

# Global Connections

## In This Chapter

- Conversation:** Using Technology to Stay in Touch
- Lecture:** Customs Around the World
- Using the Context:** More About Customs
- Real-World Task:** A Trivia Quiz

“ No culture can live if it attempts to be exclusive. ”

—Mahatma Gandhi  
Indian nationalist and spiritual leader (1869–1948)



## FYI

Students are often confused about the correct use of the words **trip** and **travel**. Study these examples:

I took a trip to Boston. (noun)

I don't like to travel on boats. (verb)

Traveling is her favorite hobby. (noun)

1. Can you guess where each photo was taken? What do you know about each place? For example,
  - the weather
  - the attractions
  - places to stay
  - dangers
2. Have you ever visited any of these places or similar ones? If so, tell your group about your trip.
3. If you could choose *one* of these places to take an all-expenses-paid vacation, which one would you choose? Why?

## Self-Assessment Log

Check the words you learned in this chapter.

### Nouns

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> blog       | <input type="checkbox"/> hug                 |
| <input type="checkbox"/> charge     | <input type="checkbox"/> misunderstanding    |
| <input type="checkbox"/> chopsticks | <input type="checkbox"/> sound card          |
| <input type="checkbox"/> comment    | <input type="checkbox"/> title (of a person) |
| <input type="checkbox"/> headset    |  |

### Verbs

- ☐ bow
- ☐ catch up on
- ☐ download
- ☐ illustrate
- ☐ install (software)
- ☐ post (a message or comment)
- ☐ stay in touch

### Adjectives

- ☐ appropriate
- ☐ embarrassing
- ☐ insulted

### Expressions

- ☐ No sweat.

Check the things you did in this chapter. How well can you do each one?

	Very well	Fairly well	Not very well
I can hear and use stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use intonation in questions and requests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use phrases for interrupting politely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on similarities and differences using an outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about customs in different countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess meanings from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can design and play a trivia game.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write what you learned and what you liked in this chapter.

In this chapter,

I learned \_\_\_\_\_

\_\_\_\_\_

I liked \_\_\_\_\_

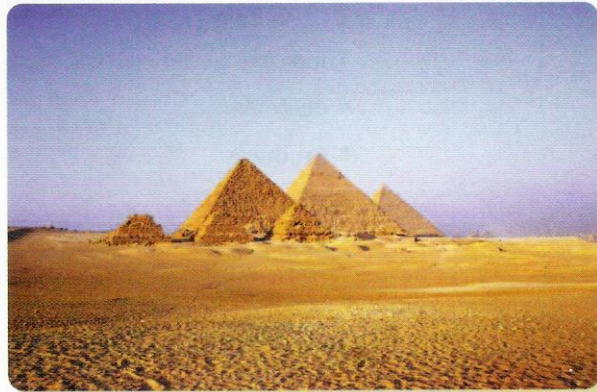
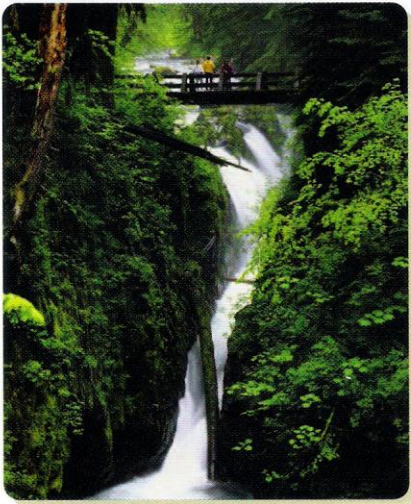
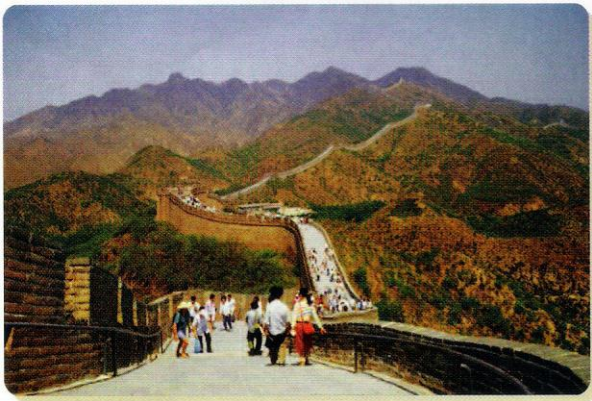
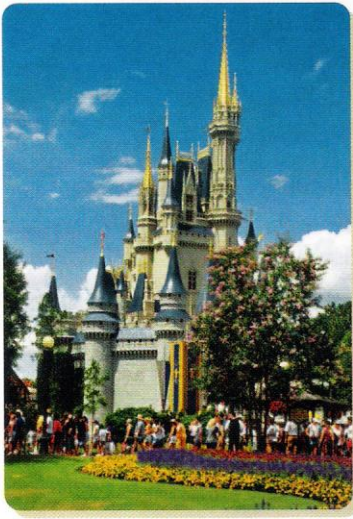
\_\_\_\_\_



## Talk It Over



**4 Choosing Your Dream Vacation** Work in small groups. Look at the photos and answer the questions that follow on page 147.



