

 MACMILLAN ACADEMIC SKILLS

Skillful

Listening & Speaking

Student's Book

1

with Digibook access


MACMILLAN

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Series Consultant: Dorothy E. Zemach

		Listening texts	Listening skills	Vocabulary skill
UNIT 1	Character Page 7	1 Birth order and personality Psychology 2 Temperament Child development	Global Listening for main ideas Close Listening for reasons	Adding the suffix <i>-al</i>
UNIT 2	Time Page 17	1 Circadian rhythm Biology 2 Investigating the effects of the moon Popular science	Close Listening for results Global Using questions to predict the main idea	Recognizing roots
UNIT 3	Home Page 27	1 Multi-generational homes Urban planning 2 Less is more Architecture	Close Listening for special terms Pre-listening Predicting	<i>House and home</i>
UNIT 4	Size Page 37	1 Wallscapes Media studies 2 Miniature medical devices Medicine	Global Predicting content from interview questions Close Listening for advantages and disadvantages	Adding the prefixes <i>mini-</i> and <i>micro-</i>
UNIT 5	Patterns Page 47	1 Graphology Forensic science 2 Flocks, schools, and swarms Zoology	Close Listening for explanations and examples Global Listening for the main ideas of a talk	Adding the suffixes <i>-ology</i> and <i>-ologist</i>
UNIT 6	Speed Page 57	1 It's fun to be scared Psychology 2 The race to be the slowest Urban studies	Close Listening for tone of voice Global Listening for block organization	Adding the prefixes <i>-ed</i> and <i>-ing</i>
UNIT 7	Vision Page 67	1 Our world, our senses Biology 2 Dans le Noir Culinary arts	Close Recognizing different types of numbers Global Listening for transition questions	Adding suffixes to change adjectives into nouns
UNIT 8	Extremes Page 77	1 Ultimate memory Neuroscience 2 Extreme environments Environmental skills	Close Listening for words used to classify items Pre-listening Preparing for listening	<i>ex-</i> words
UNIT 9	Life Page 87	1 A life lesson Literary studies 2 Heifer International Anthropology	Global Listening to stories Close Listening for past and present time signals	Identifying word families
UNIT 10	Work Page 97	1 Love your job Human behavior 2 Job skills for the future Economics	Close Listening to lists Global Listening for the structure of a talk	Using future time markers

Grammar	Speaking skill	Pronunciation skill	Speaking task	Digibook video	Study skills
The simple present tense	Making introductions	Pronouncing word stress	Interviewing and making an introduction	What makes a hero?	Taking good notes
Verbs followed by infinitives and gerunds	Getting attention and asking for permission	Pronouncing word stress and intonation in questions	Conducting a survey	Time flies as you get older	Ten time-saving suggestions
Quantifiers	Making and responding to suggestions	Linking consonants to vowels	Designing a dream home	How our homes have changed	Talking and listening skills
The present progressive tense for changes over time	Giving reasons for or against something	Pronouncing contractions and word stress in present progressive statements	Talking about a trend	Reaching for the skies	Graphic organizers
Giving advice	Asking for ideas and examples	Pronouncing syllable stress	Giving advice about cultural customs	Spots and stripes	Study support networks
Superlative forms of adjectives and adverbs	Talking about similarities and differences	Pronouncing reduced forms	Comparing vacations	A need for speed	Classroom language
Concrete and abstract nouns	Asking for repetition and clarification	Pronouncing final consonant /t/ before another consonant	Taking part in a quiz	Learning to see	Check your memory style
Expressing and asking about ability	Taking time to think before speaking	Pronouncing <i>can</i> and <i>can't</i>	Interviewing about memory	Pushing the limits	Using listening notes for tests
Simple past tense questions	Asking for more information	Pronouncing <i>-ed</i> endings	Telling a story	Saving the bees	Storing lexis
Future forms	Introducing a talk	Separating thought groups with pauses	Giving a talk	Work and motivation	Setting learning goals

To the Student

Academic success requires so much more than memorizing facts. It takes skills. This means that a successful student can both learn and think critically.

Skillful gives you:

- Skills for learning about a wide variety of topics from different angles and from different academic areas
- Skills you need to succeed when reading and listening to these texts
- Skills you need to succeed when writing for and speaking to different audiences
- Skills for critically examining the issues presented by a speaker or a writer
- Study skills for learning and remembering the English language and important information.

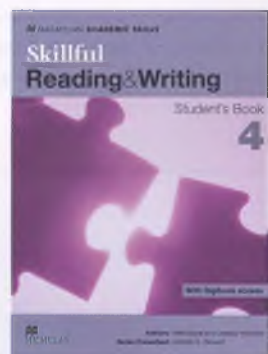
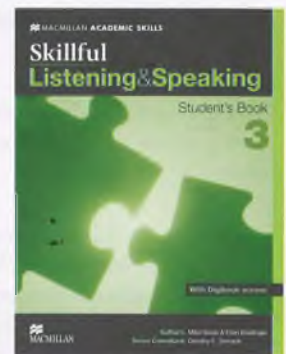
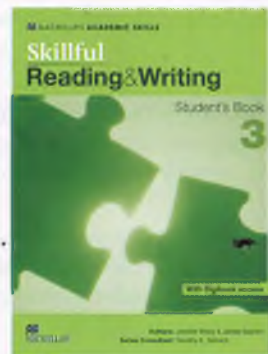
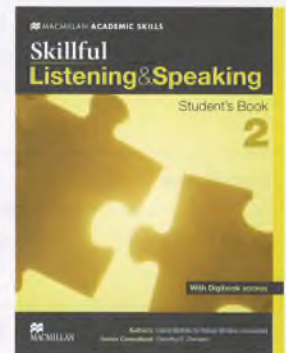
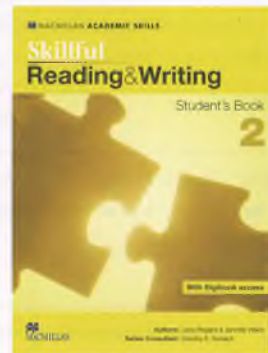
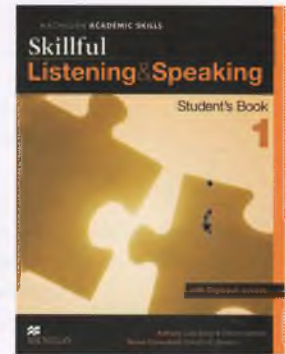
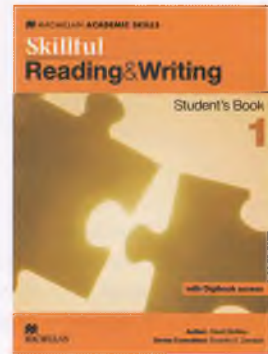
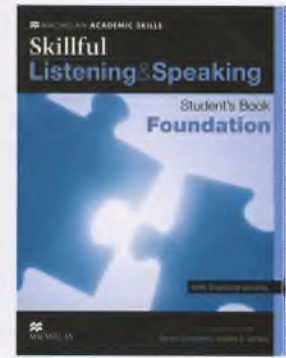
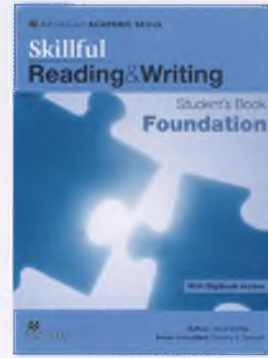
To successfully use this book, use these strategies:

- **Come to class prepared to learn.** This means that you should show up well fed, well rested, and prepared with the proper materials (paper, pen, textbook, completed homework, and so on).
- **Ask questions and interact.** Learning a language is not passive. You need to actively participate. Help your classmates, and let them help you. It is easier to learn a language with other people.
- **Practice!** Do each exercise a few times, with different partners. Memorize and use new language. Use the *Skillful* Digibook to develop the skills presented in the Student's Book. Complete the additional activities on your computer outside of class to make even more progress.
- **Review your work.** Look over the skills, grammar, and vocabulary from previous units. Study a little bit each day, not just before tests.
- **Be an independent learner, too.** Look for opportunities to study and practice English outside of class, such as reading for pleasure and using the Internet in English. Find and then share information about the different unit topics with your classmates.

Remember that learning skills, like learning a language, takes time and practice. Be patient with yourself, but do not forget to set goals. Check your progress and be proud of your success!

I hope you enjoy using *Skillful*!

Dorothy E. Zemach
Series Consultant



Welcome to Skillful!

Each *Skillful* unit has ten pages and is divided into two main sections: listening skills and speaking skills.

Listening

The listening skills section always comes first and starts with a *Discussion point* to lead you in to the unit topic.

There are then two listening texts for you to practice your listening skills on. There are activities to practice your global listening skills and your close listening skills, as well as opportunities to critically examine the ideas in the texts. Key academic vocabulary is presented on the page so you can see essential terms to learn.

Vocabulary skills also give you the chance to develop the ways in which you learn and remember vocabulary from the listening texts.



LISTENING 1 Our world, our senses

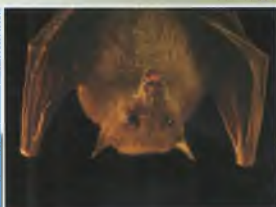
Before you listen

- 1 Look at the pictures. Which of the animals do you think has the best eyesight? Why? Which do you think has the worst eyesight? Why? Discuss with a partner.

*I think ... has the best eyesight because ...
... probably has the worst eyesight, because ...*

- 2 Predict if these sentences are true or false. Write T (true) or F (false).

- 1 The human eye has six parts.
- 2 Our eye muscles are less active than other muscles in our body.
- 3 Women blink their eyes more than men.
- 4 Eagles have much better eyesight than humans.
- 5 Owls have poor night vision.
- 6 Bats cannot see.



Speaking

The speaking section has three main parts: grammar, pronunciation skills, and speaking skills. You can find information on each of these in boxes on the page, and these give essential information on these skills. At the end of this section there is a speaking task for you to put the ideas from the texts and the skills from the speaking section into practice.

The final page in the unit focuses on study skills which will help you to achieve academic success. Some of these pages come from *The Study Skills Handbook* by Stella Cottrell, while others are engaging scenarios for you to read and reflect on.

Using *Skillful* gives you everything you need for academic success.

Good luck!



Introduction

Each *Skillful* Student's Book comes with a code in the back of the book that gives you free access to the accompanying digital component. The digital component encourages a more interactive and engaging learning environment and is very simple to access. Just go to www.skillfuldigibooks.com and follow the step-by-step instructions to get started!

The first time you access the digital component you will need an Internet connection, but after this it is possible to work offline if you wish.

Digibook

This contains all the same content as your printed Student's Book, but you can use it on your computer, enabling easier navigation through the pages, a zoom function to create better student focus, and a personal annotation resource for helpful classroom notes.

Skillful Practice

You can either complete the extra activities as you go through the Digibook via the interactive icons, or you can find them all in one place in the *Skillful* Practice area. Here you will find a variety of activities to practice all the new skills and language you have learned in the Student's Book, including vocabulary, grammar and skills-based activities.



There are also additional productive tasks and video activities linked to the unit topics.

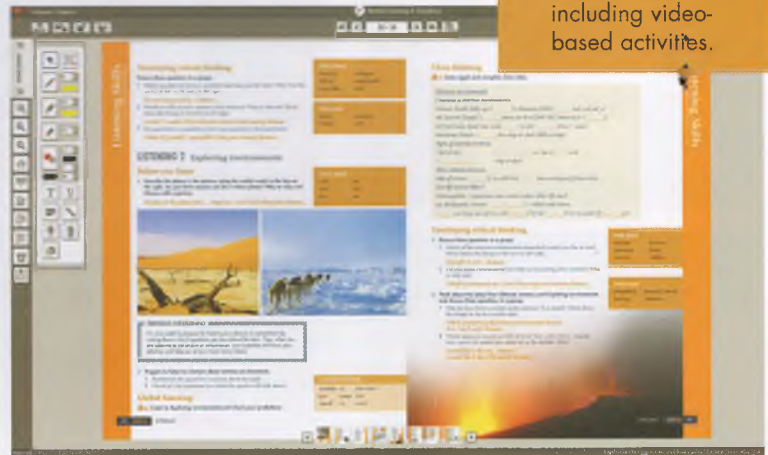
If you complete any of the extra activities while you are online, your score will be recorded in your markbook so that your teacher can track your progress. If you work offline, your scores will be stored and transferred to your markbook the next time you connect.

Whether online or offline, in the classroom or on the move, the *Skillful* digital component allows you to access and use its content while encouraging interactive learning and effortless self-study.



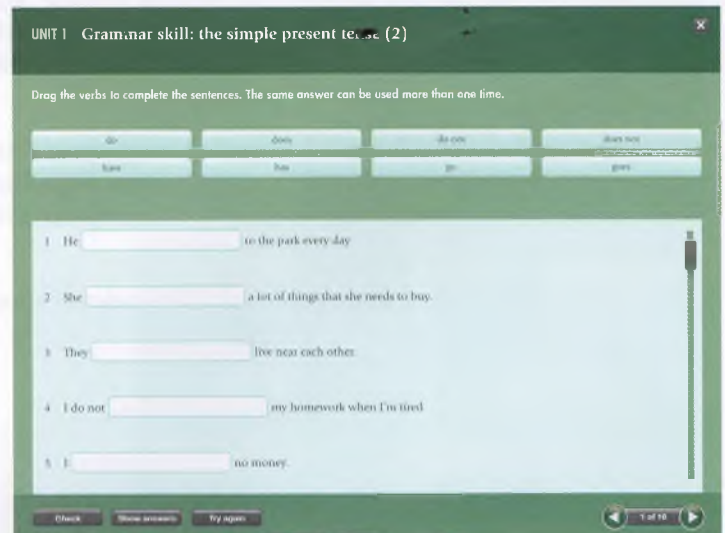
The digital component contains:

- A digital version of the Student's Book, complete with hotspots that take you to embedded audio and other additional content;
- *Skillful* Practice, with extra interactive activities for you to review what you have learned, including video-based activities.



The Digibook also contains lots of hotspots that link to additional content not in your printed Student's Book:

- Audio files for all of the listenings
- Useful language to support discussion activities
- Dictionary definitions for the *Academic Keywords*
- Unit checklists so you can monitor how well you are progressing through the course.





LISTENING

Listening for main ideas

Listening for reasons

VOCABULARY

Adding the suffix *-al*

SPEAKING

Making introductions

PRONUNCIATION

Pronouncing word stress

Discussion point

Discuss these questions with a partner.

- 1 Which of these words and phrases describe someone's character?

funny happy hardworking serious shy tall tired

- 2 What do you notice about the people in the picture? Describe their characters.

The people in the picture look ...

- 3 Can a person's character change over time? Why? Are you the same person you were five years ago?

*I think a person's character can/can't change over time because ...
I have/haven't changed over the past five years.*

Vocabulary preview

1 Read the sentences. Circle the correct meaning of the words in bold.

- 1 Families often have a big party to celebrate the **birth** of their first child.
 - a first day of school
 - b beginning of life
- 2 My best friends all share the same **characteristics**.
 - a qualities or features
 - b problems
- 3 My parents are the **biggest influence** on my character and ideas.
 - a effect
 - b reason
- 4 If someone is very sad in my country, they often talk to a **psychologist**.
 - a an older family member
 - b someone who studies people's minds
- 5 I would like to do some **research** on human behavior at university.
 - a detailed study
 - b reading
- 6 I am very **social**. I love to go to cafés with my friends.
 - a shy
 - b friendly
- 7 I like my teacher because she has a calm **temperament**.
 - a basic character
 - b voice
- 8 I am the **type** of person who likes things to be neat and tidy.
 - a groups or kinds
 - b diseases

2 Work with a partner. Which of the sentences are true for you?

LISTENING 1 Birth order and personality

Before you listen

Do you have brothers or sisters? If so, how many? What is their birth order? How similar is their character to yours? Discuss with a partner.

*I have ... brothers and ... sisters. My ... is older/younger than me.
We are both ..., but we have different ...*

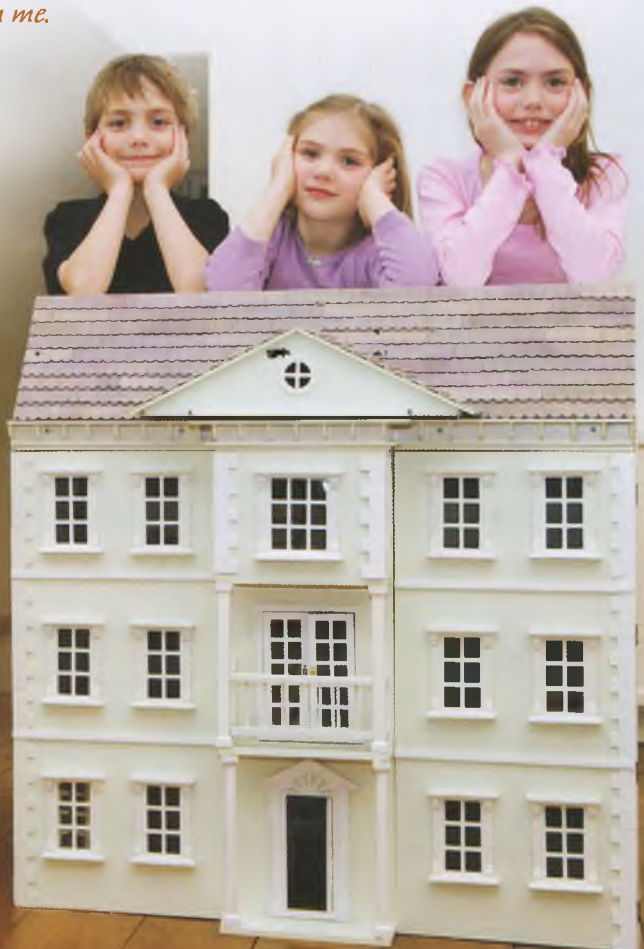
Global listening

LISTENING FOR MAIN IDEAS

The main idea is the most important idea in a listening passage. A short passage might have one main idea. Longer passages can have more than one main idea. To identify main ideas, ask yourself: "What are the most important ideas in the passage?" and "What does the speaker want me to remember?"

Words and phrases that often signal a main idea include:

- phrases like *to begin*, *let's start*, *next*, and *finally*
- answers to an interviewer's questions
- ideas or words that repeat often in the passage.



1.02 Read the main ideas from *Birth order and personality*. Then listen and correct any wrong sentences.

- 1 Birth order has very little influence on people's personality.
- 2 First-born children are natural followers.
- 3 Middle children are often peacemakers.
- 4 Youngest children are often serious.
- 5 Only children are uncomfortable around adults.
- 6 Gender might influence personality more than birth order.

Close listening

LISTENING FOR REASONS

Many sentences have two parts: a reason and a result. A reason or cause explains why something happened or why somebody does something. Listen for these signals to help you identify the reasons for something: *because, since, that's because*.

1 **1.02** Listen again. Match the results with the reasons.

- | | | |
|---|---|-------|
| 1 | Oldest children are responsible. | _____ |
| 2 | Middle children spend a lot of time with their friends. | _____ |
| 3 | Youngest children are funny. | _____ |
| 4 | Only children are verbal. | _____ |
- a It is hard for them to get attention.
 - b They take care of younger sisters and brothers.
 - c Their parents are always talking to them.
 - d They do not feel special in their families.

2 Write sentences with the information in exercise 1. Use *because, since, and that's because*.

Developing critical thinking

Discuss these questions in a group.

- 1 Think of your own family or a family you know well. Is the information about first, middle, last, and only children correct or incorrect? Explain your answer.
I believe the information is correct/incorrect because ...
- 2 Do you think it is best to live in a family with one child, two children, three children, or more than three children? Why? Think about the things in the box on the right.
I think it's best to live in a family with ... child/children because ...
- 3 Would you like to read Dr. Sperling's book on birth order? Why or why not? Use the useful words in the box on the right.
I would/wouldn't like to read Dr. Sperling's book because ...

THINK ABOUT

attention	noise
fun	space
money	time

USEFUL WORDS

boring	knowledgeable
interesting	unhelpful
irrelevant	useful

ACADEMIC KEYWORDS

important (adj) /ɪm'pɔ:t(ə)nt/
 responsible (adj) /rɪ'spɒnsəb(ə)l/
 subject (n) /'sʌb,dʒekt/

LISTENING 2 Temperament

Before you listen

Why do you think some babies cry more than others? Do you know what you were like as a baby? Discuss with a partner. Use the useful words in the box on the right.

*I think some babies cry more than others because they are ...
I was a ... baby.*

USEFUL WORDS

angry	sad
happy	sick
hungry	tired



Global listening

1.03 Listen to *Temperament* and **circle** the correct words.

- Temperament is **natural** / **learned**.
- Easy babies are **happy** / **unhappy** most of the time.
- Difficult babies are very **quiet** / **seem unhappy**.
- Slow-to-warm-up people are **friendly** / **careful** in new situations.
- Over time, people's temperament **does** / **does not** change much.
- Things that we learn after birth are as important as / **more important** than temperament.

ACADEMIC KEYWORDS

group	(n)	/gru:p/
pattern	(n)	/'pætə:n/
review	(n)	/'ri:vju:/

Close listening

1.03 Listen again. Check (✓) the temperament type for each characteristic.

These babies ...	Easy	Slow-to-warm-up	Difficult
1 do not eat or sleep at the same time every day			
2 are social			
3 cry a lot			
4 are not very active			
5 are quiet in new situations			
6 smile a lot			

Developing critical thinking

1 Discuss these questions in a group.

- 1 The professor says that most children are easy, difficult, or slow-to-warm-up. Do you think a child can fit into more than one of these groups? How?

I think it's possible/impossible for a child to fit more than one of these groups, for example ...

- 2 Do you agree that temperament does not change much as we grow older?

*I agree that temperament doesn't change much because ...
I disagree. I think temperament changes a lot because ...*

2 Think about the ideas from *Birth order and personality* and *Temperament and discuss these questions in a group.*

- 1 What has the biggest influence on personality? Number the items from 1 (most important) to 6 (least important). Give reasons for your choices.

- a Birth order
- b Culture
- c Friends
- d Gender
- e Parents
- f Temperament

I think ... has a big/medium/small influence on personality because ...

- 2 Think about the jobs in the box on the right, your birth order, and your temperament. Which is a good job for you?

I plan to be a ... Based on my birth order and temperament, I think this is a good/bad job for me because ...

JOB

accountant	firefighter
chef	lawyer
dentist	shopkeeper
doctor	teacher



Vocabulary skill

ADDING THE SUFFIX **-AL**


Suffixes are word endings that change the meaning of a word. We can use the suffix *-al* to change a noun into an adjective.

*Teaching is a difficult **profession**.* (noun)

*My teacher is very **professional**.* (adjective)

1 Change these adjectives into nouns by removing the suffix. Use a dictionary if necessary.

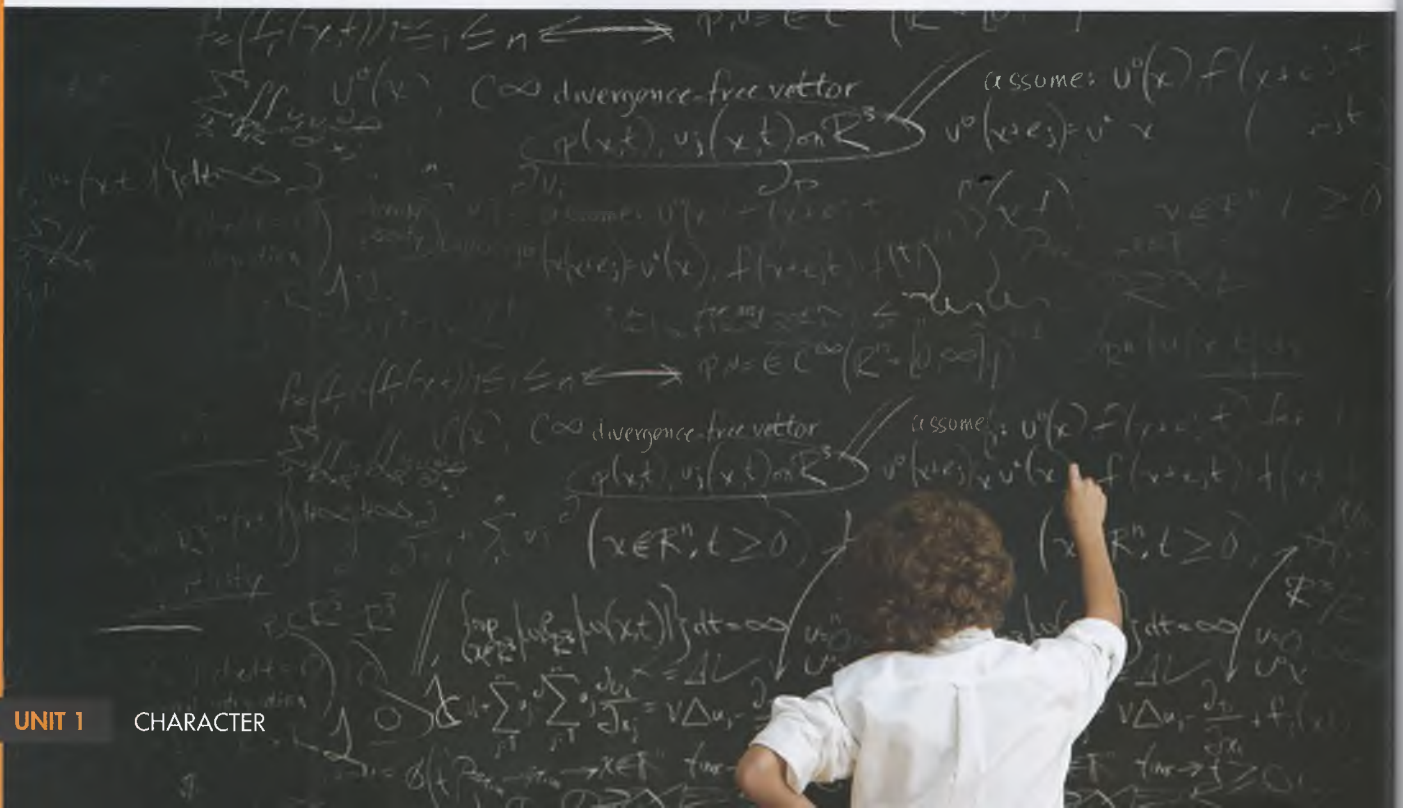
- 1 typical _____
- 2 personal _____
- 3 natural _____
- 4 verbal _____
- 5 normal _____

2  1.04 Listen and complete these sentences. Then write **ADJ** (adjective) or **N** (noun) next to each word.

