

Skillful

Listening & Speaking

Teacher's Book

2

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Series Consultant: Dorothy E. Zemach

Essays

The *Skillful* blend

by Dorothy E. Zemach

Teaching study skills

by Stella Cottrell

Teaching vocabulary

by Stacey H. Hughes

English for academic purposes in the twenty-first century

by Gary Pathare

Developing listening skills

by Emma Pathare

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

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

VOCABULARY PREVIEW Pre-teaching essential vocabulary which appears in both texts within the unit.

BEFORE YOU LISTEN These introductions to the listening topics prepare students for the upcoming subject matter.

LANGUAGE BOXES Useful language boxes feed ideas to support the development in critical thinking.

GLOBAL LISTENING Global listening is the first time the students hear the text; encouraging them to engage with the big issues and the overall picture before moving on to a more detailed analysis.

Listening skills

Vocabulary preview

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

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

LISTENING 1 Work space

Before you listen

Work with a partner and discuss these questions.

- Look at the pictures of offices. What do you see?
- Which kind of office would you prefer to work in? Why?
- 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

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

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

Open-office space	Closed-office space
Advantages	Advantages
Disadvantages	Disadvantages



SKILLS BOXES

These focus on new skills, giving information on why they are important and how to do them. They also highlight the linguistic features to look out for.

DEVELOPING CRITICAL THINKING

Developing critical thinking is a chance to reflect on issues presented in the text.

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.

- 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).
 - good for large groups
 - better for sensitive discussions with managers
 - better for increased teamwork
 - fewer hard feelings experienced
 - easier to ask questions
 - better for inspiration

- Listen again and answer the questions.
 - Is an open or closed-office plan better if you are a large company? Why?
 - Why is it easier to get inspiration in a closed-office?
 - What happens if workers don't consult with each other?
 - Why does an open-office plan avoid hard feelings?
 - 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.

- 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 ...*

- 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 ...*

Listening skills



LISTENING TASKS

Providing the opportunity to put a new skill into practice.

SENTENCE FRAMES

Add support and help for students who lack confidence with their speaking skills.

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 of 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.

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



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

Have you ever ...?	Name	Additional information
given a talk at school		
attended a presentation		
fallen in a plane		
been on a train		
been on a motorboat		
given a presentation at a hotel		
been on a boat in the wrong person		

Do these you ever give a speech? In the class? A: Really? Did you enjoy giving it?

SECTION OVERVIEW Giving students the context within which they are going to study the productive skills.

GRAMMAR BOX Providing notes on form and function. The text assumes prior exposure to the language.

REAL-WORLD FOCUS The focus on real-world situations allows students to use these skills in discussion groups and seminars.

SKILLS BOXES Highlighting pronunciation advice.

AUDIO MATERIALS Providing guided practice.

Speaking skills

Pronunciation skill

SENTENCE STRESS
 If you are using the text meaning it is important to include 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 Listen and underline the stressed words. Then listen and check.

- Doctors can help people with phobias.
- Alice saw the little snake and screamed loudly.
- I'm helping my friend with his fear of water.
- I didn't know you were afraid of flying.
- 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.
Opening 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.
Starting 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.

Ideally that you speak for the topic. The best way to deal with one person who people should do community service.

SPEAKING TASK

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



MANAGING QUESTIONS
 Work in pairs. Think of some problems you've had that you've solved. Give these to your partner. Then the problem and how you tried to solve them.

Use the questions to ask your partner. Write down any questions you have about the problem you've had.

1 Plan

1. How do you solve the problem? Take notes on the problem, opening, some of the questions, then take notes on the steps you took to solve it and the results you achieved.

Problem	Steps taken	Results
What? What? What? What? What?		

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

PRESENTATION
 Work in groups. Take turns presenting your task to your group. Let your audience know you expect some questions during or after your presentation. Then the next speaker will go on.

QUESTIONS
 Before or after presentations, the whole speaking task is a useful question? The conflictive word? Were the tips in the first listening helpful? What would you do differently next time?

GUIDED PRACTICE Guides students through the stages of a speaking task.

STUDY SKILLS WITH STELLA COTTRELL

Information on study skills features at the end of every unit. Some of these pages showcase a task from Stella Cottrell's bestselling title *The Study Skills Handbook*.

STUDY TIPS

Stella offers students useful and memorable tips to improve their studying methods.

Study skills

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



Set your priorities

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

Priority-setting checklist

Have you:

- written a list of everything you have to do?
- underlined essential tasks in one colour, and items that can wait in another colour?
- identified the most urgent items 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?

How well do I manage my time now?

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

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

Study skills

STUDY SKILLS Increasing confidence when speaking

Getting started

Discuss these questions with a partner.

- 1 How confident are you when you speak in your first language?
- 2 In which of these situations would you feel most confident (speaking in your first language)? In which would you feel least confident? Why?
 - chatting with a friend after school
 - giving a short presentation
 - interviewing for a job
 - participating in a debate
 - reading aloud a story you wrote
 - talking with a friend on the phone
- 3 How confident are you when you speak in English?

Scenario

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

Consider it

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

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

Over to you

Discuss these questions with a partner.

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



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

STUDY SKILLS SCENARIOS Using original material, the other end-of-unit study skills task gives students a positive or negative scenario to work through. This provides them with the opportunity for personal performance reflection.

SKILLFUL VERSATILITY Both student and teacher facing, the *Skillful* Digibook can be used for group activities in the classroom, on an Interactive Whiteboard, or by the student alone for homework and extra practice.

DIGIBOOK TOOLBAR The toolbar that appears on each page allows for easy manipulation of the text. Features such as highlighting and a text tool for commenting allow the teacher to add points as the class goes along, and functions like the zoom and grab tool means the teacher can focus students' attention on the appropriate sections.

The screenshot displays the 'Skillful Level 2 Reading & Writing' interface. At the top, there is a navigation bar with 'Main menu', 'Skillful Level 2 Reading & Writing', 'My products', 'My profile', and 'Exit'. Below this is a toolbar with various icons for navigation and editing. The main content area is divided into several sections:

