

 MACMILLAN ACADEMIC SKILLS

Skillful

Listening & Speaking

Student's Book

2

with Digibook access


MACMILLAN

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Series Consultant: Dorothy E. Zemach

		Listening texts	Listening skills		Vocabulary skill
UNIT 1	Nourishment Page 7	1 Brain food Health and nutrition 2 Emotional nourishment Psychology	Pre-listening Predicting	Global Listening for main ideas	Phrasal verbs
UNIT 2	Community Page 17	1 Community service Social studies 2 A different kind of community Current affairs	Close Listening for examples	Close Listening for details	Prefixes with negative meanings
UNIT 3	Space Page 27	1 Work space Design 2 Urban sprawl Urban planning	Close Listening for reasons	Close Listening for time signals	Synonyms and antonyms
UNIT 4	Scale Page 37	1 Building big Design and technology 2 Big business Business studies	Close Listening for comparisons	Close Listening for contrasts	Word families
UNIT 5	Success Page 47	1 What is success? Personal development 2 Bidding for the Games® Current affairs	Global Listening to summarize	Close Listening for vocabulary in context	Homophones
UNIT 6	Pressure Page 57	1 Peer pressure Psychology 2 Earthquakes Geology	Close Listening for opinions	Close Listening for cause and effect	Collocations with <i>get</i>
UNIT 7	Fear Page 67	1 Fear of public speaking Personal development 2 Phobias Psychology/health	Global Recognizing organizational phrases	Close Listening for problems and solutions	Suffixes <i>-ful</i> and <i>-less</i>
UNIT 8	Stories Page 77	1 A travel story Popular culture 2 Elements of a plot Literature	Close Listening for the order of events	Close Listening for details to add to a visual	Using descriptive adjectives
UNIT 9	Water Page 87	1 Bottled water Ecology / current affairs 2 An experiment with dry ice Chemistry	Close Listening for pros and cons	Close Listening for the order in a process	Working out meaning from context
UNIT 10	Persuasion Page 97	1 Hard sell / soft sell Business studies 2 A debate: paper vs. electronic dictionaries Education	Global Understanding speaker attitude	Close Listening to how an argument is supported	Collocations with <i>take</i>

Grammar	Speaking skill	Pronunciation skill	Speaking task	Digibook video	Study skills
Modals of advice	Offering advice and suggestions	The schwa /ə/	Offering advice to new students	Living with supermarkets	Improving your memory
Modals of probability	Encouraging communication	Linking vowel sounds	Discussing community service	Safety and freedom	Note taking
Tag questions	Shifting the topic	Intonation in tag questions	Discussing urban environments	Crowding out our brains	Active listening
Making contrasts	Asking for clarification	Stress patterns in short phrases	Discussing large companies	Living larger, living longer	Managing your time
The past progressive tense	Agreeing and disagreeing	Stress in compound nouns	Giving a presentation	Winning	Studying for tests
Present conditionals	Explaining something you don't know the word for	Intonation in conditional sentences	Discussing academic pressure	Life under pressure	Being an effective group member
The present perfect tense	Managing questions	Sentence stress	Presenting a problem you overcame	Fear of animals	Increasing confidence when speaking
Defining relative clauses	Being an effective public speaker	Emphatic stress	Telling a story	Bad news	Learning styles
Present and modal passives	Using and referring to visual aids	Stress in words with suffixes	Presenting a poster	Water politics	Making your point
Reported speech	Refuting an argument	Linking of same consonant sounds	Debating an issue	Just say yes	Using e-communication for study

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.

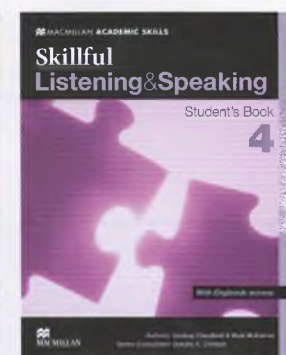
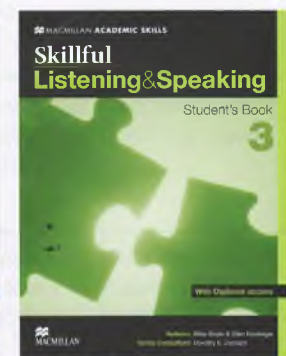
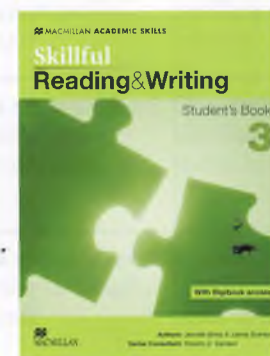
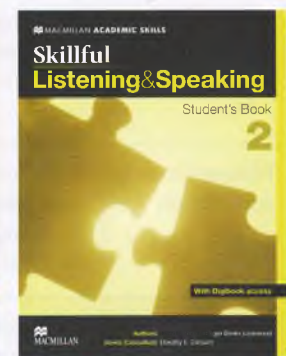
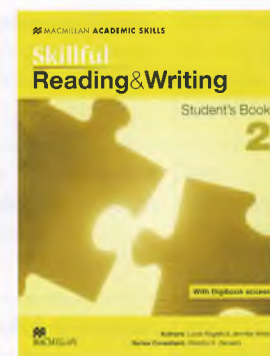
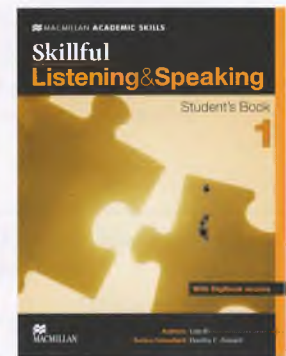
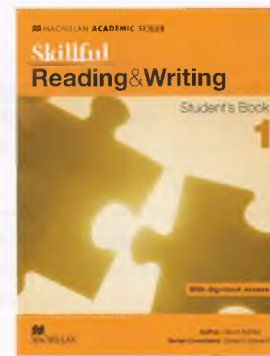
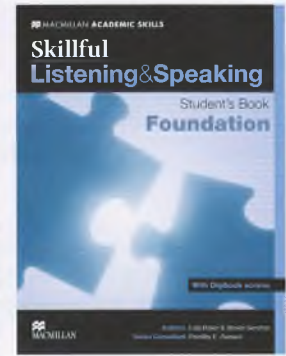
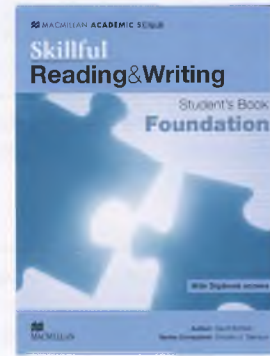
To successfully use this book, use these strategies:

- **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* digital component 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 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.



Speaking

The speaking section has three main parts: grammar, pronunciation skill, and speaking skill. 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.

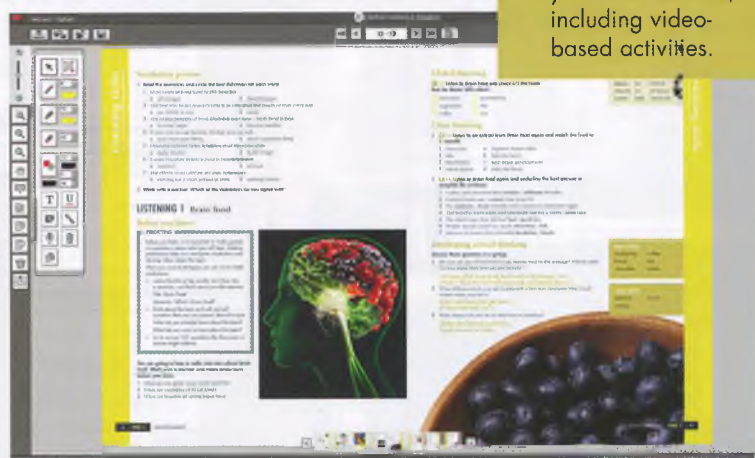
If you complete any of the extra activities while you are online, your score will be recorded in your markbook so that your teacher can track your progress. If you work offline, your scores will be stored and transferred to your markbook the next time you connect.

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.



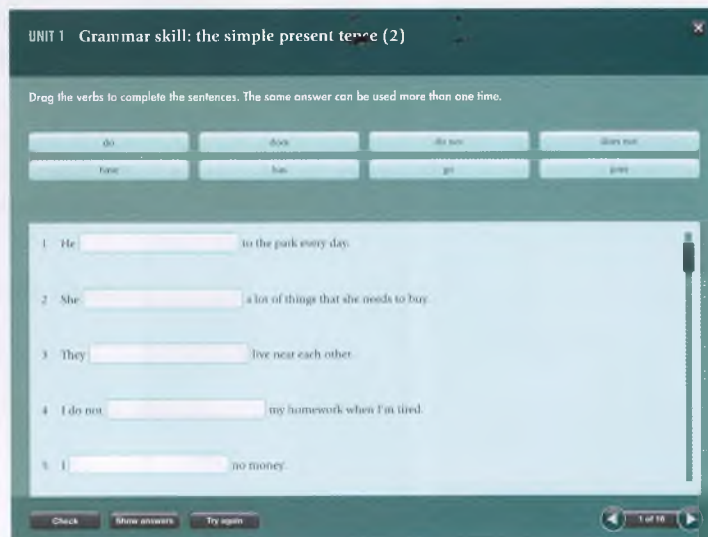
The digital component contains:

- 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 reading texts
- 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.





Discussion point

Discuss these questions with a partner.

- 1 Look at the picture. What do you think is happening?
- 2 What are the basic things that humans need to survive?
I think humans need ...
- 3 *Nourishment* means the things we need to stay alive, stay healthy, and grow strong. What are the best ways to find mental and physical nourishment?

I keep my mind healthy and strong by ...
The best way to look after your body is ...

LISTENING

Predicting
Listening for main ideas

VOCABULARY

Phrasal verbs

SPEAKING

Offering advice and suggestions

PRONUNCIATION

The schwa /ə/

Vocabulary preview

1 Read the sentences and **circle** the best definition for each word in bold.

- 1 Most kinds of food have health **benefits**.
 a advantages b disadvantages
- 2 The best way to get nourishment is to **consume** five pieces of fruit every day.
 a eat, drink, or use b avoid
- 3 The health benefits of food **diminish** over time – fresh food is best.
 a become larger b become smaller
- 4 If you want to stay healthy, the **key** is to eat well.
 a least important thing b most important thing
- 5 Drinking caffeine helps **lengthen** your attention span.
 a make shorter b make longer
- 6 Eating breakfast before school is **recommended**.
 a reserved b advised
- 7 The effects from caffeine are only **temporary**.
 a existing for a short period of time b existing forever

2 Work with a partner. Which of the statements in exercise 1 do you agree with?

LISTENING 1 Brain food

Before you listen

PREDICTING

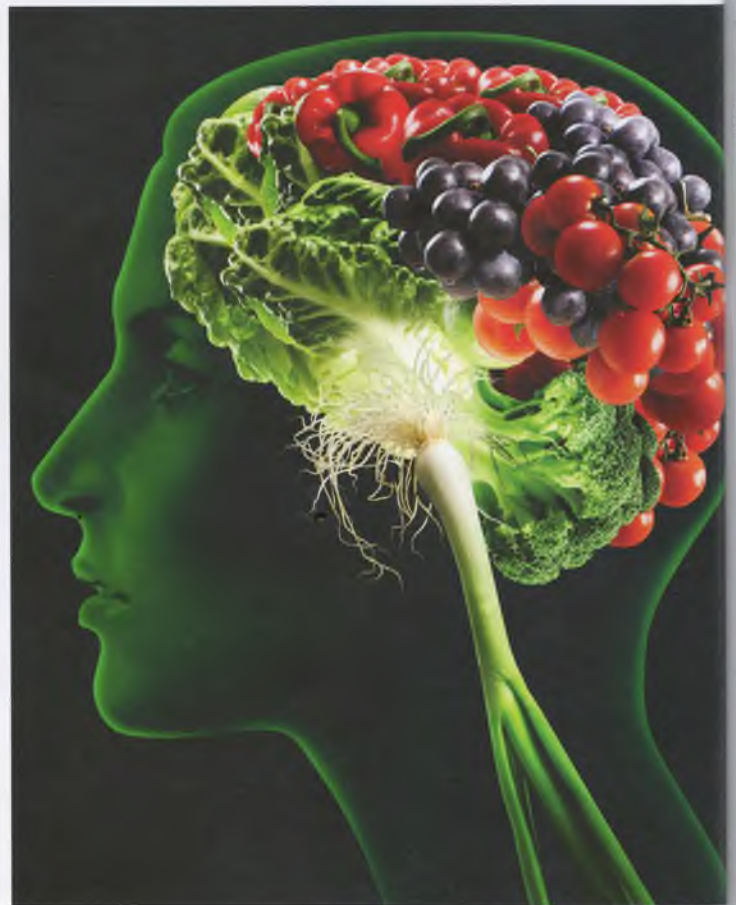
Before you listen, it is important to make guesses or predictions about what you will hear. Making predictions helps you anticipate vocabulary and develop ideas about the topic.

There are several strategies you can use to make predictions.

- notice the title or key words, turn them into a question, and think about possible answers
 Title: *Brain Food*
 Question: *What is brain food?*
- think about the topic and ask yourself questions that you can answer about the topic
 What do you already know about the topic?
 What do you want to know about the topic?
- try to answer *Wh-* questions the discussion or lecture might address

You are going to hear a radio interview about brain food. Work with a partner and make predictions before you listen.

- 1 What do you think brain food could be?
- 2 What are examples of brain food?
- 3 What are benefits of eating brain food?



Global listening

1.02 Listen to *Brain food* and check (✓) the foods/drinks that the doctor talks about.

- | | |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> chocolate | <input type="checkbox"/> strawberries |
| <input type="checkbox"/> vegetables | <input type="checkbox"/> fish |
| <input type="checkbox"/> coffee | <input type="checkbox"/> rice |

ACADEMIC KEYWORDS

debate	(n)	/dɪ'beɪt/
diminish	(v)	/dɪ'mɪnɪʃ/
mental	(adj)	/'ment(ə)l/

Close listening

1 1.03 Listen to some excerpts from *Brain food* and match the food with their benefits.

- | | | |
|----------------|-----|------------------------|
| 1 chocolate | ___ | a improve motor skills |
| 2 blueberries | ___ | b help the heart |
| 3 whole grains | ___ | c help you focus |

2 1.02 Listen to *Brain food* again and circle the best answer to complete the sentences.

- Coffee and chocolate have similar / different benefits.
- Brain foods can / cannot raise your IQ.
- The memory / heart benefits when someone consumes sugar.
- The benefits from sugar and chocolate last for a short / long time.
- People should avoid too much chocolate / fish.
- The doctor says that fish has bad / good fats.
- Memory is better after a healthy breakfast / lunch.

Developing critical thinking

Discuss these questions in a group.

- Do you eat any of the brain foods mentioned in the passage? Which ones? Do you think they provide any benefits?

*I eat some of the brain foods mentioned in the passage. I eat ...
I think / don't think brain foods provide any benefits because ...*

- What differences do you see in yourself when you consume brain food versus when you don't?

*When I eat brain food I feel more ...
If I don't eat brain food, I ...*

- What impact do you think food has on intellect?

*I believe food impacts intellect by ...
People are smarter when ...*

BRAIN FOODS

blueberries	coffee
bread	fish
chocolate	pasta

THINK ABOUT

attention
energy
mood



LISTENING 2 Emotional nourishment

Before you listen

- 1 Work with a partner. Complete the chart with things we can do to have a healthy body and mind. Are there any items which can go in both columns?

Healthy body	Healthy mind

- 2 You are going to hear a lecture from a health class on emotional nourishment. Make predictions and check (✓) the ideas you think you will hear about.

- a description of emotional nourishment
- differences in humans in terms of emotional nourishment
- examples of emotional nourishment
- drawbacks of emotional nourishment
- the importance of emotional nourishment
- negative effects of emotional nourishment

Global listening

LISTENING FOR MAIN IDEAS

It's important to recognize the main ideas when you are listening because it helps you understand the general topic and remember important information.

There are several language signals you can listen for to notice main ideas.

- Focus on the way a speaker highlights or signals that important information is coming next.

We are going to discuss ... It is important to note ...

- Notice phrases indicating when the speaker is going to paraphrase.

In other words ... Basically ...

- Listen for words or phrases that signal general information.

In general ... Overall ... On the whole ...

- 1.04 Listen to *Emotional nourishment*. Complete the sentences with the signal the speaker uses before each main idea.

- 1 _____ what emotional nourishment is ...
- 2 _____ I mean that we feel emotionally nourished if we get love, help, support, or appreciation ...
- 3 _____ helping others is a good strategy for better health.
- 4 _____ everyone is different when talking about emotional nourishment.
- 5 _____ none of us is exactly the same.
- 6 _____ that emotional nourishment and physical nourishment are equally important.

THINK ABOUT

daily routine free time
diet relationships



Close listening

1.04 Listen to *Emotional nourishment* again. Circle the correct answer to these questions.

- What do humans have in common?
 - the need for emotional nourishment
 - the amount of emotional nourishment needed
 - the type of emotional nourishment needed
 - the need for more emotional than physical nourishment
- Emotional nourishment ...
 - is different for pets.
 - is the same for sick people.
 - is different for everyone.
 - lasts the same time.
- What do emotional nourishment and physical nourishment have in common?
 - They are both better when received.
 - They are equally important to health.
 - They work better when you are sick.
 - They are less helpful when given.
- What is an example of a strategy to get emotional nourishment?
 - participate in a relaxing activity
 - do extra work to bring you happiness
 - find someone who needs you
 - force someone to help
- What is the key to emotional health?
 - getting regular emotional nourishment
 - taking leisure time
 - eating emotional food
 - managing your diet

ACADEMIC KEYWORDS

illustrate	(v)	/ˈɪləˌstreɪt/
participate	(v)	/pɑːˈtɪsɪˌpeɪt/
strategy	(n)	/'strætədʒi/

Developing critical thinking

1 Discuss these questions in a group.

- What do you do to feed yourself emotionally? How does it make you feel?

*I do some volunteer work with ... It makes me feel ... because ...
I have a pet. Having a pet makes me feel ... because ...*

- How do you feel when you give or receive emotional nourishment? Is there a big difference between when you give and receive it?

2 Think about the ideas from *Brain food* and *Emotional nourishment* and discuss these questions in a group.

- What impact do food or good deeds have on intellect or health? How should this affect the way we live?

*Food impacts health by ...
Doing good deeds is good for the brain because ...
We should ...*

- How can you change your lifestyle to improve your physical, mental, and emotional health?

We can change our lifestyle by ...

FEELINGS

fulfilled	proud
grateful	satisfied
happy	ungrateful

THINK ABOUT

daily routine	family time
diet	leisure time
exercise	other activities

Vocabulary skill

PHRASAL VERBS

Phrasal verbs are verbs formed with a base verb and a particle.

talk + about = discuss

Phrasal verbs are very common in spoken English. You need to listen carefully for them, and be prepared to use them in discussions and conversations. Using phrasal verbs correctly can make you sound more natural.

Formal: *Let's **discuss** what you are doing this weekend.*

Less formal: *Let's **talk about** what you are doing this weekend.*

Base verbs can combine with more than one particle. It is important to notice these as they change the meaning.

talk + about = discuss

talk + into = convince

1 Match the phrasal verbs with their synonyms.

- | | |
|----------------|--------------------------------|
| 1 get up | a quit |
| 2 point out | b meet socially |
| 3 give up | c show |
| 4 turn into | d rise from bed after sleeping |
| 5 get together | e become |

2 Complete the questions with a phrasal verb from exercise 1.

- 1 What time do you _____ on the weekends? On weekdays? Why is it the same or different?
- 2 What class would you _____ if you were too busy?
- 3 If you could _____ a famous person, who would it be? Why?
- 4 What would you _____ to a person visiting your city for the first time?
- 5 What do you like to do when you _____ with friends?

3 Discuss the questions in exercise 2 with a partner.



SPEAKING Offering advice to new students

You are going to learn about modals, offering advice, and pronouncing the schwa /ə/ sound. You are then going to use these skills to discuss plans for helping new students at university.

Grammar

MODALS OF ADVICE

Modal verbs are used often when telling or advising people to do or not to do something. Different modal verbs express how strongly you feel something should or shouldn't be done. Study the forms:

Form	Example
<u>Could</u> subject + <i>could</i> + base form	This is most often used to make suggestions. A: I want more mental nourishment. B: You could eat blueberries, fish, or nuts.
<u>Should / have to</u> subject + <i>should / have to</i> + base form	These are considered stronger. You use these when you think the action is necessary or when you think it is a fact. A: I never eat breakfast. B: You should eat a breakfast complete with brain foods like whole grains, dairy, or fruit. You have to do this if you want to be mentally nourished.
<u>Must</u> subject + <i>must</i> + base form	<i>Must</i> is also very strong. It is often used when there is a negative consequence. You use it when stating facts. You must nourish yourself emotionally as well as physically and mentally or else you will get sick.

1 Choose a modal verb that you think best completes the sentences.

- Everyone _____ find a job after they graduate.
- You _____ get a conversation partner to help you practice English or you _____ practice online.
- Everyone _____ turn their homework in on time.
- He _____ talk to his counselor before choosing classes or he might not get the best ones.
- The doctor said Juan _____ have surgery or else he will not get better.

2 Work with a partner. Discuss and check your answers.

Pronunciation skill

THE SCHWA /ə/

The schwa is the most common sound in spoken English. It is used in unstressed syllables.

recommend = /,rekə'mend/

suggest = /sə'dʒest/

how about = /haʊ ə'baʊt/



1  1.05 Listen to the words and underline the syllable that has the schwa sound.

- | | |
|-------------|-------------|
| 1 feature | 6 recognize |
| 2 lengthen | 7 ability |
| 3 temporary | 8 decision |
| 4 energy | 9 creation |
| 5 consume | 10 assert |

2  1.05 Listen again and repeat.

Speaking skill

OFFERING ADVICE AND SUGGESTIONS

Use the phrases below when offering advice to others. Some are followed by the *-ing* form of the verb:

I suggest eating a good breakfast in the morning.

How about getting a pet bird to take care of?

I'd recommend reading a good book to help you relax.

Others are followed by an infinitive:

One idea is to volunteer to improve your emotional health.

It might be a good idea to eat whole grains every day.

1 Correct the mistakes in these sentences.

- One idea is to eating more fish.
- I'd recommend to eat more blueberries.
- How about to buy more fruit at the market?
- It might be a good idea for improve your grades.
- I suggest have a healthy snack before studying.
- One idea is get a pet.

2 Complete the dialogues with suitable advice and suggestions.

- A: I really need to find a job.
B: I suggest _____.
- A: I don't know what subject to major in.
B: How about _____?
- A: I'm finding it difficult to sleep.
B: It might be a good idea to _____.
- A: I want to improve my diet.
B: I'd recommend _____.

3 Work in a small group. Take turns to ask for advice for the situations below. The rest of the group should give advice, making sure to include phrases and modals. Listen to the advice from the group and choose the best advice.

- You are worried about your diet.
- You are feeling sad after taking a test.
- You don't know what to eat for breakfast.
- Your study group needs to choose a topic for a project in a health class.
- You want to improve your emotional health.



SPEAKING TASK

Work in a group to give advice on ways for students to improve their health while studying.



BRAINSTORM

You have been asked to give advice to a university committee to help them find ways to improve student health during their studies.

1 Look at this list of ideas. Mark them from 1 to 5 (1 = very bad, 5 = very good).

- | | |
|---|--|
| <input type="checkbox"/> add healthier food options to the cafeterias | <input type="checkbox"/> suggest curfews so students get more sleep |
| <input type="checkbox"/> offer free nutritional seminars | <input type="checkbox"/> give free breakfasts in the morning |
| <input type="checkbox"/> provide opportunities to volunteer on campus | <input type="checkbox"/> have a mentoring program where older students look after younger ones |
| <input type="checkbox"/> offer rewards for volunteer activities | <input type="checkbox"/> give students time off for leisure activities |
| <input type="checkbox"/> provide free tutors to help with homework | |

2 Work with a partner to add two more suggestions of your own.

1 _____
2 _____

3 Work in a small group. Compare your rankings. Decide which three you would suggest to the university.

1 _____
2 _____
3 _____

PLAN

Rank your list. Put the suggestion your team feels most strongly about first. Support your ideas with some good examples. Think about how you can offer advice.

We think everyone must ... This will help freshmen ...

We think the new freshmen should ... because ...

We think the university could ... because ...

SPEAK

Present the ideas on your list and your advice to another group. Remember to use modal verbs and language for offering advice.

SHARE

Work with a new group. Talk about your first discussion and the advice you heard. Decide if you would change anything on your list. Say why.

Improving your memory

by Stella Cottrell

Memory aids

Particular practices can help you remember things. Below are some that are well known, and you may have others of your own.

Self-awareness

Know what tricks and methods you *already* use to remember things.

Repetition

This is essential. Go over information at least three times. Check back often, for short lengths of time (rather than once for a long time).

Association

Link what you need to remember with something you already know.

Mnemonics

Any trick to help you remember is a mnemonic (pronounced /nɪˈmɒnɪk/). One common mnemonic is to use the first letter of each keyword to make a new word or name that is easy to remember. For example, in biology we can use the mnemonic "Mrs. Gren" to remember the common attributes of living things—Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, and Nutrition. It doesn't matter if the letters don't make a real word.

Active listening

Discuss what you're trying to learn with friends. Listen to your voice saying or reading it. Record yourself. Exaggerate. Use accents. Be dramatic.

Writing things down

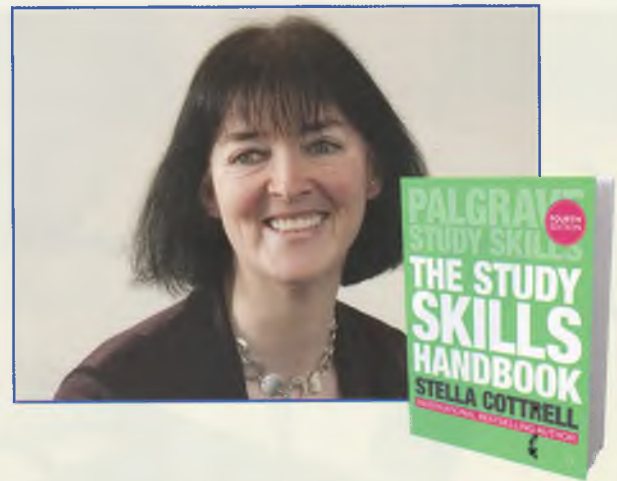
In your own words, write things out over and over again.

Personalizing it

Relate what you learn to yourself. (For example in what way does it *affect* you? Does it remind you of someone you know, or somewhere you have been?)

