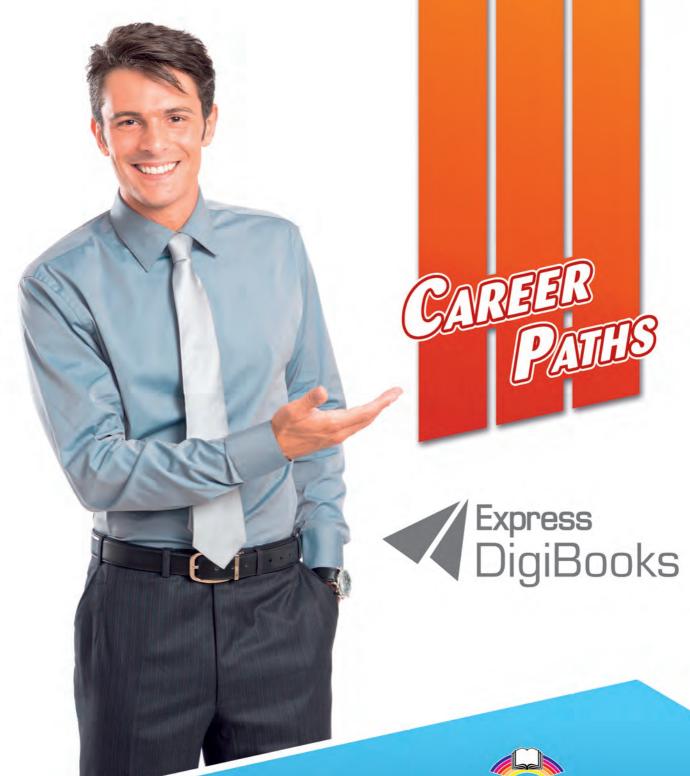


Get the Passport to a Promising International Career

www.careerpaths-esp.com



Express Publishing

English for Specific Purposes

CEFR Level: A1 – B1

Accounting	Finance	Natural Gas II	
Agricultural Engineering	Firefighter	Natural Resources I – Forestry	
Agriculture	Fishing & Seafood Industry	Natural Resources II - Mining	
Air Force	Fitness Training	Navy	
Architecture	Flight Attendant	Nuclear Engineering	
Art & Design	Food Service Industries	Nursing	
Au Pair	Genetic Engineering	Nutrition & Dietetics	
Automotive Industry	Geography	Paramedics	
Banking	Geology	Pet Care	
Beauty Salon	Healthcare Management	Petroleum I	
Business English	Hotels & Catering	Petroleum II	
Call Centers	Human Resources	Physician Assistant	
Chemical Engineering	Industrial Assembly	Physiotherapy	
Cinematography	Industrial Engineering	Plant Production	
Civil Aviation	Industrial Safety	Plumbing	
Civil Engineering	Information Technology	Police	
Command & Control	Insurance	Psychology	
Computer Engineering	Journalism	Public Relations	
Computing	Kindergarten Teacher	Rail Transportation	
Construction I – Buildings	Landscaping	Real Estate	
Construction II – Roads & Highways	Law	Sales and Marketing	
Cooking	Logistics	Science	
Criminology	Management I	Secretarial	
Dental Hygienist	Management II	Security Personnel	
Dentistry	Marine Engineering	Social Media Marketing	
Elder Care	MBA English	Software Engineering	
Electrical Engineering	Mechanical Engineering	Sports	
Electrician	Mechanics	TAXI Drivers	
Electronics	Medical	Tourism	
Engineering	Medical Equipment Repair	Travel Agent	
Environmental Engineering	Merchant Navy	University Studies	
Environmental Science	Motion Picture Production	Wireless Communications	
Facilities Maintenance	Museum Management & Curatorship	World Cup	
Fast Food	Natural Gas I	Worldwide Sports Events	



Career Paths

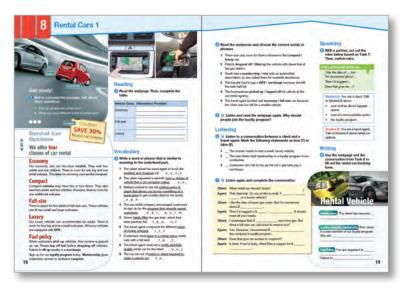
These books are designed for professionals, and students in vocational schools and colleges to help them develop the language skills they need to succeed in a professional work environment.

Key Features

- 3 books in one
- 45 units in total
- Integration of all 4 language skills in each lesson
- Authentic material
- Presentation of key vocabulary through pictures
- Practice of language and skills based on real life situations
- Guided speaking and writing exercises

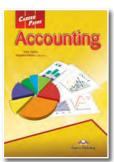




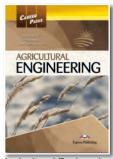


sample pages from CAREER PATHS Travel Agent





Accounting



Agricultural Engineering



Agriculture



Air Force



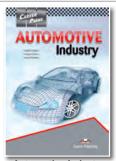
Architecture



Art & Design



Au Pair



Automotive Industry

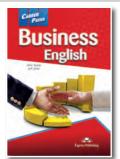


Beauty Salon





Banking



Business English



Call Centers



Chemical Engineering



Cinematography



Civil Aviation



Civil Engineering



Command & Control



Computer Engineering



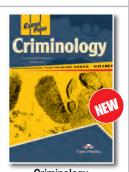
Computing



Construction I & II



Cooking



Criminology



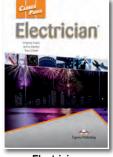
Dental Hygienist





Elder Care

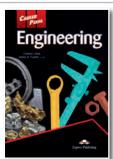




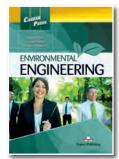
Electrician



Electronics



Engineering



Environmental Engineering



Environmental Science



Facilities Maintenance



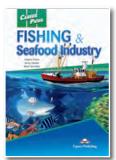
Fast Food



Finance



Firefighter



Fishing & Seafood Industry



Fitness Training



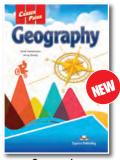
Flight Attendant



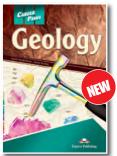
Food Service Industries



Genetic Engineering



Geography



Geology



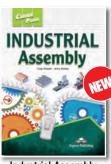
Healthcare Management



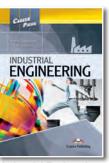
Hotels & Catering



Human Resources



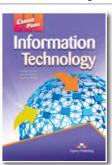
Industrial Assembly



Industrial Engineering



Industrial Safety



Information Technology



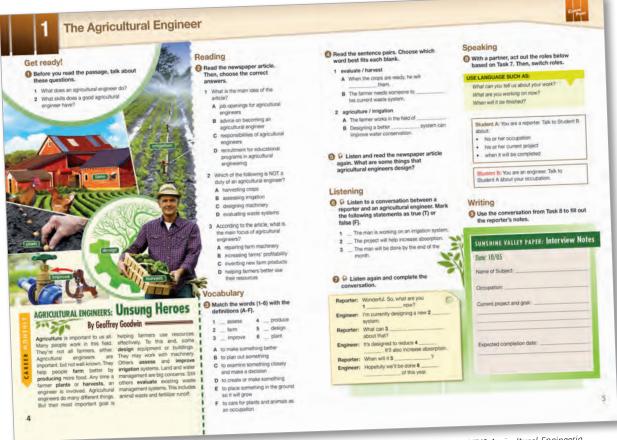
Insurance



Journalism



sample page from CAREER PATHS Art & Design



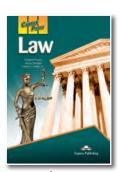
sample pages from CAREER PATHS Agricultural Engineerig



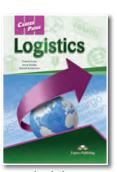
Kindergarten Teacher



Landscaping



Law



Logistics



Management I



Management II



Marine Engineering



MBA English



Mechanical Engineering



Mechanics



Medical



Medical Equipment Repair



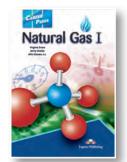
Merchant Navy



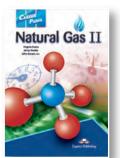
Motion Picture Production Museum Management & Curatorship











