

Green Tea Intermediate English Communication OER

GREEN TEA INTERMEDIATE ENGLISH COMMUNICATION OER

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INTROVERTS AND EXTROVERTS

In this unit, we will learn about personality types and how people get energy in different social situations.

INTROVERTS AND EXTROVERTS - MAIN PRESENTATION

Watch this lecture and take notes.

You can review the questions before you watch the video, and answer them after you watch:

- 1. What are the main ideas in this presentation?**
- 2. What is the correct definition of introverts? Give examples and details from the video.**
- 3. What is the correct definition of extroverts? Give examples and details from the video.**
- 4. What is the meaning of “ambiverts”?**
- 5. How can this information help you?**
- 6. Do you consider yourself an introvert or an extrovert? Why? Explain your answer with some examples from your life.**



One or more interactive elements has been excluded from this version of the text. You

can view them online here:

[*https://openoregon.pressbooks.pub/greentea/?p=23*](https://openoregon.pressbooks.pub/greentea/?p=23)

[Click here if you want to open the video in another tab and watch it full screen.](#)

VOCABULARY 1 - INTROVERTS AND EXTROVERTS

- deal with
- unique
- individuals
- figure out
- gain
- misconception
- hang out with
- Considerate
- black and white

Read and focus on the **bold words** in these examples.

Have you seen them before? Are they new?

Take notes about the meaning, translation, and/or part of speech.

1. Extroverts are the people we all want to **hang out** with.
2. Introversion and extroversion specifically **deal with** how **individuals** may **gain** and lose energy.
3. Another major **misconception** on the **topic** of introverts and extroverts is the idea that you need to be one way or the other.
4. Introversion and extroversion are not completely **black and white**. There is a **gray area**.
5. **Figuring out** where you fall on the scale can be **extremely** helpful when trying to understand your **unique** qualities.
6. **Be aware** and be **considerate** of the different ways people **function**.

VOCABULARY 2 - INTROVERTS AND EXTROVERTS

Read and focus on the **bold words**.

Have you seen them before? Are they new?

Take notes about the meaning, translation, and/
or part of speech.

6. More and more people are becoming **familiar with** the terms *introvert and extrovert*.
7. Introverts gain energy from their internal world. This means they enjoy deep thinking, **contemplating** new ideas, and **reflecting** upon their experiences.
8. This doesn't mean that extroverts can't contemplate **complex** ideas.
9. More and more people are becoming **familiar with** the terms *introvert and extrovert*.
10. Introverts gain energy from their internal world. This

means they enjoy deep thinking, **contemplating** new ideas, and **reflecting** upon their experiences.

11. This doesn't mean that extroverts can't contemplate **complex** ideas.

STRENGTHS AND WEAKNESSES OF EXTROVERTS

Watch the video and take notes. Can you catch all the main ideas?

There are 5-6 strengths of extroverts, and 5 weaknesses.



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<https://openoregon.pressbooks.pub/greentea/?p=47#oembed-1>

PRONUNCIATION PRACTICE A - INTROVERTS AND EXTROVERTS

Practice saying the reading out loud slowly, loudly, and clearly. You can record your voice and listen to it below.

After you practice, use a phone or computer to record yourself reading out loud, and send the recording to your teacher.

Now I'm familiar with the terms *extroverts* and *introverts*. Some people think introverts are individuals who are very shy and aren't social. This is a misconception! Introverts are individuals who need some time alone to recharge their energy. They like to be around people, and it's fun to hang out with them, but sometimes they prefer to be alone. This may be difficult for an extrovert to understand.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=49#h5p-3>

Focus on Pronunciation

Everyone has different pronunciation challenges. Which ones are important for you?

- ch and j (extrovert, introvert, individuals, recharge, energy)
- sh (shy, social, misconception)
- th (the, think, they)
- s at the end of a word (terms, extroverts, introverts)
- r after a vowel (familiar, term, extroverts, introverts)

PRONUNCIATION PRACTICE B - PAST TENSE, INTROVERTS AND EXTROVERTS

Practice saying the reading out loud slowly, loudly, and clearly. You can record your voice and listen to it below.

After you practice, use a phone or computer to record yourself reading out loud, and send the recording to your teacher.

Before, Eric thought that introverts were shy people. But when he heard information, read, thought, and spoke about the topic, he understood more. Now he knew that this was a misconception! He saw that introverts were individuals who need some time alone to recharge their energy. Because of the practice that we did, he found a new way to understand both introverts and extroverts.



An interactive H5P element has been excluded from this version of the text. You

can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=213#h5p-3>

Focus on Pronunciation

Can you find the past tense verbs? There are 13 of them.

Also, everyone has different pronunciation challenges. Which ones are important for you?

- ch and j (extrovert, introvert, individuals, recharge, energy)
- sh (shy, information, misconception)
- th (the, thought, they)
- s at the end of a word (terms, extroverts, introverts)
- r after a vowel (were, heard, extroverts, introverts)

FINISHING THE NOTES FROM THE LECTURE (INTERACTIVE ACTIVITY)

Drag and drop the words in each part to finish the notes from the lecture. Notice the organization of main ideas and details.



