11.	_____		
	_____	_____	_____
12.	_____		
	_____	_____	_____

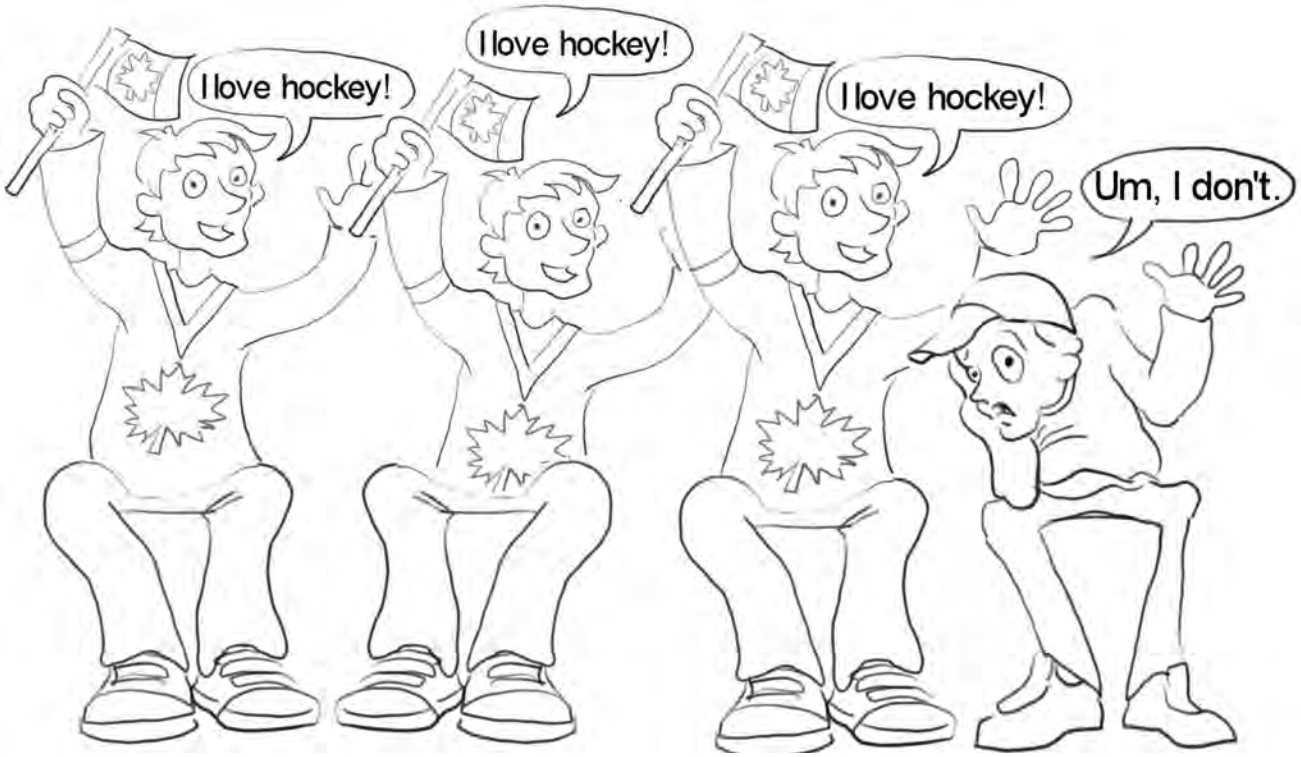
Part B.

Consider the following questions, then provide detailed answers in the space provided.

1. When socializing with people from another country or watching a foreign television program or movie, have you ever witnessed an example of cultural behaviour that has surprised or offended you in some way? What was it? How did you feel when you witnessed it? How would people react if someone exhibited that kind of behaviour where you live? Why do you think the person or character exhibited that kind of behaviour?

2. If you are socializing with people from another country, and someone exhibited some behaviour that surprises or offends you in some way, how would you react? Would you ask that person why he or she exhibited that behaviour, or would you ignore it and not make any comment? Why? In your answer, explain the positive and negative consequences of both courses of action.

Activity 3.7: Moving Beyond Generalizations and Stereotypes



Part A.

Read the sentences below. In the space provided, indicate whether you think the statements are true or false.

1. All Canadians love hockey. _____

2. All German people eat sausages. _____

3. All Asian people are short and slim. _____

4. All Indian people eat very spicy food. _____

5. All women love to wear pretty clothes, makeup, and fancy high-heeled shoes. _____

How did you do? If you answered "false" to all of the questions, you're right! Of course not "all Canadians" love hockey. There are many Canadians who don't like hockey at all. In the same way, not all German people eat sausages. Some German people may be vegetarian and not eat meat products at all. Not all Asian people are short and slim, not all Indian people eat spicy food, and not all women like to dress up in fancy clothes.

We call such sentences and ideas, "stereotypes." Continue on to Part B. of this activity to learn more.

Part B.

Listen to Track 4 on CD 2 and then indicate whether the sentences below are true or false. If you think the sentence is false, then write a correct version of the sentence in the space provided.

1. Making generalizations about people from other cultures is unavoidable, so we shouldn't worry about it.

   _____

   _____

2. The danger of relying too much on generalizations about people from other cultures is that we run the risk of thinking in stereotypes.

   _____

   _____

3. Stereotypes are fixed preconceptions about other groups of people.

   _____

4. Stereotypes assume that all members of a particular nationality, race, religion or other group think and act very differently from each other.

   _____

   _____

5. "Some Americans are patriotic" is an example of a stereotype.

   _____

6. Stereotypes are usually based on fact instead of opinion.

   _____

7. Some people form stereotypes of people from different social groups based on what they see in television or the movies.

   _____

   _____

8. Stereotypes hurt both the people they are pretending to represent as well as those who believe in them.

_____

_____

9. Some people choose to believe in stereotypes because it's easier to see the world in terms of black and white, rather than worrying about all the different colours in between.

_____

_____

10. Often people are taught to fear what is different from them, and most people like things that scare them.

_____

_____

11. It's more difficult to assume that all people belonging to a particular social group are the same than it is to make the effort to get to know them as individuals and learn about their unique characteristics.

_____

_____

_____

12. If you are wishing to socialize with people from other countries and don't want to fall into the trap of stereotypical thinking, the best thing to do is to talk to them and get to know them as individuals, rather than see them only as members of a certain social group.

_____

_____

_____

_____

Part C.

Do you ever hear people around you speak of people from different nationalities or social groups in stereotypical terms? How does it make you feel when you hear someone speak this way? How can such speech be considered harmful? What might you say to them to get them to understand that their stereotypical beliefs do not accurately represent the people of that nationality or social group?

Corporate Partners

Dialogue Comprehension

Part A.

Listen to Track 5 on CD 2. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. What are Li Na, Yumi, and the boys planning to do for the day?

_____

_____

2. What's an Olympic sponsor?

_____

_____

_____

3. What do sponsors provide for the Olympics?

_____

_____

_____

_____

4. What is "marketing revenue?" How much of the total marketing revenue do Olympic sponsors provide?

_____

_____

_____

_____

5. What's a multinational corporation? What kind of multinational corporations are Olympic Partners?

_____

_____

_____

_____

6. What do Olympic sponsors get in exchange for what they do for the Olympics? Why is this a good opportunity for them?

_____

_____

_____

_____

_____

Part B.

Now turn the page and **read** the dialogue. As you read, **listen** to Track 5 on CD 2 and **repeat** the dialogue until you are familiar with all the sentences.

Corporate Partners

Li Na and Yumi on the bus with Ming, Carlos, and Dave. They're on their way to a bicycle rental shop.

Yumi: I think it's a wonderful idea for us to rent bicycles for the day. What a great way to explore the city. I'm eager to get off this bus and go for a ride.

Ming: Yeah. Dave is always trying to get us to rent bikes and go riding with him. We've never taken him up on the offer, though. I'm glad you guys talked us into it. I need some exercise.

Yumi: Hey, look at that advertisement up there. "A proud sponsor of the 2010 Winter Olympic Games," it says. It seems like the Olympics are being mentioned everywhere we go! But what's a "sponsor?"

Carlos: Oh, a sponsor is basically a company that provides the funding, goods, and services required by the International and National Olympic Committees to stage the Games effectively.

Li Na: What do you mean? What kind of goods and services do they provide?

Dave: Well, at the last Olympics, corporate sponsors provided everything from free food and drinks for the athletes, coaches, and game officials to the technical support needed to send electronic information between venues and tally up the scores for competing athletes.

Ming: According to that show we were watching the other night, the sponsors don't just help out during the time of the Olympics. They provide funds, goods, and services to the International Olympic Committee during the entire four years before an Olympics. Isn't that right, Dave?

Dave: Yep, you've got it. I read somewhere that sponsors contribute about forty percent of the total Olympic marketing revenue during the years leading up to the Games, as well as during the Games themselves.

Yumi: "Marketing revenue?" What's that?

Carlos: It's the money used to advertise the Olympics and promote them to the world so that people will want to come to the Games, or at least watch them on television.

Yumi: I remember before the Nagano Games, there was a lot of advertising for the Olympics. How much money would all that advertising cost, I wonder?

Dave: I'm not sure, but it must be hundreds of millions of dollars. And that's just the money being put into marketing and promotion.

Li Na: Wow, that's a lot of money. What kind of companies usually sponsor the Olympics?

Dave: Well, it depends. There are different levels of sponsors. The ten or so primary sponsors, called The Olympic Partners, or TOP sponsors, are all major multinational corporations.

Yumi: What's a multinational corporation?

Carlos: It's a large company, or collection of companies, that has businesses in countries all around the world. What kind of multinational corporations tend to sponsor the Olympics, Dave?

Dave: The Olympic partners are all different types of corporations. One is a major fast food chain. Another is a well-known film and camera company. A couple are big electronics companies, while a couple more are major magazine publishing companies.

Li Na: That's very interesting. Are all the Olympic Partners American or European companies?

Dave: No. Two are Japanese companies, and another is South Korean.

Yumi: Really? Which companies are they?

Dave: I'm not telling. You're going to have to guess.

Yumi: Hmm, let me think about it for a moment.

Ming: You were saying that those were just the TOP sponsors. What other types of sponsors are there?

Dave: Well, there are the official suppliers to the Olympic Games. Unlike the Olympic Partners, they don't provide marketing revenue or support during the four years leading up to the Games. But they do provide millions of dollars worth of goods and services needed during the Games.

Li Na: What types of goods and services do you mean?

Dave: Well, one of the suppliers provides the stopwatches needed to time races. Others provide cars for transportation, clothing for the athletes, and medical services.

Ming: Wow. It sounds like sponsors do a lot for the Olympics.

Dave: They sure do. When I was researching the Olympics for my interview, I read a quote from one of the International Committee members in which he says, without the support of the business community, all the Olympic athletes would still be playing sports in their backyards.

Yumi: Playing sports in their backyards? But then we'd never get to see them! I'm sure glad the business community helps the Olympic committee so much.

Dave: Well, the sponsors do get a lot in return. In exchange for everything they do for the Olympics, they earn the right to advertise themselves as Olympic sponsors. And they get to display their logos in the venues and run television commercials advertising their products on television during the Olympics.

Yumi: But those companies probably advertise their products all the time. Why is advertising during the Olympics such a big deal?

Dave: Because so many people around the world are watching the Olympics. More than two billion people watched the last Games, remember. That's a pretty large audience to be watching your advertisements!

Yumi: I see what you mean.

Li Na: By the way, Dave, how did your interview with the Vancouver Olympic Committee go?

Dave: Pretty well, I think. But I won't hear anything about it for another few weeks. They had a lot of applicants to interview. Keep your fingers crossed for me.

Activity 3.8: Corporate Partners—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 5 on CD 2. Practice saying the sentences you have written. Pause the CD when necessary.

Yumi: _____

_____

Ming: Yeah. Dave is always trying to get us to rent bikes and go riding with him. We've never taken him up on the offer, though. I'm glad you guys talked us into it. I need some exercise.

Yumi: _____

_____

Carlos: Oh, a sponsor is basically a company that provides the funding, goods, and services required by the International and National Olympic Committees to stage the Games effectively.

Li Na: _____

Dave: Well, at the last Olympics, corporate sponsors provided everything from free food and drinks for the athletes, coaches, and game officials to the technical support needed to send electronic information between venues and tally up the scores for competing athletes.

Ming: _____

_____

_____

Dave: Yep, you've got it. I read somewhere that sponsors contribute about forty percent of the total Olympic marketing revenue during the years leading up to the Games, as well as during the Games themselves.

Yumi: _____

Carlos: It's the money used to advertise the Olympics and promote them to the world so that people will want to come to the Games, or at least watch them on television.

Yumi: _____

Dave: I'm not sure, but it must be hundreds of millions of dollars. And that's just the money being put into marketing and promotion.

Li Na: _____

Dave: Well, it depends. There are different levels of sponsors. The ten or so primary sponsors, called The Olympic Partners, or TOP sponsors, are all major multinational corporations.

Yumi: _____

Carlos: It's a large company, or collection of companies, that has businesses in countries all around the world. What kind of multinational corporations tend to sponsor the Olympics, Dave?

Dave: _____

_____

_____

Li Na: That's very interesting. Are all the Olympic Partners American or European companies?

Dave: _____

Yumi: Really? Which companies are they?

Dave: _____

Yumi: Hmm, let me think about it for a moment.

Ming: _____

Dave: Well, there are the official suppliers to the Olympic Games. Unlike the Olympic Partners, they don't provide marketing revenue or support during the four years leading up to the Games. But they do provide millions of dollars worth of goods and services needed during the Games.

Li Na: _____

Dave: Well, one of the suppliers provides the stopwatches needed to time races. Others provide cars for transportation, clothing for the athletes, and medical services.

Ming: _____

Dave: They sure do. When I was researching the Olympics for my interview, I read a quote from one of the International Committee members in which he says, without the support of the business community, all the Olympic athletes would still be playing sports in their backyards.

Yumi: _____

_____

Dave: Well, the sponsors do get a lot in return. In exchange for everything they do for the Olympics, they earn the right to advertise themselves as Olympic sponsors. And they get to display their logos in the venues and run television commercials advertising their products on television during the Olympics.

Yumi: _____

_____

Dave: Because so many people around the world are watching the Olympics. More than two billion people watched the last Games, remember. That's a pretty large audience to be watching your advertisements!

Yumi: _____

Li Na: By the way, Dave, how did your interview with the Vancouver Olympic Committee go?

Dave: _____

_____

Part B

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 5 on CD 2 again. Practice saying the sentences you have written. Pause the CD when necessary.

Yumi: I think it's a wonderful idea for us to rent bicycles for the day. What a great way to explore the city. I'm eager to get off this bus and go for a ride.

Ming: _____

_____

Yumi: Hey, look at that advertisement up there. "A proud sponsor of the 2010 Winter Olympic Games," it says. It seems like the Olympics are being mentioned everywhere we go! But what's a "sponsor?"

Carlos: _____

_____

Li Na: What do you mean? What kind of goods and services do they provide?

Dave: _____

_____

_____

Ming: According to that show we were watching the other night, the sponsors don't just help out during the time of the Olympics. They provide funds, goods, and services to the International Olympic Committee during the entire four years before an Olympics. Isn't that right, Dave?

Dave: _____

_____

_____

Yumi: "Marketing revenue?" What's that?

Carlos: _____

_____

Yumi: I remember before the Nagano Games, there was a lot of advertising for the Olympics. How much money would all that advertising cost, I wonder?

Dave: _____

_____

Li Na: Wow, that's a lot of money. What kind of companies usually sponsor the Olympics?

Dave: _____

_____

Yumi: What's a multinational corporation?

Carlos: _____

_____

Dave: The Olympic partners are all different types of corporations. One is a major fast food chain. Another is a well-known film and camera company. A couple are big electronics companies, while a couple more are major magazine publishing companies.

Li Na: _____

Dave: No. Two are Japanese companies, and another is South Korean.

Yumi: _____

Dave: I'm not telling. You're going to have to guess.

Yumi: _____

Ming: You were saying that those were just the TOP sponsors. What other types of sponsors are there?

Dave: _____

_____

_____

Li Na: What types of goods and services do you mean?

Dave: _____

_____

Ming: Wow. It sounds like sponsors do a lot for the Olympics.

Dave: _____

_____

_____

Yumi: Playing sports in their backyards? But then we'd never get to see them! I'm sure glad the business community helps the Olympic committee so much.

Dave: _____

_____

_____

Yumi: But those companies probably advertise their products all the time. Why is advertising during the Olympics such a big deal?

Dave: _____

_____

_____

Yumi: I see what you mean.

Li Na: _____

_____

Dave: Pretty well, I think. But I won't hear anything about it for another few weeks. They had a lot of applicants to interview. Keep your fingers crossed for me.

Activity 3.9: Out of Order

Help! The sentences below have been taken from the dialogue, "Corporate Partners." Try to put the words back into the correct order and then listen for the sentences on Track 5 on CD 2. As you listen, make any necessary changes to the sentences. Remember to capitalize the first word in the sentence and include any punctuation marks.

1. a a and and basically by Committees company effectively funding . Games goods International is National Olympic provides required services sponsor stage that the, the to the

_____

_____

2. according don't during help just night of Olympics other out sponsors show that the the .the the time to watching we were,

_____

_____

3. an and before Committee during .entire four funds goods International Olympic Olympics provide services the the they, to years

_____

_____

4. advertise and at come Games it's least money , Olympics on or people promote so television. that the the the the them them to to to to used want watch will world

_____

_____

5. all are called . corporations major multinational Olympic or Partners primary sponsors sponsors ten the, The, TOP, so or

_____

_____

6. a all around businesses collection companies company . countries has in it's large, of or, that the world

_____

_____

7. and athletes cars clothing for for medical needed of one , .Others provide provides races services stopwatches suppliers the the the time to. transportation,

_____

_____

8. all athletes backyards be . business community in of Olympic playing sports support still the the the their without , would

_____

_____

9. advertise as do earn everything exchange for for in Olympic .Olympics right sponsors they the , themselves they the to

_____

_____

10. advertising and commercials display during get in logos Olympics on products run television television the the . their their they to venues

_____

_____

Activity 3.10: Funding the Olympics

How much do you think it costs to stage a large international event like the Olympics?