Natural Gas II



Natural Resources I



Natural Resources II



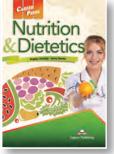
Navy



Nuclear Engineering



Nursing



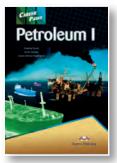
Nutrition & Dietetics



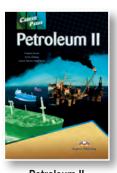
Paramedics



Pet Care



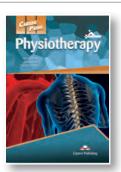
Petroleum I



Petroleum II

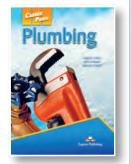


Physician Assistant



Physiotherapy

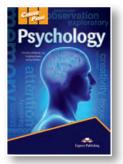




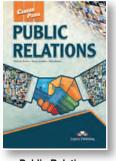
Plumbing



Police



Psychology



Public Relations



Rail Transportation



Real Estate



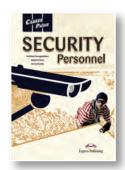
Sales and Marketing



Science



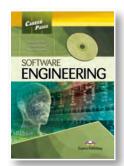
Secretarial



Security Personnel



Social Media Marketing



Software Engineering



Sports



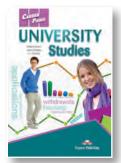
Taxi Drivers



Tourism



Travel Agent



University Studies



Wireless Communications



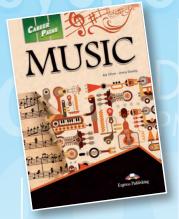
World Cup



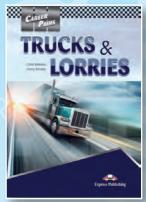
Worldwide Sports Events

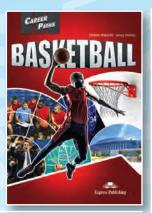


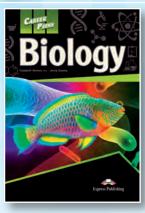
In progress





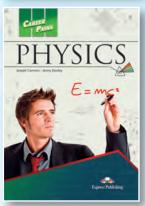


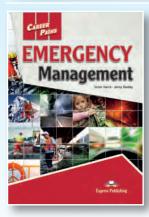




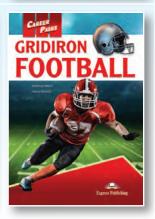


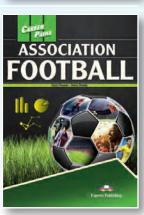














CAREER PATHS APPS

Anytime

Anyhow

Anywhere

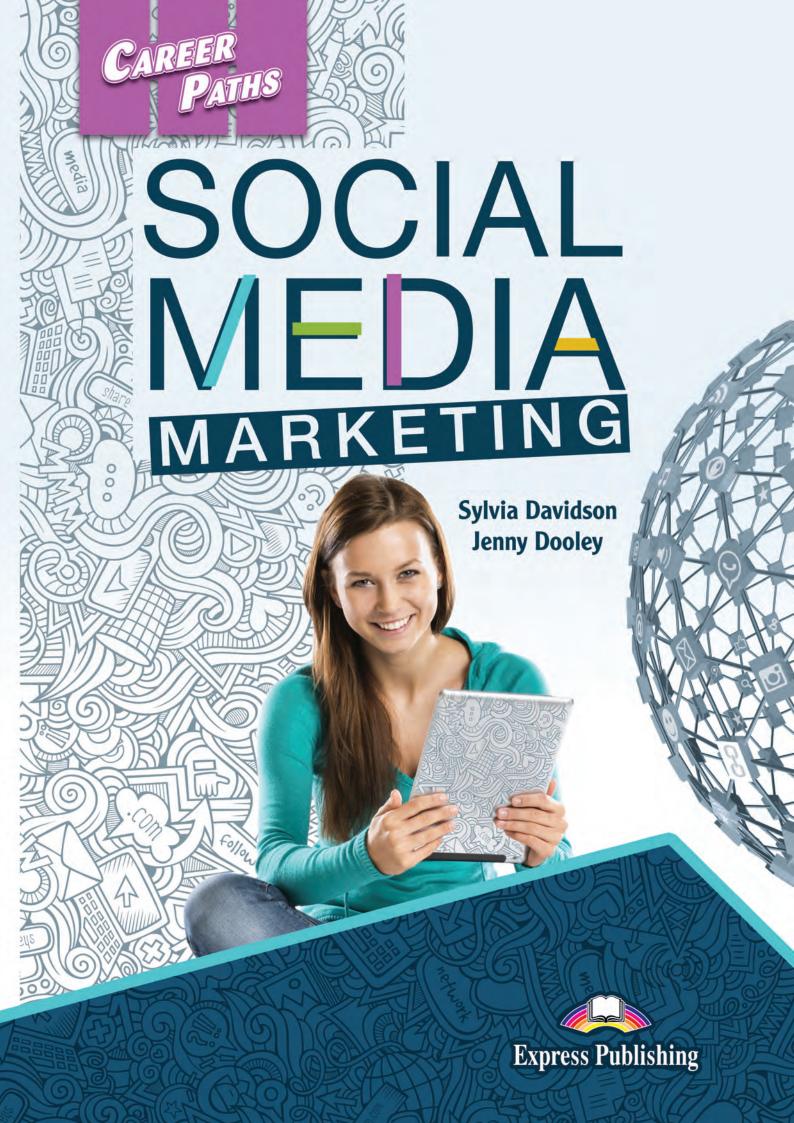


1 What are some different types 2 What types of trains are used in metropolitan areas?

Key Features

- Complete digital version of book
- Subject specific videos
- Instant feedback on all tasks
- **Progress monitoring reports**
- Career-specific dialogues preparing students to use the language in real-life situations
- Vocabulary presentation through visual prompts and audio
- Vocabulary practice through a wide variety of exercises
- Listening practice helps students develop their listening skills
- Glossary of terms and phrases with pictures, definitions, examples and audio





·	
Unit 1 – Media Now and Then	 4
Unit 2 – Technology and Media Devices	
Unit 3 – Features of a Social Networking Site	
Unit 4 – Basic Actions	
Unit 5 – Communication Methods: Text	
Unit 6 – Communication Methods: Audio	
Unit 7 – Communication Methods: Images	
Unit 8 – Communication Methods: Video.	
Unit 9 – Features of Social Media.	
Unit 10 – Benefits for Businesses and Individuals	
Unit 11 – Information Sourcing	
Unit 12 – Online Culture	
Unit 13 – Metrics 1	
Unit 14 - Metrics 2	
Unit 15 – Describing Change.	
Glossary	
Choosely	 0-1
Unit 1 – Citizen Journalism	4
Unit 2 - Official News Sources	
Unit 3 – Compelling Content	
Unit 4 – Campaigns on Social Media	
Unit 5 – Social Capital	
Unit 6 - Celebrities on Social Media.	
Unit 7 – Social Media Management	
Unit 8 – Advertising in Social Media	
Unit 9 – The Power of Social Media	
Unit 10 – Social Media Campaigns in Politics	
Unit 11 – Corporate Social Responsibility	
Unit 12 – Editorial Ethics	
Unit 13 – Corporate Ethics.	
Unit 14 – Challenges of Social Media	
Unit 15 – Teenagers and Social Media	
Glossary	
Glossary	 34
Unit 1 – Social Media-Based Crowdfunding	1
Unit 2 – Apps: Pre and Post Launch Strategies	
Unit 3 – App Software Features	
Unit 4 – Information Security.	
Unit 5 – Business Conduct Online	
Unit 6 - Data Usage and Protection	
Unit 7 - Speech Regulation	
Unit 8 - Offensive and Illegal Content	
Unit 9 - Intellectual Property	
Unit 10 - Legal Procedures	
Unit 11 – Start-Up Funding	
Unit 12 – Investing in a Start-up	
Unit 13 – Digital Media Technology Studies	
Unit 14 – Careers in Social Media.	
Unit 15 – The Future of Social Media	 32

Book

Book

Book

6 Communications Methods: Audio

Get ready!

- Before you read the passage, talk about these questions.
 - 1 What are some different types of online audio?
 - 2 What kinds of audio do you listen to?



From: Jackson Lambert, media consultant To: Cynthia Fitzgerald, Producer Subject: Webcast of the show

Cynthia,

I just received the latest **ratings** about our show. The **webcast** continues to grow in popularity. So, maybe it's time to expand. I think we should **launch** a **podcast!** Then, users will actually be able to download it. For some users, that's more convenient than **streaming**. After all, it doesn't require a **constant** Internet connection.

Additionally, we can **archive** each show as we create more in the **series**. That gives users the option to **listen** to shows we already **recorded**. Also, some listeners are really only interested in the **music**. So, we could have a music-only segment. People could listen to songs without the **hosts' voices** in between. But other listeners could still access the full **audio**.

I'd love to hear your opinion about this.

Jackson

Reading

Read the email. Then, complete the table.

Feature	Benefit
A podcast in addition to the webcast	1
2	Users may listen to shows that were previously broadcast.
A music-only segment	3

Vocabulary

Match the words (1-6) with the definitions (A-F).

1 __ listen 4 __ streaming
2 __ music 5 __ voice
3 __ series 6 __ archive

- A sound from voices or instruments that people listen to
- **B** the process of transmitting data on a device without downloading it
- C a group of several similar things that follow one after the other
- D the sound that someone makes when he or she speaks
- E to pay attention to a sound
- F to store something in an organized system

Write a word that is similar in meaning to the underlined part.

1 The woman listened to a <u>digital audio file that is</u> available on the Internet.

2 Users pay for the news <u>broadcast that someone</u> <u>views or listens to on the Internet</u>.

3 The technician specializes in <u>recordings that</u> <u>consist of sounds</u>, but not images.

4 The singer <u>creates electronic versions of sounds</u> in her studio.

6 Solution Listen and read the email again. What part of a website do users usually visit to listen to old webcasts?

Listening

- 6 Solution Listen to a conversation between a producer and a media consultant. Choose the correct answers.
 - 1 What is the woman happy about?
 - A Getting a promotion
 - B The new webcast series
 - C The webcast's popularity
 - D The new webcast show
 - 2 How is the podcast going to enhance users' experience?
 - A Users will be able to stream each show
 - B Users will be able to download each show
 - C Users will be able to have constant Internet connection
 - D Users will only have access to music
- Listen again and complete the conversation.

Media Consultant: Hi Cynthia, I just received the

latest 1 _____about our

show. They are looking good!

Producer: That's fantastic. I am happy the

webcast is growing 2 _____

Media Consultant: I think it is time to 3

a level and launch a

podcast! What do you think?

Producer: How will this enhance users'

4 ____?

Media Consultant: Well, users will be able to

download the show, which is

more 5 _____ than streaming.

Producer: So, that means they don't need

to have a constant 6

Speaking

With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I think it is time to ... What do you think? How will this enhance ...? In addition, we can ...

Student A: You are a media consultant. Talk to Student B about:

- launching a podcast
- how it will enhance user's experience
- · extra options for users

Student B: You are a producer of a radio show. Talk to Student A about launching a podcast.

Writing

Use the conversation from Task 8 to complete the advertisement.

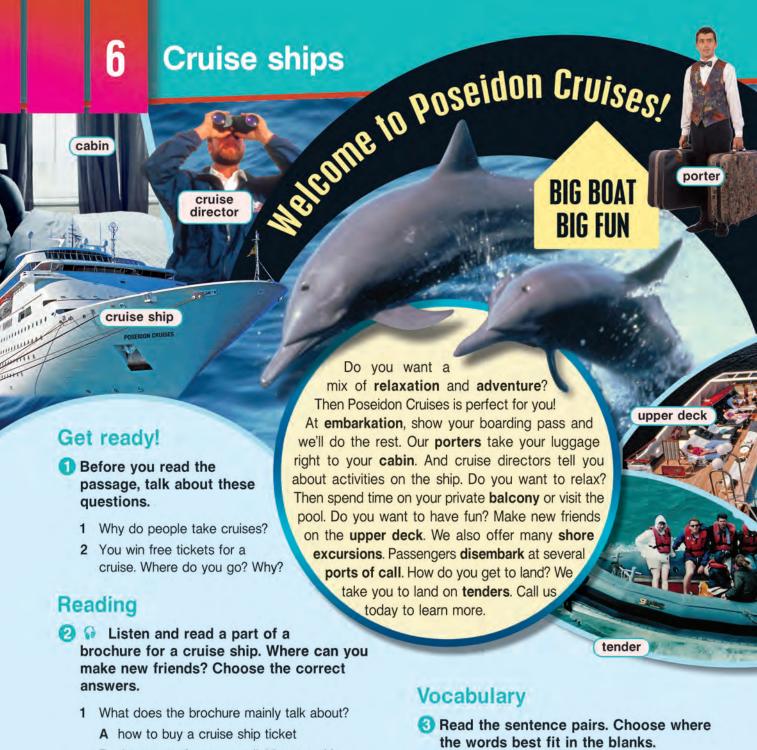
Volume-Nation is Now you can Access old shows by What's new!! You can now