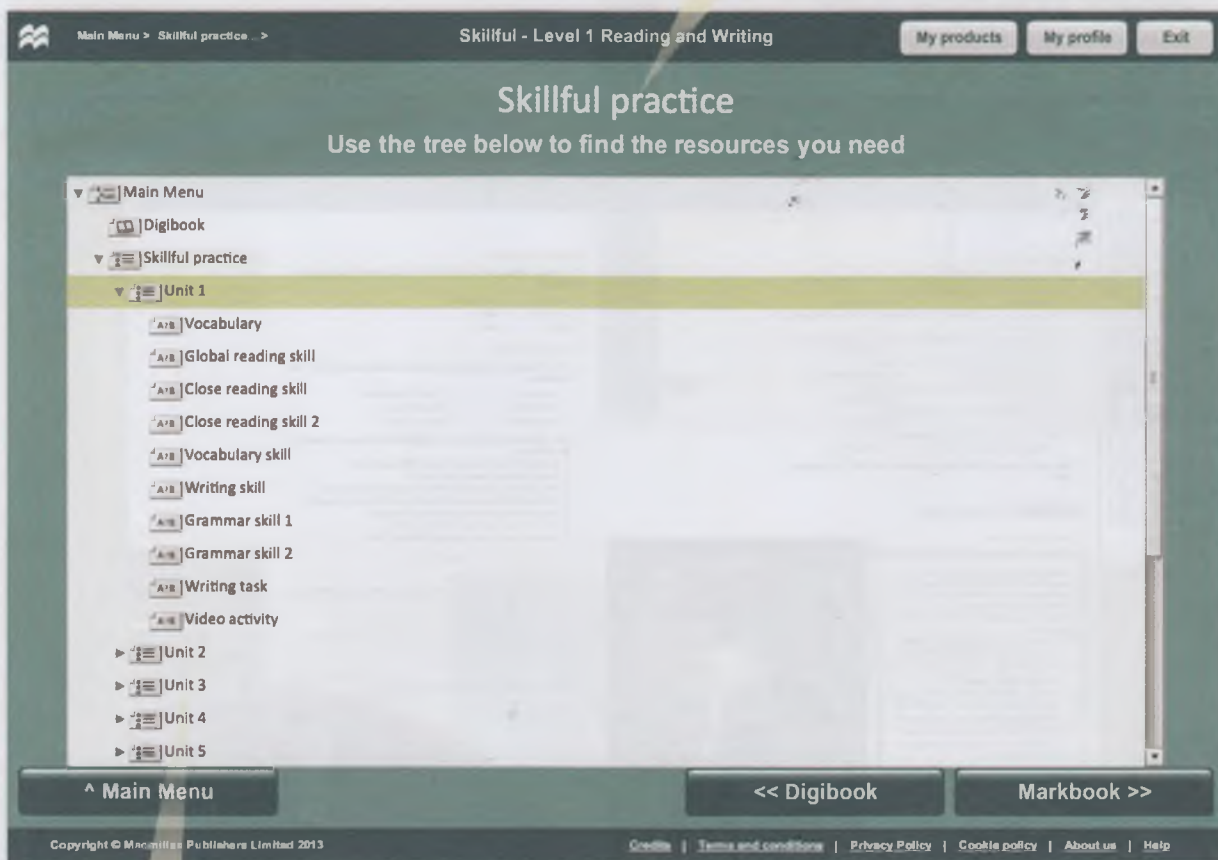
- Vocabulary preview:** A list of exercises for reading sentences and circling the best definition for words in bold.
- Global listening:** A section for listening to a recording and checking off foods/drinks mentioned by a doctor.
- Close listening:** Exercises for listening to excerpts and matching food items with their benefits.
- Developing critical thinking:** A section for discussing questions in a group, with a focus on brain foods mentioned in a passage.
- Listening skills:** A vertical sidebar on the right with a 'Listening skills' header and a list of skills to be practiced.
- Brain food section:** A central area with a large image of a brain, a 'Before you listen' section with pre-listening strategies, and a 'Predicting' section with questions to be answered.

At the bottom, there is a copyright notice for Macmillan Publishers Limited 2012 and a footer with 'Legal notice', 'Terms and conditions', 'Privacy policy', 'Credits', and 'Help'.

EMBEDDED AUDIO For instant access to the audio for unit exercises, the Digibook has embedded files that you can reach in one click.

PAGE-FAITHFUL Provides a digital replica of the *Skillful* Student's Books while hosting additional, interactive features.

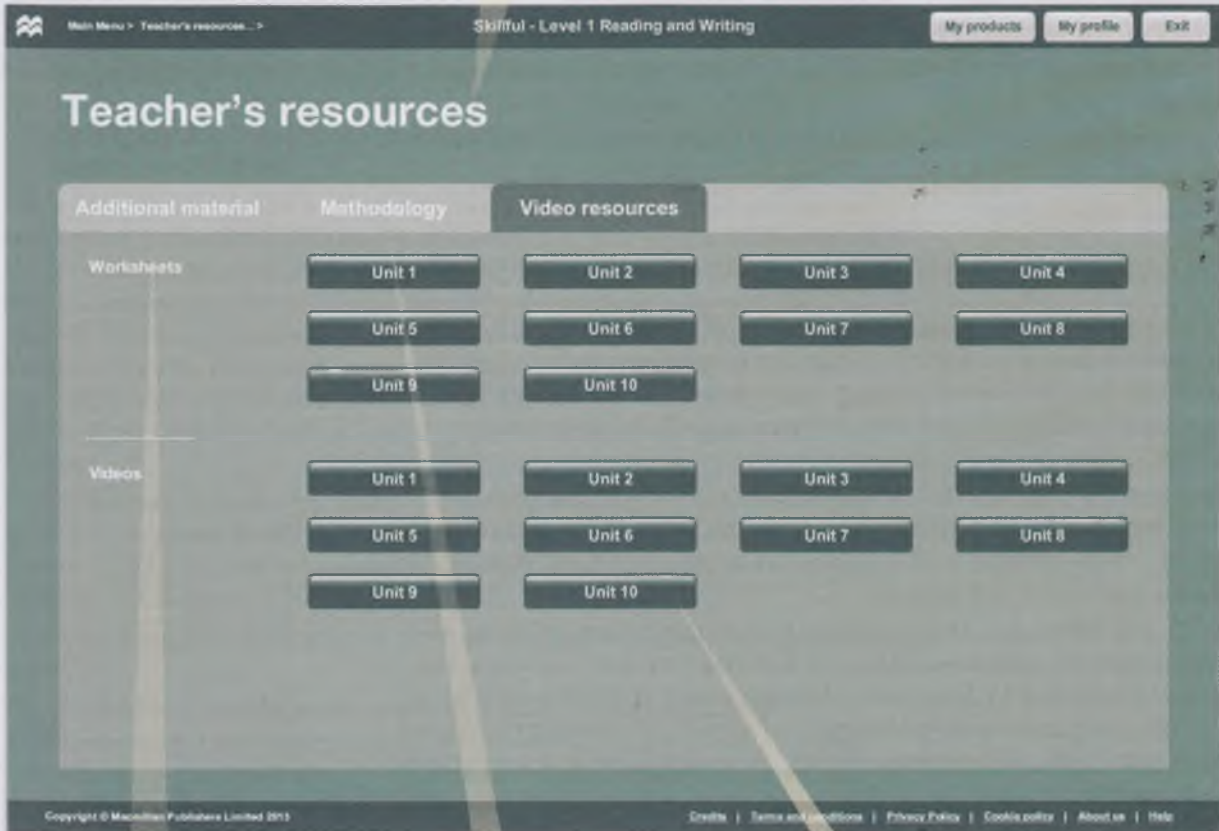
WHAT IS SKILLFUL PRACTICE? The *Skillful practice* area is a student-facing environment designed to encourage extra preparation, and provides additional activities for listening, vocabulary, grammar, speaking, and pronunciation as well as support videos for listening and alternative unit assignments.



UNIT AND TASK SELECTION

Handy drop-down menus allow students to jump straight to their practice unit and the exercise they want to concentrate on.

TEACHER RESOURCES The *Skillful* teachers have many more resources at their fingertips.



ADDITIONAL MATERIAL Along with the student add-ons there are a plethora of printable worksheets, test materials, and a mark-book functionality to grade and monitor student progress.

METHODOLOGY For teachers who may need a little extra help to effectively utilize all of the resources *Skillful* has to offer, there are course methodology notes.

VIDEO RESOURCES Teachers have access to the same videos as the students, and to complement these there are printable video worksheets to aid lesson planning.

To the teacher

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* helps teachers prepare their students for academic work in English by teaching not only language—vocabulary and grammar—but the necessary skills to engage with topics, texts, and discourse with classmates.

Skillful gives students:

- engaging texts on a wide variety of topics, each examined from two different academic disciplines
- skills for learning about a wide variety of topics from different angles and from different academic areas
- skills they need to succeed when reading and listening to these texts
- skills they 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.

Teachers using *Skillful* should:

- Encourage students to ask questions and interact. Learning a language is not passive. Many of the tasks and exercises involve pairwork, groupwork, and whole-class discussion. Working with others helps students solidify their understanding and challenge and expand their ability to think critically.
- Personalize the material. Help students make connections between the texts in their book and their own world—home, community, and country. Bring in outside material from local sources when it's relevant, making sure it fits the unit topics and language.
- Provide a lot of practice. Have students do each exercise several times, with different partners. Review exercises and material from previous units. Use the *Skillful* Digibook to develop the skills presented in the Student's Book. Have students complete the additional activities on a computer outside of class to make even more progress. Assign frequent manageable review tasks for homework.
- Provide many opportunities for review. Remind students of the skills, grammar, and vocabulary they learned in previous units. Have students study a little bit each day, not just before tests.
- Show students how to be independent learners. Point out opportunities to study and practice English outside of class, such as reading for pleasure and using the Internet in English. Have them find and share information about the different unit topics with the class. The *Study skills* section in every unit gives students valuable tips for successfully managing their own learning.