- 1 Every _____ of baby is _____.
- 2 My grandmother has a very sweet _____.
- 3 It's _____ for children to cry when they are tired.
- 4 Anita is very _____.
- 5 My sister's husband is a very kind _____.

3 Ask and answer these questions with a partner.

- 1 What do you like to do on a typical weekend?
- 2 Who is the most verbal person in your family?
- 3 Do you enjoy watching professional sports on television?
- 4 Do you like to write personal letters?
- 5 Do you have any special natural abilities?



SPEAKING Interviewing and making an introduction

You are going to learn about the simple present tense, making introductions, and pronouncing word stress. You are then going to use these to interview someone and introduce him or her to others.

Grammar

THE SIMPLE PRESENT TENSE

Study the forms for *yes/no* questions and *wh-* questions in the simple present tense:

Form	Example
Yes/no questions <i>Is/Are + subject</i> <i>Do/Does + subject + base form</i>	<i>Is the baby asleep?</i> (Yes, he is. / No, he is not.) <i>Are they brothers?</i> (Yes, they are. / No, they are not.) <i>Do your sisters play together?</i> (Yes, they do. / No, they do not.) <i>Does your son enjoy sports?</i> (Yes, he does. / No, he does not.)
Wh- questions <i>Wh- + is/are</i> <i>Wh- + do/does + subject</i>	<i>What is the baby's name?</i> (Joseph.) <i>Who are the parents?</i> (Mr. and Mrs. Enani.) <i>Where do you work?</i> (At a school.) <i>What do you want to do when you graduate?</i> (Be a doctor.) <i>What does the girl enjoy?</i> (She enjoys reading.)

1 Make *yes/no* questions with these words. Then ask and answer the questions with a partner.

- 1 he / have brothers and sisters
- 2 you / only child
- 3 you / often late
- 4 you / enjoy new situations
- 5 psychologists / always work in hospitals
- 6 you / a social person

2 Complete these *wh-* questions. Then ask and answer the questions with a partner.

- 1 What _____ your full name?
- 2 Where _____ your family live?
- 3 When _____ you usually go to sleep?
- 4 Why _____ you need to learn English?
- 5 Who _____ your favorite authors?

Speaking skill

MAKING INTRODUCTIONS

English has many expressions for introducing people to each other. Some expressions are informal and some are formal.

This is my friend, Jack.

I would like you to meet my teacher, Mrs. Kim.

I would like to introduce my aunt Sonya.

It is my pleasure to introduce our director, Mr. Wang.

informal
↓
formal

1 1.05 Listen and complete these sentences.

- 1 Hi Nasrin, I'd _____ my colleague, Soo-Mi.
- 2 Richard, I'd _____ my grandfather, Mr. Smith.
- 3 Hi Ali, _____ my brother, Sami.
- 4 Hello class. It's _____ our program director, Mr. Brown.
- 5 Paul, _____ my friend, Miko.

2 Role play with a partner. Introduce these people to each other.

- 1 Your father to your teacher.
- 2 The director of your company to a visitor from Japan.
- 3 Your best friend to a new classmate.
- 4 Your brother to a work colleague.
- 5 Your uncle to your neighbor.



Pronunciation skill

PRONOUNCING WORD STRESS

The important words in a sentence are stressed. This means they sound higher, louder, and clearer than the unstressed words in the sentence.

A speaker can choose to stress any important words in a sentence.

Words that are normally stressed: nouns, verbs (except *be*), adjectives, some adverbs, negative words, and *wh*-question words.

Words that are normally unstressed: auxiliary verbs, pronouns, articles, and prepositions.


Do you **HAVE** any **BROTHERS** or **SISTERS**?

Are you a **SERIOUS PERSON**?

WHERE were you **BORN**?

1 1.06 Listen and notice the stressed words. Then listen again and repeat.

- 1 BIRTH ORDER MEANS your PLACE or your POSITION in the FAMILY.
- 2 WHY is BIRTH ORDER IMPORTANT?
- 3 There are THREE TYPES of BABIES.
- 4 WHAT does "WARM UP" MEAN?
- 5 Can a DIFFICULT BABY become an EASY TEENAGER?

2  1.07 **Underline** the words you think are stressed. Then listen and check your answers.

- Jay: What's your name?
 Yakub: Yakub Mara.
 Jay: Where are you from?
 Yakub: I'm from Jordan.
 Jay: How many brothers and sisters do you have?
 Yakub: I have one brother and two sisters.
 Jay: Are you the oldest?
 Yakub: No, I'm second.
 Jay: What are three words that describe your character?
 Yakub: I'm serious, responsible, and organized.
 Jay: What job do you want to have in the future?
 Yakub: I want to be a doctor.
 Jay: Why is this a good job for you?
 Yakub: It fits my personality. I'm a natural leader.

3 Read the interview with a partner. Focus on your word stress.

SPEAKING TASK

Read this introduction. Underline the stressed words. Circle the verbs in the simple present tense.

Hi everybody. It's my pleasure to introduce Yakub Mara to you. He's from Jordan. There are four children in Yakub's family, and he's the second oldest. But he has a personality like a first-born child. He wants to be a doctor when he graduates.



Yakub Mara

BRAINSTORM

You will interview someone and introduce him/her to the class. Complete the word map with topics you could ask your partner about.

PLAN

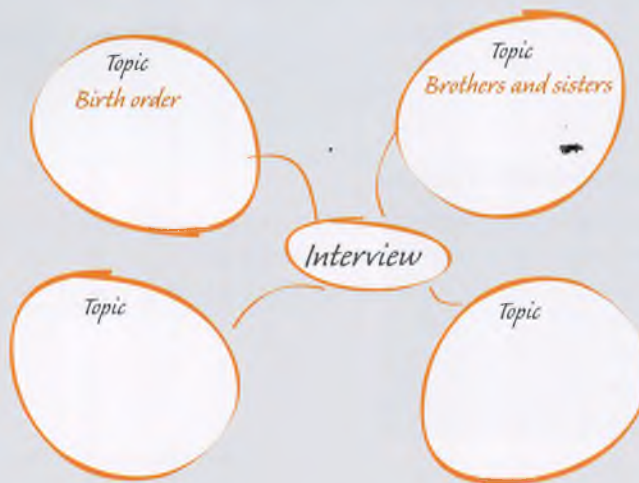
Look back at your word map. Make six questions to ask someone. Use the simple present tense and try to include adjectives ending *-al*.

SPEAK

Ask and answer your questions with a partner. Pay attention to your word stress. Take notes on your partner's answers.

SHARE

Form a group. Introduce your partner to the other students. Use expressions for making an introduction and remember to stress important words.



STUDY SKILLS Taking good notes

Getting started

Discuss these questions with a partner.

- 1 Why is it important for students to take notes during lectures?
- 2 What form do your notes usually take?
- 3 Is taking notes difficult for you? Why or why not?

Scenario

Read this scenario. Think about what Hannah is doing right and what she is doing wrong.

Consider it

Read these eight tips for taking good notes. Discuss each one with a partner. Are all of them important? Are any unnecessary?

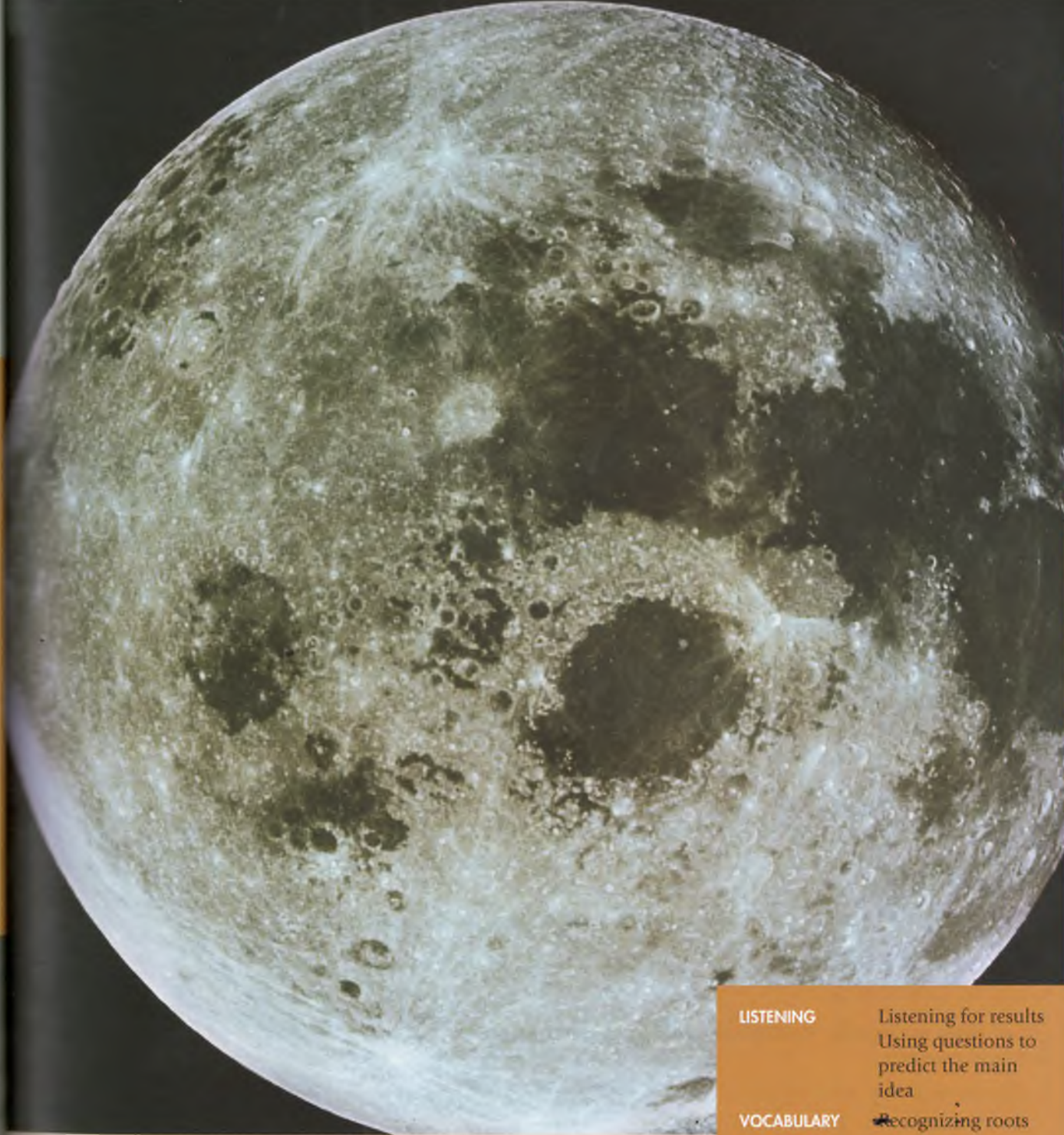
- 1 **Lecture topic and date** If you take notes on a computer, be sure to include the lecture topic and date in the file name so that you can find the notes easily.
- 2 **Keywords** Do not write every word. Write nouns, verbs, adjectives, and adverbs.
- 3 **Indent** Write main ideas on the left side of the page. Indent (move text 2 cm. to the right) as ideas become more specific.
- 4 **Abbreviations and symbols** You cannot write as fast as a lecturer speaks. Create abbreviations of common words. Use symbols to show the relationship between ideas.
- 5 **Graphic organizers** Use outlines, charts, graphs, and drawings whenever possible.
- 6 **One idea per line** Starting a new line for each idea makes your notes easier to read and remember.
- 7 **Blank space** If you get lost, leave a blank space in your notes. After the lecture, ask a classmate or the professor to repeat the information you missed and write it down.
- 8 **Rewrite** Always rewrite your notes after a lecture. Rewriting helps you to organize your notes, fill in gaps, and remember the content of the lecture. Remember that you will use your notes to study for tests, so make sure they are as complete and easy to read as possible.

Over to you

Discuss these questions with a partner.

- 1 Which of the tips do you already follow?
- 2 Which suggestions will you try to use in the future?
- 3 What other ideas do you have for taking effective lecture notes?

Hannah is a first-year student in an introductory psychology course. She has a laptop that she uses for taking notes in lectures. Her method of taking notes is to try to write down every word the professor says. She writes full words, sentences, and paragraphs. If the professor talks too fast or says something Hannah does not understand, she stops and waits until she is able to start writing again. After each lecture, Hannah writes the topic of the lecture and the date in the file name. Then she saves her notes and stores them on her computer desktop. She does not look at the notes again until it is time to study for exams.



LISTENING

Listening for results
Using questions to
predict the main
idea

VOCABULARY

Recognizing roots

SPEAKING

Getting attention
and asking for
permission

PRONUNCIATION

Pronouncing
word stress and
intonation in
questions

Discussion point

Discuss these questions with a partner.

- 1 Look at the picture. What are the dark parts on the moon? Why is the moon so important?

I think the dark parts are ...

The moon is important because ...

- 2 Do you always go to bed at the same time? Why or why not?

I always go to bed at ... because ...

I go to bed at different times because ...

- 3 How many hours of sleep do you need? What happens when you have too little sleep?

I need ... hours sleep. Otherwise I feel ...

Vocabulary preview

Read the sentences. **Circle** the correct meaning of the words in bold.

- Sunshine **causes** people to feel awake during the day.
 - stops
 - makes something happen
- The moon goes through a complete **cycle** every 29.5 days.
 - calendar
 - series of events that repeat regularly
- I do not know the answer to your question, but I will **find out**.
 - discover
 - reply
- Scientists have **proof** that a day is exactly 23 hours, 56 minutes, and four seconds long.
 - belief
 - information to show something is true
- There is a strong **relationship** between exercising and sleeping well.
 - connection
 - competition
- The teacher said the boy's name three times, but he did not **respond**. He was asleep!
 - react
 - stand up
- The mother listened to the **rhythm** of her baby's breathing.
 - unpleasant noise
 - regular pattern
- The fifth-grade class is doing a **study** on night birds.
 - research project
 - homework

LISTENING 1 Circadian rhythm

Before you listen

What is the purpose of a survey? Which people or organizations often do them? Do a short class survey to find out when people most like to study.

*The purpose of a survey is to ...
... do surveys because they want to find out ...
When do you most like to study?
I study best in the morning/afternoon/evening.*

Global listening

1.08 Listen to *Circadian rhythm* and check (✓) to complete these sentences correctly.

- This conversation is mainly about
 - a survey.
 - the body's internal clock.
 - people who work at night.
- Circadian rhythm causes most people to
 - be active during the daytime.
 - sleep eight hours every night.
 - study better at night.



ACADEMIC KEYWORDS

interesting (adj) /'intrəstɪŋ/
 require (v) /rɪ'kwaɪr/
 survey (n) /'sʌrveɪ/

- 3 In the study that Lee talks about, scientists wanted to find out
- a if people and animals have similar circadian rhythms.
 - b when people fall asleep and wake up if they do not know what time it is.
 - c if night workers have more accidents than day workers.
- 4 Most people have
- a a 24-hour cycle.
 - b a 25-hour cycle.
 - c a different cycle in summer and winter.
- 5 According to Lee, which people sometimes have accidents at work?
- a sleep scientists
 - b university students
 - c people who work at night

Close listening

1 1.08 Listen again and write T (true) or F (false). Then correct the false sentences.

- 1 Lee is doing a survey for his history class. _____
- 2 The study volunteers knew what time it was. _____
- 3 The volunteers were in the room for two months. _____
- 4 The volunteers could have visitors. _____
- 5 Bella prefers to study at night. _____

LISTENING FOR RESULTS

A result or effect is what happens because of a reason (unit 1). Listen for these signals to help you identify the result of something: *as a result, make, so*. When you take notes, you can use an arrow to show the relationship between reasons and results.

2 the reasons and underline the results in these sentences.

- 1 Foods that have a lot of sugar make many people feel sleepy.
- 2 Many people eat sugary foods at lunch. As a result, they are sleepy in the afternoon.
- 3 Taking a bath at night causes some people to feel sleepy.
- 4 Studying can make you sleepy, so it is important to take breaks.
- 5 Exercising in the late afternoon makes many people sleep better.

3 1.09 Listen to excerpts from *Circadian rhythm*. Correct these notes.

- 1 *Circ. rhythm > people = active @ day / animals = active @ day*
- 2 *Dark > brain clock start again every day*
- 3 *E.g. Police & truck drivers have trouble sleeping @ night > sleepy @ night*
- 4 *Make no mistakes + have accidents*
- 5 *Night = Bella sleepy > best time to study*

Developing critical thinking

Discuss these questions in a group.

- 1 Would you like a job that requires you to be awake at night? Why or why not? Use the useful words in the box on the right.

I would/wouldn't like a job that requires me to be awake at night because ...

- 2 Besides changing your sleep cycle, what else can cause people to be tired? Think about the things in the box on the right.

People can also become tired when ...

- 3 Do you think research into circadian rhythm is helpful?

I think research into circadian rhythm is/isn't helpful because ...

USEFUL WORDS

lonely	tiring
peaceful	well paid

THINK ABOUT

diet	routine
exercise	weather
health	work

LISTENING 2 Investigating the effects of the moon

Before you listen

Do you normally pay attention to the cycles of the moon? Do you know when the next full moon will be? Name some animals that are active at night. Why do you think they are active at night? Discuss with a partner.

*I do/don't pay attention to the cycles of the moon. I think the next full moon is ...
... are active at night. I think they're active at night because ...*

Global listening

USING QUESTIONS TO PREDICT THE MAIN IDEA

Sometimes a speaker asks questions at the beginning of a discussion, talk, or speech. Listening for questions will help you to determine what the speaker will talk about.

Each year, millions of people suffer from a circadian rhythm problem called Seasonal Affective Disorder, or SAD. What causes SAD, and how can you prevent it?

In this example, we can predict that the speaker will talk about the causes of SAD and how to prevent it.

- 1 1.10 Listen to the introduction of *Investigating the effects of the moon*. Check (✓) the main idea of the talk.

- 1 Stories about the dangers of the full moon
- 2 The effects of the moon on animal behavior
- 3 How to stay safe when the moon is full

- 2 1.11 Now listen to *Investigating the effects of the moon* and number these topics in order.

- a The effect of moonlight on ocean animals and insects _____
- b Craig Packer's discovery about the full moon and lion behavior _____
- c The effect of the moon on ocean tides _____
- d Information about lion attacks _____
- e The possible relationship between the moon's cycles and human behavior _____



ACADEMIC KEYWORDS

according to	(prep)	/ə'kɔrdɪŋ ,tu/
active	(adj)	/'æktɪv/
effect	(n)	/'ɪfekt/

Close listening

- 1 1.12 Check (✓) the correct sentences. Then listen and check your answers.
- 1 The moon causes the tides by pushing on the oceans.
 - 2 The relationship between the moon and the tides was discovered 100 years ago.
 - 3 Moonlight causes some ocean animals to hide.
 - 4 Some insects walk in a straight line when the moon is out.
 - 5 The lion attacks happened in Kenya.
 - 6 The attacks happened after the full moon.
- 2 1.13 Listen to the second part of *Investigating the effects of the moon*. Circle the correct notes.



Before full moon

- 1 Moon rises before / after sun sets = more / less evening light
- 2 Lions can / cannot hunt = more / less hungry

Full moon

- 3 Moon rises early / late = more / less light
- 4 Lions can / cannot hunt = more / less hungry

After full moon

- 5 Moon rises before / after sun sets = more / less evening light
- 6 Lions can / cannot hunt = more / less danger of lion attacks

Developing critical thinking

- 1 Discuss these questions in a group.
- 1 Can you think of other reasons why lions might attack people? Think about their environment and the things in the box on the right.
Lions might attack people because ...
 - 2 Will Craig Packer's research help to save people's lives? Why or why not?
I think the research will/won't help to save lives because ...
- 2 Think about the ideas from *Circadian rhythm* and *Investigating the effects of the moon* and discuss these questions in a group.
- 1 Do you think lions have the same circadian rhythm as humans? Why or why not?
I do/don't think lions and humans have the same circadian rhythm because ...
 - 2 How do animals respond to the cycles in nature in the box on the right?
Animals respond to ... by ...

THINK ABOUT

endangered species
fear
habitat destruction
hunting
protecting young

CYCLES IN NATURE

days tides
seasons weather

Vocabulary skill

RECOGNIZING ROOTS

Many English words have three parts: a prefix, a root, and a suffix. The root is the base form of the word. The prefix comes at the beginning and can give more information about the root. The suffix comes at the end and gives the word its grammar.

You can guess the meaning of many English words by learning some common prefixes, roots, and suffixes. For example, we know that *circadian* is an adjective meaning *about or around a day* because:

- the prefix *circa-* means *about*.
- the root *dies* means *day*.
- the suffix *-ian* is an adjective ending.

1 Match the parts of the words in bold with their meanings.

- | | | |
|--------------------|---|-----------|
| 1 triangle | — | a do |
| 2 duration | — | b time |
| 3 activity | — | c lasting |
| 4 temporary | — | d circle |
| 5 annual | — | e year |
| 6 indirect | — | f three |
| 7 cycle | — | g not |

2 These words have the same roots as the words in exercise 1. Match the words with the definitions.

- | | | |
|---------------|---|---|
| 1 anniversary | — | a someone who rides a bike |
| 2 inability | — | b an object with three legs that is used for supporting something, such as a camera |
| 3 cyclist | — | c not being able to do something |
| 4 action | — | d able to stay in good condition for a long time |
| 5 tripod | — | e a date when you celebrate something that happened in the previous year that is important to you |
| 6 tempo | — | f the speed at which something happens |
| 7 durability | — | g something you do |

3 Complete these questions using the words in exercises 1 and 2. Then ask and answer with a partner.

- 1 Would you like to get a _____ or a permanent job when you leave college? Why?
- 2 How long does a complete _____ on a washing machine take?
- 3 What is the _____ of the class? Two hours?
- 4 Do you own a _____ for your camera?
- 5 Do you prefer to take a quick or an _____ route to class? Why?
- 6 Which _____ events do you go to?



SPEAKING Conducting a survey

You are going to learn about verbs followed by infinitives and gerunds, getting attention and asking for permission, and pronouncing word stress and intonation in questions. You are then going to use these to conduct a survey about circadian rhythm.

Grammar

VERBS FOLLOWED BY INFINITIVES AND GERUNDS

Certain verbs can be followed by an infinitive and others can be followed by a gerund. Some verbs can be followed by either an infinitive or a gerund with little or no change in meaning. Study the forms:

Form	Example
Verbs followed by infinitives verb* + to + base form *Verbs that can follow this pattern include: <i>begin, choose, expect, hate, like, love, need, prefer, start, want, would like</i>	<i>He chooses to live with his parents.</i>
verb* + pronoun/noun + to + base form *Verbs that can follow this pattern include: <i>cause, expect, need, require, tell, want, would like</i>	<i>The full moon causes lions to hunt.</i>
Verbs followed by gerunds verb* + -ing *Verbs that can be followed by a gerund include: <i>begin, enjoy, finish, hate, like, love, recommend, start, suggest</i>	<i>I enjoy being awake at night.</i>

- 1 **Circle** the correct form of the verbs. Sometimes both forms are correct.

Many travelers suffer from a circadian rhythm disorder called "jet lag." Jet lag happens when people fly east or west for long distances across several time zones. It causes some travelers (1) **to feel / feeling** tired, confused, or depressed in the new time zone. They may need several days (2) **to get / getting** comfortable again. If you love (3) **to travel / traveling** but hate jet lag, doctors have several suggestions for you. First, they suggest (4) **to drink / drinking** lots of water before and during the flight. They also tell travelers (5) **to avoid / avoiding** fatty food. If your flight arrives in the daytime, doctors recommend (6) **to stay / staying** awake until the evening, (7) **to spend / spending** time in the sun, and (8) **to eat / eating** lightly. If you do these things, you will begin (9) **to feel / feeling** better in a day or two.

- 2 **Work with a partner.** Complete these sentences with infinitives or gerunds and your own ideas.

- On weekends, I hate _____
- Before I go to bed, I have to finish _____
- When I come home after a vacation, I expect _____
- Our teacher always tells _____
- When I travel, I prefer _____

Speaking skill

GETTING ATTENTION AND ASKING FOR PERMISSION

English has informal and formal ways of asking for permission. Use informal expressions for talking with friends, family, or classmates. Use formal expressions for talking with people you do not know well. You may need to get your listener's attention before you ask for permission.

Getting attention	Asking for permission	
Excuse me.	Is it OK if I sit here?	<i>informal</i>
Pardon me.	Can I ask you a question?	↓
	Could I use your book?	
	May I interrupt?	<i>formal</i>

1 1.14 Listen and complete these sentences. Then discuss if they are informal or formal.

- It's raining. _____ use your umbrella?
OK, no problem.
- _____, Professor. _____ talk to you?
I'm sorry, I have a meeting now. But I can see you later.
- _____. _____ sit here?
I'm sorry. I'm saving the seat for my friend.
- _____, _____ go before you in the line?
Sorry, I'm in a hurry, too.
- _____, _____ I borrow your dictionary?
Sure.

2 Role play with a partner. Get attention and ask for permission in these situations.

- You are doing a survey. You want to ask your partner a question.
- You are cold. You want to close the window.
- Your teacher is working in his office. You have a question. Ask for permission to enter.
- You have a doctor's appointment. Ask your professor if you can leave class early.
- You are at a restaurant. Ask the waiter if you can pay with a credit card.
- You want to use your friend's phone because you left yours at home.


Pronunciation skill

PRONOUNCING WORD STRESS AND INTONATION IN QUESTIONS

Yes/no questions have rising intonation. This means the voice rises on the last stressed syllable and then keeps on rising until the end of the sentence. Sometimes, the last stressed syllable is the last word of the sentence. Wh-questions have a rising-falling intonation. The voice goes up on the last stressed syllable and then goes down.

Do you have a **PROBLEM** with JET lag?

WHY do **SOME** people experience JET lag?

1  1.15 **Underline the last stressed syllables. Draw arrows to show rising and falling intonation. Then listen and check your answers.**

- 1 What do you want to find out?
- 2 Is there a cure for jet lag?
- 3 Why do lions hunt at night?
- 4 Who discovered circadian rhythm?
- 5 Do plants respond to the cycles of the moon?
- 6 Are you tired?

2  1.15 **Listen again and repeat. Focus on your stress and intonation.**

SPEAKING TASK

Read this dialogue. Notice the expressions used to get attention and ask for permission. Identify the questions, underline the stressed words, and mark rising and falling intonation. Highlight the verbs + infinitives and the verbs + gerunds in different colors.

Emily: Excuse me, Sandra. I'm taking a survey for my biology class. Can I ask you some questions?

Sandra: Sure, no problem.