Play

Play with information. Look for the fun in it. Relax and enjoy the process.



Think about advertisements

Advertising agencies aim to make us remember their advertisements. The "tricks" and "devices" they use to prompt our memory can also be used to help us to remember what we study.



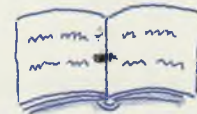
Think of three adverts (from TV, magazines, etc.). What makes them memorable for you?

Devices used by advertisers

Which of these devices are most effective in helping you remember?



music



simple stories



jokes/wordplay/humor



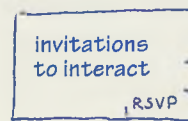
childhood memories



visual images



repetition
repetition
repetition



encouragement to telephone in

competitions

encouragement to identify with characters



LISTENING

Listening for examples
Listening for details

VOCABULARY

Prefixes with negative meanings

SPEAKING

Encouraging communication

PRONUNCIATION

Linking vowel sounds

Discussion point

Discuss these questions with a partner.

- 1 Look at the picture. What do you think the people are doing?
- 2 Describe the people who live in the community around you.
- 3 What other kinds of communities are you a member of?

I belong to a chess club. We meet once a week.

I'm a member of a book club. We meet once a month to discuss a new novel.

Vocabulary preview

1 Circle the word or phrase that has a similar meaning to the words in bold.

- | | | | |
|---------------|--------------------|----------------|--------------|
| 1 concept | a saying | b observation | c idea |
| 2 donate | a give | b receive | c change |
| 3 duty | a choice | b preference | c obligation |
| 4 fortunate | a privileged | b planned | c unhappy |
| 5 institution | a company | b organization | c individual |
| 6 recipient | a giver | b receiver | c taker |
| 7 virtue | a positive quality | b advantage | c drawback |

2 Complete these sentences with the correct form of the words in bold from exercise 1.

- I was _____ enough to have my own horse when I was younger.
- The university is the oldest educational _____ in this city.
- I always _____ my old clothes to charity shops.
- Honesty is an important _____.
- It's your _____ to look after your parents when they are old.
- Our teacher was the _____ of a national teaching award.
- Can you explain the _____ of altruism to me?

LISTENING 1 Community service

Before you listen

1 What do you consider to be community service? Check (✓) the following.

- building a house
- tutoring children
- visiting hospital patients
- planting trees in the park
- reading to the blind

2 What other kinds of community service can you think of? Which would you like to do?

Global listening

1.06 Listen to *Community service* and check (✓) the main ideas.

- Community service includes volunteering time and service to help others.
- Volunteers work in different types of public institutions.
- People often do community service for altruistic reasons.
- Community service includes both service and manual labor.
- Fulfilling your obligations is a form of community service.
- Altruism is concern for others.
- Altruism has nothing to do with the doer, rather it's about the recipient.



Close listening

LISTENING FOR EXAMPLES

Speakers often give examples when they are speaking to support a main idea. Signal words or phrases are often used as hints that let the listener know what is coming next.

For example, some volunteers tutor children who need help in their studies.

Sometimes volunteers do manual labor **like** helping to build a house or planting trees in a local park.

When you hear one of these signal words or phrases, you should write the example in your notes. A good way to mark this is to use the abbreviation **EX** before the example or in the margin next to the example.

community service

EX tutoring


EX building houses

ACADEMIC KEYWORDS

benefit	(v)	/'benəfit/
concern	(n)	/kən'sɜːn/
service	(n)	/'sɜːrvɪs/

1  1.06 Listen to *Community service* again. **Circle** the best answer to complete the sentences.

- 1 Community service is helpful / not helpful to college applications.
- 2 Community service is volunteering time and service to those who are less fortunate / more fortunate.
- 3 A school is an example of an institution / individual.
- 4 Reading to the blind / Building a house is an example of manual labor.
- 5 When they start, some volunteers' main motivation is to improve their résumés / earn money.
- 6 Overall, most people do community service because it looks good on job applications / they care about others.
- 7 Altruism is concern for others / for yourself.
- 8 Volunteering to help others is a virtue / duty.
- 9 Altruism is doing something because it is your duty / you want to.

2  1.07 Listen to the excerpts from *Community service*. Complete the sentences with the signal used to give each example.

- 1 _____, some volunteers tutor children who need help in their studies in summer school programs.
- 2 A lot of volunteers work in hospitals. _____, they donate time to visiting patients who have no relatives or run errands for busy doctors and nurses.
- 3 Sometimes volunteers do manual labor _____ helping build a house or planting trees in a local park.
- 4 It could also be something very simple, _____ providing transportation for people who can't drive.
- 5 _____, giving up a day to build a house for a less fortunate family that you may never even meet is altruism.

Developing critical thinking

Discuss these questions in a group.

- 1 What benefits and drawbacks are there to community service? Complete the chart using the words in the box.

college applications mental nourishment not enough money
not enough time other obligations teamwork

Benefits	Drawbacks

- 2 How can doing community service help you achieve your future goals?

*I think doing community service will help me by ...
It will have a positive impact because ...*

- 3 What things do you do that are obligatory? What do you do altruistically? How can you tell the difference?

THINK ABOUT

experience outlook on life
knowledge résumé

LISTENING 2 A different kind of community

Before you listen

Discuss these questions with a partner.

- 1 Look at this picture of a community. Where do you think it is? Why?
- 2 How are the major cities in your country similar or different? Are the people who live in different towns similar?

*Most of the towns in my country are quite similar ...
People who live in ... aren't as friendly as people from ...*



Global listening

- 1 You are going to hear a lecture on a new type of community. In which order do you think you will hear these main ideas? Complete the outline.

Criticism of "English Town" Description of the town
 Ideas behind the concept Location Support for "English Town"
 The results of criticism

ACADEMIC KEYWORDS

commitment (n) /kə'mɪtmənt/
 criticism (n) /'krɪtɪsɪzəm/
 selection (n) /sɪ'lekʃ(ə)n/

1 Location

2

3

4

5

6

- 2 1.08 Listen to A different kind of community and check your answers.

Close listening

LISTENING FOR DETAILS

To support main ideas, speakers often include detail in the form of statistics, names, dates, or examples.

As you can see from the illustration/photo/chart ...

According to Dr. Smith ...

It is believed that ...

Specifically, ...

A good note-taking method for recording details is the Cornell system. Divide your paper into two columns and use the left column for the main ideas. The right column is for details that go with each main idea.

- 1 1.08 Listen to A different kind of community again. Take notes that go with each main idea.

Good qualities in a town
 Institutions needed in a town
 "English Town" features
 "English Town" rules
 "English Town" goals
 Criticism of "English Town"

- 2 1.09 Listen to a group of students comparing their notes on the first two main ideas. Did you hear the same details? Did they have any details that you can add to your notes?
- 3 Complete the expanded notes with information from the lecture.

The lecturer first discussed towns in general—their positive qualities and their institutions. A town's virtues include things like friendliness, safety, and (1) _____. Examples of its institutions include (2) _____. Dr. Yu Chen then focused on a town in China. It was going to look like a town in (3) _____. The goals of the town were ambitious. The main goal was to immerse the people in English, so they would (4) _____ their language level. There was some support, but the plans were (5) _____. Some people claim immersion in English is (6) _____. The kind of English spoken in this town would be different to that of a real English (7) _____, and people wouldn't learn how to build relationships in another language. In the end, the project was (8) _____.

Developing critical thinking

1 Discuss these questions in a group.

1 Would you like living in an English-only community? Why or why not?

I would like living in an English-only community because ...

A drawback to an English-only community is ...

2 If you were designing a community, what would be special about it?

My community would have ...

It would be special because ...

2 Think about the ideas from *Community service* and *A different kind of community* and discuss these questions in a group.

1 What type of community service opportunities would be available in your new community?

2 What community service would you do in your new community?

COMMUNITY FEATURES

buildings public spaces

customs rules

location size

neighbors

Vocabulary skill

PREFIXES WITH NEGATIVE MEANINGS

A prefix is a group of letters added to the beginning of a word. Prefixes tell you more about the root and change the meaning of the word. Some prefixes change a word's meaning from positive to negative.

Prefix	Meaning	Example
anti-	freeze	antifreeze
counter-	act	counteract
dis-	appear	disappear
im-	polite	impolite
ir-	responsible	irresponsible
mis-	understood	misunderstood
non-	essential	nonessential
un-	reliable	unreliable
in-	supportable	insupportable

1 Work with a partner and add a prefix to each root.

- | | |
|------------------|-------------------|
| 1 _____ possible | 5 _____ rational |
| 2 _____ paid | 6 _____ regard |
| 3 _____ sense | 7 _____ clockwise |
| 4 _____ placed | 8 _____ social |

2 Complete these sentences with the negative form of the word in parentheses.

- Many people were _____ (sure) English Town would succeed in improving language levels.
- Some people think English Town was _____ (conceived), but others _____ (agree) that it was a bad idea.
- There are many _____ (profit) organizations you can volunteer for.
- Some people are _____ (regular) volunteers because they have other commitments, like study or work.
- You have to be _____ (selfish) if you volunteer to work with children or the elderly.



SPEAKING Discussing community service

You are going to learn about modals of probability, linking words, and encouraging communication. You are then going to practice these in a group discussion about community service.

Grammar

MODALS OF PROBABILITY

Some modals are used to express how certain a speaker is of something. Study the forms:

<u>Must</u>	Use <i>must</i> to say, based on some evidence, that there is a very strong likelihood that something is true. <i>As many of you have experience of second-language immersion, you must have strong views on this topic.</i>
<u>Might, may, and could</u>	Use <i>might, may, or could</i> to say there is a good chance something is true. <i>It might be a good place to study.</i> <i>Could</i> is also used to express just one possibility of many. <i>His volunteer placement could be in a hospital, or maybe in a school.</i>

1 Circle the best modal to complete the sentences.

- You **might** / **must** be able to volunteer at the animal sanctuary. They sometimes need more help.
- Jana worked for 16 hours straight. She **must** / **could** be exhausted.
- Peter **may** / **could** be at the mall, the park, or even at work—I have no idea.
- Lily **must** / **might** invite Jesse over to study. They like to study together.
- Kenichi **must** / **may** be really upset about his test score. He got an F.

2 Read the situations. Complete the sentences with your own ideas.

- Cassie applied for a job as a social worker. She didn't even get an interview.
She must _____.
- Eduardo is looking for ways to increase his vocabulary. He's going to the bookstore.
He might _____.
- Mei-li lent David her dictionary, but he accidentally left it on the bus.
She may _____.
- Tay hopes to study English overseas next summer, but he's not sure where to go.
He could _____.

3 Compare your answers to exercise 2 with a partner.

Pronunciation skill

LINKING VOWEL SOUNDS

When a word ends in a vowel sound and the next word begins in a vowel sound, we often link the sounds. When this happens, there is no pause between the words—they sound like one word instead of two. The linking is completed by the insertion of a consonant sound, /j/ or /w/.

Insert /j/ after words ending with the vowels /i:/, /aɪ/, /eɪ/, and /ɔɪ/.

Insert /w/ after words ending with the vowels /u:/, /əʊ/, and /aʊ/.

I am = I /j/ am

Too often = too /w/ often

So I = So /w/ I

She asked = she /j/ asked

- 1 Look at this conversation. The linked vowel sounds are underlined. Insert the correct consonant sound, /w/ or /j/.

Ali: Are you at college here? /w/

Marcel: Yes, I'm at Oxford Brookes, majoring in business.

Ali: Why are you studying business?

Marcel: I want to assume control of my father's business.

Ali: Sorry, I don't understand what you mean. Could you explain a bit more?

Marcel: Sure. My father has his own shoe store. I want to take over the business for him so he can retire.

Ali: Oh, I see. Is running a shoe store a good business?

- 2  1.10 Listen and check your answers. Repeat the linked vowel sounds.




Speaking skill

ENCOURAGING COMMUNICATION

There are several ways to encourage communication using questions.

- You can say when you didn't hear or understand.
I didn't hear what you said about ... Can you say that again?
Could you repeat that?
- You can ask for more information or explanation.
Could you explain that a bit more? What do you mean by that?
- You can add a "prompt," giving an example of a possible response.
Have you ever done any charity work? Maybe volunteering, or raising money for a good cause?

- 1  1.11 Listen to two students discussing the topics below. Write the language they use to encourage each other to continue.

1 A job _____

2 Your hometown _____

- 2 Work with a small group to talk about the topics. Encourage each other to continue the discussion so that each topic lasts two minutes.

SPEAKING TASK

Work with a partner and discuss a community service project you would like to take part in.

BRAINSTORM

Work with a partner. Look at the list of community service activities below and add two more examples. Which ones do you think are most useful to a community? Check (✓) the top three.

- planting flowers
- visiting patients at the hospital
- walking dogs at the shelter
- reading to the blind
- building a house for a family
- serving food at a homeless shelter
- tutoring children at a local school
- _____
- _____



PLAN

Think about the kind of community service you would like to do. Think about the details you can include, and give examples.

- Where will you do your activity?
- When is the best time?
- Who will you work with?
- Why did you choose this activity?



SPEAK

Discuss details about the activity you chose with a partner. Try to use modal verbs and language to encourage communication.

SHARE

Find a new partner. Report the main points of what you discussed, giving examples.



STUDY SKILLS Note taking

Getting started

Discuss these questions with a partner.

- 1 Why should students take notes during lectures?
- 2 What strategies do you use to take notes? For example, do you use symbols or color coding?
- 3 What is difficult about taking notes? What do you find easiest? List your ideas.

Scenario

Read this scenario and think about what Armando is doing right and what he is doing wrong.

Consider it

Look at these tips for note-taking. Discuss each one with a partner. Which ones are the most important?

- 1 **Sit in the front of the room** Being in front keeps you focused on the instructor and away from other distractions.
- 2 **Record the lecture** Check with your lecturer in advance if there are any rules about bringing cell phones or recording devices to lectures. If you are using your cell phone, ensure it is set to silent mode.
- 3 **Take notes even if you record** Leave blank spaces when you don't understand. After the lecture, listen again and fill in any missing information.
- 4 **Record the questions and answers after the lecture** The information after the lecture might be important, too. It may clarify earlier information or be used for test questions later.
- 5 **Take notes selectively** Listen for words that indicate a main idea or example. Mark those in your notes.
- 6 **Organize your notes** For example, add color coding to link notes on the same topic, and draw lines with a ruler to divide them into sections.
- 7 **Use graphic organizers** Transfer your notes into graphic organizers, such as charts or diagrams, to help you remember the main ideas of the lecture and how they relate to each other.
- 8 **Compare notes with a classmate** Compare your notes with a classmate to see if there are other ideas you should add to your notes.

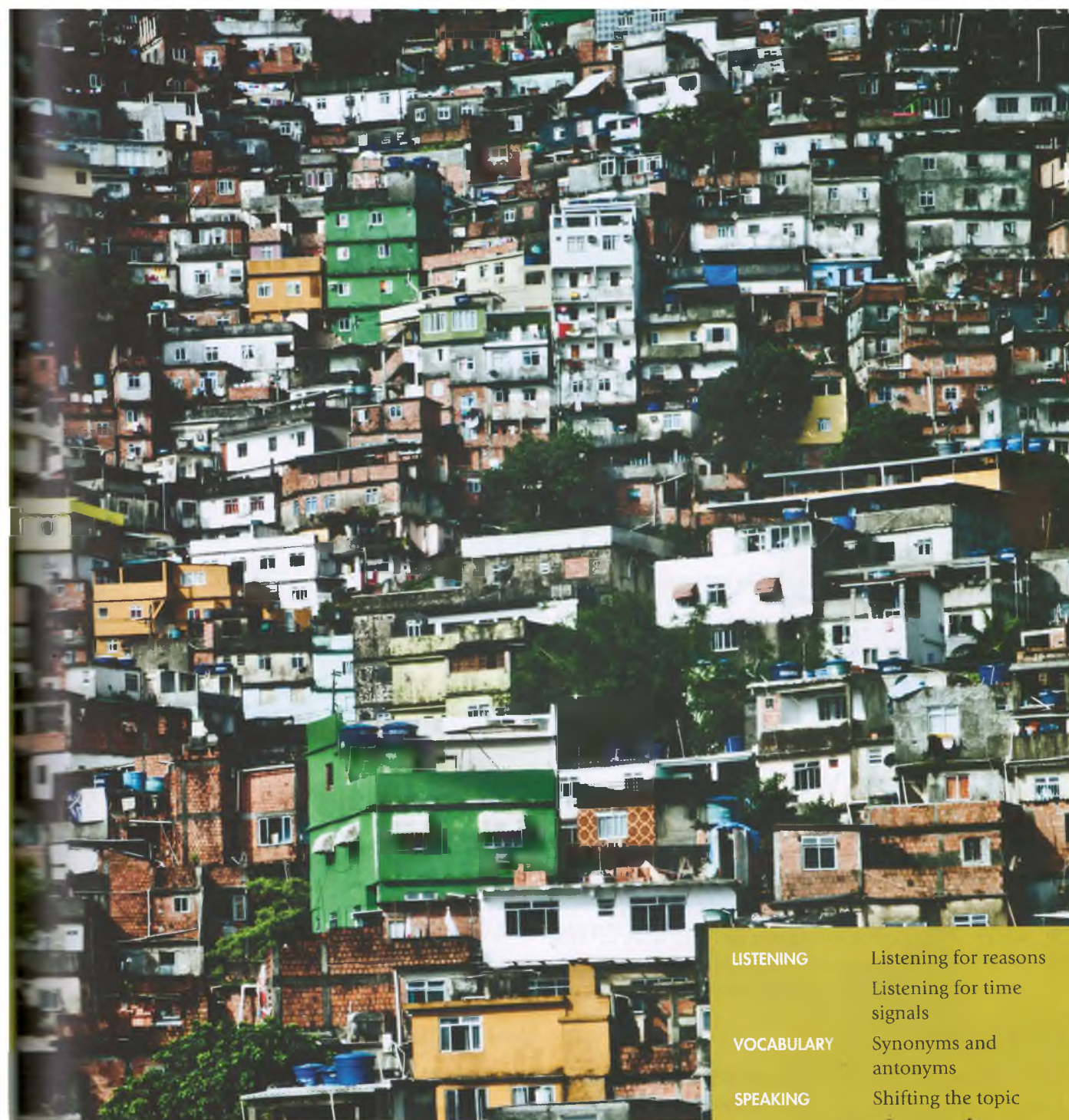
Armando is taking his first history course at the university. He always gets to class a few minutes early and sits near the front of the room. He records lectures using his cell phone, which has a recording feature. He starts recording when the professor begins the lecture. During the lecture, Armando takes notes, but leaves a blank space when he doesn't understand. He stops the recording when the professor answers questions from the students. Later, he plays the recording again and fills in the missing blanks. That night, he creates a graphic organizer by drawing a diagram to summarize the ideas in the lecture. He compares his notes with a classmate the next morning in class.

Over to you

Discuss these questions with a partner.

- 1 Which of the strategies do you already use? Which help you the most?
- 2 Which strategy is one you will try to use in the future? Why?
- 3 What other strategies do you have for taking notes?





LISTENING	Listening for reasons Listening for time signals
VOCABULARY	Synonyms and antonyms
SPEAKING	Shifting the topic
PRONUNCIATION	Intonation in tag questions

Discussion point

Discuss these questions with a partner.

- 1 Where do you live? What is it like? What do you like about the area you live in?

I live in a city. Around my home is ...

I live in a suburb. There are a lot of ...

- 2 How would you describe the space where you do your homework?
Messy or organized? Well-lit or dark? Spacious or small?

The space where I do my homework is ...

I do my homework in a ... space.

- 3 Where do you do most of your studying? In a library? At home?
What do you like about that space?

I study ... most of the time. I like it because ...

Vocabulary preview

In each group of four, match the words in bold with their definitions.

- 1 Ali **accompanied** his co-worker to the meeting.
 - 2 The instructor gave **background** about the topic.
 - 3 The building work from the office next door **distracted** Ling from her work.
 - 4 The facts about population growth **emerged** as the lecturer discussed changes in living conditions.
- a become known
 b prevent concentration
 c go with someone to a place or event
 d the general situation in which something happens
- 5 Cities have **evolved** from places where people live and work to places where people want to be entertained.
 - 6 I need **inspiration** so I can finish my essay.
 - 7 In the United States, the **masses** continued moving from the cities in the 1970s.
 - 8 A quiet study space may **result in** better grades.
- e gradually change
 f a large number of people
 g cause or produce something
 h new idea that helps you create something


LISTENING 1 Work space

Before you listen

Work with a partner and discuss these questions.

- 1 Look at the pictures of offices. What do you see?
- 2 Which kind of office would you prefer to work in? Why?
- 3 What kind of office space do you think is most common in Japan? In the United States? What differences do you think there might be?

Global listening

 1.12 Listen to *Work space* and write the advantages and disadvantages from the box in the correct space in the chart.

cost less less teamwork more distractions more expensive
 no privacy quieter workers more inspired workers more productive

Open office space	Closed office space
Advantages	Advantages
Disadvantages	Disadvantages

OFFICES

closed modern
 cubicles open-plan
 functional spacious



Close listening

LISTENING FOR REASONS

Speakers will often support their ideas with reasons. When listening, it's useful to note reasons speakers provide as these give more information on the main point. Listen for signal words that point to reasons.

The reason is that there simply wasn't enough space.

The office had become overcrowded. **Because of this**, the company moved to a new building.

It was difficult to concentrate **since** there was so much noise.

The company moved to a larger building. **Therefore/Consequently/Hence/Thus**, office space was no longer a problem.

ACADEMIC KEYWORDS

emerge	(v)	/ɪ'mɜːdʒ/
independent	(adj)	/,ɪndɪ'pendənt/
research	(n)	/rɪ'sɜːtʃ/

- 1 **1.12** Listen to *Work space* again. According to the speakers, is each of these a reason supporting open or closed office spaces? Write **O** (open) or **C** (closed).

- 1 good for large groups
- 2 better for sensitive discussions with managers
- 3 better for increased teamwork
- 4 fewer hard feelings experienced
- 5 easier to ask questions
- 6 better for inspiration

- 2 **1.12** Listen again and answer the questions.

- 1 Is an open or closed office space better if you are a large company? Why?
- 2 Why is it easier to get inspiration in a closed office?
- 3 What happens if workers don't consult with each other?
- 4 Why does an open office space avoid hard feelings?
- 5 Is an open or closed office space better if you need to talk about a sensitive issue? Why?

Developing critical thinking

Discuss these questions in a group.

- 1 What kind of office space is more common in your country? Which type would you prefer?

The most common office space in my country is ...

Offices in my country are ...

I would prefer ... because ...

- 2 What type of office do you think is best for the people in the pictures?

I think a closed office space is best for doctors since they have private issues to discuss with patients.

I believe ... is better for ... because ...



Accountant



Doctor



Engineer



Lawyer



Teacher

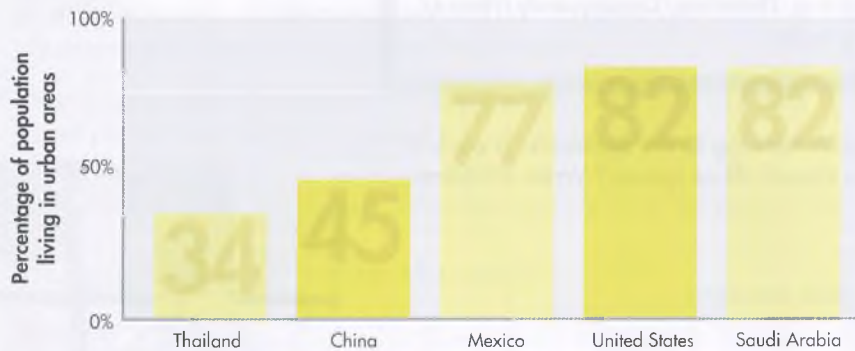
LISTENING 2 Urban sprawl

Before you listen

- 1 What big cities can you think of? What are some of their common features?

*One big city I can think of is ...
Big cities all have ...*

- 2 Look at the graph. What does it show?



- 3 Which country in the chart do you think is most similar to yours? Which is the most different?

*My country is most similar to ... because ...
My country is probably least like ... because ...*

THINK ABOUT

entertainment transportation
living space work space
population



Global listening

1.13 Listen to *Urban sprawl* and circle the correct answer in each sentence.

- 1 Urban sprawl is an old / new concept.
- 2 Urban sprawl happens mostly in Europe / all around the world.
- 3 Urban sprawl began in Babylon / the United States.
- 4 Cities have doubled / decreased in land size.
- 5 Urban sprawl happens when the population in inner cities increases / decreases.

Close listening

LISTENING FOR TIME SIGNALS

Speakers often use time signals, especially when they are giving the history or timeline of events. Sometimes the times are specific and easy to hear:

In the twentieth century ... During the 1970s ... After ...

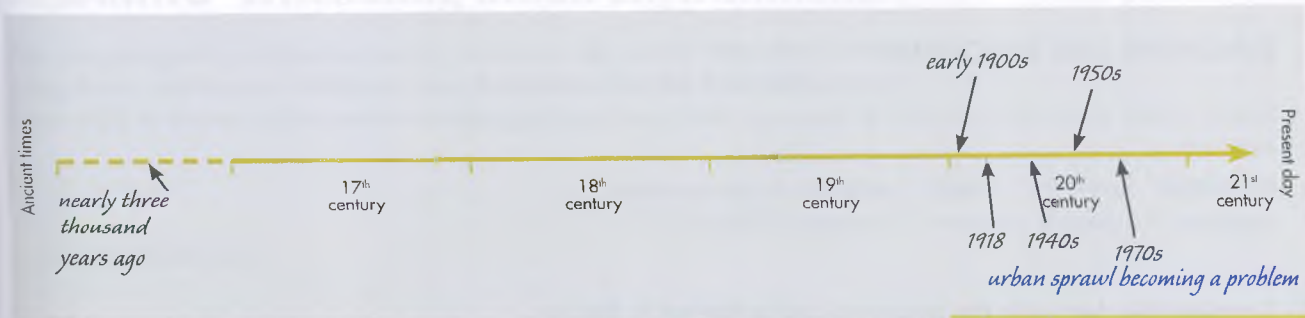
Sometimes other signal words are used that give you a sense of the time:

after, before, during, later, now, soon, then, today, tomorrow, yesterday

Timelines are a good note-taking tool to make a visual record of dates. You can write notes about the events above or below the dates.



1 1.13 Listen to the lecture again. Insert details on the timeline.



