MACMILLAN ACADEMIC SKILLS

Skillful Listening&Speaking

Student's Book

2

with Digibook access



Authors: David Bohlke & Robyn Brinks Lockwood

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		Listening texts	Listening skills		Vocabulary skill
UNITI	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 service Social studies A different kind of community Current affairs	Close Listening for examples	Close Listening for details	Prefixes with negative meanings
UNIT 3		Work space Design Urban sprawl Urban planning	Close Listening for reasons	Close Listening for time signals	Synonyms and antonyms
UNIT 4		Building big Design and technology Big business Business studies	Close Listening for comparisons	Close Listening for contrasts	Word families
UNIT 5		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		1 Peer pressure Psychology 2 Earthquakes Geology	Close Listening for opinions	Close Listening for cause and effect	Collocations with get
UNIT 7		1 Fear of public speaking Personal development 2 Phobias Psychology / health	Global Recognizing organizational phrases	Close Listening for problems and solutions	Suffixes -ful and -less
UNIT 8		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	Bottled water Ecology / current affairs 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	 Hard sell / soft sell Business studies A debate: paper vs. electronic dictionaries Education 	Global Understanding speaker attitude	Close Listening to how an argument is supported	Collocations with take



Grammar	Speaking skill	Pronunciation skill	Speaking task	Digibook video activity	Study skills
Modals of advice	Offering advice and suggestions	The schwa /a/	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.

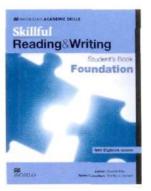
To successfully use this book, use these strategies:

- 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* Digibook to develop the skills presented in the Student's Book. Complete the additional activities on your computer outside of class to make even more progress.
- Review your work Look over the 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.

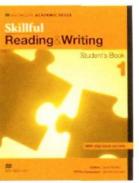
Remember that learning skills, like learning a language, takes time and practice. Be patient with yourself, but do not forget to set goals. Check your progress and be proud of your success!

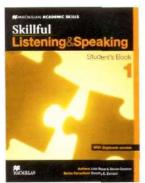
I hope you enjoy using Skillful!

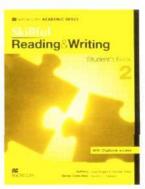
Dorothy E. Zemach Series Consultant

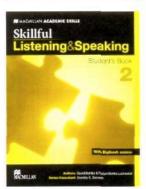


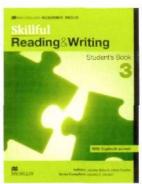


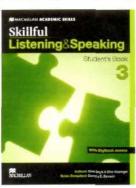


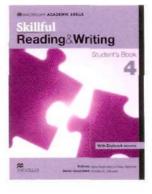


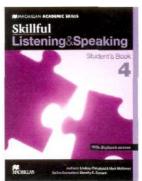












Welcome to Skillful!

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

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

Using Skillful gives you everything you need for academic success.

Good luck!



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Introduction

Each Skillful Student's Book comes with a code in the back of the book that gives you free access to the accompanying Digibook. The Digibook 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 Digibook you will need an Internet connection, but after this it is possible to work offline if you wish.

Digital Student's Book

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

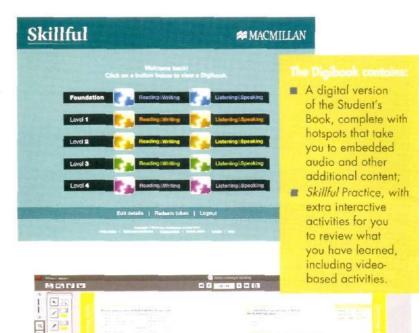
You can either complete the extra activities as you go through the Digital Student's Book via the interactive icons, or you can find them all in one place in the *Skillful Practice area*. Here you will find a variety of activities to practice all the new skills and language you have learned in the Student's 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* Digibook allows you to access and use its content while encouraging interactive learning and effortless self-study.





The Digital Student's Book also contains lots of hotspots that link to additional content out 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.



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.
 - ø become larger

- b become smaller
- 4 If you want to stay healthy, the key is to eat well.
 - feast important thing
- b most important thing
- 5 Drinking caffeine helps lengthen your attention span.
 - make shorter

- b make longer
- 6 Eating breakfast before school is recommended.
 - a reserved

- b advised
- 7 The effects from caffeine are only temporary.
 - 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

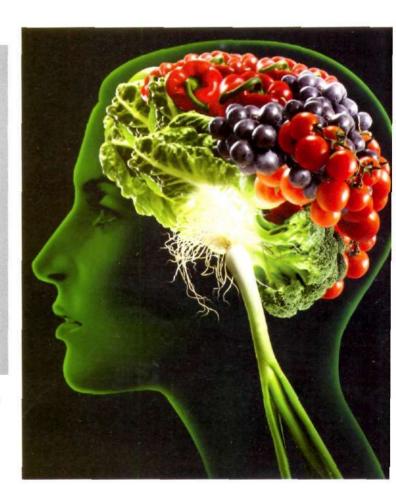
Before you listen, it is important to make guesses or predictions about what you will hear. Making predictions helps you anticipate vocabulary and develop ideas about the topic.

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 (1) the foods/drinks that the doctor talks about.	debate (n) /dɪ'beɪt/ diminish (v) /dɪ'mɪnɪʃ/
chocolate strawberries	mental (adj) /'ment(a)1/
vegetables ish	GBC3 ▼965 10 70
coffee rice	
Close listening	
1 ① 1.03 Listen to some excerpts from Brain food and match the food with its benefit.	
1 chocolate a improve motor skills	
2 blueberries b help the heart	
3 whole grains c help you focus	
2 O 1.07 Listen to Brain food again and circle the best answer to complete the sentences.	
1 Coffee and chocolate have similar / different benefits.	
2 Brain foods can / cannot raise your IQ.	
3 The memory / heart benefits when someone consumes sugar.	
4 The benefits from sugar and chocolate last for a short / long time.5 People should avoid too much chocolate / fish.	
6 The doctor says that fish has bad / good fats.	
7 Memory is better after a healthy breakfast / lunch.	
Developing critical thinking	
Discuss these questions in a group.	blueberries coffee
1 Do you eat any of the brain foods mentioned in the passage? Which ones? Do you think they provide any benefits?	bread fish
I cat some of the brain foods mentioned in the passage. I cat	chocolate pasta
I think I don't think brain foods provide any benefits because	
2 What differences do you see in yourself when you consume brain food	
versus when you don't?	attention
When I eat brain food I feel more If I don't eat brain food, I	energy
3 What impact do you think food has on intellect?	mood
I believe food impacts intellect by	
People are smarter when	
	the state of the s

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	

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.

ä	descri	ntion	1	f emotional	nourie	hment
a	acsen	DUCH	0	геннопонаг	nouns	шист

- 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 ...

O 1.04 Listen to Emotional nourishment. Complete the sentence 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
	lp, support, or appreciation
3	helping others is a good strategy for better health.
4	everyone is different when talking about emotional
	burishment.
5	none of us is exactly the same.
6	that emotional nourishment and physical nourishment
	e equally important.

HINK ARCUT

daily routine diet free time relationships



Close listening

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

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

Developing critical thinking

- 1 Discuss these questions in a group.
 - 1 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 ...

- 2 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.
 - 1 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

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

We can change our lifestyle by ...

ACADEMIC KEYWOODS

illustrate (v) /'ɪləˌstreɪt/
participate (v) /par'tɪsɪˌpeɪt/
strategy (n) /'strætədʒi/

EELINGS

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 below to a synonym.

1 get up

- **a** dui
- 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?





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
Could	This is most often used to make suggestions. A: I want more mental nourishment.
subject + could + base form	B: You could eat blueberries, fish, or nuts.
Should / have to subject + should / have to + 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.
+ base form	B: You should eat a breakfast complete with brain foods like whole grain, dairy, or fruit. You have to do this if you want to be mentally nourished.
Must subject + must +	<i>Must</i> is also very strong. It is often used when there is a negative consequence. You use it when stating facts.
base form	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.

1	Everyone	find a job after they graduate.
2	You	get a conversation partner to help you practice
	English or you _	practice online.
3	Everyone	turn their homework in on time.
4	Не	talk to his counselor before choosing classes or he
	might not get the	best ones.

- 5 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'dzest/

how about = /hao a'baot/



1	0	1.05	Listen	to the	words	and	mark	the	syllable	that	has	the	schwa	sound.
-00.	-								-,			0.0.0		

- 1 feature
 2 lengthen
 3 temporary
 4 energy
 5 consume
 6 recognize
 8 decision
 9 creation
 10 assert
- 2 01.05 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.