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<https://openoregon.pressbooks.pub/greentea/?p=215#h5p-12>



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<https://openoregon.pressbooks.pub/greentea/?p=215#h5p-13>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=215#h5p-14>

SPORTS, DISABILITIES, AND AGING

PRESENTATION: PARASPORTS

Watch, listen, and take notes about this type of sports.

After you watch, answer these questions:

1. What is an example of an impairment from the speech?
2. What are 3 examples of paralympic sports?
3. What is an example of adapted equipment or another adaptation to the sport for the paralympics? (You can hear Mick talk about them. Also, you can see some pictures of the equipment in the presentation.)
4. What sport does Jessica Long compete in?
5. What is one part of her advice to other swimmers?



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=173>

[You can also watch the presentation in a new window.](#)

PRESENTATION 2 - HISTORY OF PARASPORTS

Watch, listen, and take notes from this short presentation.



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<https://openoregon.pressbooks.pub/greentea/?p=175>

[You can also watch the presentation in a new window.](#)

I AM - AN OLYMPIC ATHLETE

Watch Michael Hubbs talk about his life, training, and challenges. Answer the questions below in your notebook. (Remember, you can listen at 75% speed in Settings on YouTube.)

<https://www.youtube.com/watch?reload=9&v=4CHgymBHQcg>

Exercises

1. What is this athlete's name and what does he do?
2. What drives, or motivates, him?
3. What challenges has he overcome?
4. Now, think about yourself and what motivates you. What challenges have you overcome to achieve your goals?

5. Prepare a list of 5 things that describe you, your activities, interests or passions.
6. Now, write an “I AM” list about yourself with at least 5 lines to describe your accomplishments, passions or challenges. Be prepared to share your list in class.

Here's a model to follow:

Examples

I AM

(by Nanci Leiton)

I AM a mother who raises children to solve problems.

I AM a person who helps others whenever possible.

I AM a person who strives to make a kinder world for everyone.

I AM a teacher who creates a place for people to learn and achieve their goals.

I AM a gardener who loves to grow green things and eat healthy food.

I AM a citizen with the best interests of ALL people in my community.

WATCH AND DISCUSS: THE NEVER-ENDING MARATHON OF MR. DHARAM SINGH

Directions:

Watch [this short movie](#) about Mr. Singh. It is 20 minutes long, so plan your time. You will also hear a variety of world Englishes. Some audio is subtitled.

As you watch the movie, take active listening notes on a separate piece of paper with the title and date at the top of the page.

1. What details did you learn about Mr. Singh? (names, places, numbers, etc.)
2. What do the doctors say about Mr. Singh?
3. Why does Mr. Singh run? What is his motivation?
4. What is Mr. Singh's secret to long life?
5. What does Professor Girandola study? What is his title?
6. Why doesn't the fitbit/cell phone work for Mr. Singh?
7. What is the problem with using Mr. Singh's Indian

passport to prove his age?

8. How is Mr. Singh a role model?

Key Vocabulary:

- | | | |
|----------------------|------------------------|---------------|
| 1. able-bodied | 1. to follow a passion | 1. a |
| 2. mediocre | 2. to overcome | champion |
| 3. to achieve a goal | adversity | 2. motivation |
| | 3. to pursue a dream | 3. stamina |
-



One or more interactive elements has been excluded from this version of the text. You

can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=101#oembed-1>

READ IT OUT: PARALYMPIC GAMES

Read it out: Paralympic Games

Focus on your pronunciation. Practice saying the reading out loud slowly, loudly, and clearly.

Before you read:

- Underline or write a list of the past tense -ed words
 - Practice these words
 - Which -ed sound do they have?
- Underline or write a list of the -s plural and simple present words.
 - Practice these words
 - Which -ed sound do they have?
- [Also, you can listen to a similar article on Wikipedia read aloud.](#)

After you practice, record your slow, clear pronunciation and share your recording.



Image by Flickr user Stuart Grout

Start:

Hi, my name is _____.

The Paralympic Games

The Paralympic Games are a major international sports event. People with physical disabilities compete in these games. They have included people with amputations, blindness, disabilities that affect movement, and more.

The Paralympics started as a small gathering of British World War 2 veterans in 1948. They planned new games every

four years. They have continued to grow since then. The winter games opened in 1976. The Paralympics became one of the largest international sport events by the early 21st century.

Paralympians have many different kinds of disabilities, so there are several categories that they compete in. The disabilities are in six general categories. Athletes are placed into groups which vary from sport to sport.

These athletes work for equal treatment with able-bodied Olympic games participants, who receive much more money. Some Paralympians have also overcome even more challenges, and participated in the Olympic Games.

Thank you!

Finish

Adapted from Wikipedia

Paralympic Games. (2020, March 30). *Wikipedia, The Free Encyclopedia*. Retrieved 18:39, July 30, 2020 from https://simple.wikipedia.org/w/index.php?title=Paralympic_Games&oldid=6883229.

You can use this button to record your voice. Listen before you share it, to make sure everything recorded clearly.





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=258#h5p-3>

GROUP ACTIVITY: A NEW OLYMPIC SPORT

Great news! You have been hired (for free!) by the International Olympic Committee to help choose a new sport to add to the Olympic Games.