2 Use the timeline to answer the questions.

- 1 When did urban sprawl start?
 a ancient times b Roman times c in the 17th century d 1950s
- 2 Where did urban sprawl spread in the 17th and 18th centuries?
 a London b Paris c Rome d Atlanta
- 3 Where was urban sprawl first seen?
 a Rome b China c Europe d United States
- 4 When did the government loan programs affect urban sprawl?
 a 1900s b 1918 c 1920s d 1940s and 1950s
- 5 When did urban sprawl become a social phenomenon in the United States?
 a 1920s b 1940s c 1950s d 1970s

ACADEMIC KEYWORDS

- concept (n) /'kən,sept/
- evolve (v) /'ɪvəlv/
- extend (v) /'ɪk'stend/

Developing critical thinking

1 Discuss these questions in a group.

- 1 If you could choose between living in a suburb and living in a city, which would you choose? Why?

*I would choose to live in a ... because ...
 Living in a ... would be better because ...*

- 2 What advantages and disadvantage are there to urban sprawl?

2 Think about the ideas from *Work space* and *Urban sprawl* and discuss these questions in a group.

- 1 What kind of office space do you think people in cities and people from the suburbs would like best? Why?

*I think ... would prefer ... because ...
 I believe ... might like ... better since ...*

- 2 Work and living spaces change over time. What predictions can you make about how we will work and live in the future?

THINK ABOUT

- crime
- community
- environment
- job opportunities

THINK ABOUT

- location
- people we live or work with
- size
- technology



Vocabulary skill

SYNONYMS AND ANTONYMS

Synonyms are words that have similar meanings. Antonyms have opposite meanings.

advantage synonym = *benefit* antonym = *disadvantage*

wealthier synonym = *richer* antonym = *poorer*

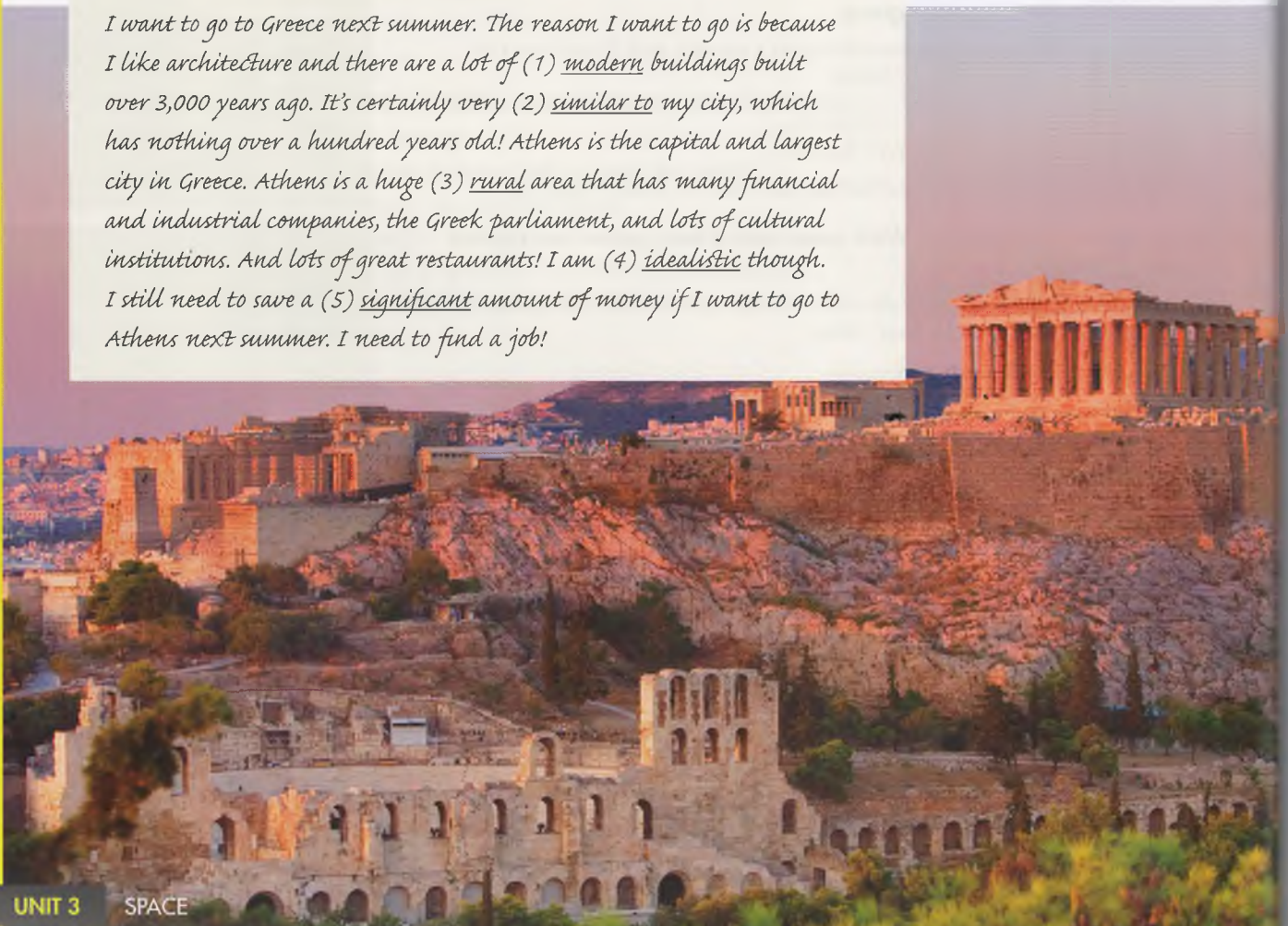
1 Complete the chart with the synonyms and antonyms in the box.

ancient current different to idealistic insignificant like
metropolitan practical rural significant

	Synonym	Antonym
urban		
similar to		
considerable		
modern		
realistic		

2 Correct the paragraph with the most appropriate synonym or antonym. Use the context to help.

I want to go to Greece next summer. The reason I want to go is because I like architecture and there are a lot of (1) modern buildings built over 3,000 years ago. It's certainly very (2) similar to my city, which has nothing over a hundred years old! Athens is the capital and largest city in Greece. Athens is a huge (3) rural area that has many financial and industrial companies, the Greek parliament, and lots of cultural institutions. And lots of great restaurants! I am (4) idealistic though. I still need to save a (5) significant amount of money if I want to go to Athens next summer. I need to find a job!



Pronunciation skill

INTONATION IN TAG QUESTIONS

Tag questions can be real questions, used to check information; or they can be requests for agreement with no real answer expected. The intonation is different in each case.

When you use rising intonation, you show that you are expecting an answer to the tag question.

- *The new mall looks like the old one, doesn't it?*

When you use falling intonation, you show that you are not expecting an answer.

- *It's a beautiful old city, isn't it?*

1 1.14 Listen to the tag questions. Does the intonation rise or fall?

- 1 It's a great workplace, isn't it?
- 2 She lives in the city, doesn't she?
- 3 He's attending a lecture about urban sprawl, isn't he?
- 4 Having a small office doesn't bother him, does it?

2 1.14 Listen again and repeat.

Speaking skill

SHIFTING THE TOPIC

During a conversation or discussion, we sometimes need to change, or shift, a topic. When speaking to other people, it is important to recognize the topic shifts so you can follow the discussion. Topic shifts can happen because a speaker may not want to talk about something, they may want to move on to something more interesting, or because they have been reminded of something else.

By the way, ... Speaking of which, ... That reminds me ...

1 1.15 Listen to each conversation. Circle the words where the topic shift happens. Repeat the topic shifts.

- 1 **A:** We are learning a lot in history this semester.
B: Oh, yeah?
A: Yesterday's lecture was about ancient China.
B: That reminds me. There is a new Chinese restaurant in town. Do you want to eat there?
- 2 **A:** The museum has some fabulous paintings on display. There is one painted in the seventeenth century. The artist used ...
B: I just thought of something. There is a technology museum in Boston. We should go there sometime.

2 Look at each conversation again. Why do you think each shift happened?

3 Work with a partner. Talk about the first topic and then switch to the second. The first one has been done as an example.

- 1 favorite vacation destination → favorite food
- 2 the city where you live → urban sprawl
- 3 emotional nourishment → YOUR CHOICE
- 4 community service → YOUR CHOICE

A: *I want to go to Italy on vacation so much this summer ... There's so much to see there.*

B: *Italy? Lucky you. That reminds me, the cafeteria is serving spaghetti today. It's my favorite food.*

SPEAKING TASK

Work with a partner to give a presentation on a city.

BRAINSTORM

Work with a partner. Read the information about three cities. Then discuss what interests you about each one. Remember to use tag questions to check information or request agreement.

	St. Louis	Beijing	Guadalajara
Location	Missouri, United States	Northern China	Jalisco, Mexico
Population (urban and suburban)	approximately 2,878,000	approximately 19,612,000	approximately 4,329,000
Founded	1764	about 3,000 years ago	1532
Key historical information	controlled by France and Spain before being sold to the U.S. in 1803	very long history—previous names include Peking, Beiping, Ji, and Yanjing	had three previous locations before its current one
Economy	services, manufacturing, trade, tourism	services, finance, real estate, automobiles	commerce, tourism
Climate	moderate spring and autumn, hot summer, cold winter	windy spring, hot summer, short autumn, cold winter	subtropical

A: St. Louis sounds interesting, doesn't it?

B: What do you like about it?

A: I don't like big cities, so it's a good size for me.

B: It gets cold though.

A: I like the winter, don't you?

B: Not really.

A: Where would you choose?

B: I think ...

PLAN

1 Prepare a short introduction about a city. You can choose any city you are interested in, or one from the chart above. Include information on the following.

- location
- history
- climate
- economy
- population

2 Work with your partner. Decide in which order you will present the information. Use time signals so that your classmates can make a timeline of important events.

SPEAK

Give your presentation to two or three other pairs. Be prepared to answer any questions after you have finished. When you have listened to the other presentations, choose one of the cities that you would all like to visit. As you discuss the choices, remember to use strategies for shifting the topic and giving reasons for your choices.

SHARE

Find a partner from another pair. Tell him or her which city your group chose to visit and why.



STUDY SKILLS Active listening

Getting started

Discuss these questions with a partner.

- 1 Why is it important to listen carefully to lectures and discussions?
- 2 How can you tell when someone is listening to you?
- 3 How can you tell when someone is not paying attention?

Scenario

Read this scenario and think about what Milad is doing right and what he is doing wrong.

Consider it

Look at this list of dos and don'ts. Discuss each one with a partner. What is good about those on the *Do* list? What is not good about the others?

DO

- stay focused
- let the speaker know you are listening by using nonverbal language (nodding, leaning forward) or verbal language (*Oh, yeah? Really?*)
- make eye contact
- respond appropriately (answer questions)
- take notes
- ask for clarification (*Can you spell that? Is that right?*)
- repeat what the speaker said in other words to make sure you understand (*You said ..., right? Do you mean ...?*)

DON'T

- let your mind wander
- doodle or write other things in your notebook
- pretend you understand if you don't
- look out the window or door
- use inappropriate nonverbal language (e.g., leaning backward)
- stop taking notes
- stay silent

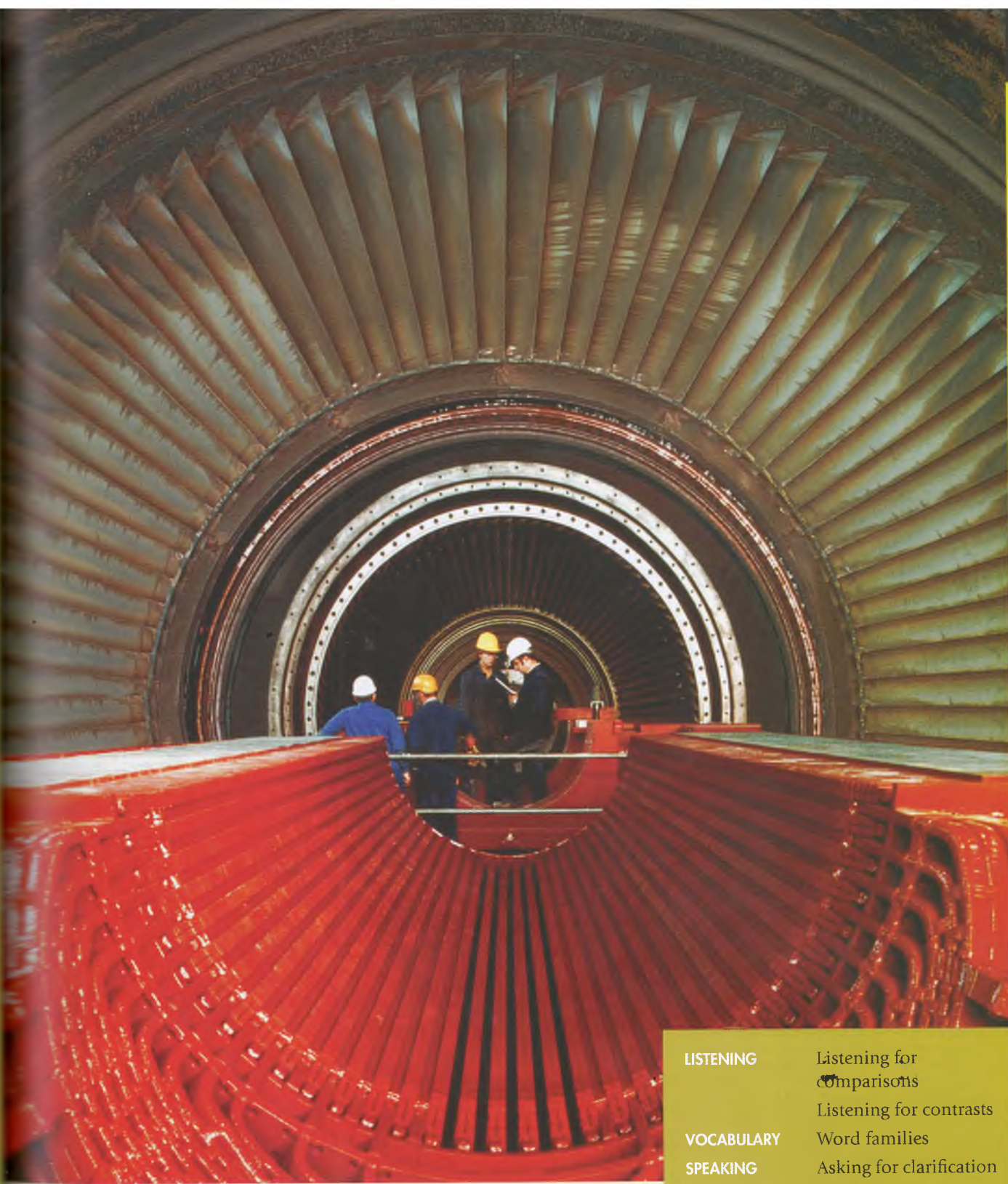
Over to you

Discuss these questions with a partner.

- 1 Which of these strategies do you use? Which do you think are the most helpful?
- 2 Are there any on the *Don't* list that you need to stop doing?
- 3 Are there any strategies you want to try? Why?

Milad is an engineering student attending classes for the first time in an English-speaking university. He has a group project, and the other members of the group are native English speakers. When he is in a group meeting, Milad always takes a notebook, and he writes what he can, but he doesn't understand everything. He is embarrassed that sometimes he doesn't understand, so when the speaker asks if he understands, he always says yes. Sometimes he stops writing and tries to focus on listening. When he really doesn't understand, he starts thinking about other things. After the meetings, he looks at his notes and tries to understand what was discussed. Sometimes he calls one of the group members and asks for clarification about one or two points. He is finding this process time consuming, and he still doesn't get all the information since the other members don't always remember exactly what they said. He is discouraged, because he feels he could do a better job on his part of the project if he understood better.





LISTENING

Listening for comparisons

Listening for contrasts

VOCABULARY

Word families

SPEAKING

Asking for clarification

PRONUNCIATION

Stress patterns in short phrases

Discussion point

Discuss these questions with a partner.

- 1 Look at the picture. What do you see?
- 2 What is the biggest company in your country? What does it sell? Where does it sell? What other big companies do you know?
- 3 Some people believe if something is bigger, it is better. Do you agree? Why or why not?

I don't think bigger things are better because ...

I agree that if something is bigger, it is better because ...

Vocabulary preview

Read these sentences. **Circle** the correct meanings of the words in bold.

- 1 Good employees are **essential** to make a large company work well.
 a not necessary at all b completely necessary
- 2 The company added a few new **features** to their updated product to make it work better.
 a useless parts of something b important parts of something
- 3 I have a **general** idea about what it is like to work for a multinational company.
 a not specific or exact b very specific or exact
- 4 More than 60,000 people work there. It's a **gigantic** company!
 a extremely small b extremely large
- 5 The building looks very simple and plain from the street. However, the **interior** is beautiful.
 a the inside of something b the outside of something
- 6 The profits **range** from 40 to 50 million dollars each year. That is a lot of money!
 a to be included in a group of numbers
 b to be excluded from a group of numbers

LISTENING 1 Building big

Before you listen

What's the biggest building you've ever been in? Why were you there? Do you know any other big buildings? Describe them.

Global listening

1.16 Listen to the first part of *Building big*. Which topics have the students researched?

- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> large countries, like China | <input type="checkbox"/> whales | <input type="checkbox"/> large buildings |
| <input type="checkbox"/> dinosaurs | <input type="checkbox"/> large planes | <input type="checkbox"/> large boats |

Close listening

1 1.16 Listen to the first part of the discussion again. Complete the table.

	Height	Length	People	Cost
Burj Khalifa	1	n/a	2	\$1.5 billion
Airbus A380	n/a	3	500	4
Oasis of the Seas	65 meters	5	6	\$1.4 billion



LISTENING FOR COMPARISONS

A common way for speakers to organize is by comparing objects or ideas. This organizational pattern helps create a picture for the listeners. Listen for these words and phrases to recognize when the speaker is comparing two things:

and compared to like same as similarly similar to too

Similar to the hotel, it cost \$1.4 billion to build.

Compared to an average family car, a monster truck weighs around ...

Speakers also use the *-er* suffix on adjectives when comparing items.

They are much **bigger** than an SUV.

I think it's also **cheaper** and **easier** to repair.

ACADEMIC KEYWORDS

- average (adj) /'æv(ə)rɪdʒ/
- essential (adj) /ɪ'senʃ(ə)l/
- theme (n) /θi:m/

2 1.17 Listen to the rest of Building big. Complete the chart.

Features	A family car	A monster truck
Weight	1	5,000 kg.
Material	sheet metal and plastic	2
Interior	more decorative	3
Wheel Size	4	5

3 Compare notes and charts with a partner. Discuss these questions.

- 1 What comparisons can you make between a family car and a monster truck?
- 2 What comparisons can you make between two cars you are familiar with?

4 1.18 Listen to the whole discussion. Circle the best answer.

- 1 The Burj Khalifa was **more expensive** / **less expensive** than the *Oasis of the Seas*.
- 2 The *Oasis of the Seas* is **longer** / **shorter** than an Airbus.
- 3 An Airbus can carry **more** / **fewer** passengers than the *Oasis of the Seas*.
- 4 The bodies of monster trucks are **lighter** / **heavier** than those of family cars.
- 5 Monster trucks are **easier** / **harder** to repair than family cars.
- 6 Monster trucks have **bigger** / **smaller** wheels than family cars.



Developing critical thinking

Discuss these questions in a group.

- 1 What's the biggest building in your country? What is it used for?

*The biggest building in my country is ...
I think it's ...*

- 2 Are products like cars and TVs getting bigger in your country, or smaller? Why do you think this is?
- 3 What kinds of problems can bigger products or buildings cause?

*When products are bigger, it means that they ...
If people build bigger buildings ...*

PURPOSES OF BUILDINGS

- offices
- residential apartments
- telecommunications

THINK ABOUT

- appearance
- convenience
- cost
- environment
- weight

LISTENING 2 Big business

Before you listen

1 Think about big businesses in your country. Then answer the questions.

- 1 Which areas of business do these big businesses operate in?
- 2 What effect do they have on smaller businesses?

One effect they have is ...
Some negative effects they have are ...

3 What benefits do they bring?

One benefit is ...

TYPES OF BUSINESS

advertising	media
banking	retail
construction	

2 You are going to hear a lecture about the automotive business. Check (✓) the features you think will be discussed.

- | | |
|---|--|
| <input type="checkbox"/> manufacturing processes | <input type="checkbox"/> role of car industry in world economy |
| <input type="checkbox"/> date of first automobiles | <input type="checkbox"/> size of car industry |
| <input type="checkbox"/> biggest car manufacturers | <input type="checkbox"/> how engines work |
| <input type="checkbox"/> negative aspects of car industry | <input type="checkbox"/> top car-producing countries |

Global listening

1.19 Listen to the first part of *Big business*. Which of the features from exercise 2 were discussed?

Close listening

1 1.20 Listen to the whole lecture. Are the sentences below true or false? Write T (true) or F (false).

- 1 Four markets will eventually dominate world demand. _____
- 2 Iran is one of the strongest markets at the moment. _____
- 3 German and South Korean car companies aren't very successful. _____
- 4 Brazil produced between two and four million cars in 2011. _____
- 5 The OICA helps people to choose the best cars. _____
- 6 Asian companies are the top two manufacturers. _____




LISTENING FOR CONTRASTS

When speakers compare things, they often use contrasts as well to describe how these things are different. Listen for words and phrases such as *although*, *but*, *different from*, *differ(s)*, *however*, *unlike* to recognize when the speaker is comparing two things.

Although demand is worldwide, some believe that four markets will eventually dominate world demand: Brazil, Russia, India, and China.

Unlike all the other carriages at the time, this one didn't use horses.

However, not all of them are Asian.

- 2  1.20 Listen again and complete the chart of contrasting ideas. The ideas on the right should contrast with the ideas on the left. Listen for contrast words to help you.

Idea	Contrasting idea
Iran is only thirteenth on the list.	<i>Iran is likely to climb higher on the list.</i>
There is worldwide demand for cars.	
In the past, only the rich could buy cars.	
Many of the biggest manufacturers are Asian.	

ACADEMIC KEYWORDS

dominate (v) /'dɑ:mɪ,neɪt/
 potential (n) /pə'tenʃ(ə)l/
 production (n) /prə'dʌkʃən/

Developing critical thinking

- 1 Discuss these questions in a group.

1 Why do you think the automotive industry has become so large?

The reason why it's so big is ...

2 What other industries have grown in the same way? What industries that used to be large have disappeared?

The ... industry has grown in a similar way.

- 2 Think about the ideas from *Building big* and *Big business* and discuss these questions in a group.

1 What are the advantages of large-scale building projects and businesses? What are the disadvantages?

One advantage is ...

I think a disadvantage is ...

2 Make predictions for the year 2050. What will be the world's biggest industry? Describe the world's tallest building, or largest airplane.

I think the biggest industry will be ... because ...

The tallest building will be ... meters tall and will have ... stories.

It will be used for ...

THINK ABOUT

economy local culture
 globalization trade
 job opportunities traditions
 local communities



Vocabulary skill

WORD FAMILIES

Word families are groups of words that have a common stem. To extend your range of vocabulary, think about how a new word would be formed as a noun, verb, adjective, or adverb when you first see it.

verb	noun	adjective	adverb
compare	comparison	comparative	comparatively

Being familiar with families can also improve your listening because you may recognize the family even if you don't recognize the word.

1 Complete these word families.

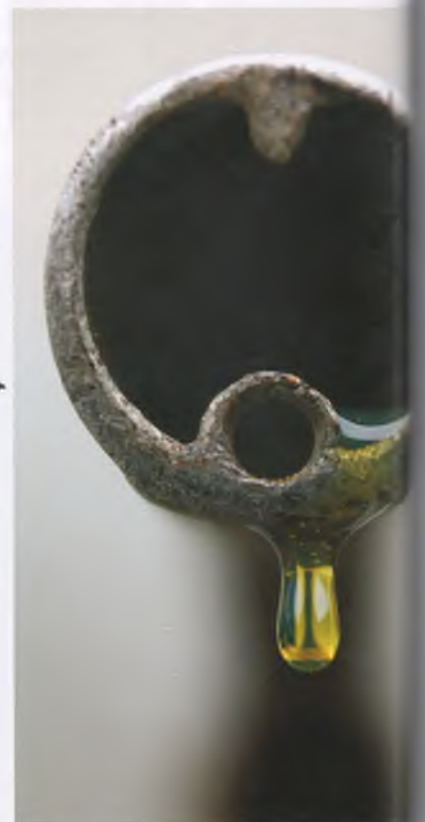
	Verb	Noun	Adjective	Adverb
1	a <i>nationalize</i>	b <i>nation</i>	c	d
2	a <i>generalize</i>	b	c	d
3	a	b	c <i>real</i>	d
4	a	b <i>origin</i>	c	d
5	a <i>perceive</i>	b	c	d <i>perceptively</i>
6	a	b <i>simplification</i>	c	d <i>simply</i>

2 Correct the six mistakes in the paragraph below.

I realization that Liu knows a lot about cars. He told me that Japan and the United States are large car manufacturing countries. Also, Japan is a national that exports a lot of cars. He also said that some people think the first car origin in Germany. Liu is very perception because he figured out that Brazil will one day be a big influence in the automotive industry. I asked him about how much fuel cars use. He said it is not simplicity to determine how much fuel cars use every year. One thing is certain, though. Demand for cars is general very high.

3 Complete the questions with words from the chart or the Vocabulary skill box.

- Are you interested in cars, _____ speaking?
- Do you know where cars _____?
- How important is the automotive industry where you live, at a local and _____ level?
- What is the most _____ new design feature you've seen in a car?
- What do you _____ the future of cars to be?
- How will cars of today _____ with cars of the future?



SPEAKING Discussing large companies

You are going to learn how to make contrasts, how to use contrasting stress patterns in short phrases, and how to ask for clarification. You are then going to use these skills to compare two companies.

Grammar

MAKING CONTRASTS

Less and *fewer* are comparatives. They are the opposite of *more*. Use *fewer* with count nouns. Use *less* with noncount nouns.

Least and *fewest* are superlatives. They are the opposite of *most*.

To emphasize a comparison or contrast, you can use the words with *far*, *a lot*, or *much*.

Form	Example
Comparatives <i>fewer</i> + count noun <i>less</i> + noncount noun	There are fewer electric cars than gasoline-powered cars. There is less production in Japan than in China.
Superlatives <i>the fewest</i> + count noun <i>the least</i> + noncount noun	I wonder which company has the fewest electric cars in production. Hybrid cars use the least gasoline.
Emphasis <i>a lot / much / far</i> + <i>fewer</i> + count noun <i>a lot / much / far</i> + <i>less</i> + noncount noun	There are far fewer cars sold in winter. A lot less money is spent on motorcycles than in the past.

