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

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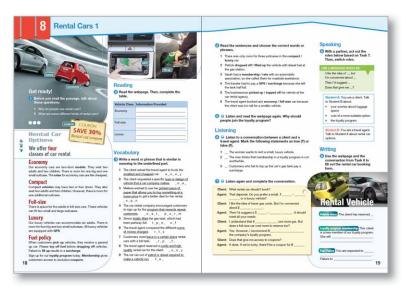
These books are designed for professionals, and students in vocational schools and colleges to help them develop the language skills they need to succeed in a professional work environment.

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
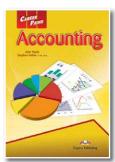- Guided speaking and writing exercises

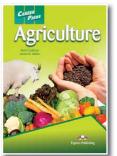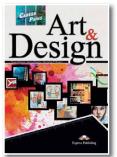sample pages from *CAREER PATHS Travel Agent*

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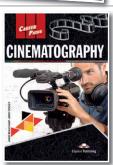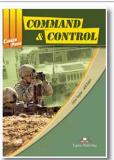|				
Accounting	**Agricultural Engineering**	**Agriculture**	**Air Force**	**Architecture**
Art & Design	**Au Pair**	**Automotive Industry**	**Beauty Salon**	BRITISH COUNCIL 2012 ELTons nominated Excellence in course innovation
Banking	**Business English**	**Call Centers**	**Chemical Engineering**	**Cinematography**
Civil Aviation	**Civil Engineering**	**Command & Control**	**Computer Engineering**	**Computing**
Construction I & II	**Cooking**	**Criminology**	**Dental Hygienist**	**Dentistry**
Elder Care	**Electrical Engineering**	**Electrician**	**Electronics**	**Emergency Management**
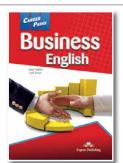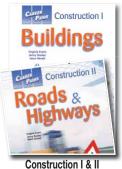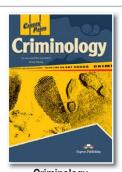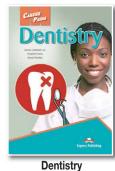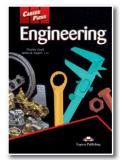
Engineering

Environmental Engineering

Environmental Science

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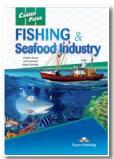
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Finance

Firefighter

Fishing & Seafood Industry

Fitness Training
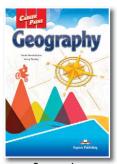
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Food Service Industries

Genetic Engineering

Geography

Geology

Healthcare Management

Hotels & Catering

Human Resources

Industrial Assembly

Industrial Engineering

Industrial Safety

Information Technology

Insurance

sample page from *CAREER PATHS Art & Design*

Get ready!

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

1 What does an agricultural engineer do?
2 What skills does a good agricultural engineer have?

plant
irrigation
farm
design
improve
harvest

AGRICULTURAL ENGINEERS: Unsung Heroes

By Geoffrey Goodwin

CAREER MONTHLY

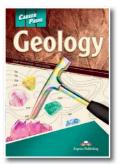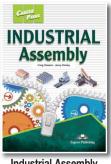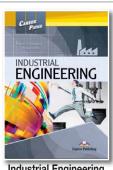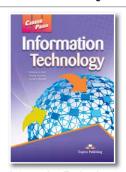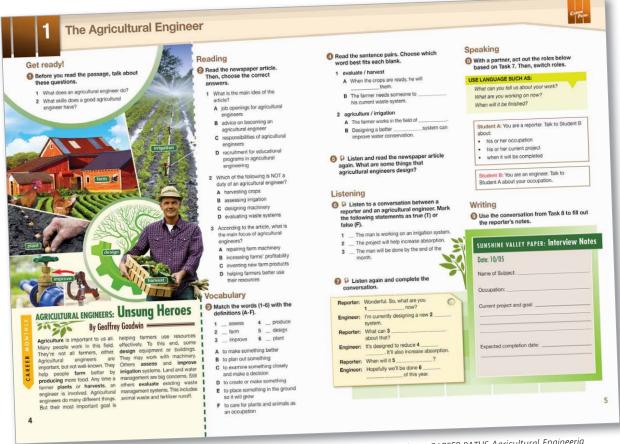Agriculture is important to us all. Many people work in this field. They're not all farmers, either. Agricultural engineers are important, but not well-known. They help people **farm** better by **producing** more food. Any time a farmer **plants** or **harvests**, an engineer is involved. Agricultural engineers do many different things. But their most important goal is

helping farmers use resources effectively. To this end, some **design** equipment or buildings. They may work with machinery. Others **assess** and **improve** **irrigation** systems. Land and water management are big concerns. Still others **evaluate** existing waste management systems. This includes animal waste and fertilizer runoff.