Instructions:

- You will work together and focus on four key questions about the activity.
- You will start by reviewing 3 example sports.
- After that, you can brainstorm and choose any sport that you want to suggest.
- Finally, you will talk about your #1 choice and share it with the rest of the class.

The 4 key questions

1. **Is the activity challenging?**
2. **Is the activity entertaining to watch?**
3. **Is the activity open to everyone?**
4. **Can people with disabilities participate?**

For each question, you can discuss more questions:

1. **Is the activity challenging?**
 - Does it require a physical skill?
 - Does it require mental skill?
 - How long does it take to become excellent?
2. **Is the activity entertaining to watch?**
 - Is it a popular sport around the world?
 - Is it fun to watch in person and on TV?
 - Is it fast, exciting, or intense?
3. **Is the activity open to everyone?**
 - Can people around the world play it?
 - Does it require expensive equipment?
 - Can children play it?
 - Can older people play it?

4. **Can people with disabilities participate?**

- Can they participate with able-bodied people?
- What changes could you make to the sport to include people with disabilities?

Three examples

Discuss these sports with the 4 key questions. They are sports that have been suggested in the past:

1. [Tackwondo.](#)
2. [Bowling.](#)
3. Firefighting.
 - [This really was a demonstration sport at the 1900 World Olympics.](#)
 - The teams were required to extinguish a fire and perform a rescue.
 - The instructions:
 - The fire started on the 3rd floor of a house six floors; 4th floors and stairs the upper parts are impassable. People are saving the 5th and 6th floors. Operate rescue and extinction.”

Brainstorm

- What sport or activity would you like to see in the Olympics?
- Take a few minutes to suggest ideas. Try to get one idea from each person.
- Discuss the strengths and weaknesses.
- Can you agree on one sport?
 - o You can take a vote
 - o You can try to compromise
 - o You can invent a new sport that combines your favorite parts

Share

Be ready to share with the rest of the class.

- Who will explain about the sport?
- Do you have an answer about each of the 4 key questions?
- Do you have pictures or examples of the sport that you

can show everyone?

EMPATHY

In this unit, we will focus on empathy:

- What is empathy?
- How is it different from sympathy?
- How can we be more empathetic in our lives?
- How does this affect cross-cultural communication?

EMPATHY: MAIN PRESENTATION

Watch Annie's lecture on the topic of empathy.



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<https://openoregon.pressbooks.pub/greentea/?p=125>

EXTRA PRESENTATION - HOW EMPATHY CAN HELP US

Watch Annie talk about one more idea: how empathy can help us.



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<https://openoregon.pressbooks.pub/greentea/?p=143>

STRESS, LISTENING, AND EMOTIONS: 3 SHORT VIDEOS

These 3 short videos each discuss important advice about stress, listening, and your emotions.

You can follow the link, sign in with your PCC email address and password, watch the videos, and answer the questions.

[Video 1: Active Listening](#)

[Video 2: Phone Anxiety](#)

[Video 3: Coping with Stress](#)

SUPERSTITIONS - GOOD LUCK, BAD LUCK, OR NO LUCK?

SUPERSTITIONS MAIN PRESENTATION

Listen to the main presentation on superstitions here.

Questions about the presentation:

1. What do you think of when you hear “superstition?”
2. What are the 4 sources (origins) of superstitions?
3. Why did ancient people “knock on wood?”
4. What is an example of a coincidence for a superstition?
5. Why is it a bad idea to have a banana on a fishing boat?
6. Can you think of a time when you had really good luck? Was it connected to any superstitions?



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<https://openoregon.pressbooks.pub/greentea/?p=140>

If the video above is too small, this link may work better (especially on phones and smaller devices).

EXTRA PRESENTATION - SUPERSTITIONS AT WORK

Listen to the extra presentation on superstitions at work here.



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<https://openoregon.pressbooks.pub/greentea/?p=153>

[Or, watch and listen on the PCC media site.](#)

LANGUAGE, MEMORY, AND APHASIA

APHASIA MAIN PRESENTATION

Listen to the main presentation on language, memory, and aphasia here.



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<https://openoregon.pressbooks.pub/greentea/?p=166>

Questions:

1. Have you ever forgotten a word in your home language?
How did that feel?
2. What is aphasia?
3. What causes aphasia?
4. What are the 3 types of paraphasias?
5. What are the 2 groups or types of aphasia?
6. How can we help people who have aphasia?

[Alternate link to presentation video.](#)

[Or, watch and listen on the PCC media site.](#)

BRAIN HEALTH - SIGNS OF A STROKE

Watch this video about what a stroke can look like, and how people can help stroke victims in the moment.



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can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=194#oembed-1>

1. What is FAST?
 - F
 - A
 - S
 - T
2. What does the woman do that “probably saved his life?”
3. How many different people help with Steven?

CONTENT AND FUNCTION WORDS - ABOUT APHASIA

Read, focus, and record

We have practiced finding stressed content words and reduced function words. Can you find the stressed content words below? Read them out loud, and try to stress the content words, and reduce the function words.

You can also listen and repeat with Eric in the video below.