Take a wild guess: _____

Part A.

Listen to Track 6 on CD 2 to learn more about the financial considerations that come into play when hosting the Olympics. Then answer the questions below.

1. The cost of staging an Olympic Games depends on a number of factors. What are they?

_____

_____

2. What have the 2010 Winter Olympics in Vancouver been estimated to cost?

_____

_____

3. How much of the total budget will the federal and provincial governments be providing?

_____

_____

4. Who will be providing the rest of the money? How much money will they be providing?

_____

_____

5. How much are improvements to the Sea to Sky Highway projected to cost?

_____

_____

6. What other improvement project isn't included in the budget?

_____

_____

7. What are some of the ways the Olympics will generate money?

_____

_____

8. Are the Vancouver Olympics predicted to take in more money that what was spent to stage them, or less money?

_____

_____

9. How many new jobs are predicted to be created by the Olympics?

_____

_____

10. How much money are the Olympics expected to generate in terms of economic activity leading up to and during the Games?

_____

_____

Part B.

In Beijing, where a great deal more infrastructure improvements were required to prepare the city for the Olympics, the total budget for putting on the games is 33.7 billion dollars, making it possibly the most expensive Olympics ever staged.

However, much of this money is going into projects that will benefit the people of Beijing for decades to come. Take a look at the projects listed below. These are all projects necessary for the staging of the Olympics. Now look at the estimated costs listed in the budget table. Which projects match up with which costs? See if you can match them up correctly.

Beijing Olympics Construction, Improvement, and Maintenance Projects

- constructing the "Olympic Green" park and 37 new venues (some temporary)
- Games operations (e.g., the actual staging of the Games)
- constructing and renovating public utilities (e.g., the city's water, gas, and electricity infrastructure)
- additions and improvements to the traffic network (e.g., metro city light railway system, highway improvements)
- development of a high-tech "digital Beijing" (e.g., improving the city's computer infrastructure)
- environmental improvement projects (e.g., planting new forests and green belts)

Beijing's Olympic Budget

Construction, Improvement, and Maintenance Projects	Projected Cost
1. _____	$15,570,000,000
2. _____	$7,790,000,000
3. _____	$5,240,000,000
4. _____	$2,550,000,000
5. _____	$1,840,000,000
6. _____	$708,000,000

Check the Answer Key to see whether any of your guesses were correct.

Part C.

Of the six projects listed in Part B, which do you think offers the people of Beijing the greatest long-term benefit, relative to the amount of money it costs? Provide detailed reasons for your answer.

Activity 3.11: Role Models and Cultural Heroes

Role models are people who others admire and want to emulate. There are personal role models, people who are active in a person's life and who earn the respect and admiration of those around them. There are also cultural role models, people who are famous for their accomplishments but aren't known personally by the people who admire them.

Every culture tends to have its own special role models. Learning about a culture's role models and heroes can tell you a lot about the culture itself. The type of people who become role models depends on what actions and attitudes the culture admires. It's important to note that people don't have to be "real" to be role models. Many television, movie, or comic book characters are also regarded as role models by many members of society.

Part A.

Look at the types of people listed below. In the space provided, write down an example of a popular role model in your country fitting that description. Try to write down the most popular example you can think of. It's okay to include dead people, so long as they're still considered role models. Then consider how popular these people are as cultural role models in your country. Rank them from one to twelve, with one being most popular and twelve being least popular.

	Role Model Type	Example	Popularity Ranking
1.	cartoon or comic book superhero	_____	_____
2.	other fictional character (e.g., from a book, movie or TV show)	_____	_____
3.	professional or elite athlete, (e.g., Olympic athlete professional team sport player, martial arts master)	_____	_____
4.	scientist or philosopher	_____	_____
5.	politician or government official		
6.	service professional (e.g., doctor, lawyer, teacher police officer)	_____	_____
7.	author	_____	_____
8.	movie or television star	_____	_____
9.	professional musician	_____	_____
10.	other artist (e.g., dancer, visual artist)	_____	_____
11.	family member, mentor, or elder	_____	_____
12.	other: _____	_____	_____

Part B.

Now listen to Track 7 on CD 2. Pause the tape after each question you hear and write an answer in the space provided. If you have a problem understanding any of the questions, you can look it up in the Answer Key.

1.

_____

_____

_____

2.

_____

_____

_____

_____

3.

_____

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4.

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6.

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10.

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Activity 3.12: Gleaning Meaning

Listen to Track 8 on CD 2 and then answer the questions below. Be sure to write in full sentences.

1. What did Pierre de Coubertin once say?

_____

_____

_____

_____

2. What nationality are Nikolai Andrianov and Larissa Latynina? What sport did they both compete in?

_____

_____

_____

_____

3. How many medals did Nikolai Andrianov win? How many were gold?

_____

4. How many medals did Larissa Latynina win? How many were gold? What is so significant about this number?

_____

_____

5. What country did gymnast Nadia Comaneci come from? During which Olympics did she give her most remarkable performance?

_____

_____

6. What was so remarkable about Nadia Comaneci's performance?

_____

_____

_____

_____

7. Why was Jesse Owens was considered the hero of the 1936 Berlin Olympics? How did he prove Adolph Hitler wrong?

_____

_____

_____

_____

8. What type of obstacles did Wilma Rudolph have to overcome before she became an athlete? At which Olympics did she give her most famous performance? What were her achievements?

_____

_____

_____

_____

9. What nationality was Adebe Bikila? What was he the "first" person to accomplish?

_____

_____

10. What was so incredible about his performance?

_____

_____

Chapter Three Answer Key

Volunteer Opportunities

Dialogue Comprehension

1. Sixty thousand people were trained as volunteers for the last Olympics.
2. At the Olympics, volunteers did everything from greeting athletes and guests at the airport to collecting event tickets and providing security at the sports venues. Volunteers also took care of the web site and online technical support, venue lighting, and power. Volunteers also work in the Athlete's Village, where all of the athletes live and hang out during the Olympics.
3. There are three basic requirements someone needs to have to become an Olympic volunteer: a volunteer must be 18 years old or older, he or she must be able to speak English, though more languages are definitely better, and he or she must have "the spirit to serve."
4. Yumi was a volunteer at a children's hospital for a couple of years. She entertained the sick children and made them feel better. She'd play games with them and read them stories, that kind of thing. Sometimes she'd even dress like a clown to cheer them up.
5. Carlos did community development work in Mexico for a couple years. He and a group of volunteers went out to a small rural community and helped the people there build some new houses and a running water system for their village.

Activity 3.2: Using the Key Words and Phrases

Part A. and B.

1. C
2. F
3. H
4. L
5. J
6. A
7. I
8. D
9. K
10. G
11. E
12. B

Activity 3.3: A Personal Statement of Experience

Part A.

1. b. a one-year certificate program at a university faculty of education
2. c. The Personal Statement of Experience is equally as important as an applicant's academic qualifications.
3. c. applicants with a high GPA and an outstanding Personal Statement of Experience
4. b. a brief list of the educational, work, or life experiences the applicant has had that would make him or her a good teacher
5. a. greater detail about three of the experiences listed on the first page, explaining how what skills and understanding these experiences taught the applicant that will make him or her a good teacher
6. b. no
7. c. either typed or word-processed on a computer, but not hand-written
8. b. at most two pages
9. a. the applicant's name and application number
10. b. before February 28, 2004

Part B.

Show your Personal Statement of Experience to a teacher to make sure your English is written correctly.

That's Hospitality
Dialogue Comprehension

1. The word, "hospitality," comes from the word, "hospitable," which means to make people feel comfortable and welcome. The hospitality industry includes businesses that cater to people's food, shelter, and travel needs, such as hotels, restaurants, and resorts.
2. The Guest Service Agent was the manager of a local restaurant before starting the job she has now. Before that, she was a bartender at a night club downtown. And during university, she worked as a tour guide at a resort.
3. The Guest Service Agent has had to learn how to say useful phrases such as "hello," "nice to meet you," "what's your name," "the bathroom is that way," and so on. She can say these phrases in French, Chinese, Japanese, German, Spanish, and Russian.
4. The Guest Service Agent has had to learn about the needs and expectations of people from different cultures and religions so she can provide quality service for her customers and guests. For example, people of certain cultures have particular dietary needs that a hospitality worker needs to know about. Most Hindus from India, for example, follow a vegetarian diet and never eat beef. Their religion forbids it. Muslims, on the other hand, eat beef but never eat pork.
5. The Guest Service Agent thought it was fun working in the restaurant. She learned a lot about running a business, managing people, and promoting a restaurant. But it was a lot of work. Bartending was really fun, but it was a total night job. She likes being active during the day. She liked her job as a tour guide. She got to take people on wilderness tours in the Rocky Mountains and explain the different habitats and ecosystems they walked through. But she likes her current job best. She really likes the people she's working with. And she enjoys interacting with the guests. Plus, she's working for a really good organization here and feels she has a good future with this company. If she works hard, she may get promoted to management some day.

Activity 3.5: Fill in the Blanks

Part A.

1. hospitality, hospitable
2. industry, businesses, resorts
3. all sorts, cultures
4. useful phrases, different languages
5. religions, expectations, requirements
6. quality service, guests
7. certain, dietary needs
8. Hindu, Muslims
9. wilderness tours, ecosystems
10. fantastic time, vacation

Part B.

1. comfortable, welcome
2. includes, shelter, needs
3. During, I've been working
4. and so on, number
5. People, food, comfort
6. need to learn, provide
7. For example, particular
8. certainly not, steakhouse, breakfast
9. Rocky Mountains, habitats
10. make sure, city, again

Activity 3.6: Cultural Expectations

Part A.

1. leaving your shoes on when entering into someone's house (yes, acceptable behaviour in Canada)

2. making loud slurping noises when eating noodles (no, not acceptable behaviour in Canada)
3. having a loud cell phone conversation in a crowded public place, such as in a restaurant or shopping mall (no, not acceptable behaviour in Canada)
4. friends of the same sex holding hands in public (sometimes acceptable behaviour in Canada)
5. boyfriend and girlfriend kissing in public (yes, acceptable behaviour in Canada)
6. women aged 21 to 65 wearing short shorts and sandals without socks out in public (yes, acceptable behaviour in Canada)
7. eating food in public transit, such as on a bus or train (yes, acceptable behaviour in Canada)
8. gesturing dramatically with your hands while talking (yes, acceptable behaviour in Canada)
9. shaking hands with someone upon first meeting them (yes, acceptable behaviour in Canada)
10. hugging friends when saying goodbye (yes, acceptable behaviour in Canada)
11. belching at the table while eating (no, not acceptable behaviour in Canada)
12. in a job interview, proudly relating previous work and life accomplishments in great detail (yes, acceptable behaviour in Canada)

Part B.

Answers will vary. Show your work to a teacher to make sure your English is correct.

Activity 3.7: Moving Beyond Generalizations and Stereotypes

Part A.

1. F
2. F
3. F
4. F
5. F

Part B.

1. F—Making generalizations about people from other cultures is sometimes unavoidable, but we should be careful when doing so.
2. T
3. T
4. F—Stereotypes assume that all members of a particular nationality, race, religion or other group think and act the same.
5. F—"All Americans are patriotic" is an example of a stereotype.
6. F—Stereotypes are usually based on opinion instead of fact.
7. T
8. T
9. T
10. F—Often people are taught to fear what is different from them, and most people don't like things that scare them.
11. F—It's easier to assume that all people belonging to a particular social group are the same than it is to make the effort to get to know them as individuals and learn about their unique characteristics.
12. T

Part C.

Answers will vary. Show your work to a teacher to make sure your English is written correctly.

Here is the full text from the audio track to help you.

Moving Beyond Generalizations and Stereotypes

When dealing with people from different cultures, we sometimes make generalizations about their character and behaviour. If we

notice that many of the people from that culture exhibit similar behaviour patterns, then we may generalize that all people from that culture must share the same behaviour patterns. But if we tend to rely on these generalizations too much, we run the risk of thinking in stereotypes.

How often have you heard comments like, "All Americans are patriotic," or "All Australians do nothing but surf and drink beer?" Such generalized statements are called stereotypes. Stereotypes are fixed preconceptions about other groups of people. These preconceptions assume that all members of a particular nationality, race, religion, or other group think and act in the same way. Stereotypes don't allow for any variation from the perceived pattern, and don't recognize that individuals within the group may in fact act very differently from each other. This, of course, is not true. In reality, all people are unique.

Stereotypes are usually based on opinion instead of fact. Someone might form a stereotypical understanding of people belonging to a particular social group from what they see on television or in the movies, or what they hear from the people around them. But of course, television or movie characters aren't real people. And often these characters are themselves one-dimensional stereotypes that insult the people they are pretending to represent.

Stereotypes hurt people, both those that are unfairly represented by them and those who believe in them. When a person hears that "all people like them" think or act in a certain way, they tend to feel insulted, especially if the statement in question doesn't apply to them. But the people who believe in the stereotypes can be hurt by them as well. If they choose to believe that people in a certain social group all act and think a certain way, and never bother to find out the truth for themselves, then they miss out on a valuable opportunity to learn about how real people think and live. They lose the chance to expand their world and make it a bigger, more interesting place.

Why, then, do so many people still think in stereotypes? One possible reason is fear. Often people are taught to fear what is different from them, and most people don't like things that scare them. Their fear and dislike of people they've never met before is easier to justify if they believe that these strangers behave in ways that are unusual or offensive to them.

Another reason is because it's easy. Thinking in stereotypes is like thinking in terms of black and white. You don't have to worry about all of the different colours in between. It's easier to assume that all people belonging to a particular social group are the same than it is to make the effort to get to know them as individuals and learn about their unique characteristics.

If you are wishing to socialize with people from other countries and don't want to fall into the trap of stereotypical thinking, the best thing to do is to remember people are more than just members of a particular social group. Everyone, no matter what country, race, or religion they belong to, is an individual. If you want to know what particular people are like, ask them questions about what they think and believe. Get to know them as individuals, and appreciate what they can teach you about their culture. But never assume that because you know something about that person, you know everything about others in the same social group. People are not that simple or easy to categorize. And thank goodness, too. If

everyone was the same as everyone else, the world would be a very boring place.

Corporate Partners
Dialogue Comprehension

1. Li Na, Yumi, and the boys are planning to rent bicycles and ride around exploring the city for the day.
2. An Olympic sponsor is a company that provides the funding, goods, and services required by the International and National Olympic Committees to stage the Games effectively.
3. The sponsors provide everything from free food and drinks for the athletes, coaches, and game officials to the technical support needed to send electronic information between venues and tally up the scores for competing athletes. They also provide funds, goods, and services to the International Olympic Committee during the entire four years before an Olympics.
4. Marketing revenue is the money used to advertise the Olympics and promote them to the world so that people will want to come to the Games, or at least watch them on television. Sponsors contribute about forty percent of the total Olympic marketing revenue during the years leading up to the Games, as well as during the Games themselves.
5. A multinational corporation is a large company, or collection of companies, that has businesses in countries all around the world. One of the Olympic Partners is a major fast food chain. Another is a well-known film and camera company. A couple are big electronics companies, while a couple more are major magazine publishing companies.
6. In exchange for everything they do for the Olympics, sponsors earn the right to advertise themselves as Olympic sponsors. They also get to display their logos in the venues and run television commercials advertising their products on television during the Olympics. This is a good opportunity because so many people around the world are watching the Olympics.

Activity 3.9: Out of Order

1. A sponsor is basically a company that provides the funding, goods, and services required by the International and National Olympic Committees to stage the Games effectively
2. According to that show we were watching the other night, the sponsors don't just help out during the time of the Olympics.
3. They provide funds, goods, and services to the International Olympic Committee during the entire four years before an Olympics
4. It's the money used to advertise the Olympics and promote them to the world so that people will want to come to the Games, or at least watch them on television.
5. The ten or so primary sponsors, called The Olympic Partners, or TOP sponsors, are all major multinational corporations.
6. It's a large company, or collection of companies, that has businesses in countries all around the world.
7. One of the suppliers provides the stopwatches needed to time races. Others provide cars for transportation, clothing for the athletes, and medical services.
8. Without the support of the business community, all the Olympic athletes would still be playing sport in their backyards
9. In exchange for everything they do for

the Olympics, they earn the right to advertise themselves as Olympic sponsors.
10. They get to display their logos in the venues and run television commercials advertising their products on television during the Olympics.

Activity 3.10: Funding the Olympics

Part A.

1. The cost of staging an Olympic Games depends on the city and what type of venues and infrastructure improvements need to be made for the Games to take place.
2. The 2010 Winter Olympics in Vancouver have been estimated to cost at least two billion dollars.
3. The federal and provincial governments will be providing 1.2 billion dollars.
4. Olympic corporate sponsors will be providing the rest of the money, which will be about eight hundred million dollars.
5. Improvements to the Sea to Sky Highway are projected to cost around six hundred million dollars.
6. The expansion of the SkyTrain from the Vancouver Airport in Richmond to the city's downtown core isn't included in the budget.
7. The Olympics will generate money through advertising, tickets and souvenir sales. In addition, visitors will be spending money in local hotels, restaurants, and other businesses.
8. Economists predict that the Games will end up taking in about the same amount of money as they originally cost.
9. About 228 000 jobs are predicted to be created by the Olympics.
10. The Olympics expected to generate about ten billion dollars in economic activity leading up to and during the Games.