Reading

2 Read the newspaper article. Then, choose the correct answers.

1 What is the main idea of the article?
   A job openings for agricultural engineers
   B advice on becoming an agricultural engineer
   C responsibilities of agricultural engineers
   D recruitment for educational programs in agricultural engineering

2 Which of the following is NOT a duty of an agricultural engineer?
   A harvesting crops
   B assessing irrigation
   C designing machinery
   D evaluating waste systems

3 According to the article, what is the main focus of agricultural engineers?
   A repairing farm machinery
   B increasing farms' profitability
   C inventing new farm products
   D helping farmers better use their resources

Vocabulary

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

1 ___ assess   4 ___ produce
2 ___ farm   5 ___ design
3 ___ improve   6 ___ plant

A to make something better
B to plan out something
C to examine something closely and make a decision
D to create or make something
E to place something in the ground so it will grow
F to care for plants and animals as an occupation

4 Read the sentence pairs. Choose which word best fits each blank.

1 evaluate / harvest
   A When the crops are ready, he will _____ them.
   B The farmer needs someone to _____ his current waste system.

2 agriculture / irrigation
   A The farmer works in the field of _____.
   B Designing a better _____ system can improve water conservation.

5 🎧 Listen and read the newspaper article again. What are some things that agricultural engineers design?

Listening

6 🎧 Listen to a conversation between a reporter and an agricultural engineer. Mark the following statements as true (T) or false (F).

1 ___ The man is working on an irrigation system.
2 ___ The project will help increase absorption.
3 ___ The man will be done by the end of the month.

7 🎧 Listen again and complete the conversation.

Reporter: Wonderful. So, what are you 1 _____ now?
Engineer: I'm currently designing a new 2 _____ system.
Reporter: What can 3 _____ about that?
Engineer: It's designed to reduce 4 _____. It'll also increase absorption.
Reporter: When will it 5 _____?
Engineer: Hopefully we'll be done 6 _____ of this year.

Speaking

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

USE LANGUAGE SUCH AS:
What can you tell us about your work?
What are you working on now?
When will it be finished?

Student A: You are a reporter. Talk to Student B about:
• his or her occupation
• his or her current project
• when it will be completed

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

Writing

9 Use the conversation from Task 8 to fill out the reporter's notes.

SUNSHINE VALLEY PAPER: Interview Notes

Date: 10/05

Name of Subject: _____

Occupation: _____

Current project and goal: _____

Expected completion date: _____

4 / 5

sample pages from *CAREER PATHS Agricultural Engineerig*

Journalism

Kindergarten Teacher
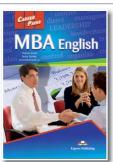
Landscaping

Law
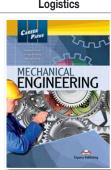
Logistics

Management I
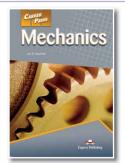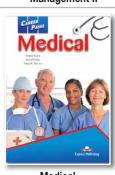
Management II

Marine Engineering

MBA English

Mechanical Engineering

Mechanics

Medical

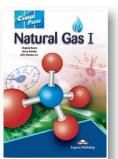**Medical Equipment Repair**
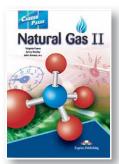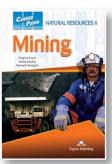
Merchant Navy