## Listen



**2 Taking a Trivia Quiz** In the following conversation, Joyce reads a trivia quiz to her brother Kevin. As she asks the questions, circle *your* answers in the chart. Then listen to the next part of the conversation, and you will hear the correct answer.

- |  |                                    |
|--|------------------------------------|
| 1. <input type="radio"/> A the United States | 5. <input type="radio"/> A 5 hours |
| <input type="radio"/> B Canada               | <input type="radio"/> B 8 hours    |
| <input type="radio"/> C Russia               | <input type="radio"/> C 11 hours   |
| <input type="radio"/> D China                | <input type="radio"/> D 15 hours   |
| 2. <input type="radio"/> A France            | 6. <input type="radio"/> A Mexico  |
| <input type="radio"/> B the United States    | <input type="radio"/> B Russia     |
| <input type="radio"/> C Italy                | <input type="radio"/> C England    |
| <input type="radio"/> D China                | <input type="radio"/> D Greece     |
| 3. <input type="radio"/> A North America     | 7. <input type="radio"/> A German  |
| <input type="radio"/> B Europe               | <input type="radio"/> B Spanish    |
| <input type="radio"/> C Latin America        | <input type="radio"/> C Japanese   |
| <input type="radio"/> D Middle East          | <input type="radio"/> D Chinese    |
| 4. <input type="radio"/> A China             | 8. <input type="radio"/> A Moscow  |
| <input type="radio"/> B United States        | <input type="radio"/> B New York   |
| <input type="radio"/> C Russia               | <input type="radio"/> C Tokyo      |
| <input type="radio"/> D Canada               | <input type="radio"/> D London     |

What score did *you* get on the quiz? Compare with your classmates.

## After You Listen

**3 Designing a Trivia Game** Write five trivia questions about your community and give them to your teacher. He or she will select questions to use in a class trivia game. You can write questions about:

- geography
- history
- customs
- products
- cities
- people
- natural resources
- tourist attractions



## Part 4

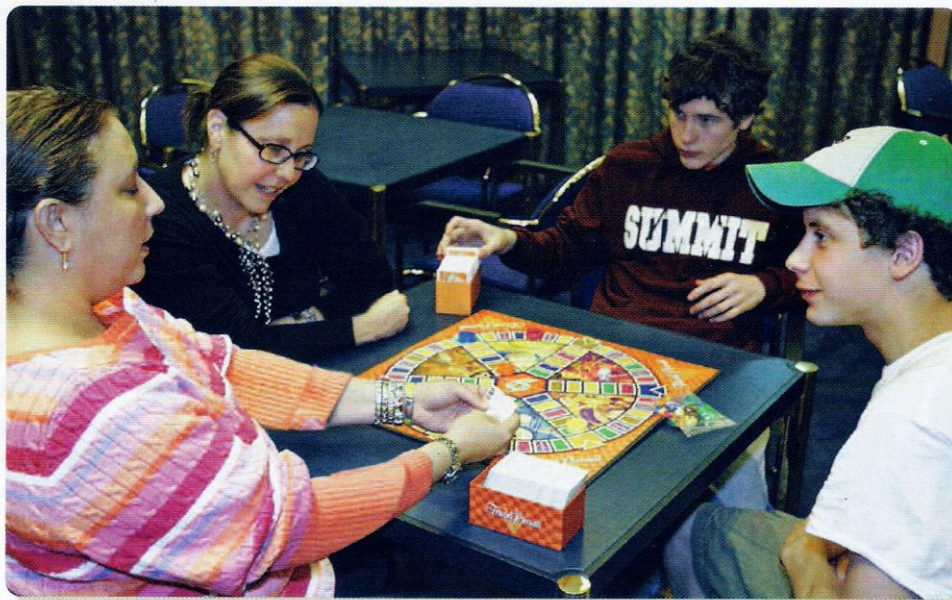
## Real-World Task: A Trivia Quiz

### FYI

#### trivia

(noun, plural)  
things that are  
very unimportant:  
unimportant or  
useless details;  
little-known facts

A popular party game in the United States is called Trivial Pursuit. This game tests people's knowledge of detailed facts ("trivia") in many subjects such as world geography, movies, computers, and many more. Many Americans enjoy playing trivia games or taking trivia quizzes in magazines and newspapers.