Here is the full text from the audio track to help you.

Funding the Olympics
When a city successfully bids for and wins the Olympics, the people who live in that city are very excited. Hosting the Olympics is considered to be a great honour and a valuable economic opportunity.

However, it takes a lot of work to stage the Olympic Games. Moreover, it takes a lot of money. How much money depends on the city and what type of venues and infrastructure improvements need to be made for the Games to take place. The staging of the 2010 Winter Olympics in Vancouver, for example, has been estimated to cost at least two billion Canadian dollars, with the federal and provincial governments supplying 1.2 billion dollars of the total cost. The other eight hundred million would be supplied by Olympic corporate sponsors.

The federal and provincial governments will each spend 310 million dollars on building new venues and upgrading old ones. They'll also share the two million dollars budgeted for providing security for the Games. However, the overall two billion-dollar budget doesn't include the estimated six hundred million dollars needed for improvements to the Sea to Sky highway connecting Vancouver with Whistler. Nor does it include the cost of expanding the SkyTrain from the Vancouver Airport in Richmond to the city's downtown core.

All these expenses associated with the Olympics are going to cost Canadians quite a lot of money that they will have to pay in the form of increased taxes. But with all the

revenue generated through advertising, tickets, and souvenir sales, not to mention what visitors will be spending in local hotels, restaurants, and other businesses, economists predict that the Games will end up taking in about the same amount of money as they originally cost. Moreover, because of all the work that must be done to prepare the city for the Games, the Olympics are predicted to create a total of 228 000 jobs in British Columbia, and will generate up to ten billion dollars in economic activity.

Part B.

1. additions and improvements to the traffic network: $15,570,000,000
2. environmental projects: $7,790,000,000
3. development of a high-tech "digital Beijing": $5,240,000,000
4. constructing and renovating public utilities: $2,550,000,000
5. constructing the "Olympic Green" park and 37 new venues: $1,840,000,000
6. Games operations: $708,000,000

Part C.

Answers will vary. Show your work to a teacher to make sure your English is written correctly.

Activity 3.11: Cultural Heroes and Role Models

Part B.

The questions are:

1. Who were the top three role models on your list? What professions or categories do they belong to?
2. Why are the top three role models so popular? What is it about them that people admire and want to emulate?
3. Of your top three role models, whose job or profession is most beneficial to society? Whose is least beneficial to society? Provide a detailed answer.
4. Does society's admiration of these people reflect how beneficial they are to your society, or is the admiration they receive based on something other than their positive contribution to society? Provide a detailed answer.
5. Who were the bottom three role models on your list? What professions do they belong to?
6. Why do you think the bottom three role models are not as highly admired as the top three role models on your list? Provide a detailed answer.
7. Of your bottom three role models, whose job or profession is most beneficial to society? Whose is least beneficial to society? Provide a detailed answer.
8. Whom do you personally admire the most on the list? Why? Do you think this person makes a positive contribution to society, or do you base your admiration on something else?
9. If you had a child, which role model would you most want your child to emulate? Is your answer the same as what you wrote for question 8? Explain why or why not.
10. If you were stuck on a deserted island, who on your list would you most want to be with? Why?

Part C.

Answers to these questions will vary. Show your work to a teacher to make sure your English is written correctly.

Activity 3.12: Gleaning Meaning

1. Pierre de Coubertin once said that "the important thing in life is not victory, but

the fight; the main thing is not to have won, but to have fought well."

2. Nikolai Andrianov and Larissa Latynina are both Russian. They competed in gymnastics.
3. Nikolai Andrianov won fifteen medals, seven of which were gold.
4. Larissa Latynina won eighteen medals, nine of which were gold. This is the highest number of medals ever won by an Olympic athlete.
5. Nadia Comaneci came from Romania. She gave her most remarkable performance at the 1976 Montreal Olympics.
6. Nadia Comaneci was the first Olympic athlete ever to score a perfect 10 in an event when she won the gold for the bars. She went on to earn a total of seven 10s in that Games, the only athlete ever to score that many perfect marks. She ended up winning six medals during those Games, three of which were gold.
7. Jesse Owens was the hero of the 1936 Berlin Olympics because he broke five world records and matched a sixth world record during the Olympics. He won four gold medals at those Games, and his long-jump world record that year remained unbeaten for twenty-five years. Owens was black, so his accomplishments proved Hitler's belief that the white race is superior to be wrong.
8. Wilma Rudolph was born with polio, a potentially crippling disease. She also suffered from scarlet fever and pneumonia as a child. In the 1960 Rome Olympics, she won three gold medals and set a world record in the 200-metre race.
9. Adebe Bikilia was from Ethiopia. He was the first black African ever to win a gold medal at the Olympics.
10. A runner, Adebe Bikilia won his event while not wearing any shoes. He ran more than 42 kilometres and not only ended up winning the race, but also set a world record.

Gleaning Meaning Audio Script

Pierre de Coubertin, the man who was the main organizing force behind the first modern Olympics in 1896, once said that "the important thing in life is not victory, but the fight; the main thing is not to have won, but to have fought well."

For many Olympic athletes, fighting well is what the Games are all about. In fact, some have fought so well, overcoming impossible odds or giving such incredible, unparalleled performances, that they are remembered as Olympic heroes, athletes whose legendary efforts will be remembered long after their competing days are over.

Some of these heroes are remembered for the number of medals they've won during the Games. Most Olympic athletes consider themselves incredibly fortunate if they win even one medal, especially if it's the gold. But some athletes are so far ahead of everyone else in their field that they completely dominate the sport. Russian gymnasts Nikolai Andrianov and Larissa Latynina are good examples of such athletes. Both Nikolai and Larissa have won more Olympic medals than any other athletes. Over his Olympic career, Nikolai competed in the 1972, 1976, and 1980 Olympics and won fifteen medals, seven of which were gold. Larissa won more Olympic medals than any other athlete in the modern Olympics. She competed in the 1956, 1960, and 1964

Olympics and earned a grand total of eighteen medals, nine of which were gold.

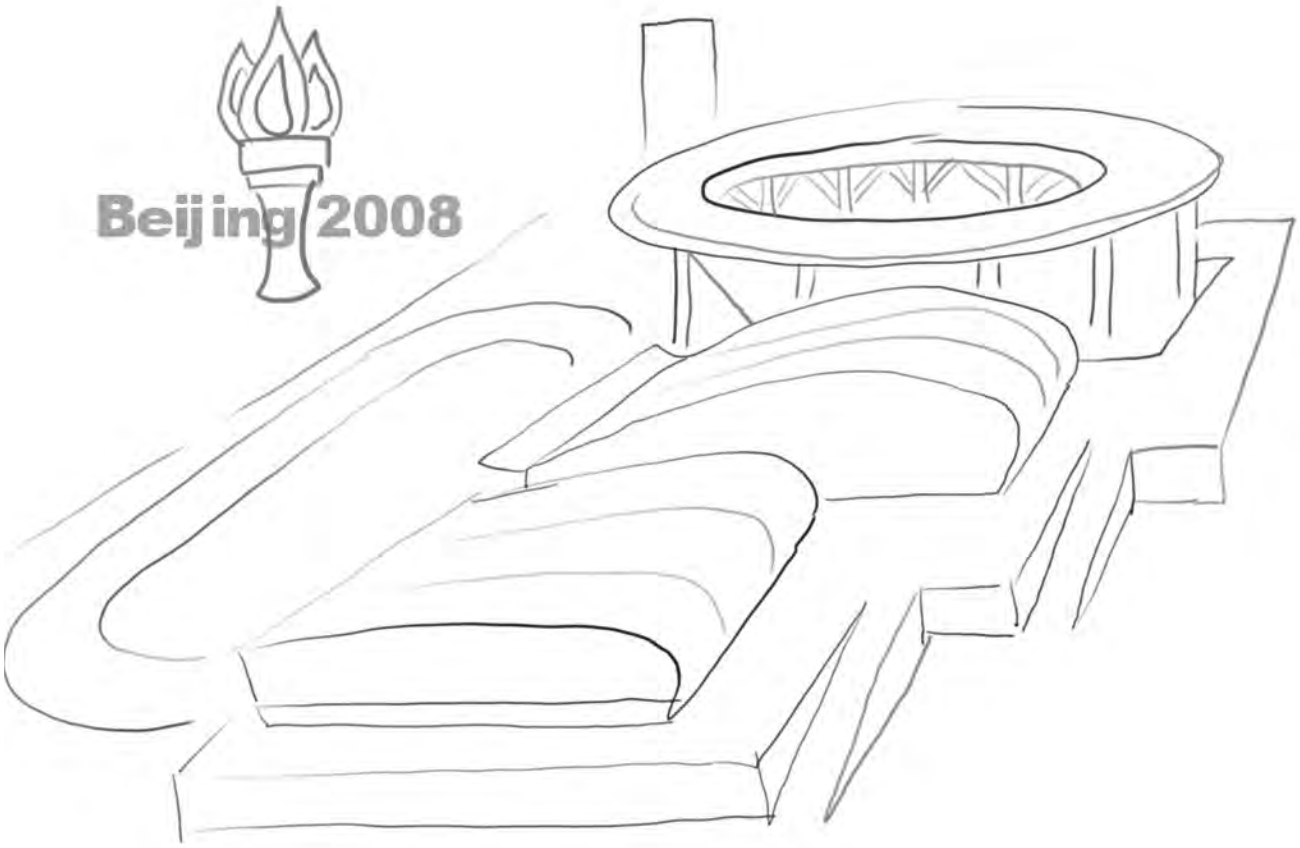
Then there are the Olympians who become famous for having made an outstanding performance that wins over the crowd at a particular Olympic Games. Nadia Comaneci, a gymnast from Romania, was the star of the Montreal Summer Olympics in 1976. She became the first Olympic athlete ever to score a perfect 10 in an event when she won the gold for the bars. Incredibly, she went on to earn a total of seven 10s in that Games, the only athlete ever to score that many perfect marks. She ended up winning six medals during those Games, three of which were gold.

American sprinter Jesse Owens was considered the hero of the 1936 Berlin Olympics. Adolph Hitler, ruler of Germany at the time, was very vocal in his beliefs about "racial superiority." He believed that white people were a superior race and that people of other races were inferior. Owens, a black American whose grandparents were slaves, proved Hitler wrong when he broke five world records and matched a sixth world record during the Olympics. He won four gold medals at those Games, and his long-jump world record remained unbeaten for twenty-five years.

Then there are the athletes who triumph over incredible odds. Another American runner, Wilma Rudolph, was born with polio, a potentially crippling disease. The twentieth of twenty-two children, she also suffered from scarlet fever and pneumonia as a child. And yet she went on to become one of the greatest women Olympic sprinters of all time. In the 1960 Rome Olympics, she won three gold medals and set a world record in the 200 metre race.

Finally, there are those whose stories are so special they end up inspiring people around the world in a way that goes beyond mere athletics. Also at the 1960 Rome Olympics, Ethiopian runner Adebe Bikila was the first black African to win a gold medal, inspiring would-be athletes all over the African continent. What is especially incredible about his performance is that he won his event while not wearing any shoes. He ran more than 42 kilometres and not only ended up winning the race, but also set a world record.

Chapter Four



Key Words and Phrases

A These people are **participants** in a dance contest.

B These are all examples of modern **technology**.

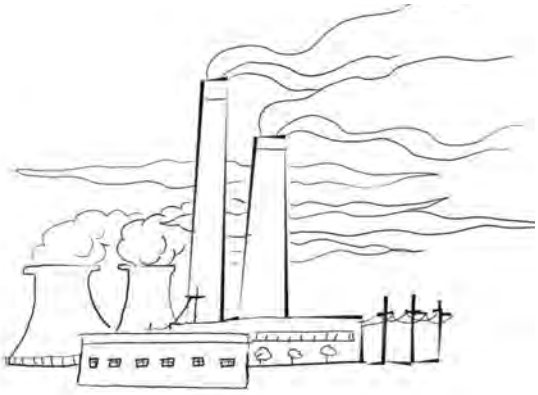
C This is a **theatre**.

D This is a **library**.

E This is a transportation **network**.

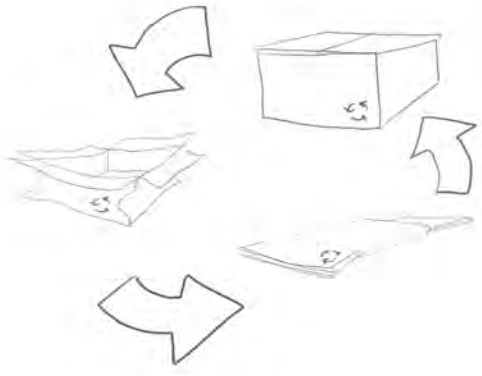
F This is a **pipeline**.

G This is a **power plant**.



H She is making **upgrades** to her computer system.

I This packaging is **biodegradable**.



J This is a **space shuttle**.

K He is an **astronaut**.

L This is the **border** separating Canada from the USA

Building an Olympic City

Dialogue Comprehension

Part A.

Listen to Track 9 on CD 2. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. What is "Expo?" How does it compare to the Olympics?

_____

_____

_____

_____

_____

2. What does Dave mean when he says, "infrastructure?"

_____

_____

_____

_____

3. Are any of the venues built for Vancouver's Expo '86 still being used? Which ones are mentioned in the dialogue?

_____

_____

_____

4. How many new venues are being built for the Beijing Olympics? Which are mentioned in the dialogue?

_____

_____

_____

5. What other infrastructure improvements are being made in Beijing for the Olympics?

_____

_____

_____

_____

6. What are some of the new venues and infrastructure improvements being made for the Vancouver 2010 Olympics?

_____

_____

_____

_____

_____

_____

Part B.

Now turn the page and **read** the dialogue. As you read, **listen** to Track 9 on CD 2 and **repeat** the dialogue until you are familiar with all the sentences.

Building an Olympic City

Li Na, Yumi, and the boys have rented bicycles and have been riding around the city for a while. They decide to take a break on the waterfront boardwalk near Vancouver's Science World.

Li Na: I'm glad we're taking a break. My legs can use a rest from all that cycling. But you're right, Dave. Vancouver is a great city to explore on a bike.

Dave: Yeah. I like how the city has designated certain streets to be bike routes. It makes it easy for cyclists to get around the city without having to use the busy main streets.

Yumi: I like that, too. Riding on busy streets with all those cars speeding past makes me nervous.

Li Na: Where are we, exactly? I like this place. It's nice being so close to the ocean.

Dave: Oh, this is part of the old Expo site.

Yumi: Expo?

Dave: It stands for "Exposition," or World Fair. Vancouver was the host city of Expo '86. The Fair really did a lot for our city. More than twenty-two million people came here from all over the world to see the exhibits and presentations put on by all the participating countries.

Ming: Millions of people coming from all over the world to take part in an international event? That sounds like the Olympics.

Dave: Actually, Expo is a lot like the Olympics, although its focus is on technology and culture instead of sports. But in terms of the preparations that have to take place, the infrastructure that has to be built, and the effect it has on the community, it's very much the same.

Li Na: Sorry, Dave, but what do you mean by "infrastructure?"

Dave: I mean all of the venues that were built to house the different exhibits and presentations and the transportation systems created to move all the Expo visitors in and around the city.

Carlos: What happened to all the venues that were built? Are any still being used?

Dave: Sure they are. Science World, that big round building over there, was built for Expo. So was Canada Place, a large convention centre downtown. The SkyTrain rapid transit line was built for Expo, too. So was the Cambie Street Bridge, a main bridge leading downtown.

Yumi: Really? The SkyTrain we've been riding around on was originally built for a World Fair? It's such an important part of the city's transportation network.

Dave: That's right. A lot of the venues and other engineering projects built for Expo are now prominent parts of the city. That's the great thing about hosting something like the World's Fair or the Olympics.

Li Na: Wow, that makes me even more excited about the 2008 Olympics. What are some of the different venues being built in Beijing, Ming?

Ming: Well, that program we were watching the other night said that there was going to be nineteen new venues built, including a huge new Culture and Sports Complex. There'll also be a new National Grand Theatre, a National Museum, a Chinese Art Gallery, and new buildings added on to the National Library.

Li Na: That sounds amazing. And didn't the television show say that improvements are being made to a lot of existing theatres and sightseeing destinations?

Ming: Yes, that's right. The local transportation system is also being upgraded. New roads are being added to the city's traffic network, and the existing bus and subway systems are being greatly expanded. There's even a brand new subway line being built.

Li Na: Wow. Beijing is going to be better than ever! That should impress all the tourists who've never been to China before.

Ming: Well, that's the idea. If people come to the Olympics and enjoy their time in Beijing, then maybe they'll return for future vacations. Perhaps Beijing will become a major international tourist destination. That would create a lot of revenue for the city.

Carlos: I bet it would. What infrastructure projects and improvements are being undertaken for the Winter Olympics here in Vancouver, Dave?

Dave: Oh man, there's a lot going on. Two large housing complexes are being built. They'll be used as the Athlete's Villages during the Games. There's also a new hockey arena and speed-skating complex being built. And a new SkyTrain line is being constructed linking the airport to downtown Vancouver.

Carlos: What is going to happen to the housing complexes after the Games? What will they be used as?

Dave: They're going to be used as social housing venues after the Games. People are really happy about that. Vancouver can be an expensive city to live in, so it's good that more affordable housing is going to made available to people because of the Games.

Ming: Didn't I hear about improvements being made to the highway leading from Vancouver to Whistler?

Dave: Oh, yeah. The BC government is putting six hundred million dollars into upgrades for the Sea to Sky highway so it can handle the increased traffic during the Olympics. There are also improvements being made to the train line between Vancouver and Whistler, as well as the ferry and bus lines.