Motion Picture Production

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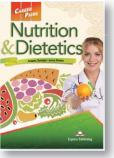|				
Museum Management & Curatorship	**Natural Gas I**	**Natural Gas II**	**Natural Resources I**	**Natural Resources II**
Navy	**Nuclear Engineering**	**Nursing**	**Nutrition & Dietetics**	**Paramedics**
Pet Care	**Petroleum I**	**Petroleum II**	**Physician Assistant**	**Physiotherapy**
Plant Production	**Plumbing**	**Police**	**Psychology**	**Public Relations**
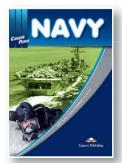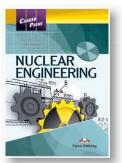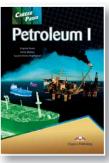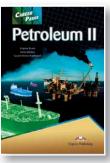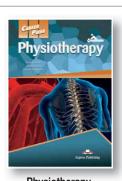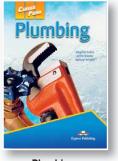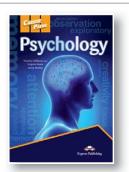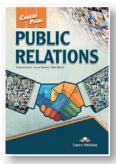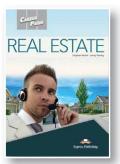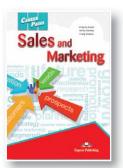
Rail Transportation

Real Estate
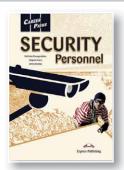
Sales and Marketing
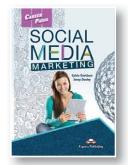
Science

Secretarial
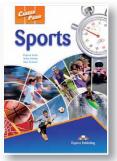
Security Personnel

Social Media Marketing

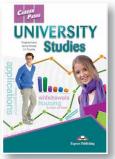**Software Engineering**

Sports

Taxi Drivers

Tourism

Travel Agent

University Studies
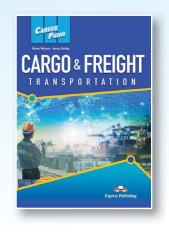
Waste Management
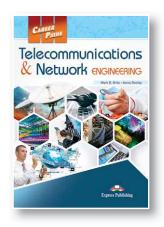
Wireless Communications

World Cup

Worldwide Sports Events

sample pages from *CAREER PATHS Wireless Communications*

Biology

CARGO & FREIGHT
TRANSPORTATION

Telecommunications
& Network ENGINEERING

CAREER PATHS APPS

CAN BE USED

Anytime

Anywhere

Anyhow

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

SOCIAL MEDIA MARKETING

Sylvia Davidson
Jenny Dooley

Express Publishing

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Get ready!

1 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?

archive

listen

record

streaming

audio

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

14

Reading

2 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

3 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

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

1   The woman listened to a <u>digital audio file that is available on the Internet</u>.
    _ o _ c _ _ t
2   Users pay for the news <u>broadcast that someone views or listens to on the Internet</u>.
    _ e _ _ a s _
3   The technician specializes in <u>recordings that consist of sounds,</u> but not images.
    a _ _ _ o
4   The singer <u>creates electronic versions of sounds</u> in her studio.
    _ e _ o r _ s