Learning skills, like learning a language, takes time and practice. Students must be patient with themselves as they put in the necessary time and effort. They should set and check goals. Periodic assessments the teacher can print, such as the unit tests, progress tests, and end test on the Digibook let students see their own progress and measure how much they've learned, so they can feel proud of their academic and linguistic development.

The *Skillful* blend by Dorothy E. Zemach

In some academic disciplines, students can begin by acquiring a lot of facts and general knowledge. In a language, however, students need far more than information—they need skills. They need to know how to do things: how to explain, persuade, ask for help, extend an invitation, outline and argue a thesis, distinguish between important and unimportant information, follow digressions, understand implied information, and more.

Skillful recognizes that skills such as these can't be learned by memorizing facts. To acquire these skills, students must notice them as they read or listen; break them down and understand them through clear explanations; and then rehearse and apply those skills in carefully scaffolded activities that lead to freer practice.

The listening and reading texts in each unit introduce students to one subject area explored through two different academic disciplines and two distinct genres. Students learn and practice both global skills, such as recognizing tone and identifying the main idea, and close skills, such as understanding pronoun references and figuring out vocabulary from context, to understand the texts on several levels.

These days, students must interact with both digital and printed text, online and offline, in the classroom and in the workplace. The *Skillful* textbooks are therefore supplemented with the *Skillful* Digibooks. These further develop, explain, and extend the skills work found in the printed textbooks. They provide additional exercises related to the skills, the grammar points, and the vocabulary areas. They can be accessed either via the Digibook or through the *Skillful* practice area. Scores are tracked and recorded and if students work offline, their markbook will be updated the next time they connect to the Internet.

Videos for each unit provide additional subject area content that review the skills and language taught in the unit. The videos can be shown in class to feed in additional content and the accompanying worksheets can be used to structure the lesson.

Unit checklists help students keep track of language in the unit and review for tests.

The Digibooks also help teachers with classroom organization and management by assigning and tracking homework and monitoring student progress using the markbook. A full suite of test materials can be used for placement into the appropriate level and then provide end-of-unit tests and end-of-course tests that can be used as both formative assessments (to evaluate progress) and summative assessments (to mark achievements and assign grades). Tests are provided in both editable and non-editable formats, enabling teachers to manipulate the content, as desired. The format of these tests is similar to internationally recognized standardized tests.



Dorothy E. Zemach taught ESL for over 18 years, in Asia, Africa, and the US. She holds an MA in TESL and now concentrates on writing and editing EIT materials and conducting teacher training workshops. Her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, and testing.

Teaching study skills by Stella Cottrell

There is a growing awareness that students' performance, even in higher education, can be improved through training in relevant academic skills. Hurley (1994) described study skills as "key skills for all areas of education, including advanced study" and argued that students benefit when these skills are taught explicitly. In other words, it should not be assumed that the skills a student brings from school, or even from the first year of university, are sufficient to carry them through their degree. Skills such as, task management, working with others, and critical thinking need to be fine-tuned and extended as students move from one level to another.

Globally, universities and colleges are giving far more attention to preparatory support for prospective students and to developing study skills once a student is on a programme. In some countries, there is a growing emphasis, too, on "employability skills," from soft skills such as communication, creativity, and working collaboratively to new attributes sought by employers, including business acumen, cross-cultural sensitivity, and enterprise. In addition, each institution tends to identify a range of skills and qualities that it wants to see embodied by its graduates.

One of the challenges is articulating what is meant by study skills in this changing environment. This has significance for students when trying to make sense of long lists of skills that they are expected to accumulate during their time in higher education. It also has a bearing on who teaches and supports study skills. In some colleges and universities this falls to study skills specialists; in others, it may be allocated to teaching staff. In each case, different approaches are used to make sense of the learning experience.

From the students' perspective, it helps to organize study skills into a few, relatively easy-to-remember categories. In the latest version of *The Study Skills Handbook*, I suggest using four basic categories:

1 Self 2 Academic 3 People 4 Task

The starting place for students is being able to manage themselves within a new learning environment with confidence and resilience. They need to understand the rationale for, and benefits of, independent study and the kinds of challenges that they will be set. This involves organizing their time, coping with deadlines, and recognizing what it means to take charge of their own learning. It also includes metacognitive skills in reflecting on how they think, learn, and manage themselves for study.

Academic skills consist of such skills as the core research skills (finding, recording, and using information), thinking skills (critical thinking skills, creative problem-solving, and synthesis); understanding academic conventions (the nature and integrity of academic study), and writing skills.

People skills are increasingly important as collaborative study becomes a feature of higher education. These include such skills as giving and receiving criticism, supporting others without cheating, group project work, and playing an active role in group sessions. These can be an especial challenge for international students who may be used to different kinds of learning interactions.

Task management skills within this learning context include such skills as meeting given requirements and using appropriate protocols and project management in order to achieve a given academic task such as writing an essay or report, undertaking research, conducting an experiment, or solving a problem.

An additional value of this framework is that the basic shell can be easily adapted to other contexts, such as employability. The "Self / People / Tasks" model is one that I used, for example, within *Skills for Success: Personal Development and Employability* (2010).



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Reference
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Teaching vocabulary by Stacey H. Hughes

Teaching vocabulary is more than just presenting words and asking students to learn them. Many students rely on translating words because they lack the strategies which lead to deeper learning of vocabulary. Especially at higher levels, where vocabulary is more abstract, students need to learn vocabulary skills. This essay will look at strategies for introducing, recording, and recalling vocabulary.

Introducing vocabulary

Vocabulary can be introduced in or out of context. Out of context, students must rely on translators, dictionaries, or the teacher for the meaning. Translators are not ideal for real vocabulary learning because it is difficult for students and teachers to assess the translation choice for the context. Encouraging students to use a good monolingual learner's dictionary to find the meaning of words builds dictionary skills and learner autonomy. Online versions are also useful for students looking for a quick definition while online, and they also provide American and British pronunciations. For vocabulary introduced in context, students have to decipher the meaning of the word within the sentence or paragraph without reference to outside sources. They need training in looking for lexical clues in the text around the word and in deciphering meaning through inference. These will have a positive impact on their reading speed and comprehension.

What do students need to know about new words? First is meaning, register, and connotation. If there are several meanings, the one that fits the context best is important. Second is how the word is used, including word forms which help students use words more flexibly, and collocation to avoid sounding "awkward"—increasingly important as students gain proficiency at higher levels. Finally is spelling and pronunciation. Pronunciation is important even in a reading and writing class because words will inevitably come up in other contexts.

Recording vocabulary

Vocabulary notebooks are an excellent tool for students. The very act of noting down new words in a systematic, context-rich way is an important part of the learning cycle. A detailed vocabulary notebook will also be useful for further study. To this aim, students should note down information about words and phrases that will enable them to remember the meaning, and use them later.

Recalling vocabulary

To process meaning and usage more deeply, students should write their own sentences with the words. This active experimentation further reinforces the learning and makes vocabulary more memorable. The goal is to help students move from recognition of the word to feeling more confident using it. One way you can do this is to ask students to review new words at home within 24 hours in order to move them from short-term to long-term memory.

It is also helpful to build in vocabulary revision activities into each lesson. A useful resource for this is a class vocabulary box. Students write the vocabulary from the units onto separate cards, noting information they feel is useful and writing a sentence. Words can then be drawn from the box in vocabulary revision activities or used for independent review. Revision can take many forms, including class competitions, quick spelling "quizzes," or students testing each other. A final benefit of class review is that it teaches students revision skills that they can then incorporate into their own learning strategies.

Students may not have effective vocabulary learning strategies, so teaching them ways to handle, record, and revise new words will make a huge difference to students' vocabulary repertoire.