▲ A family playing TRIVIAL PURSUIT

### Before You Listen



#### 1 Prelistening Discussion Answer the questions with a small group.

1. Have you ever played a trivia game? With whom did you play? Did you enjoy the game? Why or why not? Did you win?
2. Do you know anyone who is a trivia expert? Describe this person.
3. Are you an expert in any topic? How did you get your knowledge or skill?



**4 Discussing a Reading** In the following passage, a resident of Brooklyn describes a typical Sunday in her neighborhood. Read the passage and discuss the questions that follow.

Brooklyn, New York is a very large, vibrant village. Its streets are full of world music, its buildings built by the hands of every culture. On a typical Saturday afternoon, as I walk through my neighborhood in search of lunch, I'm aware of the beautiful small world I inhabit. A group of Puerto Rican children play baseball in the street, making way for cars as they pass—first, a German car with sounds of Dominican bachata music flowing from its windows, followed by a Japanese truck whose driver enjoys Afro-Caribbean calypso. I stop inside the corner store to say hello to the Korean owner who sells me fresh flowers. My quest for food continues as I wander past many different types of restaurants. Should I eat a gyro from the Greek diner? Maybe a sugar bun from the Jamaican bakery or some minestrone soup from the Italian cafe will cure my hunger. Finally, I'm lured by the smell of curried chicken and decide to have my meal at an Indian restaurant. My stomach full, I continue my walk through the neighborhood, this time listening to the variety of different languages I hear on the street and I realize that language *is* music. Between Farsi and French, Swahili and Polish, each language has a unique rhythm and melody. Surrounded by so many international feasts and sounds, I am proud to call the global village of Brooklyn my home.

1. How many types of music does the writer hear, and where do they come from?
2. What does the writer see around her on the street?
3. What languages does the writer hear on the street?
4. Which foods does the writer mention, and where do they come from?

Prepare a short presentation about *your* typical day as an international citizen.

Follow these instructions:

1. Use the questions above to guide you. For example: Which imported products do you use every day?
2. Make a list of other activities and products that are part of your daily routine.
3. Organize your presentation in chronological order, from the time you get up in the morning until you go to bed at night. Do not include every detail of your day; include only those activities and products that have an international aspect.
4. Remember to use expressions for generalizing from the instruction box on page 142.
5. Speak for two to three minutes. If possible, use one or more visual aids in your presentation.

Answers	Clues
<p>2. (A) Take off your shoes when you enter the house.</p> <p>(B) Keep your feet on the floor.</p> <p>(C) Stand up when your host enters the room.</p> <p>(D) Don't give shoes as a gift in the Middle East.</p>	
<p>3. (A) Japanese people are friendlier than Americans.</p> <p>(B) Americans smile more than people from other cultures.</p> <p>(C) A smile can have different meanings in different cultures.</p> <p>(D) A smile has the same meaning in the United States and Puerto Rico.</p>	
<p>4. (A) an old tradition</p> <p>(B) a way to make trees healthier</p> <p>(C) how to use old shoes</p> <p>(D) couples who have many children</p>	
<p>5. (A) The officer will disapprove of you.</p> <p>(B) You will get special treatment.</p> <p>(C) It could help your business.</p> <p>(D) You could be arrested.</p>	

## Using Language Functions

### GENERALIZING

To speak about your daily routine or typical activities, use the present tense with any of these expressions.

generally	typically	most of the time	as a rule
in general	normally	usually	ordinarily

### Examples

I wear sandals most of the time, even in winter.

I usually drink French or Colombian coffee for breakfast.

Typically, I leave for work at 7:30 A.M.





**3 Pronouncing Sentences** Circle the blended consonants and mark the linked sounds in the sentences below. Then practice saying these sentences with correct blending, linking, stress, reductions, and intonation. Finally, listen to the tape to check your pronunciation.

**Example** The air was full of fall leaves.

1. We need to cancel our dinner reservations.
2. I live with three roommates.
3. Have a good day.
4. I don't know her phone number.
5. This song is so sad.
6. We're ready to take a walk.
7. Did he put his black coat away?
8. She bought an expensive vase.

## Getting Meaning from Context

TOEFL® IBT



### Focus on Testing

**Using Context Clues** Many tests such as the TOEFL® IBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic conversation skills, and provide a foundation for success on a variety of standardized tests. You are going to hear short passages about customs in different countries.

1. Listen to each passage.
2. Listen to the question for each passage. Stop the recording and choose the best answer to each question.
3. In the **Clues** column, write the words that helped you choose your answer.

#### Answers

1. (A) They wanted to help the professor get ready for the party.
- (B) They forgot to check their watches.
- (C) Koreans and Americans have different ideas about arriving on time.
- (D) Parties in the U.S. always start early.