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

Listening

6 🎧 **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

7 🎧 **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

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

Student A: You are a media consultant. Talk to Student B about:
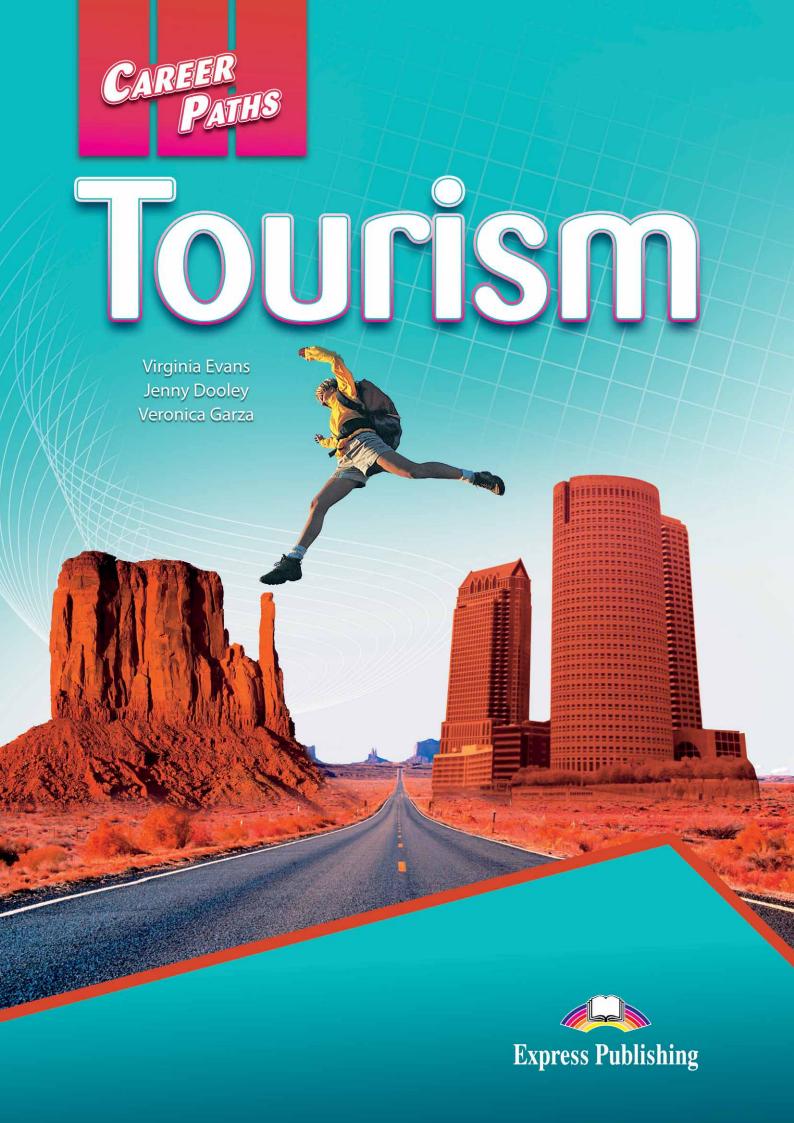• launching a podcast
• how it will enhance user's experience
• extra options for users

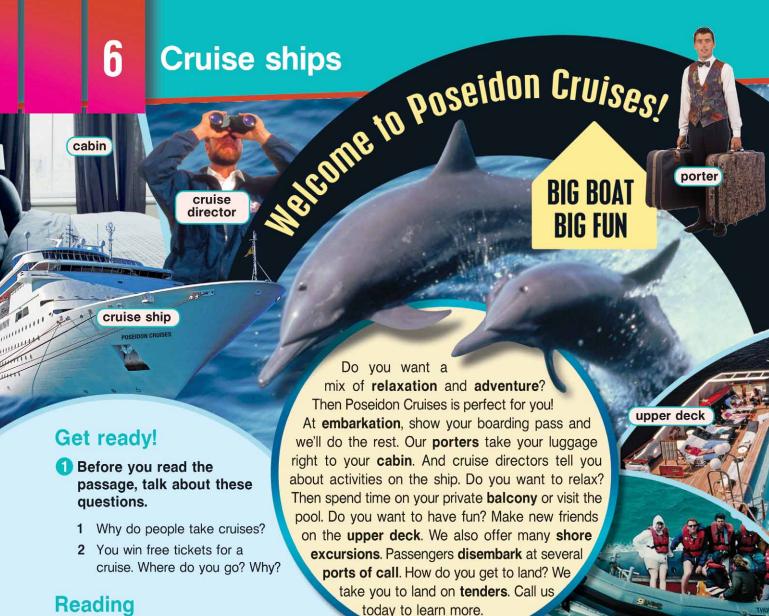**Student B:** You are a producer of a radio show. Talk to Student A about launching a podcast.

Writing

9 **Use the conversation from Task 8 to complete the advertisement.**

VOLUME-NATION
Launching a new Podcast!

Volume-Nation is _____
_____
_____ .

Now you can _____
_____
_____ .

Access old shows by _____
_____
_____ .

What's new!!
You can now _____
_____
_____ .

Tourism

Virginia Evans
Jenny Dooley
Veronica Garza

Table of Contents

cabin

cruise director

cruise ship

POSEIDON CRUISES

Welcome to Poseidon Cruises!