Li Na: Wow. The Olympics can really transform a city, can't they?

Dave: Yeah, they sure can. That's one of the reasons cities around the world compete so hard to become Olympic host cities. The Olympics leave a lasting legacy that the people of the host cities can appreciate for many years.

Activity 4.1: Building an Olympic City—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 9 on CD 2. Practice saying the sentences you have written. Pause the CD when necessary.

Li Na: _____

_____

Dave: Yeah. I like how the city has designated certain streets to be bike routes. It makes it easy for cyclists to get around the city without having to use the busy main streets.

Yumi: _____

Li Na: Where are we, exactly? I like this place. It's nice being so close to the ocean.

Dave: _____

Yumi: Expo?

Dave: _____

_____

_____

Ming: Millions of people coming from all over the world to take part in an international event? That sounds like the Olympics.

Dave: _____

_____

_____

Li Na: Sorry, Dave, but what do you mean by "infrastructure?"

Dave: _____

_____

Carlos: What happened to all the venues that were built? Are any still being used?

Dave: _____

_____

_____

Yumi: Really? The SkyTrain we've been riding around on was originally built for a World Fair? It's such an important part of the city's transportation network.

Dave: _____

_____

Li Na: Wow, that makes me even more excited about the 2008 Olympics. What are some of the different venues being built in Beijing, Ming?

Ming: _____

_____

_____

Li Na: That sounds amazing. And didn't the television show say that improvements are being made to a lot of existing theatres and sightseeing destinations?

Ming: _____

_____

_____

Li Na: Wow. Beijing is going to be better than ever! That should impress all the tourists who've never been to China before.

Ming: _____

_____

_____

Carlos: I bet it would. What infrastructure projects and improvements are being undertaken for the Winter Olympics here in Vancouver, Dave?

Dave: _____

_____

_____

Carlos: What is going to happen to the housing complexes after the Games? What will they be used as?

Dave: _____

_____

_____

Ming: Didn't I hear about improvements being made to the highway leading from Vancouver to Whistler?

Dave: _____

_____

_____

Li Na: Wow. The Olympics can really transform a city, can't they?

Dave: _____

_____

_____

Part B.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 9 on CD 2 again. Practice saying the sentences you have written. Pause the CD when necessary.

Li Na: I'm glad we're taking a break. My legs can use a rest from all that cycling. But you're right, Dave. Vancouver is a great city to explore on a bike.

Dave: _____

_____

Yumi: I like that, too. Riding on busy streets with all those cars speeding past makes me nervous.

Li Na: _____

Dave: Oh, this is part of the old Expo site.

Yumi: _____

Dave: It stands for "Exposition," or World Fair. Vancouver was the host city of Expo '86. The Fair really did a lot for our city. More than twenty-two million people came here from all over the world to see the exhibits and presentations put on by all the participating countries.

Ming: _____

_____

Dave: Actually, Expo is a lot like the Olympics, although its focus is on technology and culture instead of sports. But in terms of the preparations that have to take place, the infrastructure that has to be built, and the effect it has on the community, it's very much the same.

Li Na: _____

Dave: I mean all of the venues that were built to house the different exhibits and presentations and the transportation systems created to move all the Expo visitors in and around the city.

Carlos: _____

Dave: Sure they are. Science World, that big round building over there, was built for Expo. So was Canada Place, a large convention centre downtown. The SkyTrain rapid transit line was built for Expo, too. So was the Cambie Street Bridge, a main bridge leading downtown.

Yumi: _____

_____

Dave: That's right. A lot of the venues and other engineering projects built for Expo are now prominent parts of the city. That's the great thing about hosting something like the World's Fair or the Olympics.

Li Na: _____

_____

Ming: Well, that program we were watching the other night said that there were going to be nineteen new venues built, including a huge new Culture and Sports Complex. There'll also be a new National Grand Theatre, a National Museum, a Chinese Art Gallery, and new buildings added on to the National Library.

Li Na: _____

_____

Ming: Yes, that's right. The local transportation system is also being upgraded. New roads are being added to the city's traffic network, and the existing bus and subway systems are being greatly expanded. There's even a brand new subway line being built.

Li Na: _____

_____

Ming: Well, that's the idea. If people come to the Olympics and enjoy their time in Beijing, then maybe they'll return for future vacations. Perhaps Beijing will become a major international tourist destination. That would create a lot of revenue for the city.

Carlos: _____

_____

Dave: Oh man, there's a lot going on. Two large housing complexes are being built. They'll be used as the Athlete's Villages during the Games. There's also a new hockey arena and speed-skating complex being built. And a new SkyTrain line is being constructed linking the airport to downtown Vancouver.

Carlos: _____

_____

Dave: They're going to be used as social housing venues after the Games. People are really happy about that. Vancouver can be an expensive city to live in, so it's good that more affordable housing is going to made available to people because of the Games.

Ming: _____

_____

Dave: Oh, yeah. The BC government is putting six hundred million dollars into upgrades for the Sea to Sky highway so it can handle the increased traffic during the Olympics. There are also improvements being made to the train line between Vancouver and Whistler, as well as the ferry and bus lines.

Li Na: _____

Dave: Yeah, they sure can. That's one of the reasons cities around the world compete so hard to become Olympic host cities. The Olympics leave a lasting legacy that the people of the host cities can appreciate for many years.

Activity 4.2: Using the Key Words and Phrases

Part A.

Look at the pictures below. Listen to Track 10 on CD 2. Write the number of the sentence beside the matching picture. Also write the word or phrase or phrase that describes the picture.

A _____

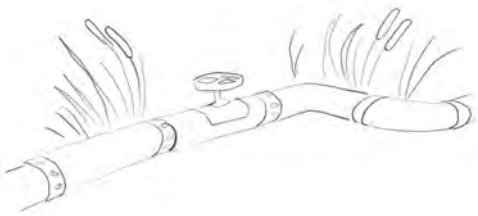
B _____

C _____

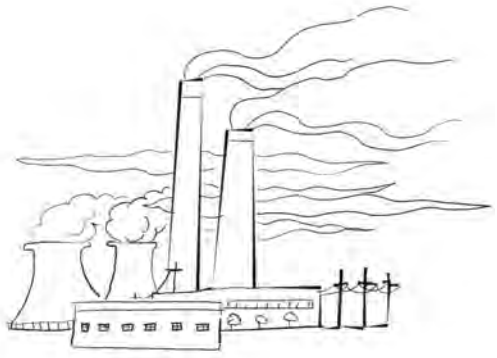
D _____

E _____

F _____



G _____

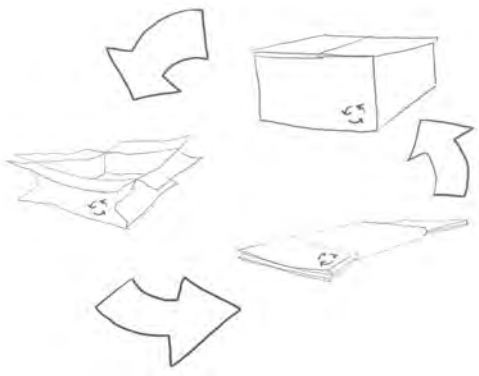


J _____

H _____

K _____

I _____



L _____

Part B.

Listen to Track 10 on CD 2 again. Read the sentences below as you listen. Write the letter of the Key Words and Phrases picture beside the matching sentence. Check your answers with those listed in the Answer Key and then write the sentences in the spaces provided below.

1. _____. This is a **power plant**. It's a collection of buildings and equipment designed to generate electricity for other businesses or homes to use.

_____

_____

2. _____. This is a transportation **network**. A network is a system of lines, routes, or channels.

_____

3. _____. She is making **upgrades** to her computer system. She is improving the way it operates.

_____

_____

4. _____. This is a **space shuttle**. It is a rocket-powered flying vehicle that is capable of entering the Earth's orbit then returning to land safely on the ground.

_____

_____

5. _____. These are all examples of modern **technology**. They are tools created by humans to make our lives easier.

_____

6. _____. This is the **border** separating Canada from the USA. It is a geographic line marking the boundaries of the two countries.

_____

_____

7. _____. This is a **theatre**. It is a venue where music, dance, or drama performances are staged.

_____

8. _____. He is an **astronaut**. He is a person who has flown to outer space.

_____

9. _____. These people are **participants** in a dance contest. They are all taking part in the contest and are competing to win.

_____

_____

10. _____. This packaging is **biodegradable**. It will disintegrate over time and disappear, leaving no lasting impact on the environment.

_____

_____

11. _____. This is a **pipeline**. It is a system of pipes bringing a natural resource such as water, oil, or gas from one place to another.

_____

_____

12. _____. This is a **library**. It is an institution that houses a large collection of books, magazines, and other informational materials that people can borrow for free.

_____

_____

Activity 4.3: Urban Initiatives

Imagine that you are a member of your local city council. The time has come for you to determine what the next year's budget is going to be. There are a number of community improvement projects that need funding if they are going to be implemented. But your city council only has so much money to go around. How do you think this money can best be spent?

Part A.

Listed below are the community improvement projects that need funding from your city council. Listen to Track 11 on CD 2 to find out more about them. In the space provided, record the reasons why these projects need to be done and how they would benefit the community.

Initiative 1. Main Street upgrades and improvements
Cost: $1,000,000

_____

_____

_____

_____

_____

Initiative 2. Golden Beach boardwalk repair
Cost: $500,000

Initiative 3. New Cycling Routes
Cost: $750,000

Initiative 4. Contaminated Site Clean-Up
Cost: $1,000,000

Initiative 5. New Park Development
Cost: $500,000

Initiative 6. New Community Garden Development
Cost: $500,000

Initiative 7. Sports Centre Renovations
Cost: $1,000,000 (gym equipment and renovations: $500,000; roof repairs only: $500,000)

Initiative 8. New School Buses
Cost: $1,500,000 for six

Initiative 9. New Tree Belts
Cost: $500,000

Initiative 10. New Traffic Lights
Cost: $750,000

Part B.

Now that you are more familiar with all the community improvement projects, you're going to have to decide how to spend an available budget of $5,000,000. In the space below, rank the projects in terms of their importance and benefits to the community. Then decide which ones will get funding, and which ones will have to wait for funding another year. Give detailed reasons why you chose the projects you did, and why you rejected the others.

"Greening" the Future

Dialogue Comprehension

Part A.

Listen to Track 12 on CD 2. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. Why does Carlos laugh when Dave complains about Vancouver's air pollution?

_____

_____

2. How is Beijing being turned into a greener city for the Olympics?

_____

_____

_____

_____

3. What are some of the new energy sources that will be used in Beijing during the Olympics? Four are named in the dialogue. See if you can identify them all.

_____

_____

4. What is "geothermal energy?"

_____

_____

_____

_____

5. What will be done to meet the Vancouver Olympic Committee's goal of zero net air pollution emissions during the Games?

_____

_____

_____

_____

6. What are the Vancouver Olympic Committee's plans concerning garbage generated by the Games?

_____

_____

_____

Part B.

Now turn the page and **read** the dialogue. As you read, **listen** to Track 12 on CD 2 and **repeat** the dialogue until you are familiar with all the sentences.

"Greening" the Future

Li Na, Yumi, and the boys have finished their bike ride and have returned the bicycles to the rental shop. Now they're relaxing at an outdoor patio restaurant downtown, enjoying a late afternoon snack.

Li Na: Thanks again, Dave, for suggesting we take a bike tour of the city. I really enjoyed our ride today.

Yumi: Me too! I feel like we went all over the city. But my legs are a little stiff. I think I had better take a soak in the hot tub tonight to make sure I'm not sore tomorrow.

Carlos: A lot of people use bicycles as a main form of transportation in this city, don't they? I was surprised at how many people we saw out riding today.

Dave: Really? I'm always wishing that more people would ride bikes, especially here downtown. It's crazy how much people rely on their cars in this city. If I had my way, most of downtown Vancouver would be closed off to car traffic. Maybe that would help to cut down on the air pollution problem.

Carlos: Air pollution problem? What air pollution? Sorry, but if you think Vancouver's air is polluted, then you should visit Mexico City, my friend.

Ming: Or Shanghai. Our air quality is pretty horrible, too. I'm hoping our city will learn a few lessons from the environmental improvements being made in Beijing for the Olympics.

Dave: So Beijing is being made a lot more environmentally friendly for the Olympics, huh?

Ming: Are you kidding? The city's getting a complete makeover. You wouldn't believe it. The government is using the Olympics as a reason to transform Beijing into a very modern, environmentally sustainable city. In fact, one of the city's Olympic themes is, "Green Olympics."

Carlos: I can remember you saying that most of the buses and taxis were being converted to use clean-burning fuels. What other improvements are being made in preparation for the "Green Olympics?"

Ming: Well, there's a huge reforestation program taking place in the countryside surrounding the city. Beijing is on the edge of a desert, and often suffers from sandstorms. The government is planting 12 000 hectares of forest around the city to combat the problem of increasing desertification.

Li Na: And it's also planting 23 000 hectares of grass and trees along the city's major roads and rivers, right? So Beijing really will be a lot greener than it used to be.

Ming: That's right. And the city's power infrastructure is being totally overhauled. Up until just a few years ago, coal was the city's main source of energy. But four major natural gas pipelines are now being constructed, and soon natural gas will be a main source of power for the city's buildings and vehicles.

Li Na: A bunch of new power plants have been built, too, haven't they, Ming?

Ming: Yeah. I think twenty new gas power plants are being constructed. But natural gas isn't the only new energy source that's going to be used in the Olympics. The Olympic Village and sports venues are also going to be using a lot of wind-generated energy for their electrical needs.

Yumi: Wind energy? Wow, that's so cool.

Ming: Yeah, but that's not all. About ninety percent of all the city's street lamps are going to be powered by solar power, and all of the hot water used in the Village and venues is going to be heated by solar and geothermal energy.

Yumi: Geothermal energy? What's that?

Ming: It's heat energy that's drawn from the Earth. The ground absorbs a lot of heat energy from the sun, which can be converted to usable energy. There's also a lot of heat and steam energy available in areas where hot gases are trapped beneath the ground, such as in areas where there's a lot of volcanic activity.

Yumi: Wow, all of these new energy sources sound so simple, yet so futuristic.

Ming: Well, that's the idea. The Olympics are an event that brings the whole world together to celebrate human achievements, not only in sport. They're also an opportunity for the host city to showcase new technologies that can make our global environment a healthier place for everyone to live.

Carlos: That's a noble goal. What kind of environmental improvements are being made to Vancouver and Whistler in preparation for the 2010 Olympics, Dave?

Dave: Oh, there's a lot going on here, too. Vancouver and Whistler are both promoting the idea of environmental sustainability for the Games. All of the new venues being built will meet the highest standards of energy and water efficiency.

Yumi: How about all of the vehicles traveling back and forth on the Sea to Sky highway during the Games? They'll cause a lot of extra pollution, won't they?

Dave: Actually, the Olympic Committee is thinking about requiring all spectators and volunteers to take public transportation between Vancouver and Whistler during the Games, to cut down on highway traffic. And by then, most if not all public transportation will be using clean-burning energy.

Yumi: I suppose a huge event like the Olympics would generate a lot of extra garbage, wouldn't it? What's being done about that?

Dave: Like Beijing, I'm sure, Vancouver and Whistler are committed to staging an event that doesn't generate any extra waste, which means that all of the liquid and solid waste produced during the Games will be recyclable or biodegradable and will leave no lasting impact on the environment.

Carlos: Wow, all of this sounds fantastic. Sometimes, when I think of the world's environmental problems, I get really depressed. But when I hear about all of these technological innovations being made, I feel hope for the future.

Dave: Well, that's one of the main themes of the Olympics—all the world's people working together for a better future.

Activity 4.4: Greening the Future—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 12 on CD 2. Practice saying the sentences you have written. Pause the CD when necessary.

Li Na: _____

Yumi: Me too! I feel like we went all over the city. But my legs are a little stiff. I think I had better take a soak in the hot tub tonight to make sure I'm not sore tomorrow.

Carlos: _____

_____

Dave: Really? I'm always wishing that more people would ride bikes, especially here downtown. It's crazy how much people rely on their cars in this city. If I had my way, most of downtown Vancouver would be closed off to car traffic. Maybe that would help to cut down on the air pollution problem.

Carlos: _____

_____

Ming: Or Shanghai. Our air quality is pretty horrible, too. I'm hoping our city will learn a few lessons from the environmental improvements being made in Beijing for the Olympics.

Dave: _____

_____

Ming: Are you kidding? The city's getting a complete makeover. You wouldn't believe it. The government is using the Olympics as a reason to transform Beijing into a very modern, environmentally sustainable city. In fact, one of the city's Olympic themes is, "Green Olympics."

Carlos: _____

_____

Ming: Well, there's a huge reforestation program taking place in the countryside surrounding the city. Beijing is on the edge of a desert, and often suffers from sandstorms. The

government is planting 12 000 hectares of forest around the city to combat the problem of increasing desertification.

Li Na: _____

_____

Ming: That's right. And the city's power infrastructure is being totally overhauled. Up until just a few years ago, coal was the city's main source of energy. But four major natural gas pipelines are now being constructed, and soon natural gas will be a main source of power for the city's buildings and vehicles.

Li Na: _____

Ming: Yeah. I think twenty new gas power plants are being constructed. But natural gas isn't the only new energy source that's going to be used in the Olympics. The Olympic Village and sports venues are also going to be using a lot of wind-generated energy for their electrical needs.

Yumi: _____

Ming: Yeah, but that's not all. About ninety percent of all the city's street lamps are going to be powered by solar power, and all of the hot water used in the Village and venues is going to be heated by solar and geothermal energy.

Yumi: _____

Ming: It's heat energy that's drawn from the earth. The ground absorbs a lot of heat energy from the sun, which can be converted to usable energy. There's also a lot of heat and steam energy available in areas where hot gases are trapped beneath the ground, such as in areas where there's a lot of volcanic activity.