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

2 Complete the dialogues with suitable advice and suggestions.

- 1 A: I really need to find a job.
 - B: I suggest
- 2 A: I don't know what subject to major in.
 - B: How about
- 3 A: I'm finding it difficult to sleep.
 - B: It might be a good idea to
- 4 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.
 - 1 You are worried about your diet.
 - 2 You are feeling sad after taking a test.
 - 3 You don't know what to eat for breakfast.
 - 4 Your study group needs to choose a topic for a project in a health class.
 - 5 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).
---	---------	-----------	-----------	------	-----------	--------	----	--------	------	-----	-----------	----

add healthier food options to the cafeterias	suggest curfews so students get more sleep
offer free nutritional seminars	give free breakfasts in the morning
provide opportunites to volunteer on campus	have a mentoring program where older students loc
offer rewards for volunteer activities	after younger ones
provide free tutors to help with homework	give students time off for leisure activities

	researcher some		9009000			12		
2	Work with a	partner to	and two	more su	annections	nt	VOUL	own

2	Work with a partner to add two more suggestions of your own.	
	2	
3	Work in a small group. Compare your rankings. Decide which three you would suggest to the university.	
	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 ...

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

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 /ni'mpnik/). 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

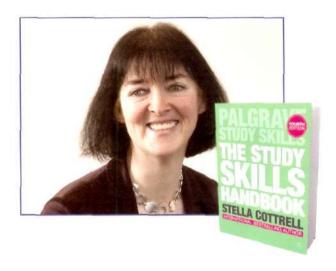
In your own words, write things out over and over again.

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

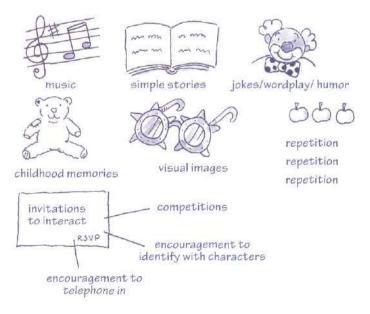
Advertising agencies aim to make us remember their advertisements. The 'tricks' and 'devices' they use to prompt our memory can also be used to help us to remember what we study.

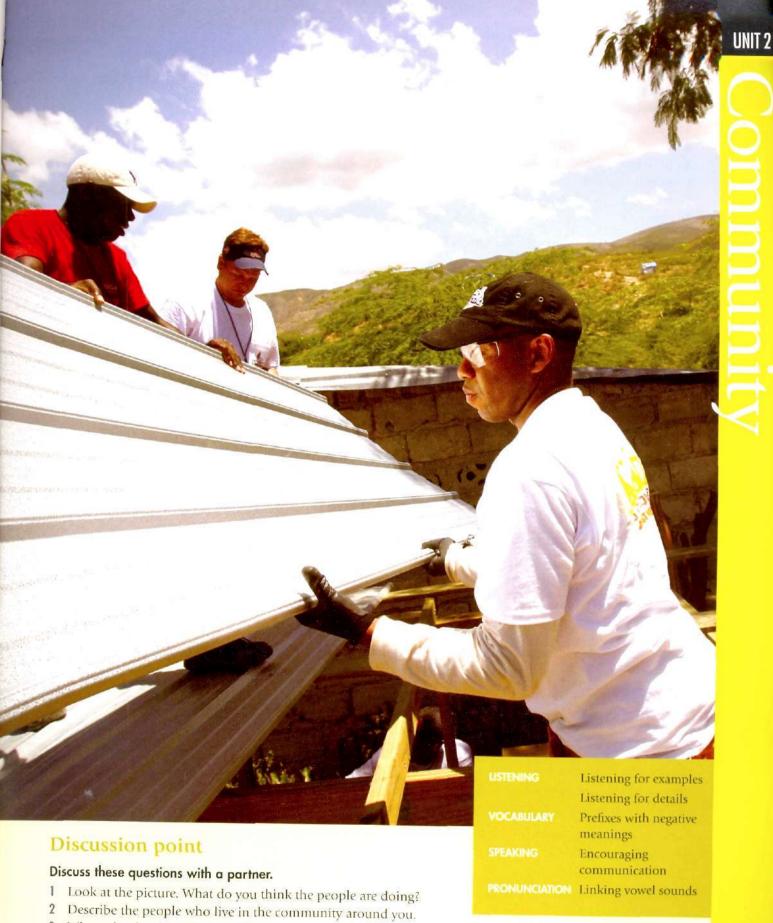


Think of three adverts (from TV, magazines, etc.). What makes them memorable for you?

Devices used by advertisers

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





- 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-

AXBOROT RESURE MAPKA?

1	concept	а	hrase that has a si saying	b	observation	Ç	idea
2	donate	α	give	Ь	receive	C	change
3	duty	а	choice	b	preference	C	obligation
4	fortunate	ø	privileged	b	planned	C	unhappy
5	institution	а	company	b	organization	C	individual
6	recipient	а	giver	b	receiver	E	taker
7	virtue	a	positive quality	b	advantage	C	drawback
	complete these xercise 1.	sent	ences with the cor	rect	form of the wor	ds in	bold from
1	I was		enough to h	ave	my own horse w	hen	l was
	younger.						

my old clothes to charity shops.

to look after your parents when they are old.

of altruism to me?

of a national teaching award.

in this city.

LISTENING 1 Community service

2 The university is the oldest educational

Before you listen

3 Talways

5 It's your

1	What do you consider to be community service? Check (\checkmark) the following.
	building a house

- tutoring children
- visiting hospital patients

4 Honesty is an important

6 Our teacher was the 7 Can you explain the

- 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.



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.

1 O 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.

COMMUNITY UNIT 2

benefit /'benəfit/ concern /kənˈsarn/ service

(n) /'sarvis/

1	, some volunteers tutor children	n who need help with
	their studies in summer school programs.	
2	A lot of volunteers work in hospitals.	they donate
	time to visiting patients who have no relatives of doctors and nurses.	or run errands for busy
3	Sometimes volunteers do manual labor a house or planting trees in a local park.	helping build
4	It could also be something very simple, transportation for people who can't drive.	providing

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	
	Apr.	

- 2 How can doing community service help you achieve your future goals?
- 3 What things do you do that are obligatory? What do you do altruistically? How can you tell the difference?

outlook on life experience 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

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 O 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. . Examples of its A town's virtues include things like friendliness, safety, and (1) institutions include (2) . Dr. Yu Chen then focussed 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 . The kind of English spoken in this town would would be different to that of a (6) real English (7) and people wouldn't learn how to build relationships in another language. In the end, the project was (8)

commitment	(n)	/kəˈmɪtmənt
criticism	(n)	/ˈkritiˌsizəm
selection	(n)	/sr'lekf(a)n/
1 Loc	atio	и
2		
3		
4		
5		
ı		
6		

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 ...

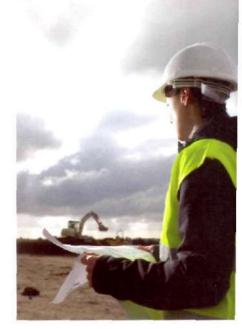
- 2 Think about the ideas from Community service and A different kind of community and discuss these questions in a group.
 - 1 What type of community service opportunities would be available in your new community?
 - 2 What community service would you do in your new community?

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	dis appear
im-	polite	<i>impolite</i>
ir-	responsible	<i>ir</i> responsible
mis-	understood	mis understood
non-	essential	non essential
un-	reliable	un reliable
în-	supportable	in supportable



buildings

customs location

neighbors

public spaces

rules

size

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.

	1.5	상구성	
1	Many people were improving language le		lish Town would succeed in
2	Some people think Eng	glish Town was	(conceived), but
	others	(agree) that it was a ba	id idea
4	There are many	(profit) organ	izations you can volunteer for
5	Some people are other commitments, li		funteers because they have
6	You have to be children or the elderly.		ı volunteer to work with

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:

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

1 Circle the best modal to complete the sentences.

- 1 You might / must be able to volunteer at the animal sanctuary. They sometimes need more help.
- 2 Jana worked for 16 hours straight. She must / could be exhausted.
- 3 Peter may / could be at the mall, the park, or even at work I have no idea.
- 4 Lily must / might invite Jesse over to study. They like to study together.
- 5 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.

- 1 Cassie applied for a job as a social worker. She didn't even get an interview.
 - She must
- 2 Eduardo is looking for ways to increase his vocabulary. He's going to the bookstore.
 - He might
- 3 Mei-li lent David her dictionary, but he accidently left it on the bus.
- 4 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:/, /ai/, /ei/ and /oi/.

Insert /w/ after words ending with the vowels /uz/, /ao/ and /ao/.

$$lam = l_{-/i/-}am$$

So
$$I = So_{-/W/-} J$$

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

Are 'you at college?

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

Why are you studying business?

Marcel: I want 3 to assume control of my father's business.

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

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

Model of the Model

2 0 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 Distent o 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 (\checkmark) 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.