1. Language is an essential part of our lives.
2. Aphasia can affect all aspects of communication.
3. Other causes can include tumors, brain injuries, trauma, or even some kinds of diseases.
4. One of the main characteristics of aphasia is substitutions.
5. Instead of the word house, they say, let's go to my horse.
6. They might say chicken instead of kitchen.
7. They might ask for a cup of tea when they really wanted coffee.
8. That's a problem, of course, because other people won't

recognize it.

You can practice with this recording button:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=335#h5p-3>

Watch, listen, and repeat. Can you hear the stressed content words? Can you see them? Remember, stress is usually “big” — you can see bigger mouth movements and maybe even eye or eyebrow movements, too.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=335>

FOOD AND NUTRITION

PRESENTATION: NUTRITION

Watch, listen, and take notes from this short presentation.

If you want to practice listening for details, preview the questions below before you watch.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=180>

[Click here to watch the video in a new window, full screen.](#)

Did you catch the main ideas and important details?

Answer these questions about details from the lecture. Use your notes from the lecture and be ready to answer these questions:

1. Macronutrients provide _____ to our bodies.
 1. energy
 2. nutrition
 3. health

2. Macronutrients include _____.
 1. water and micronutrients.
 2. protein, carbohydrates and fat
 3. Carbohydrates and protein
3. Our bodies need micronutrients in _____ doses.
 1. large
 2. moderate
 3. small
4. With regular exercise, our diets should be about _____ carbohydrates.
 1. 16%
 2. 60%
 3. 66%
5. List 3 places you can find protein in food, according to the speaker.
 1. _____
 2. _____
 3. _____
6. Fat has several roles in our bodies. They...
 1. help improve _____ development,
 2. protect vital organs, and
 3. assist vitamin absorption.
7. Micronutrients include vitamins and minerals. List several examples of each that are mentioned by the speaker:
 1. Vitamins:

2. Minerals:

8. How can we have a healthy and balanced diet?

1. Consume both macro- and micronutrients
2. Eat many different colors of foods
3. Both A and B are correct.

SHORT PRESENTATION: NUTRIENTS IN AN APPLE

Watch, listen, and take notes from this short presentation.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=182>

[You can also watch the presentation in a new window.](#)

FULL VOCABULARY LIST FOR FOOD AND NUTRITION

Study on Quizlet

[Food and Vocabulary List 1](#)

[Food and Vocabulary List 2](#)

Full word list:

as long as

aspect

be associated with

basic principles

classes

connections

develop

essential

guidelines

in fact,

include

leading

moderation

profound

obtain

overeat

play a role

prevent

promote

provide

quite

recommendation

select

similar concept

tend to

DIALOG: A CONVERSATION ABOUT DAD'S HEALTH AND NUTRITION

Listen to a short conversation (<2 minutes)

Family members discuss their elderly father's health after a visit to his doctor.



Photo by [Jana Sabeth](#) on [Unsplash](#)

In your first time listening:

1. What did the doctor say about the dad's diet and health?
2. What other recommendations did the doctor make?
3. Where can they pick up the prescription drug?
4. What details do you hear about these people and their family?





One or more interactive elements has been excluded from this version of the text. You

can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=313#audio-313-1>

After you listen, can you catch these important words?



An interactive H5P element has been excluded from this version of the text. You

can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=313#h5p-15>

Finally, here is a pronunciation check for the short e vowel:



An interactive H5P element has been excluded from this version of the text. You

can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=313#h5p-16>

LISTENING PRACTICE - NEWS AND MORE

In this section, you can practice your listening and other language skills with short listening exercises.

MINH PHAM TAKES CARE OF FLOWERS AND CUSTOMERS WITH A SMILE - ESOL NEWS

Listen to the news article about Minh Pham.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=32#oembed-1>

Answer questions about the news article. You can listen to the news article again, if you need to.



An interactive H5P element has been excluded from this version of the text. You

can view it online here:

[https://openoregon.pressbooks.pub/
greentea/?p=32#h5p-1](https://openoregon.pressbooks.pub/greentea/?p=32#h5p-1)

Additional Discussion

Do you think Minh Pham is more of an introvert, or an extrovert? Why?

FROM THE FARMER'S MARKET TO THE SUPERMARKET - ESOL NEWS

Exercises

Listen to the news article about Choi Kimchi.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=38#oembed-1>

Exercises

Answer questions about the news article. You can listen to the news article again, if you need to.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=38#h5p-2>

PORTLAND MAN IS THE FIRST PERSON TO WALK ACROSS ANTARCTICA ALONE



One or more interactive elements has been excluded from this version of the text. You

can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=56#oembed-1>

Answer the online practice questions:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=56#h5p-4>

For more practice, you can watch these videos about Colin:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=56#oembed-2>



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=56#oembed-3>

BASEBALL IN THE US AND IN PORTLAND, OR - ESOL NEWS

Listen to this short news item about the history of baseball in the US and in Portland.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=103#oembed-1>

Exercises

Answer the online practice questions:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=103#h5p-5>

CATS REALLY DO LOVE THEIR HUMANS - ESOL NEWS OREGON

Listen to this news article about cats and how they really feel about people.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=127#oembed-1>

Online Practice – Answer these questions about the article.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=127#h5p-6>

MOST OREGONIANS LOVE THE STATE'S ELECTION SYSTEM

Listen to the article about voting in Oregon.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=133#oembed-1>

Check your understanding with these practice exercises.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=133#h5p-7>

MAN SUES PORTLAND HOTEL FOR DISCRIMINATION (ESOL NEWS)

Listen to the article.