Yumi: _____

Ming: Well, that's the idea. The Olympics are an event that brings the whole world together to celebrate human achievements, not only in sport. They're also an opportunity for the host city to showcase new technologies that can make our global environment a healthier place for everyone to live.

Carlos: _____

_____

Dave: Oh, there's a lot going on here, too. Vancouver and Whistler are both promoting the idea of environmental sustainability for the Games. All of the new venues being built will meet the highest standards of energy and water efficiency.

Yumi: _____

_____

Dave: Actually, the Olympic Committee is thinking about requiring all spectators and volunteers to take public transportation between Vancouver and Whistler during the Games, to cut down on highway traffic. And by then, most if not all public transportation will be using clean-burning energy.

Yumi: _____

_____

Dave: Like Beijing, I'm sure, Vancouver and Whistler are committed to staging an event that doesn't generate any extra waste, which means that all of the liquid and solid waste produced during the Games will be recyclable or biodegradable and will leave no lasting impact on the environment.

Carlos: _____

_____

_____

Dave: Well, that's one of the main themes of the Olympics—all the world's people working together for a better future.

Part B.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 12 on CD 2 again. Practice saying the sentences you have written. Pause the CD when necessary.

Li Na: Thanks again, Dave, for suggesting we take a bike tour of the city. I really enjoyed our ride today.

Yumi: _____

_____

Carlos: A lot of people use bicycles as a main form of transportation in this city, don't they? I was surprised at how many people we saw out riding today.

Dave: _____

_____

_____

Carlos: Air pollution problem? What air pollution? Sorry, but if you think Vancouver's air is polluted, then you should visit Mexico City, my friend.

Ming: _____

_____

Dave: So Beijing is being made a lot more environmentally friendly for the Olympics, huh?

Ming: _____

_____

_____

Carlos: I can remember you saying that most of the buses and taxis were being converted to use clean-burning fuels. What other improvements are being made in preparation for the "Green Olympics?"

Ming: _____

_____

_____

Li Na: And it's also planting 23 000 hectares of grass and trees along the city's major roads and rivers, right? So Beijing really will be a lot greener than it used to be.

Ming: _____

_____

_____

Li Na: A bunch of new power plants have been built, too, haven't they, Ming?

Ming: _____

_____

_____

Yumi: Wind energy? Wow, that's so cool.

Ming: _____

_____

_____

Yumi: Geothermal energy? What's that?

Ming: _____

_____

_____

Yumi: Wow, all of these new energy sources sound so simple, yet so futuristic.

Ming: _____

_____

_____

Carlos: That's a noble goal. What kind of environmental improvements are being made to Vancouver and Whistler in preparation for the 2010 Olympics, Dave?

Dave: _____

_____

_____

Yumi: How about all of the vehicles traveling back and forth on the Sea to Sky highway during the Games? They'll cause a lot of extra pollution, won't they?

Dave: _____

_____

_____

Yumi: I suppose a huge event like the Olympics would generate a lot of extra garbage, wouldn't it? What's being done about that?

Dave: _____

_____

_____

Carlos: Wow, all of this sounds fantastic. Sometimes, when I think of the world's environmental problems, I get really depressed. But when I hear about all of these technological innovations being made, I feel hope for the future.

Dave: _____

_____

Activity 4.5: Fill in the Blanks

Part A.

The following sentences are taken from the "'Greening' the Future" dialogue (Track 12 on CD 2). Listen to the dialogue and fill in the missing words in the sentences below.

1. I'm hoping our city will learn a few _____ from the _____ _____ being made in Beijing for the Olympics.

2. The government is using the Olympics as a reason to _____ Beijing into a very modern, _____ _____ city.

3. The government is planting 12 000 _____ of forest around the city to combat the problem of _____.

4. Four major _____ _____ _____ are now being constructed, and soon natural gas will be a main source of power for the city's buildings and _____.

5. The _____ _____ and sports venues are also going to be using a lot of wind-generated energy for their _____ _____.

6. About _____ of all the city's street lamps are going to be powered by solar power, and all of the hot water used in the Village and venues is going to be heated by _____ and _____ energy.

7. There's also a lot of _____ and _____ energy available in areas where hot gases are trapped beneath the ground, such as in areas where there's a lot of _____ _____ .

8. The Olympics are an event that brings the whole world together to celebrate _____ _____, not only in sport.

9. The Olympic Committee is thinking about requiring all _____ and volunteers to take _____ _____ between Vancouver and Whistler during the Games, to cut down on highway _____.

10. Vancouver and Whistler are _____ to staging an event that doesn't _____ any extra waste, which means that all of the liquid and solid waste produced during the Games will be recyclable or _____ and will leave no lasting _____ on the environment.

Part B.

Here are the same sentences again, with different words removed. Fill in the missing words. Try it first on your own. If you need help, refer to track 12 on CD 2 again.

1. I'm _____ our city will learn a few lessons from the environmental improvements _____ _____ in Beijing for the Olympics.

2. The _____ is using the Olympics as a reason to transform Beijing into a very _____, environmentally sustainable city.

3. The government is _____ _____ hectares of forest around the city to _____ the problem of increasing desertification.

4. Four _____ natural gas pipelines are now being _____, and soon natural gas will be a main source of power for the city's _____ and vehicles.

5. The Olympic Village and sports are also going to be using a lot of _____ _____ _____ for their electrical needs.

6. About ninety percent of all the city's _____

   _____ are going to be _____ by solar power,

   and all of the hot water used in the _____ and venues is going to be heated by solar and geothermal energy.

7. There's also a lot of heat and steam energy available in areas where

   _____ _____ are _____

   beneath the ground, such as in areas where there's a lot of volcanic activity.

8. The Olympics are an _____ that brings the whole world together to

   _____ human achievements, not only in sport.

9. The Olympic Committee is thinking about _____ all spectators and

   _____ to take public transportation between Vancouver and Whistler during the Games, to cut down on _____ traffic.

10. Vancouver and Whistler are committed to _____ an event that doesn't generate any extra waste, which means that all of the _____ and

    _____ waste _____ during the Games will be recyclable or biodegradable and will leave no lasting impact on the environment.

Activity 4.6: The Three "Rs"

These days a lot of people around the world are becoming increasingly worried about the problems facing the environment. What with all the air pollution being emitted by cars and factories, chemicals being dumped into rivers and oceans, and toxic garbage piling up in landfills, there is a lot to be concerned about.

When talking about the role that individuals can play in helping to address environmental problems, we often mention the "three Rs." The three Rs refer to different ways that people can cut down the impact their own lifestyle has on the environment.

The three Rs are: **Reduce**, **Reuse**, and **Recycle**.

Part A.

Look at the definitions below and see if you can match them up correctly. Write the name of the "R" term beside the corresponding definition.

1. _____ This term refers to not throwing out materials or products that still have some practical value to them, and instead finding another application for them. Examples include: using plastic bags from the store as garbage bags instead of buying garbage bags, using old bottles as candle holders, and repairing broken items instead of buying new ones.

2. _____ This term refers to sending materials such as paper, plastic, glass and metals to factories that will turn them into new materials to be used for other purposes.

3. _____ This term refers to cutting down on your use of products that may have a negative impact on the environment. Examples include using your own cloth bag to carry home shopping items instead of accepting bags from the store, bringing a reusable cup instead of using disposable paper or styrofoam cups, or walking to work or school or using public transportation on some days instead of driving your car every day.

Part B.

Listen to Track 13 on CD 2. You'll be hearing a number of different environmental practices being mentioned. In the column marked, Which R? write down whether each practise you hear is an example of reducing, reusing or recycling. Then mark an "x" in the column that best reflects how often you engage in such practices in your own life.

which "R?"	I _____ do this in my own life		
	never	sometimes	always
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____
11. _____	_____	_____	_____
12. _____	_____	_____	_____

Part C.

1. Think of two examples of reducing, reusing, and recycling that aren't mentioned in Parts A. or B. of this activity.

Reuse: _____

_____

Reduce: _____

_____

Recycle: _____

_____

2. Of the three "Rs," which do you think is most important for the environment? Why? Give detailed reasons for your answer.

3. Other than the ones mentioned in Part B of this activity, what environmentally friendly practices do you include in your own life? What are some you would like to include in your lifestyle but haven't yet been able to do so? What steps could you take to incorporate such practices in your life?

_____

_____

_____

_____

_____

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_____

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_____

_____

Activity 4.7: A Sustainable Future

These days, there's a lot of talk about the importance of living in an environmentally sustainable way. A sustainable action is one that doesn't use more energy than can be easily replaced or produce more waste than can be absorbed by the environment without any lasting ecological damage.

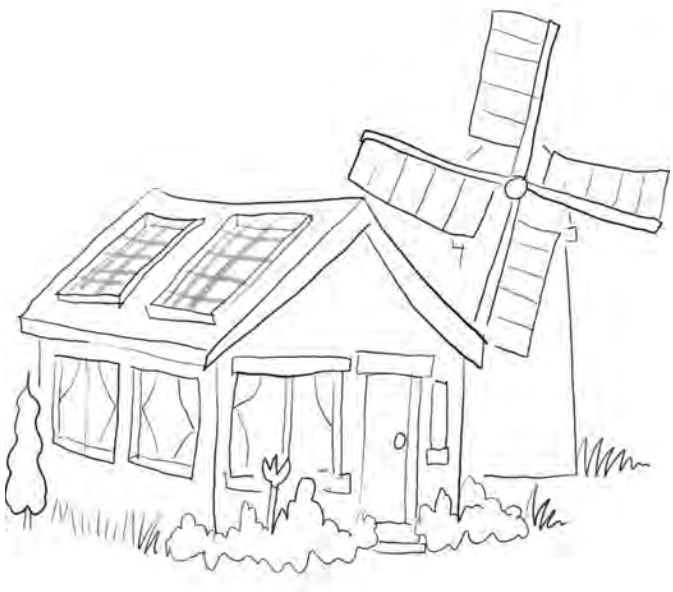
For instance, which of the following actions do you think is more environmentally sustainable?

1. buying paper made from cedar trees that take decades to grow back to a mature size.
2. buying paper made from bamboo trees that take a single season to grow back to a mature size.

3. using reusable wooden or plastic chopsticks
4. using one-use only disposable wooden chopsticks

5. driving a large truck with a diesel engine
6. driving a small car with a hybrid gas/electric engine

7. generating electricity from a hydroelectric dam
8. generating electricity by burning coal



If you guessed that #2, #3, #6, and #7 were the most environmentally sustainable actions, you are correct.

Part A.

Although we live in a world that's still heavily dependent on non-renewable (and therefore unsustainable) resources such as fossil fuels, there is growing recognition that in upcoming decades, this situation will change. Many of today's companies are exploring ways to provide more environmentally sustainable technology and services for the people of tomorrow.

Below are the names of some companies that are currently developing environmentally sustainable technology and services. Although the names of the companies are fictional, they are based on real companies and real products either in the development stage or currently for sale. Listen to Track 14 on CD 2 and write down the full name of the company. Then write about the type of services or products each company offers for sale. Be sure to note the environmental benefits of these products or services, as well as any downsides mentioned. As you listen to the energy supply products, keep in mind that the average North American home uses about 1 kilowatt (1000 watts) of energy per hour, but may go as high as 10 kilowatts per hour at high energy usage times of the day.

1. **Blustery Day** _____

_____

_____

_____

_____

_____

_____

2. **Comes Around, Goes Around** _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. **Charge & Go** _____

4. **Waste-Be-Gone** _____

5. **SunBright** _____

_____

_____

_____

_____

_____

_____

_____

_____

6. **HotFoot** _____

_____

_____

_____

_____

_____

_____

_____

_____

7. **EverClear** _____

_____

_____

_____

_____

_____

_____

8. **Ebb & Flow** _____

_____

_____

_____

_____

_____

_____

Part B.

Of the products described in Part A of this activity, which, if any, do you think will become most popular in the future? Identify the three products you think would be most useful where you live. Consider which ones would best meet the needs of people where you live and have the least damaging impact on the environment. Write your three choices in the space below, and provide a detailed explanation as to why these products would be good for the people and environment where you live.

A World without Borders

Dialogue Comprehension

Part A.

Listen to Track 15 on CD 2. Practice **listening** and **repeating** the dialogue a few times and then try to answer the comprehension questions below.

1. What is Li Na watching right now? What story did she think was interesting?

_____

_____

_____

2. What did the Russian astronaut say in the interview?

_____

_____

_____

3. What did the Russian astronaut's comments make Li Na realize?

_____

_____

_____

_____

4. What are some of the problems all the world's citizens share?

_____

_____

_____

_____

5. Why does Yumi think that the world's people are working together to solve global problems more closely than ever before?

_____

_____

_____

_____

_____

_____

_____

Part B.

Now turn the page and **read** the dialogue. As you read, **listen** to Track 15 on CD 2 and **repeat** the dialogue until you are familiar with all the sentences.

A World without Borders

Li Na is sitting in the hotel room, watching television. Yumi walks in the door, coming back from the gift shop.

Yumi: Hey, I see you're watching the news. Did anything interesting happen in the world today?

Li Na: Well, there was another NASA space shuttle launch. Astronauts from China and India were both on board. The Shuttle is taking supplies to the astronauts in the International Space Station.

Yumi: Can you imagine what it must be like to live on the Space Station, in outer space? Wow, too weird.

Li Na: No kidding. You know, the news story had an interview with a Russian astronaut who's been living aboard the Space Station for the past five months. The interviewer asked him if he ever gets bored up there, floating in space.

Yumi: Yeah? And what did he say?

Li Na: He told her that he never gets bored because he can always watch the Earth spinning beneath him. He said he loves looking at the Earth because from space, you can't see any borders.

Yumi: You can't see any borders? What did he mean by that?

Li Na: Well, I guess he meant the political borders that define the world's countries aren't really real. We define ourselves by our nationalities—I'm Chinese, you're Japanese, Carlos is Mexican, and so on—but really we're all just people living together on the same planet and sharing the same resources.

Yumi: That's a nice thought.

Li Na: Well, it depends on how you look at it. We share each other's problems as well. Take climate change or pollution, for example. It's not like those problems recognize borders. They affect all of us, regardless of where we live. When the Earth's resources are destroyed, all of us suffer.

Yumi: Well, I guess that's why we should do what Dave was saying, when he was talking about the Olympics earlier. We all have to work together for a better future. And I do think the world's people are working together to solve global problems more closely than ever before.

Li Na: You think so? But there are still so many wars going on, and other problems that have a global impact, such as disease. And since the world's nations are all economically connected to some degree, when something bad happens in one country, many other countries are often negatively affected by it.

Yumi: That's true. But think about all the international organizations that exist, such as the United Nations or the World Trade Organization. Such organizations may not be perfect, but they do represent a common desire held by many of the world's people to work more closely on issues that affect all of us.

Li Na: Hmm. That's a good point.

Yumi: And think about how technological advances like the Internet have made it easier for people from different countries to share information and ideas with each other. When our parents were young, they couldn't go online to talk with people from different countries.

Li Na: No, I guess they couldn't. But then they couldn't read or speak English, either. These days you really need to know English if you want to communicate with people from different countries.

Yumi: But many people around the world are learning English. Our parents can't speak English, but you and I can. If it hadn't been for our desire to learn English and our interest in other countries, we never would have become pen pals. We wouldn't be here right now.

Li Na: Yumi, you're totally right. And you know, I wouldn't trade the experience we've had here in Canada for anything. I've learned so much about what life is like in different countries. I'm going to remember this trip for the rest of my life.

Yumi: Me too. It's going to be sad when we have to say goodbye and return to our separate countries. Oh, I hope I don't lose my English when I get back home and start speaking only Japanese again! I'm going to miss being in a foreign country and talking with native English speakers.

Li Na: Hey, the academic advisor I met with suggested I take some online English courses through a Canadian school while I'm at university. You should think about doing the same. Maybe it could help you get a job involving travel to other countries, just like you've always wanted.

Yumi: That might be good idea. Maybe if my English is good enough, I could get a job volunteering at the Beijing Olympics, just like you want to do.

Li Na: That would be so much fun! You know, I'm hoping that if I get a job volunteering at the Beijing Olympics, I might be able to get a job volunteering for the 2010 Olympics here in Vancouver as well. I think it would be cool to watch all the winter sports.

Yumi: Yeah, me too. Li Na, I just had a great idea. Why don't we plan to have a reunion trip to Vancouver for the 2010 Olympics? We could ask Ming and Carlos and their roommates if they would want to meet us here, too. Then we could find out what's happened in everybody's lives over the years.

Li Na: Yumi, that is an awesome idea. I would love to come back for another vacation in this city. And if we all had plans to meet in the future, it would make it much easier to say goodbye when the time comes for us to go our separate ways.

Yumi: Oh, the idea of saying goodbye is so sad! We've had so much fun on our vacation.

Li Na: Don't think of it as saying goodbye, then. Think of it as saying, "see you later." Because we will meet again, Yumi, I'm sure of it. We'll be friends forever, even if we do live in different countries.

Yumi: I know we will. See? With more people like us forming international friendships, we do have more opportunity to work together to solve the world's problems.

Li Na: That's true. So what are we waiting for? Let's get started. After all, it's up to young people like us to figure out ways to solve these problems. And I've always enjoyed a challenge.

Yumi: I would say that the fact we're friends with people like Carlos, Max, and Dave means we already *have* started. We're already part of our own little global community. And as we get older, I'm sure we'll meet more friends from different countries to add to our community. Strength in numbers, Li Na!

Li Na: You're right, Yumi. I think the future holds some amazing global opportunities for all of us.