Over to you

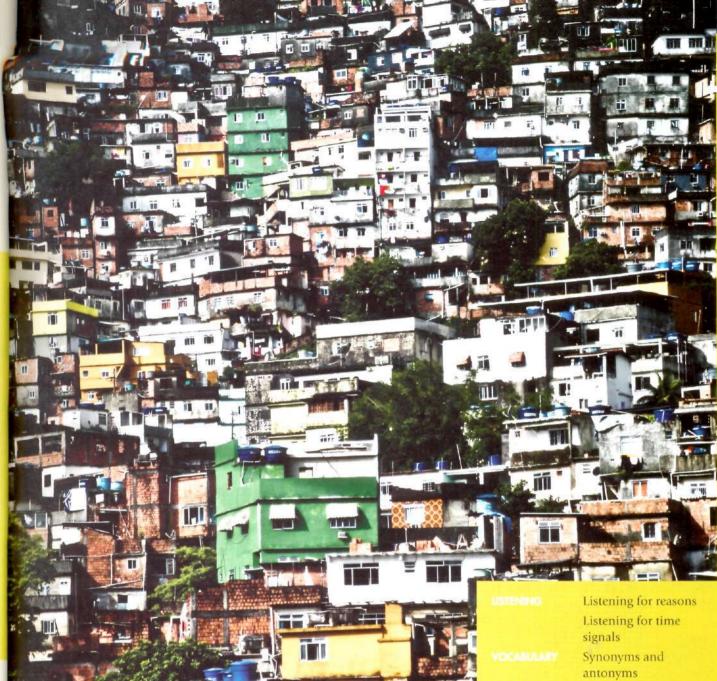
UNIT 2

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?

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.





Listening for reasons

Shifting the topic

Intonation in tag

questions

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?

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

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

Vocabulary preview

In each group of four, match the words in bold with the correct definition.

- 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.
- 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
- q 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

O 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	

closed cubicles functional	modern open plan spacious
P	

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.

1 (3) 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).

	24	52	431		
ı	2000	tor	aree	groups	
•	0			S. C. L.	

- 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 🔘 💶 Listen again and answer the questions.

- 1 Is an open or closed-office plan 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 plan avoid hard feelings?
- 5 Is an open or closed-office plan 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 plan is best for doctors since they have private issues to discuss with patients.

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

ACADEMIC KEYWORDS

emerge (v) /i'marda/ independent (adj) /,indi'pendant/ research (n) /ri'sart [/











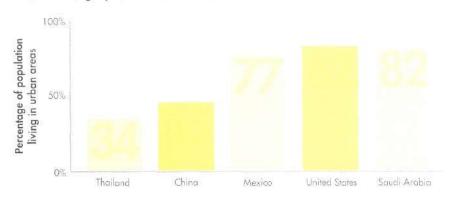
LISTENING 2 Urban sprawl

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 ...

Global listening

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

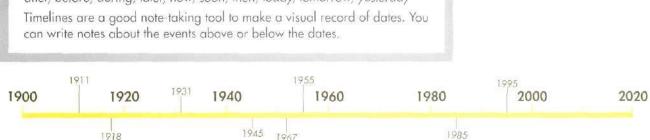
Speakers often use time signals, especially when they are giving the history or timeline of events. Sometimes the times are specific and easy to hear:

In the 20th 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.

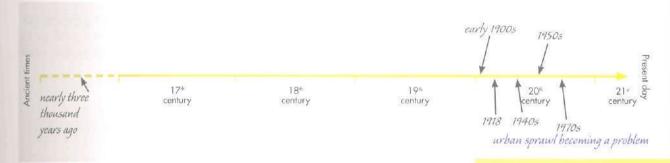


HIRBIR ASSOCIA

entertainment transport living space work space population



1 (1) 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
- 3 Where was urban sprawl first seen?
 - a Rome
- **b** China
- Europe

c Rome

d United States

d Atlanta

- 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
- t 1950s
- d 1970s

WHEN SHAPE

concept (n) /'kan,sept/

(v) /i'valv/

(v) /ik'stend/

crime

evolve

extend

community

environment

job opportunities

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?

1 think ... would prefer ... because ... 1 believe ... might like ... better since ...

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

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!

UNIT 3 SPACE

SPEAKING Discussing urban environments

You are going to learn how to use tag questions, the correct intonation when using these, and how to shift topics in a discussion. You are then going to use these skills to discuss urban environments.

Grammar

TAG QUESTIONS

Tag questions are added to the end of a statement to turn it into a question. They are used when the speaker expects the listener to agree.

A positive statement has a negative tag.

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

positive

negative

A negative statement has a positive tag.

Urban sprawl didn't only happen in Europe, did it?

negative

positive

The tag has the same tense as the statement. The verb tense helps you determine what word to use in the tag.

Form	Tag	Example
simple present / no auxiliary	do/does	Your parents live in the city, don't they?
to be in the simple tense	repeat the main verb	This is an open office plan, isn't it?
to have as the main verb	do/does OR has/have	He has an office, doesn't he?
present progressive	are/is	He is living in the city, isn't he?
present perfect	has/have	He has moved to the suburbs, hasn't he?

1 Find the mistake in each sentence and correct it.

1----

- 1 Angela prefers having her own cubicle, does she?
- 2 My boss has his own office, isn't he?
- 3 You live in the suburbs and work in the city, aren't you?
- 4 Mikhail doesn't want to leave the city, doesn't he?
- 5 Your brother is working at a new company, doesn't he?

2 Add tag questions to these statements.

- Urban sprawl is a positive development, _____?
- 2 Most people want to live in urban areas, ?
- 3 The population of our city is starting to spread outward,
- ζ.
- 4 We are still seeing urban sprawl today,
- 5 Open office space plans are better than closed office space plans,
- 6 This city has completely changed since the 1980s,

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 O LI4 Listen to the tag questions. Does the intonation rise or fall?
 - 1 It's a great workspace, 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) 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 17th 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 teday. 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
Есопоту	services, manufacturing, trade, tourism	service, finance, real estate, automobiles	commerce, tourism
Climate	moderate spring and autumn, hot summer, cold winter	windy spring, hot summer, short autumn cold winter	subtropical



- 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

- 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

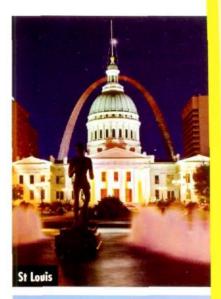
- population
- Work with your partner. Decide in which order you will present the information. Use time signals so that your classmates can make a timeline of important events.

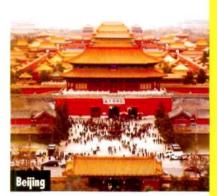
SPEAK

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 Englishspeaking 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.





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?

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.
 - not necessary at all
- **b** completely necessary
- 2 The company added a few new features to their updated product to make it work better.
 - 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 forty to fifty 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?
- Large countries, like China
- Whales
- Large buildings

Dinosaurs

- Large planes
- 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.

2 0 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
Tire 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 🔘 💴 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 ...
- 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 ...



average (adj) /'æv(ə)rıdʒ/ essential (adj) /ı'sen \int (ə)l/ theme (n) / θ im/



PURPOSES OF BUILDINGS

offices residential apartments telecommunications

THINK ABOUT

appearance environment convenience weight cost

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 ...

- 2 You are going to hear a lecture about the automotive business. Check (</) the features you think will be discussed.
 - manufacturing processes
 - date of first automobiles
 - biggest car manufacturers
 - negative aspects of car industry
- role of car industry in world economy
- size of car industry
 -] how engines work
- 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).
 - I 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.

TYPES OF BUSINESS

advertising media banking retail



2 One 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 13 th on the list.	Iran is likely to climb higher on the list
There is worldwide demand for cars.	
In the past, only the rich could buy cars.	
Many of the biggest manufacturers are Asian.	

SPARKER SERVINGOS

dominate	(v)	/'dami_neit/
potential	(n)	/pəˈten∫(ə)l/
production	(n)	/prəˈdʌkʃən/

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 ...

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.

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

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 nationalize	b nation	t	d
2	a generalize	ь	C	d
3	а	б	c bral	d
4	a	b wigin	ζ	d
5	a perceive	Ь	C	d perceptively
6	a	b simplification	C	d simply

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 skills box.

1 Are you interested in cars, speaking?

2 Do you know where cars

3 How important is the automotive industry where you live, at a local and level?

4 What is the most _____ new design feature you've seen in a car?

5 What do you ____ the future of cars to be?

6 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 fewer + count noun less + noncount noun	There are fewer electric cars than gasoline-powered cars There is less production in Japan than in China.
Superlatives the fewest + count noun the least + noncount noun	I wonder which company has the fewest electric cars in production. Hybrid cars use the least gasoline.
Emphasis a lot / much / far + fewer + count noun a lot / much / far + less + 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.