#### Clues



## Focused Listening



### BLENDING CONSONANTS

When one word ends in a consonant sound and the next word begins with the same consonant sound, the two sounds are *blended*, or pronounced as one sound. There is no pause between the two words.

#### Example

black + cat = **blak**at

big + girl = **big**irl

famous + singer = **famous**inger



**1 Pronouncing Names with Blended Consonants** Here are some typical English names. Listen and repeat them after the speaker. Blend the consonants so that each name sounds like one word.

- |                   |                   |
|-------------------|-------------------|
| 1. Alan Norton    | 7. Tom Madison    |
| 2. Pat Thompson   | 8. Peter Ramsey   |
| 3. Philip Pearson | 9. Val Lewis      |
| 4. Dick Cantor    | 10. Trish Sherman |
| 5. Brad Davis     | 11. Cass Saxon    |
| 6. Meg Gray       | 12. Seth Thayer   |



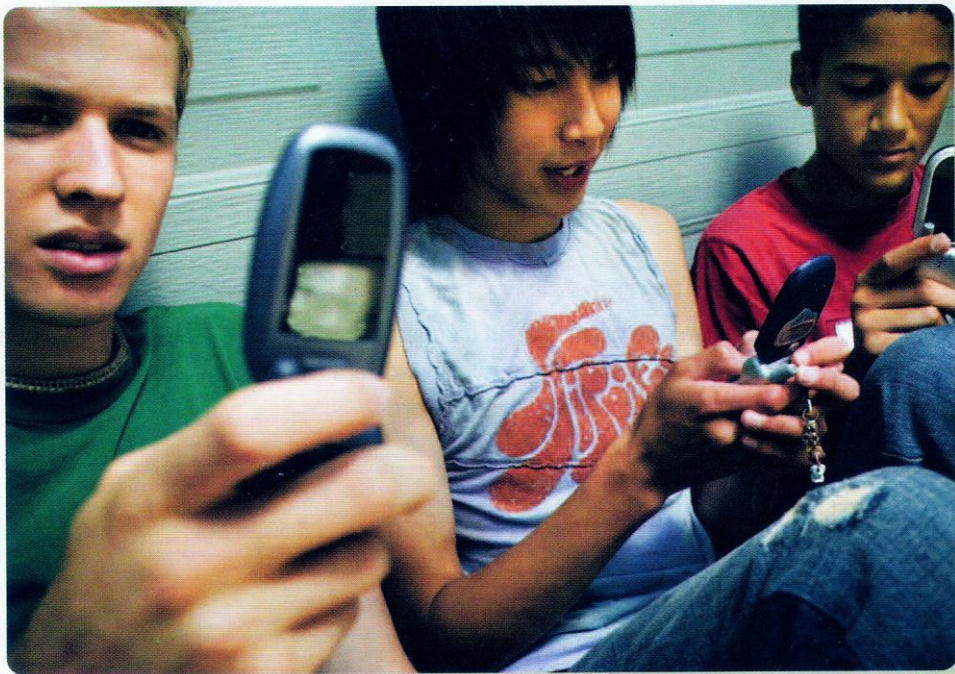
**2 Listening for Blended Consonants** Listen to the sentences and circle the blended sounds.

**Example** Harris saw a fat tiger at the zoo.

1. Yesterday Yolanda had a really bad day.
2. June ninth is the date of Valerie's last test.
3. Let's save money to buy a car radio.
4. Ron needs a tall ladder to reach that high window.
5. Please bring me some hot tea.
6. Camille lives in a dangerous city.
7. Malik called his mother eight times.

Listen again. Stop the recording after each sentence and repeat.





▲ Friends from different backgrounds

1. What would you do in the situation described on page 138? Why?
2. Could you ever be very good friend with a person from a different background than you? What would your parents say to this?
3. What are the advantages and disadvantages of two people from different backgrounds becoming friends? Use the following T-chart.

Advantages	Disadvantages



3. Name one or more countries where people do the following:

- eat with a knife and fork
- eat with chopsticks
- eat with their hands
- leave food on their plate to be polite
- finish all the food on their plate to be polite.

4. Restate the examples of gift-giving customs from the lecture. Does your culture have any “rules” for types of gifts to give and to avoid?



**8 Reviewing Vocabulary** Work in small groups. Look back at the vocabulary list in Activity 2 on page 134. Quiz each other on the terms and their meanings.

## On the Spot!

### Strategy

#### Graphic Organizer: T-chart

T-charts can help you organize and compare two different sides of a topic.

For example,

- you can compare the advantages and disadvantages of an idea to help you make a decision;
- you can compare facts and opinions;
- or you can list the strengths and weaknesses of an idea or of something you read or listen to.

**9 What Would You Do?** Read the situation and discuss the questions.

#### Situation

At a party, a friend introduces you to a new friend. You begin talking and discover that the two of you have many opinions and ideas in common. You have such a good time talking that you agree to meet for coffee the following day.