Virginia Evans Jenny Dooley Veronica Garza



	Unit 1 – About your guest	4
	Unit 2 – On the phone	6
	Unit 3 – Types of Restaurants	
	Unit 4 – Lodging	
	Unit 5 – At the airport	
	Unit 6 - Cruise ships	
	Unit 7 – Train travel	
Book		
BOOK	Unit 9 – Renting a car.	
\ 1 /	Unit 10 – How do you pay?	
	Unit 11 – Where to get money.	
	Unit 12 – At the currency exchange office	
	Unit 13 – How much does it cost?	
	Unit 14 – Giving warnings about crime	
	Unit 15 – Avoiding illness abroad	
	Glossary	34
	Unit 1 - Cultural differences	
	Unit 2 – Travel packages	
	Unit 3 – Giving directions	
	Unit 4 – Getting to and from the airport	
	Unit 5 – Talking about the weather	12
	Unit 6 – International travel	14
	Unit 7 – Airport security	16
Book	Vnit 8 – Airport procedures	18
0	Unit 9 - Travel delays	20
`	Unit 10 – Where's my baggage?	22
1	Unit 11 – Explaining the bill	24
	Unit 12 – Negotiating prices	26
	Unit 13 – Locating help	28
	Unit 14 – Emergency!	30
	Unit 15 – Talking about symptoms	32
	Glossary	
	Unit 1 – Communicating by email	4
	Unit 2 – Taking a message	
	Unit 3 – Taking reservations	
	Unit 4 – Changing a reservation	
	Unit 5 – Problems with reservations.	
	Unit 6 - Difficult customers	
	Unit 7 – Farewell	
Book		
	Unit 9 – Local attractions.	
\ 3 /	Unit 10 – On a tour	
	Unit 11 – Discussing rules and policies on a tour.	
	Unit 12 – Release forms.	
	Unit 13 – Job advertisements	
	Unit 14 – Preparing your curriculum vitae	
	Unit 15 – Getting a job	
	Closson	ა∠



- B the types of rooms available on a ship
- C the fun parts of traveling on a cruise ship
- D why cruise ships are good for families
- 2 One of the porter's duties is to ...
 - A pack your luggage.
 - B put your bags in your room.
 - C inform about activities on the ship.
 - D help passengers get on tenders.
- 3 According to the passage, what does a person do on the upper deck?
 - A visit the pool
 - B get on a tender
 - C have lunch
 - D meet people

1 relaxation / adventure
Mick does not want a lot of activity. He wants _____during his holiday.
Rita climbs a mountain because she enjoys the ______.

2 embarkation / shore excursion
Penny visits a new city. She is on a(n)

Oscar shows his ticket at _____.

3 porter / cruise director
Ulysses is a ______. He handles the passenger's luggage.
Miranda is a ______. She tells passengers about activities.

0	Match	the	words	(1-6)	with	the	definitions
	(A-F).						

1	cabin	4	disembark
2	balcony	5	port of call
3	upper deck	6	tenders

- A to get off of a ship
- B a place where ships stop
- C the top part of a ship
- D a room on a ship where passengers sleep
- E small boats that take passengers from the cruise ship to land
- F a small outdoor area that is attached to cabins

Listening

5 Should be seen to a cruise director make an announcement. Then answer the questions.

- 1 What does the cruise director talk about?
 - A a stop at a port of call
 - B a shore excursion
 - C things to do on the ship
 - D problems with the dining area
- 2 According to the announcement, what activity takes place at 10 am?
 - A games on the upper deck
 - B lunch in the dining room
 - C passengers watch a movie
 - D a play in the theater

6 PListen again. Fill in the blanks.

Cruise Director:	Hello, ladies and 1
	Welcome to the Grande Dame.
	This is your 2
	There are many
	activities on the Grande Dame
	today. At 10 am, join us on the
	3 for
	games. Then we have lunch at
	4 At 2 pm, watch a
	movie at the ship theater. The
	theater is on 5
	Finally, dinner is at
	6 pm. The 6
	is on Deck 10. Have
	a wonderful day on our cruise ship!

Speaking

With a partner, act out the roles below, based on the announcement from Task 6. Decide who Student A and Student B are. Then switch roles.

USE LANGUAGE SUCH AS:

At 10 am, join us on the ... for ... We have ... at 6 pm

The theater is on the Deck ...

Student A You are a passenger on a cruise ship. Ask Student B about:

- · activities on the ship
- · times of the activities
- · location of the activities

Student B: You are a cruise director on a cruise ship. Answer Student A's questions.

Writing

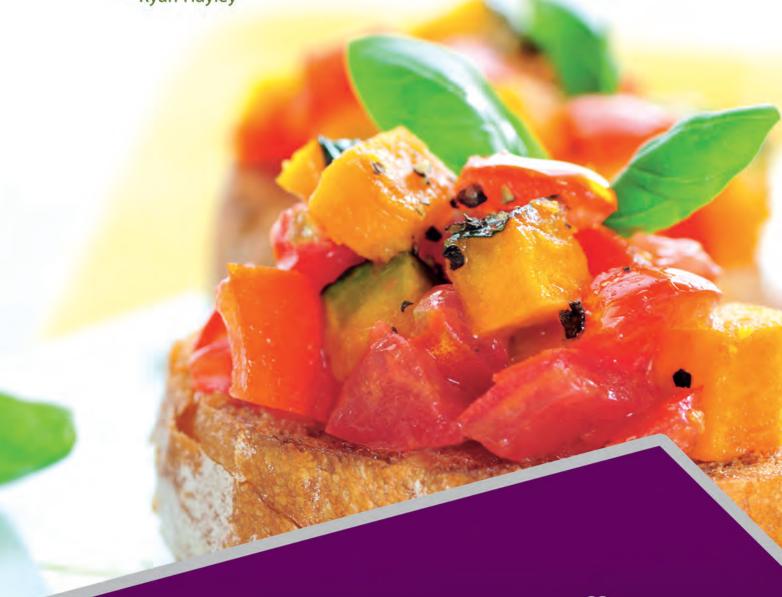
Use the conversation in Task 7 to fill out the schedule for the cruise ship.

Grande Dame Schedule of Events for Monday

Time	Activity	Location
8:00 AM	Breakfast	Dining room
12:00 PM	Lunch	Dining Room



Virginia Evans Jenny Dooley Ryan Hayley





ſ	Unit 1 – The Kitchen	4
	Unit 2 - People in the Kitchen	6
	Unit 3 – People in a Restaurant	8
	Unit 4 – Tools 1	10
	Unit 5 – Tools 2	12
	Unit 6 – Tools 3	14
	Unit 7 – Appliances	16
Boo	Unit 8 – Basic Actions 1	18
(500	Unit 9 – Basic Actions 2	20
`1	Unit 10 – Flavors	22
1	Unit 11 - Measurements 1	24
	Unit 12 – Measurements 2	26
	Unit 13 – Food Safety	28
	Unit 14 – Kitchen Safety	30
	Unit 15 – Nutrition	32
	Glossary	34
L		
٦	Unit 1 – Meats	4
	Unit 2 – Seafood	6
	Unit 3 – Dairy	8
	Unit 4 – Fruits	10
	Unit 5 – Vegetables.	12
	Unit 6 – Spices and Herbs	14
ı	Unit 7 – Pastas	16
Boo	Unit 8 – Grains and Legumes	18
BOO	Unit 9 - Pastry	20
^ 2	Unit 10 – Bread	
- 7	Unit 11 – Breakfast	24
	Unit 12 - Lunch	26
	Unit 13 - Dinner	
	Unit 14 – Desserts 1	30
	Unit 15 – Desserts 2	
	Glossary	
L		
٦	Unit 1 - Stock	4
	Unit 2 – Soups	6
	Unit 3 – Sauces	8
	Unit 4 – Salads	10
	Unit 5 – Grilling and Broiling	12
	Unit 6 – Roasting	14
I	Unit 7 – Braising	16
Boo	Unit 8 – Baking	18
000	Unit 9 – Frying	
`3	Unit 10 – Steaming	
1	Unit 11 – Buffet	
	Unit 12 – Sanitization and Hygiene	
	Unit 13 – Inventory Management	
	Unit 14 – Training	
	Unit 15 – Career Options	
	·	34

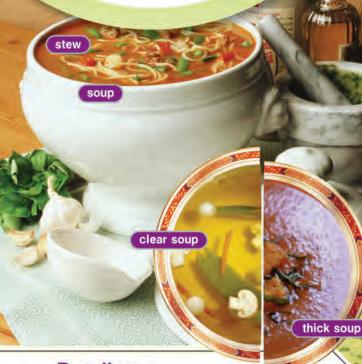
2 Soups

Get ready!

Before you read the passage, talk about these questions.

1 What kinds of soups are made with vegetables?

What kinds of soups are made with meat and seafood?



The Mailman" Newspaper



The Style Diner

with Food Critic Allison Dale

Westside Café on Bayside Drive advertises their chef as "The King of **Soups**." I visited the restaurant last weekend to find out what they mean. The soups weren't all perfect, but most of them were pretty close.

I was pleased to find that every soup at Westside Café includes home-made **broth** and fresh, local ingredients. The chef told me that he's always willing to pay extra for high-quality ingredients.

Their thick soups were excellent. The broccoli cream soup was so rich that it almost seemed like a dessert. The tomato puree was much simpler, but still delightful. I don't usually enjoy shellfish, but the clam chowder and lobster bisque were both nicely

seasoned. If you're visiting Westside Café for the first time, I recommend starting with the hearty chicken-potato **stew**. I only tried a few bites, but it was clearly the most filling meal on the menu.

The clear soups were not nearly as charming. I tried a beef consommé that seemed more like canned bouillon. The chef explained that this was due to the process of clarification, but I found it watery and uninteresting. It was the only soup I would not recommend.





Reading

Read the newspaper article about a soup restaurant. Then, choose the correct answers.

- 1 What is the main idea of the article?
 - A best soups for different occasions
 - B ingredients in a particular kind of soup
 - C ways to maintain freshness of soups
 - D recommendations about various soups
- 2 Which soup did the reviewer dislike?
 - A tomato puree
- C lobster bisque
- B clam chowder
- D beef consommé
- 3 Which is NOT offered by the restaurant?
 - A home-made broth
 - B fresh, local ingredients
 - C thick, rich clear soups
 - D chicken-potato stew

Vocabulary

- Write a word or phrase that is similar in meaning to the underlined part.
 - 1 The thick soup with pieces of meat and vegetables is very filling. s _ _ _
 - 2 The restaurant specializes in foods made by heating ingredients in liquid. _ o _ _ s
 - 3 The last step in making a consommé is the process for removing solids and impurities.