Emily: OK. First, when do you prefer to go to sleep each night?

Sandra: Between 11 and 11:30.

Emily: And how many hours of sleep do you need to get?

Sandra: About seven and a half.

Emily: Question 3, do you enjoy eating breakfast?

Sandra: Yes, I do. I don't like skipping breakfast because then I can't concentrate in class.

Emily: Thanks, Sandra.

Sandra: You're welcome.



BRAINSTORM

You work for an organization that conducts surveys. You will conduct a survey about people's sleeping and waking cycles. Brainstorm topics you could ask about. Use the words in the box and your own ideas.

breakfast go to sleep insomnia wake up

PLAN

Work with a partner. Look back at your brainstorm and write your survey. Include expressions for getting attention and asking for permission.

SPEAK

Practice asking your questions. Pay attention to word stress and intonation.

SHARE

Survey as many people as possible. Remember to use the correct word stress and intonation. Take notes on your classmates' answers in a chart. Present your survey results to the class.

Ten time-saving suggestions

by Stella Cottrell

1 Save time rewriting notes, and find your notes quickly

- Write on ready-punched paper. (It can be moved more easily between files and rearranged.) Notebooks are less useful.
- When you make notes, write each main point on a different sheet. Then, when you write essays or reports, you can arrange pages as necessary. Make sure each page has a heading so that you can put it back in the right file afterwards.
- Write your notes on a laptop or computer.

2 Save time writing notes

- Avoid writing notes in full sentences—use headings and keywords.
- Do not rewrite notes “in neat.”
- Leave lots of space so you can add details later.
- Do not write the same information twice.

3 Save time looking for notes

- Keep them all in one place.
- File them as you go along.
- Number your pages, and label or color-code them by subject, so that you can arrange and find information easily.
- Note where the information came from.
- Keep an (updated) guide to your files.

4 Save time reading

- Read only what is relevant to this essay or assignment.
- If something looks interesting for the future but is not relevant now, make a note of it.

5 Save time writing and looking up your references

- In the margin of your notes, write the page reference from the book.
- For every book, article, etc. that you read, complete an index card or keep an updated file of your references on the computer—you will probably use some for more than one assignment.



6 Use word limits to focus your energies

- You need to research less, read less, note less, and write less for a 1,500-word essay than for a 3,000-word essay. If you do not spend *less* time preparing and writing, you will take *extra* time later, reducing your notes and cutting text to meet the word limit.
- Plan your work to match the word limit.

7 Save time thinking

- Always carry a small book to record ideas as you think of them.
- Try “brainstorming” to get your mind working.

8 Save time organizing information

- Use numbers and highlighter pens to group information written on different pages, rather than writing it all out again.
- In the early stages of making notes, use small labels so that you can move ideas around.

9 Save time writing

- Write assignments directly onto a laptop or computer.

10 Avoid duplicating effort

- Find a study partner to share research tasks and tactics, and to brainstorm ideas.



LISTENING	Listening for special terms Predicting
VOCABULARY	House and home
SPEAKING	Making and responding to suggestions
PRONUNCIATION	Linking consonants to vowels

Discussion point

Discuss these questions with a partner.

- 1 Look at the picture. Describe the house.

In the picture, there's a ...

- 2 Describe your bedroom. Think about: color, floor, furniture, walls, and windows. What is the best thing about your bedroom?

In my bedroom, there's a ... The best thing is ...

- 3 Do you prefer big houses or small houses? Why?

I prefer big/small houses because ...

Close listening

1 **1.16** Listen again and **circle** the correct words.

- Multi-generational homes are **common** / **not common** in many cultures.
- Parents living with their teenaged children **is** / **is not** an example of a multi-generational home.
- Young adults often move back home because they **do not want** / **cannot afford** to live on their own.
- Healthcare costs for the elderly are getting **cheaper** / **more expensive**.
- The globalized world makes it **easier** / **more difficult** for people to feel a sense of home.
- According to Dr. Farid, in multi-gen homes, cooking, cleaning, and privacy are **advantages** / **issues**.

LISTENING FOR SPECIAL TERMS

Speakers often use special terms that you might not know. Sometimes, there is a short pause before the special term, or there is a signal before or after the special term such as: *called, known as, so-called, what we (can) call*. Listening for these signals can help to focus on the special term.

2 **1.16** Listen again and check (✓) the signal for each special term.

	called ...	so-called ...	what we can call ...	known as ...
1 Boomerang kids				
2 Empty nest				
3 Crowded nest				
4 Generation X				

3 **1.17** Listen and complete these sentences about multi-gen homes.

- Some people want a multi-gen house to have room for the grandparents complete with its own bathroom and kitchen ... _____ an "in-law apartment".
- Many people born in the 1960s and '70s, _____ "Generation X," want to have space in their home for an office.
- The Generation Y kids, also _____ the "millennial generation," were born in the 1980s to the mid-1990s, and they make up the largest number of _____ "boomerang kids."

Developing critical thinking

Discuss these questions in a group.

- What are some advantages and disadvantages of multi-gen homes? Think about the things in the box on the right.

Advantages	Disadvantages
	<i>need to buy more food—expensive</i>

- "Empty nest" describes the feelings parents have after their children move out of their home. Do you think these feelings are positive, negative, or mixed? Use the useful words in the box on the right.

When children move out of home, parents probably feel ...

ACADEMIC KEYWORDS

choice	(n)	/tʃɔɪs/
include	(v)	/ɪn'klud/
particular	(adj)	/pə'tɪkjələr/



THINK ABOUT

baby-sitting
grocery shopping
household chores
living space
transportation

USEFUL WORDS

sad lonely
happy proud

LISTENING 2 Less is more

Before you listen

- 1 How many rooms are there in your house? Which is the largest room? How big is it? What do you think is the smallest room you could live in? Discuss with a partner.

*There are ... rooms in my house.
The largest room is ... It is ...
The smallest room I could live in is ...*

ROOMS

bathroom	kitchen
bedroom	lounge
dining room	study

PREDICTING


Before you listen to a news report, lecture, or presentation, you can use information like the title and pictures, to help you predict or guess the main ideas. You can also guess some of the key words that you will hear. Doing this helps you to be an active listener, and it increases your comprehension.

- 2 Look at the title and picture. Answer these questions.

- 1 Think about the title *Less is more*. What do you predict the main idea will be?
- 2 Do you think the report will give a positive or negative opinion of tiny homes? Why?
- 3 What key words do you predict are in *Less is more*?

Global listening

- 1  1.18 Listen to *Less is more* and check your predictions.

- 2  1.18 Listen again and number these topics in order.

- a The different types of homes MHS company sells _____
- b The cost of Dhez and Marta's home _____
- c Why Dhez and Marta like living in their small home _____
- d Why the tiny house movement is becoming popular _____
- e The size and design of Dhez and Marta's home _____

ACADEMIC KEYWORDS

design	(v)	/dɪ'zain/
during	(prep)	/'dʊrɪŋ/
movement	(n)	/'mʊvmənt/



Close listening

1 What do these symbols and abbreviations mean? Compare your answers with a partner.

- | | |
|--------------|---------------|
| 1 sqm. _____ | 4 & _____ |
| 2 ↓ _____ | 5 e.g., _____ |
| 3 w/ _____ | 6 > _____ |

2  1.18 Listen again and correct the seven errors in these notes.

- tiny house movement ↓
- De-M home = 9 sqm.
- in their home: 1 bed, 1 cupboard, kitchen, toilet/shower pod
- bought home ready-made from MHS
- MHS: sells homes 5-45 sqms.; 6 designs e.g.: ▲ ■ ◐
- can deliver w/wheels
- owners can put: field, forest, river, front yard; back of truck
- De-Ms home = \$17,000
- Marta: mini-home uses > energy; but cozy

Developing critical thinking

1 Discuss these questions in a group.

- 1 What are some other benefits of living in a tiny home? Think about the things in the box on the right.

Other benefits of living in a tiny home include ...

- 2 Give some disadvantages of living in a tiny home.

Some disadvantages of tiny homes are ...

2 Think about the ideas from *Multi-generational homes* and *Less is more* and discuss these questions in a group.

- 1 Is it possible to have small, multi-gen homes? Why or why not?

I do/don't think it's possible because ...

- 2 Which is more common in your country: living with other generations or living in a compact space? Will this change in the future? Think about the things in the box on the right.

Living with other generations/in a compact space is more common in my country.

I think this will/won't change in the future because ...

THINK ABOUT

cleaning	lifestyle
energy use	location
furniture	

THINK ABOUT

cost	family size
customs	space
healthcare	trends

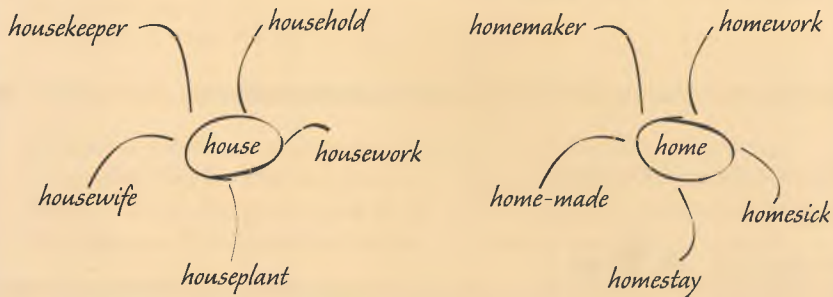


Vocabulary skill

HOUSE AND HOME

The words *house* and *home* can have slightly different meanings. A house is a building for living in. A home is where you live, where you are from, and where you feel comfortable.

There are many words that begin with *house* and *home*:



There are also many verb + noun collocations with *home*:

be (at) + home	I am usually at home in the evening.
go + home	It is getting late, so we should go home now.
live at + home	My older sister lives at home .
move back + home	I do not want to move back home after I graduate.
stay (at) + home	It is a beautiful day, so I do not want to stay at home .

1 Complete these sentences. Use the *house* and *home* words in the box.

home-made homesick homestay
housekeeper houseplant housework

- This room looks very nice with that _____ in the corner.
- I am so busy with my studies these days, I have no time to do the _____.
- Did you feel very _____ when you were studying abroad?
- We have a _____ who works for us three days a week.
- This _____ bread is delicious and healthy.
- I want to do a one-month _____ in Canada to improve my English.

2 Ask and answer these questions with a partner.

- How much homework do you usually get at the weekend?
- Would you like to go to do a homestay? Why or why not?
- Who does the housework in your family? Do you ever do any? How often?
- Do you have any houseplants in your home? Where are they?
- Have you ever felt homesick? When?



SPEAKING Designing a dream home

You are going to learn about quantifiers, making and responding to suggestions, and linking consonants to vowels. You are then going to use these to work with a partner and design a dream home.

Grammar

QUANTIFIERS

You can add a quantifier before a noun to give more information. Study the forms:

Form	Meaning of quantifier	Example
<i>some</i> + noun	<i>a few / a little</i>	There are some new houses.
<i>any</i> + noun	<i>none</i> (in a negative statement) <i>a few / a little</i> (in questions)	We do not have any houseplants in our apartment. Is there any furniture in that room?
<i>(not) enough</i> + noun	indicates whether the number or amount of something is satisfactory	There is not enough space for all our books.
<i>too many</i> + count noun	indicates that the number or amount of something is too high	There are too many books to put on the bookcase.
<i>too much</i> + noncount noun	indicates that the number or amount of something is too high	We have too much furniture to fit in this room.

1 Complete these sentences with *some* or *any*. Sometimes both are correct.

- They do not have _____ flowers in the garden yet.
- Are there _____ cupboards in the bedroom?
- We have _____ very friendly neighbors.
- There are not _____ restaurants in this neighborhood.
- There is _____ space on the shelf in that room.
- Do you have _____ homework this evening?

2 Work with a partner. Make sentences for these situations. Use *(not) enough*, *too much*, or *too many*.

- Five people want to eat dinner. There are four plates.
- The garage has space for two cars. The family has two cars.
- There is space in the cupboard for ten shirts. Jamal has 15 shirts.
- Sofia wants to put a lot of food in the fridge. The fridge is very small.
- The kitchen is very small. Four people are trying to cook in the kitchen.
- I have a lot of books. I have a lot of bookcases.

Speaking skill

MAKING AND RESPONDING TO SUGGESTIONS

When people work together, they often make suggestions to do something or change something.

Making suggestions

I suggest we put the desk next to the bookcase.

Maybe you **could** buy this one since it's bigger.

Why don't you/we eat at the dining table?

Let's do it this way.

How about moving the bed so it is in the corner?

What about putting the desk next to the bookcase?

Accepting suggestions

OK, that is a good idea.

Sure, I am happy with that.

Rejecting suggestions

I think it might be better to put it there **because** there is more space.

I think I would rather buy that one since it is cheaper.

- 1  1.19 Listen and write the expressions used to make a suggestion. Then listen again and check (✓) the suggestions which are accepted.

Suggestion	Expression used	Accepted?
1 Cook rice for dinner		
2 Change the furniture		
3 Put flowers in the garden		
4 Stay home and watch TV		
5 Put a bookcase there		

- 2 Practice making and accepting/rejecting the suggestions in exercise 1.
- 3 Role play with a partner. Take turns making and accepting/rejecting these suggestions about how to improve your house.
- 1 Hang this painting on the wall.
 - 2 Put the houseplant in one of the rooms.
 - 3 Buy a new sofa for the living room.
 - 4 Change the color of the bedroom.

Pronunciation skill

LINKING CONSONANTS TO VOWELS

When a word ends in a consonant and the following word starts with a vowel, the consonant sound is linked with the vowel.

there's another

are still alive



1  1.20 **Underline final consonants followed by initial vowels. Then listen and notice the pronunciation.**

- 1 There's a growing number of young adults.
- 2 So I suppose the multi-gen home boom has a lot going for it.
- 3 We often say "home is where the heart is."
- 4 Professor Lee is an expert in this area.
- 5 What does Dhez think about their living space?
- 6 There's enough space for a bed.

2 **Read the sentences with a partner. Focus on linking final consonants to initial vowels.**

SPEAKING TASK

Read this conversation. Notice the expressions used to make and respond to suggestions. **Circle** the quantifiers. **Underline** final consonants followed by initial vowels.

Andrew: My dream home is not so big, but there's enough space for a big family and grandparents. I also want it to be near a river or lake because I like the water. My dream home has five rooms, with a nice, modern kitchen and a comfortable living room. My bedroom has enough shelves and cupboards for all my books and clothes. I'm not sure how to decorate it. What do you think?

Ben: Well, how about having a big desk in the corner for studying?

Andrew: OK, that's a good idea.

Ben: And why don't you put some houseplants in your living room?

Andrew: Sure, I'm happy with that.



BRAINSTORM

Think about your dream home. Answer these questions.

- 1 How big is it?
- 2 Who lives in it?
- 3 Where is it?
- 4 What rooms does it have?
- 5 What is special about your dream home?

PLAN

Look back at your brainstorm. Draw a floor plan of your dream home and write a description. Use quantifiers.

SPEAK

Work with a partner. Take turns describing your dream home. Pay attention to your linking of final consonants to initial vowels. Make suggestions about each other's dream homes and respond to the suggestions. Improve your dream home.

SHARE

Form a group. Take turns presenting your dream homes and make suggestions. Respond to the group's suggestions. Decide whose dream home is the best.

Talking and listening skills

by Stella Cottrell

Good communication is a two-way process. It takes good listening skills and participation in the discussion.

Do you talk to people, or at people, or with people?

- People who talk *at* you are listening to themselves. They leave no space for a response.
- People who talk *with* you are keen for you to join in.
- People who talk to you consider you, and your response, carefully.

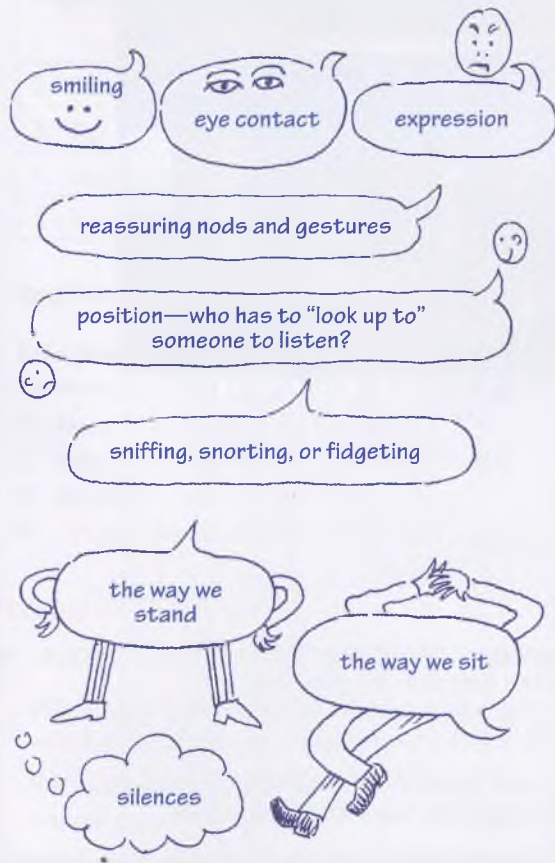


How well do you listen?

- Ask someone to watch you while you are listening in a group.
- Ask for comments about your non-verbal signals to group members.
- Are you surprised at this feedback?
- Do you come across to others in the way you imagined?
- If not, what would you like to change?

Non-verbal communication

We show people how well we are listening through our verbal responses, and also through non-verbal communication, such as:



In your notebook, consider how well you listen to others. Do you:

- take in what other people say?
- give other people time to speak?
- let other people finish before you start?
- use encouraging non-verbal signals?
- “switch off” when bored or if you dislike the person?

Could you do anything differently to put others more at ease when they are speaking?

Which non-verbal communication do you find encouraging? What do you find discouraging?

Better listening

Some of these techniques may help:

- consider the speakers' feelings
- find ways of encouraging them
- focus on the content—think of some way this could help you
- listen for key words and write them down
- think of a question you could ask (when they finish speaking)
- link what they are saying to something you already know
- find one positive comment you could add.

LISTENING	Predicting content from interview questions Listening for advantages and disadvantages
VOCABULARY	Adding the prefixes <i>mini-</i> and <i>micro-</i>
PRONUNCIATION	Pronouncing contractions and word stress in present progressive statements
SPEAKING	Giving reasons for or against something



Discussion point

Discuss these questions with a partner.

- Look at the picture. How big do you think the advertisement is? Do you like it? Why or why not?
I think the advertisement is ... I do/don't like it because ...
- What is the largest man-made object you can think of? What is the smallest?
The largest man-made object I can think of is ...
The smallest is ...
- Many electronic devices are becoming smaller and smaller. Name some examples.
An example of an electronic device that is getting smaller is ...

Vocabulary preview

Read these sentences. In each set of four, match the words in bold with their meanings. Two of the words in the first set have the same meaning.

- 1 The store sells phones, televisions, and other electronic devices.
 - 2 African elephants are **enormous**. Some adult males weigh up to 7,000 kg!
 - 3 **Huge** cars like the Chevrolet Suburban or the Hummer have never been popular in Europe.
 - 4 These days, airplanes are made of **lightweight materials**, like plastic and aluminum, instead of steel.
- a substance that is used to build or make things
 b very large
 c a piece of equipment that does a particular job
- 5 The girl collects **miniature** doll houses. Her favorite is only two inches high.
 - 6 Earth and the planet Venus are **similar** in size.
 - 7 **Trends** in architecture change often. Right now, many people want to buy homes that are smaller and use less energy.
 - 8 **Unlike** his father, who is six feet tall, Alberto is very short.
- d different from
 e very small
 f a gradual change that produces a particular result
 g like each other

LISTENING 1 Wallscapes

Before you listen

- 1 What is the difference between "advertising" and "an advertisement" (an ad)? Describe your favorite ad. Use the useful words in the box on the right.

Advertising is ..., but an advertisement is ...

In my favorite ad, ...

- 2 What are some types of outdoor advertising? Do you think they are effective? Why or why not?

Some types of outdoor advertising are ...

I think they are/aren't effective because ...

USEFUL WORDS

attention-grabbing	innovative
colorful	interesting
expensive	ugly



Global listening

PREDICTING CONTENT FROM INTERVIEW QUESTIONS

In an interview, the interviewer's questions usually introduce new topics or main ideas. Listen carefully to the questions and use them to identify the main ideas of the interview.

1.21 Listen to *Wallscapes* and check (✓) the topics the speakers talk about.

- 1 The meaning of "wallscape"
- 2 Similarities and differences between a wallscape and a billboard
- 3 Why some people dislike wallscape
- 4 Materials used to make wallscape
- 5 Why advertisers use wallscape
- 6 The world's biggest wallscape
- 7 The size of the Centerville wallscape
- 8 The kind of people who work as wallscape painters

ACADEMIC KEYWORDS

example (n) /ɪg'zæmp(ə)l/

form (n) /fɔrm/

permanent (adj) /'pɜ:mənənt/

Close listening

1.21 Listen again and complete these notes.

Wallscape = huge _____ on the sides of _____

Wallscape vs. *billboard*

Similar: Both = types of _____ advertising

Diff.: _____ use permanent structures as place for ad

Materials for wallscape: _____, cloth, plastic

People feel _____ when they see a wallscape → easy to remember

New Centerville wallscape = _____ ft. tall X _____ ft. wide; _____ sq. ft.

Painting wallscape not _____ because of safety devices

2 Use your notes to complete these sentences about wallscape.

- 1 Wallscape are _____ on the _____.
- 2 Wallscape and billboard are both types of _____.
- 3 Wallscape use permanent structures as the _____.
- 4 Wallscape are made of _____.
- 5 People feel _____ when they see a wallscape.
- 6 The new Centerville wallscape will be 150 feet tall and _____ wide.
- 7 Painting wallscape is not dangerous because there are many _____.

Developing critical thinking

Discuss these questions in a group.

- 1 Do you think wallsapes look good in a city? Why or why not?

I think wallsapes do/don't look good in a city because ...

- 2 Imagine that you are the president of a company that sells motorcycles. Is a wallscape a good way to advertise your products? Why or why not? Think about the things in the box on the right.

A wallscape would/wouldn't be a good way to advertise a motorcycle ...

- 3 Would you prefer to design a wallscape, or to put it up? Think about the things in the box on the right.

I would prefer to design / put up a wallscape because ...

THINK ABOUT

audience	effectiveness
cost	location

THINK ABOUT

creativity	safety
responsibility	time

LISTENING 2 Miniature medical devices

Before you listen

Look at the pictures of medical devices. Guess what they are used for. How big do you think they are in real life? Discuss with a partner.

Perhaps this device is used for ... In real life, I think it is about ... millimeters.

Global listening

- 1 1.22 Listen to the introduction of *Miniature medical devices*. Which device is the podcast mainly about?
- 2 1.23 Listen to *Miniature medical devices* and number these topics in order.
- | | | | |
|-------------------------------|-------|-------------------------------|-------|
| a How the camera works | _____ | d What the camera is used for | _____ |
| b Disadvantages of the camera | _____ | e Advantages of the camera | _____ |
| c Earlier technology | _____ | f A description of the camera | _____ |

Close listening

- 1 1.24 Listen to the first part of *Miniature medical devices* and write *T* (true) or *F* (false).

- | | |
|---|-------|
| 1 The Pill Cam® is smaller than a vitamin pill. | _____ |
| 2 The Pill Cam is used for finding problems in the stomach. | _____ |
| 3 The camera travels through the body for ten hours. | _____ |
| 4 While the camera is taking pictures, patients must stay in the doctor's office. | _____ |
| 5 Patients can walk around while the Pill Cam is in their body. | _____ |
| 6 A computer examines the photos from the Pill Cam. | _____ |



ACADEMIC KEYWORDS

advantage	(n)	/əd'væntɪdʒ/
develop	(v)	/dr'veləp/
disadvantage	(n)	/,dɪsəd'væntɪdʒ/

LISTENING FOR ADVANTAGES AND DISADVANTAGES


An advantage or benefit is something that helps or is better.

One advantage of wallsapes is that drivers can see them easily.

A disadvantage is something that causes problems or difficulties.

A disadvantage of wallsapes is that they are expensive.

Listening for the words *advantage* and *disadvantage* can help you to determine the main ideas in a passage.

- 2  1.25 Listen to the second part of *Miniature medical devices*. Complete these notes.

Advantages

- 1 _____ images
 2 no _____
 3 no discomfort to _____

Disadvantages

- 1 _____
 2 takes time for dr. to look at _____
 3 main disadv.: dr. can't _____

Developing critical thinking

- 1 Discuss these questions in a group.

- 1 Doctors do not use a Pill Cam to look at the large intestine. Why?
Doctors don't use a Pill Cam to find problems in the large intestine because ...
- 2 What are the disadvantages of using such small medical equipment? Think about the things in the box on the right.
The main disadvantage is ...

THINK ABOUT ...

- | | |
|------------|----------|
| confidence | research |
| cost | safety |
| experience | |

- 2 Think about the ideas from *Wallscapes* and *Miniature medical devices* and discuss these questions in a group.

- 1 Are the items in the box on the right becoming larger or smaller? Why do you think this is?
... are becoming larger/smaller. I think this is because ...
- 2 Is it good or bad that these items are becoming bigger or smaller? Why?
I think it's good/bad that ... is becoming bigger/smaller because ...

ITEMS

- | | |
|----------|---------------|
| books | food portions |
| houses | shops |
| families | televisions |

Vocabulary skill

ADDING THE PREFIXES MINI- AND MICRO-

The prefixes *mini-* and *micro-* both mean *small*. For example, a mini-camera is a very small camera.
 Sometimes *micro-* is smaller than *mini-*. A microbus is smaller than a minibus.

- 1 Complete these sentences. Use *micro-* or *mini-* and the words in the box.

bike biology economics processor surgery

- 1 _____ is the study of very small living things.
 2 A _____ is a very small motorcycle.
 3 _____ is a medical procedure that uses very small instruments, for example, to operate on the brain.
 4 _____ is the study of how people or families use money.
 5 A _____ is a tiny chip inside a computer. It controls the computer's operations.
- 2 Ask and answer these questions with a partner.
- 1 Have you ever used a microscope? What did you look at?
 2 Do you have a microwave oven? What do you use it for?
 3 Do you have a favorite television miniseries?



SPEAKING Talking about a trend

You are going to learn about the present progressive tense for changes over time, pronouncing contractions and word stress in present progressive statements, and giving reasons for and against something. You are then going to use these to talk about a trend.