Can you catch the 5 Ws?

- Who
- What
- When
- Where
- Why



One or more interactive elements has been excluded from this version of the text. You

can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=145#oembed-1>

Answer these interactive questions about the article.



*An interactive H5P element has been
excluded from this version of the text. You
can view it online here:*

[https://openoregon.pressbooks.pub/
greentea/?p=145#h5p-8](https://openoregon.pressbooks.pub/greentea/?p=145#h5p-8)

LOTTERY WINNER KNOWS WHAT TO DO WITH PRIZE MONEY

Listen, then do the interactive exercises.



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<https://openoregon.pressbooks.pub/greentea/?p=151#oembed-1>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=151#h5p-9>

OREGON IS RECYCLING LESS AND WASTING MORE

Listen and take notes:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=170#oembed-1>

Try the interactive online practice:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=170#h5p-11>

PORTLAND STORE MAKES ICE CREAM FROM CHICKPEAS

Listen to the news story about this interesting food:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=157#oembed-1>

Key vocabulary and tough-to-catch words:

- chickpeas
- vegan
- gluten
- hummus
- garbanzo
- chana masala
- Egyptian

- majority

Answer these questions in this online interactive exercise (the answers will not be recorded):



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=157#h5p-10>

PRONUNCIATION PRACTICE

VOWEL SOUNDS AND REVIEW OF IRREGULAR PAST TENSE VERBS

American English Vowels

Vowels are the sounds we make with our mouths open.

Maybe you know that we have 6 letters that are vowels: A E
I O U and sometimes Y.

When you say those letters, your mouth should be 100%
open. Try it!

But, American English really has at least 12 vowel sounds.



For example, you can hear 12 different vowels in these color
words:

- red
- gary
- black
- olive
- silver
- mustard
- rose

- blue
- wood
- purple
- orange
- brown

IPA

In dictionaries and English learning books, you will sometimes see special symbols to show the specific sounds. This can help you focus on the sound, and make sure other people can understand the way you pronounce the word.

These special symbols are called IPA (International Phonetic Alphabet). For example, when we say the letter “A” in English, we write the IPA symbol / eɪ /.

For example, the IPA for the word “ate” in most American accents is / eɪt /.

Focusing on the sounds can help you pronounce things easily, quickly, and clearly. Learning about the IPA is a good way to check your pronunciation. Some people learn the whole English IPA, too, and it helps them understand and organize English sounds.

Also, every English speaker has an accent. The same word may have many different pronunciations as you meet different people from different places. We can use IPA to show or write the different pronunciations.

Here is the list of color words again, with the IPA of the vowel sounds. Can you repeat just the vowel sound?

- gray / eɪ /
- red / ɛ /
- black / æ /
- olive / ɑ /
- silver / ɪ /
- mustard / ə /
- rose / oʊ /
- blue / u /
- wood / u /
- purple / ɜ / or / ɜr /
- orange / ɔr /
- brown / aʊ /

Review: Vowels and Irregular Past Tense Verbs

Verbs are action words, like:

- do
- eat
- take

Many of the verbs we use the most in English are irregular past

tense verbs. That means you have to memorize the past tense. You can't say: doed, eated, or taked 🙄. Instead, we say:

- did
- ate
- took

This list has many of the irregular past tense verbs we use the most, organized by the vowel sounds. Can you read and repeat the verbs? Can you also say the present tense form of the words?

You can listen and repeat, too.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=340#audio-340-1>

Red /ɛ/		Gray / eɪ /		Black / æ /	
Felt	Said	Became	Gave	Began	Ran
Kept	Sent	Came	Made	Drank	Sang
Left	Slept	Ate	Paid	Had	Sat
Met	Spent			Rang	
Read	Went				
Olive /a/		Silver /ɪ/		Mustard /ʌ/	
Brought	Got	Bit		Was	
Bought	Lost	Built		Hung	
Caught	Saw	Did		Shut	
Cost	Taught	Hid		won	
Fought	Thought				
Forgot					
Rose /oʊ/		Blue /u/		Wood /u/	
Broke	Spoke	Blew		Put	
Chose	Stole	Drew		Shook	
Drove	Woke up	Grew		Stood	
Rode	Wrote	Knew		understood	
Sold		Threw			
Purple /ə-/ or /ɜr/		Orange /ɔr/		Brown /aʊ/	
Were		Tore		found	
Heard		wore			
hurt					

- Red /ɛ/
 - Felt
 - Kept
 - Left
 - Met
 - Read
 - Said

- Sent
- Slept
- Spent
- Went
- Gray / eɪ /
 - Became
 - Came
 - Ate
 - Gave
 - Made
 - Paid
- Black / æ /
 - Began
 - Drank
 - Had
 - Rang
 - Ran
 - Sang
 - Sat
- Olive /ɑ/
 - Brought
 - Bought
 - Caught
 - Cost
 - Fought
 - Forgot
 - Got