1 Complete the sentences with *less*, *fewer*, *least*, or *fewest*.

- You will find _____ automobile manufacturers in Germany than in the United States.
- South Korea produces _____ vehicles than Japan.
- Togo is the country with the _____ motor vehicles per capita.
- Right now, Iran produces _____ cars than China.
- I think the boat industry makes _____ money than the car industry.
- In my country, _____ people use public transportation than drive cars.
- The _____ popular form of transportation in my country is the train.

2 Make sentences comparing the following, using *less* or *fewer*, including *a lot*, *much*, and *far* where appropriate.

- cars in your city / motorbikes in your city
There are far fewer motorbikes than cars in my city.
- ocean on Earth / land on Earth
- people living in Rio de Janeiro / people living in your city
- sunshine in January / sunshine in July (in your country)

Pronunciation skill

STRESS PATTERNS IN SHORT PHRASES

There are lots of short phrases in English with *and* that connect one adjective, noun, or verb to another.

When you say these phrases, the content words on either side of *and* are usually stressed. The pattern looks like this: **OoO**.

There are **pros and cons** to working for the automotive industry.


My industry has had its **ups and downs**.

Sometimes you can change the usual stress pattern to highlight the contrast between the nouns or adjectives.

There are **pros and cons** to owning an electric car.

1 Look at the sentences below. Mark the stress pattern on the phrases with *and*.

- 1 The process of buying a car is not usually short and sweet.
- 2 There are pros and cons to owning a car; it's not all good.
- 3 I like peace and quiet, so electric cars are my favorite.
- 4 Pinar would not tell us where she is going to college. We will have to wait and see.
- 5 My grandfather is very active; he's always out and about.
- 6 She's multitalented; she gets top grades in arts and sciences.

2  1.21 Listen and check your answers. Then read each sentence aloud using the correct stress pattern.

Speaking skill

ASKING FOR CLARIFICATION

Sometimes there is a lot of information being shared during a discussion. It is a good idea to check to make sure you understand. There are several ways you can do that. Some are more formal than others.

Showing lack of understanding

I didn't follow what you said about ...


I'm sorry, I'm not sure I understand.

Asking for repetition

Could you go over that point again, please?

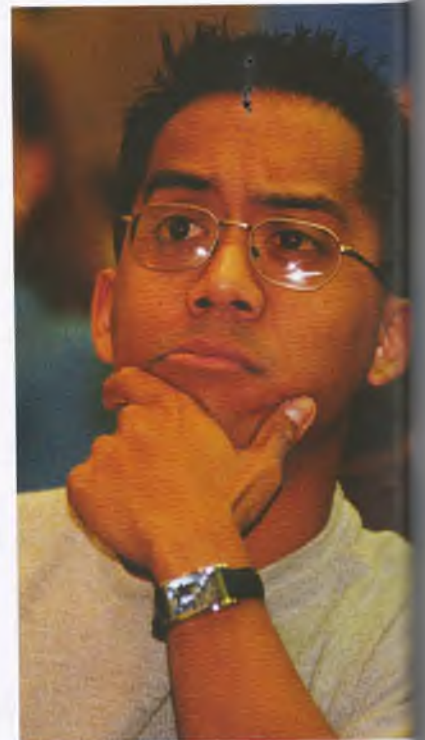
Can you repeat that, please?

Would you explain that again?

1  1.22 Listen to the conversation. Note down the language used to show lack of understanding and request for repetition. Then answer the questions.

- 1 How did the listener show lack of understanding?
- 2 How did the listener request repetition?

2 Work with a partner. Create a dialogue where one speaker is finding it hard to follow. Practice, then reverse roles.



Student A begins by saying something about a big business.

Student B shows a lack of understanding and requests a rephrase.

Student A repeats or rephrases the statement.

SPEAKING TASK

Work in a group to compare and contrast two companies.



BRAINSTORM

Work with a partner. Look at these industries. Discuss which are the most common in your country.

clothing finance (banking) food and drink oil
pharmaceuticals retail technology

PLAN

1 Choose one industry to discuss. Think about two companies you are familiar with in the industry you chose. Make notes using the questions. Then use your notes to compare and contrast the companies.

Company 1 _____

How big are they?
What do they sell?
What's their most famous product?
Why do people like/dislike this company?

Company 2 _____

How big are they?
What do they sell?
What's their most famous product?
Why do people like/dislike this company?

2 Use your notes to prepare to discuss the companies you have chosen. Think about the vocabulary you need to make comparisons and contrasts.

- A: We can talk about food and drink. Do you want to compare and contrast two restaurants?
B: That sounds good. What companies should we talk about?
A: How about Big Burger and Chicken Hut?
B: They are similar because they are both fast food. Also, they are both big.
A: However, they are famous for different products.
B: I think Chicken Hut isn't as strong as Big Burger.
A: I'm not sure what you mean. Can you explain it to me?
B: Sure. I think Chicken Hut makes less money than Big Burger. Why do you think people like them?
A: I think people like them both because they're inexpensive.

SPEAK

Work in groups and discuss your choices. If you don't understand a speaker in your group, let them know, and ask them to repeat the information.

SHARE

After everyone speaks, talk with your partner about which comparison you found most interesting. Did you feel comfortable asking people to clarify what they were saying?

Managing your time

by Stella Cottrell

As only part of your week and year will be formally timetabled, you will be responsible for organizing most of your study time. This can be challenging when there are commitments such as work, family, and friends to fit in.

Organize your time

To manage time well, it helps to do the following:

- be aware of your own time management
- be aware of how much time it takes you to complete each type of study task
- be aware that many aspects of study take much longer than expected
- schedule time for unforeseen events
- schedule time for relaxation and leisure
- be very specific in your time-planning.



How well do I manage my time now?

	yes / no	
Do I usually turn up on time?	<input type="checkbox"/>	<input type="checkbox"/>
Do I keep most appointments?	<input type="checkbox"/>	<input type="checkbox"/>
Do I manage to fit in most of the things that I need to do?	<input type="checkbox"/>	<input type="checkbox"/>
Do I find I often have to rush things at the last minute?	<input type="checkbox"/>	<input type="checkbox"/>
Do I meet deadlines?	<input type="checkbox"/>	<input type="checkbox"/>
Do I have any time for myself and to relax?	<input type="checkbox"/>	<input type="checkbox"/>
Do I use my time effectively?	<input type="checkbox"/>	<input type="checkbox"/>



What do your answers to these questions suggest about how well you manage your time now? Do you need to change any of your attitudes to time in order to manage your studies well?

Set your priorities

You may find that you have more things to do than there is time to complete. If so, it will help if you decide which ones are most important—your priorities. You can set priorities either for the day, or the week, or the year. The following checklist may help you to sort out what to do and when to do it.

Priority-setting checklist

Have you:

- written a list of everything you have to do?
- underlined essential tasks in one color, and items that can wait in another color?
- identified the most urgent item on the list?
- worked out the best order in which to do things?
- worked out how long you can spend on each?
- entered each essential task into your timetable and planner?



Discussion point

Discuss these questions with a partner.

- 1 Who is the most successful person you know? What has he or she accomplished?

My uncle is the most successful person I know. He has his own business and employs ten people.

- 2 What characteristics make someone or something successful?

Successful people are usually ... Another key characteristic is ...

- 3 When have you enjoyed success?

LISTENING

Listening to summarize

Listening for vocabulary in context

VOCABULARY

Homophones

SPEAKING

Agreeing and disagreeing

PRONUNCIATION

Stress in compound nouns

Vocabulary preview

1 Complete the text with words in the box below.

achievements adhered attempt determined
 focused persistent proverb specifics

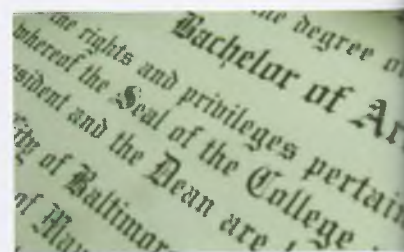
Bill Gates is one of the world's most successful people. He is best known for his business (1) _____—and his inventions which have changed the way we use computers. His parents wanted him to be a lawyer, but he wanted to (2) _____ something else because he was more interested in math. He (3) _____ on computers instead. After a while, he became (4) _____ to start a company. He talked to his parents, and they supported him because he seemed (5) _____ enough to make it happen. I don't know all the (6) _____, only the general story. However, he must have (7) _____ to his plan because now his company, Microsoft®, is known around the world. I guess the (8) _____ "Where there is a will, there is a way," is true.

2 Choose two questions to discuss with a partner.

- 1 What has been your greatest achievement in school?
- 2 What are the most important rules to adhere to?
- 3 Have you ever attempted something several times before succeeding?
- 4 What are you determined to do in the next five years?
- 5 What area of study do you want to focus on?
- 6 What difficulties have you had to persist to overcome?
- 7 Are there any proverbs in English which you think are particularly true?
- 8 What specific skills do you need for the job you want to have?



Bill Gates



LISTENING 1 What is success?

Before you listen

1 Look at the list of achievements. Check (✓) the things you have already achieved. Put an X by the things you plan to achieve later.

- | | |
|---|--|
| <input type="checkbox"/> getting a college degree | <input type="checkbox"/> completing a school project |
| <input type="checkbox"/> getting married | <input type="checkbox"/> being accepted to college |
| <input type="checkbox"/> winning a sports game | <input type="checkbox"/> raising a family |

2 What do you need to do to achieve the items you marked with an X?

Global listening

LISTENING TO SUMMARIZE

Speakers will often summarize their ideas at the end or near the end of their talk. It's useful to make a note of their summaries as they will contain:

- main ideas
- the most important supporting details
- a credit to the source.

They don't contain specific facts, statistics, or a lot of details, examples, or opinion.

ACADEMIC KEYWORDS

achieve (v) /ə'tʃi:v/
 definition (n) /,defə'nɪʃ(ə)n/
 failure (n) /'feɪljər/

1 1.23 Listen to *What is success?* Circle the sentence which best summarizes the presentation.

- a Success is about doing what society expects you to do.
- b Success is about doing what you planned to do.

2 Look at these notes. Check (✓) the ideas that should be included in a summary of the presentation.

- 1 examples of success are money, work, and college
- 2 success is the achievement of something you planned or attempted
- 3 the key is that YOU plan
- 4 it does not matter what society dictates
- 5 Mark Zuckerberg and Bill Gates are successful
- 6 running a marathon is a good example
- 7 success is determined by the individual
- 8 doctors and maids are both successful
- 9 the specifics are different for everyone
- 10 working hard, practicing, and focusing are important to success
- 11 the speaker believes rich men and poor men can both be successful

3 Choose the best summary. Give reasons for your choice.

A Success is achieving something you planned or attempted. The key is to plan what you want and then try to do it. Success is determined by the individual and not by what others want. Therefore, everyone's idea of success is different. The characteristics for achieving success are similar, but the end goal is different. In general, if you choose it, plan it, and then attempt it, then you are successful.

B Success is achieving something you planned or attempted, such as making a lot of money or going to college. The key is planning what you want and then trying to do it. Success is determined by each person and not by others. Most people feel that graduating from college makes you successful, but men like Bill Gates didn't graduate, and they are still considered successful. It doesn't matter if a person is a doctor or a maid. Both can be successful because the specifics are different for each person. There are many characteristics of successful people. For example, successful people work hard and focus. In general, rich people and poor people can be successful if they work hard.



Close listening

1.23 Listen to *What is success?* again. Write T (true) or F (false).

- 1 Success is always dictated by society. _____
- 2 You don't have to finish college to be successful. _____
- 3 Bill Gates never intended to start a company. _____
- 4 The speaker believes that doctors are more successful than maids. _____
- 5 Earning money isn't a sign of success. _____
- 6 Everybody agrees on what success is. _____

Developing critical thinking

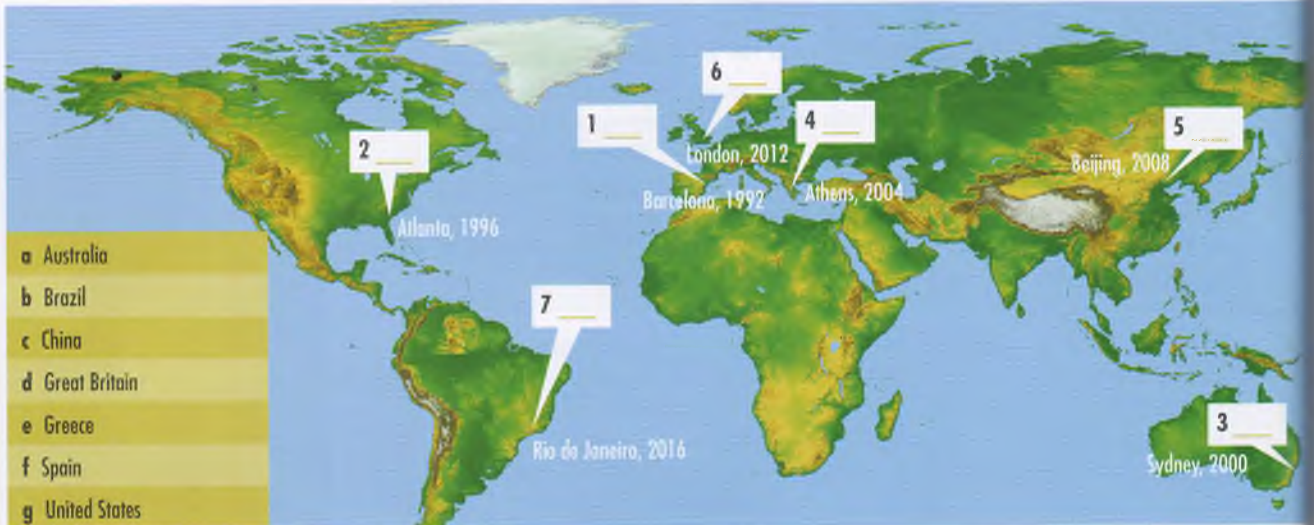
Discuss these questions in a group.

- 1 Do you agree that people in all kinds of jobs are equally successful if they are doing what they planned to do? Why or why not?
- 2 Some people say working hard is enough to make sure you are successful. Do you think it is enough?

LISTENING 2 Bidding for the Games®

Before you listen

- 1 Do you think the Olympic Games® are an important event? Why or why not?
- 2 What do you think countries have to do when they make a bid to host the Olympic Games®? What characteristics does a city need to have in order to be successful in its bid?
- 3 Match the summer Olympic Games® host countries with their places on the map.



Global listening

- 1 1.24 Listen to *Bidding for the Games*®. Mark each idea as *MI* (main idea) or *D* (detail).

- 1 There are several key steps to making a bid. _____
- 2 The process becomes more focused as it progresses. _____
- 3 It takes six months for the committee to study the applications. _____
- 4 Several rounds of consideration take place. _____
- 5 Questions about weather and finances are answered. _____
- 6 After the final report, the committee votes and the host is announced. _____

- 2 1.24 Listen to *Bidding for the Games*® again. Take notes so that you can write a summary.

- 3 Compare your notes with a partner. Consider these questions.

- 1 What points do you think are key ideas?
- 2 Would you include the same things in a summary?
- 3 What differences did you have?

- 4 Write a summary with a partner.

Close listening

LISTENING FOR VOCABULARY IN CONTEXT

Learning new vocabulary from context will help you focus on key information and help build your understanding of the topic. There are several strategies you can use when you hear new vocabulary.

- listen for definitions that often accompany specific vocabulary
- write vocabulary in your notes
- identify roots

Important vocabulary can be recognized in several ways. Often it:

- is stressed by speakers
- is repeated
- has pauses before and after
- is accompanied by an example
- is signaled by speakers, e.g.,

*A really important concept is ... A theory you should know is ...
A problem we need to understand is ...*

ACADEMIC KEYWORDS

analysis (n)	/ə'neɪləsɪs/
present (v)	/prɪ'zent/
submit (v)	/səb'mɪt/

1 1.25 Listen to an excerpt from the lecture and complete the paragraph with appropriate words.

Cities that want to host the Olympic Games® must complete a long (1) _____. The first (2) _____ is telling the International Olympic® Committee what city is (3) _____. There are usually around six (4) _____, and they have to pay a (5) _____. During the first round of bidding, questions are asked about funding, government, and (6) _____. The IOC takes six months to consider key (7) _____. After this process the committee (8) _____ or denies candidates, before moving on to a second round.

2 Compare your paragraph from exercise 1 with a partner.

- 1 Do you have the same words?
- 2 If not, do your words have the same general meaning?
- 3 Can you think of other synonyms that might work?

3 Look up any words you need to in a dictionary. Discuss these questions.

- 1 Which words were new for you?
- 2 Could you define any of them from your notes? Which ones?
- 3 What strategies helped you figure out the meaning?
- 4 Were there any words you had to look up? Which ones?
- 5 Are there any strategies you want to try in the future?

Developing critical thinking

1 Discuss these questions in a group.

- 1 Which of the cities in the lecture do you think is most worthy of hosting the Olympics®? Why?

I think ... would be the best host city because ...

- 2 What place in your country should be considered to host the Olympic Games®? Why?

I think ... should be considered because ...



THINK ABOUT

achievements	location
facilities	tourism
history	weather

2 Think about the ideas from *What is success?* and *Bidding for the Games*[®] and discuss these questions in a group.

- 1 Large amounts of money are spent on achieving sporting success. Do you think this is a good idea? How else could the money be spent?

I think / don't think it's important to spend money on sporting success because ...

I think it would be better to spend the money on ...

- 2 You are on the committee to decide the winning city. What factors would you consider when choosing a city for the next Olympic Games[®]? Why?

THINK ABOUT

arts	charities
education	environment
medicine	technology

Vocabulary skill

HOMOPHONES

Homophones are words that have the same pronunciation but different meanings. For example, *compliment* and *complement*.

You can usually determine which word is being used by its context.

A host city must **complement** the spirit of the Olympics[®].

It is a **compliment** to be selected as a host city.

1 Look at these sentences from *What is success?* and *Bidding for the Games*[®]. Circle the correct homophone.

- The commission carefully studies the factors the committee should consider when making a fare / fair decision.
- A doctor is just as successful as a made / maid if they're both doing what they planned to do.
- Take away this principle / principal: if you choose it, you plan it, you attempt it, then you succeed.
- The application costs a large some / sum of money—over \$150,000 dollars.
- Then the countries wait / weight again.
- These questions are even more detailed, and include questions about how finances and whether / weather might impact the Games[®].

2 Complete the questions with a homophone from exercise 1.

- What is one _____ to live by?
- What is the _____ like in your native city?
- How much is the _____ to take public transportation in your home city?
- Does your school have a _____? What is his or her name?
- Does your school have any contests? How are the winners determined? Do you think it is _____?
- How much money is _____ by a city for hosting the Olympics[®]? Is this a large _____?

3 Discuss the questions in exercise 2 with a partner.

SPEAKING Giving a presentation

You are going to learn how to use the past progressive, how to stress compound nouns, and how to agree and disagree. You are then going to use these skills to plan and give a presentation.

Grammar

THE PAST PROGRESSIVE TENSE

The past progressive tense is used to show that an action continued to progress in the past. Study the form:

Form	Example
was/were + verb -ing	The IOC was analyzing reports about the cities.

You can use *always* when describing repeated actions.

People were **always** questioning the fairness of the process, but the rules were very strict.

Always is often used to show annoyance at continuing events.

Politicians were **always** getting involved in the bidding process to make them look successful.

1 Complete the sentences using the past progressive tense.

- Marta _____ (take) careful notes in the lecture last week.
- Ji Hye _____ (not pay) attention in class and so didn't hear what the assignment was.
- Lots of fans _____ (wait) to see the football team at the airport.
- I _____ (write) my assignment when my best friend called me last night.
- David _____ (send) an email when all the lights went out.
- What _____ you _____ (do) when the fire alarm rang?

2 Read the sentences and ~~cross out~~ the word *always* when it is not needed.

- Six countries were always hoping to host the Olympics® in 2016.
- As the Games® progressed, athletes were always improving speeds.
- I know they were the winners, but those teams were always cheating.
- Last year the IOC were always getting a lot of criticism from the media.
- Journalists were always suggesting that there were problems with the bids.
- The Canadians were always planning to host the Games®, but their bid failed.

Pronunciation skill

STRESS IN COMPOUND NOUNS

A compound noun is made by joining two words together. They can be two nouns, or two other words forms, such as an adjective and a noun. When combined, they form a new noun. Compound nouns can be a single word or two words.

Sometimes the meaning of the word is clear:


sun *glasses* **sunglasses**
noun *noun* **compound noun**

Sometimes it can't be worked out from the meaning of the individual words:

high *light* **highlight**
adjective *noun* **compound noun**

When compound nouns are spoken, the first word is always the word that is stressed.

AIRplane **HOT** dog

- 1  1.26 Work with a partner. Listen and practice saying the compound nouns with the correct stress.

1 guidelines 3 feedback 5 headquarters
 2 cornerstone 4 summertime

- 2 Write your own sentences using the compound nouns in exercise 1.

Speaking skill

AGREEING AND DISAGREEING

When discussing ideas in seminars, you can show your agreement with these phrases:


Agreeing (Formal) *I agree. I like that idea.* *You have a point.*

Agreeing (Informal) *That's what I think.* *That's a great idea.*

The key to disagreeing is to be polite. You can do this by using a nice tone or adding words to make your statements sound better.

I disagree. I'm sorry, but I disagree. That's not always true.

I don't think that's always true. I'm not sure about that.

- 1  1.27 Listen to the students discussing vacation destinations and complete the chart.

	Viktor	Jung-Su
City		
Points mentioned		
Agree/Disagree		

- 2 Work with a partner. Look at the list of famous cities and discuss if you think they are good vacation destinations. Give reasons for your opinion and say why you agree or disagree.

Beijing Dubai London Mexico City



THINK ABOUT

air quality
 cost of living
 crime rate
 things to see and do
 value for money
 weather

SPEAKING TASK

Work in a group to give a presentation on a city to host the Olympic Games®.

BRAINSTORM



Work in a small group. Imagine you work on the International Olympic® Committee. Read the information for each city. Then decide on reasons to support or reject a bid from each city. Add anything else you know about the city to the boxes.

Doha

- capital of Qatar
- monetary system is Qatari riyal
- attractions include markets, shopping malls, and beaches
- hot desert climate
- airport, buses, and taxis
- population 1.4 million

Tokyo

- capital of Japan
- monetary system is yen
- attractions include museums, theaters, and gardens
- subtropical, humid climate
- airport, rail, and subway
- population 8.7 million

Madrid

- capital of Spain
- monetary system is euro
- attractions include the Prado, other famous museums, and bullfighting
- continental Mediterranean climate
- three airports (by 2016), national rail
- population 3.3 million

Istanbul

- largest city in Turkey
- monetary system is Turkish lira
- attractions include Topkapi Palace, Bosphorus bridge
- subtropical, humid climate
- two airports, sea transport, rail, trams, metro
- population 13.3 million

PLAN

- 1 Now choose one city. Take notes on the bid, answering the questions below.

Why is the city a good location?	What problems might there be?
What will it offer to athletes and visitors?	How will these problems be solved?
- 2 Use your notes to prepare a three-minute presentation about your city and why it is the best place to host the Olympic Games®. Decide who will present each section.

SPEAK

Take turns presenting your city to the class. Let your audience know that you expect some questions after your presentation. Be prepared to agree or disagree.

SHARE

Reflect on your presentations. Which group had the best arguments?

STUDY SKILLS Studying for tests

Getting started

Discuss these questions with a partner.

- 1 Do you think it is easy or hard to study for tests? Why?
- 2 How do you feel when you learn you are going to have an important test?
- 3 What materials do you study before a test? For example, your lecture notes, textbooks, online materials, or other students' notes?

Scenario

Read this scenario and think about what Lu is doing right and what she is doing wrong.

Consider it

Look at these tips for studying for tests. Discuss each one with a partner. Which ones are the most important?

- 1 **Schedule your time wisely** Think about how much material you have to study. Plan to start studying several days or a week before. Do not wait until the night before the test.
- 2 **Go to review sessions.**
- 3 **Ask the instructor what chapters or content will be on the test** Schedule an appointment or ask the instructor in class. Often they can help you focus on certain materials.
- 4 **Eat** Eating before the test will make sure you don't get distracted by hunger during the test.
- 5 **Sleep** Don't stay up all night trying to "cram." If you are tired, you won't focus on the test. Don't forget to set an alarm so you won't miss the test.
- 6 **Make study guides from the textbook and lecture notes** Making study guides from the materials will save time later. You won't have to reread chapters or remember what your notes mean if you create guides each week.
- 7 **Arrive early** Go to class ten minutes early to find a good seat where you won't be distracted.
- 8 **Find a quiet place and study there consistently** Find a place that is quiet and private. Study in the same place and at the same time each day.

Lu is taking an engineering course at the university. She has a final examination on Friday morning. The final examination will cover the entire semester. Lu goes to a review session on Monday evening and then reserves a study carrel in the library from 4 p.m. to 7 p.m. every day. She then goes home and studies at the desk in her dormitory room from 7 p.m. until midnight. She reviews the lecture notes and the chapters in the textbook, and writes her own study guides. On Thursday night, she stays up all night to study, and on Friday morning, she skips breakfast so she can go to the classroom early. She arrives at the classroom ten minutes before the final examination begins.

Over to you

Discuss these questions with a partner.

- 1 Which of these tips do you already do? Which will you start to use in the future?
- 2 Do you have a place to study? Where is it? Why is it good for studying?
- 3 What other tips do you think should be added to the list?

LISTENING	Listening for opinions Listening for cause and effect
VOCABULARY	Collocations with <i>get</i>
SPEAKING	Explaining something you don't know the word for
PRONUNCIATION	Intonation in conditional sentences

Discussion point

Discuss these questions with a partner.

- 1 Do you have much day-to-day pressure? Who from? Rank these people from 1 (the most pressure from) to 6 (the least pressure from).

___ friends ___ neighbors ___ parents
___ siblings ___ classmates ___ teachers

I think I get the most pressure from ... because ...

- 2 Do you perform well under pressure? Why or why not?

I perform / don't perform well under pressure because ...

- 3 What do you do to help you relieve pressure?

*I usually find that ... helps me relieve pressure.
I relieve pressure by ...*

Vocabulary preview

1 Cross out the word or words with a different meaning to the words in bold.

- | | | | |
|-------------|-----------------|--------------------|------------------------------|
| 1 float | a to be cold | b to not sink | c to move slowly in the air |
| 2 force | a to help | b to demand | c to require |
| 3 handle | a to manage | b to deal with | c to play with |
| 4 ignore | a to not notice | b to not apologize | c to not pay attention to |
| 5 merely | a strongly | b just | c only |
| 6 motion | a movement | b noise | c changing location |
| 7 obviously | a clearly | b of course | c amazingly |
| 8 threaten | a to warn | b to state a fact | c to say you'll harm someone |
| 9 values | a principles | b predictions | c beliefs |

2 Complete these sentences with the words in bold from exercise 1.

- If oil spills from a ship, the oil will _____ on the water.
- If you get a notice like this, just _____ it. It's not important.
- I'm _____ giving my opinion; I'm not saying you're wrong.
- The _____ that are most important to me are love and respect.
- You should never _____ people. It's wrong and could be dangerous.
- The _____ of the ship during the storm made me feel sick.
- You _____ stress well. What's your secret?
- I got 100% on my exam. _____, I was very happy!
- My parents didn't _____ me to clean my room. I wanted to do it.