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

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

- 1 cars in your city / motorbikes in your city

 There are far fewer motorbikes than cars in my city
- 2 ocean on Earth / land on Earth
- 3 people living in Rio de Janeiro/ people living in your city
- 4 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 multi-talented; she gets top grades in arts and sciences.
- 2 0 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.

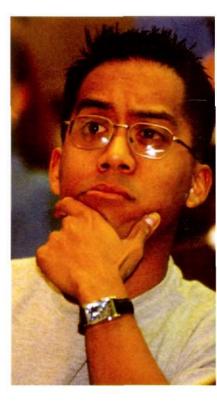
Asking for repetition

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.



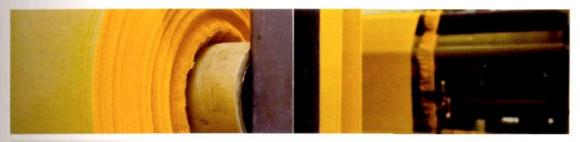
Student A begins by saying something about a big business.

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

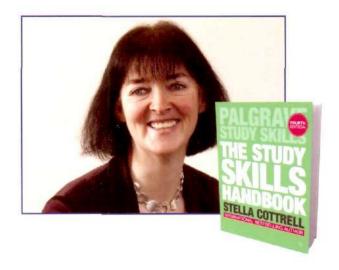
To manage time well, it helps to do the following:

- 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?				
Do I keep most appointments?				
Do I manage to fit in most of the things that I need to do?				
Do I find I often have to rush thing at the last minute?	gs 🔲 🔲			
Do I meet deadlines?				
Do I have any time for myself and to relax? Do I use my time effectively?				
20 . doe my time en detively .				



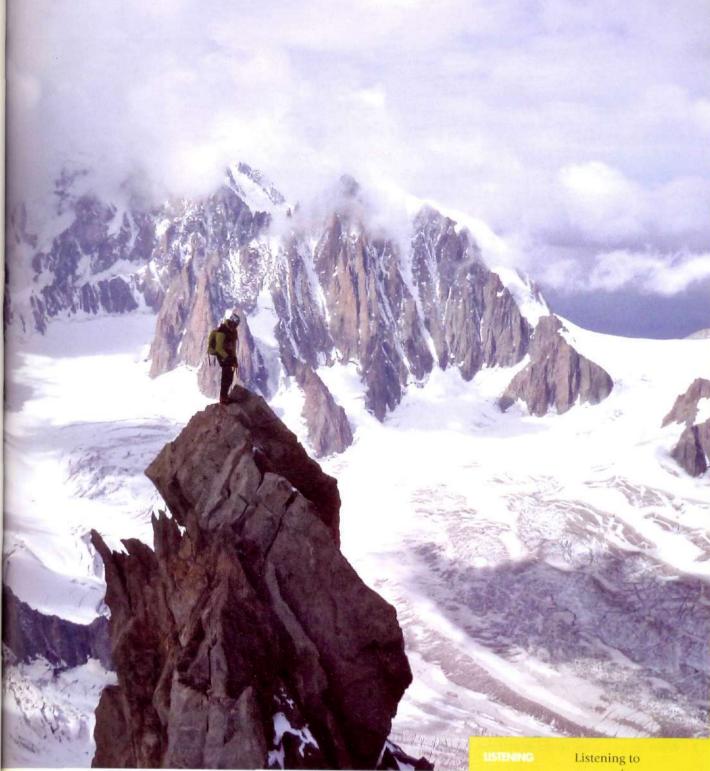
What do your answers to these questions suggest about how well you manage your time now? Do you need to change any of your attitudes to time in order to manage your studies well?



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.

	Charles of the Control of the Contro
Pric	ority-setting checklist
Hav	ve you:
	written a list of everything you have to do?
	underlined essential tasks in one colour, and items that can wait in another colour?
	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?

2 What characteristics make someone or something successful?

3 When have you enjoyed success?

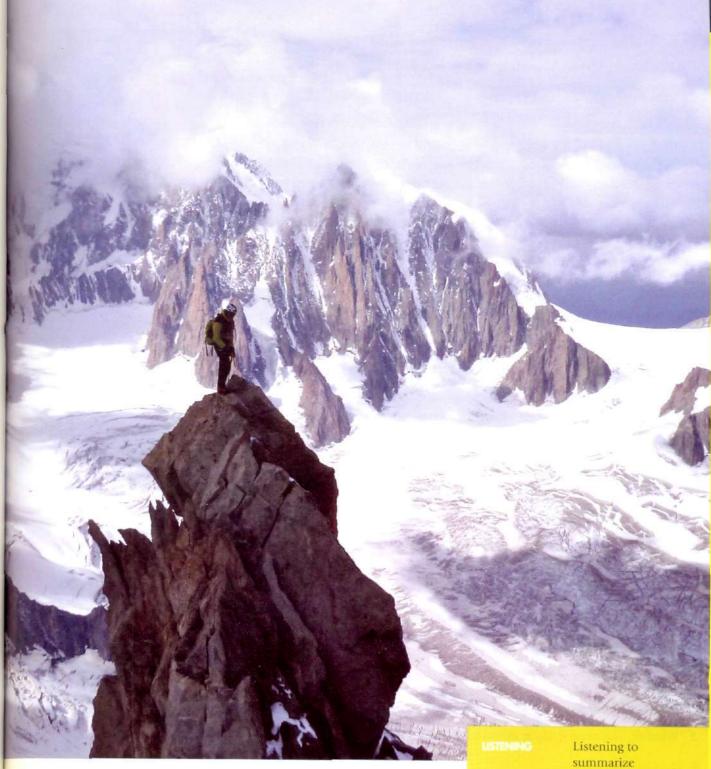
summarize

Listening for vocabulary in context

Homophones Agreeing and

disagreeing

Compound nouns



Discussion point

Discuss these questions with a partner.

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

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Listening for

vocabulary in context

Homophones

Agreeing and

disagreeing

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



2 Choose two questions to discuss with a partner.

- I 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?

whereof the Seaf of the College .

LISTENING 1 What is success?

Before you listen

- 1 Look at the list of achievements. Check (1) the things you have already achieved. Put an X by the things you plan to achieve later.
 - getting a college degree
- completing a school project
- getting married
- being accepted to college
- winning a sports game
- 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.







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 (\(\seta \)) 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.

achieve

failure

(v) /a't fiv/

(n) /'feiljar/

definition (n) /defə'nı f(ə)n/

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?
- 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 GamesTM? What characteristics does a city need to have in order to be successful in its bid?





Global listening

g United States

- 1 (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 O In 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 several ways. It is often

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

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

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

Cities that want to host the Olympic GamesTM 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?

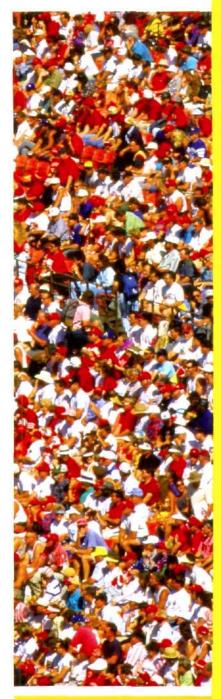
I think ... would be the best host city because ...

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

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

ACADEMIC KEYWORDS

analysis	(n)	/əˈnæləsis/
present	(v)	/pri'zent/
submit	(v)	/səb'mit/



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?

t 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 ...

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?

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.
 - 1 An analysis carefully studies the factors the committee should consider when making a fare / fair decision.
 - 2 A doctor is just as successful as a made / maid if they're both doing what they planned to do.
 - 3 Take away this **principle** / **principal**: if you choose it, you plan it, you attempt it, then you succeed.
 - 4 The application costs a large some / sum of money ... over \$150,000 dollars.
 - 5 Then the countries wait / weight again.
 - **6** 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.
 - 1 What is one to live by?
 - 2 What is the like in your native city?
 - 3 How much is the ______ to take public transportation in your home city?
 - 4 Does your school have a ? What is his or her name?
 - 5 Does your school have any contests? How are the winners determined? Do you think it is ?
 - 6 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.

THINK ABOUT

arts education medicine charities environment technology

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.

- 1 Marta (take) careful notes in the lecture last week.
- 2 Ji Hye _____ (not pay) attention in class and so didn't hear what the assignment was.
- 3 Lots of fans (wait) to see the football team at the airport.
- 4 1 (write) my assignment when my best friend called me last night.
- 5 David (send) an email when all the lights went out.
- 6 What you (do) when the fire alarm rang?

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

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



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:

alasses

sunglasses

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

high

light

highlight

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

AIRplane

HOT dog

- O 124 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.

■ AGREEING AND DISAGREEING

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

Agreeing (Formal)

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

I don't think that's always true.

I'm not sure about that.