- Lost
- Saw
- Taught
- Thought
- Silver /ɪ/
 - Bit
 - Built
 - Did
 - Hid
- Mustard /ə/
 - Was
 - Hung
 - Shut
 - won
- Rose [oʊ]
 - Broke
 - Chose
 - Drove
 - Rode
 - Sold
 - Spoke
 - Stole
 - Woke up
 - Wrote
- Blue /u/
 - Blew
 - Drew

98 | VOWEL SOUNDS AND REVIEW OF IRREGULAR PAST TENSE
VERBS

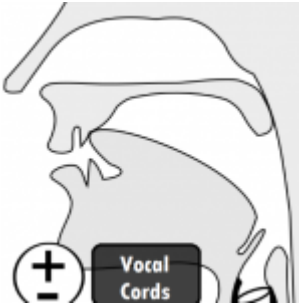
- Grew
- Knew
- Threw
- Wood /ʊ/
 - Put
 - Shook
 - Stood
 - understood
- Purple /ɜ/ or /ɜr/
 - Were
 - Heard
 - hurt
- Orange /ɔr/
 - Tore
 - wore
- Brown /aʊ/
 - found

CONSONANTS: VOICED AND VOICELESS

A. Can you feel it?

Some English sounds are **voiced**. It means your vocal cords in your neck move when you make the sound.

Say: Aaaaaaaaaaaaaah. (Like at the doctor).



Some English sounds are **voiceless**. It means your vocal cords don't move when you make the sound.

Say: Shhhhhhhhhhhhhhhhh. (Like quieting your friend).

B. Read and repeat



One or more interactive elements has been excluded from this version of the text. You

can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=242#audio-242-1>

voiceless	voiced
/p/ Pear pig rip people	/b/ Bear big rib rabbit
/t/ To tip feet retain	/d/ Do dip feed under
/k/ Coat come rack picture	/g/ Goat gum rag sugar
/f/ Face fat half defend	/v/ Vase vat have clever
/θ / Thin thick with nothing	/ð/ That then neither father
/s/ Sue see price lesson	/z/ Zoo Zip prize lazy
/ʃ/ Shy show cash pressure	/ʒ / garage pleasure vision
/tʃ/ chin choke natural catch	/dʒ / Joke gin enjoy badge

C. Listen and circle (or read out loud with a tutor or teacher)

-
- | | |
|--------------|-----------------|
| 1) dock dog | 7) pear bear |
| 2) coat goat | 8) rip rib |
| 3) face vase | 9) sue zoo |
| 4) half have | 10) price prize |
| 5) tile dial | 11) chain Jane |
| 6) lit lid | 12) batch badge |
-

PRONUNCIATION: ADDING S FOR PLURAL AND SIMPLE PRESENT THIRD PERSON

Consonants: Final 's' sounds

You can watch, listen, and repeat these sounds in Eric's video:



*One or more interactive elements has been
excluded from this version of the text. You
can view them online here:*

<https://openoregon.pressbooks.pub/greentea/?p=249>

English has three sounds for the letter “s.” You

have to pay attention to the final sound *before* the s.

- Voiceless sounds: /s/
- Voiced sounds: /z/
- The sounds in s, z, sh, ch, j, g: / ɪ z/

A. Type one: Voiceless + /s/

Verbs and nouns ending in voiceless consonants + /s/

Practice: Circle or find the final sound before the s

Example : takes *The last sound before s is /k/*

Steps _____ looks _____ laughs _____

fits _____

taps _____ fakes _____ Eric's _____

B. Type two: Voiced + /z/

Verbs and nouns ending in voiced consonants + /z/

Practice: Circle or find the final sound before the s

Example : dogs *The last sound before s is /g/*

Plans _____ tags _____ halves _____

goes _____

labels _____

climbs _____

stars _____

minds _____

Plays _____

sees _____

sues _____

teacher's _____

C. Type three: / ɪ z/

Verbs and nouns ending in /s/, /z/, sh/ʃ/, zh/ʒ/, ch/tʃ/, j/dʒ/, x/ks/ + /ɪz/

Practice: Circle or find the final sound before the s

Example : misses The last sound before s is /s/

kisses _____

fizzes _____

wishes _____

garages _____

churches _____

judges _____

fixes _____

Chris's _____

FINAL S SOUNDS PRACTICE

D. Final S sounds practice

Write the final sound and say the word

1. watches
2. Tastes
3. Places
4. Grabs
5. Picks
6. boxes
7. cries
8. oranges
9. waits
10. dishes

E. Read the sentences out loud.

Focus on the “s” pronunciation and voiced/voiceless sounds.

1. Chris's friends are helping him move his boxes from upstairs to two different garages.
2. Mary grabs lunch at different restaurants with her sisters on Saturdays.
3. If the weather looks clear and there are no clouds, Nancy washes her cars on the weekends.

Practice, and record



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openoregon.pressbooks.pub/greentea/?p=251#h5p-3>

-ED PRONUNCIATION FOR PAST TENSE AND ADJECTIVES

There are 3 ways that we say a final “ed” in English. The important thing to pay attention to is the sound *before* the “ed.”