3 Discuss these questions in a group.

- Do you ever get motion sickness? From what?
I get motion sickness from cars / trains / buses / boats / planes.
- Which of the values in the box is most important to you? Why?
... is most important to me. I try to show ... to the people around me every day.
- Has anyone ever threatened you? Did you ignore the person? How did you handle the situation?
When I was little, a classmate threatened me on the playground. I ...



VALUES

compassion	loyalty
honesty	patience
kindness	respect

LISTENING 1 Peer pressure

Before you listen

- Look at the picture above. How do you think the girl feels? Why? Have you ever felt this way? Have you ever made someone feel this way?
- Read the dictionary definition. Then read the situations below. Which are examples of peer pressure? Why?
 - Terry's friends try to get him to stay out after 9:00, even though they know he has to be home before then.
 - Hamid's parents are pressuring him to study medicine like his sister, but he wants to study engineering.
 - Joel likes to buy the shoes that he sees his favorite soccer star wearing on TV.

peer pressure /'piə ,preʃər/

NOUN [U]

the influence that people your own age have on the way you act, in order to get you to behave the way they do

- 4 Megan's classmates laugh and point at her cell phone because it's an older model.
- 5 Three of Hasna's classmates are part of a study group that always does well on tests. They keep encouraging her to join their group.

ACADEMIC KEYWORDS

exclude	(v)	/ɪk'sklud/
indirect	(adj)	/,ɪndɪ'rekt/
logical	(adj)	/'lɒdʒɪk(ə)l/

Global listening

1.28 Listen to *Peer pressure*. Number the topics from 1 to 6 in the order Laila and Susan discuss them. There are two topics they do not discuss.

- a indirect peer pressure
- b the definition of peer pressure
- c direct peer pressure
- d if peer pressure can be positive
- e why people pressure others
- f how to avoid peer pressure
- g when most peer pressure situations occur
- h who to talk to if you feel peer pressure

Close listening

LISTENING FOR OPINIONS

When you listen to a discussion or talk, a variety of opinions will be expressed. It is important that you understand the opinions as well as how the opinions are supported. An opinion that is not supported may not be a convincing one.

Words and phrases that signal giving and supporting opinions include:

Giving an opinion

I think that ... / I feel that ...

I don't think that ... / I don't feel that ...

In my opinion, ...

Supporting an opinion

For example ... / For instance ...

Let me explain ... / Let me elaborate ...

This is because ... / The reason for this is ...

1 1.28 Listen to *Peer pressure* again. Who answers the questions with these opinions? Write L (Laila) or S (Susan).

- 1 When do most peer pressure situations occur?
 Before school During school After school
- 2 Which type is worse: direct pressure or indirect pressure?
 Direct pressure Indirect pressure They're equally bad.
- 3 What's the best way to avoid peer pressure?
 Make friends with people with the same values.
 Write the person a message saying how you feel.
 Make an excuse to get out of something.
- 4 Who is the best person to talk to if you feel peer pressure?
 Your best friend Your parents Your teacher
- 5 Can peer pressure be a positive thing?
 Yes No It depends.

2 1.28 Listen again. Circle the opinions that are supported in exercise 1.

3 Discuss the questions in exercise 1. Support your opinions.

I think most peer pressure situations occur during school because that's where we spend most of our time.

Developing critical thinking

Discuss these questions in a group.

1 When was the last time you felt peer pressure? Was it direct or indirect?

The last time I felt peer pressure was when ... tried to get me to ...

2 Do you think older people feel peer pressure? In what ways?

In my opinion, older people definitely feel peer pressure. For example, someone's neighbor might feel pressure to buy ...

3 What are some other examples of positive peer pressure? Have you experienced any of them?

I think that ... is an example of positive peer pressure. For instance, ...

LISTENING 2 Earthquakes

Before you listen

Does your country have many earthquakes? Where is a safe place to be during an earthquake? Why?

*My country has / doesn't have many earthquakes.
A safe place to be is ... because ...*

Global listening

 1.29 Listen to the lecture *Earthquakes*. Check (✓) the topics the lecturer discusses.

- | | | | |
|----------------------------|-----------------------------|-----------------------------|------------------------------|
| 1 <input type="checkbox"/> | what causes earthquakes | 6 <input type="checkbox"/> | a famous fault in California |
| 2 <input type="checkbox"/> | types of earthquake faults | 7 <input type="checkbox"/> | a deadly earthquake in Italy |
| 3 <input type="checkbox"/> | how to measure earthquakes | 8 <input type="checkbox"/> | damage caused by earthquakes |
| 4 <input type="checkbox"/> | the direction land can move | 9 <input type="checkbox"/> | underwater earthquakes |
| 5 <input type="checkbox"/> | how mountains are formed | 10 <input type="checkbox"/> | how to predict earthquakes |



Close listening

1 1.29 Listen to *Earthquakes* again. These words are explained in the lecture. Match them with their definitions.

- | | | | |
|---------------|-------|---|--|
| 1 margin | _____ | a | the pushing of land |
| 2 fault | _____ | b | the place on the Earth's surface above the focus |
| 3 tension | _____ | c | the pulling of land |
| 4 compression | _____ | d | a wave from an underwater earthquake |
| 5 focus | _____ | e | the underground location of an earthquake |
| 6 epicenter | _____ | f | where tectonic plates come together |
| 7 tsunami | _____ | g | a break or fracture in the Earth |

ACADEMIC KEYWORDS

- actual (adj) /'æktʃuəl/
 major (adj) /'meɪdʒər/
 similar (adj) /'sɪmɪlər/

LISTENING FOR CAUSE AND EFFECT

A cause is an event or action that makes something else happen. An effect is the result of that action. In these examples, the connecting words and phrases that signal cause-and-effect relationships are in bold. The cause is "the earthquake," and the effect is "the tsunami."

The earthquake **caused** / **resulted in** / **was the reason for** a tsunami.

There was an earthquake. **Therefore** / **Consequently** / **As a result**, there was a tsunami.

There was an earthquake, **so*** there was a tsunami.

The tsunami **was caused by** / **was due to** the earthquake.

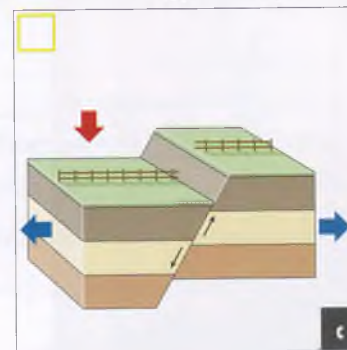
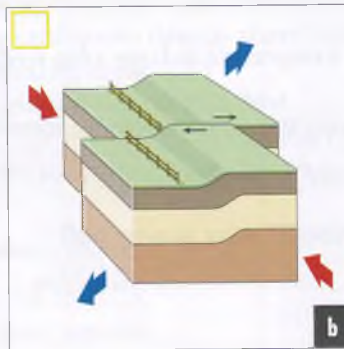
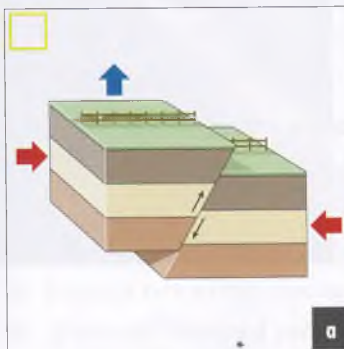
There was a tsunami **because of*** / **as a result of** the earthquake.

*The connecting words *so* and *because of* are less formal, and are common in spoken English.

2 1.30 Listen to an excerpt from *Earthquakes*. Check (✓) the correct boxes.

What kind of fault ...?	Normal	Reverse	Strike-slip
is caused by tension			
is due to compression			
results in a shortening of land			
results in an extension of land			
causes neither a shortening or extension of land			
causes a horizontal movement of land			
results in a vertical movement of land			

3 Look at the three pictures. Mark them N (normal fault), R (reverse fault), or S (strike-slip fault). Then compare with a partner.



Developing critical thinking

1 Discuss these questions in a group.

- Which are the most dangerous natural disasters? Why?
- Which of the natural disasters does your country experience? How are they caused?

In my country we often have ...

2 Think about the ideas from *Peer pressure* and *Earthquakes* and discuss these questions in a group.

- What are three positive effects of being under pressure? What are three negative effects?

Some people under pressure work more efficiently. They also ...

- Read this quote. What does it mean to you?

The only pressure I'm under is the pressure I've put on myself.
(Mark Messier)

Vocabulary skill

COLLOCATIONS WITH GET

Many words and phrases can be paired with *get*. Look at these examples.

get angry get behind you get good grades get help get in shape
get in trouble get started get the message get upset get wet

1 Complete the sentences with an expression from the *Vocabulary skill box*.

- I think this woman has been hurt. Can you _____?
- If you can't help Joe, just say so. He'll _____.
- Please don't _____. I didn't mean to break your cup.
- I need to join a gym so I can _____.
- Those two boys always _____ when they play together.
- Let's _____ soon. I want to finish by 9 p.m.

2 Complete the opinions with an expression from the box.

get a job get engaged get home get lost get married
get permission get ready get the impression

- I think when you _____, it's important to have a big wedding.
 - I think it's impossible to _____ with GPS on our phones.
 - It shouldn't take anyone more than 20 minutes to _____.
 - I usually _____ around 6 p.m. on weekdays.
- 3 Do you agree with each opinion in exercise 2? Why or why not?

I think when you get married, it's not important to have a big wedding ...

NATURAL DISASTERS

floods
heat waves
snowstorms
tornadoes
typhoons and hurricanes
volcanic eruptions

THINK ABOUT

family life study
prioritizing work
sleep patterns



SPEAKING Discussing academic pressure

You are going to learn how to use conditional sentences, how to use correct intonation in conditional sentences, and how to explain something you don't know the word for. You are then going to use these skills to discuss the academic pressures facing students.

Grammar

PRESENT CONDITIONALS

In conditional sentences, one action relies on another. Study the forms:

Use the present real conditional to talk about possibilities in the future that are real and likely.

Form	Example
<i>if + simple present, will + base verb</i>	<i>If you talk to someone about peer pressure, you will feel better.</i>

Use the present unreal conditional to talk about possibilities in the future that are unreal and unlikely. You are imagining what you'd do if the condition were to happen, even though it's unlikely to.

Form	Example
<i>if + simple past, would + base verb</i>	<i>If I told my parents about a problem, they would support me.</i>

Questions and sentences can begin with either the condition (the *if* clause) or the main clause. Notice the contractions of *will* ('ll) and *would* ('d) after pronouns.

A: *If it's rainy tomorrow, what will they do?*

B: *They'll stay home if it's rainy tomorrow.*

A: *What would you do if you felt an earthquake?*

B: *If I felt an earthquake, I'd get under a desk.*

1 Write present real conditional sentences. Decide which information is in the *if* clause.

- you be amazed / you see the San Andreas fault from the air
- pressure build up / one tectonic plate push against another
- an earthquake be likely / the pressure become too much
- blocks of land move sideways against each other / the land split
- firefighters have a harder time / an earthquake destroy water lines
- an underwater volcano erupt / a tsunami occur

2 Complete these present unreal conditional sentences with your own ideas.

- If my best friend pressured me to do something I didn't want to do, I _____.
- If my friends suddenly stopped talking to me, I _____.
- I would talk to my parents if _____.
- If schools educated people about peer pressure, _____.
- I'd stop and help someone if _____.

3 Work with a partner. Compare your ideas from exercise 2.



Pronunciation skill

INTONATION IN CONDITIONAL SENTENCES

When you begin a conditional sentence with an *if* clause, each clause has its own intonation pattern. The intonation falls at the end of each clause.

If there's an underwater earthquake, you'll probably have a tsunami.

When the main clause begins a conditional sentence, the sentence has a single intonation pattern. The intonation falls at the end of the sentence.

You'll probably have a tsunami if there's an underwater earthquake.

1 Draw arrows to mark the intonation.

- I would definitely want to see Kilauea Volcano if I visited Hawaii.
- You'll be familiar with earthquake safety if you live in a country like Japan.
- If you ever feel an earthquake, you'll also probably feel smaller aftershocks later.
- If I had time to take another class, I'd study geology.

2 2.01 Listen and check your answers. Repeat each sentence.

Speaking skill

EXPLAINING SOMETHING YOU DON'T KNOW THE WORD FOR

We sometimes don't know the exact word for something. When we speak, it's not always practical to use a dictionary, so we need to make ourselves understood in other ways. We can say what the word is similar to, what kind of thing it is, or give the meaning of the word.

Saying you don't know a word

I can't think of the exact word.

I'm not sure how you say it in English.

What's the word I'm thinking of?

Explaining the word

It's similar to "logical."

It's a kind of wave.

It's something you use to ...

1 Complete the conversations with words from the unit.

- A: I'm not sure how to say this in English. It's similar to principles or beliefs.

B: Is it _____?
- A: I don't know the exact word. It means to "not pay attention to."

B: Do you mean _____?
- A: I can't think of the exact expression. It means "promise to marry."

B: You must mean _____.
- A: I forgot the exact word. It's the kind of fault that causes a horizontal movement of land.

B: Oh, like the San Andreas fault? That's a _____ fault.

2 2.02 Listen and check your answers.

- Work in groups. Take turns thinking of words and explaining them. Use words from the *Vocabulary preview* sections in each unit.



SPEAKING TASK

Work in a group to discuss ways of reducing pressure on students.



BRAINSTORM

Work with a partner. Look at these possible ways to reduce academic pressure. Try to agree on the three best ideas. If you have other ideas, suggest them!

- | | | |
|-------------------------------|-------------------------|-------------------------------|
| Ask for less homework. | Speak to your teachers. | Create a schedule. |
| Get advice from parents. | Hire a private tutor. | Join a study group. |
| Participate in a sport. | Set high goals. | Spend less time with friends. |
| Spend more time with friends. | Take easier classes. | Take fewer classes. |

A: I think it's a good idea to take fewer classes. It's not healthy to take on too much. What do you think?

B: I'm not sure. What do you think about taking easier classes?

PLAN

1 Look at these possible discussion questions. Choose five that you want to discuss. Include your own question.

- Is academic pressure always a bad thing?
- How much is too much academic pressure?
- How is academic pressure similar to peer pressure?
- What causes academic pressure?
- What effect can academic pressure have on your health?
- What will happen if a student is under too much pressure?
- What will happen if a student isn't under enough pressure?
- If you were a teacher, would you give homework every day?
- What would you do if you saw a student cheat on an exam?
- How do you deal with academic pressure?
- If you received an average grade in this class, how would you feel?
- _____

2 Work in a group. First, agree on five questions to discuss. Then take notes and prepare for the discussion.

SPEAK

Discuss your questions and support your opinions. Pay attention to your intonation in any conditional sentences. If you don't know how to say a word, try to explain it.

SHARE

Join a new group. Share one interesting thing you discussed.

Being an effective group member

by Stella Cottrell

Sharing responsibility

The responsibility for the group lies with each member. If a problem arises, even if it seems to be the fault of one person, every member shares responsibility for resolving the problem so that the group can work.

Getting the most out of discussion

Before

- Ensure you have done any tasks agreed for the group.
- Do some background reading on the subject. Think about it.
- What questions do you have?

During

- Check that everyone can see and hear everyone else.
- Be open to hearing something new.
- Note down useful information.
- Note down questions to ask.
- If you don't understand something, ask.
- Link what you hear to what you already know.
- Make contributions—for example, raise points that interest you.

After

- Go over your notes and summarize them. Add any new details.
- Check that you know exactly when you will do activities arising out of the group. Are they in your diary?

Helping the group to succeed

If you disagree

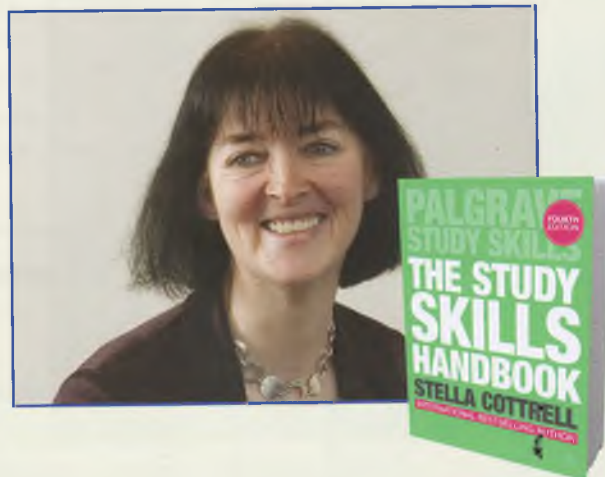
Don't reject the other person's ideas, explore them: "What makes you think that?"; "Have you thought about ...?"

Summarize for the group

"Well, have we agreed on these two points so far? First, ...? And second, ...?"

Be encouraging

Encourage others. For instance, you might say, "I found it interesting that ..."



Listen to other students

Your fellow students deserve your respectful attention as much as your tutor does—just as you deserve theirs.

Help the flow

- Contribute to the discussion—but don't dominate.
- Ask questions—but not too many.
- Take responsibility: don't leave everything to one person.
- Encourage the group to keep to the subject.

Build on other people's ideas

"That's an important point you made, for several reasons. ..."

Include everyone

Speak to everyone in the group. Make sure that everybody has a chance to speak.

Admit mistakes

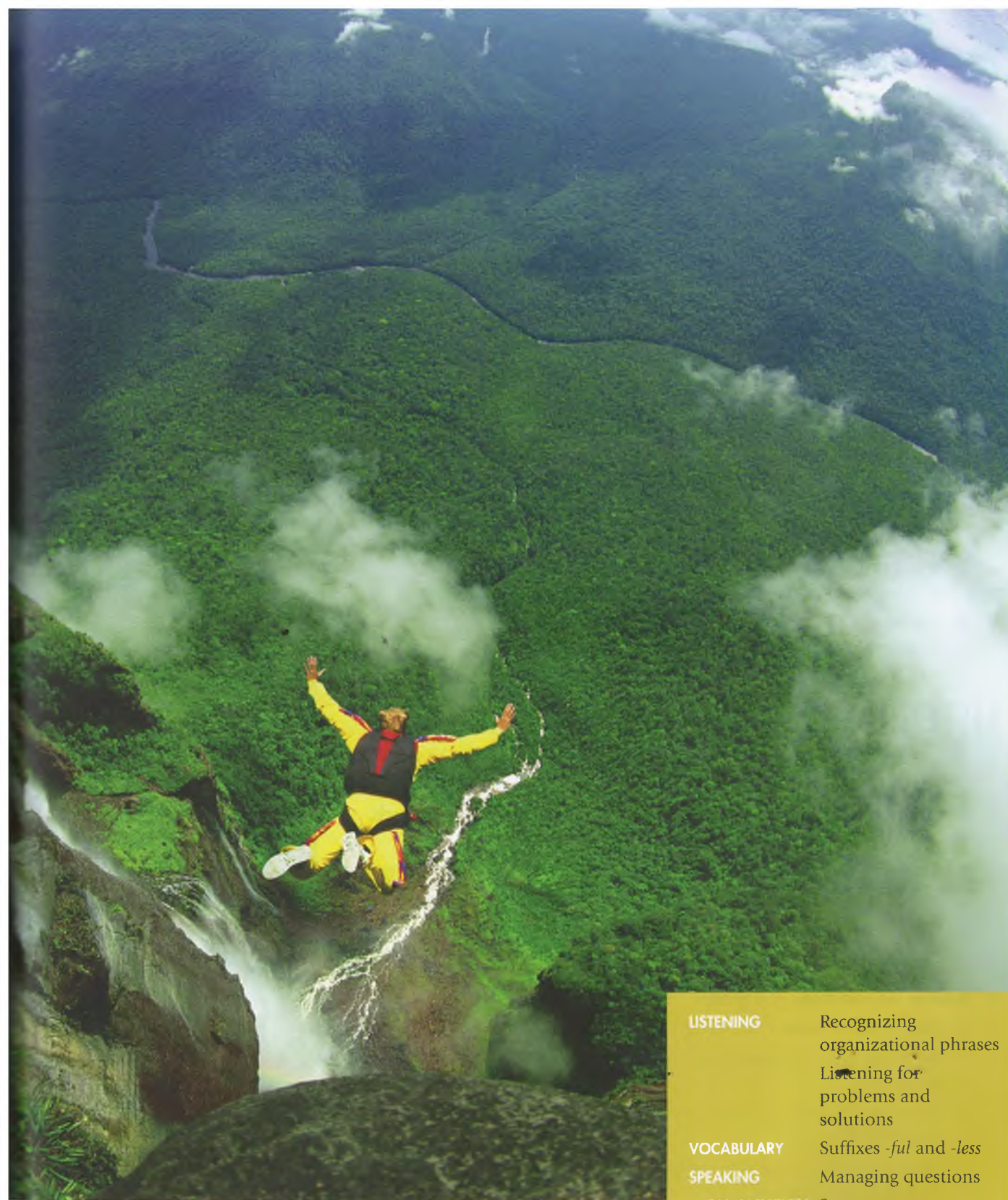
Acknowledge your errors, and apologize: "Sorry, my mistake"; "Oh, I see! I misunderstood ..."

Offer information / Make suggestions

Share your knowledge and ideas: "There's some useful information on that in ..."

Use "body language"

As you listen, show your attention by smiling, by nodding agreement, and so on. If you want to speak, make clear signals.



LISTENING

Recognizing organizational phrases
Listening for problems and solutions

VOCABULARY

Suffixes *-ful* and *-less*

SPEAKING

Managing questions

PRONUNCIATION

Sentence stress

Discussion point

Discuss these questions with a partner.

- 1 What are three things you're afraid of?
- 2 When was the last time you were afraid? What happened?
The last time I was afraid was ...
- 3 What's something you used to be scared of, but aren't anymore? What changed?
I used to be afraid of ..., but I'm not anymore. I realized that ...

Global listening

RECOGNIZING ORGANIZATIONAL PHRASES

Organizational phrases are used to introduce the important points in a logical way. Listen for these phrases to better understand how the listening text is organized and when the main ideas will be introduced. Some useful phrases are:

In the introduction

Today, I'd like to talk about ... First, I'll discuss ...

Then, I'm going to consider ... Finally, I'll mention ...

In the main body

So first it's important to ... Now let's turn to ... Lastly, I have to mention ...

In the conclusion

In conclusion, I'd like to summarize ... The main points I discussed were ...

ACADEMIC KEYWORDS

conclude (v) /kən'klud/

excessive (adj) /ɪk'sesɪv/

outcome (n) /'aʊt,kʌm/

2.03 Number these sentences 1–8 in the order you think you will hear them. Then listen to *Fear of public speaking* and check your answers.

- a So first here are three facts about the fear of public speaking.
- b Today I'm going to talk about the fear of public speaking.
- c Then I'm going to provide five tips for overcoming this fear.
- d Let me conclude by saying these five tips will work for you.
- e Finally, I'll tell you where you can get more information on this topic.
- f Let's now look at some tips for confronting this fear.
- g Finally, I said I'd provide you with some additional information.
- h First I'll discuss some interesting facts about the topic.

Close listening

2.03 Listen to *Fear of public speaking* again. Use these symbols and abbreviations to complete the notes below.

= number sm = small

= = equals info = information

& = and mem = memorize

% = percent neg = negative

↑ = more aud = audience

Fear of public speaking

Facts

1. ___ 1 fear; more common than dying
75 ___ of people have this fear
2. men ___ women affected
men ___ likely than women to find ways to overcome
3. ___ effect on career

Overcoming fear

1. start ___
2. be prepared
3. don't ___
4. reduce stress
5. engage the ___

Add ___

Recommended reading: Preparation ___ Confidence by Ricardo Lopez

Developing critical thinking

Discuss these questions in a group.

- 1 Which of the ideas in the box for overcoming a fear of public speaking do you think is the most useful?
- 2 What advice would you give someone who had a fear of public speaking?

I would recommend that the person ...

WAYS OF OVERCOMING FEARS

join a public speaking club
 practice singing karaoke in front of friends
 repeat to yourself that you aren't afraid
 take a drama class
 talk to yourself in front of a mirror
 watch videos of successful public speakers

LISTENING 2 Phobias

Before you listen

- 1 Look at the pictures below. Which of these things are you most/least afraid of?



- 2 Look at these common fears. Choose one that has caused you to feel afraid. Describe your experience.

closed spaces elevators flying heights open spaces
 public speaking snakes spiders water

I found a spider in my shoe once. I screamed when I saw it!

Global listening

2.04 Listen to *Phobias*. What fears are mentioned?

Circle them in exercise 2 above.

Close listening

LISTENING FOR PROBLEMS AND SOLUTIONS

When you listen to problems being discussed, you will often need to decide if the solutions suggested are good ones. Listen for phrases like to these to identify the problem and solutions.

Stating problems

Some people have a problem with ...

One problem many people face is ...

A serious problem for some people is ...

Offering solutions

One thing you can do is ...

You can solve this problem by ...

I would suggest ...

When listening to solutions, listen critically. Try to determine if the solutions have well-supported arguments or reasons behind them.

1 2.05 Listen to the first half of *Phobias*. Answer the questions.

- 1 What is Dr. Kristin Patterson an expert on?
- 2 Why is a reasonable fear of something a good thing?
- 3 What does a phobia of something do to people?
- 4 What percent of people will develop a phobia in their lifetime?
- 5 What hasn't the host done in two weeks?
- 6 How do people react when faced with a phobia?
- 7 What was Dr. Patterson's patient Maggie afraid of?
- 8 Why was it important that she face this phobia?

ACADEMIC KEYWORDS

become	(v)	/bɪ'kʌm/
point	(n)	/pɔɪnt/
recently	(adv)	/'risəntli/

2 2.06 Listen to the second half of *Phobias*. How did the doctor solve Maggie's problem with elevators? Check (✓) the solutions.

- | | |
|--|---|
| <input type="checkbox"/> realizing she needed help | <input type="checkbox"/> standing in the elevator |
| <input type="checkbox"/> relaxation techniques | <input type="checkbox"/> holding her breath in the elevator |
| <input type="checkbox"/> physical exercise | <input type="checkbox"/> taking the elevator up only one floor |
| <input type="checkbox"/> deep breathing | <input type="checkbox"/> taking the elevator up one floor at a time |
| <input type="checkbox"/> talking about what scared her | <input type="checkbox"/> taking the elevator to the tenth floor |
| <input type="checkbox"/> closing her eyes | |
| <input type="checkbox"/> watching the elevator | |

Developing critical thinking

1 Discuss these questions in a group.

- 1 Do you think Dr. Patterson's techniques are good ones? Why or why not?