Stacey H. Hughes is a lecturer at Oxford Brookes University. Her main interests in ELT are learner engagement, active learning, critical thinking, and intercultural issues.

English for Academic Purposes (EAP) in the twenty-first century by Gary Pathare

Only a decade into the twenty-first century, the English language teaching landscape has changed significantly from that of the late twentieth century. Gone are the days when learning English was an optional leisure pursuit, consisting of unhurried progression through the levels from beginner to advanced. In those earlier days, a general coursebook could provide the right mixture of fun and general English required to keep learners motivated and engaged. Competence was generally tested through informal tests or by external general English exams. In the new paradigm, however, learning English is not recreation. It has become a serious business which may significantly affect learners' lives through improved career or educational prospects. An EAP course needs to take this fully into account.

The recent major changes can be traced to three main factors; the examination process, the advent of the digital age, and changes in the cultural role of English.

EAP exams

The success of exams like the Academic version of the IELTS is testament to the fact that EAP is a major growth area. The current popularity of these exams is largely due to the fact that they are used as gatekeepers to higher education conducted in English. To be effective, these exams have to be rigorous and fair. Any EAP course nowadays has to take into account the likelihood that the learners will have to prove themselves in this arena, and must fully address the skill and strategy requirements of the exam to be taken.

Technology

The next great change relates to technology. The twenty-first century is the digital age. Multi-media devices have become commonplace, and in some contexts the pen is being superseded by the computer. This has obviously impacted EAP, especially in the developed world. In many settings, a blended learning approach is taken, in which a combination of online and book-based learning is used. Some language-learning tasks are performed on a computer, and "instant" research is possible, an obvious benefit in an academic environment. Another critical change resulting from the digital revolution has been the development of corpus linguistics, derived from information collected in computer databases. Researchers and coursebook writers now have easy access to accurate data about how academic English is actually used. This particularly affects vocabulary learning, where academic words have been identified, as well as other areas such as functional language.

Global English

Another significant change is the recognition that English in the twenty-first century is a global phenomenon. EAP course materials have to be appropriate to markets as culturally diverse as China and Saudi Arabia. This daunting task is achieved in courses like *Skillful* by drawing on research into the common core of academic English skills and language, putting it into contexts that are multi-cultural and balanced, rather than Anglo-centric. The resulting classroom is a more interesting one, in which there is room for exploration of cultural diversity, especially when coupled with the opportunities for global research afforded by the digital revolution.

Implications for teachers

What is the teacher to make of this? An awareness of the language and skills required for the academic exams is vital, and these must be introduced, recycled, and structured effectively. It certainly helps to use a coursebook such as *Skillful* which has been developed with a deep understanding of the requirements of the academic context, which may be used as an entire course or as a core to be supplemented. The main challenge for the twenty-first century EAP teacher, however, is to make sure that the English classroom.



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Developing listening skills by Emma Pathare

Listening presents many challenges for second language learners and for their teachers, and it is often felt to be one of the most difficult of the four skills to deal with. Asking questions helps us to see the surrounding issues, and these questions can guide us in further research of the subject. Here are six questions to get you started.

What do your students need to listen to in their academic life?

Students have to deal with both face-to-face (e.g. tutor groups) and remote situations (e.g. listening to podcasts) in their academic lives. Each situation brings its own expectations: should students respond, participate, or only listen? Thinking about this will help you to select useful classroom listening materials.

Why do students need to listen?

They need to understand, of course. But what do they need to understand? The general gist, the main ideas, or two or three specific details? Do they need to correct or confirm information, or even decide whether the information is relevant in the first place? The answers to these questions will indicate the task types your students need as they listen. The issue of *response* is again key. Will students engage in discussion, ask questions, take notes, or summarize? The answers here will help to determine the type of tasks to set students.

What difficulties do students have with listening?

A major factor is the “real time” nature of listening. The speed and immediacy can put a lot of pressure on the listener. Spoken language is often unpredictable, and the grammar and vocabulary can diverge from the often more formal language of written texts. Redundant language is also common. Raising awareness of these issues can build students’ confidence, and smaller tasks focusing on grammar and pronunciation will help to build students’ skills.

What is the purpose of listening in the English classroom?

Listening can, of course, be used to develop listening skills, but also it can be used for language input, where the end goal is less about improving listening, and more about developing grammar or vocabulary knowledge, for example. Listening is also used for content input, that is, to learn information.

The click of the “start” button, in many classrooms, however, is sometimes less to do with the concept of development or input, and more about practice or testing. It is true, students need extensive practice in listening, and we are fortunate nowadays, with global media and the Internet, that there is almost unlimited authentic material available for students to engage with. Testing, too, is important, and, if it is required, there are many specifically written materials available for teachers and students to use. As teachers, however, we need to make sure that valuable class time is primarily focused on developing listening skills and providing valuable input.

How does a skills-based approach help students?

A skills-based approach recognizes that the listening process, as a whole, encompasses a number of sub-skills. As listeners in our first language, we rarely focus on the more micro or “Close” skills, and we rely on the more top-down or “Global” skills of using world knowledge and knowledge of discourse structure to make sense of what we are listening to. Lower-level language learners, however, need explicit work on both types of skill.

How can you continue your development as a listening teacher?

The simple and practical answer is to continue the discussion. Take these questions, add your own, and bring them into your staffroom. Have discussions with your colleagues. Talk to the students. What do they think? Read up on current research. Share your findings. Keep exploring and asking questions.



Emma Pathare has taught ESL for over 17 years in Europe and the Middle East. She was the winner of the 2008 British Council ELTons award with “The Vocabulary Course,” which grew out of the dissertation for her M.Ed. in ELT and Educational Technology. She now concentrates on material writing, both for international publishers and also for specific contexts in the UAE, where she is based.

UNIT 1 NOURISHMENT

Listening	Predicting Listening for main ideas
Vocabulary	Phrasal verbs
Speaking	Offering advice and suggestions
Pronunciation	The schwa /ə/

Discussion point

Ask students to describe the picture on page 7 and say what they think the person is doing. (The person is winnowing, that is, separating the grain that we eat from the outer part, the chaff, which is not eaten.)

Photocopy and cut out the unit 1 *Useful language* page to provide some extra support for the discussions.

Read questions 1 and 2 to the students and emphasize the word *basic*. Ask a student for an example, and then discuss the example as a class to check students' understanding of *basic*. After they have discussed the questions, have them share their answers and write a list on the board for question 2. Then ask students to discuss the items on the list and choose the three most important ones.

Read through question 3 with the students. Review the ideas listed on the board, and ask students to identify which items are physical and which are mental. Ask them to discuss the question using the sentence frames to help them get started. After students have discussed the question, have them share their ideas with the class.

Vocabulary preview

- Have students read the sentences, and ask them to circle the best definition for each word. Then ask them to check their answers with a good monolingual dictionary, such as the *Macmillan English Dictionary* or the online version at <http://www.macmillandictionary.com>.

ANSWERS

1 a 2 a 3 b 4 b 5 b 6 b 7 a

- Ask students to discuss which statements they agree with. Then choose students to share their answer with the whole class.

LISTENING 1 Brain food

Word count 764

Before starting this section, ask students to brainstorm the things they listen to every day in their own language, and then the things they listen to in English.

On the board, make a list of the things they listen to in English. Ask students to discuss which of these they find easy or difficult, and if they have any advice or tips on listening that they would like to share with the class. Also, as this is the first listening task, it is a good idea to raise awareness of the types of texts students will listen to. Ask them what types of situations they think will be featured in the book (lectures, radio programs, podcasts, tutorials, conversations between students). Ask them to share the kinds of things they listen to outside of the English classroom. At this stage, do not give students any background information on the subject of brain food, as the listening skill focused on in this section is predicting, and students should come to the text cold.

Background information

The brain weighs around 1.3 kg., but it uses up 20% of our daily calorie intake. The food that we eat affects our brain, and, depending on the food type, these effects can be positive or negative. *Brain foods* are different types of foods that are known to have positive effects on the mind in areas such as focus, memory, and attention span.