In the following weeks you meet many more times. You get to know each other better. However, there is a problem. Your parents expect you to have friends from the same background (race, religion, education, or social class) as you. Your new friend comes from a very different background. You know that your parents will be angry if you become close friends. You must make a decision. Will you become his or her good friend, knowing that your parents will disapprove, or will you stop being his or her friend?





**6 Taking Notes (Part II)** Listen to the second part of the lecture. Continue taking notes on your own paper. After listening, use your notes to fill in the missing information below.

III. \_\_\_\_\_

A. Utensils \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

B. \_\_\_\_\_

1. Egypt: \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

IV. \_\_\_\_\_

A. \_\_\_\_\_

1. for dinner: bring flowers, small gift from your country

2. business: \_\_\_\_\_

B. Japanese + other Asians: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. \_\_\_\_\_

E.g.: \_\_\_\_\_

V. \_\_\_\_\_

\_\_\_\_\_



**7 Discussing the Lecture** Discuss the following questions about the lecture and your own experiences. Refer to your notes as necessary.

1. Explain the “rules” for greeting people in the U.S., Japan, Thailand, and France. How do the customs of these countries compare with the customs of your home country or culture?
2. Compare the use of names and titles in the United States and other countries. What advice would you give an American visiting your culture about the proper way to address people?



**5 Outlining the Lecture** Here is a sample outline of the first part of the lecture. Use your notes from Activities 3 and 4 to fill in the missing information. Remember to use abbreviations and symbols. Listen again if necessary.

Part 1

Topic: \_\_\_\_\_

Intro: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I. Greetings

A. U.S. + West. countries: \_\_\_\_\_  
\_\_\_\_\_

B. France: \_\_\_\_\_  
\_\_\_\_\_

C. Asia: \_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

II. \_\_\_\_\_  
\_\_\_\_\_

A. Americans: \_\_\_\_\_  
\_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_

E.g. \_\_\_\_\_

C. Korea: \_\_\_\_\_  
\_\_\_\_\_





**3 Taking Notes on Similarities and Differences** Listen to sentences with similarities and differences. Complete the notes. You will hear each sentence twice.

1. *Ams = comf. using 1st names*

---

---

*Other cultures:*

---

---

2. *Egypt: leave food on plate*

---

---

---

3. \_\_\_\_\_: *eat everyth. on plate*

---

---

---

4. *Many Jap. bow when they greet*

---

---

---

5. *U.S. + West. countries:*

---

---

---

Now, exchange notes with a classmate. Use your partner's notes to try to restate the information you heard.



**4 Taking Notes (Part I)** Listen to the first part of the lecture and take notes in the best way you can. Use your own paper. Listen for similarities and differences in two areas of cultural behavior.



**2 Previewing Vocabulary** Listen to these words and phrases from the lecture. Check (✓) the ones you think you know. Discuss their meanings with a partner. Check the other items later as you learn them.

**Nouns**

- ☐ chopsticks
- ☐ hug
- ☐ misunderstanding
- ☐ title (of a person)
- ☐ utensils
- ☐ variation

**Verbs**

- ☐ bow
- ☐ illustrate

**Adjectives**

- ☐ appropriate
- ☐ embarrassing
- ☐ insulted

**Listen**

**Strategy**

**Taking Notes on Similarities and Differences**

**Taking Notes on Differences**

The following sentence is from the lecture:

"In the United States, greetings often involve some sort of touching . . .  
On the other hand, people from most Asian countries don't usually feel  
as comfortable touching in public."

Here are sample notes for this sentence. Notice the use of indenting, key words, and abbreviations:

*Greetings*

*U.S.: involve touching*

*Asia: not comf. touching*

**Taking Notes on Similarities**

"The Japanese, like many other people in Asia, give gifts often."

*Jap. + other Asians give gifts often*

**Expressions Signaling Similarity and Difference**

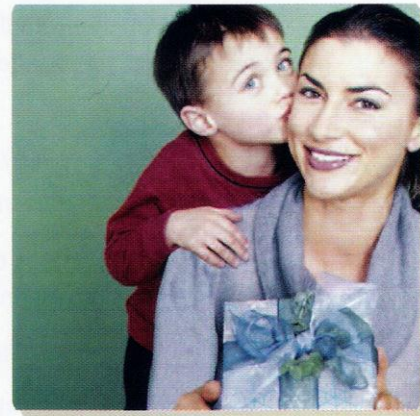
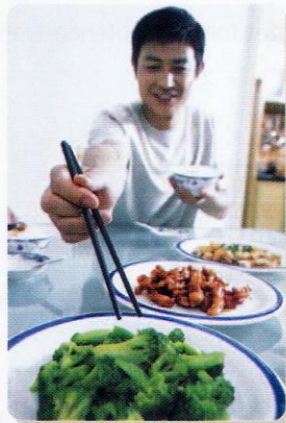
The following expressions are used in the lecture.