The techniques that I think are/aren't good are ... because ...

- 2 Which techniques would you use to overcome any of your fears? Why?

2 Think about the ideas from *Fear of public speaking* and *Phobias* and discuss these questions in a group.

- 1 Choose one thing from the *Before you listen* section. What could you do to help someone with a fear of it?

A: To help someone with a fear of ..., you could ...

B: Another thing that might help is to ...

- 2 Is it common for people to discuss their fears in your country? Do you think this is a good or bad thing?



Vocabulary skill

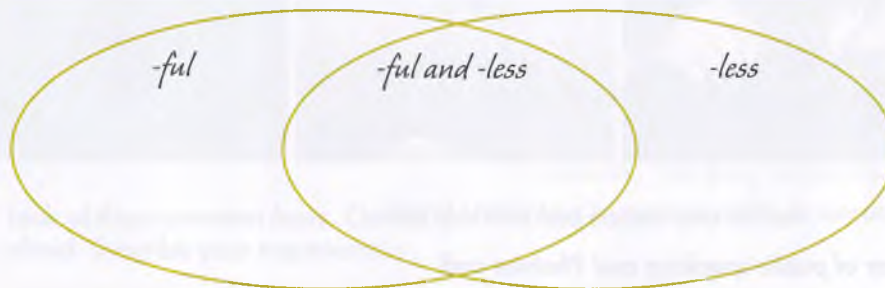
SUFFIXES *-FUL* AND *-LESS*

Two common suffixes you can add to words to make adjectives are *-ful* and *-less*. The suffix *-ful* means "full of" (*fearful* = full of fear) and *-less* means "without" (*fearless* = without fear). For some words, either suffix can be added. For others, you can use one suffix but not the other.



- 1 Look at these word roots. Which take *-ful*, which take *-less*, and which can take either? Write the complete words in the diagram.

harm truth power point beauty care help worth



- 2 Match the root word and correct suffix *-ful* or *-less* to complete these sentences.

stress home fear harm wonder point success power

- 1 It's _____ to be here. I'm so happy you invited me.
 - 2 A phobia is more than merely being _____ of something.
 - 3 You probably fear a snake because it may be _____ to you.
 - 4 You feel _____ because a phobia impairs you.
 - 5 Speaking in front of others is _____ for many of us.
 - 6 After a lot of hard work, he was _____ in finally beating his fear of flying.
 - 7 Her friends tried to reason with her, but it was _____. She wouldn't listen.
 - 8 After he lost his job, he worried that he would become _____.
- 3 Discuss these questions in a group.
- 1 If you were scared of heights, what would be a) pointless and b) useful to do?
 - 2 What is something that is a) harmful to your health and b) stressful?
 - 3 When was the last time you felt a) helpless and b) successful?

SPEAKING Presenting a problem you overcame

You are going to learn how to use the present perfect tense, how to stress the important words in a sentence, and how to manage questions. You are then going to use these skills to present on a problem you overcame.

Grammar

THE PRESENT PERFECT TENSE

Use this tense to talk about an event at an unspecified past time. The exact time is unknown or unimportant. Study the form:

Form	Example
<i>have/has + past participle</i>	<i>I have experienced this fear.</i>
	<i>I have not experienced this fear.</i>

The event may have happened once or more than once, or it may never have happened.

I've spoken in public once / twice / many times.

She's never spoken in public before.

To emphasize the entire past, add *ever*. It's common to answer with short answers.

A: *Have you **ever** been in a school play?*

B: *Yes, I have. / No, I haven't.*

A: *Has she **ever** given a presentation in English?*

B: *Yes, she has. / No, she hasn't.*

1 Complete these sentences with the present perfect form of the verbs.

- I _____ (talk) to a doctor about my fear of heights.
- Paul _____ (not admit) to anyone that he's afraid of driving.
- Tina _____ (give) that speech three times.
- We _____ (never feel) comfortable in small, closed spaces.
- I _____ (not meet) anyone with a fear of flying. Have you?
- Jun _____ (get) stuck in an elevator three times!



2 Find people who have done these things. Then ask the person for additional information. Take notes.

Have you ever ...?	Name	Additional information
given a speech		
climbed a mountain		
flown in a plane		
been overseas		
forgotten someone's name		
gotten a perfect score on a test		
sent an email to the wrong person		

A: *Have you ever given a speech?*

B: *Yes, I have.*

A: *Really? Did you enjoy giving it?*

Pronunciation skill

"Content" words carry the most meaning in a sentence so receive more stress. They include question words, nouns, most verbs, adjectives, adverbs, and negative auxiliary verbs (*don't, won't, hasn't, etc.*).

"Function" words give a sentence its grammatically correct form. They carry little meaning so are unstressed. They include articles, pronouns, prepositions, conjunctions, the verb *be*, and affirmative auxiliary verbs (*do, can, did, etc.*). Notice the stressed words in the sentences below:

MAGGIE was **AFRAID** of **ELEVATORS** and **WASN'T** able to **GO** in them.
NOW she can **ENTER ELEVATORS** and **DOESN'T** get **SCARED**.

1  2.07 Underline the stressed words. Then listen and check.

- 1 Doctors can help people with phobias.
- 2 Alice saw the little snake and screamed loudly.
- 3 I am helping my friend with his fear of water.
- 4 I didn't know you were afraid of flying.
- 5 Phobias are powerful but very treatable.

2 Practice saying the sentences in exercise 1.



Speaking skill

MANAGING QUESTIONS

When you give a presentation or talk, you may want to leave some time at the end for questions. Let your listeners know that you expect questions so they can think of them as you speak.

Stating you will take questions

Please hold all questions until the end. I'll be happy to answer any questions later.

Taking questions

I'd be happy now to take a few questions. Let's open it up and see if you have any questions.

You don't have to answer every question. If you answered it already, refer quickly to what you said. If you can't answer a question, it's best to be honest about it and say so.

Referring back to a previous point

I believe I answered that question previously. I think I've already answered that.

Stating you don't know the answer

I'm afraid I don't know. I'm sorry, but I don't have the answer to that.

Work in a group. Each person should talk about one of these topics for one minute. Say you will take questions at the end. Then answer any questions as best you can.

foods that are good for the brain

how to deal with urban sprawl

the best way to deal with peer pressure

what emotional nourishment means to me

why people should do community service

SPEAKING TASK

Give a presentation on a problem you've had to solve.



BRAINSTORM

Work in pairs. Think of some problems you've had that you were able to solve. Use these ideas or other ideas. Discuss the problems and how you tried to solve them.

- a fear you overcame
- a time you repaired a broken friendship
- a difficult choice you made
- something you had trouble learning to do

PLAN

1 Now choose one problem. Take notes on the problem, answering some of the *wh*- questions. Then take notes on the steps you took to solve it and the results you achieved.

Problem Who? What? When? Where? How? Why?	
---	--

Solution	Steps taken	Results

End result	
-------------------	--

2 Use your notes to prepare a presentation on your topic.

SPEAK

Work in groups. Take turns presenting your topic to your group. Let your audience know you expect some questions during or after your presentation. Stress the most important words as you speak.

SHARE

Reflect on your presentations. Was public speaking like this a stressful experience? How comfortable were you? Were the tips in the first listening helpful? What would you do differently next time?

STUDY SKILLS Increasing confidence when speaking

Getting started

Discuss these questions with a partner.

- 1 How confident are you when you speak in your first language?
- 2 In which of these situations would you feel most confident (speaking in your first language)? In which would you feel least confident? Why?

chatting with a friend after school giving a short presentation
interviewing for a job participating in a debate
reading aloud a story you wrote talking with a friend on the phone

- 3 How confident are you when you speak in English?

Scenario

Read this scenario and think about what Paulo is doing right and what he is doing wrong.

Consider it

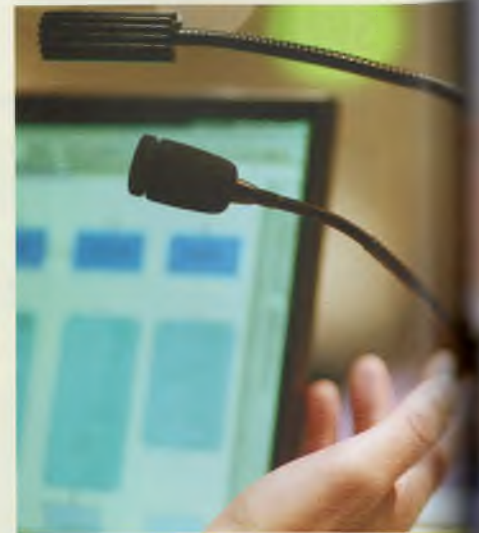
Look at these tips for how to increase confidence when speaking. Which ones do you think would be easy to follow? Which could be more challenging? Why?

- 1 **It's OK to be nervous** Everyone gets nervous sometimes. Instead of trying to eliminate your jitters, focus on turning those feelings into positive energy.
- 2 **Organize your thoughts** The more organized you are, the more confident you will feel. Know what you want to say and why.
- 3 **Slow down** Speaking slowly gives you time to think about what you're going to say next. Pause at the end of key points and sentence, to let your audience take in what you've said.
- 4 **Keep it simple** When you speak, don't try to cover too much. You might lose your train of thought and miss important things you want to say.
- 5 **Contribute** Always try to contribute something to a group discussion. Even if you don't think you have anything to say, your ideas and perspectives will be valuable to those around you.
- 6 **Reframe** If something unexpected happens, don't let it knock your self-confidence. Try to "reframe" the situation and look at it in the best possible light.
- 7 **Act confident** People can't tell if your palms are sweating or your heart is pounding, so don't tell them. Act confident, even if you don't feel it.

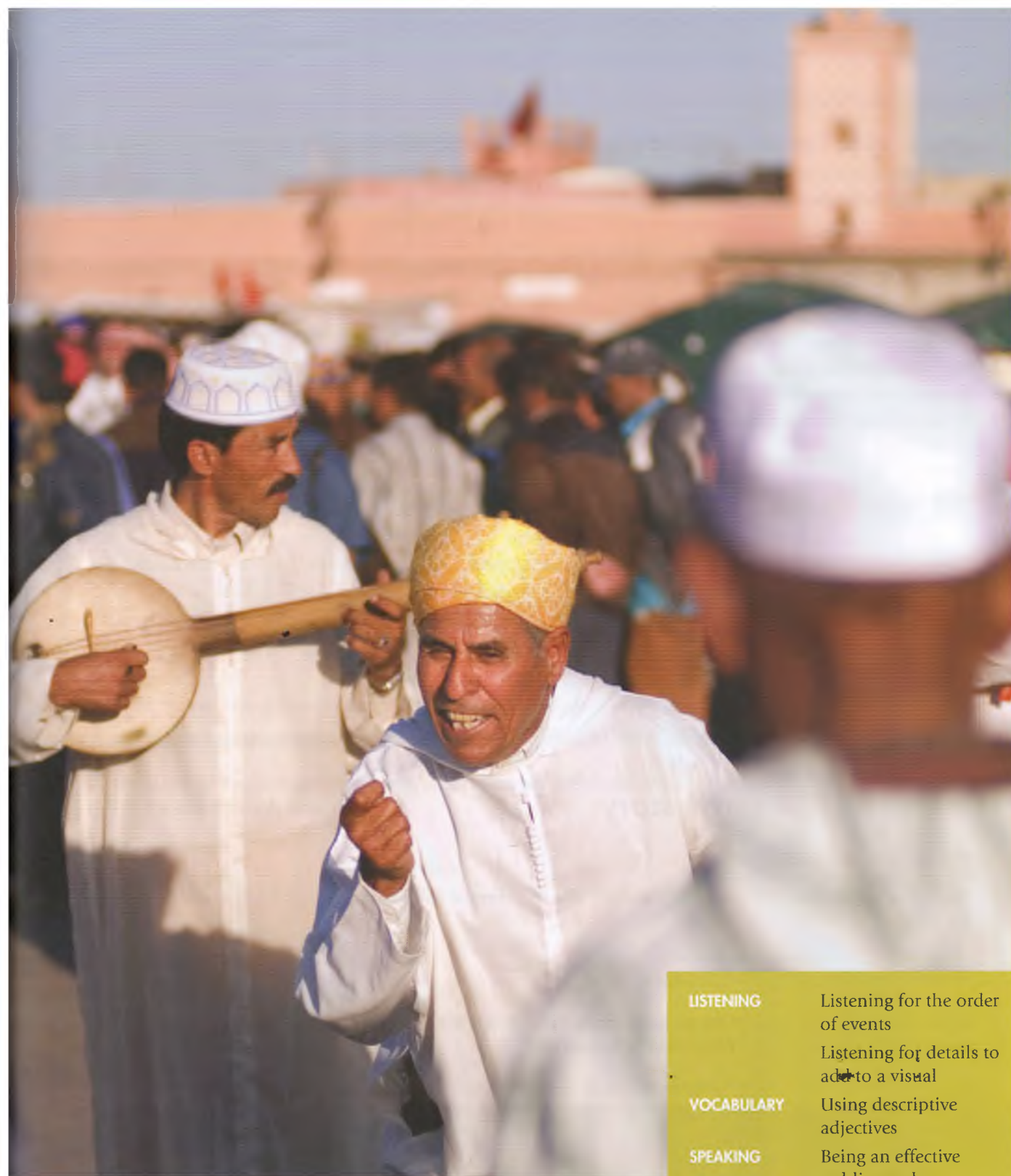
Over to you

Discuss these questions with a partner.

- 1 What are some other ways to develop confidence when speaking?
- 2 Think of a person who speaks confidently. What do you think makes this person confident?
- 3 What are some ways that others' behavior can influence how confident you feel? What do others do that can make you feel more or less confident?



Paulo has been studying English for several years but finds he still lacks confidence when he speaks. He has recently tried some strategies to try to increase his feeling of confidence. He feels nervous when he speaks in certain situations and has decided that it's worth trying to focus this nervous energy and turn it into more positive energy. He also finds that the more organized he is before he speaks, the more confident he feels. He feels self-conscious when he speaks, so tries to speak a little faster than normal so no one notices this. When he participates in a group discussion, he finds that sometimes it's better to be silent and let others do all that talking. Paulo also "fakes it" sometimes—he may not *feel* confident, but he *acts* like he is very confident.



LISTENING	Listening for the order of events Listening for details to add to a visual
VOCABULARY	Using descriptive adjectives
SPEAKING	Being an effective public speaker
PRONUNCIATION	Emphatic stress

Discussion point

Discuss these questions with a partner.

1 What kinds of story do you enjoy? Do you prefer fiction or non-fiction?

funny sad scary romantic adventure inspirational

2 Do you prefer to read or listen to stories? Why?

3 What was the last story you heard or read? What was it about?

The last story I read was ... It was about a girl who ...

Vocabulary preview

Read the sentences. Then write each word in bold next to the correct definition.

- 1 Please **analyze** these sales figures to see where we're selling the most books.
 - 2 This book **consists** of ten units.
 - 3 The author and editor had a **conflict** that they couldn't find a solution to.
 - 4 She showed a lot of **emotion** as she told her story.
 - 5 Alex hopes to **establish** a book club in his school.
 - 6 I'm not **familiar** with that writer's first book.
 - 7 The **initial** reviews of his new novel were excellent.
 - 8 The **release** of dangerous chemicals into the river was illegal.
 - 9 It wasn't easy to **resolve** the disagreement with my neighbor.
 - 10 It was exciting how the **tension** in the story kept building and building.
- a _____ disagreement between people or groups
- b _____ a feeling that you experience, such as fear, love, or anger
- c _____ to study something in detail so you can understand it better
- d _____ to be made of particular parts of things
- e _____ to make something start to exist or happen
- f _____ happening at the beginning of something
- g _____ the act of letting something go or setting it free
- h _____ the buildup of excitement or suspense in a story
- i _____ to solve a problem or find a way of dealing with a disagreement
- j _____ well known to you or easily recognized by you

LISTENING 1 A travel story

Before you listen

- 1 **Work in a group. Describe your last vacation. Use the ideas in the box on the right.**

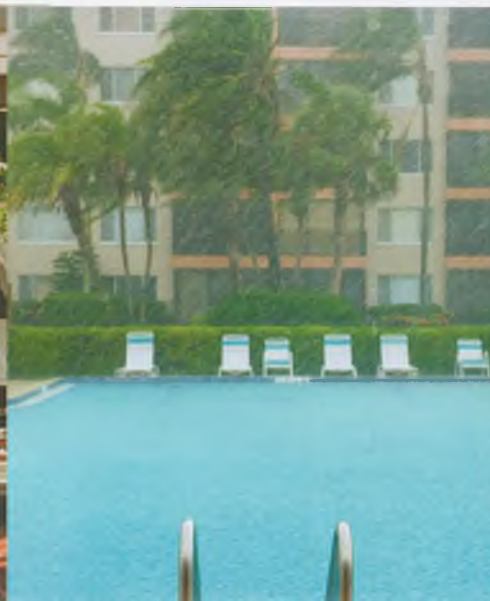
*On my last vacation I went to ... with ...
Probably the best thing about the vacation was ...*

- 2 **Work in a group and look at the pictures. Have these things ever happened to you on a trip? What exactly happened?**

When I went to ... unfortunately ...

VACATIONS

activities
destination
what you didn't like
what you liked
who you went with



Global listening

2.08 Listen to **A travel story**. Check (✓) the things he discusses.

- | | |
|---|--|
| <input type="checkbox"/> his latest book | <input type="checkbox"/> where they went swimming |
| <input type="checkbox"/> his future book | <input type="checkbox"/> the time he went for a walk |
| <input type="checkbox"/> his wife | <input type="checkbox"/> a trip to the zoo |
| <input type="checkbox"/> his children | <input type="checkbox"/> how he fell and got hurt |
| <input type="checkbox"/> a beach vacation | <input type="checkbox"/> his new shoes |

ACADEMIC KEYWORDS

consist	(v)	/kən'sɪst/
initial	(adj)	/ɪ'nɪʃ(ə)l/
resolve	(v)	/rɪ'zɒlv/

Close listening

LISTENING FOR THE ORDER OF EVENTS

Stories are usually told in chronological order—the order in which the events happened. Listen for these expressions to help you follow the story.

First, ...	Later, ...	A long time ago, ...	In August, ...
Then, ...	Afterwards,	When I was 18, ...	Later that day,
Next, ...	Finally, ...	Last year, ...	The next morning, ...
first event	second event	third event	

I met James on Sunday. **First**, we had coffee, and **later** that day, we went shopping.

Be careful of these expressions. They indicate one event happened before another.

Earlier, ...	Previously, ...	Before that, ...	Formerly, ...	Prior to that, ...
second event		first event		

I graduated last month. **Prior to that**, I'd been studying Economics in Frankfurt.

1 2.09 Listen to the first part of **A travel story**. Number the events from 1–8 in the order they happened.

- a Kevin paid for the water. _____
- b Kevin's wife told him to put on sun block. _____
- c Kevin realized he didn't have his wallet. _____
- d Kevin saw a store. _____
- e Kevin drank a bottle of water. _____
- f Kevin got directions from the storeowner. _____
- g Kevin started his walk. _____
- h Kevin got lost. _____



2 2.10 Listen to the rest of **A travel story**. What happened next? Complete the notes in the flowchart.



3 Do you think Kevin and his wife have a good relationship? Why or why not?

I think they have / don't have a good relationship because ...

Developing critical thinking

Discuss these questions in a group.

- 1 What did you like about how he told the story? What didn't you like?
One thing that I liked was ...
- 2 How important is storytelling in your culture? Is there a tradition of oral storytelling?

STORYTELLING

content of story
language used
tone of voice
use of pauses

LISTENING 2 Elements of a plot

Before you listen

Work with a partner. Think of a story you both know well. Then discuss these questions.

- 1 Where does the story take place?
- 2 Who are the characters?
- 3 Is there a problem the main character faces?
- 4 If so, how does he or she solve the problem?
- 5 What's the most exciting part of the story?

Global listening

2.11 Listen to *Elements of a plot*. Write the name of each element before its description.

- 1 _____ = The characters are introduced.
- 2 _____ = The "plot thickens."
- 3 _____ = It's the high point of the story.
- 4 _____ = The character begins to solve the problem.
- 5 _____ = The conflict is fully resolved.

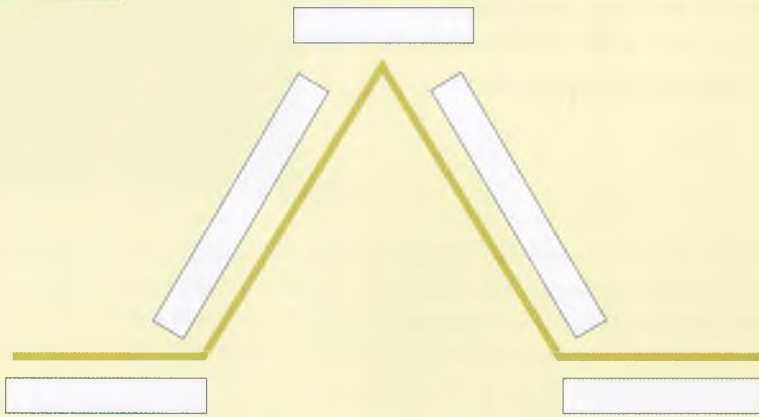
Close listening

LISTENING FOR DETAILS TO ADD TO A VISUAL

Always pay attention to anything visual a lecturer shows. If a lecturer draws a diagram or chart on the board, copy it into your notes. The diagram or chart may already give you clues to what the main points of the lecture will be. You can add more detailed notes while you listen.

- 1 Look at the diagram the lecturer drew on the board.
Write the five parts in the boxes.

Freytag's Pyramid



the characters are introduced

ACADEMIC KEYWORDS

- character (n) /'kerəktər/
- examine (v) /ɪg'zæmɪn/
- literature (n) /'lɪt(ə)rətʃər/

- 2 2.11 Listen to *Elements of a plot* again and take notes. Add any important details to the diagram above.
- 3 Compare your notes in a group. Then complete these summary notes.

Freytag's Pyramid = (1) _____ elements to most (2) _____

- (3) _____ = (4) _____ & settings introduced
- (5) _____ action = main character faces a (6) _____
- Climax = (7) _____ point (most (8) _____ part)
- (9) _____ action = character (10) _____ to solve conflict
- (11) _____ = conflict is (12) _____ resolved & our Qs are (13) _____

- 4 2.12 You will hear five parts of a short story out of order. Listen and match the parts with the correct elements. Take notes.

- Part 1 a Exposition *boy lonely and bored* _____
- Part 2 _____ Rising action _____
- Part 3 _____ Climax _____
- Part 4 _____ Falling action _____
- Part 5 _____ Resolution _____

- 5 2.13 Listen to the correct order of the story. Check your answers.

Developing critical thinking

- 1 Discuss these questions in a group.

- 1 How are a short story, a novel, and a play different? How are they similar?
*A short story is ... but a novel is ...
All of them are ...*
- 2 Think back to the story you discussed in *Before you listen*. Does it follow the five elements mentioned in the listening? How is the conflict resolved?
I think it follows / doesn't follow the five elements. The conflict is resolved when ...

LITERATURE

- audience
- characters
- length
- plot
- setting

2 Think about the ideas from *A travel story* and *Elements of a plot* and discuss these questions in a group.

1 What kinds of stories did your parents and grandparents tell you?

My parents told me stories about ...

My grandfather used to tell the story of ...

2 What are some of the challenges of telling an interesting story?

STORYTELLING

- | | |
|------------|-----------|
| adventure | legend |
| fairy tale | mystery |
| fable | tall tale |

Vocabulary skill

USING DESCRIPTIVE ADJECTIVES

You can make what you say more interesting by not relying on the same adjectives all the time. Try to use more descriptive language. For example, instead of saying a room is *very dirty*, you could say it's *grimy* or *filthy*. We have an immediate and clear image in our minds. Instead of just a *cold* day, perhaps it's *chilly*, *bitter*, or *freezing*? A good dictionary or thesaurus can help build your vocabulary, and your use of descriptive language.

1 Add these words to the correct columns. Then compare with a partner. Check your answers in a dictionary or thesaurus.

awful delighted enchanting gigantic gorgeous
huge joyful sizzling steaming terrible

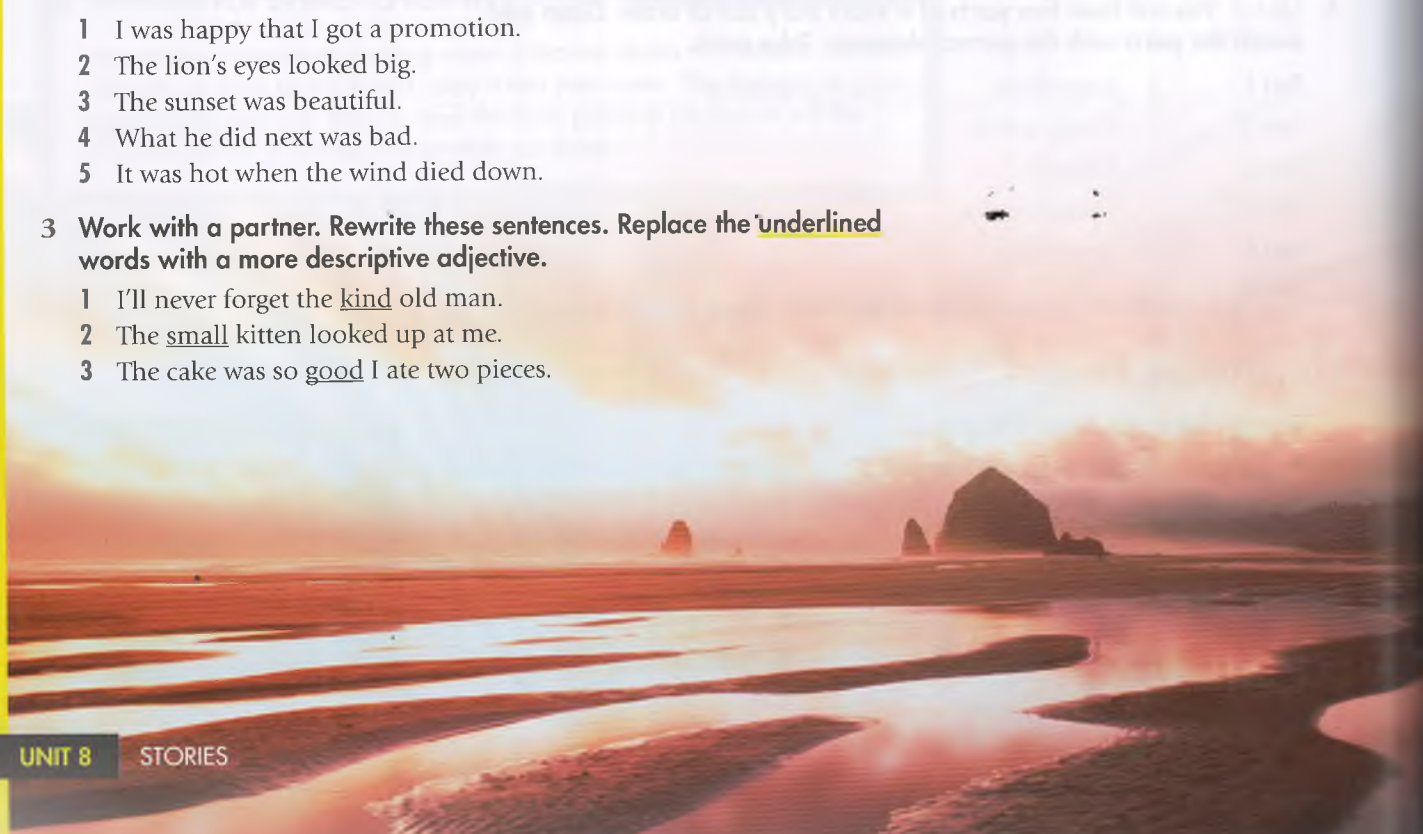
beautiful	hot	big	happy	bad
lovely	scorching	massive	cheerful	unpleasant
striking	blistering	enormous	thrilled	dreadful
stunning	stifling	immense	ecstatic	horrible
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2 Rewrite these sentences. Use one of the words in exercise 1.