12 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



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 rial
- attractions include markets, shopping malls and beaches
- hot desert climate
- · airport, buses and taxis
- population 1.4 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

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

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?

- 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 10 minutes early to find a good seat where you won't be distracted.
- 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 10 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?



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 ...

conditional sentences

PRONUNCIATION Intonation in

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 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 t 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 towarn 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.
 - 1 If oil spills from a ship, the oil will _____ on the water.
 - 2 If you get a notice like this, just it. It's not important.
 - 3 I'm giving my opinion; I'm not saying you're wrong.4 The that are most important to me are love and respect.
 - 5 You should never people. It's wrong and could be
 - dangerous.
 - **6** The _____ of the ship during the storm made me feel sick.
 - 7 You stress well. What's your secret?
 - 8 I got 100% on my exam. ______, I was very happy!
 - 9 My parents didn't _____ me to clean my room. I wanted to do it.
- 3 Discuss these questions in a group.
 - 1 Do you ever get motion sickness? From what?
 - I get motion sickness from ears / trains / buses / boats / planes
 - 2 Which of the values in the box is most important to you? Why?
 - ... is most important to me. I by to show ... to the people around me every day
 - 3 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 honesty kindness

loyalty patience respect

LISTENING 1 Peer pressure

Before you listen

- 1 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?
- 2 Read the dictionary definition. Then read the situations below. Which are examples of peer pressure? Why?
 - 1 Terry's friends try to get him to stay out after 9:00, even though they know he has to be home before then.
 - 2 Hamid's parents are pressuring him to study medicine like his sister, but he wants to study engineering.
 - 3 Joel likes to buy the shoes that he sees his favorite soccer star wearing on TV.

peer pressure / pror ,prefor/

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.
- 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.

Global listening

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
- 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 1.38 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 O 133 Listen again. Circle the opinions that are supported in exercise 1.

ACADEMIC KEYWORDS

exclude	(v)	/ik ⁺ sklud/
indirect	(adj)	/,indi'rekt/
logical	(adi)	/ˈladʒɪk(ə)l/

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

Developing critical thinking

Discuss these questions in a group.

- 1 When was the last time you felt peer pressure? Was it direct or indirect?
- 2 Do you think older people feel peer pressure? In what ways?
- 3 What are some other examples of positive peer pressure? Have you experienced any of them?

LISTENING 2 Earthquakes

Before you listen

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

Global listening

what caus	es earthquakes	6	a famous fault in California
types of ea	arthquake faults	7	a deadly earthquake in Italy
how to m	easure earthquakes	8	damage caused by earthquakes
the directi	on land can move	9	underwater earthquakes
how mou	ntains are formed	10	how to predict earthquakes

Close listening

1	margin	α	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	е	the underground location of an earthquake
6	epicenter	f	where tectonic plates come together
7	tsunami	q	a break or fracture in the earth

ACADEMIC REYWORDS

actual (adj) /'æktʃuəl/ major (adj) /'meɪdʒər/ similar(adj) /'sımılər/

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.

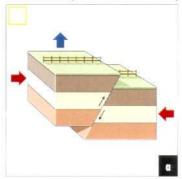
There was a tsunami because of* / as a result of the earthquake.

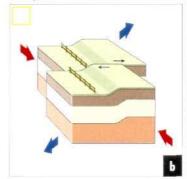
*The connecting words so and because of are less formal, and are common in spoken English.

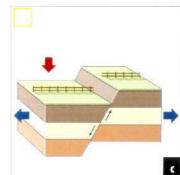
2 🔘 1.30 Listen to an excerpt from Earthquakes. Check (/) the correct boxes.

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 5 (strike-slip fault). Then compare with a partner.







Developing critical thinking

- 1 Discuss these questions in a group.
 - 1 Which are the most dangerous natural disasters? Why?
 - **2** 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.
 - 1 What are three positive effects of being under pressure? What are three negative effects?

Some people under pressure work more efficiently. They also

2 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 skill box.
 - 1 I think this woman has been hurt. Can you
 - 2 If you can't help Joe, just say so. He'll
 3 Please don't
 . I didn't mean to break your cup.
 - 4 I need to join a gym so I can
 - 5 Those two boys always when they play together.
 - 6 Let's soon. I want to finish by 9pm.
- 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

- 1 1 think when you _____, it's important to have a big wedding.
- 2 I think it's impossible to ______ with GPS on our phones-
- 3 It shouldn't take anyone more than 20 minutes to
- 4 I usually around 6pm on weekdays.
- 3 Do you agree with each opinion in exercise 2? Why or why not?

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



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.

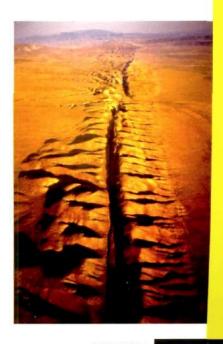
Form	Example
if + simple present, will + base verb	If you talk to someone about peer pressure, you will feel better.

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
if + simple past, would + base verb	If I told my parents about a problem, they would support me.

Questions and sentences can begin with either the condition (the *if* clause) or the main clause. Notice the contractions of will ('l) 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.
 - 1 you be amazed / you see the San Andreas fault from the air
 - 2 pressure build up / one tectonic plate push against another
 - 3 an earthquake be likely / the pressure become too much
 - 4 blocks of land move sideways against each other / the land split
 - 5 firefighters have a harder time / an earthquake destroy water lines
 - 6 an underwater volcano erupt / a tsunami occur
- 2 Complete these present unreal conditional sentences with your own ideas.
 - 1 If my best friend pressured me to do something I didn't want to do,
 - 2 If my friends suddenly stopped talking to me, I . . .
 - 3 I would talk to my parents if
 - 4 If schools educated people about peer pressure,
 - 5 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.
 - 1 I would definitely want to see Kilauea Volcano if I visited Hawaii.
 - 2 You'll be familiar with earthquake safety if you live in a country like Japan.
 - 3 If you ever feel an earthquake, you'll also probably feel smaller aftershocks later.
 - 4 If I had time to take another class, I'd study geology.
- 2 0 101 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 Explaining the word I can't think of the exact word. It's similar to 'logical'.

I'm not sure how you say it in English. It's a kind of wave.

What's the word I'm thinking of? It's something you use to ...

	ĺ	Complete t	he	conversations	with	words	from	the	ur	nit
--	---	------------	----	---------------	------	-------	------	-----	----	-----

- 1 A: I'm not sure how to say this in English. It's similar to principles or beliefs.
 - B: Is it
- 2 A: I don't know the exact word. It means to 'not pay attention to'.
 - B: Do you mean
- **3** A: I can't think of the exact expression. It means 'promise to marry.'
 - B: You must mean
- 4 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
- 2 0 2.02 Listen and check your answers.
- 3 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.
Get advice from parents.
Participate in a sport.
Spend more time with friend

Speak to your teachers. Hire a private tutor. Set high goals. Take easier classes. Create a schedule.
Join a study group.
Spend less time with friends.
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

- 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 summarise 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

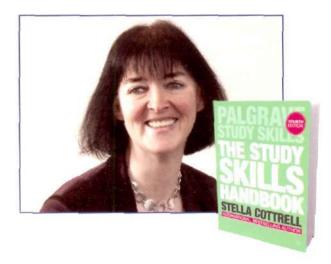
Don't reject the other person's ideas, explore them: "What makes you think that?"; "Have you thought about ...?"

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 apologise: "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.



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? Lusced to be afraid of ..., but I'm not anymore. I realized that __

Vocabulary preview

1 Circle the correct word to complete these sentences.

1	To confront means to		a difficult situation.
	a face	b	ignore
2	If something is excessive, it's		2
	a less than usual or necessary	b	more than usual or necessary
3	If things impact you, they		you.
	a confuse	b	affect
4	If something impairs you, it ma	kes	you effective.
	a less	Ь	more
5	If you overcome a problem, you	l .	
	a fail at it	Ь	struggle against it successfully
6	To panic means to		and not know what to do about i
	a be thrilled	b	have a sudden fear
7	A reluctant person is		to do something
	a willing	b	unwilling
8	If you run out of something, yo	u d	on't,
	have any more of it	b	remember what to do with it
9	Symptoms are signs that someo	ne	has
	a new job	b	an illness

LISTENING 1 Fear of public speaking

Before you listen

1 How do you feel about speaking to these people in English? Mark each one 1, 2, or 3. Then compare with a partner.

I = I'm very afraid to do this.	a native speaker I know well
2 = I'm a little afraid to do this.	a native speaker I don't know well
3 = 1'm not afraid to do this.	a small group in my English class
	a large group in my English class

- 2 Answer the questions in a group.
 - 1 What did you mark 1 or 2? Why?

I'm a little afraid to speak to a large group. I guess I'm afraid I'll speak too slowly.