Type one: Voiceless + /t/

verbs and adjectives ending in voiceless consonants = /t/

Stepped _____	looked _____	laughed _____
_____	wished _____	
Switched _____	clapped _____	kissed _____
_____	faked _____	

Type two: Voiced + /d/

verbs and adjectives ending in voiced consonants = /d/

Planned _____ tagged _____ halved _____
 rubbed _____
 labeled _____ lazed _____ climbed _____
 starred _____
 Played _____ *peed* _____ sued _____
 pawed _____

Type three: /d/ and /t/ + /d/

Verbs and adjectives ending in /t/ or /d/ + /d/

Toasted _____ participated _____ faded _____
 minded _____

Practice out loud with a teacher or tutor:

Focus on the final sounds: /t/, /d/ or /d/

1. Tasted _____

2. Placed _____
3. Grabbed _____
4. Clogged _____
5. Guided _____
6. Lived _____
7. Picked _____
8. waited _____
9. clapped _____
10. cried _____

Find the -ed sound in these examples

Focus on the ed words first. Then, read the sentence. Each sentence is an English proverb. Can you find the meaning with a tutor or teacher's help?

1. Curiosity killed the cat.
2. If you play with fire, you'll get burned.
3. A fool and his money are soon parted.
4. You can't unscramble a scrambled egg.
5. The road to hell is paved with good intentions.
6. Grief divided is made lighter.

Listen to Eric read, and repeat.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=255>

T PRONUNCIATION

In American English, there are many ways that we say the letter T in normal speaking situations. These three ways can help you understand more — and to help others understand you! You can start by watching Eric explain and say the words, or you can read the information below.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=280>



by Pixabay User derneuemann

Type One: “normal” T

The International Phonetic Alphabet (IPA) symbol: [t]

Notice the air that follows the t!

1. Beginning of words:

- teacher
- today
- two
- tall

2. After most consonants (but not R!)

- best
- faster
- guilty
- alter / altar
- doctor
- optimist

Type 2: Flap T/ Quick T

This is a “fast d” sound. There is no extra air with the T! The IPA is: [d] or [ɾ]

This usually happens when we have a “t sandwich” — a vowel before the T and a vowel after the T.

1. vowel + t / tt / d + vowel

- writing
- bottle
- water
- tutor
- city

2. This combination (vowel + t + vowel) can happen with more than one word together in normal speech.

- It isn't my problem.
- Can you figure it out?

- Waita minute!
- Whatif you're wrong?

3. *Exception:* If the “t” is in the beginning of a **stressed syllable**, we use the “normal T”:

- until
- attorney
- attack
- eternal

4. *Notice:* This fast d / flap t sound is the same for words that usually have a “d” with a vowel before and after. So, these words sound the same for most American English accents:

- writing / riding
- liter / leader
- metal / medal

Type 3: Glottal Stop T /ʔ/

The glottal stop /ʔ/ is the stop of air in your voice. Example: uh-oh.

This kind of t sound often happens when there is a vowel + t + n, and the syllable after the t is not stressed.

1. Vowel+t+n

- sentence
- partner
- important

2. Common Contractions:

- can't
- won't
- haven't
- couldn't
- shouldn't

3. -tten or -tain spellings:

- written
- gotten
- mountain
- fountain
- Britain

Other spellings and sounds

T can change into some other sounds, too:

1. T becomes a “ch” sound or, in IPA: [tʃ]

1. T+R together:

- true
- tree
- attribute

2. T + U together — specifically, when “u” is pronounced with a [j] + vowel sound

- picture
- natural
- capture

2. T becomes a “sh” sound, or in IPA: [ʃ]

1. with -tion endings

- information
- caption
- station

2. with -tious endings

- cautious
- superstitious

Practice the words on this page. Can you hear all the different kinds of T? Can you pronounce the American accent sounds if you say them slowly?

Here are all the words on this page. Can you read them and remember the pattern?

1. Normal T

1. teacher
2. today
3. two
4. tall
5. best
6. faster
7. guilty
8. alter / altar
9. doctor
10. optimist
11. until
12. attorney
13. attack
14. eternal

2. Flap T

1. writing
2. bottle

3. water
4. tutor
5. city
6. It isn't my problem.
7. Can you figure it out?
8. Wait a minute!
9. What if you're wrong?
10. writing / riding
11. liter / leader
12. metal / medal

3. Glottal Stop T

1. sentence
2. partner
3. important
4. can't
5. won't
6. haven't
7. couldn't
8. shouldn't
9. written
10. gotten
11. mountain
12. fountain
13. Britain

4. Other sounds (ch and sh)

1. true
2. tree

3. attribute
4. picture
5. natural
6. capture
7. information
8. caption
9. station
10. cautious
11. superstitious

WORD STRESS: COMPOUND WORDS AND ADJ. + NOUN COMBINATIONS

Eric Dodson

What is word stress?

Example: Portland Oregon

PORTland ORegon

Oo Ooo <- The capital O means stressed syllables. The small o means unstressed syllables.

not: portLAND oREgon

Stress is:

1. **Longer**
2. **Louder**
3. **Higher** (in pitch, like music)
4. **Clearer** (the vowel is easy to hear and full; it is NOT a schwa /ə/, usually)

5. **Bigger** (easy to see!)