BIG BOAT BIG FUN

porter

upper deck

Do you want a mix of **relaxation** and **adventure**? Then Poseidon Cruises is perfect for you! At **embarkation**, show your boarding pass and we'll do the rest. Our **porters** take your luggage right to your **cabin**. And cruise directors tell you about activities on the ship. Do you want to relax? Then spend time on your private **balcony** or visit the pool. Do you want to have fun? Make new friends on the **upper deck**. We also offer many **shore excursions**. Passengers **disembark** at several **ports of call**. How do you get to land? We take you to land on **tenders**. Call us today to learn more.

tender

Get ready!

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

1 Why do people take cruises?

2 You win free tickets for a cruise. Where do you go? Why?

Reading

2 🎧 **Listen and read a part of a brochure for a cruise ship. Where can you make new friends? Choose the correct answers.**

1 What does the brochure mainly talk about?

   A how to buy a cruise ship ticket

   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

Vocabulary

3 **Read the sentence pairs. Choose where the words best fit in the blanks.**

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.

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

1 ___ cabin
2 ___ balcony
3 ___ upper deck
4 ___ disembark
5 ___ port of call
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 🎧 **Listen 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 🎧 **Listen 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

7 **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

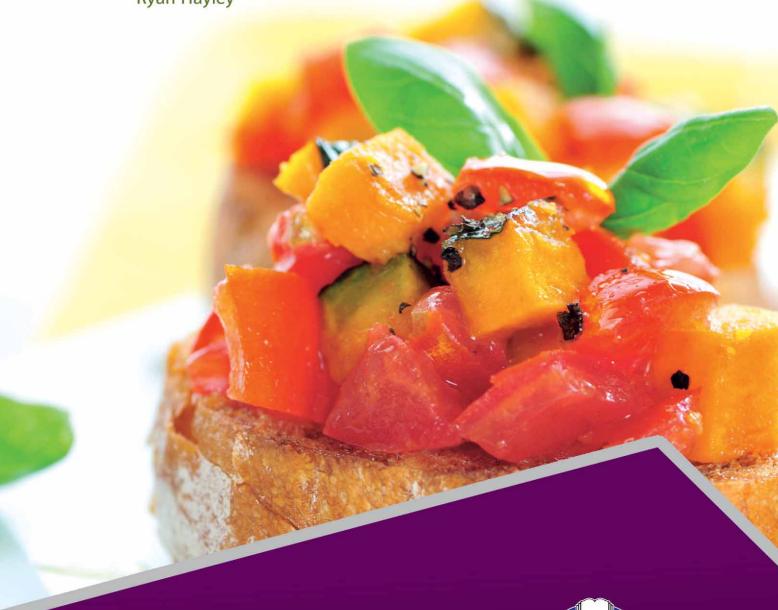**8** **Use the conversation in Task 7 to fill out the schedule for the cruise ship.**

Grande Dame
Schedule of Events for Monday

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

Cooking

Virginia Evans
Jenny Dooley
Ryan Hayley

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2 Soups

Get ready!

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

1 What kinds of soups are made with vegetables?
2 What kinds of soups are made with meat and seafood?

stew

soup

clear soup

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.

thick soup

cream soup

tomato puree

Reading

2 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

3 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.
   _ l a _ _ _ i c _ _ _ _ n

4 The chef created a new recipe for a soup with the solids strained out.
   c _ _ _ r   _ o _ _

5 The restaurant makes its liquid bases for soups 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.

WOrd BANK

chowder   bouillon   puree
cream soup   consommé   bisque

Thick soups with vegetables	Thick soups with shellfish	Clear soups
_____	_____	_____
_____	_____	_____

5 🎧 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 🎧 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 🎧 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

9 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.

bisque

CAREER PATHS

Journalism

Charles Moore - Jenny Dooley

Express Publishing

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Get ready!

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

1 What are some popular types of magazines in your country?

2 What is the difference between a consumer magazine and a trade publication?

trade publication

consumer magazine

Inspiring
SCIENCE
Working on Robots that think

academic journal

literary magazine

Reading

2 Read the advice column. Then, mark the following statements as true (T) or false (F).

1 __ 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.

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

How to Get Published in Magazines

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.

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 literary magazine / trade publication

  A A _____ contains advertising content directed at a specific industry.