_	a	_	_	_	İ	C	_	_	_	_	n

4 The chef created a new recipe for a <u>soup</u> with the solids strained out.

^	r	_ 0 _	
U		_ 0 _	

- 5 The restaurant makes its <u>liquid bases for soups</u> in-house. ___ t h s
- 6 The customer prefers soups made with a mixture of solids. _ h _ k s _ _ s

4 Place the words or phrases from the word bank under the correct headings.

-	-		
W	or	d	BANK

chowder bouillon puree cream soup consommé bisque

Thick soups with vegetables	Thick soups with shellfish	Clear soups

5 Solution Listen and read the newspaper article about a soup restaurant again. What did the reviewer like about both the chowder and the bisque?

Listening

- 6 Solution Listen to a conversation between a restaurant server and a customer. Mark the following statements as true (T) or false (F).
 - 1 _ The beef consommé was not prepared correctly.
 - 2 _ The woman would prefer a soup made with shellfish.
 - 3 _ The man recommends cream soup.
- 7 So Listen again and complete the conversation.

Server: Would you prefer the chicken-potato stew

instead? It's 1 _____ than this one.

Customer: No, that sounds too heavy. I'd rather have something

a little lighter, but still 2_____

Server: If that's what you're looking for, I'd recommend the

3_____.

Customer: No, I 4 ______. Do you have

something with vegetables?

Server: Let's see. Oh, of course. We have 5 _

_____ broccoli cream soup.

Customer: That 6 ______. Bring me that instead.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

How do you like ...? It's too ... for my taste. I'd recommend ...

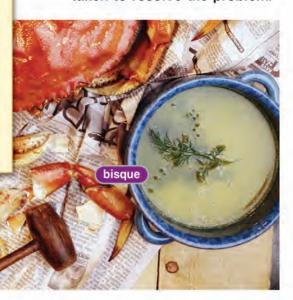
Student A: You are a restaurant server. Talk to Student B about:

- a problem with soup
- why he or she doesn't like the soup
- your recommendations

Student B: You are a customer.
Talk to Student A about a
problem with your soup.

Writing

Use the newspaper article about a soup restaurant and the conversation from Task 8 to write a customer satisfaction report. Include: a product that a customer ordered, why the customer was not satisfied, and actions taken to resolve the problem.





urnalism

Charles Moore - Jenny Dooley





	Unit 1 – Journalism	. 4
	Unit 2 – Publications and Outlets	. 6
	Unit 3 – Types of News	. 8
	Unit 4 – Types of Newspapers	10
	Unit 5 – Roles at a Newspaper 1	12
	Unit 6 – Roles at a Newspaper 2	
	Unit 7 - Newsroom Equipment	
	Unit 8 – Sections of a Newspaper.	
Book	Unit 9 – Newspaper Layout 1	
1	Unit 10 – Newspaper Layout 2	
	Unit 11 – Newspaper Style.	
	Unit 12 – Content of an Article	
	Unit 13 – Developing a Story	
	Unit 14 – Brites	
	Unit 15 – Writing an Article	
	· · · · · · · · · · · · · · · · · · ·	
	Glossary	34
	Historia Maria Cara	
	Unit 1 – Magazines	
	Unit 2 – Magazine Styles	
	Unit 3 – Magazine Articles	
	Unit 4 – Advertising in Print	
	Unit 5 – Education	
	Unit 6 – Newspaper Ethics	
	Unit 7 – Tone	
Book	Unit 8 – Editing and Revision	
	Unit 9 – Charts and Graphs	
2	Unit 10 – Interviews 1	
1	Unit 11 – Interviews 2	24
	Unit 12 – Citing Sources	26
	Unit 13 – Radio Stations	28
	Unit 14 – Broadcasting Technology	30
	Unit 15 – Radio Formats	32
	Glossary	34
	Unit 1 – News Agencies	. 4
	Unit 2 – Television 1	. 6
	Unit 3 – Television 2	. 8
	Unit 4 – TV Careers	10
	Unit 5 – TV Equipment	12
	Unit 6 – TV Pieces	14
ı	Unit 7 – TV Ethics	16
Book	Unit 8 – Ratings and Advertising	18
BOOK	Unit 9 – Challenges in Broadcast Journalism	20
`3′	Unit 10 – Online Media 1	
	Unit 11 – Online Media 2	
	Unit 12 – Online Advertising	
	Unit 13 – Libel and Slander	
	Unit 14 – Bias	
	Unit 15 – Career Options and Outlook	
	Glossary	
	- wildowing.	07

1 Magazines

Get ready!

- Before you read the passage, talk about these questions.
 - 1 What are some popular types of magazines in your country?
 - What is the difference between a consumer magazine and a trade publication?





Reading

- 2 Read the advice column. Then, mark the following statements as true (T) or false (F).
 - The column suggests calling editors to find out if they are accepting work.
 - 2 ___ The column recommends submitting work to as many publications as possible.
 - 3 ___ According to the column, writers should subscribe to magazines.

Get Published in Magazines

literary magazine

by Cindy Lander

So you wrote a great magazine article. Now What?

First, determine your **target audience**. Who is interested in what you wrote? That is your **demographic**.

Next, determine the best type of magazine for your work. Your **niche** might be a **literary magazine** or a **consumer magazine**. There is a large **variety** of magazines to choose from. Perhaps your work is appropriate for a **trade publication** or **academic journal**. It just depends on the kind of writing you do. For example, don't submit a short story to a trade publication – it won't be printed. Instead, send it to a literary magazine.

Then, find out if the magazine has a **solicitation** for new work. Don't submit your work to magazines that are not accepting submissions. It's a waste of time. If you're not sure, send a **query** to the editor. Also, get a **subscription** to a few magazines. You need to be familiar with the writing style.

Vocabulary

- 3 Match the words or phrases (1-7) with the definitions (A-G).
 - 1 _ demographic
 - 2 _ query
 - 3 niche
 - 4 ___ variety
 - 5 __ target audience
 - 6 _ solicitation
 - 7 __ subscription
 - A a specialized area of a business
 - **B** the group of people to which a publication advertises
 - C a particular group in a population defined by a common factor
 - D the state of having many different types or forms
 - E a formal request for something
 - **F** a question addressed to an official organization
 - G a payment made in order to regularly receive a periodical

	sentence pairs. Choose which word or phrase	Speaking
	magazine / trade publication contains advertising	B With a partner, act out the roles below based on Task 7. Then, switch roles.
cont	tent directed at a specific industry.	USE LANGUAGE SUCH AS:
B Poe	try is often published in a	I'm very happy.
2 consur	ner magazine / academic journal	Congratulations!
A A(n)		That's a good idea.
	ust about any topic of general interest.	That's a good loca.
B The	assignment was to read a(n)	
and	discuss it in a research paper.	Student A: You are a journalist. Talk to Student B about:
Q Lieton	and read the advice column again. How can	the magazine you write for
	out if magazines are accepting articles?	the magazine he or she writes for
Listening		a new magazine that you hope to write for
6 Q Lister	to a conversation between two journalists.	Tarrier and the same of the sa
	he correct answers.	Student B: You are a journalist. Talk to Student A about the
1 What ki	nd of magazine does the man want to write for?	magazine you write for.
	sumer magazine C literary magazine	magazine you wine ion.
	demic journal D sports magazine	747.43
		Writing
	ill the woman spend more time doing now?	Use the conversation from
	ng other writers' work C sitting at her desk g in nature D meeting interesting people	Task 8 to complete the publication query.
n G Lister	again and complete the conversation.	Publication Query
\$ 1.8 L		Magazine Name:
Journalist 1:	Hi Mia. I heard you just 1 in Birdwatchers Magazine.	Date:
Journalist 2:	That's right. I'm very happy.	To Whom It May Concern:
Journalist 1:	Congratulations! I'm thinking about changing	I am writing to inquire about publishing my
arawa ar ev	2for my own work.	work in your magazine.
Journalist 2:	Really? Why's that?	, , , , , , , , , , , , , , , , , , , ,
Journalist 1:	Well, I purchased a 3 to a literary magazine and I really like it. In fact, I'm thinking about writing some short stories.	My experience:
Journalist 2:	That's a big change from the 4 you write for.	My goals within this niche:
Journalist 1:	Yeah, it is. But I want to try something new.	
Journalist 2:	That's a good idea. That's why I wanted to try the birdwatching magazine. I think it'll be 5	Please review my work and consider it for publication.
Journalist 1:	I'm sure it will. I guess that means you get to	The same of the sa
	6in nature?	Sincerely,
		R.E.



Virginia Evans Jenny Dooley Trang M. Tran, м.д.



	_	Unit 1 – Hospital departments.	. 4
		Unit 2 – Hospital staff	. 6
		Unit 3 – Hospital equipment	. 8
		Unit 4 – Parts of the body	10
		Unit 5 – Parts of the body 2	12
		Unit 6 – Parts of the body 3	14
		Unit 7 – Respiratory system	16
		Unit 8 – Circulatory system	18
Bo	ok)	Unit 9 – Digestive system	20
` -	ľ	Unit 10 – First aid	22
		Unit 11 – Common abbreviations	24
		Unit 12 – Measurements	
		Unit 13 – Administering medication	
		Unit 14 – Describing frequency	
		Unit 15 – Maintaining hygiene	
		Glossary	
		4.0004.7	0 .
		Unit 1 – Blood	4
		Unit 2 – Bones	
		Unit 3 – Skin	
		Unit 4 – Nervous system	
		Unit 5 – Endocrine system.	
		Unit 6 – Reproductive system	
		Unit 7 – Urinary system	
		Unit 8 – Taking a history	
Bo	ok)	Unit 9 – Talking about symptoms	
1		Unit 10 – Physical examinations	
		Unit 11 – Diagnostic tests	
		Unit 12 – Diagnostic equipment	
		Unit 13 – Family medicine	
		Unit 14 – Pediatrics	
		Unit 15 – Geriatrics	
		Glossary	
l		Citiossai y	04
1		Unit 1 – Education and training.	4
		Unit 2 – Communicating with staff	
		Unit 3 – Communicating with patients	
		Unit 4 – Challenges.	
		Unit 5 – Describing pain.	
		Unit 6 – Chronic vs. acute illnesses	
		Unit 7 – Diabetes.	
Book 3		Unit 8 – Cancer	
	ok)	Unit 9 – Heart disease	
		Unit 10 – Traumatic injuries.	
)	Unit 11 – Infections.	
		Unit 12 – Nursing	
		Unit 13 – OB/GYN	
		Unit 14 – Neurology	
		Unit 15 – Surgery	
			34
		MIVOORI V	04

HEARTLAND HOSPITAL

FIRST FLOOR

Dr. Paul Sartin, **cardiologist**, **surgeon** / Office: 100 See for: Heart Disease, Heart Surgery

Dr. Lydia Greenwich, anesthesiologist / Office: 101 See for: Surgery Pain Relief and Preparation

Dr. Richard Collins, chief **pediatrician** / Office: 102 See for: Children's Health

Dr. Ann Harold, **obstetrician** / Office: 103 See for: Labor, Pregnancy

Dr. Thomas Locke, chief radiologist / Office: 104



STAFF DIRECTORY

SECOND FLOOR

Dr. Rowan McNeil, **general practitioner** / Office: 202 See for: General Medicine

Carol Simmons, NP, head **nurse** / Office: 203 See for: Nursing Schedules

Dr. Charles Thiel, **pharmacist** / Office: 204 See for: Prescriptions



Get ready!