Practice by listening, repeating, and checking with a tutor or teacher:

Compound Nouns

The stress usually is on the first word or part:

1. classmate
2. homework
3. football
4. bathroom
5. website
6. keyboard
7. writing teacher
8. English class
9. reading test
10. due date

Normal Adjectives + Nouns

The stress will usually fall on the noun. The adjective may have some stress, but it will have less than the noun — usually!

If you change the stress patterns, you may be changing the meaning or the feeling of what you're saying.

Can you practice these common phrases with stress on the nouns?

1. a long walk
2. a good grade
3. a short speech
4. a clear voice
5. a hard quiz
6. some organized notes
7. a confident speaker
8. an interesting person

Extra: Stress on numbers!

Numbers also almost always receive stress:

1. example 1
2. speech number 2
3. exercise 3
4. My group had 4 classmates
5. I'm in level 5
6. But I'm getting ready for communication 6

Listen and Repeat



*One or more interactive elements has been
excluded from this version of the text. You*

can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=338>

One good resource for teachers or tutors: [British Council
Teaching English – Word Stress](#)

STRESS AND REDUCTIONS AND EXAMPLE 1

Stress + Reduced Syllables



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=327>

We have talked about stressed syllables before. We can imagine that they are 100% whole and complete. Remember that stress means: louder, longer, higher, clearer, and bigger 🤖



Photo by
Brooke
Cagle on
Unsplash

Reduction is the opposite of stress in English.

Reduction, or reduced syllables are:

- Quicker: they are not as long, and you might delete some of the sounds.
- Less clear: the vowels might change to “uh” /ə/
- Quieter: they are not as loud
- Normal pitch: they are not musical, high or low
- Smaller: speakers’ mouths do not open or move as much



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Lecatomp
essy on
Unsplash

You can imagine that they are chopped up. Reduced stress makes it easier to put things together in spoken English, once you learn how.

This can help you with understanding other speakers, too. For example:

1. I just want to have some peace and quiet around here.
2. Sorry, but I didn't hear that.
3. How is it going?

Example 1: And



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=327>

In normal American English, the word “and” usually reduces to “an” with a schwa sound: /ən/

Here are some common phrases and idioms. Can you practice reducing “and”?

A. Reducing *and*

1. peace and quiet
2. rock and roll
3. bread and butter
4. pride and joy
5. death and taxes
6. fair and square
7. by and large
8. smoke and mirrors
9. blood, sweat and tears
10. it cost an arm and a leg

CONTENT WORDS, FUNCTION WORDS, AND STRESS

Content Words



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=349>

Nouns, verb, adjectives and adverbs are usually stressed in sentences.

Prepositions, articles and conjunctions are usually not stressed.

You can usually understand the main ideas if you focus on the content words, too!



Photo by
lasse
bergqvist
on
Unsplash

- Fire Kitchen
- Fire in Kitchen
- Fire in the Kitchen
- a Fire in the Kitchen
- There's a Fire in the Kitchen



Image by
marcos10
1 from
Pixabay

- SNOW exPECted FRIday
- SNOW is exPECted FRIday
- SNOW is exPECted on FRIday
- the SNOW is exPECted on FRIday

B. Which words are stressed in these sentences?

1. Sorry, but I didn't hear that.
2. Could you say that again?
3. The student accounts office is in the CC building.
4. Go outside and walk to the library.
5. If you look to the right, you should see the CC building.

EXAMPLE REDUCTION: HER, HERS, HE, HIM, HIS

Example Reductions: Her, Hers, He, Him, His



One or more interactive elements has been excluded from this version of the text. You

can view them online here:

<https://openoregon.pressbooks.pub/greentea/?p=351>

These pronouns usually lose the “H” in normal US English sentences. But, they keep the stress and the full “H” if they are the first word.

- I like her → I liker
- I like him → I likim
- Where is hers? → Wherzerz?
- Where is his? → Wherziz?



Photo by
Afif
Kusuma
on
Unsplash

C. Find these pronouns in this short conversation. Can you reduce them and combine them in a fluent sentence?

1. How is it going? Wait, is everything ok?
2. Where is Adam? Did you see him leave?
3. Sara came and he got really mad at her.
4. I don't know what his problem is, or maybe it's her problem.
5. They have both had a hard time.
6. I don't think he has been happy at his job.
7. I know she wants to quit hers.
8. Oh, did you get his text? They both had to leave, but I guess things are ok.

FOR TEACHERS

This OER is still under development, but we wanted to share it out because of the extraordinary circumstances involved in planning and holding classes these days.

[This OER is also available in a Google Docs format, with even more supplemental resources and links.](#)

This OER includes many materials that have been adapted for remote teaching, including:

- 6 units on topics connected to personality, culture, and more
- Lectures on topics created by ESOL teachers at PCC
- Curated links to other videos and listening activities online
- Vocabulary activities and resources
- Online interactive activities with automatic feedback
- Pronunciation materials, including some multi-media

- Additional recorded speeches and materials for assessment

[The google doc \(also linked above\) has the full list of resources](#), which are shared with a Creative Commons license, meaning that they are ready for you to adopt, adapt, or otherwise use, as long as you keep a “from Green Tea Intermediate English Communication” attribution. [You can bookmark the google doc, or link to our Pressbook site, which may be a more convenient package to link to](#), if you need to embed things in an LMS.