Before you listen

Ask students to silently read the *Predicting* box. Ask one or two students to summarize the key points. Direct them to the picture on page 8, and ask them to identify which question, 1, 2, or 3, they can answer using the picture (question 2). Ask the students to name the foods they can see in the picture (broccoli, tomatoes, blueberries, red peppers, spring onions, chard). After students have discussed the questions, have them share their ideas with the whole class. Write their ideas for question 2 on the board.

Global listening

This is a good point to highlight the two main types of listening activities that students will be doing. Direct students' attention to the titles *Global listening* and *Close listening* on page 9. Ask them to compare the exercises in each section and to summarize the general difference between the two (global—listening for more general information or the overall main points; close—listening for more specific detail).

Compare the six foods with the list of foods on the board to see if students correctly identified the brain foods. Then have them listen and check the foods that the doctor talks about.

AUDIO SCRIPT 1.02

Host: Thanks for tuning in this morning. Today we're talking with Dr. Nathan Williams. Dr. Williams is a nutritionist who is going to talk about a different kind of nourishment: mental nourishment. Welcome, Dr. Williams.

Dr. Williams: Thanks for having me.

Host: Doctor, can you tell us which foods are good for our brains?

Dr. Williams: There are lots of foods and substances which can help our brains perform better, and each has different benefits. There are specific things we eat which help develop your concentration—for example, drinks with caffeine, like coffee, or food like chocolate may help you focus. Although we hear a lot about the bad effects of sugar, something sugary might boost your memory, at least temporarily. In fact, the brain really likes sugar, and it does have benefits. Something all of these so-called brain foods have in common is that they help improve your memory or lengthen your attention span.

Host: The idea of brain foods is certainly becoming more popular, but Dr. Williams, is there any proof that brain foods can make you smarter?

Dr. Williams: There is always some debate about whether or not these foods really do make you smarter, but if you ask me, no food or drink can really raise your IQ. Intelligence depends on lots of factors, and a good diet is just one way of helping your brain work to its potential. So, brain foods on their own won't make you a more intelligent person, but brain nourishment can help in other ways.

Host: Can you give an example to show how it helps?

Dr. Williams: Sure. I mentioned caffeine earlier. I know a lot of your listeners are students who might like coffee in the morning or a chocolate bar in the afternoon. Both of these contain the substance caffeine. Caffeine can be considered a brain food because it helps you wake up. It's been proven to sharpen your focus. Like all nourishment, it's temporary, and the effects of caffeine diminish over time.

Host: If our brains react to sugar and chocolate, and it helps us focus, do you recommend we all eat more?

Dr. Williams: Well, the kind of sugar that the brain really wants isn't regular sugar. You actually need glucose. As they are digested, foods like bread and pasta turn into glucose. It's a sugar that the body makes from certain foods. A good source with fewer calories is fruit, and sadly not that chocolate bar. Processed sugar, like that found in chocolate, can help, but the energy it gives you doesn't last too long. If it were me, I'd avoid too much because the temporary good effects aren't worth the long-term bad effects on the body.

Host: Well, I'm disappointed I have to give up chocolate.

Dr. Williams: Well, I didn't mean that you shouldn't eat chocolate occasionally. I recommend dark chocolate—it's known to be healthier than more processed milk chocolate. If I were you, I'd pick out a dark chocolate

bar with nuts in it from the store. Just an ounce of chocolate and nuts gives your brain nourishment without turning into fat.

Host: Great. Now, moving on from chocolate, I've always heard that fish is brain food. Is it?

Dr. Williams: It is. And this is a food that, unlike others we've talked about, has a more positive impact because it has more permanent or long-lasting effects. Fish provides protein and has a lot of omega 3 fatty acids, which are good fats. Those good fats really nourish the brain. It's good nourishment for your heart, too, so you get physical and mental nourishment!

Host: That's interesting. Now, I often eat fish for dinner. I'm wondering when is the best time to eat brain food? Is dinner a good time?

Dr. Williams: Actually, I recommend mornings. I think the key is having a good breakfast when you wake up. It's important to feed yourself well after a long sleep. I would suggest including whole grains, dairy, and fruits, which are good brain foods. Memory and attention spans are longer after a healthy breakfast. Blueberries are a popular breakfast food, and they've been proven to improve learning capacity and motor skills. And on the subject of breakfast, I'd like to point out that whole grains aren't just good for mental nourishment. According to statistics, it's true that they're also good for the heart.

Host: So what would your general advice be to our listeners who want to improve their brain nourishment?

Dr. Williams: I'd recommend eating less of the negative foods and adding more positive brain foods into the diet. It's worth the effort.

Host: Thank you for the food for thought, Dr. Williams. You've given us a lot to think about.

Direct students' attention to the *Academic keywords* box. These show crucial academic vocabulary from the texts and are important for developing students' receptive academic vocabulary store. Make sure students can pronounce the words correctly. Encourage them to add them to their vocabulary notebooks.

ANSWERS

chocolate coffee fish

Close listening

- 1 Ask students for a definition or example of a motor skill (a sequence of physical movements, e.g. gross skills such as walking and swimming, or fine skills such as playing video games and writing). Have them listen to the extract and match each food with its benefit.

AUDIO SCRIPT 1.03**Extract 1**

Dr. Williams: Sure. I mentioned caffeine earlier. I know a lot of your listeners are students who might like coffee in the morning or a chocolate bar in the afternoon. Both of these contain the substance caffeine. Caffeine can be considered a brain food because it helps you wake up. It's been proven to sharpen your focus. Like all nourishment, it's temporary, and the effects of caffeine diminish over time.

Extract 2

Dr. Williams: Actually, I recommend mornings. I think the key is having a good breakfast when you wake up. It's important to feed yourself well after a long sleep. I would suggest including whole grains, dairy, and fruits, which are good brain foods. Memory and attention spans are longer after a healthy breakfast. Blueberries are a popular breakfast food, and they've been proven to improve learning capacity and motor skills. And on the subject of breakfast, I'd like to point out that whole grains aren't just good for mental nourishment. According to statistics, it's true that they're also good for the heart.

ANSWERS

1 c 2 a 3 b

- 2 Give students time to check their answers with each other before checking them with the whole class. Remind students of the global / close distinction and point out how they listened much more closely in this exercise.

ANSWERS

1 similar	5 chocolate
2 cannot	6 good
3 memory	7 breakfast
4 short	

Developing critical thinking**SUPPORTING CRITICAL THINKING**

Critical thinking is a way of using your experience, observations, reflections, research, etc. to justify your own views. It is an essential skill in academic English. Students should not simply accept an argument at face value, but be able to evaluate it and decide if it is valid, i.e. based on a sound premise. When students listen to their classmates, one person may have one view, and another person may have a different view.

Impress upon students that it is acceptable to have different views, and encourage them to listen to the reasons why the other person has a particular view.

Divide the class into discussion groups. Ask students to use the vocabulary in the *Think about* and *Brain foods* boxes to help them with the discussion. Then

ask the students to discuss the questions using the sentence frames to help them get started. Ensure that each group has a chance to share the results of their discussion with the whole class.

Cultural awareness

Individual cultures may have different traditional views on foods that affect the mind and body (sometimes with little scientific evidence to support them, e.g. bread crusts make your hair curl, carrots help you see in the dark, which are ideas from the U.K.). Ask students for examples from their own culture and explore whether these exist in other cultures.

This is a good place to use the video resource *Living with supermarkets*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

LISTENING 2 Emotional nourishment

Word count 600

Background information

Our health and well-being don't only depend on the foods we eat and the mental stimulation we receive. They also depend on how we feel. Emotional nourishment is affected by what we receive from others and what we give to others. This can include caring for a pet or volunteering your time to help others. The particular activities and amount of time spent on them depend on the individual person, but we all need emotional nourishment to feel whole and healthy.

