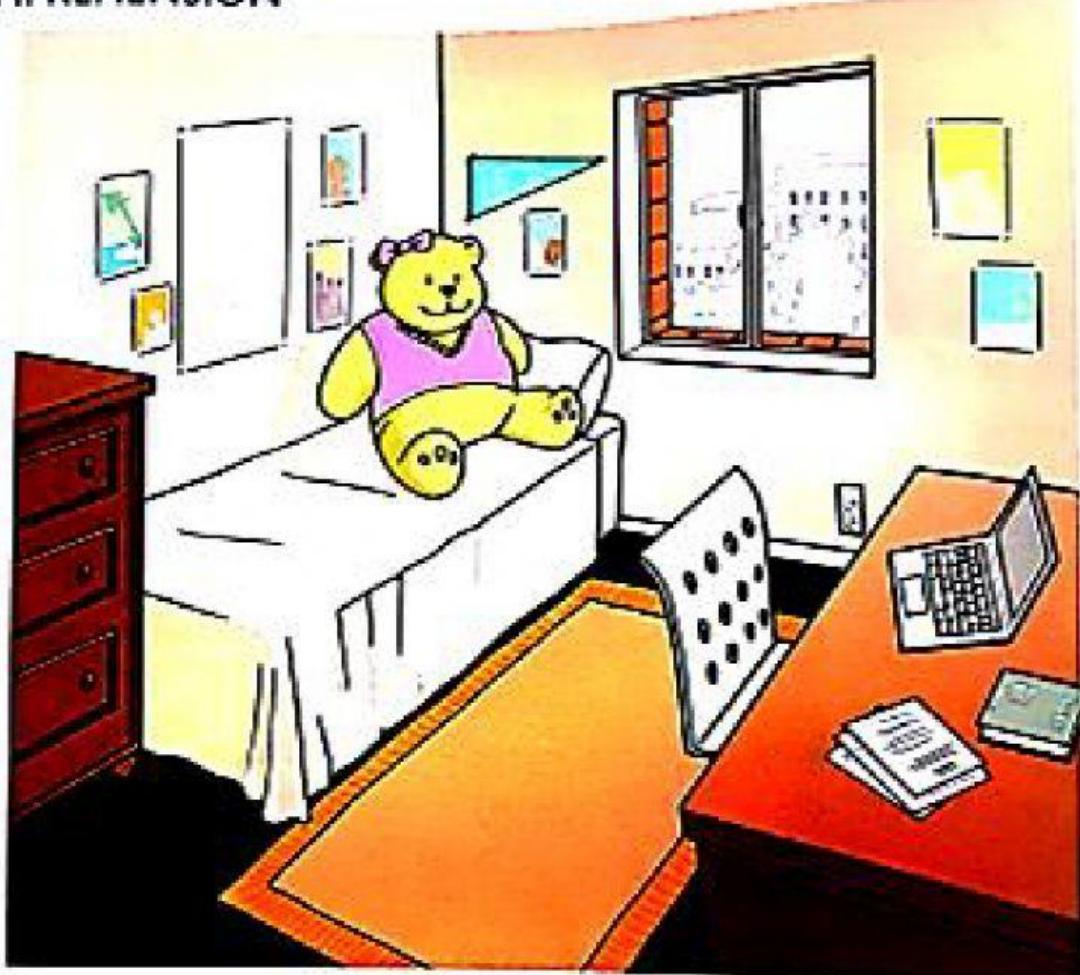


LISTENING TWO **TOYS IN COLLEGE**

COMPREHENSION



Two college students are moving into a room in the dormitory, which is a large building with rooms for students. Another student joins them. They have a conversation about their special possessions.

① Listen to the conversation and read the statements. Mark each statement T (true) or F (false). Correct the false statements.

- 1. At the beginning, both Sara and Amber are happy about the toy bear.
- 2. Lucy the bear goes everywhere with Lauren.
- 3. Lucy is a new toy bear.
- 4. Amber doesn't keep old things.
- 5. Sara has a lucky dream catcher to help her pass tests.

## VOCABULARY

1 Read the conversation and notice the words in bold.

**STUDENT 1:** Why are you wearing a red baseball cap?

**STUDENT 2:** It's my good luck charm. It helps me pass tests.

**STUDENT 1:** That's cool. I have a lucky ring. See? It was my grandmother's ring. She had it for a long time and then she passed it down to me. I wear it all the time because I love her so much. It has a lot of sentimental value to me.

**STUDENT 2:** Nice. I think my sister has our grandmother's old ring. She keeps everything! Old books, old toys, everything. She's a pack rat.

**STUDENT 1:** My brother is a pack rat, too. He keeps all his old clothes, but he never wears them!

**STUDENT 2:** My sister's like that too...

**2** Complete the sentences by matching each sentence beginning on the left with the correct ending on the right. Write the letter of the correct ending on the line.