- Before you read the passage, talk about these questions.
 - 1 Who are some different people who work in a hospital?
 - 2 What are some special kinds of doctors?

Reading

- Read the hospital directory. Then, mark the following statements as true (T) or false (F).
 - 1 __ A patient having heart surgery will visit Dr. Sartin and Dr. Greenwich.
 - 2 __ Dr. Harold is best qualified to examine a sick four-year-old.
 - 3 Pregnant women meet their doctor on the second floor.

Vocabulary

- 3 Match the words (1-5) with the definitions (A-E).
 - 1 _ lab technician
- 4 _ nurse
- 2 _ anesthesiologist
- 5 _ pharmacist
- 3 _ general practitioner
- A a doctor who provides many kinds of care to adults and children
- **B** a doctor who renders patients unconscious or prevents them from feeling pain
- C a medical professional who works with samples in a laboratory
- D a medical professional who helps a doctor and cares for patients
- E a person who fills prescriptions and gives medicine

- Read the sentence and choose the correct word.
 - 1 The radiologist / pharmacist has prepared the X-rays.
 - 2 The lab technician / pediatrician is checking on the threeyear-old.
 - 3 A great obstetrician / cardiologist treated me after my heart attack.
 - 4 The anesthesiologist / obstetrician says the baby is doing fine.
 - 5 Dr. Brown is a famous transplant surgeon / nurse.
- 6 Solution Listen and read the hospital directory again. Who are some of the hospital staff and what are their duties?

Listening

- 6 Listen to a conversation between a doctor and a nurse. Choose the correct answers.
 - 1 What is the main idea of the conversation?
 - A a patient's appointment
 - B a patient's missing chart
 - C a patient's blood pressure
 - D a patient's general practitioner
 - 2 What will the woman likely do next?
 - A examine the patient
 - B call the cardiologist's office
 - C take the patient's blood pressure
 - D lead the man to the patient's room
- Complete the conversation.

Nurse:	Dr. McNeil, could you come over here 1?	
Doctor:	Sure, Carol. What do you need?	
Nurse:	I just took Ms. Greyson's blood pressure. It's one fifty 2 ninety-two.	
Doctor:	Hmm. That's 3	
Nurse:	Yes, I 4, too.	
Doctor:	Who's her 5?	
Nurse:	Her chart says it's Dr. Sartin.	
Doctor:	He'll want to 6 this.	
Nurse:	I'll let his office know to set up an appointment.	
Doctor:	Good idea. Thanks for consulting me.	

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Can you come over here? What do you need? Who is ...?

Student A: You are a nurse. Talk to Student B about:

- a problem with a patient
- what you think about it
- what to do next

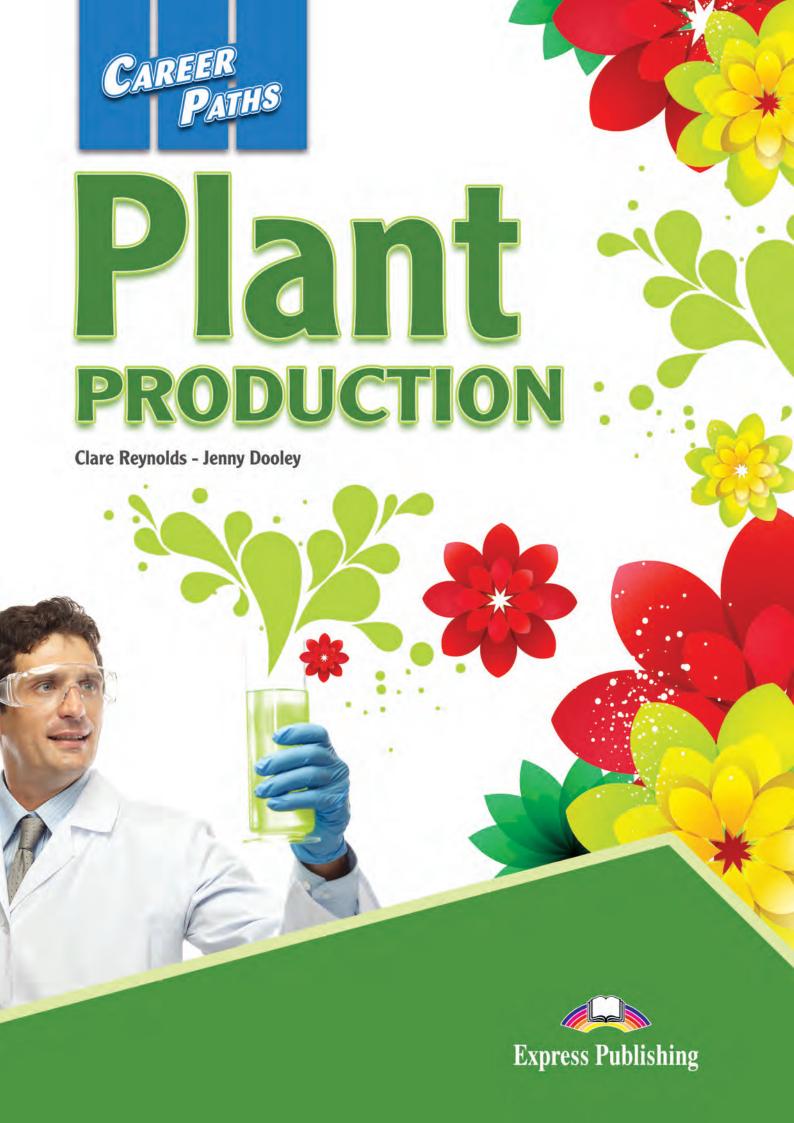
Student B: You are a doctor. Talk to Student A about a patient.

Writing

Use the conversation from Task 8 to fill out the consultation form.

Heartland Hospital

Patie	
Patient:	
Doctor Consulte	ed:
Issue:	
Solution:	



	Unit 1 – Types of Plants	4
	Unit 2 – Basic Botany	6
	Unit 3 – Parts of a Plant	8
	Unit 4 – Parts of a Flower	
	Unit 5 – Names of Plants	
	Unit 6 – Flowers	
	Unit 7 – Herbs	
	Unit 8 – Grassos and Grains	
(Book \	Unit 9 - Woodies and Succulents	
\ 4 /	Unit 10 – Trees	
	Unit 11 – Vegetables, Fruits, and Legumes	
	Unit 12 - Measurements	
	Unit 13 – Tools 1	
	Unit 14 – Tools 2	
	Unit 15 – Basic Actions	
L	Glossary	34
	Unit 1 – Growing Environments 1	
	Unit 2 – Growing Environments 2	
	Unit 3 – Soil Preparation	
	Unit 4 – Mulch	
	Unit 5 – Starting Plants	
	Unit 6 - Transplanting	
	Unit 7 - Watering	
Book	Unit 8 - Soil Amendments	
	/ Unit 9 - Plant Maintenance	
2	Unit 10 - Breeding	22
	Unit 11 - Types of Diseases	24
	Unit 12 - Types of Pests	26
	Unit 13 - Disease and Pest Management 1	28
	Unit 14 - Disease and Pest Management 2	30
	Unit 15 – Seasons	32
	Glossary	34
	Unit 1 - Harvesting Flowers 1	4
	Unit 2 – Harvesting Flowers 2	6
	Unit 3 – Drying Flowers	8
	Unit 4 – Preserving Flowers	10
	Unit 5 - Harvesting Fruits and Vegetables	12
	Unit 6 – Transportation	14
Book	Unit 7 - Nurseries	16
	\ Unit 8 – Florists	18
BOOK) Unit 9 – Sales 1	20
`3′	Unit 10 – Sales 2	
1	Unit 11 – Pricing	
	Unit 12 – Shipping Plants	
	Unit 13 – Arranging Flowers	
	Unit 14 – Services	
	Unit 15 – Occasions	
	Glossary	

Get ready!

1 Before you read the passage, talk about these questions.

1 Why might gardeners breed plants instead of letting them reproduce naturally?

2 What are some qualities that



Reading

Read the textbook chapter. Then, complete the table.

Step	Benefit
Breeding plants with a desirable trait	1
Backcrossing	2
3	Works better than older methods of controlling genetics

ne Biology of Plantis Scientists Scientists To produce

certain desirable qualities. For example, suppose scientists want to produce flowers with a particular scent. They find related plants that already have this trait, and use them to pollinate each other. Consequently, the plants yield progeny that are

likely to have that scent. This practice is called **interbreeding**. Then, another round of breeding, called backcrossing, strengthens the new genetic makeup. It involves breeding the progeny with one of its parents.

The above example illustrates artificial selection. It is an approach that has been used by gardeners for centuries. More recently, however, scientists have discovered ways to manipulate a plant's DNA. We call this process genetic engineering. For example, scientists might modify a plant's genes so that it has resistance to mold. Other times, scientists want plants with two desirable traits. Maybe they want vegetables with a particular taste and appearance. This is more effective with today's genetic engineering than with traditional artificial selection.

Vocabulary

breed

3 Write a word that is similar in meaning to the underlined part.

1	Certain insects naturally transfer pollen between
	flowers.
	e
2	Even an amateur gardener can control the
	reproduction of plants with artificial selection.
	b
3	The plants' offspring exhibited a particular trait.

4 Breeding plants with red flowers will produce offspring that also have red flowers.

5 Genetic engineers control the plants' DNA. _a__p____

6 Breeders often breed plants that share a particular quality. _ r _ _ _

7 Resistance to mold is a <u>useful</u> quality for plants

p _ _ _ _ y

4 Place the correct words and phrases under the correct headings: appearance, backcrossing, interbreeding, scent, taste, artificial selection, genetic engineering, resistance.

Breeding Methods	Traits

5 Listen and read the textbook chapter again. What is the relationship between artificial selection and genetic engineering?