2 What did you mark 3? Why aren't you afraid? Can you give your group any advice?

I'm not afraid to speak to a native speaker I know well. The most important thing is that we communicate.



fear of being laughed at grammar mistakes not understanding others pronunciation speaking too slowly vocabulary problems

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 ...

conclude (v) /kən'klud/ excessive (adi) /ik'sesiv/ outcome (n) /'aut_kam/

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.

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

Close listening

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

- = number sm = small
- = equals info = information
- mem = memorize = and
- % = percent negative
- = more audience

Fear of public speaking

Facts

I fear; more common than dying

75 of people have this fear

2. men women affected

men <u>likely than women to find ways to overcome</u>

effect on career

Overcoming fear

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

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?

 **Liveuid recommend that the person ...

LISTENING 2 Phobias

Before you listen

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

NATS 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









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 shee 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 Offering solutions

Some people have a problem with ... One thing you can do is ...

One problem many people face is ... You can solve this problem by ...

A serious problem for some people is I would suggest ...

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

become (v)

point

/bi'kam/

/point/

recently (adv) /'risəntli/

1 () 2.05 Listen to the first half of Phobias again, Answer	the questions.	s.
-------------------------------------------------------------	----------------	----

- 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?

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

	real	izing	she	neec	led	help
--	------	-------	-----	------	-----	------

- relaxation techniques
- physical exercise
- deep breathing
- talking about what scared her
- closing her eyes
- watching the elevator

	2		155	- 3		
stand	ing	in	the	e	evato	T

- holding her breath in the elevator
 - taking the elevator up only one
- taking the elevator up one floor
- taking the elevator to the tenth

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?



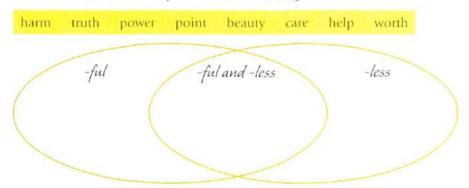
Vocabulary skill

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.



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

S	tress	home	fear	harm	wonder	point	success	help
1	lt's		t	o be here	e. I'm so ha	рру уоц і	nvited me.	
2	A ph	obia is m	ore that	n merely	being		of som	ething.
3	You p	probably	fear a si	nake bec	ause it may	be		to you.
4	You f	feel		beca	use a phob	ia impair	s you.	
5	Spea	king in fr	ont of c	others is		for	many of u	s.
6		a lot of h of flying.	ard wo	rk, he wa	as	i	n finally be	eating hi
7		riends tri dn't lister		ason wit	h her but it	was		. She
8	After	he lost h	is job h	e worrie	d that he we	ould beco	ome	

- 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		
have/has + past participle	I have experienced this fear. I have not experienced this fear.		

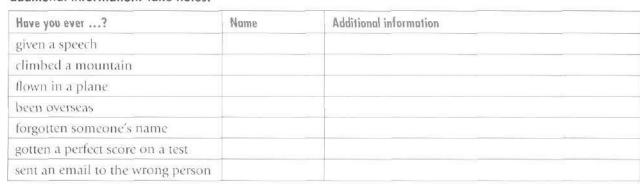
The event may have happened once or more than once, or it may never have happened.

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.
 - 1 (talk) to a doctor about my fear of heights.
 2 Paul (not admit) to anyone that he's afraid of driving.
 3 Tina (give) that speech three times.
 4 We (never feel) comfortable in small, closed spaces.
 5 I (not meet) anyone with a fear of flying. Have you?
 6 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.



- A: Have you ever given a speech?
- B. Ves Chave
- A: Really? Did you enjoy giving it?

The state of the s	The state of the s
-	
No. of the last of	

Pronunciation skill

SENTENCE STRESS

'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 (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 Lam 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 the best way to deal with peer pressure why people should do community service how to deal with urban sprawl what emotional nourishment means to me





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?
- 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 reading aloud a story you wrote

participating in a debate 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
- 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 selfconfidence. Try to "reframe" the situation and look at it in the best possible
- 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 studyi English for several year finds he still lacks con when he speaks. He h recently tried some st to try to increase his f confidence. He feels n when he speaks in cer situations and has dec that it's worth trying t this nervous energy as it into more positive e He also finds that the organized he is before speaks, the more conf feels. He feels self-con when he speaks, so tri to speak a little faster normal so no one not this. When he particip a group discussion, he that sometimes it's bet silent and let others de talking. Paulo also "fa sometimes - he may r confident, but he acts very confident.



Discuss these questions with a partner.

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

funny 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 bold word 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.

α	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
е	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
i	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



lobal listening					
2.08 Listen to A travel story. Che	ck (✓) the things h	e discusses.	consist	(v)	/kənˈsɪst/
his latest book	where they	went swimming	initial	Contract of the	
his future book		went for a walk	resolve	(v)	/rɪˈzalv/
his wife	a trip to the				
his children		and got hurt			
a beach vacation	his new sho				
lose listening					
LISTENING FOR THE ORDER OF	EVENTS				
Stories are usually told in chronol Listen for these expressions to hel			opened.		
AND THE RESERVE OF THE PROPERTY OF THE PROPERT	long time ago,	109010			
Then, Afterwards, V					
		The next morning,			
first event secon	- BA - 10	third event			
I met James on Sunday. First we i	had coffee and <mark>late</mark> i	r that day we went shopping	1.		
Be careful of these expressions. T			100		
Earlier, Previously, Before					
		#06230101015 //DOMPSES TERMODESTAND DESCRIPTION	100		
second event	first ev	ent	- 8		
second event I graduated last month. Prior to t	10. 10.00				
Water and the second se	10. 10.00				
I graduated last month. Prior to t	hat , I'd been studyir	ng Economics in Frankfurt.			
I graduated last month. Prior to to	hat, I'd been studyin A travel story. Nu	ng Economics in Frankfurt.	Ti	· It	Can
I graduated last month. Prior to to to 1-8 in the order they happened	hat, I'd been studyin A travel story. Nu	ng Economics in Frankfurt.			
O 2.09 Listen to the first part of 1-8 in the order they happened a Kevin paid for the water.	hat, I'd been studyin A travel story. Nu I.	ng Economics in Frankfurt.			
1 graduated last month. Prior to to to 1-8 in the order they happened a Kevin paid for the water. b Kevin's wife told him to put	hat, I'd been studyin A travel story. Nu I. on sun block.	ng Economics in Frankfurt.	Go	W	rong
2.09 Listen to the first part of 1-8 in the order they happened a Kevin paid for the water. b Kevin's wife told him to put c Kevin realized he didn't have	hat, I'd been studyin A travel story. Nu I. on sun block.	ng Economics in Frankfurt.	Go		rong
2.09 Listen to the first part of 1-8 in the order they happened Kevin paid for the water. b Kevin's wife told him to put the Kevin realized he didn't have defended by Kevin saw a store.	A travel story. Nul. on sun block. his wallet.	ng Economics in Frankfurt.	Go	W	rong
2.09 Listen to the first part of 1-8 in the order they happened a Kevin paid for the water. b Kevin's wife told him to put c Kevin realized he didn't have d Kevin saw a store. e Kevin drank a bottle of water.	hat, I'd been studyin A travel story. Nu I. on sun block. his wallet.	ng Economics in Frankfurt.	Go	W	Can rong Vill
2.09 Listen to the first part of 1-8 in the order they happened a Kevin paid for the water. b Kevin's wife told him to put c Kevin realized he didn't have d Kevin saw a store. e Kevin drank a bottle of water f Kevin got directions from the	hat, I'd been studyin A travel story. Nu I. on sun block. his wallet.	ng Economics in Frankfurt.	Go	W	rong
2.09 Listen to the first part of 1-8 in the order they happened a Kevin paid for the water. b Kevin's wife told him to put c Kevin realized he didn't have d Kevin saw a store. e Kevin drank a bottle of water f Kevin got directions from the g Kevin started his walk.	hat, I'd been studyin A travel story. Nu I. on sun block. his wallet.	ng Economics in Frankfurt.	Go	W	rong
2.09 Listen to the first part of 1-8 in the order they happened a Kevin paid for the water. b Kevin's wife told him to put c Kevin realized he didn't have d Kevin saw a store. e Kevin drank a bottle of water f Kevin got directions from the	hat, I'd been studyin A travel story. Nu I. on sun block. his wallet.	ng Economics in Frankfurt.	Go	W	rong
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2.09 Listen to the first part of 1-8 in the order they happened a Kevin paid for the water. b Kevin's wife told him to put c Kevin realized he didn't have d Kevin saw a store. e Kevin drank a bottle of water f Kevin got directions from the g Kevin started his walk. h Kevin got lost.	hat, I'd been studying A travel story. Nucl. on sun block. this wallet. the storeowner. avel story. What ha	mber the events from appened next? Complete	Go	W	rong Vill
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O 2.09 Listen to the first part of 1-8 in the order they happened a Kevin paid for the water. b Kevin's wife told him to put to Kevin realized he didn't have do Kevin saw a store. e Kevin drank a bottle of water for Kevin got directions from the got Kevin started his walk. h Kevin got lost. O 2.10 Listen to the rest of A tree the notes in the flowchart. Kevin climbed ap a hill	hat, I'd been studying A travel story. Nucl. on sun block. this wallet. the storeowner. avel story. What ha	appened next? Complete 3 realized he lost a	Go J saw a in a tree	W	rong Vill

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

I think they have I 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?