Differences	Similarities
on the other hand	(be) similar to
in contrast	also
however	like
while	



## Before You Listen

The lecture in this chapter is about misunderstandings that can occur if people from different countries do not know about each other's customs.



### 1 Prelistening Discussion Discuss these questions in small groups.

1. What are the people in each photo doing? Can you guess which countries they are from?
2. Have you ever invited guests from another country to your home? If so, did their behavior surprise you? How did you react?
3. When visiting another country, have you ever insulted someone or embarrassed yourself because you didn't know the local customs? What happened?



**9 The Interrupting Game** Work in groups of four to five students. Your teacher will give each student in the group a topic to discuss.

1. When it is your turn, start speaking about your topic.
2. Your classmates will interrupt you often, using the expressions in the explanation box.
3. When you are interrupted, answer the person who interrupted you, but then return to your topic. Follow the example.

**Example**

**Speaker:** Last night I went to a baseball game . . .

**Student 1:** Excuse me for interrupting, but which one?

**Speaker:** The Red Sox and the Yankees. Anyway, I went to the game and got to my seat . . .

**Student 2:** Sorry, but where was your seat?

And so on.

4. The game ends when the speaker finishes the story.

**10 Survey: Find Someone Who . . .** Ask your classmates about the ways that they stay in touch with family and friends. Find one person who fits each description below. Write the person's name in the space.

**Example** Have you ever used Voice over Internet Protocol?

Find someone who . . .	Name
has used Voice over Internet Protocol	
uses Instant Messenger regularly	
receives more than 10 emails a day	
enjoys writing letters	
has a PDA (personal digital assistant)	
does not have a cell phone	
has a cell phone, but no landline	
sends text messages regularly	



## Listen



**7 Reviewing Vocabulary** Discuss the following with a partner. Use the underlined vocabulary in your answers.

1. Do you read email every day, or do you wait until the weekend to catch up on all your messages?
2. How do you stay in touch with your family and friends when you're traveling?
3. Before you buy an expensive product, such as a camera or computer, do you read the comments posted on the Internet by other people who have used it? Why or why not?
4. (Complete the following conversation with a request for help or permission.)  
A: \_\_\_\_\_  
B: No sweat.
5. How much is the monthly charge on your cell phone? Would you like to find a cheaper monthly fee?

## Using Language Functions

### INTERRUPTING POLITELY

At the beginning of the conversation, Sakamoto enters Jeff's room and asks, "Am I interrupting?" In many cultures it is impolite to interrupt a person who is speaking or working. However, most Americans are accustomed to interruptions and don't mind them. Here are some expressions that English speakers use to interrupt politely.

#### Expressions for Interrupting Politely

Am I interrupting?	I'm sorry to interrupt, but . . .
Can/May I interrupt?	Pardon me, but . . .
Excuse me (for interrupting), but . . .	Sorry, but . . .
I'd like to say something.	Wait (a minute). (I have a question.)



**8 Role-Play** Work in groups of three. In each of the situations, two people are talking and a third person interrupts. Take turns playing the role of speakers and interrupter.

1. Two colleagues are talking about a computer problem in their department. An assistant enters, interrupts, and tells one of them that their boss is on the phone and wants to talk to him or her right away.
2. It is time for class to start, and several students are talking on their cell phones. The teacher interrupts and asks them to put away their phones and take out their homework.
3. Two friends are having coffee together. They are talking about travel plans. A third friend interrupts and asks if he or she can join them.

**Jeff:** No problem. I'll be here.

**Sakamoto:** Great. See you later.

Check your answers using the listening script on page 282. Then read the conversation with a partner. Remember that stressed words are louder, higher, and pronounced more clearly than unstressed words.

## Intonation



### INTONATION IN QUESTIONS AND REQUESTS

Information questions have a rising-falling intonation pattern:

- Where do you live?
- What's your name?

Yes/No questions and requests have a rising intonation pattern:

- Are you ready to go?
- Could you please repeat that?



**5 Practicing Intonation of Questions** Listen to the following items from the conversation and repeat them after the speaker.

#### Yes/No questions

1. Am I interrupting?
2. Are they cheaper in Japan?

#### Request for help or permission

3. Could you show me how it works on your computer?
4. Can we do it in about three hours?

#### Information questions

5. What's it about?
6. How does it work?



**6 Identifying Intonation Patterns** Listen to the following sentences. Repeat each sentence after the speaker; then circle the up arrow for rising intonation, or the down arrow for rising-falling intonation.

1.  

4.  

2.  

5.  

3.  