Listening

- 6 Solution Listen to a conversation between a job interviewer and a candidate. Choose the correct answers.
 - 1 What did the woman breed for during her previous project?
 - A a lower likelihood of wilt
- C a resistance to mold
- **B** an improved appearance
- **D** a higher yield
- 2 What is the problem with the man's high-yielding plants?
 - A They have an unpleasant taste.
 - **B** They have low resistance to mold.
 - **C** They cannot be bred with other plants.
 - **D** They take a long time to grow.

Interviewer: Oh interesting What was the 1

	on, interesting what was the I
	the project?
Candidate:	We wanted to create a tomato with both improved
	2 and wilt-resistance. We made a lot of
	progress.
Interviewer:	That's excellent. Your work experience is very
	3 to our open position.
Candidate:	That's great to hear. So, what exactly are you working

on right now?

Interviewer: Well, we've developed bean plants that are resistant to mold. But our current cultivars have a really

4_____

Candidate: Ah, I see. Now, you want to 5 _____ them with

high-yielding plants.

Interviewer: Exactly. But so far, the high-yielding 6 _____ still

have problems with mold.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Could you tell me more about ...?

What was the goal ...?

So you want to ...?

Student A: You are a job interviewer. Talk to Student B about:

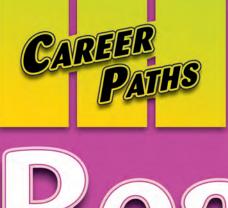
- plant breeding projects that he or she has worked on
- · goal of past projects
- a project that you are currently working on

Student B: You are a job candidate. Talk to Student A about your experience in plant breeding.

Writing

Use the textbook chapter to complete the project summary.

Project Summary
Hort-Labs Plant Breeders
Purpose of the Project:
Overview of Project Procedures:
Project Outcome:



Jenny Dooley Virginia Evans





Table of Contents

	Unit 1 - Beauty Salon Workers	. 4
	Unit 2 – Welcome Bella Salon	
	Unit 3 – Salon Small Talk	. 8
	Unit 4 – Hair Designer's Tools	
	Unit 5 – Hair Types and Styles	
	Unit 6 – Women's Hairstyles	
	Unit 7 – Men's Hair Styles	
	Unit 8 – Communicating During a Haircut	
Book)	Unit 9 – Manicure	
4 /	Unit 10 – Pedicure	
•	Unit 11 – Makeup Essentials	
	Unit 12 – Makeup Tools	
	Unit 13 – Makeovers	
	Unit 14 – Massage	
	Unit 15 – Massage Services	
	Glossary	
	Giossary	34
	Unit 1 Pugy day at the colon	1
	Unit 1 – Busy day at the salon	
	· · · · · · · · · · · · · · · · · · ·	
	Unit 3 – Business hours	
	Unit 4 – Making an appointment by phone	
	Unit 5 – Shampoo	
	Unit 6 – Perms.	
	Unit 7 – Straightening.	
Book \	Unit 8 – Hair coloring	
	Unit 9 – Barber service	
2	Unit 10 – Damaged hair	
	Unit 11 – Getting a manicure	
	Unit 12 – Manicure maintenance	
	Unit 13 – Hair removal	
	Unit 14 – Skincare	
	Unit 15 – Spa facials	
	Glossary	34
	Unit 1 – Sales	
	Unit 2 – How will you pay?	
	Unit 3 – Color treatment	
	Unit 4 – Advanced coloring techniques	
	Unit 5 – Curly hair	12
	Unit 6 – Hair products	14
1	Unit 7 - Men's grooming	16
Book	Unit 8 – Special occasion hair	18
DOOK)	Unit 9 - Nail problems	20
3	Unit 10 - Artificial nails	22
Ī	Unit 11 - Manicure sanitation	24
	Unit 12 - Choosing makeup	26
	Unit 13 – Eye makeup techniques	28
	Unit 14 - Makeup on special occasions	30
	Unit 15 – Permanent makeup	32
	Glossary	34

8 Hair coloring









chestnut

dark brown

light brown

purple-black









auburn

copper

honey blonde

platinum

Get ready!

- 1 Before you read the passage, talk about these questions.
 - 1 Why do some people color their hair?
 - 2 What are some advantages of different hair colors?

Reading

- Read the information from a magazine article. Then, mark the following true (T) or false (F).
 - 1 _ Chestnut hair is easy to maintain.
 - 2 _ Healthy red hair holds color well.
 - 3 _ Blonde shades have low maintenance.

Vocabulary

3 Place the words and phrases from the word bank under the correct heading.



auburn platinum chestnut light brown copper honey blonde golden blonde dark brown

Browns and Blacks

The Best G

Choose from our new color swatch book

Choose from our new color swatch book. There are plenty of reasons to go brunette. Maintenance is very easy, and dark hair reflects a lot of light, so it looks very shiny. But remember, if you're thinking about a very dark color (like blue-black) consult a professional. Once you dye your hair black, it is very difficult to change it back.

Hot colors chestnut, dark brown, light brown

Reds

Do you enjoy getting a lot of attention? Then, try a

head-turning shade of red. Redheads must have very healthy hair in order for the hair color to last for a long time. But it's worth it! Just stay away from purpleblack tones, which appear unnatural.

Hairdresser Today - April Edition

Hot colors auburn, copper

Blondes

For a youthful, energetic look, try **blonde** shades. But it may take time to find the right shade to match your skin tone. Also, blonde hair costs a lot of money and time to maintain.

Hot colors

honey blonde, platinum, golden blonde

golden blonde	dark brown

Brunette	Redhead	Blonde

color swatch book

4	Write a	a word	that is	similar	in	meaning	to
	the un	derline					

- 1 Tara has decided to dye her hair a pale yellow color. _ I _ n _ _
- 2 The stylist advised Sara against getting very dark black with tones of blue hair because it doesn't match her skin tone.

3 Helen is the only <u>person with brown hair</u> in her class. _ r _ n _ t _ _

(5) Listen and read the information from a magazine article again. What must someone consider if they want to dye their hair blonde?

Listening

- 6 Listen to a conversation between a stylist and client at a hair salon. Choose the correct answers.
 - 1 What does the man help the woman with?
 - A choosing a new hair color
 - B maintaining a previous hair color
 - C advising about hair care
 - D picking the right hair cut
 - 2 What is true about the woman?
 - A She has never dyed her hair before.
 - B She visits the salon every two weeks.
 - C She has naturally dark hair.
 - D She wants to look younger.
- Wasten again and complete the conversation.

Stylist:	Good morning, Mrs McAllen. You're here for a
	1 consultation, aren't you?
Client:	That's right. I really want to change my look.
Stylist:	Well, let's talk about your options. First, do you want to go lighter or 2?
Client:	I've always wanted to try 3 hair.
Stylist:	Okay, blonde is very popular. But you should know that you'd have to come in every 2 to 4 weeks for touch-ups.
Client:	Wow, that could get 4
Stylist:	On the other hand, blonde hair typically makes women look younger.
Client:	Really? Maybe blonde isn't such a great idea then. What are some low-maintenance options?
Stylist:	Well, you have 5 hair. We could give you light brown instead.
Client:	I want a bigger change from my natural color. How about red shades?
Stylist:	I think copper red would look fantastic on you. And it's a lot easier to maintain than blonde.
Client:	That sounds perfect! Let's

see how I look as a

Speaking

With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I really want to change my look.

First, do you want to go lighter or darker?

I think ... would look fantastic on you.

Student A: You are a stylist at Bella Salon. Talk to Student B about:

- his or her color preferences
- the color's advantages and disadvantages
- suitable colors for the client

Student B: You are a client.

Based on Student A's advice, choose a hair color.

Writing

- You are a colorist. Use the conversation from Task 8 to write notes about the client's change of hair color. Write about:
 - The options
 - The advantages of different hair colors





Denise Paulsen, PE Jenny Dooley

ELECTRICAL

ENGINEERING



Table of Contents

	Unit 1 – The Electrical Engineer	4
	Unit 2 – Basic Math	6
	Unit 3 – Working with Large Numbers	8
	Unit 4 – Analyzing Quantities	10
	Unit 5 – SI Units	
	Unit 6 – SI Quantities	
	Unit 7 - Electrical Units	
	Unit 8 - Electrical Quantities	
(Book)	Unit 9 - Prefixes	
\ 4 /	Unit 10 - Measurements	
	Unit 11 – Electrical Measuring Instruments.	
	Unit 12 - Electric Current.	
	Unit 13 – Effects of Electric Current.	
	Unit 14 – Personal Protective Equipment (PPE)	
	Unit 15 – Electrical Safety	
	Glossary	34
	Unit 1 – Career Options	
	Unit 2 – Problem Solving	6
	Unit 3 – Statistics	8
	Unit 4 – Diagrams	10
	Unit 5 - Insulating Materials	12
	Unit 6 - Conductive Materials	14
	Unit 7 – Electrical Components	16
Book	Unit 8 – Alternating and Direct Current	18
(BOOK)	Unit 9 - Circuits	20
`2′	Unit 10 – Signals	
	Unit 11 – Signal Processing.	
	Unit 12 – Waveforms	
	Unit 13 – Power Supply	
	Unit 14 – Electric Motors	
	Unit 15 – Batteries	
	Glossary	
	Chiossal y	04
	Unit 1 - Circuit Simulation	1
	Unit 2 – Grounding	
	· · · · · · · · · · · · · · · · · · ·	
	Unit 3 – Surge Suppression	
	Unit 4 - Electromagnetics	
	Unit 5 – Power Engineering	
	Unit 6 – Control Systems Engineering	
	Unit 7 – Microelectronics Engineering	
Book	Unit 8 – Electronics Engineering	
0	Unit 9 – Biomedical Engineering	
3	Unit 10 – Telecommunications Engineering	
	Unit 11 – Computer Engineering	
	Unit 12 - Project Management	
	Unit 13 – Renewable Energy	28
	Unit 14 – Sustainability	30
	Unit 15 – Ethics	32
	Glossary	34

Microelectronics Engineering

Get ready!

- 1 Before you read the passage, talk about these questions.
 - **1** What are some fields that make use of microelectronic technology?
 - 2 Why microelectronics is popular in many fields?



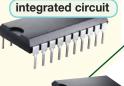
research and development

nanotechnology

Conference Speaker Biographies

Neha Mehra







Neha Mehra is a senior design engineer with Reddington-Howard Medical Innovations. She received her Bachelor of Science degree in Microelectronics Engineering from State University. She then, completed a Master of Science degree in Electrical Engineering from International College.

Ms. Mehra specializes in the microfabrication of MEMS for use in medical equipment. Using microlithography, she creates microsensors and microactuators. She is a valuable member of Reddington-Howard's research and development team. She will be lecturing on the topic of the use of MEMS in various applications.