Grammar

THE PRESENT PROGRESSIVE TENSE FOR CHANGES OVER TIME

The present progressive tense is used to talk about actions happening now. You can use it with double adjectives or adverbs to talk about changes that are happening over a period of time. Study the forms:

Form	Example
subject + <i>is/are</i> + present participle (-ing) + <i>more and more</i> + adjective/adverb	<i>Food is getting more and more expensive.</i>
subject + <i>is/are</i> + present participle (-ing) + comparative form of adjective/adverb + <i>and</i> + comparative form of adjective/adverb	<i>Traffic is moving more and more slowly.</i> <i>Medical devices are becoming smaller and smaller.</i>

1 Make sentences with these words. Use the present progressive for changes over time.

- 1 It is October. The days / become / short
- 2 The baby / grow / big
- 3 It / get / easy / for me / to speak English
- 4 In many countries, people / live / long
- 5 Multi-generational households / become / more / common

2 Work with a partner. Make sentences with the items and adjectives in the boxes. Use *become*, *get*, and *grow*.

Cars are becoming more expensive.

a city you know a person you know an electronic device
cars the price of something your country

big difficult expensive fast happy hard rich sick small



Pronunciation skill

PRONOUNCING CONTRACTIONS AND WORD STRESS
IN PRESENT PROGRESSIVE STATEMENTS

All forms of *be* are usually contracted in the present progressive tense.

Affirmative

I'm /aɪm/

you're /jʊr/

he's /hɪz/

she's /ʃɪz/

it's /ɪts/

we're /wɪr/

they're /ðeɪr/

Negative

I'm not /aɪm nat/

you're not /jʊr nat/ or you aren't /ju arnt/

he's not /hɪz nat/ or he isn't /hi ɪzənt/

she's not /ʃɪz nat/ or she isn't /ʃi ɪzənt/

it's not /ɪts nat/ or it isn't /ɪt ɪzənt/

we're not /wɪr nat/ or we aren't /wi arnt/

they're not /ðeɪr nat/ or they aren't /ðeɪ arnt/

Stress the participle (-ing word) in affirmative statements.

Stress *not* + participle in negative statements.



Affirmative

I'm **GO**ing.She's **SLEEP**ing.

Negative

I'm **NOT GO**ing.She's **NOT SLEEP**ing. / She **ISN'T SLEEP**ing.1  1.26 Listen and complete these sentences with contractions.

- 1 _____ standing at the corner of 5th and Main streets.
- 2 _____ raining now.
- 3 Imagine that _____ walking around downtown.
- 4 _____ sitting at her desk.
- 5 _____ painting an enormous wallscape.
- 6 _____ holding something in her hand.
- 7 _____ developing a new kind of camera.
- 8 _____ meeting with the painter today.
- 9 _____ listening to the speaker.
- 10 _____ working for the advertising company anymore.

2  1.26 Listen again and repeat. Focus on your pronunciation of contractions.3  1.27 Listen and notice the contractions. Then read the conversation with a partner. Focus on your contractions and word stress.

Henry: Hi Alex. Where are you? What are you doing?

Alex: I'm at the natural history museum. I'm standing in front of the skeleton of a blue whale. It's enormous.

Henry: What's all that noise?

Alex: There's a group of schoolchildren here with their teacher. She's trying to tell them about the whale, but they're not paying attention. They're running around and laughing.

Henry: I see. Is Mark with you?

Alex: No, he's working.

Henry: OK, well, have a good time.

Alex: OK, I'm going now. Bye.



Speaking skill

GIVING REASONS FOR OR AGAINST SOMETHING

Sometimes people have strong opinions for or against a plan, idea, or situation. When you express a strong opinion, it is a good idea to give reasons to support it.

Giving reasons for something


I am **for** starting classes at 9:30 a.m. **because** I like to sleep in the morning.

I **support** forbidding cell phones in the library **because** libraries should be quiet places.

Giving reasons against something

Laila is **against** using animals in medical research **because** animals feel pain.

Most people **do not support** a higher tax on flights **because** we already pay a lot.

- 1  1.28 Listen and write the expressions the speakers use to say they are for or against these ideas. Then listen again and take notes on the speakers' reasons.

- 1 Cigarette smoking in public places _____
- 2 Billboards _____
- 3 Students bringing cell phones to school _____
- 4 A law that makes people recycle _____
- 5 Starting English lessons in school at age four _____

- 2 Role play with a partner. Take turns saying you are for or against these ideas. Remember to give the reasons.

Idea	For or against	Reason
1 A rule that students must speak English all the time	against	It is not natural to speak English with my friends.
2 A law that forbids people to throw trash on the sidewalk	for	Trash is ugly and it attracts bugs.
3 Raising the cost of parking in the downtown area	for	More and more people are driving downtown. The cars are causing traffic jams.
4 Airlines charging passengers extra money for an aisle seat	against	Flying is already very expensive.
5 Your friend's idea to go to the gym tonight	against	You have a lot of homework.

- 3 Decide if you are for or against these ideas. Then take turns giving your opinions and reasons.

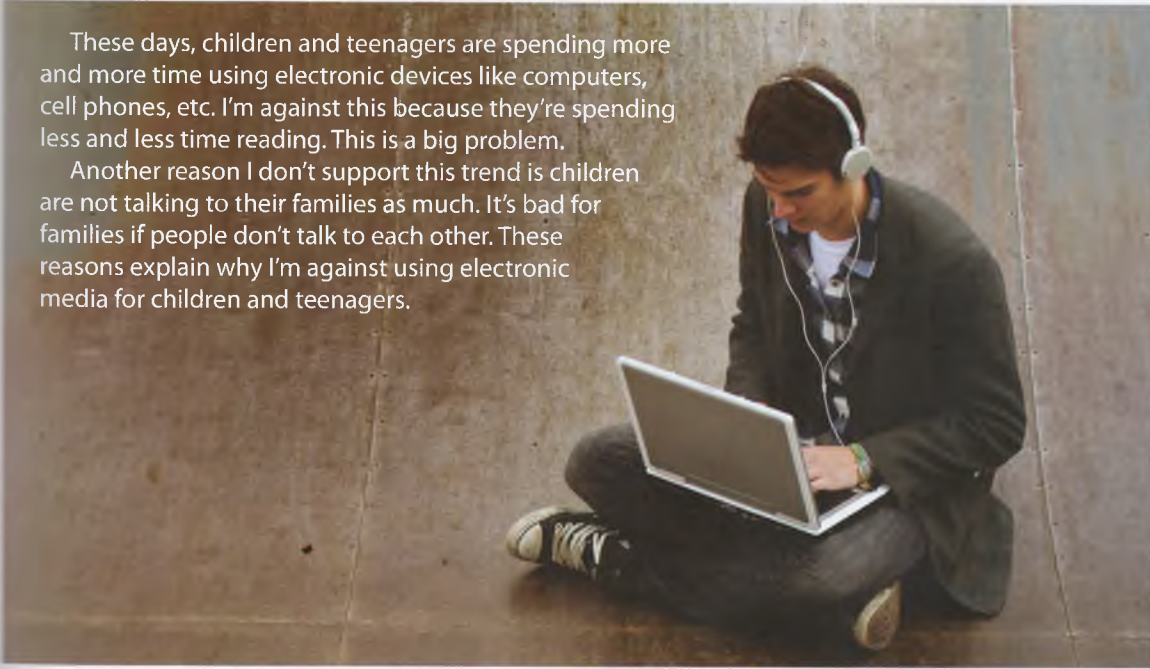
- 1 The government is planning to close all the libraries on weekends.
- 2 Some schools are requiring every child to buy a tablet computer.
- 3 Your parents are planning a trip abroad without you.
- 4 In some places, people have to stop working when they are 65.
- 5 It is illegal to ride bicycles on the sidewalk.

SPEAKING TASK

Read this presentation. Notice the expressions used to give reasons for and against. Underline present progressive statements for changes over time. Circle the contractions.

These days, children and teenagers are spending more and more time using electronic devices like computers, cell phones, etc. I'm against this because they're spending less and less time reading. This is a big problem.

Another reason I don't support this trend is children are not talking to their families as much. It's bad for families if people don't talk to each other. These reasons explain why I'm against using electronic media for children and teenagers.



BRAINSTORM

Read these trends. Then think of changes that are happening to you, your family, your friends, your city, your country, and the world. Add two more trends to the list. Decide if you are for or against each trend.

Trend	For	Against
1 More and more people are moving to cities.		
2 Rents in my city are rising higher and higher.		
3 I am exercising less and less.		
4 People are eating more and more fast food.		
5 More billboards are appearing in my city.		
6 My family is eating in restaurants more often.		
7		
8		

PLAN

Work with a partner. Look back at your brainstorm and select one trend to talk about. Then plan a short presentation. Give reasons why you are for or against the trend. Include present progressive statements for showing changes over time.

SPEAK

Practice your presentation. Pay attention to your pronunciation of word stress and contractions in present progressive statements.

SHARE

Form a group. Take turns giving your presentations and giving feedback.

STUDY SKILLS Graphic organizers

Getting started

Discuss these questions with a partner.

- 1 Name some types of graphic organizers you have used.
- 2 What are the advantages of using graphic organizers?
- 3 Do you find graphic organizers difficult to draw or read? Why or why not?

Scenario

Read this scenario. What advice would you give Gabir about using graphic organizers?

Consider it

Look at the graphic organizers. Match the names of the graphic organizers with their uses.

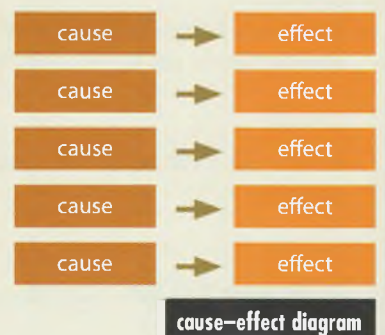
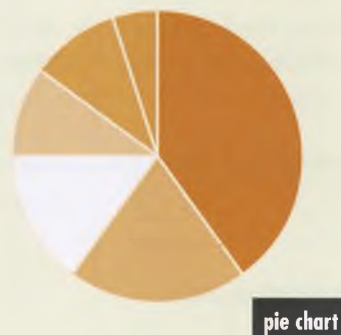
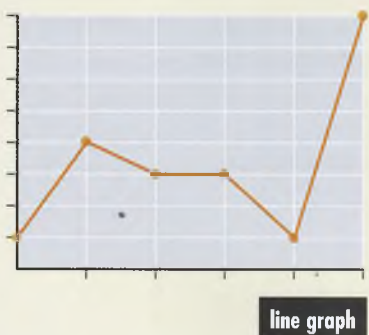
- | | | | |
|------------|-------|------------------------|-------|
| 1 Word map | _____ | 4 Cause-effect diagram | _____ |
| 2 T-chart | _____ | 5 Pie chart | _____ |
| 3 Timeline | _____ | 6 Line graph | _____ |

- a To show the relationship between reasons and results
- b To show a sequence of events
- c To show an increase or decrease in a number, percentage, or amount
- d To list similarities and differences, strengths and weaknesses, or facts and opinions
- e To illustrate how a whole is divided into parts
- f To brainstorm ideas or details related to a main idea or topic

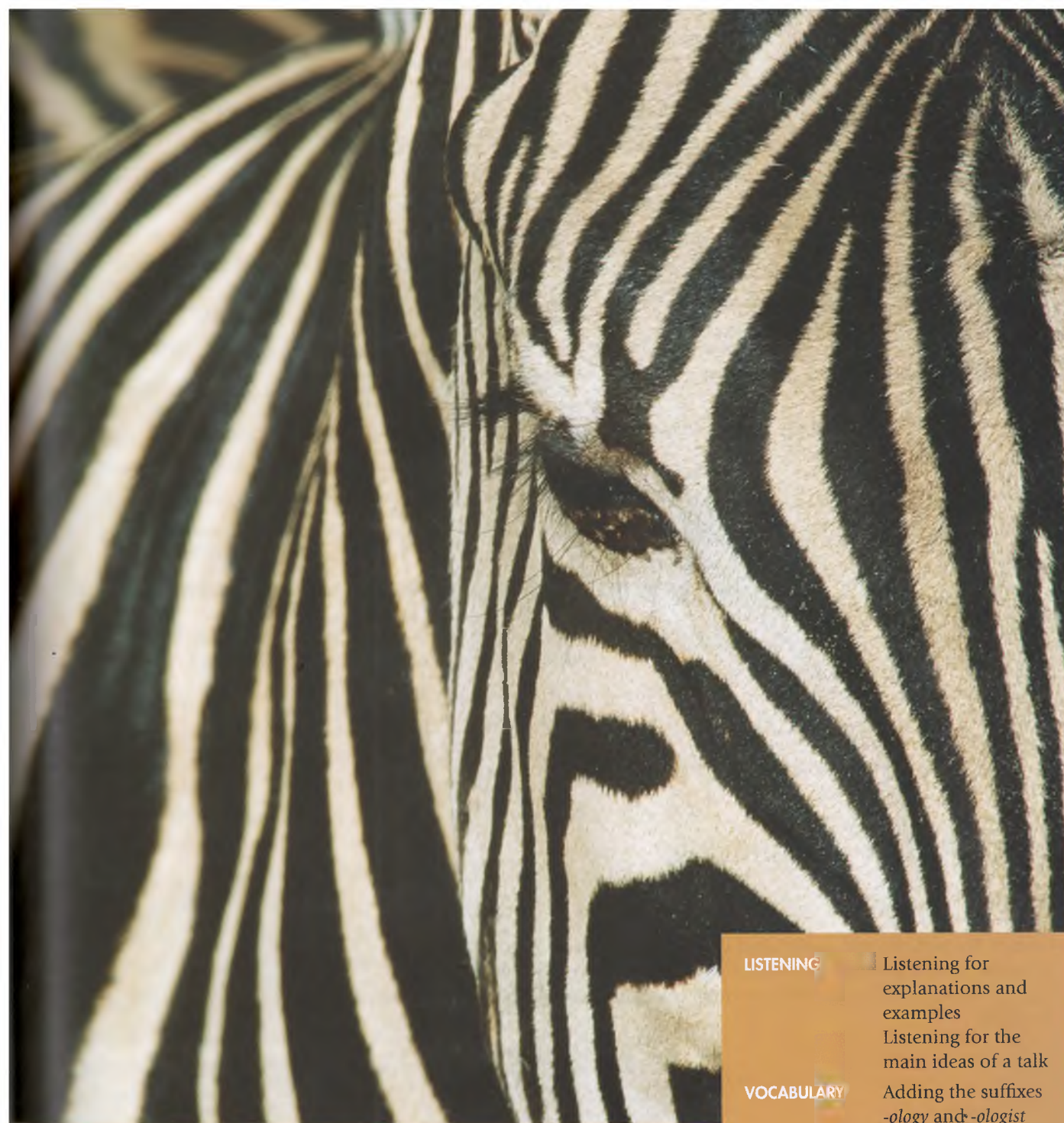
Over to you

How could you use graphic organizers in the following situations?

- 1 You are going to give a presentation about the causes and effects of poverty.
- 2 You need to take notes during a lecture on the similarities and differences between two international aid organizations.
- 3 In a marketing class, you and your classmates need to choose a charity and write an advertisement for it.



Gabir is taking an economics class which includes information about the history, geography, population, politics, and industrial development of South East Asia. Gabir sees other students using graphic organizers while the professor speaks, but he only knows how to use outlines and make lists. Mostly he takes notes by writing out everything he hears. Consequently he misses a lot of what the professor says, and he finds it difficult to understand his notes when he uses them later to review for tests.



Discussion point

Discuss these questions with a partner.

- 1 Draw a pattern in your notebook. Describe it.

circle color dark light square

- 2 Describe the pattern in the picture. What animal is it? What do you know about its behavior?

The pattern in the picture is ... I think it's ...

This animal lives inand eats ...

- 3 Name some other patterns in nature. Think about: grass, flowers, snow, trees, and water.

... has a pattern. It's ...

LISTENING

Listening for explanations and examples
Listening for the main ideas of a talk

VOCABULARY

Adding the suffixes *-ology* and *-ologist*

SPEAKING

Asking for ideas and examples

PRONUNCIATION

Pronouncing syllable stress

Vocabulary preview

1 Read these sentences. In each set of four, match the words in bold with their meanings.

- 1 The arrangement of desks into a circle is better for discussion. _____
- 2 Authentic stories are more interesting than fiction. _____
- 3 Drivers can avoid accidents by taking regular breaks. _____
- 4 The most important skill for students to learn is how to work efficiently to finish projects on time. _____

- a (adv) producing good results using little time and energy
- b (v) try to prevent
- c (n) way things have been organized into an order or pattern
- d (adj) real, not false or copied

- 5 I always look at all the evidence before making a decision. _____
- 6 I like to discuss things with my teacher individually. _____
- 7 I always keep my social media profile up-to-date. _____
- 8 I do not think that a test is a reliable way to judge English ability. _____

- e (n) a description of a person, place, or organization
- f (adv) as a separate person or thing
- g (adj) able to be trusted
- h (n) facts, statements, or objects that help to prove something

2 Work with a partner. Which of the sentences are true for you?

LISTENING 1 Graphology

Before you listen

Look at the pictures and guess what a graphologist does. Why might someone need a graphologist? Does your handwriting have any special or unusual features? Discuss with a partner. Use the useful words in the box on the right.

- I think a graphologist studies ...*
- Someone might need a graphologist to help them ...*
- My handwriting is ...*

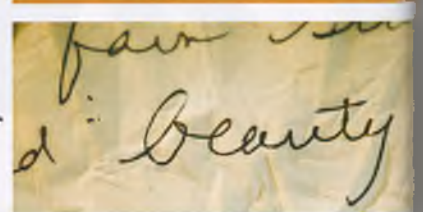
Global listening

1.29 Listen to *Graphology* and check (✓) to complete these sentences correctly.

- 1 Ms. Kim says that graphologists
 - a analyze people's handwriting.
 - b teach people how to write better.
- 2 At the beginning of the interview Ms. Kim mentions two
 - a famous graphologists from the past.
 - b main purposes for needing a graphologist.
- 3 Many scientists think that people's handwriting
 - a accurately shows their personality.
 - b does not accurately show personality.

USEFUL WORDS

- | | |
|-------|----------|
| big | neat |
| curly | small |
| messy | straight |



ACADEMIC KEYWORDS

analyze	(v)	/ˈæn(ə)laɪz/
purpose	(n)	/ˈpɜːpəs/
scientific	(adj)	/ˌsaɪənˈtɪfɪk/

- 4 Graphologists usually focus on four
- types of materials that people use when they write.
 - different features that define handwriting.
- 5 At the end of the interview Ms. Kim gives the interviewer
- some advice about using a computer to write.
 - a website for more information about graphology.

Close listening

LISTENING FOR EXPLANATIONS AND EXAMPLES

Speakers often give an explanation or example to make their ideas clearer and easier to understand. Recognizing when an explanation or example is about to be given will improve your comprehension.

Words that signal ...

- an explanation: *including, meaning, which includes, which means*
- an example: *a few examples are, another example is, for example, like, one example is, such as.*

- 1  1.30 Listen to excerpts from *Graphology* and complete these sentences. Then write **explanation** or **example** next to each sentence.

- _____ examining a document to see if it's authentic or a fake.
- _____ is that police can use the handwriting on a note or memo to figure out if someone is linked to a crime.
- The first is form, _____ the size, shape, and slant or angle of the letters.
- Sure, _____, let's take the letters *l* and *h*.
- The third feature is called arrangement, _____ how close together the letters are.
- It also includes punctuation, _____ periods and commas.
- Experts should look at content, including spelling, grammar, and vocabulary, _____ adjectives and adverbs.

- 2  1.29 Listen to *Graphology* again and **circle** the best answers to the questions.

- Why do companies and the police hire graphologists?
 - To make sure an employee's signature is real
 - To make a personality profile of a job applicant or criminal
- Which one of these is not included in the "form" in handwriting?
 - The shape of the letters
 - The spelling and grammar
- What is included in the writing feature of "arrangement"?
 - If the letters are connected or not
 - Punctuation and spacing of the letters
- What does the feature of line pressure show?
 - What the writer is feeling
 - How hard the writer pushes the pen or pencil

Developing critical thinking

Discuss these questions in a group.

- 1 Do you think a person's handwriting can show their personality? Why?
I do/don't think handwriting can show personality because ...
- 2 What experience, knowledge, and skills do you think a graphologist needs?
A graphologist would need to have ...
- 3 Do you think it is OK for a company to use a job applicant's handwriting to make a personality profile? Why or why not? Think about the things in the box on the right.
I think a company should/shouldn't use a job applicant's handwriting to make a personality profile because ...

THINK ABOUT

accuracy	time
cost	usefulness
privacy	

LISTENING 2 Flocks, schools, and swarms

Before you listen

Label the pictures *flock*, *school*, and *swarm*. Describe the way the animals in the pictures are moving. Name some other animals that stay and move in groups. Discuss with a partner.

The animals are swimming/flying/walking in the same direction/different directions.

Other animals that stay and move in groups are ...



Global listening

LISTENING FOR THE MAIN IDEAS OF A TALK

At the beginning of a lecture or presentation the speaker usually tells you what the main topics are and in what order they will come. If you listen carefully for the signal words and phrases for the topics, it will be easier to follow the lecture or presentation and take notes.

Words that signal ...

- main topics: *talk about, introduce, look at*
- order: *first, then, next, finally, last.*

1 **1.31 Listen to the introduction of *Flocks, schools, and swarms* and check (✓) the topics the speaker will talk about.**

- 1 Background information and what scientists want to know
- 2 The history of research about animals
- 3 The definition and explanation of the key terms
- 4 Descriptions of different types of birds
- 5 How the information about flocks and swarms is useful
- 6 How the students should remember questions they have

ACADEMIC KEYWORDS

closely	(adv)	/'kloʊsli/
solve	(v)	/sɒlv/
term	(n)	/tɜːm/

2 **1.31 Listen again and complete these sentences.**

- 1 _____ some background information including what scientists want to know.
- 2 _____ the key terms "flock behavior" and "swarm intelligence" and explain what they are.
- 3 _____ some ways that our understanding of flocks and swarms is useful.

Close listening

1 What do these symbols and abbreviations mean?

- 1 lrg. grps. _____
- 2 ?s _____
- 3 pt. _____
- 4 memb. _____
- 5 flks. _____
- 6 ftbl. _____

2 **1.32 Listen to *Flocks, schools, and swarms* and complete these notes. Use the words in the box.**

crash into anyone fly in V or S pattern
 make production lines quicker make straight line for food far away
 no leader same direction as neighbors
 study fish schools: user-friendly
 what can we learn from them

1 Background

Birds, bees, fish, ants—move differently in air, water, land but similar 1 way—move together in lrg. grps. efficiently for a purpose

Scientists 2 ?s:

- 1) *common pattern of behavior?*
- 2) _____ ?

2 Group behavior

*?s: how do birds _____ ?
 how do fish change direction quickly together?
 how do ants _____ ?*

*because: Key terms = flock behavior (FB)
 swarm intelligence (SI)*

*—all groups follow same pattern of behavior:
 FB / SI*

3 rules:

- 1) *should move in _____*
- 2) *should stay close to neighbors*
- 3) *shouldn't _____*

Interest pt.: _____ / each memb. act on their own = self-governing behavior

3 FB/SI and us: 3 examples

- 1) *air traffic controllers study bird flks. for safe flight patterns*
- 2) *factory managers copy ants to _____*
- 3) *ftbl. stadiums & stations = _____*

Developing critical thinking

1 Discuss these questions in a group.

- 1 Do you think the animals in the picture follow the rules of flock behavior? How?

These animals do/don't follow the rules of flock behavior, for example ...

- 2 Is it useful to study the behavior of animals and insects?

I think it is/isn't useful to study their behavior because ...

2 Think about the ideas from *Graphology and Flocks, schools, and swarms* and discuss these questions in a group.

“Creativity involves breaking out of established patterns in order to look at things in a different way.” (Edward de Bono, author)

- 1 Do you think the quote is true or false? Why?

I think the quote is ... because ...

- 2 Describe some patterns in your life. Is it possible to change your patterns? Why or why not?

Some patterns in my life include ... It is/isn't possible to change them because ...



Vocabulary skill

ADDING THE SUFFIXES -OLOGY AND -OLOGIST

The suffix *-ology* means *the study of (the subject)*. The suffix *-ologist* means *the person who is an expert in a subject*. For example, *graph* means *writing*, therefore:

- *graphology* means *the study of writing*
- *graphologist* means *an expert in graphology*.

In the pronunciation of words with the suffix *-ology* or *-ologist*, the stress is on the first o.

1 Complete this chart.

Root	Suffix <i>-ology</i>	Suffix <i>-ologist</i>	Subject
1 bio	a	b	life
2 eco	a	b	environment
3 geo	a	b	earth and rocks
4 socio	a	b	society
5 zoo	a	b	animals

2 Read the definitions and write the *-ologist* words.

- 1 Studies rocks to see how the Earth was formed _____
- 2 Studies the structure of all living organisms _____
- 3 Works in a zoo to study animal behavior _____
- 4 Studies how people behave in groups and society _____
- 5 Works to protect our planet's forests and oceans _____

3 Role play with a partner. Ask and answer questions about the experts.

SPEAKING Giving advice about cultural customs

You are going to learn about giving advice, asking for ideas and examples, and pronouncing syllable stress. You are then going to use these to give advice in a podcast about cultural customs.

Grammar

GIVING ADVICE

We can give advice and make suggestions with the adjective expression: *It is + adjective + infinitive form*. We can also use the modal verbs *should / should not / may / can*. Study the chart to see which adjective expressions and modal verbs have the same meaning:

<i>It is + adjective + to + verb</i>	modal verb
<i>It is a good idea to ...</i>	<i>should</i>
<i>It is polite to ...</i>	<i>should</i>
<i>It is not a good idea to ...</i>	<i>should not</i>
<i>It is impolite/rude to ...</i>	<i>should not</i>
<i>It is not OK / all right to ...</i>	<i>should not</i>
<i>It is OK / all right to ...</i>	<i>can/may</i>

We can express very strong rules of behavior with imperative verbs.

Arrive at your host's home on time.

Do not arrive late.

1 The forms in the box are often used to talk about cultural customs. Practice saying these examples of Japanese cultural customs with a partner.

1 Should

- a Greet the oldest person first
- b Learn to use chopsticks

2 Should not

- a Wrap gifts in white paper
- b Give flowers as a gift

3 Can/May

- a Arrive a few minutes early
- b Leave food on your plate

2 Work with a partner. Make sentences about three customs in your country.



Speaking skill

ASKING FOR IDEAS AND EXAMPLES

We often have to ask for ideas and examples when we are brainstorming with other people about a topic. This is because the goal is to get as many ideas as possible. Therefore, it is very useful to ask our speaking partners to share their ideas and examples.

Do you have any (more) ideas?

Can you give another example?

Can you think of something else?