Before you listen

- 1 Draw the chart on the board and ask students for an example for each column. Direct students' attention to the *Think about* box and encourage them to use the ideas there to organize their discussion: After the students have discussed the question, write their answers in the chart. Encourage them to justify their ideas.
- 2 Direct students' attention to the picture on page 10. Ask questions about the picture, such as *Who are the people? Where are they? How does this relate to emotional nourishment?* After students have made their predictions, give them time to compare their predictions with a partner.

Global listening

Ask students to read through the *Listening for main ideas* box, and then ask questions to check understanding. Write the key signal phrases (e.g. *We're going to discuss ...*) on the board. Model the pronunciation, highlighting and marking the stress on the phrases by placing a superscript mark before the

main stressed syllable and a subscript mark before any syllable with secondary stress, e.g. *dis'cuss*.

After completing the exercise, check the answers, then ask students whether their predictions from the previous section were correct or not.

AUDIO SCRIPT 1.04

Welcome back to our latest lecture in a series on health and society. Last week we discussed diet and what we can do to make sure we are physically healthy. Today I want to talk about another kind of nourishment that is equally important—emotional nourishment.

We are going to discuss what emotional nourishment is, and how it can impact our physical and mental health. Has anyone heard the term before? No? Well, in the same way that food nourishes the body and makes us physically healthy, there are several kinds of nourishment that can add to emotional health—mostly good feelings or positive emotions, for instance, love, help, support, or appreciation. These are not one-way relationships. In other words, I mean that we feel emotionally nourished if we get love, help, support, or appreciation, but I also think we feel nourished if we give love, help, support, or appreciation to others.

To illustrate, let me give you an example. My daughter volunteers at the hospital. Her job is simple ... sit with patients who have no visitors. She is paid nothing, yet always comes home happy. She feels just as good, if not better, about having given happiness as she does when receiving happiness. Emotional nourishment feels good. How does it work for emotions? Well, positive feelings nourish our emotional health. As we do good things, and feel good about ourselves, our bodies release chemicals called endorphins and dopamine. These are the “feel good” chemicals that provide us with a sense of well-being, but they also play a role in reducing stress. The better we feel, the stronger we are mentally and physically. Research has shown that happier people are generally healthier and less likely to suffer from minor infections like the common cold.

In general, helping others is a good strategy for better health. However, we can't force someone to help us, and you never know if you're going to see someone who needs help. There are things I recommend you do to control emotional nourishment. For example, you can participate in an activity that relaxes you or that you find meaningful. You could get a pet. Pets need you, and they need your emotional involvement. Having a pet allows you to give another living thing positive emotions. And the companionship a pet offers should give you emotional nourishment, too. It is worth noting that emotional health is temporary, though. You may feel good donating to a charity, but over time the feeling will diminish. The key to emotional health is feeding yourself just as you would by consuming food to physically nourish yourself. The right kind of emotional nourishment, on a regular basis, will help you feel stronger. On the whole, everyone is different when talking about emotional nourishment. Basically, none of us is exactly the same. It might take more for one person to increase his or her emotional

nourishment. A strategy that works for one person, such as walking through an art gallery, might not work for someone else. That other person might not like art. That person might benefit from reading a book or talking with a friend. Do any of you like those things? Yes? Me, too. What humans have in common is the need for emotional nourishment. It's important to note that emotional nourishment and physical nourishment are equally important. It's hard to be emotionally healthy when you feel unwell due to your diet. Likewise, it's hard to feel healthy when you're tired, unhappy, or stressed. I urge everyone to find a balance, and make sure to nourish yourselves both physically and emotionally.

ANSWERS

- | | |
|---------------------------|--------------------------|
| 1 We are going to discuss | 4 On the whole |
| 2 In other words | 5 Basically |
| 3 In general | 6 It's important to note |

Close listening

Ask students to discuss the questions with a partner and answer any they can at this point. After listening again, check the answers with the whole class. Ask students to explain the information the speaker gave that relates to the picture on page 10 (i.e. the story about her daughter).

ANSWERS

- 1 a 2 c 3 b 4 a 5 a

Developing critical thinking

SUPPORTING CRITICAL THINKING

The next activity has two parts: one is related to personal experience, and the other to more abstract and general observations. To develop critical thinking, students need to be aware of the difference between these two, and they need to know that where feelings are concerned, there are no right or wrong answers.

Also, for the first two questions, students discuss ideas from the second text, but the second part requires students to consider the ideas from both listening texts in the unit. The idea of *synthesizing* views from two sources is important in academic study.

- 1 Direct students' attention to ideas in the *Feelings* box. Give students time to think about their own answers to the questions before putting them into discussion groups. When they have finished, elicit feedback from the whole class. At this stage, if it is a new group, some students may not feel comfortable sharing how they feel with the class. Ask the groups to summarize their discussion for question 1. They can do this by creating a map of their ideas and presenting it to the whole class.

Exam tip

In the IELTS Speaking Test, candidates are required to speak about both their personal experiences and feelings (Part 1 & 2), and more abstract ideas and issues (Part 3).

- 2 Give students a few minutes to look back at the listening texts *Brain food* and *Emotional nourishment*. Tell them to use the *Think about* box to help organize their discussion. Draw three columns (*physical, mental, emotional*) on the board and note the students' ideas when they report back.

Vocabulary skill

Ask students to read the information in the *Phrasal verbs* box. Write the verb *talk* in the middle of the board, and write the particles *about* and *into* near the verb, connected by a line. Ask students for other examples of particles. Add the particles they give to the map, including *up, back, and to*. (Do not connect the particles to the verb *talk* yet.) To emphasize that verbs can take more than one particle and that the meaning changes with each one, highlight any other examples of phrasal verbs which have come from the students' list of particles, e.g. *talk up* (make something sound better), *talk back* (answer with little respect), *talk to* (address someone). When you use each particle, draw a line connecting it to the verb *talk*. Cross out the particles that don't go with *talk*.

- 1 Ask students to compare their answers in pairs, and then check answers with the whole class. During feedback, check whether students know other phrasal verbs using the base verbs.

ANSWERS

1 d 2 c 3 a 4 e 5 b

- 2 Have students complete the questions with a phrasal verb from exercise 1.

ANSWERS

1 get up 4 point out
2 give up 5 get together
3 turn into

- 3 Ask students to discuss the questions with a partner. When they report back, ask them to compare themselves with their partner, e.g. *Tom gets up at 9:00 on the weekend, while I get up at 8:30.*

SPEAKING Offering advice to new students**Grammar**

This is the first focus on grammar. Before starting, draw a map on the board. Write *grammar* in the center

of the map. Ask students to suggest different areas of grammar (e.g. parts of speech, verb tenses, pronouns) and then to give further details (e.g. past perfect, subject pronouns) and examples. Don't worry if the map is not comprehensive—the exercise is to get an idea of the grammar awareness of the class and for students to continue developing the idea of grammar as a system. A picture could be taken of the board to capture the awareness of the class at this point, the start of the course, and then compared with a similar exercise at the end of the course.

Modal verbs express the attitude of the speaker or writer, and are used for different areas, such as obligation, probability, etc. They are used for many functions, such as advice-giving, which is the focus of this unit. The choice of modal verb depends on the context of the statement, so getting students to think about the context of the language will help them understand the modal meaning.

Ask students to read the information in the *Grammar* box, and then ask one or two students to summarize the key points. Elicit examples of advice from the class for each modal verb by making statements, e.g. *I don't have time to exercise.*

- 1 Encourage students to think about the context when they complete the sentences.

ANSWERS

1 should / has to
2 could; could
3 should / has to / must
4 should
5 must / has to

- 2 Have students discuss their answers with a partner, giving reasons for their choices.

Pronunciation skill

Check that students are familiar with word stress and stressed syllables. After reading the *The schwa /ə/* box, write a few more examples on the board and model the sound. Direct students' attention to the way the stressed syllables are marked.

Cultural awareness

The schwa is the most common sound in spoken English, and it is often used in unstressed syllables. Some other languages have the same schwa sound. However, in some of these other languages, the schwa may be stressed.