  B Poetry is often published in a _____ .

2 consumer magazine / academic journal

  A A(n) _____ can publish information on just about any topic of general interest.

  B The assignment was to read a(n) _____ and discuss it in a research paper.

5 🎧 Listen and read the advice column again. How can you find out if magazines are accepting articles?

Listening

6 🎧 Listen to a conversation between two journalists. Choose the correct answers.

1 What kind of magazine does the man want to write for?

  A consumer magazine   **C** literary magazine

  B academic journal   **D** sports magazine

2 What will the woman spend more time doing now?

  A editing other writers' work   **C** sitting at her desk

  B being in nature   **D** meeting interesting people

7 🎧 Listen again and complete the conversation.

Journalist 1:	Hi Mia. I heard you just **1** _____ _____ in *Birdwatchers Magazine*.
Journalist 2:	That's right. I'm very happy.
Journalist 1:	Congratulations! I'm thinking about changing **2** _____ for my own work.
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.
Journalist 2:	That's a big change from the **4** _____ _____ you write for.
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** _____ .
Journalist 1:	I'm sure it will. I guess that means you get to **6** _____ _____ _____ in nature?

Speaking

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

USE LANGUAGE SUCH AS:

I'm very happy.
Congratulations!
That's a good idea.

Student A: You are a journalist. Talk to Student B about:
- the magazine you write for
- the magazine he or she writes for
- a new magazine that you hope to write for

Student B: You are a journalist. Talk to Student A about the magazine you write for.

Writing

9 Use the conversation from Task 8 to complete the publication query.

Publication Query

Magazine Name: _____

Date: _____

To Whom It May Concern:

I am writing to inquire about publishing my work in your magazine.

My experience: _____
_____
_____

My goals within this niche: _____
_____
_____

Please review my work and consider it for publication.

Sincerely,

R.E.

Career Paths

Medical

Virginia Evans

Jenny Dooley

Trang M. Tran, M.D.

Express Publishing

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2 Hospital staff

STAFF DIRECTORY

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
See for: X-rays, CT Scans

Carol Howard, **lab technician**
See for: Test Results

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

pharmacist

radiologist

general practitioner

nurse

lab technician

Get ready!

1 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

2 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

4 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 three-year-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**.

5 🎧 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

7 🎧 Listen again and 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

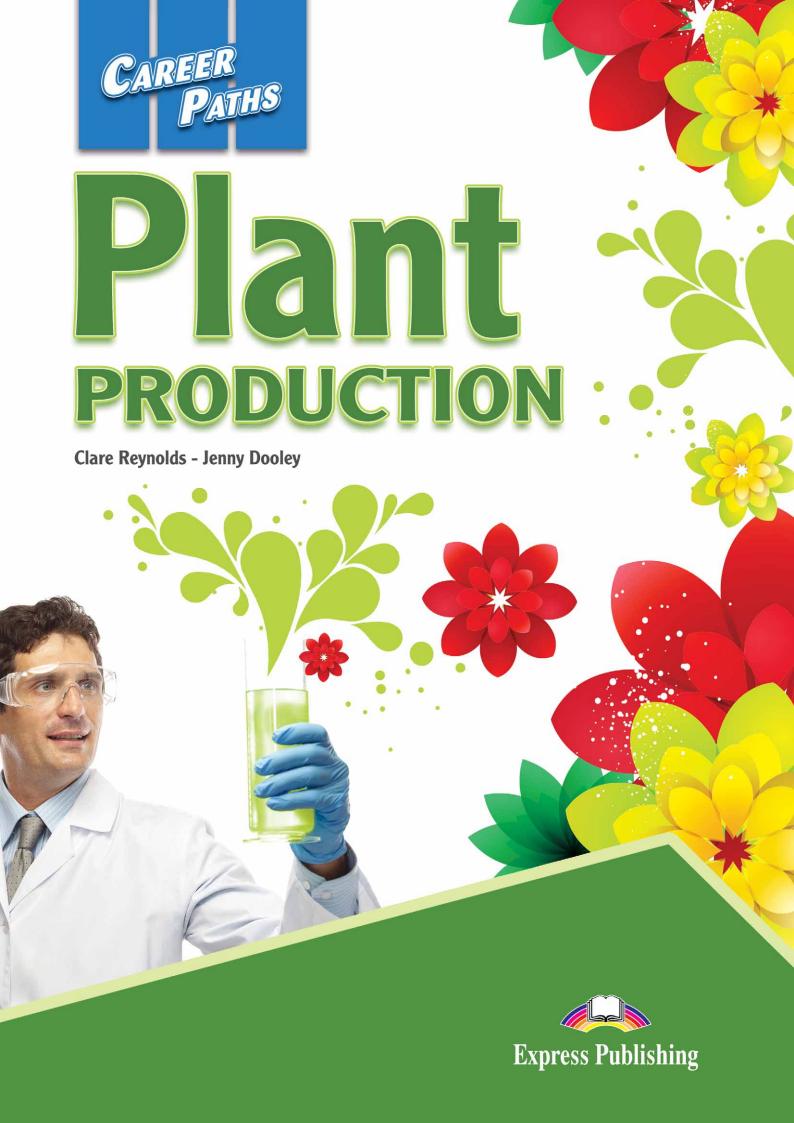**Student B:** You are a doctor. Talk to Student A about a patient.