Activity 4.8: A World Without Borders—Your Turn

Part A.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 15 on CD 2. Practice saying the sentences you have written. Pause the CD when necessary.

Yumi: _____

Li Na: Well, there was another NASA space shuttle launch. Astronauts from China and India were both on board. The Shuttle is taking supplies to the astronauts in the International Space Station.

Yumi: _____

Li Na: No kidding. You know, the news story had an interview with a Russian astronaut who's been living aboard the Space Station for the past five months. The interviewer asked him if he ever gets bored up there, floating in space.

Yumi: _____

Li Na: He told her that he never gets bored because he can always watch the Earth spinning beneath him. He said he loves looking at the Earth because from space, you can't see any borders.

Yumi: _____

Li Na: Well, I guess he meant the political borders that define the world's countries aren't really real. We define ourselves by our nationalities— I'm Chinese, you're Japanese, Carlos is Mexican, and so on—but really we're all just people living together on the same planet and sharing the same resources.

Yumi: _____

Li Na: Well, it depends on how you look at it. We share each other's problems as well. Take climate change or pollution, for example. It's not like those problems recognize borders. They affect all of us, regardless of where we live. When the Earth's resources are destroyed, all of us suffer.

Yumi: _____

_____

_____

Li Na: You think so? But there are still so many wars going on, and other problems that have a global impact, such as disease. And since the world's nations are all economically connected to some degree, when something bad happens in one country, many other countries are often negatively affected by it.

Yumi: _____

_____

_____

Li Na: Hmm. That's a good point.

Yumi: _____

_____

_____

Li Na: No, I guess they couldn't. But then they couldn't read or speak English, either. These days you really need to know English if you want to communicate with people from different countries.

Yumi: _____

_____

_____

Li Na: Yumi, you're totally right. And you know, I wouldn't trade the experience we've had here in Canada for anything. I've learned so much about what life is like in different countries. I'm going to remember this trip for the rest of my life.

Yumi: _____

_____

_____

Li Na: Hey, the academic advisor I met with suggested I take some online English courses through a Canadian school while I'm at university. You should think about doing the same. Maybe it could help you get a job involving travel to other countries, just like you've always wanted.

Yumi: _____

_____

Li Na: That would be so much fun! You know, I'm hoping that if I get a job volunteering at the Beijing Olympics, I might be able to get a job volunteering for the 2010 Olympics here in Vancouver as well. I think it would be cool to watch all the winter sports.

Yumi: _____

_____

_____

Li Na: Yumi, that is an awesome idea. I would love to come back for another vacation in this city. And if we all had plans to meet in the future, it would make it much easier to say goodbye when the time comes for us to go our separate ways.

Yumi: _____

Li Na: Don't think of it as saying goodbye, then. Think of it as saying, "see you later." Because we will meet again, Yumi, I'm sure of it. We'll be friends forever, even if we do live in different countries.

Yumi: _____

_____

Li Na: That's true. So what are we waiting for? Let's get started. After all, it's up to young people like us to figure out ways to solve these problems. And I've always enjoyed a challenge.

Yumi: _____

_____

_____

Li Na: You're right, Yumi. I think the future holds some amazing global opportunities for all of us.

Part B.

Write the missing sentences in the spaces below. Say them as you write them. Check to make sure you have written them correctly. Listen to Track 15 on CD 2 again. Practice saying the sentences you have written. Pause the CD when necessary.

Yumi: Hey, I see you're watching the news. Did anything interesting happen in the world today?

Li Na: _____

_____

Yumi: Can you imagine what it must be like to live on the Space Station, in outer space? Wow, too weird.

Li Na: _____

_____

_____

Yumi: Yeah? And what did he say?

Li Na: _____

_____

Yumi: You can't see any borders? What did he mean by that?

Li Na: _____

_____

_____

Yumi: That's a nice thought.

Li Na: _____

_____

_____

Yumi: Well, I guess that's why we should do what Dave was saying, when he was talking about the Olympics earlier. We all have to work together for a better future. And I do think the world's people are working together to solve global problems more closely than ever before.

Li Na: _____

_____

_____

Yumi: That's true. But think about all the international organizations that exist, such as the United Nations or the World Trade Organization. Such organizations may not be perfect, but they do represent a common desire held by many of the world's people to work more closely on issues that affect all of us.

Li Na: _____

Yumi: And think about how technological advances like the Internet have made it easier for people from different countries to share information and ideas with each other. When our parents were young, they couldn't go online to talk with people from different countries.

Li Na: _____

_____

Yumi: But look at how many people around the world are learning English. Our parents can't speak English, but we can. If it hadn't been for our desire to learn English and our interest in other countries, we never would have become pen pals. We wouldn't be here right now.

Li Na: _____

_____

_____

Yumi: Me too. It's going to be sad when we have to say goodbye and return to our separate countries. Oh, I hope I don't lose my English when I get back home and start speaking only Japanese again! I'm going to miss being in a foreign country and talking with native English speakers.

Li Na: _____

_____

_____

Yumi: That might be good idea. Maybe if my English is good enough, I could get a job volunteering at the Beijing Olympics, just like you want to do.

Li Na: _____

_____

_____

Yumi: Yeah, me too. Li Na, I just had a great idea. Why don't we plan to have a reunion trip to Vancouver for the 2010 Olympics? We could ask Ming and Carlos and their roommates if they would want to meet us here, too. Then we could find out what's happened in everybody's lives over the years.

Li Na: _____

_____

_____

Yumi: Oh, the idea of saying goodbye is so sad! We've had so much fun on our vacation.

Li Na: _____

_____

Yumi: I know we will. See? With more people like us forming international friendships, we do have more opportunity to work together to solve the world's problems.

Li Na: _____

_____

Yumi: I would say that the fact we're friends with people like Carlos, Max, and Dave means we already *have* started. We're already part of our own little global community. And as we get older, I'm sure we'll meet more friends from different countries to add to our community. Strength in numbers, Li Na!

Li Na: _____

Activity 4.9: Out of Order

Help! The sentences below have been taken from the dialogue, "A World without Borders." Try to put the words back into the correct order and then listen for the sentences on Track 15 on CD 2. As you listen, make any necessary changes to the sentences. Remember to capitalize the first word in the sentence and include any punctuation marks.

1. a aboard an astronaut been five . for interview had living months news past Russian Space Station story the the the with who's

_____

_____

2. are before closely do ever . global I more people problems solve than the think to together working world's

_____

_____

3. affected all are are bad by connected countries country , degree economically happens in , it . many nations negatively often one other since some something the to when world's

_____

_____

4. about all as exist . international Nations or Organization organizations such the think that, the the Trade United World

_____

_____

5. advances and countries different each easier for from have ideas information Internet it like made other people share technological the to with

_____

_____

6. communicate countries days . different English from if know need people really these to to want with you you

_____

_____

7. and become been countries . desire English for hadn't have if in interest it learn never our to our other, pals pen we would

_____

_____

8. a academic advisor at Canadian . courses English I I I'm met online school some suggested take the through university with while

_____

_____

9. a at Beijing could do English . enough get good I if is job just like maybe my, Olympics the to volunteering, want you

_____

_____

10. all comes easier for future go goodbye . if in it it had make meet much our plans say separate the, the time to to to us ways we when would

_____

_____

Activity 4.10: Our Global Community

Ever since the end of World War II, the world's nations have been coming together and forming co-operative alliances in a way that has no historical precedent. These international alliances have been working together to promote peace, human rights, and economic security throughout their regions and the rest of the world.

Part A.

The acronyms in the table on the next page represent just a few of the world's many international organizations. See if you can match the acronyms with the organizations they stand for, which are listed below. Write the name of the organization in the second column.

The European Union

The Organization of Petroleum Producing Countries

The Organization of American States

The Asia-Pacific Economic Cooperation Forum

The Asian Productivity Organization

The United Nations

The Commonwealth of Independent States

The Association of Southeast Asian Nations

The North Atlantic Treaty Organization

The Common Market for Eastern and Southern Africa

Acronym	Organization	Number of member nations	Example of project, institution, or goal
APEC			
APO			
ASEAN			
CIS			
COMESA			
EU			
NATO			
OAS			
OPEC			
UN			

Part B.

Listen to Track 16 on CD 2 to see if you matched the acronyms with the correct organizations then record how many member nations are in each organization. Complete the table by recording an example of a project, institution, or goal that is part of the organization's mandate. Refer to the helper list if you need assistance.

Helper List

- the Inter-American Court of Human Rights, which tries cases of human rights abuse
- co-ordination of all the member states' monetary systems, with the eventual goal of having a single currency
- ensuring there is a balance between the global demand for oil and the amount supplied, so that oil prices remain stable
- the e-ASEAN task force, whose purpose is to foster internet technology and increased Internet availability in its member nations
- providing crisis management and, if necessary, peacekeeping forces to regions experiencing military conflict
- the FAO, or Food and Agriculture Organization, promoting agricultural development and an end to hunger and malnutrition
- the Bureau for Coordinating Anti Organized Crime Activities
- the Cybercrime Legislation and Enforcement Capacity Building Project
- "Green Productivity," technological and industrial development that is environmentally sustainable
- the Court of Justice, which makes judgment on international legal cases

Part C.

Provide detailed answers to the questions below.

1. To which of these organizations do you think your home country belongs? Note that your country probably belongs to more than one of the organizations.

_____

_____

2. Does your country belong to any other international organizations not mentioned in the list? What kind of organization are they?

_____

_____

_____

3. Which international organization do you think has the most importance for your country? Why is this organization so important for your country? In what ways does your country benefit by being a member of this organization?

_____

_____

_____

_____

_____

4. Do you foresee international organizations like the ones described in the audio becoming more important in the global community or less important? Give reasons for your answer.

_____

_____

_____

_____

_____

Activity 4.11: Create Your Own Utopia

Wouldn't it be nice if there was no longer any war or conflict between people? Imagine a world where everyone got along and appreciated each other's difference, where global problems such as pollution and hunger were solved through mutual co-operation. Doesn't that sound wonderful?

Unfortunately, despite the increasing connections between the member states of our global community, there are still many problems facing the world today. But acknowledging this problems and taking the time to think about them is the first step to coming up with solutions to them.

Part A.

1. Listed below are some of the more serious problems facing the world today. In the space provided, rank these problems from 1 to 10, with 1 being the most serious.

a. _____ war
b. _____ resource loss (e.g., disappearing rainforests and agricultural land, disappearing fish stocks in the ocean)
c. _____ pollution (e.g., air pollution, water pollution, soil contamination)
d. _____ racial, cultural, or religious intolerance, or some other form of prejudice
e. _____ decaying culture and social disintegration (e.g., lack of respect for tradition, young people not respecting their elders, neighbours not helping each other)
f. _____ disease
g. _____ lack of human rights and individual freedom
h. _____ poverty
i. _____ hunger
j. _____ crime

2. Which problem would you say is the most serious facing the world today? If it were solved, how would the other problems be affected? Would they still exist or would the absence of the most serious problem go some ways towards solving them as well? If yes, how?

_____

_____

_____

_____

_____

Part B.

Listen to Track 17 on CD 2. You'll be hearing an explanation of the word, "Utopia," as well as instructions on how to carry out the next part of this activity. Listen to the passage then write down the six questions to consider in the space below. Then answer those questions in a 500-750 word piece of personal writing.

Questions to consider:

1. _____

2. _____

3. _____

_____

4. _____

5. _____

_____

6. _____

Notes for your answer:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Your Answer:

Activity 4.12: Gleaning Meaning

Listen to Track 18 on CD 2 and then answer the questions below.

1. This passage is about the interconnected relationship between

   _____ and _____.

2. In ancient times, what did people have to learn to develop into agricultural societies?

_____

_____

_____

3. How did the development of agricultural technologies change the lives of the people living in agricultural societies? What did these technologies lead to?

_____

_____

_____

_____

_____

_____

_____

_____

4. How did the domestication of animals change people's lives?

_____

_____

_____

_____

5. How did increased trade with other societies lead to new technologies? What type of technologies? What did these technological developments result in?

_____

_____

_____

_____

6. How did prosperity change the nature of cities? What new types of technology did these changes lead to? Three are mentioned in the dialogue. See if you can name them all.

_____

_____

_____

_____

_____

_____

_____

_____

_____

7. What two types of urban infrastructure had to be developed as cities expanded and grew to allow for greater ease of travel within the city?

_____

_____

8. Why did cities have to learn how to adequately dispose of waste? What other technological advances did the problem of waste management lead to?

_____

_____

_____

_____

_____

_____

_____

_____

9. What are some of the problems associated with today's cities?

_____

_____

10. At the end of this passage, you are asked to consider a number of questions. Write a detailed answer to those questions in the space provided below.

Chapter Four Answer Key

Building an Olympic City
Dialogue Comprehension

1. Expo stands for "Exposition," or World Fair. Expo is a lot like the Olympics, although its focus is on culture and technology instead of sports. Thousands of people come from all over the world to see the exhibits and presentations put on by all the participating countries. In terms of the preparations that had to take place, the infrastructure that had to be built, and the effect it had on the community, it's very much the same as the Olympics.
2. When Dave says, "infrastructure," he means all of the different venues that were built to house the different exhibits and presentations, as well as all the visitors who came to the event. He also means the transportation systems created to move all the Expo visitors to and from Vancouver, as well as all around the city.
3. Yes, some of the venues built for Vancouver's Expo '86 are still being used. Canada Place, a big convention centre downtown, was built for Expo. So was Science World. The SkyTrain rapid transit line was also built for Expo, as was the Cambie Street Bridge, a main bridge leading downtown.
4. There are nineteen new venues being built for the Beijing Olympics. They include a huge new Culture and Sports Complex, a new National Grand Theatre, a National Museum, a Chinese Art Gallery, and new buildings added on to the National Library.
5. Improvements are being made to a lot of existing theatres and sightseeing destinations. The local transportation system is also being upgraded. New roads are being added to the city's traffic network, and the existing bus and subway systems are being greatly expanded. There's even a brand new subway line being built.
6. There are two large housing complexes currently being built in Vancouver for the Olympics. They'll be used as the Athlete's Villages during the Games. There's also a big speed-skating complex being built as well as a new curling rink and a new hockey arena. The Sea to Sky highway is being upgraded so it can handle the increased traffic during the Olympics. There are also improvements being made to the train line between Vancouver and Whistler, as well as the ferry and bus lines.

Activity 4.2: Using the Key Words and Phrases
Part A. and B.

1. G
2. E
3. H
4. J
5. B
6. L
7. C
8. K
9. A
10. I
11. F
12. D

Activity 4.3: Urban Initiatives
Part A.

Initiative 1: Main Street upgrades and improvements
Cost: $1,000,000
Main Street, a busy main thoroughfare that has a lot of traffic, especially during morning and evening rush hour, is badly in need of repair. There are many potholes in the road

that are rapidly getting worse because of all the traffic. Also, the potholes make the road dangerous for cyclists to ride during times of heavy traffic.

Initiative 2: Golden Beach Boardwalk Repair
Cost: $500.000
The boardwalk along the ocean in popular Golden Beach Park is badly in need of upgrades. Construction experts fear that the wood is rotting and going to fall apart in some areas within the next few years. Golden Beach Park is very popular with locals and tourists alike, and the boardwalk there sees a lot of foot traffic. Many people walk along the boardwalk on their way to and from work downtown. If the wood rots, it may become dangerous, especially for young children.

Initiative 3: New Cycling Routes
Cost: $750,000
To improve air quality by reducing car traffic and to provide safe routes for cyclists throughout the city, there has been a push to create more cycling routes through downtown and residential areas. This will involve building traffic calming circles on residential streets. These traffic calming circles can also be used as small communally tended flower garden patches that would beautify the streets and foster greater community spirit among those who live there.

Initiative 4: Contaminated Site Clean-Up
Cost: $1,000,000
Not too far from the downtown area there is an old industrial lot that used to be the site of a gas station and automechanic shop. The ground there has been contaminated by chemicals that seeped out of the gas tanks stored there. It is now so contaminated that public health restrictions forbid any new buildings to be built there until the contaminated soil is removed and the area is entirely cleansed of pollutants. This is a prime piece of real estate. Once free of contamination, it is likely that a local company will pay the city a lot of money to buy or lease the land and build a business there.

Initiative 5: New Park Development
Cost: $500,000
Residents in one of the city neighbourhoods have been petitioning city council for years to turn an old abandoned lot into a community park for their children to play in. The abandoned lot is in a very urban, economically depressed part of the city that currently has little green space at all. Building the park would provide children a safe area to play in and would foster a sense of greater community between the people who live there.

Initiative 6: New Community Garden Development
Cost: $500,000
In another heavily developed area of town, residents have been petitioning the government to tear down an old abandoned railway station and replace it with a community garden. Local residents could rent plots in the garden to grow organic flowers, fruits, and vegetables. They have volunteered to donate surplus fruits and vegetables to a local shelter for homeless people. This would foster greater community spirit and help residents and their children develop a stronger sense of connection with the natural world. It would also provide free fresh fruits and vegetables for the shelter.

Initiative 7: Sports Centre Renovations
Total Cost: $1.000,000 (gym equipment and renovations $500,000; the roof repairs $500,000)
One of the city's sports centres badly needs to be renovated. Its gym equipment is very old, and as a result few people come to the centre to use its workout facilities any more. The roof above the centre's ice rink is falling apart, shedding tiles and other broken pieces that pose a threat to the people inside the sports complex. The roof is also cracked and leaks every time it rains, making the ice rink unusable. This has caused serious problems for local figure skating and children's hockey associations. If new gym equipment was purchased, then more people would buy memberships and use the centre. If the roof was fixed, people would be able to ice skate and play hockey there again.