6.  



**Sakamoto:** Yeah, I can't \_\_\_\_\_ it. Cell phone calls are so \_\_\_\_\_ here.

**Jeff:** Are they \_\_\_\_\_ in Japan?

**Sakamoto:** \_\_\_\_\_ cheaper. And we use our cell phones for \_\_\_\_\_, too. A lot of people don't even \_\_\_\_\_ a computer.

**Jeff:** It's \_\_\_\_\_ what you can do with cell phones these days. Talk, take \_\_\_\_\_, send email . . .

**Sakamoto:** Yeah. But \_\_\_\_\_ Jeff, I need to find a cheaper way to stay in \_\_\_\_\_ with my parents and my friends in Japan. And I \_\_\_\_\_ there's a way you can call overseas for \_\_\_\_\_ using your computer. Do you know anything about that?

**Jeff:** Of course, it's a \_\_\_\_\_ called Voice over Internet. I use it all the \_\_\_\_\_.

**Sakamoto:** How does it \_\_\_\_\_?

**Jeff:** Well, you need a computer with a \_\_\_\_\_ card, if you've got that.

**Sakamoto:** Yeah, I do . . .

**Jeff:** And you also need a microphone and a \_\_\_\_\_.

**Sakamoto:** Hmm. I don't have those.

**Jeff:** No sweat, you can buy them at any \_\_\_\_\_ store.

**Sakamoto:** OK. What else?

**Jeff:** Well, then you'll need to \_\_\_\_\_ the software, which is \_\_\_\_\_, and then if the person you're calling installs the \_\_\_\_\_ software, there's no \_\_\_\_\_ for calling.

**Sakamoto:** But what if they \_\_\_\_\_? Can I call from my \_\_\_\_\_ to someone's \_\_\_\_\_?

**Jeff:** Yes. There's a \_\_\_\_\_ for that, but it's a lot cheaper than using your \_\_\_\_\_, believe me.

**Sakamoto:** Could you show me how it works on \_\_\_\_\_ computer?

**Jeff:** Right now?

**Sakamoto:** No, it's \_\_\_\_\_ in Japan now. Can we do it in about three \_\_\_\_\_?

## Listen



**3 Comprehension Questions** Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. Where does this conversation probably take place?
2. What is Jeff doing?
3. Who is Hasan?
4. How much was Sakamoto's cell phone bill?
5. What does Sakamoto want to know about?
6. What equipment will Sakamoto need to buy?
7. How much does VoIP software cost?

## Stress



**4 Listening for Stressed Words** Listen to the conversation again. Some of the stressed words are missing. During each pause, repeat the phrase or sentence. Then fill in the missing stressed words.

**Jeff:** Come in!

**Sakamoto:** Am I \_\_\_\_\_?

**Jeff:** It's OK, I was just catching up on my \_\_\_\_\_.

**Sakamoto:** Oh yeah? What's it \_\_\_\_\_?

**Jeff:** Mostly it's about \_\_\_\_\_. Like, here's a \_\_\_\_\_ from Hasan talking about, let's see . . . football in Istanbul.

**Sakamoto:** In Turkey? \_\_\_\_\_ football?

**Jeff:** Sure. And \_\_\_\_\_ one from my friend Hiroshi, a \_\_\_\_\_ in Tokyo.

**Sakamoto:** Hmm. Maybe \_\_\_\_\_ should start a blog about learning \_\_\_\_\_.

**Jeff:** Well, it's a great way to meet \_\_\_\_\_ people, that's for sure. And all you need is an \_\_\_\_\_ connection.

**Sakamoto:** Well, \_\_\_\_\_ of the Internet, I wanted to ask your \_\_\_\_\_ about something.

**Jeff:** OK. What's up?

**Sakamoto:** Well, I just got my \_\_\_\_\_ phone bill for last month, and it was \$160!

**Jeff:** Ouch.



**1 Prelistening Questions** Discuss these questions with your classmates.

1. In the photo, Jeff is using special software to make a telephone call over the Internet. What do you know about this technology? Have you used it?
2. How often do you use a computer and for what purposes?
3. What technology do you use to stay in touch with your family and friends in other countries?



**2 Previewing Vocabulary**

1. Listen to these computer terms from the conversation. Define them with your classmates. Check the terms you know. If you are not sure about a term, look it up in a dictionary.

**Nouns**

- ☐ blog
- ☐ headset
- ☐ sound card

**Verbs**

- ☐ download
- ☐ install (software)
- ☐ post (a message or comment)

2. Listen to the underlined words and expressions from the conversation. Then use the context to match them with their definitions.