Can you add anything?

What else can we say / come up with?

Are there any other ideas/examples we can add?

1 Match the topics with the ideas and examples.

- | | | |
|---|--|-------|
| 1 | The uses for graphology | _____ |
| 2 | Reasons why graphology is not reliable | _____ |
| 3 | Important Japanese customs | _____ |
| 4 | Examples of swarm intelligence | _____ |
| 5 | Ways swarm intelligence can help us | _____ |
| a | To make sure a signature is real | _____ |
| b | Our mood changes the way we write | _____ |
| c | Bees work together to make honey | _____ |
| d | To control car traffic jams | _____ |
| e | Take off your shoes in the home | _____ |

2 Work with a partner. Take turns asking for ideas and examples for the topics in exercise 1.

Pronunciation skill

PRONOUNCING SYLLABLE STRESS

In multi-syllable words, the stress or emphasis falls on one of the syllables. In words with three syllables the stress is often on the second syllable.

*ex**A**mine*

*con**NEC**ted*

However, there are many three-syllable words that have the stress on a different syllable.

***HAN**Dwriting*

***DOC**ument*

1 **1.33** Listen and notice the stressed syllables. Then listen again and repeat.

- | | | |
|---------------|----------------|--------------|
| 1 ADjective | 6 conNEcted | 11 inCLUding |
| 2 aNOther | 7 DOcument | 12 introDUCE |
| 3 arRANGEment | 8 exAmine | 13 PERfectly |
| 4 auTHENtic | 9 eXAMple | 14 SCientist |
| 5 comPUter | 10 HANDwriting | |

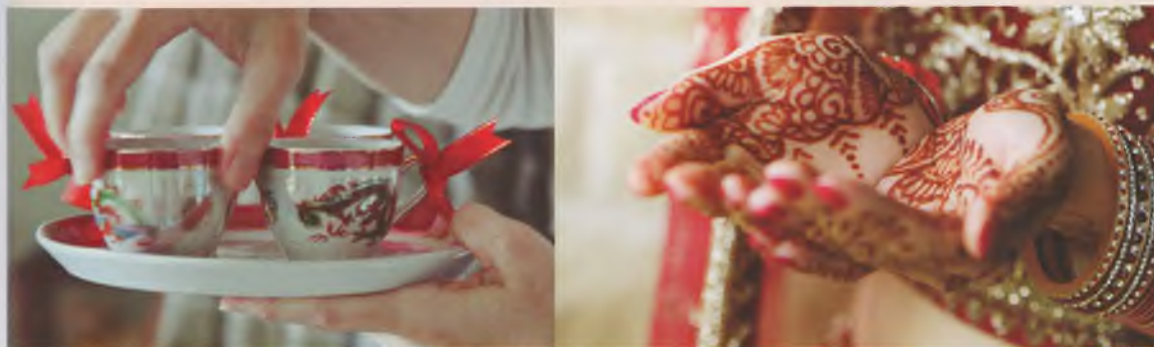
2 **1.34** Underline the stressed syllables. Check your answers in a dictionary. Then listen and repeat.

- | | | |
|-------------|--------------|--------------|
| 1 together | 5 following | 9 manager |
| 2 behavior | 6 direction | 10 stadium |
| 3 perfectly | 7 production | 11 efficient |
| 4 factory | 8 discover | 12 evidence |

SPEAKING TASK

Read this podcast. Notice the expressions used for giving advice. Underline multi-syllable words and circle the stressed syllables.

Welcome to Custom Consultant. Today I'm going to tell you about three customs in Spain that you should know when you visit. First, it's polite to shake hands when you greet people. And when you're invited to someone's home for dinner, it's OK to arrive a few minutes late. Finally, it's a good idea to bring a gift of chocolates or cake when you visit someone's home.



BRAINSTORM

Work with a partner. You are anthropologists. Add one more type of custom to the word map. Then choose a country and brainstorm ideas and examples for the customs. Use expressions for asking for ideas and examples.



PLAN

Look back at your brainstorm and choose three customs. Plan a podcast giving advice to an overseas visitor. Use expressions for giving advice.

SPEAK

Practice your podcast. Pay attention to your pronunciation of multi-syllable words.

SHARE

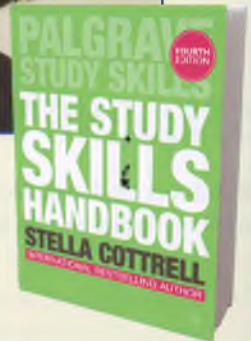
Form a group. Take turns presenting your podcast and give feedback. Tell the class something you learned from the podcasts.

Study support networks

by Stella Cottrell

Types of support network

Some courses organize a study support group or network. This may be led by a “mentor”—a student from the year above. If a group does not exist, you may like to start one yourself. You could get together by telephone or email, or meet after class in somebody’s home.



What a support group can do

A support group can help in many ways, but the following activities are helpful to most students.

Encourage each other

- Arrange to phone each other to encourage work on a particular activity.
- Find a helpful comment you could make about each group member’s work. Write these out on separate pieces of paper and give them to each other to take home. At home, put your list where you can see it, to encourage yourself.

Review lectures

Review a lecture together, talking about the main points. Fill the gaps in your own notes. Each person notes different things, so by sharing information you each end up with a better set of lecture notes.

Solve study problems

- Give one person, A, five or ten minutes to describe a study problem, while the rest of the group listen without talking.
- As a group, spend ten minutes talking about the problem. Brainstorm as many ideas as you can for dealing with the problem. Now A listens without talking.
- Finally, Person A has ten minutes to choose an option, decide how and when to do it, and ask the group for support.

Share background reading

Read different texts around the subject, and summarize the main points for each other. Discuss your ideas about what you read.

Make friends with each other

Simply listening to each other can be very helpful.



Discussion point

Discuss these questions with a partner.

- 1 What is the person in the picture doing? Is he going slow or fast?

The person in the picture is ... He's going very ...

- 2 Would you like to be the person in the picture? Why or why not?

boring exciting * fun scary thrilling

- 3 Name something it is best to do quickly.

It's best to ... quickly because ...

LISTENING

Listening for tone of voice

Listening for block organization

VOCABULARY

Adding the prefixes *-ed* and *-ing*

SPEAKING

Talking about similarities and differences

PRONUNCIATION

Pronouncing reduced forms

Vocabulary preview

Read the sentences. Circle the correct meaning of the words in bold.

- 1 The boy lost his **balance** and fell off his bicycle.
 a backpack b ability to keep your body steady without falling
- 2 Max plans to **compete** in a swimming race next year.
 a try to win b organize
- 3 Ice skaters must have perfect **control** over their bodies.
 a information b power
- 4 The mountains are the most difficult part of the **course**.
 a day b area where a race takes place
- 5 The **regular** price of good running shoes is about \$80.00, but they are on sale today for \$65.00.
 a ordinary b special
- 6 You can reduce your **risk** of an accident if you drive slowly and carefully.
 a pleasure b possibility of danger
- 7 It was a **thrill** to ride in my friend's new sports car.
 a feeling of excitement b disappointment
- 8 Racewalking is an **unusual** Olympic® sport.
 a common b not normal or common

LISTENING 1 It's fun to be scared

Before you listen

- 1 Look at the picture. Do you think roller coasters are dangerous? Which of the emotions in the box on the right do you think the people in the picture are feeling? Discuss with a partner.

*I think roller coasters are/aren't dangerous because ...
 The people in the picture look ...*

- 2 Look at the title and picture. Answer these questions.

- 1 What do you think the main idea of *It's fun to be scared* will be?
- 2 Do you think the speakers will have a positive or negative opinion of roller coasters? Why?

EMOTIONS

afraid	free
angry	happy
bored	nervous
comfortable	relaxed



3 Predict if these sentences are true or false. Write **T** (true) or **F** (false).

- 1 The first speaker's hobby is designing roller coasters. _____
- 2 There are roller coasters all over the world. _____
- 3 Thrill seekers avoid dangerous situations. _____
- 4 People who love roller coasters are always thrill seekers. _____
- 5 Roller coasters are very safe. _____

Global listening

2.01 Listen to *It's fun to be scared* and check your predictions.

Close listening

LISTENING FOR TONE OF VOICE

Tone of voice means the way a speaker naturally changes his or her voice in order to show feelings. For example, if a speaker's voice is relaxed, moves up and down a lot, and rises at the end, English speakers will think that the speaker's attitude is positive. Listening for tone of voice will help you to understand the speaker's attitude.

ACADEMIC KEYWORDS

real	(adj)	/riəl/
seek	(v)	/sik/
topic	(n)	/'tɒpɪk/

1 2.02 Listen to these sentences and repeat. Think about tone of voice.

- 1 **Excited:** We're going to the amusement park tomorrow!
- 2 **Disappointed:** We're not going to the amusement park tomorrow.
- 3 **Uncertain:** Are you sure the roller coaster is safe?
- 4 **Shocked:** You jumped out of an airplane?!
- 5 **Interested:** Do you enjoy fast cars?
- 6 **Amused:** You look really funny in that hat!
- 7 **Worried:** Fouad is an hour late. I hope he's OK.
- 8 **Bored:** Will this journey ever end? It's so slow.
- 9 **Surprised:** You can fly an airplane? Really? I didn't know!

2 2.03 Listen to excerpts from *It's fun to be scared* and check (✓) each speaker's tone of voice.

- | | | |
|--|--|---------------------------------------|
| 1 a <input type="checkbox"/> surprised | 3 a <input type="checkbox"/> amused | 5 a <input type="checkbox"/> bored |
| b <input type="checkbox"/> worried | b <input type="checkbox"/> shocked | b <input type="checkbox"/> interested |
| 2 a <input type="checkbox"/> bored | 4 a <input type="checkbox"/> uncertain | |
| b <input type="checkbox"/> excited | b <input type="checkbox"/> excited | |

3 2.01 Listen to *It's fun to be scared* again and **circle** the correct words.

- 1 Mr. Jones rides roller coasters for **fun** / his job.
- 2 Mr. Jones has been to **22** / 42 countries and **22** / 42 U.S. states.
- 3 The world's **tallest** / fastest roller coaster is in Abu Dhabi.
- 4 Dr. Sparks **is** / is not a regular doctor.
- 5 Thrill seekers **avoid** / enjoy dangerous activities.
- 6 When Mr. Jones is on a roller coaster, he feels like **he has total control** / he is going to fall out.

Developing critical thinking

Discuss these questions in a group.

- 1 Thrill seekers enjoy danger. Which of the characteristics in the box on the right do you think they also have?

I think thrill seekers are ...

- 2 Is thrill seeking a positive or negative characteristic? Explain your answer.

Thrill seeking is a positive/negative characteristic because ...

- 3 Are you a thrill seeker? Give an example.

I'm / I'm not a thrill seeker, for example ...

CHARACTERISTICS

afraid	independent
brave	intelligent
fun	quiet

LISTENING 2 The race to be the slowest

Before you listen


Do you have a bicycle? Have you taken part in a bicycle race? What is unusual about the title and the picture below? Discuss with a partner.

I do / don't have a bicycle.

I have / haven't taken part in a bicycle race.

The title and picture are unusual because ...

Global listening

- 1  2.04 Listen to *The race to be the slowest* and number these topics in order.

- a The rules of slow bike racing _____
- b Skills that slow bikers need _____
- c Differences between speed cycling and slow bike races _____
- d A description of the slow bike race course _____
- e Slow bike racing as part of the Slow Bicycle movement _____
- f The purpose of slow bike races _____

ACADEMIC KEYWORDS

rule	(n)	/rul/
since	(con)	/sɪns/
special	(adj)	/'speʃ(ə)l/

LISTENING FOR BLOCK ORGANIZATION

When people talk about the differences between two topics, they sometimes talk about the topics in blocks. They talk about topic 1 and then about topic 2. Typically, the speaker talks about the same points for each topic. Therefore, noticing what the speaker says about topic 1 will help you to predict the points they will discuss for topic 2.

Listen for these transitions to help you identify when a speaker is changing topic: *in contrast, on the other hand, unlike.*



2 **2.05** Listen to an excerpt from *The race to be the slowest*. Answer these questions.

- 1 Which topic does the speaker discuss first?
- 2 Which transition does the speaker use between blocks?
- 3 Which topic does the speaker discuss second?

Close listening

1 **2.04** Listen to *The race to be the slowest* again. Correct eleven errors in these notes.

I. Rules of slow bike racing

- 1-Bike has to move forward all the time
- 2-Rider has to stay outside the lines
- 3-Rider can touch the ground
- 4-Winner = person who finishes in the shortest time

II. Diff's between speed cycling & slow bike racing

	Speed	Slow
1 Olympic sport?	no	yes
2 Need training?	yes	no
3 Clothes	regular	special
4 Bicycles	specially designed, heavy	regular
5 Course	countryside, hills	anywhere e.g., park
6 Speed	24-25 km./hr.	160 km./hr.

III. Skills that slow bikers need

- 1-balance 2-practice 3-focus

2 Use your notes to discuss the differences between fast and slow bike racing. Use a transition.

Developing critical thinking

1 Discuss these questions in a group.

- 1 Do you think slow bike racing is a real sport? Why or why not?
I think slow bike racing is/isn't a real sport because ...
- 2 Would you like to ride in a slow bike race? Why or why not? Use the useful words in the box on the right.
I would/wouldn't like to ride in a slow bike race because ...

USEFUL WORDS

- | | |
|-------------|-------|
| boring | easy |
| competitive | fun |
| difficult | weird |

2 Think about the ideas from *It's fun to be scared* and *The race to be the slowest* and discuss these questions in a group.

- 1 Imagine you are planning a vacation. Do you prefer to move quickly and see as many places as possible, or to relax and see only a few places?
I prefer to move quickly / relax because ...
- 2 What are some things people can do to find a balance between doing too much and doing too little in their lives? Think about the things in the box on the right.
To find balance, people can ...
Once a week, I think everybody should ...

THINK ABOUT

- | | |
|----------|-------|
| exercise | home |
| family | sleep |
| food | work |

Vocabulary skill

ADDING THE PREFIXES **-ED** AND **-ING**

The *-ed* (past participle) and *-ing* (present participle) forms of verbs are often used as adjectives. In general, use the *-ed* form to describe how someone feels. Use the *-ing* form to describe the cause of the person's feeling.

The woman is **terrified** of roller coasters.

The Ferrari World roller coaster is **terrifying**.

1 **Circle** the correct words.

- 1 The children are **exciting** / **excited** about visiting the amusement park.
- 2 It is **embarrassing** / **embarrassed** when you fall off your bike.
- 3 My exercise class is **boring** / **bored**.
- 4 I do not understand the rules of the sport. I am **confusing** / **confused**.
- 5 I feel **relaxing** / **relaxed** when I ride my bike in the countryside.
- 6 His decision to try skydiving is **surprising** / **surprised**.

2 **Ask and answer these questions with a partner.**

- 1 Are you terrified of high places?
- 2 Do you think slow bike racing is boring?
- 3 Who is the most interesting person you know?
- 4 Are you embarrassed if you are late for an appointment?
- 5 Do you think roller coasters are thrilling or terrifying?
- 6 Are you confused when your teacher speaks English very quickly?

SPEAKING Comparing vacations

You are going to learn about the superlative forms of adjectives and adverbs, talking about similarities and differences, and pronouncing reduced forms. You are then going to use these to plan and compare vacations.

Grammar

SUPERLATIVE FORMS OF ADJECTIVES AND ADVERBS

We use the superlative form of adjectives and adverbs to describe the concept of "most," or the highest degree of something. Study the forms:

Form	Example
One syllable adjectives and adverbs <i>the + adjective/adverb + -est</i>	<i>old</i> → the oldest
Two syllable adjectives and adverbs ending in -y <i>the + (adjective/adverb -y) + -ier</i>	<i>risky</i> → the riskiest
Two or more syllable adjectives and adverbs not ending in -y <i>the most + adjective/adverb</i>	<i>famous</i> → the most famous
You must memorize irregular verbs.	<i>good/well</i> → the best <i>bad/badly</i> → the worst



1 Write the superlative forms.

- | | |
|-----------------|---------------------|
| 1 long _____ | 8 afraid _____ |
| 2 regular _____ | 9 badly _____ |
| 3 happy _____ | 10 slowly _____ |
| 4 good _____ | 11 crazy _____ |
| 5 new _____ | 12 amazing _____ |
| 6 normal _____ | 13 interested _____ |
| 7 excited _____ | 14 carefully _____ |

2 Complete these sentences with the superlative form of the words in parentheses. Then ask and answer the questions with a partner.

- What is _____ (long) roller coaster in the world?
The Steel Dragon 2000 in Japan. It is 8,133 feet long.
- Which roller coaster has _____ (large) drop?
The Kingda Ka. It has a drop of 418 feet.
- What is the world's _____ (difficult) bicycle race?
The Tour d'Afrique, which goes from Cairo to Cape Town.
- What is _____ (dangerous) mountain in the world?
The Annapurna in Nepal. Many people have died climbing it.
- What is _____ (risky) job in the world?
Deep sea fishing. Many people die doing this job.
- What is the world's _____ (busy) airport?
Hartsfield-Jackson Atlanta International Airport, USA.

3 Work with a partner. Make sentences about these groups of items. Use the superlative form. Then ask and answer.

- (hard) mathematics / English / history
- (risky) skydiving / speed cycling / mountain climbing
- (thrilling) roller coaster / sports car / graduation
- (bad) catching a cold / losing wallet / failing a test
- (slow) traffic / a snail / you, in the morning
- (relaxing) walk on beach / read a book / talking with family

Speaking skill

TALKING ABOUT SIMILARITIES AND DIFFERENCES

You can use certain sentence patterns to talk about the similarities and differences between two things. You can also give a reason why they are similar or different.

Talking about similarities

Joe **is like** Bob **because** he is kind.

Joe **has a** slow computer, and **so does** Bob.

Joe **has a** slow computer, and Bob **does, too**.

Joe and Bob **are the same / similar / alike in** age.

Talking about differences

Joe **is different from** Bob **because** he enjoys sports.

Joe and Bob **are different in** height.

Joe likes roller coasters, **but** Bob does not.

Joe has a fast car. **In contrast**, Bob has a slow car.

1 **2.06 Listen and complete these sentences.**

- 1 Ferraris are fast sports cars, and Maseratis _____.
- 2 France has a high-speed train system, and _____ China.
- 3 Tennis is a fast game, _____ golf is very slow.
- 4 Turtles _____ tortoises. Tortoises live only on land. _____, turtles also live in water.
- 5 Andrea _____ her sister because they both talk very fast.
- 6 Cheetahs, jaguars, and panthers _____. They are fast, large cats.
- 7 Jogging and running _____ speed. Jogging is slower.

2 **Work with a partner. Study this chart and make sentences about the similarities and differences between the three bikes.**

Characteristics	Shinzu Ultralight	Holland City Bike	Schrager Combo
Purpose	racing	city riding, shopping	city riding, exercise
Number of gears	21	1-3	10
Color	black	black	black and white
Size	66 cm.	66 cm.	66 cm.
Weight	9 kg.	18 kg.	13 kg.
Price	\$549	\$399	\$189
Top speed	100 km./h.	24-30 km./h.	65 km./h.
Added features	light	basket, rear tire rack, large seat	rear tire rack



Shinzu Ultralight



Holland City Bike



Schrager Combo

Pronunciation skill

PRONOUNCING REDUCED FORMS

In natural speech, words that are not stressed are often reduced. Their pronunciation is short and fast. Some of the vowels and consonants change or disappear. Reduced pronunciation is not slang. It is a regular part of spoken English. However, you should never write reduced forms.

and /ən/

just /dʒʌs/

has to /hæs tə/


of /əv/

don't you /daʊn tʃə/

What do you /wə də jə/

1 **2.07 Listen and circle the reduced forms. Then listen again and repeat the phrases.**

- | | |
|--------------------------|----------------------------|
| 1 traveling and visiting | 4 She's one of the best. |
| 2 Why don't you stay? | 5 Just listen. Don't talk. |
| 3 What do you need? | 6 Mary has to go. |

- 2  2.08 Listen and complete these sentences. Notice the pronunciation of reduced forms.
- 1 Why _____ tell us about it.
 - 2 _____ think about that?
 - 3 I _____ let myself enjoy the fear.
 - 4 Bicycle racing is one _____ the best _____ most exciting sports in the world.
 - 5 The bike _____ move forward at all times.
 - 6 It takes balance, control, _____ a lot of focus to stay inside the lines.
- 3 Read the sentences with a partner. Focus on your pronunciation of reduced forms.

SPEAKING TASK

Read this presentation. Circle the superlative forms. Predict where the reduced forms are and underline them.



fast vacation

If you want to take a slow vacation, then I have the most exciting idea for you: a river cruise in Europe. Our company offers the best packages for students. We have a four-day cruise through Holland for just \$450.00. That's our shortest and cheapest cruise. We also have an eight-day cruise down the second longest river in Europe, the Danube River, for just \$1,100. Why don't you think about it and let me know what you want to do?



slow vacation

BRAINSTORM

Work with a partner. You are travel agents. Think of a vacation and brainstorm the package you could offer customers. Answer these questions about the vacation.

- 1 Is it fast or slow?
- 2 Where is it?
- 3 How many days?
- 4 What are the main activities?
- 5 How much does it cost?
- 6 Which meals are included?
- 7 Which adjectives and adverbs could you use to describe the vacation?

PLAN

Plan a short presentation about the vacation. Use superlative forms of adjectives and adverbs.

SPEAK

Practice your presentation. Pay attention to your pronunciation of reduced forms.

SHARE

Form a group. Take turns giving your presentations. Talk about the similarities and differences between your vacations. Decide whose vacation is best and give reasons.

STUDY SKILLS Classroom language

Getting started

Discuss these questions with a partner.

- 1 In your culture, do you use formal or informal language when you talk with a teacher?
- 2 What happens if you use inappropriate language to talk with a teacher?
- 3 How do you think American students talk to their teachers? How do you think they talk to their friends?

Scenario

Read this scenario. Think about Sam's classroom language. How is it appropriate? How is it inappropriate?

Consider it

Read these pairs of sentences. In each pair, what would you say to a teacher and what would you say to a classmate? Write *T* (teacher) or *C* (classmate).

- 1 a Hey, Michael. _____
b Good morning, Dr. Han. _____
- 2 a Can I use your pencil? _____
b Could I please borrow a pencil? _____
- 3 a Please excuse me for being late. _____
b Sorry I'm late. _____
- 4 a Excuse me for interrupting. Could I ask a question? _____
b Wait a minute. I have a question. _____
- 5 a See you tomorrow, Mrs. Tanaka. _____
b See you. _____
- 6 a I'm afraid I disagree. _____
b That's not right! _____

Over to you

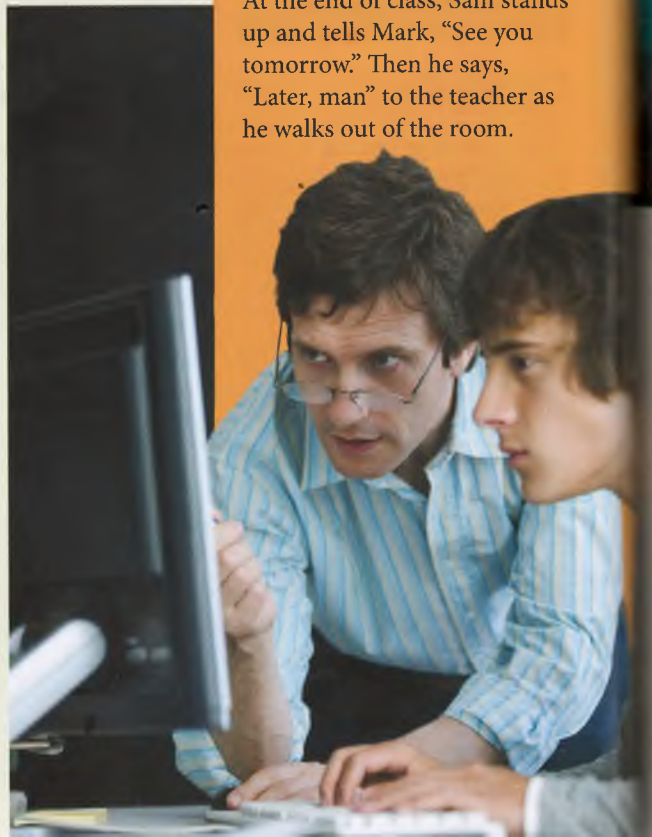
Discuss these questions in small groups.

- 1 Do you think it is important to use appropriate classroom language? Why?
- 2 Do you think your classroom language is appropriate or inappropriate? Give examples.
- 3 Compare the language you should use to speak to a teacher and a classmate in these situations:
 - a You want help preparing for an exam.
 - b You need to leave class early.
 - c You want the other person to speak more loudly.

Sam is a student in a literature class at an American university. It is the third week of class. Sam enters the classroom and greets his teacher, saying, "Hi, Adam." Then he sits down next to a classmate and says, "How do you do, Mark?"

Sam realizes he forgot to bring a pen. He turns to a classmate and says, "I need your pen." His classmate gives him a strange look. During the lecture, Sam is sure the teacher is wrong. He raises his hand and says, "Sorry, that's wrong." Later, Sam disagrees with one of his classmates during groupwork, and he says, "Excuse me, but I believe your information might be incorrect."

At the end of class, Sam stands up and tells Mark, "See you tomorrow." Then he says, "Later, man" to the teacher as he walks out of the room.





Discussion point

Discuss these questions with a partner.

- 1 What does the picture show? Does it remind you of any other things in nature?

The picture shows a ... It looks like a ...

- 2 Do you have good vision? Has it changed in the last few years?

I have/don't have good vision.

It has/hasn't changed over the last few years.