Gregori Azarov

nanotechnology

Gregori Azarov is a design engineer with Overholt Microelectronics Systems who specializes in **nanotechnology**. Mr. Azarov has recently developed a version of an ultrasonic **transducer**. It is able to generate and detect ultrasound waves. The transducer is so small it can be inserted in individual cells. The transducer is one nanometer in length, which is **equivalent** to three atoms.

Mr. Azarov is currently working on building nanoscale **integrated circuits** and **semiconductors**. He is also an adjunct professor at Southwest State University. He teaches courses in nanoelectronics and nanolithography. Mr. Azarov will discuss the future of nanotechnology in engineering.

Reading

- Read the speaker profiles. Then, mark the following statements as true (T) or false (F).
 - **1** __ Ms. Mehra is an adjunct professor at Southwest State University.
 - 2 ___ Microsensors and microactuators are created using microlithography.
 - 3 __ Mr. Azarov works on a research and development team.

Vocabulary

- 3 Read the sentence pairs. Choose which word or phrase best fits each blank.
 - 1 microsensor / nanotechnology

Α	The thermometer uses a
	to get a temperature reading.
B	is actually used in

- some sunscreen lotions.
- 2 microfabrication / semiconductor

Α	The	of the	
	microactuator took	longer than 6	expected.
R		are found	d in many

- modern electronic devices.
- 3 research and development / integrated circuits

		in their laptops.
В	The	departmen
	at the company has w	on several awards.

A The computer company uses the newest



1		Match	the	worde	(1_6	with	the	definitions	(A_E	١
Ų	ш	IVIALCII	uie	words	(1-0	willi	uie	deminions	(A-L	J.

1 __ microlithography
2 __ microelectronics
3 __ MEMS
4 __ microactuator
5 __ equivalent
6 __ transducer

- A a system that uses microfabricated mechanical and electronic elements
- **B** the techniques used to produce microelectronics
- C a device that converts one kind of energy into a different kind of energy
- **D** something that is equal or has the same effect or meaning as something else
- **E** a branch of electronics that specializes in the creation of very small circuits
- **F** a very small device that supplies and transmits energy to operate something else
- 5 Listen and read the speaker profiles again. What is the nano-scale transducer capable of doing?

Listening

- 6 Solution Listen to a conversation between two engineers.

 Mark the following statements as true (T) or false (F).
 - 1 __ The woman found the MEMS lecture interesting.
 - 2 __ The man is interested in working in research and development.
 - **3** __ Both speakers will attend the nanotechnology lecture.

Engineer 2:	The 1 of the MEMS seems really challenging.
Engineer 1:	Especially since the engineers are limited to working with 2
Engineer 2:	That's true. What's next on the 3?
Engineer 1:	It looks like there's a lecture on 4 in half an hour.
Engineer 2:	Who's giving the lecture?
Engineer 1:	Gregori Azarov.
Engineer 2:	I read an article by him a few months ago. It was on building 5
Engineer 1:	His biography says he also works on nano-scale semiconductors and 6

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

How did you like ...?
I thought it was ...
Do you know ...?

Student A: You are an engineer. Talk to Student B about:

- what he or she thought of the lecture
- what the next lecture is about
- whether or not he or she will attend the next lecture

Student B: You are another engineer. Talk to Studer' about microelectronic

Writing

Use the speaker profiles and the conversation from Task 8 to create a comment card about the conference. Include which lectures you attended, what you thought of the lectures, and what you learned from the lectures.



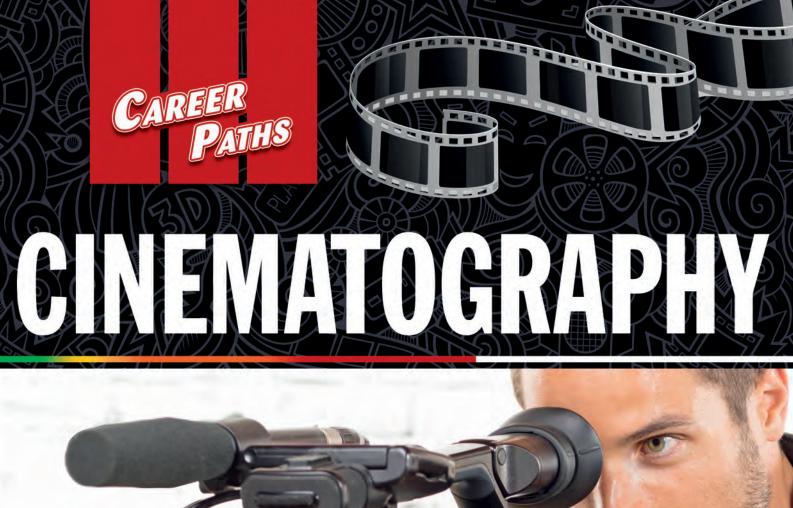




Table of Contents

	Unit 1 – Cinematography
	Unit 2 – Movies
	Unit 3 – Parts of a Camera 8
	Unit 4 – The Frame
	Unit 5 – Design Principles
	Unit 6 – The 3-D Field
	Unit 7 – Lighting 1
Book	
\ 🙀 /	Unit 9 – Lighting Techniques
	Unit 10 – Lighting Sources
	Unit 11 - Camera Movements
	Unit 12 - Camera Mounting 1
	Unit 13 – Camera Mounting 2
	Unit 14 – The Crab Dolly 30
	Unit 15 – Crane Movements
	Glossary
	Unit 1 – Shots 1 4
	Unit 2 – Shots 2
	Unit 3 – Shooting Methods
	Unit 4 – Visual Organization 1
	Unit 5 – Visual Organization 2
	Unit 6 – Rules of Composition
ı	Unit 7 – The Lens and Space
	Unit 8 – The Lens and Image Control
Book	Unit 9 – Color Qualities
2	Unit 10 – Color Balance
	Unit 11 – Color and Image Control
	Unit 12 – Filters
	Unit 13 – Continuity 1
	Unit 14 – Continuity 2
	Unit 15 – Cuts
	Glossary
	•
	Unit 1 – Types of Video
	Unit 2 – Monitoring Video
	Unit 3 – Video Signals
	Unit 4 – Digital File Types
	Unit 5 – HD Images
	Unit 6 – Exposure
1	Unit 7 – Exposure Tools
Book	\ Unit 8 – Optics and Focus
BOOK	Unit 9 – Close-Up Tools
`3′	Unit 10 – Technical Issues
1	Unit 11 – Process Photography
	Unit 12 – Special Effects
	Unit 13 – Aspect Ratios
	Unit 14 – The Crew
	Unit 15 – Set Operations
	•
	Glossary 34



Get ready!

 Before you read the passage, talk about these questions.

1 What factors create visual texture in a film?

2 How do cinematographers collaborate with other film crew members?



FILM 165: Introduction to

Cinematography-Scene Analysis #2

Assignment: Watch the scene

from The Legend

of Silver Creek. Analyze how the cinematographer creates visual texture. What important elements appear in the frame? How does camera movement reveal more information? Remember what we learned about establishing.

Notice how the filmmakers use light and color. Is the scene dark or bright? Explain how this affects the mood of the scene. Also, examine the impact of the lens. Are the features out of balance?

Finally, discuss how the cinematographer tells the story. How do you think she collaborated with the director? What about the screenwriter?

movement

collaborate with



Reading

- Read the assignment. Then, mark the following statements as true (T) or false (F).
 - For the assignment, students will create their own camera shots.
 - Students will need to review their notes about establishing.
 - Students will discuss how the cinematographer and the director worked together.

Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

1 __ lens

4 movement

2 __ light

5 _ establishing

3 frame

6 _ collaborate with

- A the information or scene that is included in a shot
- B the quality of brightness or darkness
- C to work alongside someone else towards a common goal
- D the process of revealing information with a
- E the process of changing the position of the camera
- F how features are shown in a shot and whether they are altered

4 Read the sentence pairs. Choose which word or phrase best fits each blank.		Speaking
		With a partner, act out the roles below
	/ color	based on Task 7. Then, switch roles.
	he manipulation of is noord in any scene.	USE LANGUAGE SUCH AS:
	or the, the	I know what you mean.
	nematographer chose to use only black	You're right.
	nd white.	Exactly.
2 visua	al texture / cinematography	
	he of the scene conveyed	Student A: You are a student. Talk to
	ne cold, clean nature of the hospital room.	Student B about:
ВТ	he film student majored in	 a scene that you watched for your cinematography class
A Liston to and road the assignment again		the visual elements of the scene
5 Listen to and read the assignment again. Why are light and color important?		 how the visual elements produced a particular effect
_istenir	ng	Student B: You are a student. Talk to
1 🛄 cc 2 🛄 m	en again and complete the	Writing 9 Use the conversation from Task 8 to complete the cinematography assignment.
Student 1:	Did you watch the scene from The Legend of Silver Creek?	
Student 2:	Yes. I thought it was 1	min T D / I R T - XP nom
Student 1:	I know what you mean. I think it was partly the camera movement that 2 slowly.	FILM 165: Scene Analysis
Student 2:	Yeah, you're right. You knew the monster was there. But you 3 it.	Watch the scene from
Student 1:	And the way the cinematographer employed light and color made it	How did the scene make you feel?
	4 dramatic.	The scene made me feel
Student 2:	What do you mean?	A .
Student 1:	The 5 created mystery and	How did the cinematographer create this effect?
Student 2:	Suspense! Oh, right. It had a 6	The cinematographer created this effect in two ways.
	on the audience.	First,

Student 1: Exactly. It used visual texture effectively.