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

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

- = 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

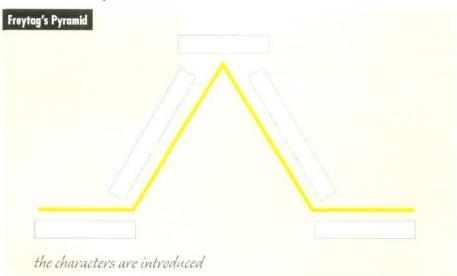
LISTENING FOR DETAILS TO ADD TO A VISUAL

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 what the main points of the lecture will be. You can add more detailed notes while you listen.

80 **UNIT 8**

STORIES

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



ACADEMIC KEYWORDS

character (n) /'kerəktər/
examine (v) /ɪg'zæmɪn/
literature (n) /ˈlɪt(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 Pyramia	l=(1) elements	to most (2)
• (3)	= (4) & set	tings introduced
• (5)	Action = main character fac	es a (6)
• Climax = (7)	point (most (8)	part)
• (9)	Action = character (10)	to solve conflict
• (11)	= conflict is (12)	resolved & our Qs are (13)

4 212 You will hear five parts of a short story out of order. Listen and match each part to the correct element. Take notes.

Part 1	<u>a</u> Exposition bey lonely and bered	
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 ...
 - 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 you 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?

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

adventure

fairy tale

fable

legend

mystery

tall tale

- 2 Rewrite these sentences. Use one of the words in exercise 1.
 - 1 I was happy that I got a promotion.
 - 2 The lion's eyes looked big.
 - 3 The sunset was beautiful.
 - 4 What he did next was bad.
 - 5 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.
 - 1 I'll never forget the kind old man.
 - 2 The small kitten looked up at me.
 - 3 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	The woman who/that I met was my sister. The wolf which/that he saw was real.
As the subject of the clause	He was a boy who/that lived near a forest. He developed something which/that is interesting.

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.
 - 1 The fictional character Lidentify with is Don Quixote.
 - 2 The book 1 love the most is Moby Dick.
 - 3 The person wrote this book didn't use his real name.
 - 4 She told us something was really funny.
 - 5 The story was about a man walked across Australia.
 - **6** 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.
 - 1 Lenjov stories
 - 2 I don't really understand people
 - 3 The writer
 - 4 The book

Pronunciation skill

EMPHATIC STRESS

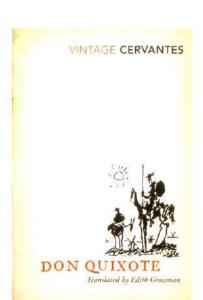
Sometimes when you speak you can draw attention to certain words by giving them extra emphasis. These will often be adjectives (huge, crazy, tiny) and adverbs (extremely, totally, slowly). Notice the change in emphasis in the second of each pair of sentences.

That was a funny **STORY**.

He was extremely FRIGHTENED.

That was a **FUNNY** story.

He was EXTREMELY frightened.



- - 1 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 0 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 someth	ning that was	32
3	l was	surprised by wha	at I heard.
4	He told the sto	ry 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

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

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.

2 3 4

6 7 8

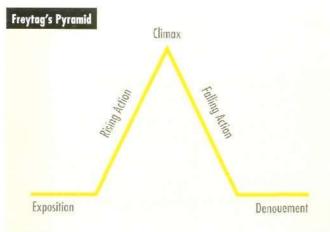
PLAN

5

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

9

10



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.
 - 1 I'm good at ...
 - **a** remembering faces.
- b remembering names. c learning physical skills.

- 2 In class I prefer to ...
 - a look at pictures.
- b discuss ideas
- do something practical.

- 3 I like it best when teachers ...
 - use charts.

- **b** explain things.
- have me do a lab experiment.

- 4 When learning a new skill I prefer to ...
 - watch someone do it.
- **b** hear it explained.
- c just do it.

- 5 I prefer to ...
 - see a comic strip of a story.
- b listen to a story.
- c act out a story.

- 6 If I get in trouble in class it's usually for ...
 - d drawing.

- b talking.
- c not sitting still.

- 7 Of these jobs I'd prefer to be ...
 - an artist.

- b a radio DL
- c a technician.

- 8 Of these activities I'd prefer to ...
 - **u** go to an art gallery.
- b listen to music.
- c 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 seeing things.
Mostly b answers	You may be an Auditory learner, You learn best by hearing things.
Mostly canswers	You may be a Kinesthetic learner, You learn best by doing 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 Listen to soft music while studying Participate in group discussions

Over to you

Discuss these questions with a partner.

- 1 Which of the tips for your learning style are things that you already do? What about the tips for other learning styles?
- 2 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 chemis class. She takes notes in but always records the l as well so she can listen again later. When she p it back, she often repeat key points to herself wi her eyes closed. She find this helps her remembe important information the lecture. She gets tog with several classmates any quiz or test to discu and go over the materia doesn't find it helpful or use of her time to rewri notes, or put them into outline. Leila's least favo part of her chemistry cl the weekly lab. She does like participating in the experiments and, in fac doesn't feel she needs th understand the key poin



- 2 Do you think you use more or less water than the average person where you live? Why?
- 3 If you suddenly had to reduce the amount of water you use, how would you cut back?

Vocabulary preview

- 1 Read the sentences and circle the best definition for each word.
 - 1 I like vogurt 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.
 - 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.
 - 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.
 - g 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

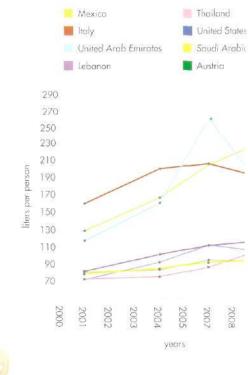
- b to be opposed to something
- 9 Fresh water is so cheap in many places that it's practically free.
 - very nearly, but not quite

- 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?
 - 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 (1) the opinion that best matches each speaker's position on the issue.

position on a	10 13300.	t
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 iss	ue.

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 pro and cons of an issue is also a useful skill when you are preparing for a debate.

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

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

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

1 Both guests agree that many places need better water	- 3
2 About percent of plastic bottles are not recyc	led.
New plastic bottles are coming onto the market that will in time.	
4 A lot of money is spent on fuel and moving around the world	water
of gallons of oil are used in the bottle-makir	ig process.
6 Making a bottle takes times more water than actually holds.	the bottle
7 Water is often the first thing that is shipped during a natural	
4	About percent of plastic bottles are not recycle. New plastic bottles are coming onto the market that will in time. A lot of money is spent on fuel and moving around the world of gallons of oil are used in the bottle-making. Making a bottle takes times more water than actually holds.

8 A beverage company can quickly package and

water to the disaster site.



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

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

Once the eggs and sugar are mixed, it's heated. Be sure you heat it slowly.

1 ① 2.18 Listen to An experiment 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.
- t The dry ice is placed into a paper bag.
- 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?

ACADEMIC REVIVOROS

important (adj) /Im*port(ə)nt/ protection (n) /pro*tekfon/ show (v) /foo/



XPERIMENT 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.
- 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 be + past participle	The water is treated with chemicals. About 15% of plastic bottles are recycled.
modal + be + past participle	Bottled water can be shipped quickly. Treating and testing water should be done.

1 Complete the paragraph with present and modal passives.

Distilled water i	s water that is purer than regu	ılar water. It can	
(1)	(buy) in supermarkets li	ke regular water or it can	
(2)		me simple equipment. First,	
a glass containe	r (3) (fill) w	ith tap water. Then a stopper	
(4)	(place) on top of the cor	ntainer. This stopper	
(5)	(connect) to something called a condenser. A		
condenser is ba	sically a cold surface where th	e steam (6)	
(cool). Then an	other container (7)	(attach) to the end of	
the condenser i	n order to catch the water. At I	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 spent 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	polLUTion
-cious/-tious	deLIcious	ficTItious
-fic/-tic/-mic	spe CI fic	ath LE tic
-cial	fi NAN cial	comMERcial
-ity	a BIL ity	comMODity

SPEAKING TASK

Work in a group and create a poster showing how something is made.