- 3 Which of your senses do you think is the strongest? Which of your senses is the weakest? Give examples.

hearing sight smell taste touch

LISTENING

Recognizing different types of numbers
Listening for transition questions

VOCABULARY

Adding suffixes to change adjectives into nouns

SPEAKING

Asking for repetition and clarification

PRONUNCIATION

Pronouncing final consonant /t/ before another consonant

Vocabulary preview

1 Read these sentences. In each set of four, match the words in bold with their meanings.

- 1 In an **average** week, I spend around ten hours watching TV. _____
- 2 I often lie awake at night worrying about things. _____
- 3 **Blind** people often develop a very strong sense of hearing. _____
- 4 Learning English is a very **complex** task, so it will take a long time. _____

- a (adj) not sleeping
- b (adj) usual or ordinary
- c (adj) has many small parts or details, so it is difficult to understand
- d (adj) not able to see

- 5 Seeing the Egyptian pyramids was the best **experience** of my life. _____
- 6 Coffee is one of my favorite **flavors**. _____
- 7 My **sense** of sight is not very strong. I have to wear glasses. _____
- 8 I do not like food with a creamy **texture**. _____

- e (n) the particular taste that food or drink has
- f (n) the way something feels when you touch or eat it
- g (n) natural physical abilities: to see, hear, smell, taste, or feel
- h (n) something that happens to you / a situation you are involved in

2 Work with a partner. Which of the sentences are true for you?

LISTENING 1 Our world, our senses

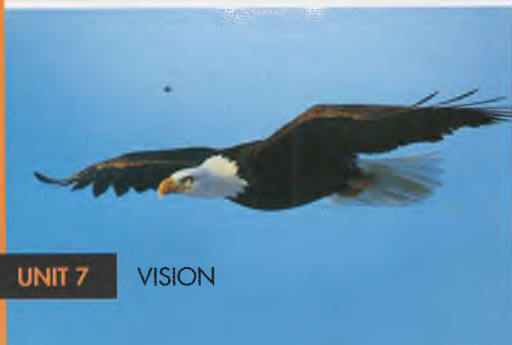
Before you listen

1 Look at the pictures. Which of the animals do you think has the best eyesight? Why? Which do you think has the worst eyesight? Why? Discuss with a partner.

*I think ... has the best eyesight because ...
... probably has the worst eyesight because ...*

2 Predict if these sentences are true or false. Write T (true) or F (false).

- 1 The human eye has six parts. _____
- 2 Our eye muscles are less active than other muscles in our body. _____
- 3 Women blink their eyes more than men. _____
- 4 Eagles have much better eyesight than humans. _____
- 5 Owls have poor night vision. _____
- 6 Bats cannot see. _____



Global listening

2.09 Listen to *Our world, our senses* and check your predictions.

Close listening

RECOGNIZING DIFFERENT TYPES OF NUMBERS

In programs or lectures about science topics, the speaker often uses numbers to represent facts. Listen for these words to help you recognize the number: *hundred, thousand, hundred thousand, million, percent, and point.*

215	two hundred fifteen
2,750	two thousand seven hundred fifty
27,551	twenty seven thousand five hundred fifty-one
275,552	two hundred seventy five thousand five hundred fifty-two
2,750,000	two million seven hundred fifty thousand
30%	thirty percent
4.5	four point five

ACADEMIC KEYWORDS

clearly	(adv)	/'klɪrli/
expose	(v)	/ɪk'spəʊz/
focus	(v)	/'fəʊkəs/

1 2.09 Listen again. In each set, match the numbers with the notes.

- | | | | | |
|---|-----------|-----|---|---|
| 1 | 2 million | ___ | a | % of eye outside our head |
| 2 | 50 | ___ | b | working parts in human eye |
| 3 | 17 | ___ | c | # of things an eye can focus on in 1 sec. |
| 4 | 4.6 | ___ | d | mtrs. an owl can see a mouse at night |
| 5 | 100 | ___ | e | degrees an owl can turn its head |
| 6 | 270 | ___ | f | kms. we can see on flat land |

2 2.10 Listen and **circle** the correct numbers.

- | | | | | | |
|---|-----------|---|-----------------|---|-----------------------|
| 1 | 13 / 30 | 4 | 616 / 660 | 7 | 119,919 / 190,990 |
| 2 | 14 / 140 | 5 | 7,717 / 7,770 | 8 | 2,215,000 / 2,250,000 |
| 3 | 115 / 150 | 6 | 18,880 / 80,818 | | |

3 2.11 Listen and complete these sentences about vision.

- People read _____ times slower from a computer screen.
- My eyeglasses are not so expensive. They cost \$ _____.
- This survey shows that _____ % of teenagers wear glasses.
- Honey bees have _____ lenses in each eye.
- Falcons can see _____ times better than humans.
- We can see the moon, which is _____ km. away.

Developing critical thinking

Discuss these questions in a group.

- Which facts in the program surprised you the most?
I already knew that ... I was surprised that ...
- Why else might people blink? Why do you think women blink most?
People might blink when ... I think women blink most because ...
- Do you think sight is the most important sense? Why or why not? Think about the things in the box on the right.
I think sight is/isn't the most important sense because ...

THINK ABOUT

cleaning	traveling
cooking	washing
exercising	working


LISTENING 2 Dans le Noir

Before you listen

How often do you go out for a meal? What types of restaurants do you usually go to? Why? Is cost, location, or food most important? Discuss with a partner.

*I go out for a meal every ...
I usually go to ... restaurants because ...
... is most important.*

Global listening

1  2.12 Listen to *Dans le Noir* and check (✓) the topics the speaker talks about.

- 1 Enjoying a meal with all our senses
- 2 The restaurant owner's goal
- 3 The history of the restaurant
- 4 The food menu
- 5 Description of a typical meal
- 6 The waiters
- 7 A customer's opinion
- 8 The restaurant's location and hours



LISTENING FOR TRANSITION QUESTIONS

In news reports and presentations, the speaker often uses questions to change from one topic to the next topic. Recognizing a transition question helps you to identify when the topic is about to change and what the next topic is.

Transition questions can ...

- begin with a word or phrase to link the last topic to the next topic: *and*, *and speaking of*, *but*, *so*.
- include a word or phrase from the previous sentence.

ACADEMIC KEYWORDS

information	(n)	/,ɪnfə'meɪʃ(ə)n/
source	(n)	/sɔ:s/
total	(adj)	/'təʊt(ə)l/

2  2.13 Listen to excerpts from *Dans le Noir*. Complete these sentences. Underline the topics the transition questions introduce.

- 1 And _____ the _____, what about the menu?
- 2 _____ do the diners enjoy the _____ of not knowing what they're going to eat?
- 3 _____ can the waiters _____ how to serve the right meals to the right customers in total darkness?
- 4 _____, what do the _____ say about the experience of eating at *Dans le Noir*?

Close listening

2.12 Check (✓) to complete these sentences correctly. Then listen to *Dans le Noir* again and check your answers.

- 1 The colors, shape, and design of the food involve our sense of
 - a taste.
 - b sight.
 - c smell.
- 2 *Dans le Noir* is French and means
 - a in the dark.
 - b at night.
 - c in the deep.
- 3 The restaurant's owners want people to be more aware of
 - a cooking styles.
 - b French food.
 - c blindness.
- 4 The restaurant has _____ surprise menus.
 - a three
 - b four
 - c five
- 5 The restaurant's _____ are blind.
 - a owners
 - b customers
 - c waiters
- 6 The customers are usually in the restaurant for
 - a 1 hour.
 - b 1.5 hours.
 - c 2 hours.
- 7 When customers arrive, they have to
 - a take off their shoes.
 - b put on sun glasses.
 - c put their phones in a locker.
- 8 The customer thinks that the experience of eating at *Dans le Noir* is
 - a fun and educational.
 - b frightening and uncomfortable.
 - c boring and expensive.

Developing critical thinking

1 Discuss these questions in a group.

1 Would you like to eat in *Dans le Noir*? Why or why not? Use the useful words in the box on the right.

I would/wouldn't like to eat at Dans le Noir because I think it would be ...

2 Do you think *Dans le Noir* would be successful in your country? Why or why not?

I think Dans le Noir would/wouldn't be successful in ... because ...

USEFUL WORDS

dull	fun
educational	interesting
frightening	original

- 2 Think about the ideas from *Our world, our senses* and *Dans le Noir* and discuss these questions in a group.
- 1 What are the advantages and disadvantages of being blind? Think about the things in the box on the right.
The advantages of being blind are ...
The disadvantages might be ...
 - 2 Do you have any sayings in your language about sight or vision? What do they mean? Do you think they are true?
We have a saying: ... I think it is/isn't true because ...

THINK ABOUT

friendship other senses
independence work

Vocabulary skill

ADDING SUFFIXES TO CHANGE ADJECTIVES INTO NOUNS

A suffix is a group of letters added to the end of a word to change its meaning. Here are some common suffixes that can change adjectives into nouns:

-ness blind → blindness **-ty** honest → honesty
-ity complex → complexity

- 1 Change these adjectives into nouns by adding the correct suffix. Then check your answers in a dictionary.
- | | | | |
|------------|-------|-------------|-------|
| 1 good | _____ | 5 difficult | _____ |
| 2 possible | _____ | 6 quiet | _____ |
| 3 dark | _____ | 7 creative | _____ |
| 4 useful | _____ | 8 weak | _____ |
- 2 Change these nouns into adjectives.
- | | | | |
|---------------|-------|------------------|-------|
| 1 sadness | _____ | 5 loyalty | _____ |
| 2 reliability | _____ | 6 happiness | _____ |
| 3 clarity | _____ | 7 responsibility | _____ |
| 4 uselessness | _____ | 8 activity | _____ |
- 3 Complete these sentences. Use the correct form of the words in the box.
- active clear creative possible quiet useful
- 1 As we get older, we lose some _____ in our vision.
 - 2 Scientists use a lot of _____ to design their research projects.
 - 3 When I close my eyes, I can really enjoy the _____ of this place.
 - 4 There is a _____ that the treatment will improve your eyesight.
 - 5 I can see from the students' faces that the _____ is interesting.
 - 6 I want to see the building plan to be sure of the project's _____.
- 4 Ask and answer these questions with a partner.
- 1 What is your biggest difficulty with learning English?
 - 2 Where do you go to enjoy a quiet atmosphere?
 - 3 What is most important to you for your happiness?
 - 4 What is the most useful course you are taking now?
 - 5 Who is the most creative person you know?
 - 6 Are you a reliable person? Can you give an example?



SPEAKING Taking part in a quiz

You are going to learn about concrete and abstract nouns, asking for repetition and clarification, and pronouncing final consonant /t/ before another consonant. You are then going to use these to prepare and take part in a quiz.

Grammar

CONCRETE AND ABSTRACT NOUNS

Concrete nouns

We can see, touch, hear, taste, or smell concrete nouns. Concrete nouns can be count or noncount. You can add an article before a concrete noun.

Study the forms:

Form	Example
Count nouns <i>a/an/the + count, concrete noun</i>	<i>the human a cat an eye</i>
Noncount nouns <i>the + noncount, concrete noun</i>	<i>the water</i>

Abstract nouns

Abstract nouns are names of ideas, concepts, qualities, conditions, or actions that we cannot touch or feel with our senses. Abstract nouns are uncountable, and we often use them with no article.

*It is clear that **knowledge** of science is necessary to achieve my goals.*

*Parents know that **sleep** is very important for children's health.*

1 Write C (concrete noun) or A (abstract noun).

- | | | |
|-------------|-------------|-------------|
| 1 animal | 7 happiness | 13 speed |
| 2 blindness | 8 health | 14 strength |
| 3 brain | 9 sadness | 15 task |
| 4 eagle | 10 science | 16 trust |
| 5 eye | 11 sense | 17 vision |
| 6 fact | 12 sight | 18 weakness |

2 Complete these sentences with *a, an, the*, or \emptyset article.

- When I look at _____ pink sunset, I am filled with _____ happiness.
- _____ eye and _____ brain work together to control _____ eyesight.
- I do _____ eye exercise that helps to improve _____ vision.
- Is it _____ fact that _____ blindness in the world is decreasing?
- I do not have _____ trust in this report about _____ sense of taste.

3 Choose five nouns in exercise 1 and make sentences. Then read them to a partner.

Speaking skill

ASKING FOR REPETITION AND CLARIFICATION

Asking for repetition

When someone asks a question, you can ask the person to repeat themselves.

I did not hear all of that.

I could not catch that.

That was too fast for me to understand.

Can you please repeat the question?

Please say the question again more slowly.

Could I have that once more, please?


Asking for clarification

If you do not understand one or more words, you can ask the person for clarification.

I do not understand the question. Can you say it another way?

What does ... mean?

I do not know the word ...

- 1  2.14 Listen and check (✓) if the speaker asks for repetition or clarification.

- | | |
|--|--|
| 1 a <input type="checkbox"/> repetition | 3 a <input type="checkbox"/> repetition |
| b <input type="checkbox"/> clarification | b <input type="checkbox"/> clarification |
| 2 a <input type="checkbox"/> repetition | 4 a <input type="checkbox"/> repetition |
| b <input type="checkbox"/> clarification | b <input type="checkbox"/> clarification |

- 2 Role play with a partner. You are quizzing each other to prepare for a science test. Take turns asking these questions, asking for repetition / clarification, and giving the answer.

- 1 Which animals have the best night vision? (Cats and owls)
- 2 What are the human body's most active muscles? (Eye muscles)
- 3 How much of our eye is exposed to the world? (17%)
- 4 How many times a day do we usually blink? (10,000)
- 5 What four senses do we use to enjoy a meal? (Taste, smell, touch, sight)
- 6 What does *Dans le Noir* mean in English? (In the dark)

Pronunciation skill


PRONOUNCING FINAL CONSONANT /t/ BEFORE ANOTHER CONSONANT

When a word ends with /t/ and the following word begins with a consonant, the final /t/ in the first word is not fully pronounced. Instead, we stop our voice very quickly before saying the next word.


what /wat/

what should /wa?ʃʊd/



1  **2.15 Listen and compare the pronunciation of final /t/. Then listen again and repeat.**

- 1 What
What should we know about our eyes?
- 2 That
You may notice that women blink more than men.
- 3 React
Women react when they hear loud sounds.
- 4 Best
The best night vision belongs to cats and owls.
- 5 Fact
In fact bats can see.

2  **2.16 Underline where a final /t/ comes before another consonant. Then listen and repeat.**

- 1 Eating in total darkness, without sight, allows our other senses to become awake.
- 2 But that's not all.
- 3 Most diners choose from one of the kitchen's four surprise menus.
- 4 The diners have fun trying to figure out what they're eating.
- 5 How do waiters know how to serve the right meals?
- 6 If you feel adventurous and want a new, different dining experience, try *Dans le Noir*.

3 **Read the sentences with a partner. Focus on your pronunciation of final consonant /t/ before another consonant.**

SPEAKING TASK

Read this quiz question. Circle the concrete noun. Underline the article.

How much does a human eye weigh?

- a) 8 grams b) 28 grams c) 58 grams



BRAINSTORM

Work with a partner. Find six facts about vision that interest you.

PLAN

Look back at your brainstorm. Use your facts to write six quiz questions. Give three possible answers for each question. Try to include concrete and abstract nouns. Check your articles.

SPEAK

Practice asking your questions. Pay attention to your pronunciation of final consonant /t/ before another consonant.

SHARE




Work with a new partner. Take turns asking and answering your questions. Ask for repetition and clarification if you do not understand your partner's question.


Check your memory style

by Stella Cottrell

What helps you remember things? Here's a simple way to find out.

- Color in ten words on the word chart below.
- Read through the chart for two minutes, then cover it completely.
- Write down all the words you can remember.
- Read the following section as you check your results.

sea	cog	kitchen	LOG	PINK	
	glink	green	Spain	hobby	butter
cheese	walnut	student	jog	essay	sandwich
windy	Fred	pong	doctor	Gandhi	plate
sick	happy	sneeze	sad	maybe	holiday 
JAM	lost	tutor	INDIA	hand	bandage
fog	bread	table	book	see	room

 blue



What helps you remember?

Look at the words you remembered. Did you use any of the strategies below? If so, you can see how to arrange the information you want to remember.

Any or all of the following may help your memory.

- Recency effect**
You may remember best the words you learned last.
- Primacy effect**
You may remember best the words you learned first.
- Sound**
You may remember rhyming words, strange-sounding words, or words that you heard together in your head.

Place
You may have linked a word with a place you know.

Real names
You may have a particularly good memory for names.

Visual features
You may notice the look of a word (such as the words in capitals or those with shapes around them).

Visual association
You may link words with pictures or mental images.

Visual arrangement
You may remember where items are on the page. (If so, you may find it easy to remember flowcharts or pattern notes, or find visual spacing or making links with a picture helpful.)

Semantic association
You may remember words with meaningful associations, such as *bread*, *butter*, *sandwich*.

Being unusual
You may notice strange things, such as the words *pong* and *glink*, which stand out. (If you did, you may find it helpful to link ordinary things with strange images or sounds.)

Stories
You may link unrelated items so that they make a story. (This can help with the letters of a difficult spelling.)

Color and activity
You may notice color, or perhaps you benefit from *doing* things with information you are learning.



LISTENING	Listening for words used to classify items Preparing for listening
VOCABULARY	<i>ex-</i> words
PRONUNCIATION	Pronouncing <i>can</i> and <i>can't</i>
SPEAKING	Taking time to think before speaking

Discussion point

Discuss these questions with a partner.

- 1 Describe the picture. Have you seen weather like this in real life or in the news?

The picture shows ...

I have experienced weather like this. I saw ...

I haven't experienced weather like this.

- 2 What is the most extreme environment you have experienced? Was it very hot, very cold, very dry, or very wet?

I experienced ... weather ... in ...

- 3 Who is the most intelligent person you know? What can he or she do that most people cannot?

The most intelligent person I know is ... He/She can ...

Vocabulary preview

Read these sentences. In each set of five, match the words in bold with their meanings.

- | | | |
|---|--|-------|
| 1 | I am not sure about the accuracy of the facts in this report. | _____ |
| 2 | The World Memory Championship has ten categories of competition. | _____ |
| 3 | We can classify lakes into freshwater lakes and saltwater lakes. | _____ |
| 4 | Scientists say that we need to do more to protect our environment . | _____ |
| 5 | I have to memorize so many facts for my history test tomorrow. | _____ |
-
- | | |
|---|--|
| a | (n) the natural world, including water, land, air, plants, animals |
| b | (v) to learn something so that you can remember it perfectly |
| c | (v) to put people or things into groups based on their features |
| d | (n) being exactly correct in every detail |
| e | (n) a group of people or things that have similar qualities |
-
- | | | |
|----|--|-------|
| 6 | I am not very good at learning random facts for tests. | _____ |
| 7 | I cannot recall the names of any of my classmates in elementary school. | _____ |
| 8 | It is so cold in winter that this lake becomes a solid block of ice. | _____ |
| 9 | Did everyone survive the terrible earthquake? | _____ |
| 10 | That powerful typhoon is the ultimate example of extreme weather. | _____ |
-
- | | |
|---|--|
| f | (v) to stay alive after a difficult situation |
| g | (v) to remember something |
| h | (adj) the best or most extreme type of something |
| i | (adj) without any particular method, pattern, or system |
| j | (adj) firm and hard with no holes or empty space inside it |

LISTENING 1 Ultimate memory

Before you listen

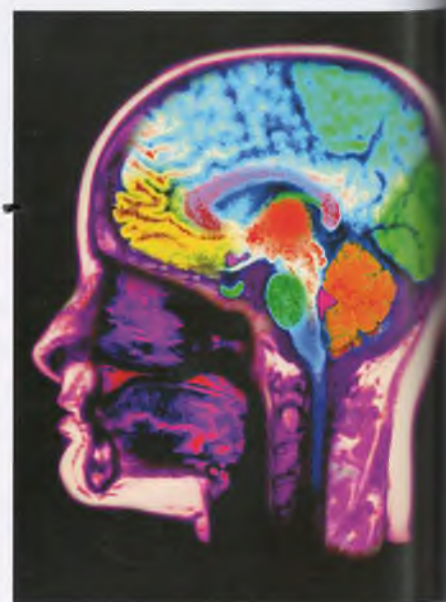
Is your ability to memorize things good? What kinds of things do you remember best? Do you know anyone with a very good memory? What can he or she remember well: dates, names, events, facts? Discuss with a partner.

My ability to memorize things is good/weak. I remember ... best. ... has a very good memory. He/She can remember ... well.


Global listening

2.17 Listen to *Ultimate memory* and number these topics in order.

- | | | |
|---|--|-------|
| a | Two types of extreme memory | _____ |
| b | People with "super memorization" | _____ |
| c | Types of methods for memorizing things | _____ |
| d | Dr. Alvi's book | _____ |
| e | A sentence to help remember facts | _____ |
| f | People with "event memory" | _____ |



Close listening

1  2.17 Listen again and match the people with what they can do.

- | | | |
|---|----------------|-------|
| 1 | Brad Williams | _____ |
| 2 | Jill Price | _____ |
| 3 | Tatiana Cooley | _____ |
| 4 | Wang Feng | _____ |
- a memorize a 40 line poem in ten minutes
 b recall news events from any day in the last 40 years
 c recall their activities for any day of their life
 d memorize order of 52 cards in 24 seconds

ACADEMIC KEYWORDS


case	(n)	/keɪs/
event	(n)	/ɪ'vent/
technique	(n)	/tek'nɪk/

LISTENING FOR WORDS USED TO CLASSIFY ITEMS


In presentations, lectures, and news reports about academic topics, speakers often organize items according to features or qualities they have in common. Listening for the words speakers use to classify people, things, and ideas helps you to understand and organize the information while you are listening.

Words used to classify items:

- verbs: *categorize, classify, fall into, fit into, put into*
- nouns: *category, class, group, kind of, type.*

2  2.18 Listen to excerpts from *Ultimate memory*. Complete these sentences. Then write V (verb) or N (noun) next to each expression.

- 1 That means we _____ that very large _____ of people called ... normal!
- 2 Now, psychologists usually _____ them into two _____ or _____.
- 3 We can _____ them into different _____, like using an image, or a story, or a sentence.

3  2.19 Listen and complete these sentences about classifying information. Then underline the information that is being classified.

- 1 At this university the course subjects _____ four _____: physical sciences, social sciences, humanities, and technology.
- 2 The food we eat is usually _____ four _____: dairy products, fruits and vegetables, grains, and meat.
- 3 Psychologists often _____ people into two _____: A personality and B personality.
- 4 My teacher often says that students _____ two _____: hardworking or lazy.
- 5 We usually _____ sports into two broad groups or _____: individual sports and team sports.
- 6 Libraries use many different systems to _____ books into several _____.

Developing critical thinking

Discuss these questions in a group.

- 1 Which example of extreme memory impresses you the most? Why? Use the useful words in the box on the right.

I'm most impressed by ... because ...

- 2 Would you like to have extreme event memory? Why or why not? Think about the things in the box on the right.

I would/wouldn't like to have an extreme event memory because ...

- 3 Do you think it is possible to train your memory to become better?

I think it's possible/impossible to train your memory because ...

USEFUL WORDS

amazing	intelligent
difficult	unbelievable
impossible	useful

THINK ABOUT

exams	vacations
hobbies	work

LISTENING 2 Extreme environments

Before you listen

- 1 Describe the places in the pictures using the useful words in the box on the right. Do you think anyone can live in these places? Why or why not? Discuss with a partner.

The place in the picture looks ... People can/can't live in these places because ...

USEFUL WORDS

cold	hot
dark	light
dry	wet



PREPARING FOR LISTENING

It is very useful to prepare for listening to a lecture or presentation by writing down a list of questions you have about the topic. Then, when you are listening to the lecture or presentation, your questions will focus your attention and help you to be a more active listener.

- 2 Prepare to listen to a lecture about extreme environments.

- 1 Brainstorm five questions you have about the topic.
- 2 Check (✓) the questions you think the speaker will talk about.

Global listening

- 2.20 Listen to *Extreme environments* and check your predictions.

ACADEMIC KEYWORDS

consider (v)	/kən'sɪdər/
per (prep)	/pɜːr/
search (n)	/sɜːrtʃ/

Close listening

2.20 Listen again and complete these notes.

Extreme environments

Examples of extreme environments:

Sahara, Death Valley up to _____ °C; Atacama (Chile) _____ mm. rain per yr.

Mt. Everest (Nepal) = _____ above sea level (little O₂); Antarctica = _____ °C

Grt. Salt Lake, Dead Sea, Assal _____ % salt = _____ times > ocean

Marianas Trench: ≈ _____ kms. deep & dark: little sunlight

Types of extreme environs.

- hot & dry
- _____ w/ low O₂
- cold
- _____
- deep & dark

More extreme environs

edge of volcano _____ °C; in solid rock _____ kms. undergrnd; frozen lake

Can life survive there?

Extremophiles = organisms can survive where other life can't

e.g., Tardigrades (means "_____") = called water bears

_____ mm. long; can survive cold _____ °C & hot _____ °C; & no water for _____ yrs.

Developing critical thinking

1 Discuss these questions in a group.

- 1 Which of the extreme environments described would you like to visit? Think about the things in the box on the right.

I'd prefer to visit ... because ...

- 2 Do you think environments on Earth are becoming more extreme? Why or why not?

I think environments are/aren't becoming more extreme because ...

2 Think about the ideas from *Ultimate memory* and *Extreme environments* and discuss these questions in a group.

- 1 Why do you think scientists study extremes? Is it useful? Think about the things in the box on the right.

I think scientists study extreme environments because ...

It is/isn't useful because ...

- 2 Which extremes would you like to be at: hot—cold, clever—stupid, rich—poor? Or would you rather be in the middle? Why?

I would like to be very ... because ...

I would like to be in the middle because ...

THINK ABOUT

activities	distance
adventure	safety
comfort	wildlife

THINK ABOUT

competition	personal interest
funding	relevance

Vocabulary skill

EX- WORDS

Words that begin with *ex-* often include the idea of *out, far from, beyond, or completely.*

*Antarctica is also an example of an **extreme** environment.* (far from)

*He is able to memorize the **exact** order of 52 playing cards in 24 seconds.* (completely)

1 Match the words with their meanings.

- | | | | |
|-------------|---|--------------|---|
| 1 exhale | — | 4 experiment | — |
| 2 expand | — | 5 expert | — |
| 3 expensive | — | 6 express | — |

- a Someone who is very knowledgeable about a subject
- b To breathe out air from your mouth
- c To grow or get bigger
- d Costing a lot of money
- e A scientific test to see what the results will be
- f To tell or show your feelings or opinions

2 Complete these sentences. Use the words in the box.

expect experience explain explosion extinct

- 1 Many animals are becoming _____ because of environmental destruction.
 - 2 There was a terrible _____ when the forest fire began.
 - 3 Some scientists _____ the world's population to stop growing by 2050.
 - 4 A good professor can _____ difficult ideas clearly.
 - 5 Jorah has ten years' _____ teaching high school geography.
- 3 Write questions using the words in exercise 2. Then ask and answer with a partner.



SPEAKING Interviewing about memory

You are going to learn about expressing and asking about ability, pronouncing *can* and *can't*, and taking time to think before speaking. You are then going to use these to interview someone about his or her memory.