\_\_\_\_ 1. If you are a pack rat . . . a. nice or good.

\_\_\_\_ 2. Things with sentimental value . . . b. you always save your old things.

\_\_\_\_ 3. If someone passes a ring down . . . c. good luck.

\_\_\_\_ 4. A good luck charm brings us . . . d. help us remember family and friends.

\_\_\_\_ 5. Something "cool" is . . . e. it goes from older to younger family members.



## LISTENING SKILL

### UNDERSTANDING A SPEAKER'S EXCITEMENT

When speakers are very excited about a topic, they often speak louder. They sometimes pronounce words more slowly or with a higher voice. When speakers are not excited about a topic, their voices do not change very much. They pronounce all the words in the same way.

Understanding a speaker's excitement is part of understanding how he or she feels about the topic. When we understand a speaker's feeling, we can have a better conversation because we understand the other person's opinion and point of view.

② Listen to the example. Is the speaker excited? How do you know?

#### Example

LAUREN: Lucy has a lot of sentimental value. She was my grandmother's bear for a long time. Then my grandmother gave her to my mom, and my mom passed her down to me!

1. Is the speaker excited?

- a. Yes
- b. No

2. How do you know? Which words are louder, higher, or spoken more slowly?

The correct answers are: 1. a, 2. The speaker says *a long time* louder and more slowly. She says *to me* in a higher and louder voice.

#### Explanation

When Lauren uses a louder voice and pronounces words more slowly, she emphasizes the importance of Lucy, the toy bear. She is excited that her grandmother and mother gave her something so important and with such sentimental value.

⑤ Listen to the excerpts from *Toys in College*. Is the speaker excited? Listen to the speaker's voice. Is it loud? Is it high? Does the speaker pronounce some words more slowly than others?

**Excerpt One**

1. Is the speaker excited?

a. Yes  
 b. No

2. How do you know? Which words are louder, higher, or spoken more slowly?

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**Excerpt Two**

1. Is the speaker excited?

a. Yes  
 b. No

2. How do you know? Which words are louder, higher, or spoken more slowly?

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**Excerpt Three**

1. Is the speaker excited?

a. Yes  
 b. No

2. How do you know? Which words are louder, higher, or spoken more slowly?

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## CONNECT THE LISTENINGS

### STEP 1: Organize

Why are special possessions important? Look at the list of reasons. Complete the chart by writing three reasons under "Dream Catchers" (Listening One) and three reasons under "Toys in College" (Listening Two).

#### List of Reasons

- part of families for many years
- lucky
- traditional
- helps you feel happy and peaceful
- sentimental value
- many styles

DREAM CATCHERS	TOYS IN COLLEGE.
1.	1.
2.	2.
3.	3.

### STEP 2: Synthesize

Work with a partner. Student A, you are a news reporter. You will interview Student B about a new game called Special Possessions. Student B, you are the designer of the game. Explain to Student A why special possessions are important to people. Use reasons from the chart in Step 1: Organize to answer. Then explain your answers by speaking about an example.

#### Example

Special possessions are important because they have many styles. Dream catchers are a good example because some are very big. Some have beautiful feathers.

**REPORTER:** Why did you make this game? Do you really think that people will like to play a game about special possessions?

**DESIGNER:** Yes. Special possessions are important to people because ...

(Give one reason from the chart.) \_\_\_\_\_ 1.

**REPORTER:** Really? Can you give me an example of that?

**DESIGNER:** Well, I think a good example is \_\_\_\_\_ because ...

(Speak about an example.) \_\_\_\_\_ 2.

**REPORTER:** What about good luck charms? Are they special possessions, too?

**DESIGNER:** For some people, yes. Sometimes people use things in a new way because they want to be lucky. For example, some people \_\_\_\_\_.

(Speak about an example.)

Now switch roles. Student B, you are the news reporter. You will ask Student A questions. Student A, you are the game designer. Use information from the chart in Step 1: Organize to answer. If you repeat information, you can begin with, "As I explained before . . ."

**REPORTER:** So, special possessions are sometimes important to people because they bring good luck. What about things that people pass down in their families?

**DESIGNER:**

(Choose the correct reason.)

REPORTER: Can you give me an example?

DESIGNER: Well, one example is \_\_\_\_\_, This is important because ...

(Speak about an example.)

—Also, people sometimes like things with many different styles. For example

1

(Speak about an example.)

**REPORTER:** Yes—that's true. What about people who keep old things—you know books, toys, old newspapers . . .

**DESIGNER:** I have another idea for those people. I want to make a game called Pack Rat!

GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED

What type of classroom can you identify?

Are students good or not?

What can you say about picture?



What is the difference between that teacher with your teacher?

Explain them



Why do you think this girl has that face?

Do you think she is happy or not? Why?

What kind of problems could she have?