**Sentences**

1. I need to catch up on the reading for my economics course. I was sick for two weeks, and I'm really behind.
2. My teacher wrote several comments and questions on my paper and asked me to rewrite it.
3. Fatima stays in touch with her family by phone and email.
4. **A:** Could you give me a ride to school tomorrow?  
**B:** No sweat.
5. There's a \$3.00 charge for ordering concert tickets over the phone.

**Definitions**

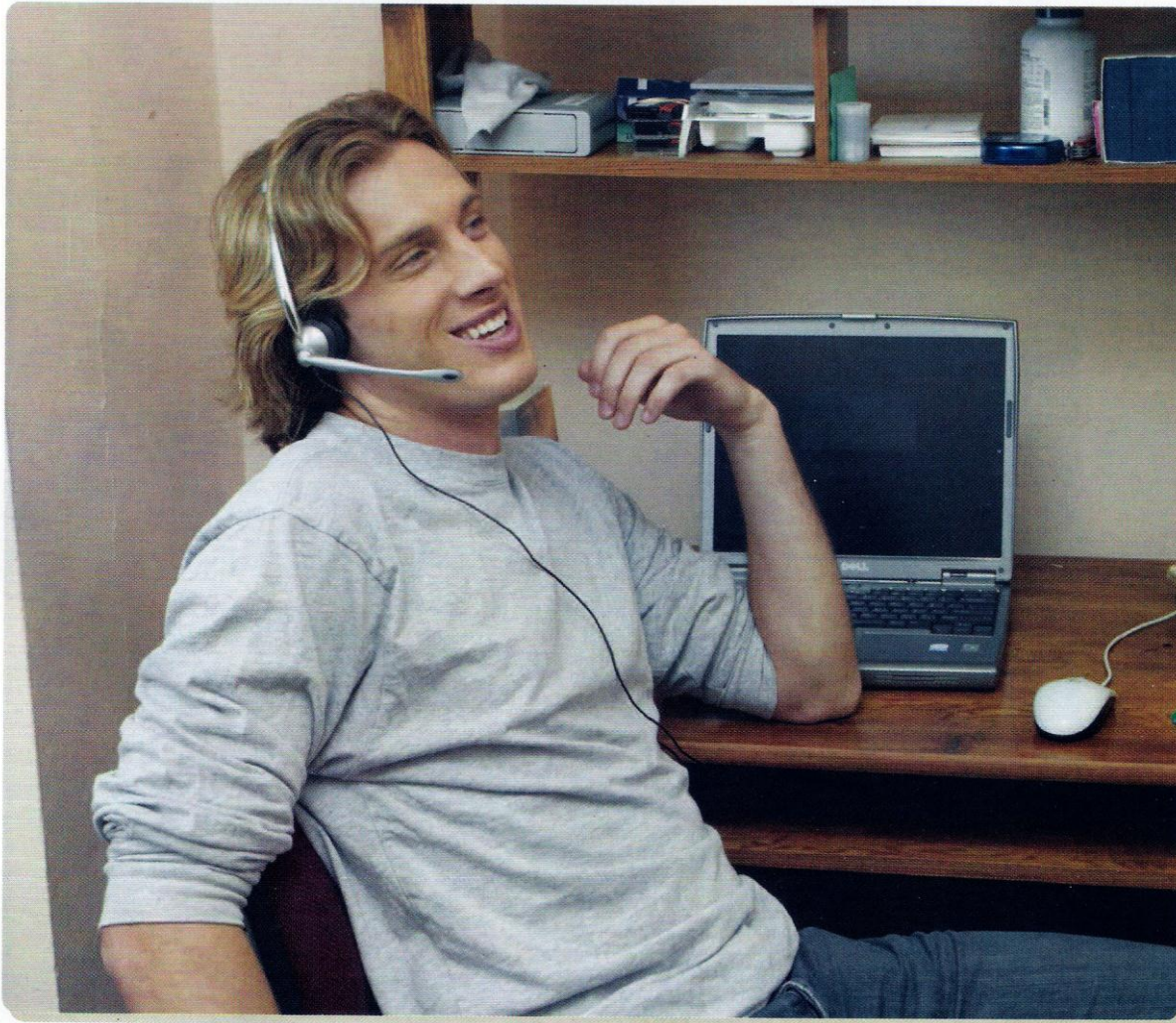
- a. an opinion or statement about something or someone
- b. to do something necessary that you didn't have time to do in the past
- c. "No problem" or "That's easy."
- d. a cost or fee
- e. to communicate with someone regularly

## Part 1

# Conversation: Using Technology to Stay in Touch

### Before You Listen

In the following conversation, Sakamoto and Jeff talk about using technology to stay in touch with family and friends.



▲ Jeff, making a telephone call over the Internet





## Connecting to the Topic

- 1 Where is the person in the photo? What is the person doing?
- 2 Why do you think this person needs a computer?
- 3 List the types of technology that you use. How do you use each type?