Grammar

EXPRESSING AND ASKING ABOUT ABILITY

We can express and ask about ability using *can/could* and *be able to*. Study the forms:

Form	Example
Present ability subject + <i>can</i> + base form subject + <i>cannot</i> + base form subject + <i>is/are</i> + <i>able to</i> + base form subject + <i>is not / are not</i> + <i>able to</i> + base form	They can survive in cold weather. They cannot survive in cold weather. The professor is able to see me today. The professor is not able to see me today.
Wh- questions Wh- + <i>can</i> + subject + base form Wh- + <i>is/are</i> + subject + <i>able to</i> + base form	What can you remember from the lecture? What are you able to recall about that day?
Yes/no questions <i>Can</i> + subject + base form <i>Is/Are</i> + subject + <i>able to</i> + base form	Can you remember the teachers' names? (Yes, I can. / No, I cannot.) Are you able to remember the details? (Yes, I am. / No, I am not.)

- Change these statements into the negative.
 - I can speak German.
 - That animal is able to survive without water.
 - Miki can recall all the details of the story.
 - They are able to live deep underground.
 - He can memorize a long poem perfectly.
 - I am able to recall all the major news events.
- Make one *yes/no* question and one *wh-* question for the affirmative statements in exercise 1.
- Ask and answer the *yes/no* questions in exercise 2 with a partner.

Pronunciation skill

PRONOUNCING CAN AND CAN'T

In natural English *can* is usually spoken in its reduced or weak form /kən/. When this happens, it is unstressed and the following verb is stressed.

can GO *can* REMEMBER


Can't is always spoken in its stressed strong form /kænt/.

CAN'T GO CAN'T REMEMBER

We say *can* in its strong stressed form /kæn/ to emphasize it in a contrast, or when we are giving a short answer to a question about ability or possibility.

She CAN'T SPEAK CHINESE, but she **CAN** SPEAK JAPANESE.

CAN you PLAY FOOTBALL? YES, I **CAN**.

1  **2.21** Listen and complete these sentences with *can* or *can't*. Then listen again and repeat.

- 1 Brad _____ remember what happened 20 years ago.
- 2 Jill _____ remember what time her class begins.
- 3 Many extremophiles _____ live in a normal environment.
- 4 Sarah _____ memorize a long poem in ten minutes.
- 5 _____ humans live in very extreme environments?
- 6 _____ fish live in the Dead Sea?

2 Work with a partner. Take turns asking and answering these questions, giving short answers with a contrast. Focus on your pronunciation of *can* and *can't*.


- | | |
|--|----------------------------|
| 1 Can you swim? | 3 Can you speak English? |
| 2 Can you memorize the order of a pack of playing cards? | 4 Can you cook? |
| | 5 Can you run a kilometer? |

Speaking skill

TAKING TIME TO THINK BEFORE SPEAKING

Often we want to give ourselves thinking time before responding to a question. Here are four techniques you can use to fill silence while you think:

- 1 Ask the speaker to repeat the question: *Pardon? Sorry? Excuse me?*
- 2 Make "thinking noises": *Hmm. Er.*
- 3 Use English expressions which mean you are thinking about your answer: *Let's see. Let me think. Give me a second. Just a moment.*
- 4 Repeat the question slowly.

1  **2.22** Listen and check (✓) the techniques the speakers use.

	Technique 1	Technique 2	Technique 3	Technique 4
1				
2				
3				
4				
5				
6				



2 **Work with a partner. Take turns asking and answering these questions.**

Take time to think before answering.

- 1 What did you eat for breakfast this morning?
- 2 What did you wear yesterday?
- 3 Can you recall what type of extreme memory Wang Feng has?
- 4 How much homework did you have yesterday?
- 5 How many classes did you have yesterday?

SPEAKING TASK

Read this interview. Underline the expressions used to talk about ability.

Ameera: What can you remember about eyes from unit 7?

Maryam: Give me a second. I can remember that the human eye can focus on 50 things per second, but I can't remember the maximum distance we can see.

Ameera: Are you able to remember poems?

Maryam: Hmmm. Yes, I am. I'm able to remember some lines from my favorite poems.

BRAINSTORM

You will interview someone about his/her memory. Read the memory questionnaire. Then add one more question to each section. Use expressions for asking about ability.

Memory questionnaire

Memory ability

- 1 Look at the picture of the city scene for one minute, then cover it up with a piece of paper. What details can you remember?
- 2 What can you remember about extremophiles? Give three facts about extremophiles that you can remember.
- 3 What are you able to remember about extreme memory? Give three facts that you can remember.

Memory habits

- 1 How are you able to memorize a lot of information for a test?
- 2 How can you remember new English vocabulary?
- 3 Do you remember names or faces better?



PLAN

Look back at the *Memory questionnaire*. Plan your answers to the *Memory habits* questions. Use expressions for talking about ability and contrastive forms.

SPEAK

Work with a partner. Practice asking and answering your questionnaires. Pay attention to your pronunciation of *can* and *can't*.

SHARE

Quiz as many people as you can. Take turns asking and answering questions. Use the techniques for taking time to think if you need to.

STUDY SKILLS Using listening notes for tests

Getting started

Discuss these questions with a partner.

- 1 How many days before a test do you usually begin to study?
- 2 Do you usually study alone or do you have a study partner?
- 3 How do you usually use your lecture notes when you are studying for a test? Are your notes useful?

Scenario

Read this scenario. Think about what Kei is doing right and what he is doing wrong.

Consider it

Read these eight tips for using listening notes to study for a test. Discuss each one with a partner. Which do you think are most useful? Why?

- 1 Begin reviewing your lecture notes a few days to one week before the test.
- 2 Review your notes for a half-hour on several different days, rather than for a long time only once or twice.
- 3 Review your notes in the daytime between classes, not only at night when you are tired.
- 4 Print out your notes on paper in a large easy-to-read font, and keep them with you so you can review them.
- 5 Rewrite your notes neatly by hand on note cards and use them to study.
- 6 Highlight key terms, facts, and ideas with colors or symbols to indicate which ones are most important, or most difficult to remember for the test.
- 7 Try to predict questions that you think will be on the test and write them down.
- 8 Arrange a test study session with one or two classmates so you can share your notes and quiz each other with your predicted test questions.

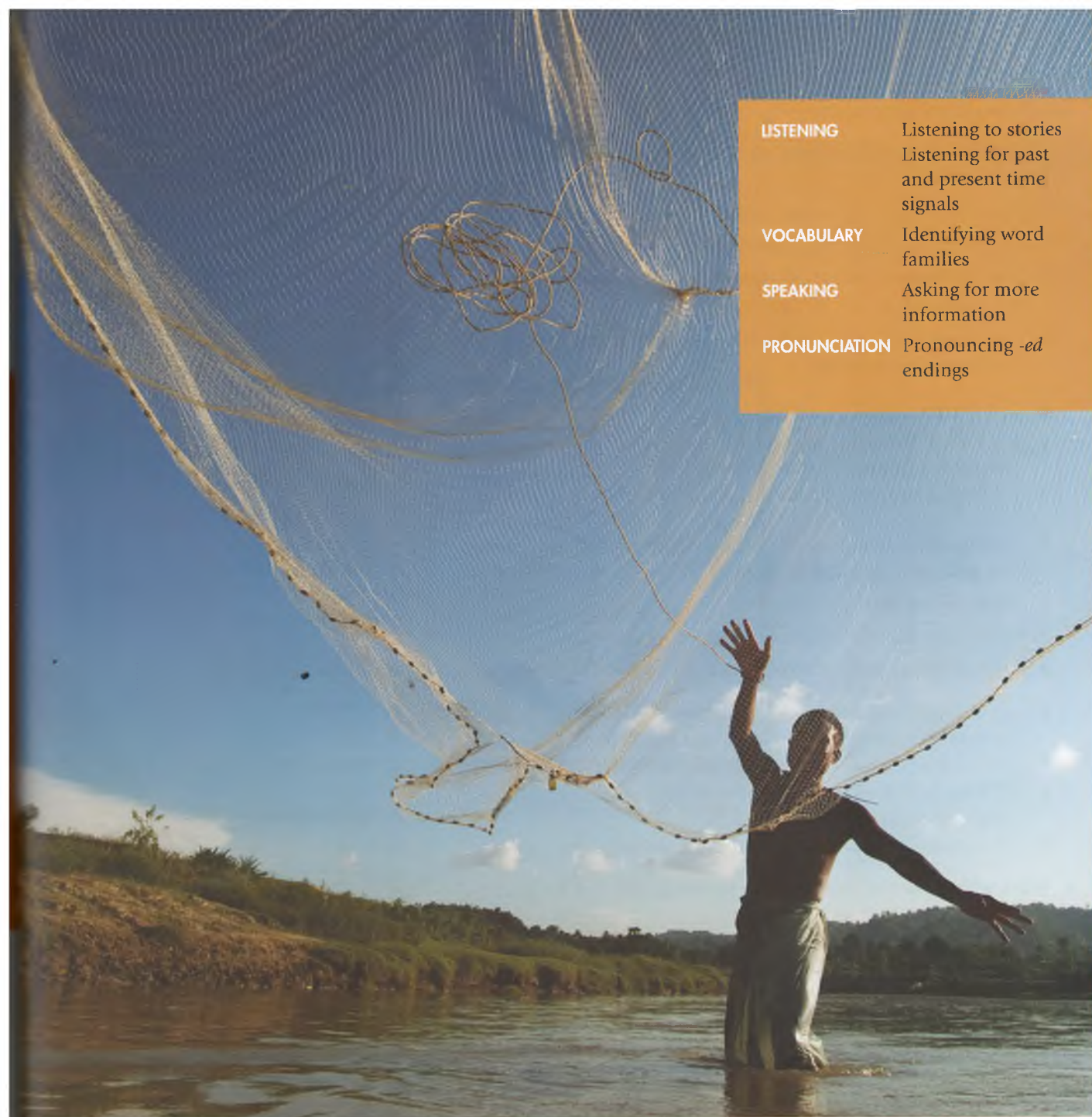
Over to you

Discuss these questions with a partner.

- 1 Which of the tips do you already follow?
- 2 Which suggestions do you want to try before your next test?
- 3 What other suggestions would you give Kei to help him get a better test grade?

Kei began looking at his lecture notes the evening before a test. He remembered the information from recent lectures, but not so much from earlier lectures. He read all his notes from beginning to end on his computer, then closed his computer and tried to remember everything. He did that three times, and each time he remembered a little more. However, he did not understand some main points and he had no idea what questions would be on the test. After a few hours, he got tired and went to bed. Unfortunately, Kei was not satisfied with his grade on the test.

LISTENING	Listening to stories Listening for past and present time signals
VOCABULARY	Identifying word families
SPEAKING	Asking for more information
PRONUNCIATION	Pronouncing <i>-ed</i> endings



Discussion point

Discuss these questions with a partner.

- 1 Do you help others? Describe a helpful thing you did for someone else recently.

*I do/don't help others because ...
Recently, I helped ... by ...*

- 2 Name some international aid organizations. How do they help improve people's lives?

*Some international aid organizations are ...
They help improve people's lives by ...*

- 3 Look at the picture and read the saying. What do you think the saying means? Do you agree?

I think this saying means ... I agree/disagree because ...

**“Give a man a fish
and you feed him for
a day. Teach the man
to fish and you feed
him for a lifetime.”**

Chinese proverb

Vocabulary preview

1 Read these sentences. In each set of four, match the words in bold with their meanings.

- 1 My father works for a large, multinational **organization**.
- 2 My family **donates** money to charity on a regular basis.
- 3 I feel **fortunate** that my parents work hard to give me a good education.
- 4 Lots of people in my country have two jobs to give their families food and extra **income**.

- a (adj) lucky
- b (n) money that someone gets from working
- c (n) a group of people who work together
- d (v) to give money or goods to a group or person

5 In some parts of my country people don't have enough money, and **poverty** is a serious problem.

6 "Work before play" was one of the **principles** that I learned as a child.

7 In my area, there is a **shortage** of green, open spaces.

8 I would like to work as a **volunteer** at a homeless shelter.

e (n) a situation in which someone does not have enough money to pay for basic things like food, clothes, and housing

f (n) a lack of something that you need or want

g (n) basic beliefs or ideas that have an important influence on how people do something

h (n) a person who does work without expecting to be paid

2 Work with a partner. Which of the sentences are true for you?

LISTENING 1 A life lesson

Before you listen

What are some reasons people might lie? Do you think it is always wrong to lie? Why or why not? In your culture, are there any stories about lying? Discuss with a partner.

*People might lie because ...
I think it's wrong to lie because ...
There is a story about lying in my culture. It's about ...*



Global listening

1  2.23 Listen to *A life lesson*. Answer these questions.

- 1 What kind of people were Chung Ae's parents?
- 2 What did Chung Ae see when she got up to wash her hands? What did she do?
- 3 What did Chung Ae tell her teacher? Why?
- 4 What happened to Chung Ae after high school?
- 5 What happened two years ago?
- 6 Chung Ae says she is fortunate. Why?

ACADEMIC KEYWORDS

both	(pron)	/bəʊθ/
receive	(v)	/rɪ'si:v/
series	(n)	/'sɪrɪz/

LISTENING TO STORIES

In every culture and every language, people enjoy telling stories that teach a lesson. Such stories often have these parts:

- **Characters:** The important people in the story
- **Setting:** The place and time of the story
- **Plot:** The action or events of the story. The plot includes these parts:
 - Conflict: The problem or difficulty in the story
 - High point: The most exciting or important event in the story
 - Resolution: What happens after the end of the conflict. It can be happy or sad.
- **Moral:** The lesson that the story teaches

Knowing the parts of a typical story can help you to understand a story and to predict what will happen next.

2  2.23 Listen again. Match the story elements with the parts of the story.

- | | | | | | |
|-------------|-----|--------------|-----|--------------|-----|
| 1 character | ___ | 3 conflict | ___ | 5 resolution | ___ |
| 2 setting | ___ | 4 high point | ___ | 6 moral | ___ |

- a Chung Ae lied to her teacher.
- b Chung Ae stole a test.
- c The story happened when Chung Ae was in the ninth grade.
- d Chung Ae Hak was the child of poor immigrants.
- e Chung Ae wrote two letters of apology.
- f It is never too late to try to fix a mistake.

Close listening

 2.23 Write *T* (true), *F* (false), or *NG* (not given). Then listen again and check your answers.

- 1 Chung Ae's parents were from China. _____
- 2 Chung Ae's family was poor. _____
- 3 Chung Ae found the test by accident. _____
- 4 Sally was Chung Ae's friend. _____
- 5 After college, Chung Ae got a good job. _____
- 6 The teacher punished Sally for lying. _____
- 7 Sally forgave Chung Ae. _____
- 8 Chung Ae enjoys being a volunteer. _____

Developing critical thinking

Discuss these questions in a group.

- 1 How would you describe the teacher's reaction to the situation? Use the useful words in the box on the right.

I would describe the teacher's reaction as ...

- 2 Were you surprised by Sally's response? How would you describe her character?

I was/wasn't surprised by Sally's response. I think she is ...

- 3 Do you think Chung Ae needed to do more to fix her mistake? What?

I think she did enough to fix her mistake.

In my opinion, she needed to do more, for example ...

USEFUL WORDS

fair	suspicious
foolish	trusting

LISTENING 2 Heifer International

Before you listen

- 1 Which of the animals in the pictures is a heifer? What other animals can you identify? How could these animals help to change the lives of poor families? Discuss with a partner.

*That is a heifer. The other animals are ...
These animals could help to change the lives of poor families by ...*

- 2 Look at the listening 2 title. Predict the answers to these questions.

- 1 What do you think Heifer International does?
- 2 How could a goat help a poor family?
- 3 How could a gift of heifers help a poor village?



Global listening

- 2.24 Listen to *Heifer International* and check your predictions.

Close listening

LISTENING FOR PAST AND PRESENT TIME SIGNALS

Sometimes speakers tell a story in order, from beginning to end. At other times, speakers jump between past and present. Time signals can help you identify past or present time.

Words that signal ...

- present time: *at the present time, at this time, now, nowadays, these days*
- past time: *at the/that time, back then, before, in (year), once*
- movement from one time to another: *after a while, eventually, later*
- the end of a sequence of events: *at last, finally, in the end.*

ACADEMIC KEYWORDS

so-called	(adj)	/'sɒl ,kɔld/
support	(v)	/sə'pɔ:t/
themselves	(pron)	/ðəm'selvz/

1  2.24 Listen again and complete these notes.

Time signal	
Nowadays	Heifer Int donates animals to poor fams in > 50 countries
In 1944	Heifer started by _____
At that time	Worked for _____ in _____ His idea: _____ → They can _____ + _____
Some time later	West came back to _____ Raised money to send _____ to _____ Heifer = _____
These days	Families must follow basic principles of Heifer org. Pass on the Gift = Family will give _____ to another poor family → one animal can help _____
In 2008	Chinese farmer received _____
Today	Family has _____ = money for _____ + school for _____
5 years ago	Village in Honduras received _____ Cows provide _____ + _____ → can educate _____ + men don't need to _____ Families can stay _____

2 Work with a partner. Use your notes to retell the talk.

Developing critical thinking

1 Discuss these questions in a group.

1 Would you work as a volunteer with Heifer International? Think about the things in the box on the right.

I would/wouldn't like to volunteer with Heifer International because ...

2 These days Heifer International donates about 30 kinds of animals to people all over the world. How do you think the organization decides which animal to give people in each area? Think about the things in the box on the right.

I think they give animals to people who are ...

2 Think about the ideas from A life lesson and Heifer International and discuss these questions in a group.

1 Tell about a principle that guides the way you live your life. Is it similar to the principles in A life lesson and Heifer International?

*One principle that guides me is ...
It's similar to / different from the principle in ..., for example ...*

2 A life lesson is about a woman who helped herself. Heifer International is about an organization that helps poor people. Which passage is more interesting to you? Why?

I found ... more interesting because ...

THINK ABOUT

Heifer's principles
other organizations
your time and skills

THINK ABOUT

personality reliability
poverty resources

Vocabulary skill

IDENTIFYING WORD FAMILIES

A word family consists of words that are related because they have the same root. If you know the root of a word, you can guess the meaning of other words in the same family when you are listening. This will improve your listening comprehension.

Root word: *educate*

Word family: *educate* (verb), *educated* (adjective), *education* (noun), *educational* (adjective)

1 Complete the word families in this chart.

Noun	Verb	Adjective	Adverb
charity		charitable	
poverty		1	
volunteer	volunteer	voluntary	2
fortune		3	fortunately
donation	4	donated	

2 Circle the correct words.

- The rich man used his money to start a **charity** / **charitable** organization.
- More than 90% of the people in the village are **poor** / **poverty** and receive some kind of international aid.
- This assignment is **volunteer** / **voluntary**. It will not be part of your grade.
- Anita was in a car accident. **Fortunately** / **Fortune** she was not hurt.
- Ben and his cousin **volunteer** / **voluntary** at a hospital twice a week.
- Heifer International receives all its money from **donate** / **donations**.

3 Ask and answer these questions with a partner.

- Do you know the names of any charities in your town or area?
- What is the best way to lift people out of poverty?
- Do you have a volunteer job right now? Describe it.
- In what way are you a fortunate person?
- Is it more important to donate your time or your money? Why?



SPEAKING Telling a story

You are going to learn about simple past tense questions, asking for more information, and pronouncing *-ed* endings on regular past tense verbs and past participles. You are then going to use these to tell a story.

Grammar

SIMPLE PAST TENSE QUESTIONS

You can ask questions about the past in different ways.

Use simple past tense questions to ask about ...

- 1 A specific, completed past action: *Where were you (last night)?*
- 2 A series of completed past actions: *Did you finish your homework before you watched TV?*
- 3 Past actions over a period of time: *Who cleaned the kitchen?*
- 4 Habits or repeated past actions: *How did you get to school?*

Study the forms:

Form	Example
<i>Was/Were + subject</i>	<i>Were you at home last night?</i> (Yes, I was. / No, I was not.)
<i>Wh- + was/were + subject</i>	<i>Where was she last night?</i> (At home.)
<i>Did + subject + base form</i>	<i>Did they come to your house?</i> (Yes, they did. / No, they did not.)
<i>Wh- + did + subject + base form</i>	<i>When did the bus arrive?</i> (Five minutes ago.)
<i>Who/What + past participle</i>	<i>What happened to you?</i> (I had an accident.)

1 Change these statements into yes/no questions.

- 1 Steven volunteered at the animal shelter.
- 2 Elena donated books to the library.
- 3 Joyce worked with blind children during the summer.
- 4 Ana wrote a book about her childhood.
- 5 Zuscha lived in Pakistan for a year.

2 Make questions beginning with *What* using the information in these questions and answers. Then ask and answer all the questions with a partner.

- 1 Who invented the telephone? (Alexander Graham Bell)
- 2 Who discovered penicillin? (Alexander Fleming)
- 3 Which company introduced the cell phone? (Motorola)
- 4 Who opened the first McDonald's® restaurant? (Maurice and Dick McDonald)

3 Make questions about yesterday with these words. Ask and answer the questions with a partner.

- | | |
|---------------------------|--------------------------------|
| 1 you / in a good mood | 4 you / talk to / your parents |
| 2 exercise | 5 what / do / last night |
| 3 where / you / eat lunch | 6 sleep well / last night |



Alexander Graham Bell

Speaking skill

ASKING FOR MORE INFORMATION

When someone tells a story, you can ask questions to find out what happened next or to get more information.

Asking what happened next

Then what happened?

What happened after she left high school?

Asking for more detail

Who/what/when/where/why/how did they help the poor people?

I would like to know what Heifer International does.

Can you tell me why she stole the test?

How did you feel when you volunteered for a charity?

1 2.25 Listen and complete these sentences.

Chung Ae Hak: I saw some papers with the words "final exam" on them. Without thinking I lifted one of the test papers and put it inside my sweater.

Interviewer: (1) _____?

Chung Ae Hak: I just went back to my seat and waited for the bell to ring. Later, during lunch, I sat down with one of the popular girls ...

Interviewer: Excuse me, (2) _____?

Chung Ae Hak: Uh, Sally.

Interviewer: (3) _____?

Chung Ae Hak: I offered to show her the test. I really wanted her to like me. But instead of thanking me, she gave me a look of anger that I will never forget.

Interviewer: (4) _____ when she did that?

Chung Ae Hak: Horrible. I wanted to disappear.

Interviewer: (5) _____?

Chung Ae Hak: I got up and went over to the corner and sat down by myself.

2 Work in a group of three. Take turns telling one of these situations and interrupting to ask for more information.

- 1 You had lunch at a café. On the way home you saw an accident.
- 2 You received good news from your father. You called him immediately.
- 3 Last night you went to sleep early and you had a strange dream.

Pronunciation skill

PRONOUNCING -ED ENDINGS

The *-ed* ending on regular past tense verbs and on past participles has three pronunciations. It can be pronounced as ...

- 1 /t/ after /p/, /k/, /t/, /s/, /ʃ/, or /tʃ/.

laughed /lɑːft/

worked /wɜːkt/

- 2 /d/ after all vowels and /b/, /g/, /dʒ/, /l/, /m/, /n/, /ŋ/, /r/, /v/, or /z/.

phoned /faʊnd/

volunteered /vɒləntɪəd/

- 3 a separate syllable /əd/ after /t/ or /d/.

donated /daʊnɪtəd/

wanted /wɑːntəd/

1 **2.26** Predict the pronunciation of these verbs. Write /t/, /d/, or /əd/. Then listen and check your answers. Listen again and repeat.

- | | | |
|------------------|--------------------|---------------------|
| 1 blinked _____ | 5 studied _____ | 9 happened _____ |
| 2 competed _____ | 6 influenced _____ | 10 amazed _____ |
| 3 risked _____ | 7 remembered _____ | 11 interested _____ |
| 4 avoided _____ | 8 called _____ | 12 passed _____ |

2 **2.27** Highlight -ed words, stressed words, and reduced forms in different colors. Then listen and check your answers. Listen again and repeat.

- My parents worked at typical low-income jobs.
- I just wanted to be like everyone else.
- I offered to show her the test.
- The teacher asked to speak to me privately.
- I decided to try to fix my mistake
- I apologized to both of them and asked them to forgive me.

SPEAKING TASK

Read this story. Identify the characters, setting, conflict, high point, resolution, and moral. Underline regular past tense verbs ending -ed.

I grew up in a large family. I have four brothers and sisters. When I was young, my mother spent an hour every evening preparing lunches for all of us to take to school. My lunch was almost the same every day: an egg sandwich, some chips, an apple or banana, and a cookie. The problem was that I never liked eggs. I used to throw the sandwich in the garbage. Then I would have trouble concentrating in class because I was hungry.

I never told my mother about this because I didn't want to make more work for her. But one day, when I was about ten, I had an idea. That evening I told my mother, "You know, I don't really like eggs. Can I make my own sandwich from now on?" My mother answered, "Of course. You can make your own sandwich and you can also help me make all the other sandwiches." From this experience I learned that if you really want something, it's OK to ask for it. But if you volunteer to do something, you should also be prepared to do more work than you expected!



BRAINSTORM

Think about an event that taught you a life lesson and complete the graphic organizer.

- | | |
|--------------------|--------------------|
| 1 Characters _____ | 4 High point _____ |
| 2 Setting _____ | 5 Resolution _____ |
| 3 Conflict _____ | 6 Moral _____ |

PLAN

Look back at your brainstorm. Plan your short story.

SPEAK

Work with a partner. Practice telling your stories. Pay attention to your pronunciation of regular past tense verbs and past participles ending -ed.

SHARE

Form groups. Take turns telling your stories. Interrupt each other to ask questions in the simple past tense. Answer these questions about the stories.

- How did the story make you feel?
- Did you ever have a similar experience?
- Do you think the moral is useful? Why or why not?

STUDY SKILLS Storing lexis

Getting started

Discuss these questions with a partner.

- 1 How many new words and phrases can you learn each week?
- 2 Is it important to write down new vocabulary in English? Why or why not?
- 3 Do you use a notebook or note cards for recording new vocabulary? If so, what information do you include about each new word or phrase? How often do you review the words?

Scenario

Read this scenario. Think about what Junko is doing right and what she is doing wrong.

Consider it

Read these seven tips for creating a vocabulary notebook or note cards. Discuss each one with a partner. Are all of them important? Do you disagree with any of them?

- 1 For each new word or phrase, include the pronunciation, part of speech, definition, and information about usage (for example, collocations, idioms, or prepositions).
- 2 Write an original sentence using the new word or phrase.
- 3 Avoid translating the word or phrase into your first language.
- 4 Create a way to organize your notebook or cards. You can arrange items alphabetically or divide them into categories or chunks.
- 5 Set a realistic goal for learning new words. For example, promise yourself that you will write ten new words in your notebook each week.
- 6 Set aside time each day to study the items you recorded. It can be as little as ten minutes, but it is important to do it every day.
- 7 Study your most recent entries first. Then go back and review older words until you know them perfectly.