Initiative 8: New School Buses
Cost: $1,500,000 for six
Some of the city's school buses are very old and will soon need to be replaced. These old buses have diesel engines, which emit a large amount of pollution into the air. For $1,500.000, the city could buy six new school buses that run on clean-burning fuel to replace the six oldest and most heavily polluting buses in the school district fleet.

Initiative 9: New Tree Belts
Cost: $500,000
People living along one of the highest-traffic streets in the city have been complaining for years about the air pollution caused by all the cars on the road. They have been asking the city to plant trees on either side of the road to absorb some of the carbon dioxide being emitted by the cars and to act as a noise barrier.

Initiative 10: New Traffic Lights
Cost: $750,000
Because the city is growing, there are several streets in the city that have much more car traffic than they used to. Some of the intersections on these roads have become dangerous and difficult to cross, for drivers and pedestrians alike. Local residents have been asking city council to install new traffic lights at these intersections to make it safer for both cars and pedestrians to cross the busy roads. This is especially important as several of the busy intersections are located close to schools and often used by children on their way to and from school.

Part B.

Answers will vary. Show your work to a teacher to make sure your English is written correctly

"Greening" the Future
Dialogue Comprehension

1. Carlos laughs because to him, Vancouver's air doesn't seem polluted at all, especially not compared to the air in Mexico City.
2. Beijing is being made a greener city for the Olympics due to a huge reforestation program taking place in the countryside surrounding the city. The government is planting 12 000 hectares worth of forest around the city to combat the problem of increasing desertification. And it's also planting 23 000 hectares of green space along the city's major roads and rivers
3. The new energy sources that will be used in Beijing are: natural gas, wind, solar power, and geothermal energy.
4. Geothermal energy is heat energy that's drawn from the earth. The ground absorbs a lot of heat energy from the sun, which can be converted to usable

energy. There's also a lot of heat and steam energy available in areas where hot gases are trapped beneath the ground, such as in areas with a lot of volcanic activity.

5. During peak times during the Games, no private vehicles will be allowed on the Sea to Sky Highway. Anyone who wants to travel that road will have to take public transportation. And by then, most if not all public transportation will be using clean-burning energy, such as natural gas and fuel cells.
6. Vancouver and Whistler are committed to staging an event which creates zero net waste, which means that all of the liquid and solid waste generated during the Games will be recyclable or biodegradable and will leave no lasting impact on the environment.

Activity 4.5: Fill in the Blanks

Part A.

1. lessons, environmental improvements
2. transform, environmentally sustainable
3. hectares, increasing desertification
4. natural gas, pipelines, vehicles
5. Olympic Village, electrical needs
6. ninety percent, solar, geothermal
7. heat, steam, volcanic activity
8. human achievements
9. spectators, public transportation, traffic
10. committed, generate, biodegradable, impact

Part B.

1. hoping, being made
2. government, modern
3. planting 12 000, combat
4. major, constructed, buildings
5. venues, wind-generated energy
6. street lamps, powered, Village
7. hot gases, trapped
8. event celebrate
9. requiring, volunteers, highway
10. staging, liquid, solid, produced

Activity 4.6: The "3 Rs"

Part A.

1. reuse
2. recycle
3. reduce

Part B.

1. reduce — Do you turn off all the lights in a room when leaving it?
2. reduce/reuse — Do you save paper by writing on both sides?
3. recycle — Do you send old paper to a factory or have it picked up to be made into something else, such as toilet paper?
4. reuse — Do you save decorative wrapping paper to be used another time, or buy decorative bags and boxes that can be used again?
5. recycle — Do you send plastic bottles back to a factory to be made into something else, such as fleece vests?
6. reduce — Do you turn off the water as much as possible while brushing your teeth?
7. recycle — Do you send glass bottles back to a factory to be made into new glass products, such as jars?
8. reduce — Do you buy or grow organic food, which is food that hasn't been treated with chemical fertilizers or pesticides?
9. reuse — Do you buy second-hand clothing and books?
10. recycle — Do you send metal cans back to a factory to be made into new metal products, such as new cans or jars?
11. reduce — Do you buy products with minimal packaging instead of products with a lot of extra packaging?

12. reuse — Do you use emptied food containers to store different items?

Part C.

Answers will vary. Show your work to a teacher to make sure your English is written correctly.

Activity 4.7: A Sustainable Future

Part A.

1. **Blustery Day Wind Energy Systems**

Blustery Day manufactures wind energy turbines for use in residential homes. Each of our windmills is able to generate up to 100 kilowatts of energy. They may be used in hybrid systems with electric fuel cells. They can also be used to pump well water from underground sources. Be aware that the rotors on our mills are almost nine meters in diameter, which means you need a lot of space to erect one. If interested, you should also know that our wind energy systems work best in areas that experience frequent if not mostly constant winds, for example, near the coast of an ocean or sea.

2. **Comes Around, Goes Around Water Recycling Systems**

As we all know, in this day and age it is extremely important to conserve that most essential of life's elements, water. Both our underground and aboveground freshwater sources are threatened by overuse and contamination. Do your part for the environment by maximizing your water efficiency by installing a Comes Around, Goes Around Water Recycling System in your home or business. Our recycling systems take all your "grey water," which is the water used in bathing, washing dishes, and washing clothes, and runs it through a natural filtration system that removes all of the contaminants in the water. The result is one hundred percent clean and pure water fit for drinking, cooking, or washing. Choose one of our in-home filtration units, or if you have property, consider one of our outdoor pond filters, where the water used in your home is filtered then pumped into an outdoor pond, where specially selected plants complete the filtration process before the water is pumped back into your home. With one of our systems, the same water can be used over and over again, thus reducing your water bills and alleviating the demands being placed on our overly stressed fresh water supply.

3. **Charge & Go Fuel Cells**

Charge & Go hydrogen fuel cells are the perfect answer to your home and transportation energy needs. Our small, compact fuel cells combine hydrogen with oxygen from the air to produce energy and heat, with water as the only by-product. Our most popular models generate a continuous supply of 200 kilowatts of energy. They are quiet enough to be installed indoors. Our automotive fuel cells run smoothly and quietly while still delivering the energy boost your car needs. And, for a limited time only, with the purchase of an automotive fuel cell we'll provide free installation. Bring your old gasoline-powered cars in and we'll replace your old combustion engines for free.

4. **Waste-Be-Gone Bacteria Pollution Solutions**

Waste-Be-Gone offers toxic waste clean-up solutions with their newly patented bacterial clean-up services. Using bacteria that have been genetically engineered to "eat" certain types of toxic waste, Waste-Be-Gone is able to transform dangerous toxic waste into harmless table salt, while producing valuable oxygen as a by-product. Applications include cleaning up contaminated soil sites and polluted groundwater systems. Waste-Be-

Gone bacteria is especially useful in cleaning up toxic chemicals and radioactive heavy metals such as uranium.

5. **SunBright Solar**
SunBright Solar manufactures solar panels for use in residential homes. One solar panel provides 150 watts of energy, enough to power your desktop computer. However, you would need about a hundred panels to provide your total energy needs, which means you would need a large roof or other space to erect all these panels. But each solar panel is guaranteed for 25 years, which means you won't have to replace any for a quarter of a century. Be aware that our solar panels work much better in geographic regions that receive a lot of sunlight than they do in regions that experience sustained periods of rain and cloud.

6. **HotFoot Geothermal Energy Systems**
If you live in a geologically active area, let HotFoot Geothermal Energy Systems satisfy your business, agriculture, and residential home energy needs. Our patented well systems use compressed hydrothermal energy located deep underground to provide a constant supply of heat and electricity. The hydrothermal energy is exchanged through a looping system between your house and the Earth so that what is used by your home is returned to Earth to be used again. Our systems are capable of supplying up to 100 kilowatts of electricity, as well as meeting all your heating, cooling, and hot water needs.

7. **EverClear Water Purification Systems**
EverClear's water purification systems use ultraviolet radiation to produce ozone that rids drinking, cooking, and bathing water of bacteria, chemicals, and other harmful contaminants. Use in your own home to ensure your drinking and cooking water is clean. Also for use in businesses and even in public swimming pools. EverClear's systems dramatically reduce the need to use and store harmful chemicals such as chlorine traditionally used to rid water of contaminants.

8. **Ebb & Flow Tidal Energy Systems**
Live on the coast of an ocean or sea? Then why not let Ebb & Flow Tidal Energy Systems satisfy your energy needs with their patented tidal energy systems. Ebb & Flow Systems use the natural energy of the ocean tides as they rise and fall to produce electricity. Our community turbines can provide enough electricity to satisfy the needs of 1000 homes, while our individual turbines for the coastal home owner can provide 200 kilowatts of energy, more than enough electricity for a single-family home.

Part B.

Answers will vary. Show your work to a teacher to make sure your English is written correctly.

A World without Borders
Dialogue Comprehension

1. Li Na is watching the news. She thought today's NASA space shuttle launch was an interesting story. On board the shuttle were a Chinese astronaut and an astronaut from India. The Shuttle is taking supplies to the astronauts in the International Space Station.
2. The Russian astronaut said he never gets bored on the International Space Station because he has the most amazing visual spectacle in the solar system to entertain him: the Earth, rotating in space. The astronaut said he loves looking at the Earth because from space, you can't see any borders.

3. The astronaut's comments made her realize that the political borders that define the world's countries aren't really real. We define ourselves by our nationalities—Li Na is Chinese, Yumi is Japanese, Carlos is Mexican, and so on—but really we're all just people living together on the same planet and sharing the same resources.
4. Some of the problems all the world's citizens share are climate change and pollution. When the Earth's resources are destroyed, all of us suffer. And there are still so many wars going on, and other problems that have a global impact, such as disease. And since the world's nations are all economically connected to some degree, when something bad happens in one country, many other countries are often negatively affected by it.
5. Yumi thinks that world's people are working together to solve global problems more closely than ever before because of international organizations that exist, such as the United Nations or the World Trade Organization. These organizations may not be perfect, but they do represent a common desire held by many of the world's people to work more closely on issues that affect all of us. Also, technological advances like the Internet have made it easier for people from different countries to share information and ideas with each other. And because so many people around the world are learning English, more and more people are able to speak to each other directly about things.

Activity 4.9: Out of Order

1. The news story had an interview with a Russian astronaut who's been living aboard the Space Station for the past five months.
2. I do think the world's people are working together to solve global problems more closely than ever before.
3. Since the world's nations are all economically connected to some degree, when something bad happens in one country, many other countries are often negatively affected by it.
4. Think about all the international organizations that exist, such as the United Nations or the World Trade Organization.
5. Technological advances like the Internet have made it easier for people from different countries to share information and ideas with each other
6. These days you really need to know English if you want to communicate with people from different countries.
7. If it hadn't been for our desire to learn English and our interest in other countries, we never would have become pen pals.
8. The academic advisor I met with suggested I take some online English courses through a Canadian school while I'm at university.
9. Maybe if my English is good enough, I could get a job volunteering at the Beijing Olympics, just like you want to do.
10. If we all had plans to meet in the future, it would make it much easier to say goodbye when the time comes for us to go our separate ways.

Activity 4.10: Our Global Community

Parts A and B.

Acronym	Organization	Number of member nations	Example of project, institution, or goal
APEC	The Asia-Pacific Economic Cooperation forum	21	The Cybercrime Legislation and Enforcement Capacity Building Project
APO	The Asian Productivity Organization	19	"Green Productivity," technological and industrial development that is environmentally sustainable
ASEAN	The Association of Southeast Asian Nations	10	The e-ASEAN task force, whose purpose is to foster internet technology and increased internet availability in its member nations
CIS	The Commonwealth of Independent States	19	The Bureau for Coordinating Anti Organized Crime Activities
COMESA	Common Market for Eastern and Southern Africa	20	Co-ordination of all the member states' monetary systems, with the eventual goal of having a single currency
EU	The European Union	15	The Court of Justice, which makes judgement on interstate legal cases
NATO	The North Atlantic Treaty Organization	19	Providing crisis management and, if necessary, peacekeeping forces to regions experiencing military conflict
OAS	The Organization of American States	35	Inter-American Court of Human Rights, which tries cases of human rights abuse
OPEC	The Organization of Petroleum Producing Countries	11	Ensuring there is a balance between the global demand for oil and the amount supplied, so that oil prices remain stable
UN	The United Nations	147	The FAO, or Food and Agriculture Organization, promoting agricultural development and an end to hunger and malnutrition

Here is the full text from the audio track to help you.

Our Global Community
In our global community, there are many different international organizations that work to promote peace, human rights, and economic security. The following are a few of them.

The Asia-Pacific Economic Cooperation. APEC consists of 21 nations located in Asia and the Pacific Rim region of North and South America, working together to promote increased economic growth and co-operation as well as trade and investment between its member states. One of APEC's more recent projects is the Cybercrime Legislation and Enforcement Capacity Building Project, whose purpose is to combat Internet crimes committed within its member nations.

The Asian Productivity Organization is an inter-governmental organization whose aim is to increase social and economic productivity in Asia. There are currently nineteen member nations in the APO. The Asian Productivity Organization's ongoing projects include fostering "Green Productivity," technological and industrial development that is environmentally sustainable.

The Association of Southeast Asian Nations, ASEAN, is an organization of ten Southeast Asian countries. These countries are working together to promote prosperity and peaceful relations through co-operative economic growth, social progress, and cultural development. One of ASEAN's ongoing projects is the e-ASEAN task force, whose purpose is to foster Internet technology and use and make Internet access more available to the people who live in its member countries.

The Commonwealth of Independent States is an organization of nineteen countries that once belonged to the Soviet Union. These member nations work together to promote economic trade in the region and the free movement of goods, services, money, and labour among them. One of CIS's main institutions is the Bureau for Coordinating Anti Organized Crime Activities, which combats organized crime and the sale of black market goods in the region.

The Common Market for Eastern and Southern Africa, COMESA, is an organization of twenty African countries working together to promote peace and security and develop their natural and human resources for the mutual benefit of all member nations. One of COMESA's current objectives is the coordination of all the member states' monetary systems, with the eventual goal of having a single currency used by all member nations by the year 2025.

The European Union is an association of fifteen European states working together to promote peace, social integration, and economic security in Europe. Currently there are thirteen more European states hoping to join the EU. Member nations delegate authority to independent institutions which make decisions based on the welfare of the EU as a whole. One such institution is the EU Court of Justice, which makes judgment on international legal cases. Member nations must abide by the Court's ruling.

The North Atlantic Treaty Organization, NATO, is an alliance of nineteen North American and European countries working together to promote the freedom and security of its member nations through political and military means. One of NATO's ongoing missions is to provide crisis

management and, if necessary, peacekeeping forces to regions experiencing military conflict, and to end military conflicts through peaceful means whenever possible.

The Organization of American States is an alliance of 35 North and South American countries working together to promote human rights, peace, and social stability and increased trade among its member nations. One of its ongoing missions is to remove dangerous landmines from the war torn regions of Central America. The OAS also has an Inter-American Court of Human Rights, which tries cases of human rights abuse that take place in its member countries.

The Organization of Petroleum Exporting Countries, OPEC, is an organization of eleven countries located in Asia, the Middle East, Africa, and South America, all of whom are major petroleum producing countries. Together they supply about 40% of the world's oil and possess three-quarter of the world's known oil reserves. The main purpose of OPEC is to ensure that there is a balance between the global demand for oil and the amount supplied, so that oil prices remain stable.

The United Nations, or UN, is an organization of 147 countries that work together to promote global peace, human rights, economic development, and security throughout the world. They also stand for the principles of nuclear disarmament, the eradication of poverty and disease, and the protection of the global environment. One of its specialized agencies is the FAO, or Food and Agriculture Organization, whose goal is to promote agricultural development throughout the world and end hunger and malnutrition.

Part C.

Answers will vary. Show your work to a teacher to make sure your English is written correctly.

Activity 4.11: Create Your Own Utopia

Part A.

Answers will vary. Show your work to a teacher to make sure your English is written correctly.

Part B.

Questions to consider:

1. How many people would you choose to build this new society?
2. What would your society's philosophical priorities be?
3. What system of laws would you develop? What rights and responsibilities would people have? What actions would you make illegal? What punishments would you hand out to anyone who committed these illegal actions? Who would rule on these punishments, and how?
4. What type of economic or industrial activity would you want your society to develop?
5. What would your society look like? Would it be mostly urban, rural, or both? How much would you develop into commercial, industrial, agricultural, and residential areas? How much green space would you leave?
6. What would your utopia's cultural priorities be?

Audio Script

"Utopia" is a word that means "perfect society." The word comes from a book written in the 16th century by English writer, Thomas More. In his book he envisioned a

fictional society that had created the perfect system of laws, so that all lived in harmony together. There was no hatred, no crime, and no poverty. Even sickness was rare, since the peaceful and prosperous nature of the society allowed for study of the sciences as well as the arts to flourish. It was a society of advanced culture.

Imagine for a moment that you have the ability to create your own utopia in a remote, unpopulated land. All the technology and urban infrastructure has already been built; all you have to do is move in and populate it. Let's say there are fifty thousand of you who go to build this new society. What kind of society would you create?

Activity 4.12: Gleaning Meaning

1. This passage is about the interconnected relationship between technological development and the growth of human societies.

2. In ancient times, people had to learn how to gather and plant seeds and provide the necessary water and soil maintenance that allowed these seeds to grow into food crops.

3. These technological developments meant that individuals didn't have to spend as much of their day hunting and foraging for food, and so were able to spend more time figuring out ways to take care of their other needs more efficiently. This led to a spate of new inventions in tool-making, clothing and shelter design. The new free time also allowed people to indulge in artistic pursuits such as making music and sculpting. And they had the time to indulge in their natural curiosity about the world around them, so they could investigate it and provide answers for the natural phenomena they observed, whether these answers were grounded in science, religion, or both.