Writing

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

Heartland Hospital
STAFF DIRECTORY

Patient
Consultation Form

Patient: _____

Doctor Consulted: _____

Issue: _____
_____
_____

Solution: _____
_____
_____
_____
_____

Plant
PRODUCTION

Clare Reynolds - Jenny Dooley

Express Publishing

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10 Breeding

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 gardeners might breed for?

breed

pollinate

interbreeding

taste

scent

genetic engineering

The Biology of Plants
Introduction to Breeding

Scientists **breed** plants 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.

Reading

2 **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

Vocabulary

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

1 Certain insects naturally <u>transfer pollen between</u> flowers.
_ _ l l _ _ _ _ e

2 Even an amateur gardener can <u>control the reproduction of</u> plants with artificial selection.
b _ _ _ _

3 The plants' <u>offspring</u> exhibited a particular trait.
p _ _ _ _ _ y

4 Breeding plants with red flowers will <u>produce</u> offspring that also have red flowers.
_ _ _ _ d

5 Genetic engineers <u>control</u> the plants' DNA.
_ a _ _ p _ _ _ _ _

6 Breeders often breed plants that share a particular <u>quality</u>.
_ r _ _ _

7 Resistance to mold is a <u>useful</u> quality for plants to have.
_ _ s _ r _ b _ _

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 🎧 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.

7 🎧 Listen again and complete the conversation.

Interviewer: Oh, interesting. What was the **1** _____ of 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

9 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: _____
_____
_____

Beauty Salon

Jenny Dooley
Virginia Evans

Express Publishing

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chestnut

dark brown

light brown

purple-black

auburn

copper

honey blonde

platinum

Get ready!

❶ **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

❷ **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

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

WOrd BANK

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

Brunette	Redhead	Blonde
_____	_____	_____
_____	_____	_____
_____	_____	_____

color swatch book

Hairdresser Today - April Edition

The Best Color for You!
Choose from our new **color swatch book**

Browns and Blacks

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 **purple-black** tones, which appear unnatural.

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**

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

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

7 🎧 **Listen again and complete the conversation.**
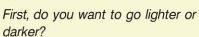
Stylist:	Good morning, Mrs McAllen. You're here for a **1** _____ _____ consultation, aren't you?
Client:	That's right. I really want to change my look.
Stylist:	Well, let's talk about your options. First, do you want to go lighter or **2** _____ ?
Client:	I've always wanted to try **3** _____ hair.
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 **6** _____ !

Speaking

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

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

9 **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

19

Denise Paulsen, PE
Jenny Dooley

ELECTRICAL
ENGINEERING

Table of Contents

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
microelectronics

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.

microsensor

integrated circuit

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 nano-scale **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

2 **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**

A The thermometer uses a _____ to get a temperature reading.

B _____ is actually used in some sunscreen lotions.

2 **microfabrication / semiconductor**

A The _____ of the microactuator took longer than expected.

B _____ are found in many modern electronic devices.