Over to you

Discuss these questions with a partner.

- 1 Can you add any tips to the list above?
- 2 Do you have time to review vocabulary every day? If not, how could you make time?
- 3 Have you used computer software or smart-phone applications to learn new vocabulary? Do you think they are better than notebooks and note cards? Why or why not?

Junko is a Japanese student learning English. She has a reading textbook with articles from different academic areas. There are always many words that Junko does not understand. If she thinks a word is important, she highlights it with a yellow marker and writes the Japanese translation in the margin. Junko also has a vocabulary notebook. When she has time, she chooses some of the highlighted words and writes them in her notebook. She writes the English word and the Japanese translation. Then she copies the sentence from her textbook where the word appeared. Some weeks Junko records 25 or more new words. Other weeks, if she is very busy, she records only four or five. She never reviews the items she has written in her notebook.



LISTENING

Listening to lists
Listening for the structure of a talk

VOCABULARY

Using future time markers

SPEAKING

Introducing a talk

PRONUNCIATION

Separating thought groups with pauses

Discussion point

Discuss these questions with a partner.

- 1 Read the quotation. What do you think it means? Do you think it is true?

I think this quotation means ... I think it is/isn't true because ...

- 2 What job are the people in the picture doing? Would you like to do that job? Why or why not?

*I think the people in the picture are ...
I would/wouldn't like that job because ...*

- 3 What job would you love to do in the future? Why? What knowledge and skills are necessary for that job?

I'd love to be a ... because ... To do that job, I think I'd need to ...

“Choose a job you love, and you will never have to work a day in your life.”

Confucius

Vocabulary preview

Read the sentences. Circle the correct meaning of the words in bold.

- She works hard and knows what to do. She has a lot of confidence.
 - belief that you are able to do something well
 - time to finish the project
- The director will decide what to do about the problem after meeting with a technology consultant.
 - relative or family member who gives comfort
 - an expert who gives advice
- All the news programs forecast an increase in jobs for young people.
 - predict or say what is likely to happen
 - wish or hope that something happens
- My first day on the job was frightening. I did not know anyone and I did not understand what to do.
 - makes you feel tired and sleepy
 - makes you feel afraid
- Ken has a passion for modern European history. He has about 20 books on the subject.
 - strong interest or enthusiasm
 - pain or fear
- The company makes a wide range of products for the home.
 - very good quality and expensive
 - different things that are the same general type
- There are several colleagues in my office who have much more experience than me.
 - only one or two
 - more than two or three, but not many
- Tomorrow will be stressful because I have to give two presentations.
 - interesting and satisfying
 - worrying and full of pressure

LISTENING 1 Love your job

Before you listen

- Have you been to a career fair? If so, describe your experience. If not, would you like to go to one? Why or why not? Discuss with a partner.

I've been to a career fair. It was ...

I haven't been to a career fair. I would/wouldn't like to go to one because ...

- You are going to listen to a meteorologist and a diving instructor talking at a career fair. Predict who will say these words. Write M (meteorologist) or DI (diving instructor). Then add two more words.

- | | | | |
|----------------------|-------|--------------------------|-------|
| 1 forecast | _____ | 6 protect crops | _____ |
| 2 marine life | _____ | 7 frightening situations | _____ |
| 3 demonstrate skills | _____ | 8 consultant | _____ |
| 4 stressful | _____ | 9 _____ | _____ |
| 5 causes of weather | _____ | 10 _____ | _____ |



Global listening

- 1 2.28 Listen to *Love your job* and check your predictions.
- 2 2.28 Listen again and check (✓) three facts each speaker gives.
- 1 Adrienne: Meteorologist
- a She was interested in the weather as a child.
 - b A meteorologist studies the causes of weather.
 - c Meteorologists often give the weather report on TV.
 - d She feels that her job is challenging and useful.
 - e She will get a job as a consultant next year.
- 2 Richard: Diving instructor
- a It takes one year of study to become a diving instructor.
 - b He spends a lot of time underwater with his students.
 - c He loved the sea when he was a child.
 - d His job can be hard and stressful.
 - e He loves sharing his interest in diving.

ACADEMIC KEYWORDS

advice	(n)	/əd'vaɪs/
challenge	(n)	/'tʃæləndʒ/
demonstrate	(v)	/'demən,streɪt/


Close listening

- 1 2.28 Check (✓) to complete these sentences correctly. Listen again and check your answers.
- 1 The moderator's advice is to choose
- a a high-paying job.
 - b an enjoyable job.
 - c an easy office job.
- 2 To forecast the weather, a meteorologist
- a travels to different areas.
 - b asks an expert.
 - c uses computer models.
- 3 Adrienne thinks that unusual weather events are
- a very interesting.
 - b incredibly dangerous.
 - c impossible to predict.
- 4 According to Adrienne, meteorologists sometimes work
- a late at night.
 - b as business consultants.
 - c in airplanes.
- 5 As a dive instructor, Richard teaches students
- a about sea life.
 - b how to swim.
 - c about types of boats.
- 6 Richard's job can be stressful because he
- a has a lot of paperwork.
 - b works with foreign divers.
 - c is responsible for divers' safety.
- 7 Richard enjoys helping students
- a get a job at a dive shop.
 - b gain self-confidence.
 - c catch fish for dinner.




LISTENING TO LISTS

When speakers give a series of facts, ideas, or opinions, they often use these signal words and expressions to add something important. Listen for these signals to help you identify all the important items that the speaker mentions: *above all, additionally, as well, most of all, in addition, most importantly, on top of that, that's not all.*

2  2.29 Listen to excerpts from *Love your job*. Match the expressions with the important items.

- | | | |
|--------------------|-----|---|
| 1 Above all | ___ | a I demonstrate all the skills my students will need. |
| 2 On top of that | ___ | b It can be stressful, as I'm responsible for the divers' safety. |
| 3 As well | ___ | c It's great helping students develop their knowledge. |
| 4 Most importantly | ___ | d I feel I'm doing something useful. |
| 5 Most of all | ___ | e We can work as consultants for a wide range of businesses. |

3  2.30 Listen and complete these lists. Then underline the important information being signaled.

- As a university professor, I teach classes three days a week. But, _____ I do. I also prepare lectures, correct students' homework, and attend meetings.
- In my job I write sales reports, order supplies, and _____, visit my customers.
- I am so busy this week. I have two exams, three reports to write, a meeting with my English professor, and _____, I have to work every night at the restaurant.
- What do I love about my job? Let me see ... my work is really interesting, I have weekends free, my office is near my home, and _____, my colleagues are very friendly.

Developing critical thinking

Discuss these questions in a group.

- Which job, meteorologist or diving instructor, sounds more interesting? Which one more closely matches your knowledge and skills?

I think ... sounds more interesting.

... matches my skills and knowledge more closely, for example ...

- Imagine that you are in the audience. What three questions would you ask the guest speakers about their jobs? Use the useful words in the box on the right.

I would ask ...

- You are organizing a career fair at your university and you want to invite two professionals to talk about their jobs. Which of the professionals in the box on the right will you invite? Why?

I would invite ... because ...



USEFUL WORDS

pay	satisfaction
progression	travel
qualifications	working hours

PROFESSIONALS

accountant	engineer
banker	lawyer
doctor	police officer

LISTENING 2 Job skills for the future

Before you listen

Write three questions you would like to ask a career specialist about jobs in the future. Think about the things in the box on the right. Discuss your questions and possible answers with a partner.

I would like to ask a career specialist ...

THINK ABOUT

competition	technology
skills	types of job

Global listening

1 2.31 Listen to *Job skills for the future* and number these topics in order.

- a The situation of having one job for life is changing. —
- b Workers will need the ability to work well with others. —
- c Workers will know about a range of different work fields. —
- d Workers will change jobs often in the future. —
- e Workers will feel comfortable in different environments. —
- f Workers will be able to use new media technology. —
- g Workers will need to make sense of a lot of data. —

ACADEMIC KEYWORDS

data	(n)	/ˈdætə/
effective	(adj)	/ɪˈfektɪv/
fact	(n)	/fækt/

LISTENING FOR THE STRUCTURE OF A TALK

As well as listening for the main ideas of a talk (unit 5), it is also helpful to listen for the structure. Speakers often use signal words and expressions to indicate the structure of a talk. If you can recognize these signals during a talk, you will be more prepared for each part.

Words that signal ...

- there will be a guest speaker: *happy/honored/lucky to have, with us is, welcome, to introduce*
- the speaker is giving his/her own ideas: *here's my, I'd like to offer/share, this is my*
- the speaker has finished his/her main ideas: *that's my, there you have.*

2 2.32 Listen to excerpts from *Job skills for the future* and complete these sentences. Then underline the information that is being signaled.

- 1 We're _____ as our guest speaker Dr. Audrey Chen who is a consultant for the Future Forward Foundation. Please _____ Dr. Chen.
- 2 _____ forecast for five job skills that will help you be successful in the next 20 years.
- 3 So, _____ five important work skills for the future.



Close listening

2.33 Listen to an excerpt from *Job skills for the future* and correct five errors in these notes.

Five future job skills

- 1 Sense-making: fig out higher meaning—nec. for decision making
- 2 Social intelligence: be able to work in sml grps w/others; Change behavior

- 3 Hi-tech skills: see beyond differences; be comfortable in diff. environs.—Must share common goals and work styles
- 4 New-media literacy: ability & confidence to use e.g. video, blogs, podcasts—will present

own AV info; paper will be thing of the past

- 5 Multi-specialists: need knowl of other work fields—will have to be life-long workers

Developing critical thinking

1 Discuss these questions in a group.

- 1 Which one of Dr. Chen's future job skills will be most important? Why?

I think ... will be most important because ...

- 2 Which of the skills do you have? How can you develop them?

I can ... now. I could develop my ... by ...

2 Think about the ideas from *Love your job* and *Job skills for the future* and discuss these questions in a group.

- 1 What are the most important factors for you in choosing a career? Think about the things in the box on the right.

In choosing a career, the most important factors for me are ...

- 2 Are you optimistic about the future job market for you? Why or why not? Think about the things in the box on the right.

I'm very / a little / not at all optimistic because ...

THINK ABOUT

challenge	responsibility
colleagues	salary
languages	travel

THINK ABOUT

competition	environment
economy	population
education	skills

Vocabulary skill

USING FUTURE TIME MARKERS

When you are predicting future ideas and trends, use these expressions to signal a shift from talking about the present to talking about the future:

Before long, paper will be a thing of the past.

Here's my forecast of job skills that will help you **in the next** 20 years.

I'd like to talk to you today about work **in the coming** years.

1 Complete these sentences. Use future time markers.

- 1 I think the local job market for graduates will improve _____.
- 2 I think that _____, eco-friendly companies will expand.
- 3 Experts think that _____ many low-tech jobs will disappear.
- 4 It is clear that _____ new career areas will be developed.
- 5 Do you think that most workers will have English skills _____?

2 Make three more job predictions with a partner.

SPEAKING Giving a talk

You are going to learn about future forms, introducing a talk, and separating thought groups with pauses. You are then going to use these to give a talk about a job.

Grammar

FUTURE FORMS

We can use both *will* and *going to* to talk about actions and events we think will happen in the future. Add *definitely* (100% sure), *most likely* (80–90% sure), or *probably* (70–80% sure) to express how sure you are that something will happen. Study the forms:

Form	Example
Affirmative subject + <i>will</i> + <i>definitely</i> / <i>most likely</i> / <i>probably</i> + base form subject + <i>am/is/are</i> + <i>definitely</i> / <i>most likely</i> / <i>probably</i> + <i>going to</i> + base form	<i>I will definitely go to the career fair next month.</i> <i>I am probably going to attend the career fair next month.</i>
Negative subject + <i>definitely</i> / <i>most likely</i> / <i>probably</i> + <i>will not</i> + base form subject + <i>am/is/are</i> + <i>definitely</i> / <i>most likely</i> / <i>probably</i> + <i>going to</i> + base form	<i>I definitely will not go to the career fair next month.</i> <i>I am probably not going to attend the career fair next month.</i>

You can ask questions about the future in different ways:

Form	Example
<i>Will</i> + subject + base form	<i>Will you attend the career fair?</i> (Yes, I will. / No, I will not.)
<i>Is/Are</i> + subject + <i>going to</i> + base form	<i>Are you going to attend the career fair?</i> (Yes, I am. / No, I am not.)
<i>Wh-</i> + <i>will</i> + subject + base form	<i>When will your new job begin?</i> (Next week.)

1 Complete these sentences with *definitely*, *most likely*, or *probably*. Use the prompts in parentheses.

- Joyce _____ apply for the chef job at the hotel.
(affirmative / 70%–80% sure)
- I _____ quit my office job next year. (affirmative / 100% sure)
- My brother _____ work abroad after graduation.
(negative / 80%–90% sure)
- Young people without education _____ find good jobs.
(negative / 100% sure)
- More young people _____ choose high-tech careers.
(affirmative / 80%–90% sure)

2 Make yes/no questions for the statements in exercise 1.



- 3 Make *wh-* questions for these statements. Use question words that fit the words in bold.
- I will start looking for a new job **next month**.
 - I will look for an **IT job**.
 - I am going to look for a job in **my home town**.
 - I am going to ask the career advisor for advice about **getting a good job**.
 - I will find a job by searching **internet employment sites**.
 - I am going to study English so I can **get a job abroad**.
- 4 Ask and answer the questions in exercises 2 and 3 with a partner.

Speaking skill

INTRODUCING A TALK

When you give a talk, you should begin by introducing yourself and anyone else who is speaking with you (unit 1). Then you should tell your listeners why you are talking to them and the order of topics to be covered in the announcement. This will help to make your message clear.

Telling your listeners why you are talking to them

We **would like to tell you about** great future jobs.


I **want to talk to you about** future job skills.

We **are going to give you information about** our company.

Telling your listeners the order of topics

First, I will cover the types of jobs we have available.

Then, Ken is going to mention the types of people we are looking for.

- 1  2.34 Complete this introduction to a talk about jobs. Then listen and check your answers. Read the introduction with a partner.

Good afternoon, I'm Osman from Future Perfect Job Finders, and today I (1) _____ to you about interesting jobs for you. First, I'm (2) _____ the type of jobs we have available, then I'll (3) _____ some details about the job and the type of people we're looking for.

- 2 Work with a partner. Write an introduction to a talk about the job advertised on the right. Then practice delivering it.

Pronunciation skill

SEPARATING THOUGHT GROUPS WITH PAUSES

Speakers divide longer sentences into thought groups using brief pauses. This helps listeners organize the meaning of the sentence as they listen. In a sentence, a comma is often used to indicate the end of a thought group. However, thought groups are not always linked by commas.

I enjoy my job / it does not feel like work.


NEW HORIZONS EMPLOYMENT AGENCY

Is this job for you? Come and talk to us ... Today!

Industry: Finance
Company: Mason's City Bank
Job: Teller

In this job you will ...

- work 9–5, five days a week
- enjoy a friendly environment

- 1  2.35 Predict where the pauses are and draw a slash (/). Then listen and check your answers.
- 1 As well, we can work as consultants for a wide range of businesses.
 - 2 In fact, my job can be hard work with long days.
 - 3 In this next session we're going to focus on the job market of the future.
 - 4 I'd like to talk to you today about my passion.
 - 5 I know that sounds a little frightening and stressful, but the good news is that many new jobs will be created.
 - 6 First, you'll need what I call sense-making.
- 2 Read the sentences with a partner. Focus on separating thought groups with pauses.

SPEAKING TASK

Read this talk. Circle the future forms. Underline the expressions used to introduce the talk. Predict where the pauses are and draw a slash (/).

Good morning, I'm Laura from New Horizon Employment Agency. This morning I'd like to tell you about a great future job for you. First, I'll cover the type of job we have available, then I'll let you know some details about the job and the type of person we're looking for.

We have a great job available in media. It's with GlobeNews, and the job is Advertising Manager. In this job, you'll travel often in the region and you'll be able to set your own working schedule. You'll need to have a good degree, good communication skills, and the ability to increase sales. You'll also have to be energetic, creative, and willing to work hard. Thank you for your attention. Now, are there any questions?



BRAINSTORM

You are the director of an employment agency. You will go to a career fair to announce a job opening and to talk with applicants. Think of a job you could talk about. Complete the information about the job.

- 1 Job title: _____
- 2 Company: _____
- 3 Job description: _____
- 4 Location: _____
- 5 Qualifications required: _____
- 6 Experience required: _____
- 7 Personality characteristics required: _____

PLAN

Look back at your brainstorm and plan a talk about the job. Use future forms and expressions for introducing a talk.

SPEAK

Work with a partner. Practice giving your talks. Remember to use pauses to separate thought groups.

SHARE

Form groups. Take turns giving your talks and giving feedback.

STUDY SKILLS Setting learning goals

Getting started

Discuss these questions with a partner.

- 1 How often do you set goals for yourself? What kinds of goals do you have?
- 2 What are three learning goals you have now?
- 3 What are you doing to achieve those goals?

Scenario

Read this scenario. Think about what Aida is doing right and what she is doing wrong.

Consider it

1 Match the SMART terms with the explanations. Then compare your answers with a partner.

- | | | | |
|--------------|-----|---|--|
| 1 Specific | ___ | a | It is challenging but possible. It is not so difficult that you give up. |
| 2 Measurable | ___ | b | There is an end point when you want to achieve the goal. |
| 3 Achievable | ___ | c | It is very clear and focused on exactly what outcome you want. |
| 4 Relevant | ___ | d | There are concrete ways to see and judge your progress. |
| 5 Timely | ___ | e | It is directly connected to what you are involved in or doing. |

2 How can Aida rewrite her learning goals so that they are SMART? Discuss with a partner. Then share your ideas with the class.

Over to you

Discuss these questions with a partner.

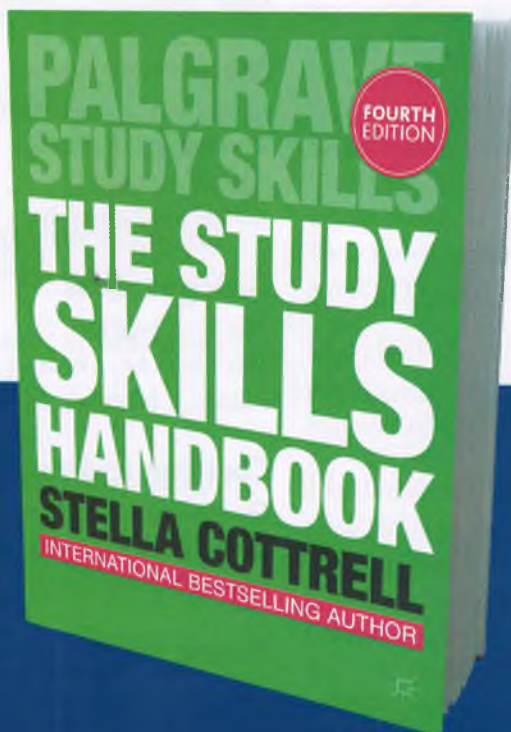
- 1 Do you think that making SMART learning goals is useful? Why?
- 2 Think about exercise, diet, or charity. Set yourself a SMART goal.
- 3 Are your three learning goals SMART? If not, how can you make them SMART?

At the beginning of her first year at university, Aida had a meeting with her advisor to talk about her learning goals. At that time, Aida was not sure about her goals, but she wrote down the following: pass all my classes, learn a lot, improve my English skills, get a good TOEFL score, understand the lectures. At the end of the semester Aida had another meeting with her advisor. During the meeting, Aida's advisor asked her if she was satisfied with her progress. Aida felt confused and was not sure if she was satisfied.

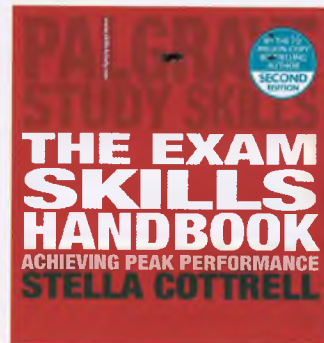
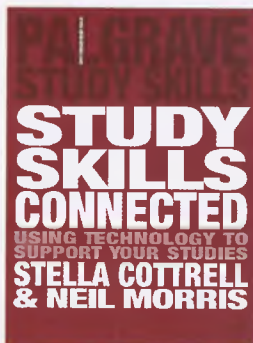
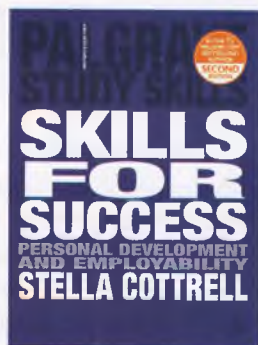
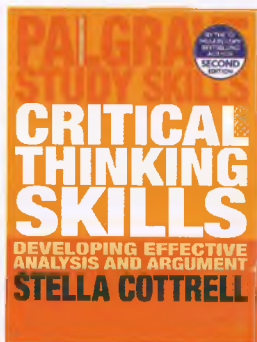


PALGRAVE STUDY SKILLS

FROM BESTSELLING AUTHOR STELLA COTTRELL



"... it was really difficult reading and taking notes at the beginning of the first term. After having read this book, I found [out] how to improve my reading speed and to make good notes. Therefore, I strongly recommend this book."
- International student studying in the U.K.



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The phrases below give common ways of expressing useful functions. Use them to help you as you're completing the *Discussion points* and *Developing critical thinking* activities.

Asking for clarification

Sorry, can you explain that some more?
Could you say that another way?
When you say ... do you mean ...?
Sorry, I don't follow that.
What do you mean?

Asking for repetition

Could you repeat that, please?
I'm sorry, I didn't catch that.
Could you say that again?

When you don't know the word for something

What does ... mean?
Sorry, I'm not sure what ... means.

Working with a partner

Would you like to start?
Shall I go first?
Shall we do this one first?
Where do you want to begin?

Giving opinions

I think that ...
It seems to me that ...
In my opinion ...
As I see it ...

Agreeing and disagreeing

I know what you mean.
That's true.
You have a point there.
Yes. I see what you're saying, but ...
I understand your point, but ...
I don't think that's true.

Asking for opinions

Do you think ...?
Do you feel ...?
What do you think about ...?
How about you, Jennifer? What do you think?
What about you?
Does anyone have any other ideas?
Do you have any thoughts on this?

Asking for more information

In what way?
Why do you think that?
Can you give an example?

Not giving a strong preference

It doesn't matter to me.
I don't really have a strong preference.
I've never really thought about that.
Either is fine.

Expressing interest

I'd like to hear more about that.
That sounds interesting.
How interesting!
Tell me more about that.

Giving reasons

This is ... because ...
This has to be ... because ...
I think ... because ...

Checking understanding

Do you know what I mean?
Do you see what I'm saying?
Are you following me?

Putting things in order

This needs to come first because ...
I think this is the most/least important because ...
For me, this is the most/least relevant because ...

The publishers would like to thank the following for their thoughtful insights and perceptive comments during the development of the material:

Belgium

Sylviane Granger, at CECL, University of Louvain
Magali Paquot

Egypt

Dr. Gaber Khalil, AUC, Cairo
Heidi Omara

Germany

John Nixon at Universität Stuttgart

Japan

Robert Morton at Chuo University
Lesley Burda Ito

Ireland

Fiodhna Gardiner-Hyland at University of Limerick

Oman

Mutaz Abumuaath at Nizwa College of Technology,
Nizwa

Qatar

Jane Hoelker at Qatar University, Foundation English

Saudi Arabia

Dr. Mohammed Hamdan, Imam Muhammad Ibn Saud
University
Mohammed AL-Ahaydib, Imam University
William Frawley, Education Experts

South Korea

Yoonji Kim, and Da young Song at the Konkuk
University Language Institute
Jina Kwon at Seoul National University

Taiwan

Laura Wang at Chung Yuan Christian University
Regina Jan at Lunghwa University of Science and
Technology
Kitty Chu, Jessie Huang, Jenny Jen, and Wenyou Keng
at the National Central University, Language Center
Sandrine Ting at the Department of Applied Foreign
Language, St. John's University

Thailand

Surepan Thepud, Nattinee Khueansri, Nongluck
Srivichai, and Penporn Jatuworapruk at Payap
University

Wanpen Chaikitmongkol, Jindarat De Vleeschauwer,
and Sonhsi Wichaidit at the English Division,
Department of Western Languages and Humanities,
Chiang Mai University

Turkey

Merve Ofraz at Bahcesehir University
Şahika Özkan-Tuğba Kın-Yadigar Aslan, Didem
Gümüslüoğlu, Meltem Sarandal, and Sibel Weeks at
Doğuş University, Istanbul
Sevil Altıkulaçoğlu, Sühendan Semine Er, Şerife Ersöz,
Fatma Ünveren Gürocak at Gazi University
Deniz Ateşok at Istanbul Bilgi University
Ebru Yamaç at Maltepe University,
Aybike Oğuz at Özyeğin University

United Arab Emirates

Paul Barney, Doug Henderson, and Danielle Norris at
Higher Colleges of Technology, Al Ain

United Kingdom

Nick Hillman at Anglia Ruskin University
Heather Abel and Richard Hillman at Bell London
Edward Bressan, Sara Hannam, and Stacey Hughes at
Oxford Brookes University
Sally Morris, Ian Pople, and Simon Raw at University
of Manchester
Jonathan Hadley
Jane Neill at University of Gloucestershire

United States

Gail Schafers at Fontbonne University
Carole Mawson at Stanford University
Denise Mussman at University of Missouri
Abby Brown

Macmillan Education
4 Crinan Street
London N1 9XW
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-0-230-42532-3

Text, design and illustration © Macmillan Publishers Limited 2012
Written by Lida Baker and Steven Gershon
Series Consultant Dorothy E. Zemach

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First published 2012

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Designed by emc Design Ltd
Illustrated by emc Design Ltd
Cover design by emc Design Ltd
Cover photograph by Thinkstock/iStockphoto
Picture research by Emily Taylor

The Academic Keyword List (AKL) was designed by Magali Paquot at the Centre for English Corpus Linguistics, Université catholique de Louvain (Belgium) within the framework of a research project led by Professor Sylviane Granger.

<http://www.uclouvain.be/en-372126.html>

Authors' acknowledgements

Lida Baker

I would like to thank my husband, Paul Nisenbaum, for his endless patience and support. This book is dedicated to him and to my daughter, Galya.

Steven Gershon

As always, it is my students and ELT colleagues who have provided the inspiration, ideas, and tools I need to make the classroom a lively, active, engaging educational environment.

Special thanks to Steve Maginn for suggesting my participation in this project, and to Britt for always lending a sympathetic ear whenever the writing process seems to get the better of me.

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