- I was happy that I got a promotion.
- The lion's eyes looked big.
- The sunset was beautiful.
- What he did next was bad.
- It was hot when the wind died down.

3 Work with a partner. Rewrite these sentences. Replace the underlined words with a more descriptive adjective.

- I'll never forget the kind old man.
- The small kitten looked up at me.
- The cake was so good I ate two pieces.



SPEAKING Telling a story

You are going to learn how to use defining relative clauses to give more information about a noun, how to use emphatic stress, and how to bring a story to life. You are then going to use these skills to tell a story.

Grammar

DEFINING RELATIVE CLAUSES

Defining relative clauses add extra, essential information about a noun. Use either *who* or *that* for people and either *which* or *that* for things. These pronouns can be the object or subject of a defining relative clause. The relative pronoun *that* is more informal than *who* or *which*.

As the object of the clause	<i>The woman who/that I met was my sister.</i> <i>The wolf which/that he saw was real.</i>
As the subject of the clause	<i>He was a boy who/that lived near a forest.</i> <i>He developed something which/that is interesting.</i>

When the relative pronoun is the object, we can leave it out.

The woman I met was my sister.

The wolf he saw was real.

1 Complete the sentences with *who* or *which*.

- The fictional character _____ I identify with is *Don Quixote*.
- The book _____ I love the most is *Moby Dick*.
- The person _____ wrote this book didn't use his real name.
- She told us something _____ was really funny.
- The story was about a man _____ walked across Australia.
- The story _____ she read to us had an important moral.

2 Cross out any of the relative pronouns in exercise 1 that are not needed.

3 Add the correct pronoun and complete each sentence with your own ideas. Then compare and discuss with a partner.

- I enjoy stories _____.
- I don't really understand people _____.
- The writer _____.
- The book _____.

Pronunciation skill

EMPHATIC STRESS

Sometimes when you speak you can draw attention to certain words by giving them extra emphasis. These will often be adjectives (*huge, crazy, tiny*) and adverbs (*extremely, totally, slowly*). Notice the change in emphasis in the second of each pair of sentences.


That was a funny **STORY**.

He was extremely **FRIGHTENED**.

That was a **FUNNY** story.

He was **EXTREMELY** frightened.



1  2.14 Listen to the sentences. Underline the word that receives emphatic stress.

- 1 *The Boy Who Cried Wolf* is a really famous story.
- 2 The people in town were pretty dreadful.
- 3 The boy was extremely embarrassed by his actions.
- 4 The wolf's teeth were enormous!
- 5 The old man was totally ecstatic.
- 6 The boy learned a huge lesson that day.

2  2.14 Now listen again and repeat.

3 Add an adjective or adverb to each sentence. Then compare and practice them with a partner. Place emphatic stress on the words you added.

- 1 In the distance, I could hear a _____ voice.
- 2 He said something that was _____.
- 3 I was _____ surprised by what I heard.
- 4 He told the story of his rescue _____.



Speaking skill

BEING AN EFFECTIVE PUBLIC SPEAKER

In many ways, telling a story is similar to giving a presentation. A good speaker commands the attention of listeners, and will be memorable. We all have our own style, and there is no one correct way to tell a story. The following tips are good advice for any public speaker.

- Include a beginning, middle, and a clear end.
- Speak with a strong, clear voice.
- Vary your voice to make the story more interesting.
- Use descriptive words so the audience can "see" the story.
- Stress important information so the audience knows it's important.
- Maintain eye contact with your whole audience, not just those in the front.

1 Work with a partner. Read this story and complete the last line.

There was a young boy who was extremely afraid of the dark. He and his parents lived in an enormous, old house down a long, lonely road. Every night, he left the lights on when he went to sleep. After a while, his parents got tired of this. They would say, "Enough! You need to grow up soon!" But the boy continued sleeping with the lights on. His parents always came into his room while he was asleep and turned off the lights.

One weekend, his parents went away and left him home alone in the house for the first time. That evening, he read a really scary story and, as usual, went to sleep with the lights on, but he wasn't scared. However, in the middle of the night, he woke up and heard soft footsteps in the hall. He slowly opened his eyes. Someone had turned off the lights! Then he got really scared. In the doorway he saw _____!

2 With your partner, practice reading the story aloud. What suggestions can you give each other to make the story sound more interesting?

SPEAKING TASK

Work with a partner to tell a dramatic story.

BRAINSTORM

- 1 Work with a partner. Think of a possible story for each type. It can be a true story that happened you, a story you heard or read, or something you imagine.



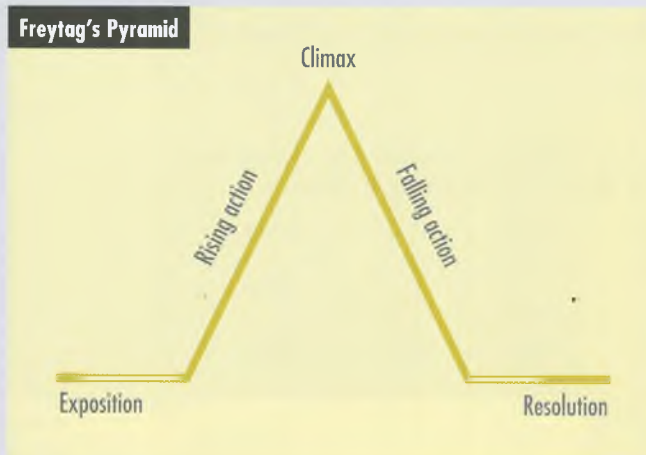
a funny story a happy story a scary story an embarrassing story

- 2 Choose one of the stories. Make notes on all the events that happened, in order.

1 _____	6 _____
2 _____	7 _____
3 _____	8 _____
4 _____	9 _____
5 _____	10 _____

PLAN

- 1 Add the details from exercise 1 above to the correct part of the diagram. Include additional details on the characters, setting, and time.



- 2 Work with your same partner. Show each other your diagrams. Do you agree on the division of the parts? Suggest any details to make the stories clearer or more interesting.

SPEAK

Work in groups. Look back at the tips for bringing a story to life on page 84. Then tell your stories. Use descriptive adjectives and at least three relative clauses in your stories.

SHARE

Decide on the most interesting story in each group. Share it with the class.

STUDY SKILLS Learning styles

Getting started

1 Complete each sentence so it's true for you. Choose the best answer. Circle a, b, or c.

- I'm good at ...
 - remembering faces.
 - remembering names.
 - learning physical skills.
- In class I prefer to ...
 - look at pictures.
 - discuss ideas.
 - do something practical.
- I like it best when teachers ...
 - use charts.
 - explain things.
 - have me do a lab experiment.
- When learning a new skill, I prefer to ...
 - watch someone do it.
 - hear it explained.
 - just do it.
- I prefer to ...
 - see a comic strip of a story.
 - listen to a story.
 - act out a story.
- If I get in trouble in class, it's usually for ...
 - drawing.
 - talking.
 - not sitting still.
- Of these jobs I'd prefer to be ...
 - an artist.
 - a radio DJ.
 - a technician.
- Of these activities I'd prefer to ...
 - go to an art gallery.
 - listen to music.
 - play sports.

2 Count the number of a, b, and c answers above and check your possible preferred learning style. Do the results surprise you?

Mostly a answers	You may be a Visual learner. You learn best by <i>seeing</i> things.
Mostly b answers	You may be an Auditory learner. You learn best by <i>hearing</i> things.
Mostly c answers	You may be a Kinesthetic learner. You learn best by <i>doing</i> things.

Scenario

Read this scenario. What do you think Leila's learning style is? Why?

Consider it

Look at these learning tips. Which type of learner would enjoy doing these things the most? Write V (Visual), A (Auditory), or K (Kinesthetic).

- | | | | |
|-------------------------------------|-------|----------------------------------|-------|
| Draw diagrams of a lab experiment | _____ | Retell a story from pictures | _____ |
| Repeat facts aloud with eyes closed | _____ | Do role plays | _____ |
| Perform language skits | _____ | Write on the board | _____ |
| Highlight and annotate a text | _____ | Take frequent study breaks | _____ |
| Record lectures to listen to again | _____ | Participate in group discussions | _____ |
| Listen to soft music while studying | _____ | | |

Over to you

Discuss these questions with a partner.

- Which of the tips for your learning style are things that you already do? What about the tips for other learning styles?
- Two other learning styles are Intrapersonal (prefers to work alone) and Interpersonal (prefers working with others). Which is your preference? Why?



Leila is taking a chemistry class. She takes notes in class but always records the lecture as well so she can listen to it again later. When she plays it back, she often repeats the key points to herself with her eyes closed. She finds this helps her remember the important information from the lecture. She gets together with several classmates before any quiz or test to discuss and go over the material. She doesn't find it helpful or a good use of her time to rewrite her notes, or put them into an outline. Leila's least favorite part of her chemistry class is the weekly lab. She doesn't like participating in the lab experiments and, in fact, doesn't feel she needs them to understand the key points.

LISTENING	Listening for pros and cons Listening for the order in a process
VOCABULARY	Working out meaning from context
SPEAKING	Using and referring to visual aids
PRONUNCIATION	Stress in words with suffixes

Discussion point

Discuss these questions with a partner.

- 1 What do people use water for? Think of as many uses as you can.
People use water for drinking, ...
- 2 Do you think you use more or less water than the average person where you live? Why?
I think I use more / less water than the average person because ...
- 3 If you suddenly had to reduce the amount of water you use, how would you cut back?
I'd probably use less water by ...

Vocabulary preview

1 Read the sentences and **circle** the best definition for each word.

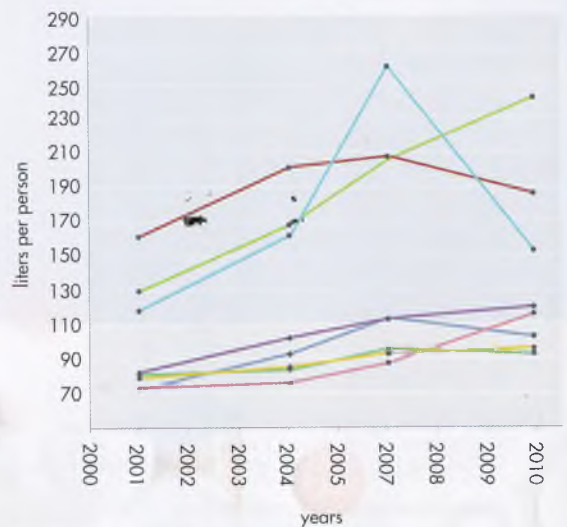
- 1 I like yogurt smoothies to have the **consistency** of thick ice cream.
 - a the level of coldness
 - b the level of thickness or smoothness
- 2 I feel that access to fresh water is the most **critical** issue facing humankind.
 - a extremely important
 - b impossible to solve
- 3 It would be a **disaster** if an earthquake hit a large city at night.
 - a an event that cannot be predicted
 - b an event that causes serious harm
- 4 Some **estimates** say sea levels could rise about 50 mm in the next century.
 - a an exact calculation
 - b an approximate calculation
- 5 There is no **evidence** to suggest that bottled water tastes better than tap water.
 - a something that gives proof of something else
 - b something that no one believes
- 6 People are more impatient nowadays as they can get information almost **instantly**.
 - a for free
 - b immediately
- 7 If oil **leaks** from a boat, it can cause extreme damage to fish and other marine life.
 - a is poured out
 - b escapes accidentally
- 8 Many people **object** to building more dams to control flooding.
 - a to be in favor of something
 - b to be opposed to something
- 9 Fresh water is so cheap in many places that it's **practically** free.
 - a very nearly, but not quite
 - b not at all

2 Work with a partner. Which of the statements in exercise 1 do you agree with?

LISTENING 1 Bottled water

Before you listen

- 1 Is the local water in your town or city safe to drink? Do many people filter their water or buy bottled water? How much does a bottle of water cost? How much do you spend on water each week/month/year?
- 2 Work in a group. Look at the graph of bottled water consumption in eight countries. Then discuss these questions. Try to think of reasons for the answers.
 - 1 Which country had the largest increase between 2001 and 2010?
 - 2 Which country had the smallest increase between 2001 and 2010?
 - 3 Which countries have recently decreased their consumption of bottled water?



Global listening

2.15 Listen to *Bottled water*. The radio news host is discussing the issue with two guests. Check (✓) the opinion that best matches each speaker's position on the issue.

- Roger Nelson** He feels that bottled water is preferable to tap water.
 He feels that bottled water should be made cheaper.
- Sarah Jones** She believes water companies are lying about bottled water.
 She believes that tap water is fine and bottled water is wasteful.
- The host** She shows that she agrees strongly with one speaker.
 She remains neutral and doesn't express her opinion about the issue.

ACADEMIC KEYWORDS

- available (adj) /ə'veɪləb(ə)l/
 suggest (v) /səg'dʒest/
 typically (adv) /'tɪpɪkli/

Close listening

LISTENING FOR PROS AND CONS

Speakers will often discuss both the pros (arguments *for*) and the cons (arguments *against*) a particular issue. Understanding and considering both sides is a useful way to weigh an issue. If you are aware that a lecturer or panel of speakers is going to discuss both sides of an issue, use two columns so you can take notes easily. Anticipating the pros and cons of an issue is also a useful skill when you are preparing for a debate.

1 2.15 Listen to *Bottled water* again. Complete these notes about the pros and cons.

Pros	Cons
¹ _____ water (TW) can have chemicals, e.g., lead + arsenic	² _____ water (BW) is not better or safer than tap water
you know what you get + can read ³ _____	often just TW w/ ⁴ _____
BW = convenient b/c sometimes clean TW not ⁵ _____	plastic bottles leak chemicals + cause ⁶ _____
BW can provide info, e.g., on ⁷ _____ & mineral intake; also for ⁸ _____	costs a lot in fuel + ⁹ _____ to move BW
saves ¹⁰ _____ b/c can move it quickly	uses a lot of ¹¹ _____ making the bottles

2 2.15 Listen to *Bottled water* again. Complete these statements using a word or a number.

- Both guests agree that many places need better water _____.
- About _____ percent of plastic bottles are not recycled.
- New plastic bottles are coming onto the market that will _____ in time.
- A lot of money is spent on fuel and _____ moving water around the world
- _____ of gallons of oil are used in the bottle-making process.
- Making a bottle takes _____ times more water than the bottle actually holds.
- Water is often the first thing that is shipped during a natural _____.
- A beverage company can quickly package and _____ water to the disaster site.



Developing critical thinking

Discuss these questions in a group.

- Whose opinions do you agree with more? Why?
I think I agree with ... because ...
- Can you think of any other pros and cons regarding bottled water?
Another advantage/disadvantage of drinking bottled water is ...

THINK ABOUT

- convenience
- cost
- environmental factors
- materials

LISTENING 2 An experiment with dry ice

Before you listen

A lot of water is used to produce the food we eat. Try to match the food with the amounts of water needed. Think about what water is used for (drinking, watering, transporting, manufacturing, etc.). Then compare your answers with a partner.

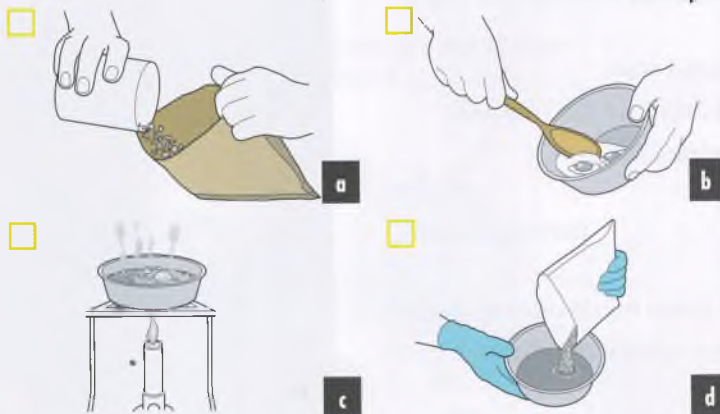
<ul style="list-style-type: none"> ■ a kilo of rice ■ a slice of bread ■ a kilo of beef 	<ul style="list-style-type: none"> ■ one egg ■ a kilo of cheese ■ a kilo of wheat 	<ul style="list-style-type: none"> ■ a kilo of chocolate ■ a liter of milk ■ a kilo of chicken
40 liters	200 liters	880 liters
3,400 liters	1,000 liters	3,540 liters
13,600 liters	4,500 liters	24,000 liters

Global listening

- 2.16 Listen to the first part of *An experiment with dry ice*. Circle all the things the speaker will use.

- | | | | |
|-----------|-------------|-------|----------------|
| dry ice | a spoon | a pot | milk |
| gloves | a paper bag | sugar | yogurt |
| a freezer | a hammer | salt | coffee creamer |
| a bowl | a burner | eggs | whipping cream |

- 2.17 Listen to the last part of the demonstration. Check (✓) the pictures that accurately show part of the demonstration.



- Which pictures did you not check in exercise 2? Why not? Compare your answers with a partner.

Close listening

LISTENING FOR THE ORDER IN A PROCESS

When you listen to a story, you listen for events in a chronology (Unit 8). Similarly, when you listen to instructions or an explanation of how something is done, you listen for the correct order of the process. Pay attention to both signal words (*first, then, next, after that, finally*) and time markers (*when, once, while, as soon as, until*). To break up the steps in the process, the speaker may provide additional details and reminders.

step	additional detail
Eggs and sugar are mixed together in a bowl. Use a metal bowl.	
step	reminder
Once the eggs and sugar are mixed, it's heated. Be sure you heat it slowly.	

ACADEMIC KEYWORDS

important (adj)	/ɪm'pɔrt(ə)nt/
protection (n)	/prə'tekʃən/
show (v)	/ʃəʊ/

1 2.18 Listen to *An experiment with dry ice*. Number the steps in the process in order from 1–8.

- a Eggs and sugar are mixed together until light and airy. _____
- b The dry ice and mixture is stirred together. _____
- c The dry ice is placed into a paper bag. 1 _____
- d The dry ice is crushed with a hammer. _____
- e Coffee creamer is added to milk. _____
- f Whipping cream is added. _____
- g The coffee creamer and milk are heated. _____
- h The egg and sugar mixture is combined with the coffee creamer and milk mixture. _____

2 Compare your answers with a partner. Then cover the steps and describe the process. Can you remember all the steps?

*First the gloves are put on.
Then the dry ice is put into a paper bag...*

Developing critical thinking

1 Discuss these questions in a group.

- 1 What do you think would happen if you:
 - a) didn't use gloves?
 - b) boiled the coffee creamer and milk mixture?
 - c) didn't break down the dry ice into smaller pieces?

If you didn't use gloves, ... would ...

- 2 Imagine you want to make chocolate ice cream. Look back at the steps in the demonstration. After which step would you add chocolate?

I think I'd probably add chocolate after ...

2 Think about the ideas from *Bottled water* and *An experiment with dry ice* and discuss these questions in a group.

- 1 What is a simple demonstration or experiment you could do using water or ice?

You could see which boils faster—fresh water or salt water.
- 2 In most experiments people can't tell the difference between tap and bottled water. How do you think the experiments were set up? If people find it hard to tell the difference, why do they continue to buy bottled water?



EXPERIMENT SETTINGS

conditions
information given to subjects
location
subjects

Vocabulary skill

WORKING OUT MEANING FROM CONTEXT

When you hear a new word, you can write it down to look up later, but try to get the meaning as you listen. This helps overall comprehension. Guess the meaning of new vocabulary from context using these strategies.

Definitions

These phrases are followed by definitions: *means, refers to, consists of, is defined as, is known as, and is called.*

*Water shouldn't be a commodity. A commodity **is defined as** something people buy and sell.*

Examples

These phrases signal that an example is coming: *for example, for instance, such as, and like.*

*Bottled water is shipped in during natural disasters, **such as** typhoons or earthquakes.*

Explanations

An explanation can also help you determine the meaning of the word. They can come before or after the word.

*These materials will decompose in time, and when they **break down**, they're not dangerous.*

Read these sentences about dry ice. Write the meaning of the words in bold below.

- 1 Dry ice, also known as "card ice" refers to the solid form of carbon dioxide.
- 2 Carbon dioxide consists of two oxygen atoms bonded to a single carbon atom.
- 3 The process of carbon dioxide changing from a gas to a solid phase (at -78.5°C) is called **deposition**.
- 4 Dry ice is sometimes used to remove **warts**. These small rough growths are typically found on a person's feet or hands.
- 5 Dry ice has been known to lead to **asphyxiation** because it displaces oxygen. If you find you are unable to breathe around dry ice, leave immediately.
- 6 Dry ice can be used to trap **pests** such as mosquitoes, bedbugs, and other insects. This is because they are attracted to carbon dioxide.
- 7 Dry ice forms the top layer of the polar ice caps on Mars. The violent storms that take place there are called **dry ice storms**.

1 dry ice = _____

2 carbon dioxide = _____

3 deposition = _____

4 warts = _____

5 asphyxiation = _____

6 pests = _____

7 dry ice storms = _____

SPEAKING Presenting a poster

You are going to learn how to use present and modal passives, how to stress words with suffixes, and how to use and refer to visual aids. You are then going to create and present a poster on how something is made.

Grammar

PRESENT AND MODAL PASSIVES

The passive voice is common in describing processes in scientific reports and lab experiments, when the person performing the action is unimportant or unknown.

Form	Example
present form of <i>be</i> + past participle	<i>The water is treated with chemicals.</i> <i>About 15% of plastic bottles are recycled.</i>
modal + <i>be</i> + past participle	<i>Bottled water can be shipped quickly.</i> <i>Treating and testing water should be done.</i>

1 Complete the paragraph with present and modal passives.

Distilled water is water that is purer than regular water. It can (1) _____ (buy) in supermarkets like regular water, or it can (2) _____ (distill) at home with some simple equipment. First, a glass container (3) _____ (fill) with tap water. Then a stopper (4) _____ (place) on top of the container. This stopper (5) _____ (connect) to something called a condenser. A condenser is basically a cold surface where the steam (6) _____ (cool). Then another container (7) _____ (attach) to the end of the condenser in order to catch the water. At this point the water (8) _____ (heat) and (9) _____ (boil). The steam that forms (10) _____ (condense) back into water, and the water (11) _____ (collect). You now have distilled water! The water can (12) _____ (drink) or (13) _____ (use) for other purposes.



2 Rewrite these sentences using present or modal passives.

- 1 People use distilled water in steam irons at home.
- 2 You can drink this water without boiling it.
- 3 People spend a lot of money on bottled water.
- 4 You find a lot of chemicals in some bottled water.
- 5 People should put plastic bottles in recycling bins.

Pronunciation skill

STRESS IN WORDS WITH SUFFIXES

Stress the syllable immediately before these suffixes.

-sion/-tion	dis CUS sion	pol LUT ion
-cious/-tious	de LL icious	fic TIL ious
-fic/-tic/-mic	spe CI fic	ath LE tic
-cial	fi NA ncial	com MER cial
-ity	a BIL ity	com MOD ity

1 2.19 Mark the stressed syllable in these words. Then listen and check.

- | | | |
|--------------|------------------|-----------------|
| 1 academic | 4 artificial | 7 consumption |
| 2 suspicious | 5 protection | 8 superstitious |
| 3 necessity | 6 characteristic | 9 condensation |

2 Add the suffixes. You may have to make some spelling changes. Then compare with a partner. Check your words in a dictionary.

- | | |
|---------------------------------|-----------------------------------|
| 1 conclude + <i>-sion</i> _____ | 4 possible + <i>-ity</i> _____ |
| 2 infect + <i>-tious</i> _____ | 5 anticipate + <i>-tion</i> _____ |
| 3 benefit + <i>-cial</i> _____ | 6 science + <i>-fic</i> _____ |

3 Practice saying the words in exercise 2.

Speaking skill

USING AND REFERRING TO VISUAL AIDS

When you present information, visual aids such as flipcharts, interactive whiteboards, posters, slides, video clips, props, and handouts can help your audience stay attentive and retain information. Use them to reinforce the key points of your presentation and illustrate important concepts that may be difficult to visualize. Use these expressions when you refer to a visual aid.

As you can see on this poster, ...

As shown in this chart, ...

Take a look at this video. You will see ...

Note that the first bullet point says ...

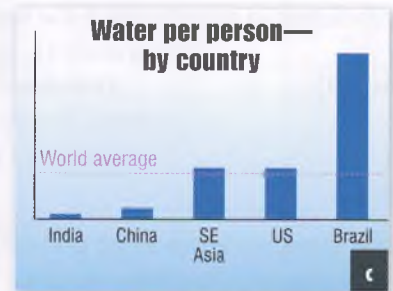
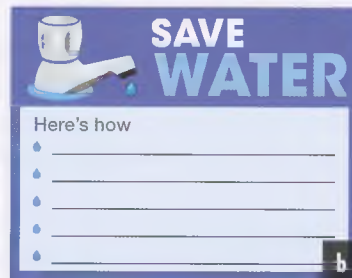
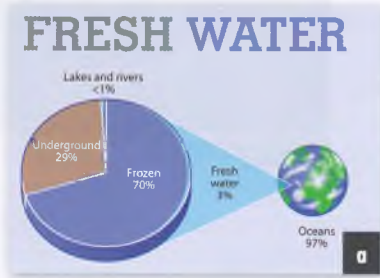
Let me draw your attention to this slide ...