. And second, _

- **3-D field** [N-COUNT-U6] The **3-D field** is the perceived third dimension of a two dimensional image that is implied by the arrangement of visual elements and lighting.
- aerial shot [N-COUNT-U13] An aerial shot is a camera view from high above the subject, usually from an aircraft.
- ambient base [N-COUNT-U9] An ambient base is a soft, even, overhead light that provides basic light on a set, but is rarely used as the only or primary light source.
- ambient light [N-UNCOUNT-U7] Ambient light is the lighting that is naturally present in a space, or lighting used in a scene that has no apparent source within the context of the film.
- arc [N-COUNT-U15] An arc is a shape or a movement that forms a partial circle.
- atmospheric perspective [N-UNCOUNT-U6] Atmospheric perspective is the dimming of distant objects due to the desaturation of light by the air, making their colors appear blue. This effect creates depth but it also confuses the eye as it overestimates the perceived distance.
- available light [N-UNCOUNT-U9] Available light is the light that occurs naturally in a particular location, and often refers to direct sunlight or sunlight through a window.
- axis [N-COUNT-U15] An axis is an imaginary line that something moves around in a circular or back-and-forth motion.
- axis of motion [N-COUNT-U11] An axis of motion is a real or imaginary line that something moves along.
- baby [ADJ-U10] If a lighting unit is baby, it is smaller than a full-sized lamp.
- back cross keys [N-COUNT-U9] Back cross keys are two lights each standing on the side of two subjects that are facing each other. Both lights serve as one subject's key light and the other subject's backlight.
- **backdrop** [N-COUNT-U7] A **backdrop** is a painted piece of fabric that serves as the background of a scene and establishes its setting.
- backlight [N-COUNT-U8] Backlight is a light that illuminates a subject from behind and above to add depth to a subject's face and make its edges glow. It generally lights both sides of a face equally.
- **balance** [N-UNCOUNT-U5] **Balance** is the principle of arranging subjects and context evenly across a frame in order to achieve visual aesthetics.
- ballast [N-COUNT-U10] A ballast is a device that limits the current in an electrical system.
- boom up/down [PHRASE-U14] Boom up/down refers to the movement of a dolly's arm higher or lower.
- **bounce light** [N-COUNT-U8] A **bounce light** is a light that is reflected on a subject off a ceiling, a white surface etc., rather than pointed directly at the subject.
- Cablecam® [N-UNCOUNT-U13] Cablecam® is a camera mounting system that uses tracks and ropes to suspend a camera over a subject. It can either operate with a camera operator or with a remote head.
- camera head [N-COUNT-U12] A camera head is a piece of equipment or base between a camera and a mount, e.g., a tripod. It serves to hold and secure the camera on the mount and allows pan and tilt movements.
- **camera mounting** [N-UNCOUNT-U12] **Camera mounting** is the process of placing the camera on a piece of equipment that supports it and facilitates movement.
- camera movement [N-COUNT-U11] A camera movement is a change in the position of a camera that affects the content of a shot.
- car shot [N-COUNT-U13] A car shot is a camera view inside or alongside a moving vehicle.
- carry the lamp [PHRASE-U9] To carry the lamp is to use a light source outside a shot that appears to come from a light source inside the shot, such as a table lamp. This technique is used when a practical or motivated lighting can't light a subject enough for some reason.
- chassis [N-COUNT-U15] A chassis is a platform or dolly that is built to hold a crane.
- **chiaroscuro** [N-UNCOUNT-U6] **Chiaroscuro** is the artistic use of contrast between light and sharp shadows in an image to establish a dramatic effect, depth, and visual focus.
- **cinematography** [N-UNCOUNT-U1] **Cinematography** is the art, study and practice of motion-picture photography. A cinematographer supervises the camera and light crews and makes decisions regarding the artistic and technical features of the image.

- circle track move [N-COUNT-U11] A circle track move is the process of moving a camera around a subject in a circle or partial circle.
- climax [N-COUNT-U2] A climax is a part of a story that is the most interesting or exciting, and usually occurs towards the end.
- closing [ADJ-U2] A closing scene or sequence is one that occurs at the end of a series of events.
- collaborate with [V-T-U1] To collaborate with someone is to work alongside him or her towards achieving a particular goal.
- color [N-UNCOUNT-U1] Color is a property of objects that appears with the help of light. In cinematography it helps the human eye reflect an emotion, e.g., blue tone to highlight depression or determine a location, e.g., a grey tone for the underground. Color can be described in terms of its shade, lightness or brightness, and saturation (the degree of a shade).
- contrast [N-UNCOUNT-U5] Contrast is the ratio between the light and dark parts of an image or between maximum and minimum amounts of light.
- **countermove** [N-COUNT-U11] A **countermove** is the process of moving a camera in a different direction, opposite or other, than a subject is moving, so the camera's view changes as the subject moves.
- **crab dolly** [N-COUNT-U14] A **crab dolly** is a platform with wheels that rolls on the floor or along a track so as to move the camera in any direction, forward, backward and sideways (crab movement).
- crab left/right [PHRASE-U14] Crab left/right refers to the lateral movement (sideways) of a dolly, where all four wheels turn in the same direction.
- **crane** [N-COUNT-U15] A **crane** is a piece of equipment whose arm moves people or equipment into high places or into hard-to-reach areas.
- crash cam [N-UNCOUNT-U13] A crash cam is a camera that is at high risk for being damaged during a shot, and therefore is made with the cheapest practical materials.
- **credits** [N-PLURAL-U2] **Credits** are a series of names and titles that tell who participated in making a movie, and usually appear on the screen at the beginning or end of a movie.
- dance floor [N-COUNT-U14] A dance floor is a flat platform that is built on an existing floor to allow smooth movement of a dolly without a track.
- **dead center** [N-UNCOUNT-U11] **Dead center** is the place in the middle of a circle that is the same distance from every point along the circle's edge.
- depth [N-UNCOUNT-U6] Depth is the perceived distance to the farthest object in an image.
- **design principles** [N-PLURAL-U5] **Design principles** are basic concepts and guidelines that are widely applicable to various visual media.
- diffusion [N-UNCOUNT-U9] **Diffusion** is the process of filtering light from a source so that it is weaker or less concentrated.
- digital [ADJ-U4] If an image is digital, it is made up of a series of pixels with numerical values.
- **directionality** [N-UNCOUNT-U5] **Directionality** is the principle of creating visual paths that draw a viewer's eye through an image.
- dolly in/out [PHRASE-U14] Dolly in/out refers to the movement of a dolly towards or away from a subject.
- dolly left/right [PHRASE-U14] Dolly left/right refers to the movement of a dolly as it turns to one side or the other.
- downstage [ADV-U8] If something occurs downstage, it is done in the scenic area between the actors and the camera.
- Dutch head [N-COUNT-U12] A Dutch head is a camera head that allows tilt movement to the left and right.
- electronic [ADJ-U3] If something is electronic, it functions by using electrical signals or computers.
- element [N-COUNT-U1] An element is an essential part of something.
- **establishing** [N-UNCOUNT-U1] **Establishing** is the process of using the camera's frame to reveal information and inform the audience of what's going to happen.

- extension plate [N-COUNT-U14] An extension plate is an arm with a camera head mounted at its end. The arm extends from a dolly to allow the camera to reach a place where the dolly cannot go.
- fill light [N-COUNT-U8] A fill light is a light that illuminates and softens the shadows created by a key light. That's why lighting is sometimes described as the ratio between key and fill lights.
- film [N-UNCOUNT-U2] Film is the process or subject of making movies.
- film [N-UNCOUNT-U3] Film is a material, usually in the form of a long strip, that is used to record and store still or moving images from a camera.
- film frame [N-COUNT-U4] A film frame is a single image on physical film that is part of a complete motion picture.
- fluid head [N-COUNT-U12] A fluid head is a camera head that operates with oil and springs to produce very smooth camera movements.
- fluorescent [ADJ-U10] A fluorescent lamp is a low energy lamp that can generate an output similar to that of an HMI unit. It produces a cool, soft, and even light and is used to illuminate interiors.
- focus [N-UNCOUNT-U3] Focus is a camera setting that adjusts the degree of clarity of an image.
- **foreshortening** [N-UNCOUNT-U6] **Foreshortening** is a visual phenomenon that makes objects in an image appear shorter than they are because they are angled toward the viewer. For example, an arm pointing directly at the camera seems shorter than it actually is.
- frame [N-COUNT-U1] The frame is a single image or scene that is included in a shot and that places the characters and objects in space.
- frame line [N-COUNT-U4] A frame line is an unused or empty space that separates two frames on a strip of film.
- frame rate [N-COUNT-U4] A frame rate of a motion picture is the number of frames shown for a particular stretch of time, usually expressed as the number of frames per second (fps). The industry standard is 24 frames. per second.
- Fresnel light [N-COUNT-U10] A Fresnel light is a lamp with circular rings on glass that create a controlled beam of light. As the rays of light travel through the rings, they give out even illumination and a more efficient light with adjustable intensity. They are good in studios, on location shots, to light background objects etc.
- from the floor [PHRASE-U9] If a scene is lit from the floor, it is lit with lamps that are mounted on the floor of the set.
- from the grid [PHRASE-U9] If a scene is lit from the grid, it is lit with lamps that are hung from a structure above the set.
- front porch [N-COUNT-U14] A front porch is a surface on the front of a dolly where a camera operator can stand while the dolly is moving.
- geared head [N-COUNT-U12] A geared head is a camera head that operates with wheels and can support very heavy cameras. It enables pan and tilt movements.
- global shutter [N-UNCOUNT-U3] A global shutter is a device that captures an entire frame at one time.
- handheld [ADJ-U12] If something is handheld, it is carried by the user rather than supported by a piece of equipment.
- hard light [N-UNCOUNT-U7] Hard light is a type of lighting that has a bright illumination source such as the sun and that creates dramatic, well-defined shadows, and high contrast.
- high hat [N-COUNT-U12] A high hat is a mounting surface (usually plywood) for the camera head that is used to shoot scenes from very low to the ground, when the tripod can't be used.
- HMI unit [N-COUNT-U10] An HMI unit is a bright lamp that generates three to four times the light of tungsten lights but little heat. Its very high light output matches natural sunlight and can be used to increase light into interiors or to illuminate large areas.
- hostess tray [N-COUNT-U13] A hostess tray is a camera mount that is used to capture a moving vehicle from an attachment on the door of the vehicle.
- image sensor [N-COUNT-U3] An image sensor is a part of a camera that turns an image into an electronic signal.
- interlaced scan [N-UNCOUNT-U4] Interlaced scan is a technique that uses two fields to display video. One field has the odd-numbered lines in the image and the other the even-numbered lines. These two fields are combined alternately to create a full frame.
- jib arm [N-COUNT-U15] A jib arm is a crane that carries only the camera while the camera operator is usually standing on the floor.



A unique certificate, a promising career



Express Publishing

INTERNATIONAL OCATIONAL ENGLISH

EXAMINATIONS

A Distinctive Solution

- An international certificate globally recognized in the workplace.
- The certificates reinforce professional development and help improve knowledge of basic English terminology within the learner's respective vocation.
- The certificates also provide professional development and ensure continued employability.
- The certificates, awarded by the UNIVERSITY OF GREENWICH, ensure that learners and professionals have mastered the basic vocational English their field of study requires.









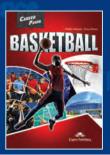


CAREER available soon!





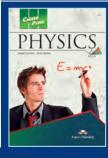






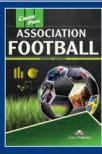


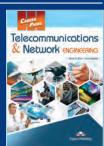












For more information visit: www.careerpaths-esp.com





Liberty House, Greenham Business Park, Newbury, Berkshire RG19 6HW, United Kingdom email: inquiries@expresspublishing.co.uk

www.expresspublishing.co.uk

LIKE - SHARE - FOLLOW

facebook.com/expresspublishing