3 **research and development / integrated circuits**

A The computer company uses the newest ___ _____ in their laptops.

B The _____ department at the company has won several awards.

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

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 🎧 **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.

7 🎧 **Listen again and complete the conversation.**

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 Student about microelectronic
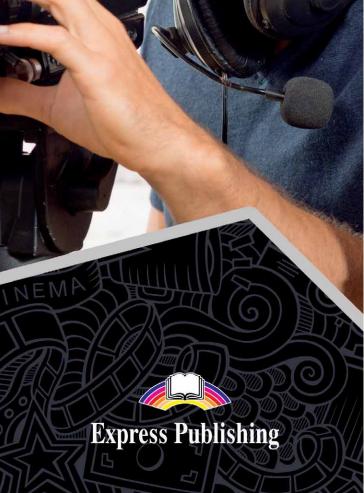
Writing

9 **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.**

CINEMATOGRAPHY
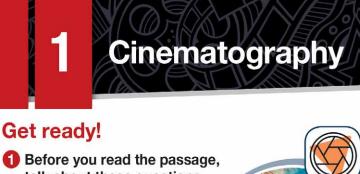
ANGIE BEAUCHAMP - JENNY DOOLEY

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1 Cinematography

Get ready!

1 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?

lens

collaborate with

movement

light

color

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?

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 camera

E the process of changing the position of the camera

F how features are shown in a shot and whether they are altered

Reading

2 Read the assignment. Then, mark the following statements as true (T) or false (F).

1 __ For the assignment, students will create their own camera shots.

2 __ Students will need to review their notes about establishing.

3 __ Students will discuss how the cinematographer and the director worked together.

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 light / color

   A The manipulation of _____ is important to set the mood in any scene.

   B For the _____ , the cinematographer chose to use only black and white.

2 visual texture / cinematography

   A The _____ of the scene conveyed the cold, clean nature of the hospital room.

   B The film student majored in _____ .

5 🎧 Listen to and read the assignment again. Why are light and color important?

Listening

6 🎧 Listen to a conversation between two students. Check (✓) the features that made the students feel frightened.

1 ❑ color   3 ❑ light

2 ❑ movement   4 ❑ lens

7 🎧 Listen again and complete the conversation.

Student 1:	Did you watch the scene from *The Legend of Silver Creek*?
Student 2:	Yes. I thought it was **1** _____ _____ .
Student 1:	I know what you mean. I think it was partly the camera movement that **2** _____ _____ slowly.
Student 2:	Yeah, you're right. You knew the monster was there. But you **3** _____ _____ it.
Student 1:	And the way the cinematographer employed light and color made it **4** _____ _____ dramatic.
Student 2:	What do you mean?
Student 1:	The **5** _____ created mystery and suspense!
Student 2:	Oh, right. It had a **6** _____ _____ on the audience.
Student 1:	Exactly. It used visual texture effectively.

Speaking

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

USE LANGUAGE SUCH AS:

I know what you mean.
You're right.
Exactly.

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

- a scene that you watched for your cinematography class
- the visual elements of the scene
- how the visual elements produced a particular effect

Student B: You are a student. Talk to Student A about the visual elements in a scene.

Writing

9 Use the conversation from Task 8 to complete the cinematography assignment.

FILM 165: Scene Analysis

Watch the scene from _____ .

How did the scene make you feel?

The scene made me feel _____ .

How did the cinematographer create this effect?

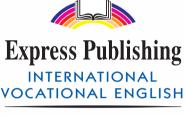The cinematographer created this effect in two ways. First, _____ _____ . And second, _____ _____ .

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.

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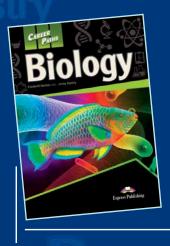**Express Publishing**
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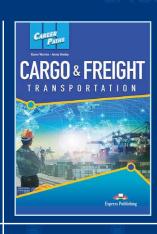EXAMINATIONS

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- The certificates, awarded by the **UNIVERSITY OF GREENWICH**, ensure that learners and professionals have mastered the basic vocationa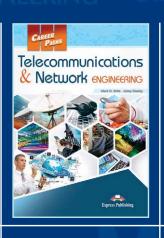l English their field of study requires.