The references are in your handout.

Remember, you are giving the presentation, not the visual aid. Be sure you stay the center of attention.

1 2.20 Look at these visual aids. Then listen to excerpts from six different presentations. Which visual aid is each person referring to?

- 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____



2 2.20 Listen again. Complete the sentences.

- Take a look at this _____. It's titled Save Water.
- As shown in this _____, not every country has the _____ amount of water.
- This _____ shows that only 3% of our water is _____ water.
- Let me draw your attention to this _____. It shows the _____ average.
- Note that there are five _____ here for ways to save water.
- As you can see on the handout, _____ of our fresh water is _____.

3 Work with a partner. Find three illustrations, diagrams, charts, or photos in this book. Take turns to say one thing about each one.

SPEAKING TASK

Work in a group and create a poster showing how something is made.

BRAINSTORM

Work in groups. Choose three of these products that are made in factories. What do you know about them? How do you think they are made?

balloons bread chewing gum
 chocolate bars DVDs
 instant coffee ketchup
 matches pasta pencils
 potato chips rubber bands
 silk soap soccer balls
 soy sauce tea bags tires



PLAN

- As a group, choose one product. Research and list the steps that explain how it's made. Use more or fewer boxes as needed.

Product: _____

↓
↓
↓
↓
↓
↓

- Create a poster to use as a visual aid when you present the process. Think about what to include that will help an audience understand the process clearly.

SPEAK

As a group, practice your presentation. Decide who will speak first, second, third, etc. Pay attention to your use of signal words, time markers, and present and modal passives. Help your audience understand any difficult words by defining them, explaining them, or giving examples.

SHARE

Present your poster to another group or the class. Answer any questions.

Making your point

by Stella Cottrell

Speaking in a group

If you are nervous at the idea of speaking out in a group, the following may help.

Before the group

- Make a decision to speak at least once during the group—even if it is only to hear yourself say “yes” out loud. Build up from a small base.
- Get to know other group members, if possible, so that you feel more at ease.

During the group

- Sit next to somebody you find reassuring.
- Write down what you want to say—if necessary, read it out.
- Think of an example, or evidence, or an illustration to support your point.
- If you are nervous, breathe out slightly more slowly than usual.
- Take your time when speaking—aim to speak more slowly than you would usually.
- Make eye contact with at least one person in your audience.
- Be brief. When you have made your point—*stop*. Avoid going back over what you have already said.
- Be clear. If something sounds confused, say “I’ll make that clearer,” or check people have understood.
- Speak up so everyone can hear. If people have to strain to hear you, they will be less sympathetic to what you are saying—and you may have to say it all over again.
- Act as though you are confident, even if you don’t feel it.
- Don’t apologize—smile!

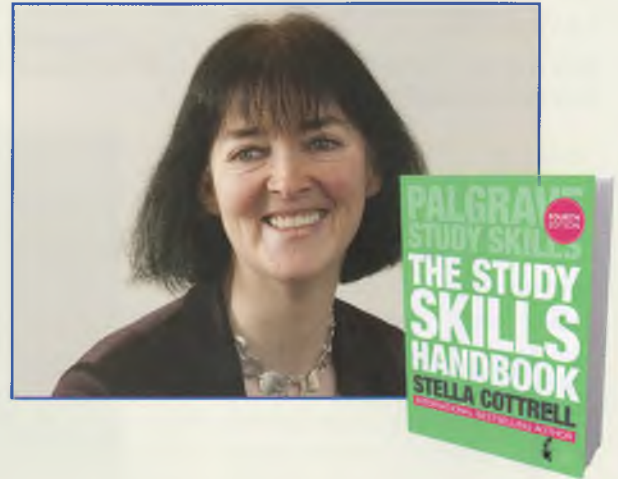
After the group

- Congratulate yourself on any progress you’ve made.
- Don’t worry too much about any mistakes—it’s not a major disaster!
- Decide what you will do next time.

Being judged by your voice

Many people feel self-conscious or embarrassed about the way they speak, or about their accent. If you feel worried about your voice, remember:

- your voice is an important part of you—everybody has an accent, and no accent is better than any other



- your voice, or accent, is less important than your ideas and opinions
- other people may be just as self-conscious about the way they speak
- concentrate on getting your message across and making sense rather than on pronunciation
- there are many successful people with all kinds of accents

Group disruptions

It is quite easy to disrupt a group. Often this happens unintentionally, because people are nervous or worry about being judged by others.



How might you disrupt a group unintentionally—for example, by being late, not preparing, whispering, or chatting? What could you do differently?



Discussion point

Discuss these questions with a partner.

- 1 When was the last time someone persuaded you to do something?
When was the last time you persuaded someone to do something?
What was it?
- 2 Which of these techniques are used to persuade people to buy something in your country? Which do you think are the most effective?

be very friendly	compliment the customer on his/her taste
offer a discount	offer extra customer service
offer a free gift	point out positive qualities of the item

- 3 How do you persuade people to do something or agree with your point of view?

LISTENING

Understanding speaker attitude

Listening to how an argument is supported

VOCABULARY

Collocations with *take*

SPEAKING

Refuting an argument

PRONUNCIATION

Linking of some consonant sounds

ACADEMIC KEYWORDS

contrast	(v)	/'kɒntræst/
negative	(adj)	/'negətɪv/
relationship	(n)	/'rɪleɪʃ(ə)n,ʃɪp/

2 2.22 Listen to questions and responses from the news report *Hard sell / soft sell*. Circle if the response is positive or negative. Take notes on what helped you with the answers.

- 1 Did anyone pressure you to make a purchase? positive / negative
- 2 How did you feel about the sales clerk? positive / negative
- 3 How did that make you feel? positive / negative
- 4 Were you happy with the experience? positive / negative

Close listening

2.21 Listen to *Hard sell / soft sell* again. Circle the correct answers.

- 1 Someone asking for a donation for a cause is _____.
 - a hard selling
 - b soft selling
 - c both hard and soft selling
- 2 A store sending you an email reminder of a sale is _____.
 - a hard selling
 - b soft selling
 - c both hard and soft selling
- 3 The sale is the bottom line for _____.
 - a hard selling
 - b soft selling
 - c both hard and soft selling
- 4 Some salespeople use hard selling techniques because _____.
 - a the techniques can be effective
 - b the salespeople want to give a negative impression
 - c they have been proven to be more effective than soft selling techniques
- 5 The sales clerk who helped Antonio is _____.
 - a dishonest but effective
 - b direct and aggressive
 - c rude but respectful
- 6 After the sales clerk complimented David, he felt _____.
 - a it showed the sales clerk had good taste
 - b it wasn't sincere
 - c bothered by it

Developing critical thinking

Discuss these questions in a group.

- 1 Which shopper that the reporter interviewed are you most like? Why?
I think I'm most like ... because ...
- 2 Choose one of these proverbs. Explain its meaning in your own words. Do you agree with it?

Do not sell sun in July.

— Italian proverb

A good buy is better than a good sale.

— French proverb

Good things sell themselves; those that are bad have to be advertised.

— African proverb

The seller has one eye, the buyer one hundred.

— Maltese proverb

LISTENING 2 A debate: paper vs. electronic dictionaries

Before you listen

1 Work in groups and answer the questions. One group will use a paper dictionary and the other group will use an electronic dictionary.

- 1 Look up the word *expose*. How many seconds did it take you to find it?

- 2 Look up the word *adamant*. Which syllable is stressed? _____
- 3 Look up the word *persuade*. What synonyms does it list?


- 4 Look up the word *influence*. How many definitions are there?

- 5 Look up the word *sway*. Write the definition that matches the meaning in this sentence. _____

The sales clerk was not able to *sway* the customer.

2 How are your answers different? Why do you think there are differences?

Global listening

1  2.23 Listen to *A debate: paper vs. electronic dictionaries*. Number the topics from 1–9 in the order the four students discuss them.

- | | | |
|-------------------|----------------|------------------------------------|
| noise _____ | accuracy _____ | pronunciation of words _____ |
| convenience _____ | size _____ | getting meaning from context _____ |
| weight _____ | speed _____ | number of words _____ |

2 Who do you think won the debate? Why?

Close listening

1  2.23 Listen to *A debate: paper vs. electronic dictionaries* again. Complete these sentences with the correct words.

- 1 Learning the alphabet is especially important for _____ learners.
- 2 It takes _____ seconds to look up a word in a paper dictionary.
- 3 Good paper dictionaries can have several _____ words.
- 4 A student will often just _____ the first definition that appears on the electronic screen.
- 5 There can be _____ in both paper and electronic dictionaries.
- 6 With electronic dictionaries you can listen to how words are pronounced in different _____ of English.
- 7 It's better to use the _____ to try to learn a word than depend on any dictionary.
- 8 Some people might be more _____ in their learning with an electronic dictionary because it uses technology.

debate /dr'beɪt/

NOUN [C] ★★★

a discussion in which people or groups state different opinions about a subject



LISTENING TO HOW AN ARGUMENT IS SUPPORTED

When a speaker is arguing a point, listen to how that argument is supported. A well-supported argument is a strong one. Look at these ways a speaker can support an argument. Often an argument is supported through a combination of techniques.

Common sense

Everyone knows that ...

It's common knowledge that ...

Facts and statistics

It's a fact that ...

One important statistic is ...

Examples and details

For instance, ...

Let me give an example ...

Expert opinions

According to experts, ...

One researcher claims that ...

ACADEMIC KEYWORDS

- argument (n) /'ɑ:ɡjəmənt/
- issue (n) /'ɪʃu/
- useful (adj) /'ju:sf(ə)l/

2 **2.24** Listen to the excerpts from *A debate: paper vs. electronic dictionaries*. How is each argument supported? Check (✓) the correct column.

	Common sense	Examples + details	Facts + statistics	Expert opinions
1 Learning the order of letters is a useful skill.				
2 It takes two seconds to look up a word with an electronic dictionary.				
3 Electronic dictionaries are more convenient than paper dictionaries.				
4 Size and weight matter a great deal to people.				
5 A student usually accepts the first definition that appears on an electronic dictionary screen				
6 The actual definitions on electronic dictionaries are not accurate.				
7 Most teachers prefer that their students use paper dictionaries.				
8 In a paper dictionary, we learn other words because we see them all over the page.				

Developing critical thinking

1 Discuss these questions in a group.

1 Which side made the stronger arguments? Why? Has your previous opinion about who won the debate changed?

I think ... made a stronger argument because ...

2 Do you think paper or electronic dictionaries are better? Do you agree with the arguments you heard? What additional arguments for your opinion can you provide?

In my opinion, ... dictionaries are better. The main reason is that they ...

2 Think about the ideas from *Hard sell / soft sell* and *A debate: paper vs. electronic dictionaries* and discuss these questions in a group.

1 Who has the greatest influence when persuading you to buy something? Why?

It depends on the item, but generally I think ...

2 Do you feel you are easily persuaded? Why or why not? Give an example.

I feel / don't feel I'm easy to persuade because ...

PEOPLE WHO INFLUENCE YOU

- celebrities reviewers
- friends siblings
- parents

Vocabulary skill

COLLOCATIONS WITH TAKE

Many words and phrases can be paired with *take*. Look at these examples.

take a bath take a chance take a look take a class
take a test take a seat take notes take charge

1 Complete the sentences with an expression from the Vocabulary skill box.

- 1 I hope to _____ on web design this summer.
- 2 Will you _____ at this math problem? I can't figure it out.
- 3 I hope they _____ on me and give me the job. They won't regret it.
- 4 I get nervous whenever I _____, especially if I haven't studied enough.
- 5 _____ and make yourself comfortable. I'll be with you in a moment.
- 6 Someone needs to _____ of this project and see it through to the end.
- 7 It's important to _____ when you listen to a lecture.
- 8 At the end of a long, stressful day I like to _____.

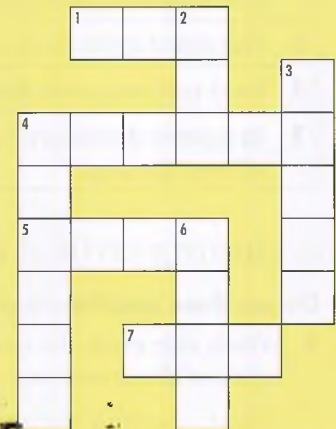
2 Complete the crossword puzzle with words that follow *take*.

Across

- 1 Another way to say *take a taxi* is *take a* _____.
- 4 To get clean, you can take a _____.
- 5 Take a _____ of an apple to taste it.
- 7 If you want to sleep for a short time, you can take a _____.

Down

- 2 An actor might take a _____ after a performance.
- 3 After you work a long time it's important to take a _____.
- 4 Many people in cities take the _____ to get around.
- 6 Another way to say *take a test* is *take an* _____.



SPEAKING Debating an issue

You are going to learn how to report direct speech, how consonant-consonant sounds are linked, and how to refute an argument. You are then going to use these skills to debate an issue.

Grammar

REPORTED SPEECH

When we report what someone said, we don't usually use the speaker's exact words (direct speech). Instead, we use reported (indirect) speech. When the reporting verb is in the past tense, we usually "backshift" the tense. Notice, too, the change in pronouns.

He said, "I want to get a new dictionary."	→	He said (that) he wanted to get a new dictionary.
He said, "I am talking to a customer."	→	He said (that) he was talking to a customer.
She said, "I bought new sunglasses."	→	She said (that) she'd bought new sunglasses.
She said, "I've already eaten."	→	She said (that) she'd already eaten.
They said, "We can help you."	→	They said (that) they could help me.
They said, "We will take a cab."	→	They said (that) they would take a cab.

1 Rewrite these sentences to backshift the tenses.

- 1 He said, "I am not upset." *He said that he wasn't upset.*
- 2 She reported, "The sales aren't good."
- 3 They said, "We can solve the problem."
- 4 He claimed, "I didn't take the money."
- 5 I stated, "She is planning a trip."
- 6 They said, "We haven't heard anything."
- 7 He shouted, "I don't know her name!"
- 8 I cried, "I'm going to be sick!"
- 9 We explained, "We told the truth."
- 10 She promised, "I will never quit."

2 Report this conversation using the verbs in parentheses.

John: I'm looking for a new shirt. (say) I hate everything! (shout)

Alex: I will help you find one. (promise)

John: I want something in cotton or silk. (explain)

Alex: The black cotton shirts are very nice. (point out)

John: I have already tried them on. (say) They don't have my size. (claim)

Alex: I can ask the sales clerk for some other sizes. (mention)

John: I'm going to go somewhere else. (say)

John said that he was looking for a new shirt. He shouted that he ...

Pronunciation skill

LINKING OF SAME CONSONANT SOUNDS

When the same consonant sound appears at the end of one word and at the beginning of another word, it is only pronounced once. Listen.

Try to learn **n** new collocations.

You're a good **d**ebater.

I need a cheap **p**aper dictionary.

What do the experts **s**ay?

It's the latest **t**echnology.

That's common **k**nowledge.

1 2.25 Link the consonant sounds. Then listen to the sentences and check.

- 1 Is our debate today about technology?
- 2 Brett took notes so he did well on his exam.
- 3 I persuaded David to take a music class.
- 4 Alex said he bought two new shirts.
- 5 Didn't Tariq bother reading the book?

2 Practice the sentences in exercise 1.

Speaking skill

REFUTING AN ARGUMENT

To refute an argument, you can point out it's not true. Or you can point out that while it may be true, your argument is better. In either case, it's not enough to argue against the conclusion. Support your argument. Remember, you can do this with common sense, examples and details, facts and opinions, and expert opinions.

State the argument you're going to refute

You said that ... You claimed that ... One person reported that ...

Say the argument is not true, and why

That's not true because ... I'm afraid that's not accurate since ...

Say the argument may be true, but yours is better

That may be true, but in fact ... There's some truth to your argument. However, ...

Work with a partner. Take turns stating each argument. Say the argument is not true, and why. Or say it may be true, but yours is better.

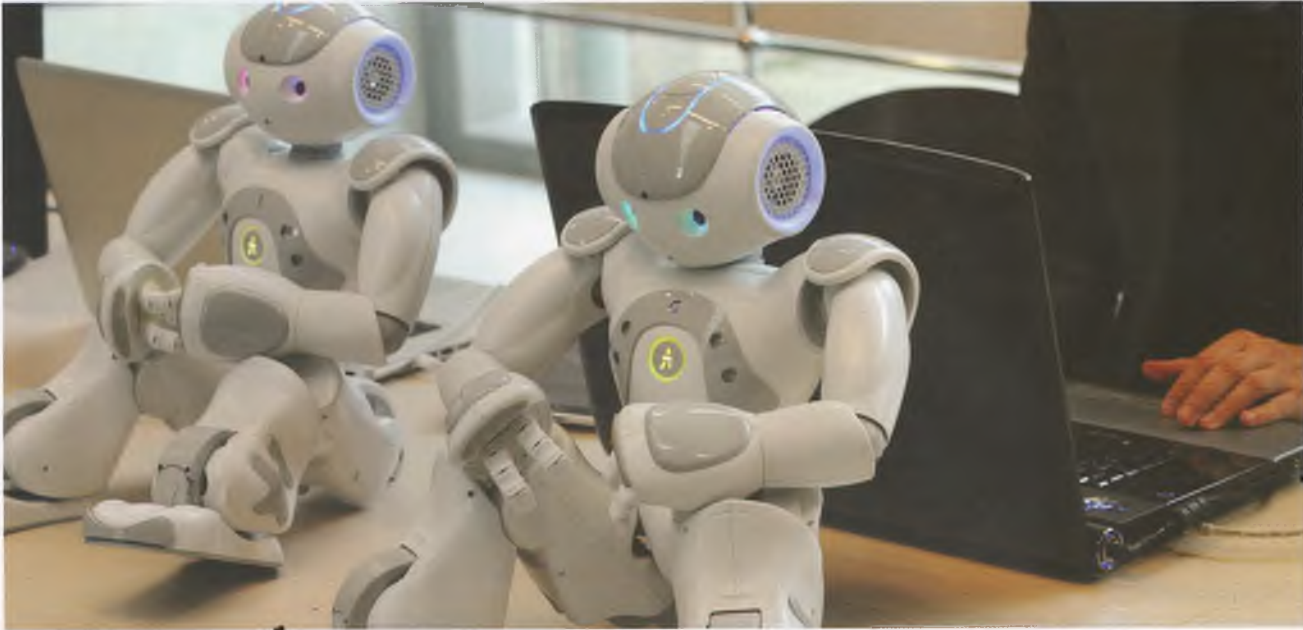
- 1 Using social networks is a waste of time.
- 2 The global economy is getting stronger.
- 3 There have been few technological advances recently.
- 4 The world became safer in the past year.
- 5 Paper dictionaries will not be used in the future.
- 6 It's not important to read or write English well.

You claimed that using social networks was a waste of time. That's not true because social networks can help people build important relationships.



SPEAKING TASK

Work in a group to debate whether or not technology improves learning.



BRAINSTORM

Work in a group. Read the statement below. Think about both sides of the issue and list all the reasons for each side of the argument that you can think of.

Some people feel that technology improves the way people learn, while others feel that it doesn't.

How technology improves learning	How technology doesn't improve learning

PLAN

- 1 Divide your group into two sides. One side will debate how technology improves learning, and the other side will debate how technology doesn't improve learning.
- 2 Think about supporting points for your side of the argument. Prepare to support your arguments so you can persuade the other side that your arguments are stronger than theirs.
- 3 Think about which arguments and supporting points the other group might use. Prepare to refute the other side's arguments.

SPEAK

Debate the issue. Make and support your arguments. Refute the arguments of the opposing side.

SHARE

Join a new group. Summarize what you discussed. Report the main ideas people made.

Using e-communication for study

by Stella Cottrell

Benefits of online communication

There are many options for communicating with students and tutors online. These options:

- enable communication in spare moments
- save you having to travel
- can operate in different time zones
- disguise shyness or nervousness
- offer you some time to gather your thoughts and compose a response
- are relatively informal, so that you can express yourself in your own way.

Kinds of online communication

Emails

Emails are one of the simplest means of communicating electronically: you can take your time composing the email and send it when you are ready. You can copy it to as many or as few people as you want.

Instant messaging

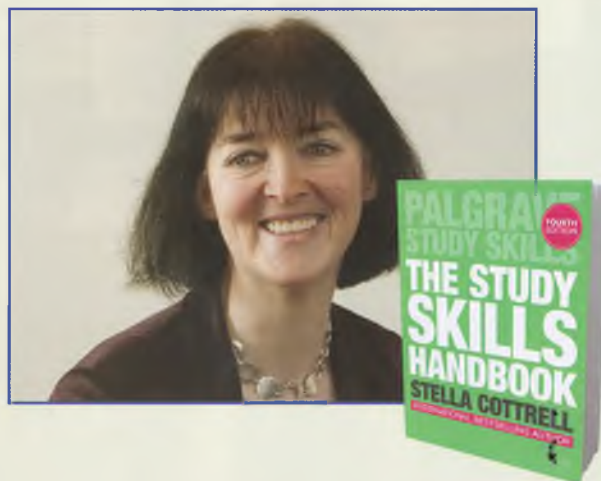
Instant messaging allows online communication between a set of individuals, working in real time. You can tell who else is online and is there to receive messages. Real-time messaging gives more of a feeling of being part of a group than does email.

Chat rooms

A chat room enables a group of people to “meet” in an area within a website or virtual learning environment and to discuss topics they have in common. For example, you could set up a chat room for students in your subject, year, college or club; or for mature students or work-based students, or for students studying a particular project. Chat rooms may feel slow or fast-paced, depending how quickly messages arrive while you are online.

Online conferencing

E-conferencing again uses a discrete area of a website and enables a group to develop an idea or train of thought over several days or weeks. E-conferencing can be useful in canvassing views on a new development or proposal. You can come and go, reading the chain of messages contributed so far and adding your own. You can see who has posted which message and when.



If a lot of people are online simultaneously, you may see lots of messages coming in quickly; at other times it may seem more like a slow discussion by email.

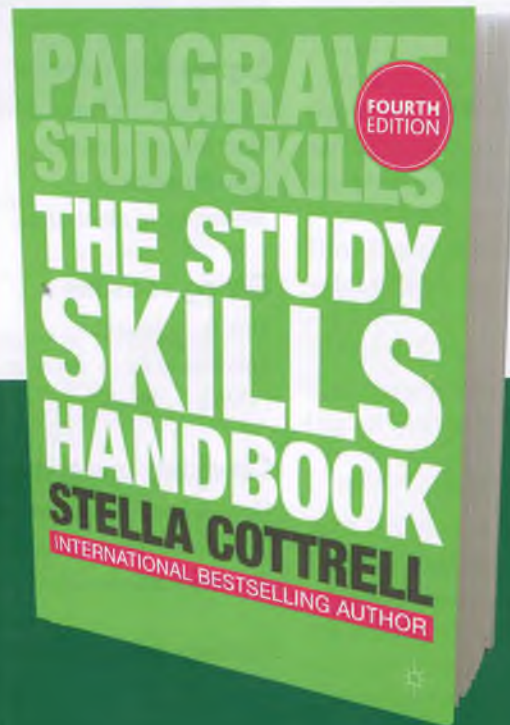
Electronic discussions in groups

E-communication can be used in many different activities. Check (✓) those that appeal most to you.

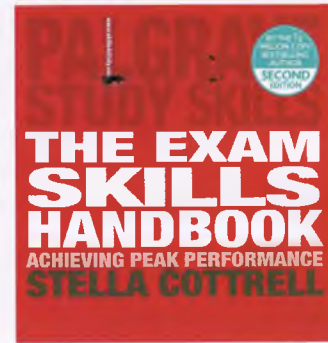
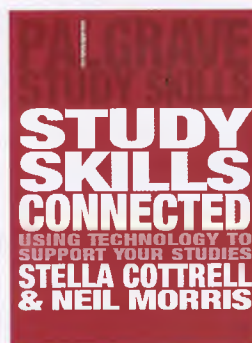
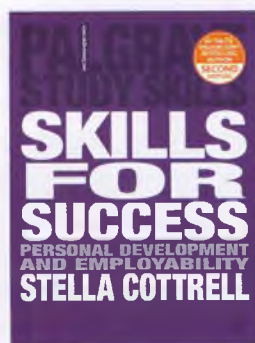
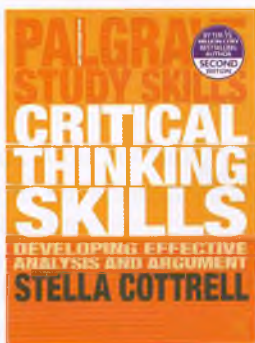
- Comparing ideas on a set text
- Sharing views on a “hot topic”
- Sharing comments on a recent journal article
- Working out how to solve a problem
- Discussing whether a theory can be applied appropriately in particular circumstances
- Discussing how to tackle assignments
- Comparing results after completing an experiment
- Group projects
- Sharing experiences
- Revising together for exams
- Other:

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 ...

Preventing interruptions

Excuse me, I wasn't finished.
If I could just finish what I was saying ...
Let me just finish this, please.
I haven't finished my thought/sentence.

Buying time

Let me think about that for a moment.
Let me gather my thoughts.
Just a minute. I need to think about that.

Clarifying

That's not exactly what I meant.
Sorry, I wasn't clear. Let me put it another way.
That isn't what I was trying to say.

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This is taken even further with a focus on **study skills**, providing students with practical guidance and support, and building confidence for independent learning throughout their university career.

Skillful Listening & Speaking offers:

- a comprehensive digital component including a page-faithful Digibook and *Skillful practice* area with interactive activities and video material;
- two opportunities in each unit to engage critically with issues within texts and to consider concepts beyond the superficial meaning;
- systematic development of **practical study skills** through realistic scenarios and material from Stella Cottrell, author of *The Study Skills Handbook*;
- **critical thinking skills**, such as evaluating and synthesizing information, supported by the **Academic Keyword List**, compiled at the Centre of English Corpus Linguistics at the University of Louvain;
- a **flexible approach**, providing a distinct product or an integrated package with the *Skillful Reading & Writing Student's Book*.

Skillful Digibooks recommended system requirements

For more information on system requirements, visit **Help** at www.skillfuldigibooks.com

Offline

	CPU	RAM	Disk	Resolution
Windows 7 & 8	1 GHz 32-bit or 64-bit	1 GB (32-bit) 2 GB (64-bit)	16 GB (32-bit) 20 GB (64-bit)	800 × 600 px 32-bit color

Online

	IE	Firefox	Chrome	Safari
Browser	IE 10 +	11.0 +	15.0 +	6.0 +

Skillful Level 2 – Listening & Speaking

SK2SL417440390156



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