BRAINSTORM

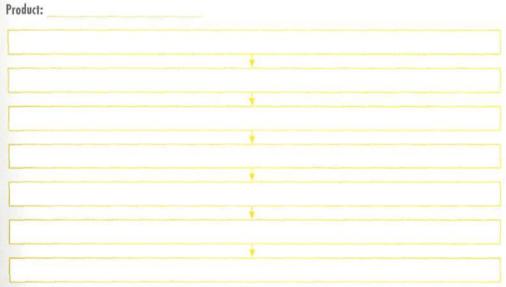
Work in groups. Choose three of these products that are made in factories. What do you know about them? How do you think they are made?

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.



2 Create a poster to use as a visual aid when you present the process. Think about what to include that will help an autdience 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!

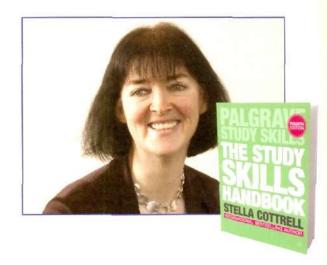
After the group

- Congratulate yourself on any progress you've
- 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 offer a discount offer a free gift

compliment the customer on his/her taste offer extra customer service

point out positive qualities of the item

3 How do you persuade people to do something or agree with your point of view?

Understanding speaker attitude Listening to how an argument is supported

Collocations with take Refuting an argument

Linking of same

Vocabulary preview

Circle the correct definition for the words in bold.

- 1 He was adamant that he wouldn't pay any more for the souvenir.
 - a determined

- **b** persuaded
- 2 Her aggressive sales tactics turned off the prospective buyers.
 - a fair and thoughtful
- b strong and forceful
- 3 The shoes I bought didn't fit but I didn't bother to return them.
 - a take the trouble to do something
 - b annoy someone in the service industry
- 4 Don't distort the sales figures to make them more appealing.
 - misunderstand

- b misrepresent
- 5 It's not good for kids to be exposed to so many advertisements.
 - a hidden from

- b subjected to
- **6** Do commercials with celebrities influence people to buy certain products?
 - have an affect on
- b cause behavioral problems
- 7 I was left with a favorable impression from the sales presentation.
 - a series of brochures or reports
- **b** a lasting effect or mental image
- 8 His techniques were subtle. I didn't even realize he was trying to sell the carpet.
 - clear

b not obvious

LISTENING 1 Hard sell / soft sell

Before you listen

Discuss these questions with a partner.

- 1 Do you like to shop alone or with another person? Why?
- 2 Do you want a sales clerk to offer help right away, or wait a while?
- 3 What are the best characteristics for a sales clerk to have?

friendly knowledgeable efficient persistent persuasive subtle

Global listening

- 1 () 2.21 Listen to Hard sell / soft sell. Did the four shoppers experience a hard or soft sell? Mark your answers HS or SS.
 - 1 Cynthia
- 3 Young-hee
- 2 Antonio
- 4 David

UNDERSTANDING SPEAKER ATTITUDE

You can understand a speaker's attitude toward a topic by listening to the specific words he or she chooses to use. This is especially true with adjectives. A word often has a positive or negative connotation. In these two examples, the bold words have a similar meaning but it's clear the speaker feels more positively in the first sentence and more negatively in the second sentence.

Eric did everything he could to get that job. He was very determined.

Eric did everything he could to get that job. He was very headstrong.

Words alone may not tell you everything about a speaker's attitude. In addition, listen to how the speaker speaks. The speaker's tone of voice also indicates attitude.





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?

2 How did you feel about the salesclerk?

3 How did that make you feel?

4 Were you happy with the experience?

positive / negative

positive / negative

positive / negative

ACADEMIC KEYWORDS

contrast (v) /'kantræst/
negative (adj) /'negativ/
relationship (n) /rɪ'lcɪʃ(ə)n,ʃɪp/

Close listening

① 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
 - t both hard and soft selling
- 2 A store sending you an email reminder of a sale is
 - hard selling
 - b soft selling
 - t both hard and soft selling
- 3 The sale is the bottom line for
 - hard selling
 - b soft selling
 - c both hard and soft selling
- 4 Some salespeople use hard selling techniques because
 - the techniques can be effective
 - **b** the salespeople want to give a negative impression
 - they have been proven to be more effective than soft selling techniques
- 5 The salesclerk who helped Antonio is
 - a dishonest but effective
 - b direct and aggressive
 - rude but respectful
- 6 After the salesclerk complimented David, he felt
 - u it showed the salesclerk 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 salesclerk was not able to sway the customer.

2 How are your answers different? Why do you think there are differences?

Global listening

1 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	ассигасу	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

1 223 Listen to A debate: paper vs electronic dictionaries again. Complete these sentences with the correct words.

1	Learning the alphabet is e	specially important for _	
	learners.		
2	It takess	econds to look up a wor	d in a paper
	dictionary.		
3	Good paper dictionaries c	an have several	words.
4	A student will often just appears on the electronic	the first escreen.	definition that
5	There can be	in both paper and e	lectronic dictionaries
6	With electronic dictionarie	es you can listen to how	words are
	pronounced in different	of Englis	h.
7	It's better to use the on any dictionary.	to try to learn	a word than depend
8	Some people might be mo	ore in th	neir learning with an

electronic dictionary because it uses technology.





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 supporting through a combination of techniques.

Common sense

Examples and details

Everyone knows that ...

For instance, ...

It's common knowledge that ...

Let me give an example ...

Facts and statistics

Expert opinions

It's a fact that ...

According to experts, ...

One important statistic is ...

supported? Check (1) the correct column.

One researcher claims that ...

2.24 Listen to the excerpts from A debate How is each argument

		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.	V			
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

- 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 ... 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 INSTURNCE YOU

celebrities friends

argument (n)

issue

useful

/'argjamant/

/'I fu/

(adj) /'jusf(a)l/

reviewers siblings

parents

Vocabulary skill

COLLOCATIONS WITH 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 5 6	take a bath take a test Complete the sent hope to	take a chance take a seat	take a look		
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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.

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 the parentheses.

- I'm looking for a new shirt. (say) I hate everything! (shout)
- I will help you find one. (promise)
- I want something in cotton or silk. (explain)
- The black cotton shirts are very nice. (point out)
- I have already tried them on. (say) They don't have my size. (claim)
- I can ask the salesclerk for some other sizes. (mention)
- I'm going to go somewhere else. (say)

John said that he was l		

Pronunciation skill

LINKING OF SAME CONSONANT SOUNDS II

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 lear**n n**ew collocations.

I need a chea**p p**aper dictionary.

You're a good debater. What do the experts say?

It's the latest technology.

That's common knowledge.

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 wast, 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

- 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

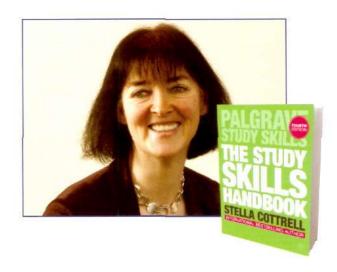
Instant messaging allows online communication between a set of individuals, working in real time. You can tell who else is online and is there to receive messages. Real-time messaging gives more of a feeling of being part of a group than does email.

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.

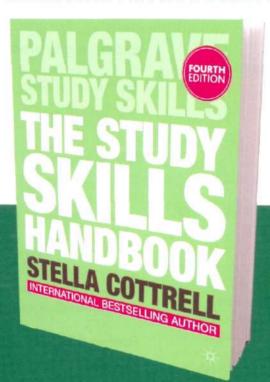
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E-communication can be used in many different activities. Check (/) those that appeal most to you.

- 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

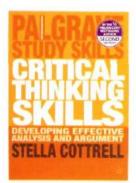
- FROM BESTSELLING AUTHOR STELLA COTTRELL-

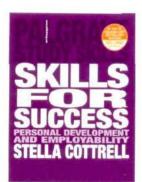


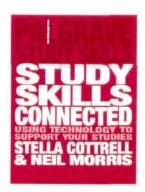
"... it was really difficult reading and taking notes at the beginning of the first term. After having read this book, I found [out] how to improve my reading speed and to make good

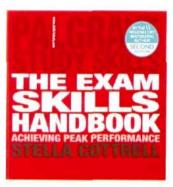
notes. Therefore, I strongly recommend this book"

- International student studying in the UK









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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. The publishers would like to thank the following for their thoughtful insights and perceptive comments during the development of the material:

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CPU Speed	Core 2 Duo, 2.53 GHz	Core 2 Duo, 2,53 GHz	Core 2 Duo, 2.93 GHz		
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Macintosh OS

	10.6	10.7	10.8
CPU Speed	Core 2 Duo - 1.83 GHz	Core 2 Duo - 1.83 GHz	Core 2 Duo – 1.83 GHz
Browser	Safari		*

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Display: 1024 x 768 pixels, 32-bit colour

Add-ins: Flash Player 10.1 Broadband connection:

For Authentication/Registration/Download

(offline version only)/Updates