- 1 Ask students to underline the syllable with the schwa. You could also ask students to mark the main stressed syllable. Give students time to compare their answers in pairs. Encourage them to say the words as they discuss them.

AUDIO SCRIPT 1.05

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

ANSWERS

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

- 2 As students repeat the words, both individually and as a class, emphasize the stressed syllables and highlight that the mouth is relaxed when producing the schwa.

Speaking skill

After students have studied the *Offering advice and suggestions* box, ask them to identify the modal verb used in one of the phrases (*might*). Model the phrases, and ask students to mark the stress and schwas.

- 1 Ask students to compare their answers with a partner before checking them with the class.

ANSWERS

- | |
|---|
| 1 One idea is to eat more fish. |
| 2 I'd recommend eating more blueberries. |
| 3 How about buying more fruit at the market? |
| 4 It might be a good idea to improve your grades. |
| 5 I suggest having a healthy snack before studying. |
| 6 One idea is to get a pet. |
- 2 Ask students to work individually to complete the dialogues, then have them share their ideas with the class.
- 3 Divide the class into small groups to offer advice for the situations. Monitor and make a note of correct and incorrect usage of the modals and phrases. When students have completed the speaking activity, write these examples on the board and ask students to correct them if necessary. Then ask different groups for their advice on the situations.

SPEAKING TASK

Direct students' attention to the picture on page 15. Ask them to suggest some of the problems the new student may be having with his new life and his physical, mental, and emotional health.

Brainstorm

- 1 Ask students to work individually to rank the ideas.
- 2 Have students work in pairs to add two more suggestions to the list.
- 3 Ask students to compare their lists in groups. Have some groups share their ideas with the class.

Plan

Ask students to work together to rank their lists, using the sentence frames in their discussion.

Speak and share

During this stage, monitor and take language notes. Use the photocopiable unit assignment checklist on page 88 to assess the students' speaking. After groups have completed the two discussions, ask students to give feedback on the best advice they heard.

STUDY SKILLS Improving your memory**Cultural awareness**

The role of memorization in education can differ across cultures. At college level, it is more valued and relied upon in some educational systems than in others. Memorization has an important role for building knowledge, knowledge that should then be discussed and thought about critically.

Ask students if they were required to memorize information when they were at school. Have a discussion about what type of information was memorized and what techniques were used. Ask students to read the information and techniques in the *Memory aids* section.

When the students have finished, ask them to discuss the advertisements in the *Think about advertisements* section and identify the devices used in them.

EXTENSION ACTIVITY

Students may have to memorize information for their university studies, and also memorize aspects of language for their English studies. Provide students with a list of vocabulary and a short simple text with new facts. Ask them to use the different aids to memorize the vocabulary and the facts. Test the students the following week, and have a discussion about the results and the memory aids.

Extra research task

There are many planning and goal-setting tools online: have students search using the term *weekly planner* or *goals tool*. Students can create a weekly plan to monitor and improve their physical, mental, and emotional health. Vocabulary may be difficult, so encourage students to use a dictionary.

UNIT 2 COMMUNITY

Listening	Listening for examples Listening for details
Vocabulary	Prefixes with negative meanings
Speaking	Encouraging communication
Pronunciation	Linking vowel sounds

Discussion point

Direct students' attention to the picture on page 17 and ask *What are the men doing? What is the relationship between them?* (e.g. working together; friends / co-workers). Tell students that the unit is about community. Ask them to make connections between the picture and community (e.g. the men could be building something for local people).

Ask the students to discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 2 *Useful language* page to provide some extra support. After the students have discussed the three questions, have them share their ideas with the class.

Vocabulary preview

Exam tip

In the Speaking section of the IELTS Test, candidates are assessed on the range of vocabulary they use and the flexibility with which they can use it. Learning synonyms will help students improve their exam scores.

- Students may need to use a monolingual dictionary to help with this exercise. Ask students to also mark the stress on the key word and its synonym.

ANSWERS

1 c 2 a 3 c 4 a 5 b 6 b 7 a

- After students have completed the sentences and discussed their answers with a partner, ask some students to share their answers with the class.

ANSWERS

1 privileged	5 duty
2 institution	6 recipient
3 donate	7 concept
4 virtue	

LISTENING 1 Community service

Word count 423

Background information

Community service is voluntary work done by people within a community to help people from the same community. Types of community service include helping

in the local school, for example, listening to children read, or organizing resources. Visiting people in hospital who have few visitors of their own, or driving people to and from the doctor are other examples of community work. The term also covers more physical work and work for an institution, rather than for individuals. An example of both of these is helping to rebuild a school after it has suffered storm damage.

Cultural awareness

Cultures around the world often approach the idea of community and volunteering differently. In some cultures, assistance comes from the family, and in others, organized voluntary services are relied upon more. The idea of people from outside the family providing help may be outside of some students' realm of experience. However, the concept of giving money to charity will probably be familiar to all, so community service can be introduced in relation.

- Ask students to work in pairs to complete the task, then share their ideas with the class.
- When students have finished the task, write their suggestions on the board. Invite students to share any experiences they have of performing these services, and share some of your own experiences.

Global listening

Before listening, give students time to read the sentences. They can use a monolingual dictionary to check the meaning of any words they do not understand. Ask for an explanation of the difference between *altruistic* and *altruism* (adjective and noun).

Exam tip

In the IELTS Listening Test, the questions or sentences are written in the order you will hear them on the audio. Candidates only need to follow the order as it is given.

AUDIO SCRIPT 1.06

Advisor: Hi, Li. What can I do for you?

Li: I need some advice. I am taking a few classes, but only part-time. I want to use the rest of my time wisely. Do you have any recommendations?

Advisor: I'm happy you are thinking ahead. If it were me, I'd consider doing some community service. It looks very good on your résumé and on applications for college, graduate school, or employment.

Li: What is community service exactly?

Advisor: Basically, it's volunteering; giving time to help other people who are less fortunate. Usually these

people don't have enough money or are in poor health. Service may be for individuals or for institutions.

Li: Institutions? Such as ...?

Advisor: Such as schools or hospitals. For example, some volunteers tutor children who need help in their studies in summer school programs. A lot of volunteers work in hospitals. For instance, they donate time to visiting patients who have no relatives or run errands for busy doctors and nurses. I've heard of some volunteers reading to the blind or working with children with disabilities. There are many other types of volunteering opportunities, too. Sometimes volunteers do manual labor like helping build a house or planting trees in a local park. It could also be something very simple, such as providing transportation for people who can't drive.

Li: I see. That sounds interesting. Do people do community service mostly to make their applications look good?

Advisor: For some, I think it may start that way. But, in the end ... this is important ... overall, I think it's down to altruism.

Li: Sorry, what does that mean?

Advisor: In general, altruism is concern for others. In other words, it's the opposite of thinking of yourself. Many cultures consider caring for the welfare of others as a virtue. It's different than feeling that you "need" to do something. You're not simply doing something because you have to. It's *not* a duty.

Li: I'm not sure I know what you mean.

Advisor: Altruism is helping someone, maybe even someone you don't know, just because you want to. To illustrate, giving up a day to build a house for a less fortunate family that you may never even meet is altruism. We should discuss this concept more. It has nothing to do with you, but rather it's all about someone else. Other than feeling good, you, the volunteer, don't benefit; only others benefit. It's been an area of interest for sociologists and psychologists for many years.

Li: That's interesting. I've been thinking about studying psychology. Maybe this is something to research ...

ANSWERS

Community service includes volunteering time and service to help others.

People often do community service for altruistic reasons.

Close listening

Ask the students to study the *Listening for examples* box. Then, with books closed, ask a student to summarize the main point. Elicit more examples of signal words or phrases (*for instance, such as, to illustrate*).

- 1 Direct students' attention to the *Academic keywords* box. Make sure they can pronounce the words correctly. Encourage them to add the new words and any of their useful forms to their vocabulary notebooks. Students should compare answers in a group, and then check their answers with the whole class.