4. With the domestication of animals, people had even more free time in their day, as they no longer had to plow their own fields. The domestication of horses also meant that people could travel to far places more conveniently, which meant that trading surplus goods with other societies for different goods became more convenient.

5. Trade meant new goods and technologies became more widely available. As trade proved to be a profitable activity, societies began to develop new travel technologies, such as improved boats and carts. These new technologies resulted in people traveling further and faster so they could trade with even more distant societies and bring new exotic goods back home with them.

6. Prosperity meant that the cities grew in size, as more people wanted to become members of these thriving communities. But as more people moved into these communities, new technologies were needed to deal with the surplus population. New types of architecture were needed, so that more people could live comfortably in smaller areas. Buildings grew larger, taller, and were built of longer-lasting materials. But more people living in the same area meant that more food was needed to feed all of them. This pressure for more food led to more technological innovations in agriculture, such as improved irrigation techniques. Of course, prosperity also attracted the attention of societies that would rather attack and plunder the rich communities rather than join them, so

military technologies were also developed as the cities grew.

7. The two types of urban infrastructure mentioned in the dialogue are permanent roads and bridges.

8. Cities had to learn how to adequately dispose of waste because their citizens generated vast quantities of it. At the time, in many cities people merely threw their all their garbage and waste out of their windows and let it pile up in the streets below. This led to increased instances of sickness and disease, which in turn led to advances in medicine as doctors and scientists tried to figure out what was making people sick and how they could be cured. But the development of a waste disposal system meant that people were free to generate even more waste than normal, since it was soon taken away to a dump or landfill site and they wouldn't have to see or smell it any more.

9. Some of the problems associated with today's cities are: pollution, waste generation, lack of green spaces, and too much vehicle traffic.

10. Answers will vary. Show your work to a teacher to make sure your English is written correctly.

Gleaning Meaning Audio Script

Technological development and the growth of human societies share an interconnected relationship. One has always had a significant effect on the other, and vice versa.

For example, think back to what it must have been like thousands of years ago, when humans first started to develop agriculture. Groups of people pooled their knowledge and resources and together learned how to gather and plant seeds and provide the necessary water and soil maintenance that allowed these seeds to grow into food crops. This helped to assure themselves of a regular supply of food throughout the year. These technological developments meant that people didn't have to spend as much of their day hunting and foraging for food, and so were able to spend more time figuring out ways to take care of their other needs more efficiently. This led to a spate of new inventions in tool-making, clothing, and shelter design. The new free time also allowed people to indulge in artistic pursuits such as making music and sculpting. They also had the time to indulge in their natural curiosity about the world around them, so they could investigate it and provide answers for the natural phenomena they observed, whether these answers were grounded in science, religion, or both.

With the domestication of animals, people had even more free time in their day, as they no longer had to plough their own fields. The domestication of horses also meant that people could travel to far places more conveniently, which meant that it became easier to trade surplus goods with other societies for different goods. Trade meant new goods and technologies became more widely available. As trade proved to be a profitable activity, societies began to develop new travel technologies, such as improved boats and carts. These new technologies resulted in people traveling further and faster so they could trade with even more distant societies and bring new exotic goods back home with them.

Cities that had a steady supply of food and trade became prosperous, and prosperity

meant that the cities grew in size, as more people wanted to become members of these thriving communities. But as more people moved into these communities, new technologies were needed to deal with the surplus population. New types of architecture were needed so that more people could live comfortably in smaller areas. Buildings grew larger, taller, and were built of longer-lasting materials. But more people living in the same area meant that more food was needed to feed all of them. This pressure for food led to more technological innovations in agriculture, such as improved irrigation techniques. Of course, prosperity also attracted the attention of societies that would rather attack and plunder the rich communities rather than join them, so military technologies were also developed as the cities grew.

This intertwined connection between urban growth and technological development has remained the same throughout human history. As cities change and expand, new needs arise that demand technological solutions. As cities grew and stretched across rivers, they had to develop urban infrastructure such as permanent roads and bridges so that people could conveniently travel within the city. Of course, this infrastructure meant that cities could expand even further. Cities also had to learn how to adequately dispose of the vast quantities of waste being generated by their citizens. At one time, in many cities people merely threw all their garbage and waste out of their windows and let it pile up in the streets below. This led to increased instances of sickness and disease, which in turn led to advances in medicine as doctors and scientists tried to figure out what was making people sick and how they could be cured. But the development of a waste disposal system meant that people were free to generate even more waste, since it was soon taken away to a dump or landfill site and they wouldn't have to see or smell it any more.

Think about the state of many modern cities today. Even the most prosperous cities have problems associated with them, and in today's urban problems we may see the seeds of the technological innovations of the future. Currently the world's largest and most affluent cities have to deal with problems such as pollution, waste generation, lack of green spaces, and too much vehicle traffic. But as history has proved, even as we humans create these problems for ourselves, we also create the solutions to them. In the future, how do you think our modern urban problems will be solved? What will cities in the future look like? Will all buildings have roof top gardens to replace the green space lost when the buildings were constructed? Will new ways of dealing with human traffic be created, and will energy needs be met with non-polluting, renewable sources of energy? What do you think?

Test Yourself

The following test is **not** the kind of test that you can "pass" or "fail." Instead, it is a test that allows you to see how much you've learned from this resource, and where your areas of strength and weakness lie.

After you've taken the test, study the questions that you got incorrect. Look at what kinds of question they were, and what functional English elements they employed. If you make several mistakes in sentences involving the same functional English element, it may be a good idea for you to review the activity that dealt with that functional English element. If it was a listening comprehension mistake, you may want repeat some of the listening activities in this book for extra practice. If it was a spelling or a writing mistake, you may want to brush up on your spelling and writing skills.

Once you have identified why you made the mistakes you did, you may want to ask your English teacher for some activities that will help you address your specific weaknesses. Remember: you have to make mistakes in order to learn from them!

Good luck!

Read and Write

Vocabulary Review

How well do you remember the Key Words and Phrases? Select words from the list and write them beside the matching definitions below.

venue	advisor	audience
interview	average	participant
committee	applicant	technology
alliance	security	network
volunteer	manager	biodegradable
candidate	exchange	astronaut

1. _____ This is someone who shares or takes part in an activity.

2. _____ This is someone who works for a cause or project without getting paid.

3. _____ This is the condition of being safe from threat or danger.

4. _____ This is a group of people who have been assigned to work together on a project or investigate an issue.

5. _____ This is a group of people gathered to watch and listen to a performance.

6. _____ This is the number found by adding up several amounts and then dividing by the total number of amounts being added.

7. _____ This is the person in a store who is responsible for taking care of the store and making sure the employees do their jobs correctly.

8. _____ This is a place where public events, such as concerts, sporting events, or conferences, are held.

9. _____ This is someone who has submitted an application to a company or academic institution and is hoping to secure a job or position with that company or academic institution.

10 _____ This is what you do when you give something to someone and receive something from that person in return.

11. _____ This is a person who is being considered for a job or other position, such as political office.

12. _____ This is a person who has flown to outer space.

13. _____ This is a meeting where one person is asking questions of another person, seeking information to be used for a specific purpose, such as deciding whether to hire that person for a job.

14. _____ This word describes things that disintegrate over time and disappear, leaving no lasting impact on the environment.

15. _____ This is a union between different people or groups of people who have agreed to join forces and work together to protect their mutual interests.

16. _____ This is a system of lines, routes, or channels that allows for the movement of people, vehicles, or information.

17. _____ This is a person who gives advise on academic, career, or personal matters.

18. _____ This word describes the tools created by humans to make our lives easier.

Different Words, Same Meaning

As you probably know, in English we have many different ways of saying the same thing. Below are some words used in the dialogues and activities, as well as a couple that might be new to you. Write the words in the right column beside the words in the left column whose meaning they most closely match.

1. _____ festival	battle
2. _____ background	10-year period
3. _____ plant	rectangle
4. _____ upgrades	10 000 m^2
5. _____technology	sickness
6. _____ quadrangle	1 tonne
7. _____ pentagon	celebration
8. _____ illness	1/100th metre
9. _____ funding	improvements
10. _____contribute	factory
11. _____ conflict	money
12. _____ hectare	improvements
13. _____ 1000 kg	history
14. _____centimetre	give
15. _____ decade	five-sided shape

Olympic Words Review

Complete this story by filling in the blanks using the appropriate words from the list below. Use only one word in each blank space, and use each word or phrase only once. Make sure you use proper noun forms and verb tenses.

event	athletics	gymnastics
cultural event	medal	race
winter	athlete	marathon
summer	figure skating	competition
aquatics	torch	closing ceremony
opening ceremony	role models	

My family and I are huge fans of the Olympic Movement. During every Olympics, we try to watch as many _____ as we can, from the _____ _____ at the beginning through to the _____ _____ at the end. We don't watch just the athletic _____, either. We also like to watch the special _____ _____ the host country prepares to entertain all the guests.

My favourite part at the beginning of the Olympics is when the flaming _____ is carried into the stadium then used to light the cauldron that will burn for the entire duration of the Games.

I prefer the _____ Games to the _____ Games, because I was a runner in high school and enjoy watching all the _____ events, such as the long jump, the high jump, and the 100-metre sprint. I enjoy all the foot _____, but my favourite is the _____ because I admire the stamina of anyone who can run for almost 42 kilometres without collapsing! My father prefers watching the _____, because he was on his university swimming team. My mother enjoys the _____ because she loves to watch all those flexible _____ doing their flips and tumbles during their floor routines. She also likes to watch them on the parallel or uneven bars, or jumping on the trampoline. But she likes the winter Olympics best, as her favourite sport is _____. She enjoys the speed skating, too.

What we all love about the Olympics is how they inspire young people in sports to work hard and do their best. Nothing is more thrilling than the sight of the three _____ winners getting on the podium to receive their bronze, silver, and gold as rewards for all their hard work. They are _____ for all of us.

Units of Measurement Review

Look at the units of measurement listed below. Which would be most useful in measuring the following items? Write your answer in the space provided.

millimetre	milligrams	millilitres	square centimetres
centimetre	grams	litres	square metres
metre	kilograms	cubic metres	hectares
kilometre			kilometres

1. _____ your own body mass

2. _____ the volume of an large jug or carton of milk

3. _____ the distance from London, England, to Sao Paulo, Brazil

4. _____ the area of a piece of writing paper

5. _____ the length of a fingernail

6. _____ the mass of a small insect

7. _____ the volume of a small mountain lake

8. _____ the length of your foot

9. _____ the volume of liquid in a small can of soda pop

10. _____ the area of an average family home

11. _____ the height of the world's tallest building

12. _____ the area of a country

13. _____ the mass of a piece of chocolate cake

14. _____ the area of a city park

Personal Statement of Experience Review

Imagine that you have just found out about the job of a lifetime. A company doing exactly the kind of work you want to be doing is hiring a new employee. You want to be that employee. In the space provided below, write a personal statement of experience listing your life accomplishments and explaining why you are the best possible candidate for that job.

Name of job: _____

Personal Statement of Experience: _____

Listen and Write

Listening Comprehension Review

Listen to track 19 on CD 2 and provide written answers to the questions you hear. Pause the CD between each question to give yourself enough time to record your answer. Be sure to write your answers in full sentences.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

_____

6.

_____

_____

7.

8.

9.

10.

11.

12.

How Would You Respond?—Reviewing the Art of the Interview

Imagine that you are in a job interview for the position you wrote your Personal Statement of Experience earlier in this Test Yourself end-of-book review. Listen to Track 20 on CD 2. Write appropriate responses to the questions the interviewer is asking you in the spaces provided below. Pause the CD between each question to give yourself enough time to record your answer.

1.

_____

_____

_____

_____

_____

2.

_____

_____

_____

_____

_____

3.

4.

5.

6.

Express Yourself: Olympics of the Past and Present

Listen to Track 7 on CD 1, "The Ancient Olympics." Based on what you hear on the audio track, as well as what you remember from the activities, write several paragraphs comparing and contrasting the modern Olympic Games with the Olympics of ancient Greece.

Test Yourself Answer Key

Read and Write

Vocabulary Review

1. participant
2. volunteer
3. security
4. committee
5. audience
6. average
7. manager
8. venue
9. applicant
10. exchange
11. candidate
12. astronaut
13. interview
14. biodegradable
15. alliance
16. network
17. advisor
18. technology

Different Words, Same Meaning

1. festival — celebration
2. background — history
3. plant — factory
4. upgrades — improvements
5. technology — tools
6. quadrangle — rectangle
7. pentagon — five-sided shape
8. illness — sickness
9. funding — money
10. contribute — give
11. conflict — battle
12. hectare — 10 000 m^2
13. 1000 kg — 1 tonne
14. centimetre — 1/100th metre
15. decade — 10-year period

Olympic Words Review

My family and I are huge fans of the Olympic Movement. During every Olympics, we try to watch as many events as we can, from the opening ceremony at the beginning through to the closing ceremony at the end. We don't watch just the athletic competitions, either. We also like to watch the special cultural events the host country prepares to entertain all the guests. My favourite part at the beginning of the Olympics is when the flaming torch is carried into the stadium then used to light the cauldron that will burn for the entire duration of the Games.

I prefer the Summer Games to the Winter Games, because I was a runner in high school and enjoy watching all the athletics events, such as the long jump, the high jump, and the 100-metre sprint. I enjoy all the foot races, but my favourite is the marathon because I admire the stamina of anyone who can run for almost 42 kilometres without collapsing! My father prefers watching the aquatics, because he was on his university swimming team. My mother enjoys the gymnastics because she loves to watch all those flexible athletes doing their flips and tumbles during their floor routines. She also likes to watch them on the parallel or uneven bars, or jumping on the trampoline. But she likes the winter Olympics best, as her favourite sport is figure skating. She enjoys the speed skating, too.

What we all love about the Olympics is how they inspire young people in sports to work hard and do their best. Nothing is more thrilling than the sight of the three winners getting on the podium to receive their bronze, silver, and gold as rewards for all their hard work. They are role models for all of us.

Units of Measurement Review

1. kilograms
2. litres
3. kilometres
4. square centimetres

5. millimetres
6. milligrams
7. cubic metres
8. centimetres
9. millilitres
10. square metres
11. metres
12. square kilometres
13. grams
14. hectares

In Your Own Words: A Personal Statement of Experience

Show your statement to your English teacher and have him or her check them for proper grammar. If you don't have an English teacher, compare your written sentences with the Activities in this book to see if they are written in the same way.

Listen and Write

Listening Comprehension Review

1. The 365-day year was invented in ancient Egypt.
2. A university is more likely to grant a four-year Bachelor's degree.
3. A Bachelor's degree is not a graduate degree.
4. Gunpowder was first invented in China.
5. A skill is an ability acquired through learning and practice, while an aptitude is a natural ability one is born with.
6. A job is a paid position with a company, while a career is the total work a person does over his or her lifetime.
7. Interests are the topics and activities that a person enjoys doing, discussing, reading or thinking about, while life goals are the accomplishments a person wants to achieve in his or her life.
8. A major is the primary subject area of study for someone working towards a bachelor's degree.
9. The word, faculty is used to refer to both a specific department of learning (e.g., English or Computer Science) in a university as well as the teaching staff for that department.
10. A corporate sponsor is a business or company that donates funding, goods, or services to an event or project.
11. Answers will vary.
12. Yes, the statement, "All Japanese people love sushi" is a stereotype. It assumes that every single Japanese person is the same. Statements such as this can be harmful because they do not recognize that groups of people are made up of individuals and not all individuals are alike. It doesn't allow for any differences between individuals or acknowledge the fact that there are undoubtedly some Japanese people who do not love sushi.

Here are the questions you were responding to:

1. In which ancient civilization was the 365-day year first invented?
2. In Canada, which academic institution is more likely to grant a four-year Bachelor's degree, a college or a university?
3. Of the following three types of degrees, which is not a graduate degree: Master's, Bachelor's, or Doctorate?
4. In which ancient civilization was gunpowder first invented?
5. What is the difference between a skill and an aptitude?
6. What's the difference between a job and a career?
7. What's the difference between a person's interests and life goals?
8. In terms of university courses, what is a major?
9. In terms of university, what are the two meanings associated with the word, faculty?

10. What is a corporate sponsor?
11. What's your zodiac astrological sign? What animal or symbol does this sign represent?
12. Consider the following statement: "All Japanese people love sushi." Is that statement a stereotype? Explain why or why not. Also give a brief explanation as to why stereotypes can be harmful.

How Would You Respond?—Reviewing the Art of the Interview

Answers will vary. Show your work to a teacher to make sure it's written correctly.

The questions for this activity are:

1. Why are you applying for this job? What is it about this job that appeals to you?
2. What is your academic background? What was your overall GPA in your secondary or post-secondary academic career?
3. What skills and aptitudes do you have that make you a suitable candidate for this position?
4. What work experience do you have that makes you a suitable candidate for this position?
5. What volunteer or extracurricular experience do you have that makes you a suitable candidate for this position?
6. How well is your personality suited to this position? What personal characteristics do you have that make you a suitable candidate for this position?

Express Yourself: Olympics of the Past and Present

Show your writing to a teacher to make sure your English is correct. Answers may include the following pieces of information:

- The ancient Olympics lasted for many centuries, while the modern Olympics have only been held for just over one century.
- Women weren't allowed to compete in the ancient Games.
- There weren't any Winter Olympics in the ancient Games.
- The Ancient Olympics had approximately 10 events, while the modern Summer Olympics have about 28 events.
- The ancient Olympics were part of a religious festival honouring the Greek God, Zeus. There is no religious worship associated with the modern Olympics.
- In the ancient Olympics, the athletes competed naked.
- Both the ancient and modern Olympics were a time when people from different places could get together and resolve their differences

Olympic Prospects

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Liz Howell, District Vice Principal, International Student Program and English as a Second Language Service, Abbotsford, British Columbia, Canada

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