ANSWERS

- | | |
|-------------------------|--------------------------|
| 1 helpful | 6 they care about others |
| 2 less fortunate | 7 for others |
| 3 institution | 8 virtue |
| 4 Building a house | 9 you want to |
| 5 improve their résumés | |

- 2 Play the audio and ask pairs to complete the sentences. Then have students check their answers with the whole class.

ANSWERS

- | | |
|----------------|-----------------|
| 1 For example | 4 such as |
| 2 For instance | 5 To illustrate |
| 3 like | |

AUDIO SCRIPT 1.07

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

Developing critical thinking

SUPPORTING CRITICAL THINKING

Being able to recognize the benefits and drawbacks of an issue is an important academic skill. It is common to be quite one-sided initially, able to see only benefits, for example. Group discussion can help you explore both sides of the issue more fully. Once a list of benefits and drawbacks has been created, the next step in critical thinking is to evaluate the importance of each one. They will not all have equal strength, and their importance may change, depending on the context.

Divide students into discussion groups and ask them to complete the chart in question 1.

ANSWERS

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

Ask students to look at the *Think about* box for prompts to help them answer question 2. Students can add more words to the box as they come up in their discussions. After the group discussions, have

students share their ideas with the whole class. Write their ideas for question 3 on the board, using one column for each question. Encourage discussion between the students; what may be obligatory for one student may be done altruistically by another.

LISTENING 2 A different kind of community

Word count 601

Background information

"English town" is the nickname of a community project that was planned to be built in Miyun county, close to Beijing, China, in 2011. The idea was to create an "English" environment with full English-language immersion (Chinese languages would be banned) and English-style architecture. It was intended as a place people could visit or live in to improve their English. However, the project was abandoned before building started, having faced a number of different criticisms.

Before you listen

Direct students' attention to the picture and give them time to discuss question 1 with a partner. Encourage them to identify features which differ from one community to the next, e.g. architecture, people living there, natural environment, transportation. Make a list of these on the board. Ask students to discuss question 2, using the sentence frames to help them. If students are from the same country, write the names of major cities spaced out across the board. As the discussion continues, invite them to make a note of the different features of the major cities on the board. When the students finish the discussions, encourage them to read the ideas on the board and comment.

Global listening

Point out the *Academic keywords* box that contains important words from the audio. Check that students know the meaning of the words and model the pronunciation for them. Ask students to add the words to their vocabulary notebooks.

- 1 Ask students to predict the order of the main ideas in the audio.

ANSWERS

- 1 Location
 - 2 Description of the town
 - 3 Ideas behind the concept
 - 4 Support for "English Town"
 - 5 Criticism of "English Town"
 - 6 The results of the criticism
- 2 Students can discuss their predictions with a partner before listening, and then make any corrections to the order as they listen.

AUDIO SCRIPT 1.08

Tutor: Our guest speaker today is Dr. Yu Chen from Michaels University, and he specializes in English as a second language. He has studied second-language immersion and coordinates his university's overseas study program. Today he is going to talk about the concept of a different kind of town in China. Please welcome him.

Dr. Yu Chen: Thank you. To begin, I'd like you to consider what kind of town you live in. In general, what are the best things about your town? For example, is it friendly, does it have a good transportation system, is it considered a safe place to live? Next, think about the facilities. A town needs to have a good selection of institutions—such as banks, hospitals, schools, or even prisons. These are usually the way we define a community. In fact, there are many types of communities, but today I want to look at a community that was planned with a very different focus. Language. More specifically, language learning. "English Town" was planned by the authorities in Miyun, a suburb in northeast China. The original plan was to build a site that looked like a town in Europe, perhaps England, but less than ten kilometers from the Chinese capital city. The project was to take about five years. As you can see from the first slide, there was going to be a small castle and 16 courtyards of houses that looked fresh out of England. There would be traditional bright red telephone booths, and areas designed to resemble English parks and public gardens. The concept of "English Town" was more than just about creating a place that looked foreign. The main idea behind the project was that not only would the town look English, but residents would speak English as well. In fact, no one would be allowed to speak Chinese. The hope was the town would be a tourist hotspot, visited by those who found the idea of English immersion attractive. Many commentators encouraged the development, suggesting that this would be a cheap and practical way for local residents, and the Chinese public, to develop the language skills they need to be successful in today's globalized business community. Instead of going abroad to study, people would learn at home. This would save money, create jobs, and improve the level of language learning. However, the project wasn't really a success. Despite promises that it would remain an ethical and law-abiding location, critics claimed the project was discriminatory and supported foreigners over Chinese nationals. Many people didn't like the idea of an English-only community, especially one that punished residents if they broke the English-only rule. Many of the opponents claimed that spending time studying in other ways achieves similar outcomes, and being surrounded by English isn't the only way to ultimately learn the language. They argued that living there could be too difficult, and could be extremely stressful. A lot of people felt that the language in English Town wouldn't truly mirror that of an English community. It might be a good place to study, but friendships would never develop in such a setting. It also required a high level of commitment to go and live there, and simply wasn't possible for most people. Unfortunately, we will never know if the project would have been a success, or indeed if immersion such as this would be beneficial. When faced with such strong criticism, the government chose not to approve

the town and the project was cancelled. I think there are benefits and drawbacks. I'm curious to hear from you. What do you think? As many of you have experience of second-language immersion, you must have strong views on this topic. Would you want to live in this community?

Close listening

Ask students to study the *Listening for details* box.

- 1 Remind students that the information will be heard in the same order as listed on the notes. After listening, have groups compare their notes.

POSSIBLE ANSWERS

Good qualities in a town	friendly; good transportation; good facilities; safe
Institutions needed in a town	banks; hospitals; schools; prisons
"English Town" features	English-style houses and castle; red telephone booths; English-style public parks and gardens
"English Town" rules	residents would only speak English (no Chinese)
"English Town" goals	Chinese public could develop language skills to be successful in today's globalized business community; Save money, create jobs, improve language learning
Criticism of "English Town"	discriminatory; supported foreigners over Chinese nationals; punishment for breaking English-only rule language wouldn't really mirror an English community

- 2 Ask students to add to their own notes any ideas that other students offer. Write the notes on the board using the Cornell system layout.

AUDIO SCRIPT 1.09

- S1: Do you want to compare notes from the lecture?
 S2: Yes. I think I may have missed some details.
 S1: The first notes I took were about a town's virtues. I heard him say that an example of a positive quality was friendliness. I didn't hear the other one.
 S2: I have it. The second example was a good transportation system.
 S1: Oh, yes. I remember that now.
 S2: What about the institutions. He listed several, but I only have two: banks and prisons.
 S1: I have one more: schools. Let's ask Anna if she has the missing one.
 S2: Anna, want to join us? We're comparing notes ...

- 3 Ask students to use their notes to complete the text. Then check the answers with the class.

Cultural awareness

In some educational systems, detailed, almost word-for-word, note taking is encouraged. If these notes are then used as the basis of an essay, problems of plagiarism can arise: students sometimes use the same sentences that were in the author's original work. By developing note-taking skills through the use of methods such as the Cornell system, students will avoid plagiarism. Because they are noting main points in short form, when students use their notes for essay writing, they will be using their own sentence structures.

POSSIBLE ANSWERS

- 1 a good transportation system
- 2 banks, hospitals, schools, and prisons
- 3 England / Europe
- 4 improve
- 5 criticized by many people
- 6 not the only way to learn a language
- 7 community
- 8 cancelled / abandoned

Developing critical thinking

Direct students' attention to the *Community features* box. Remind students of the benefit / drawback framework for discussion that they practiced in the *Developing critical thinking* section on page 20.

- 1 Give students time to think about their own answers, then divide the class into discussion groups. For question 1, write students' ideas in two columns, *benefits* and *drawbacks*, on the board. For question 2, encourage students to think about the drawbacks to the special features they described.
- 2 Give students a few minutes to look back at the listening texts *Community service* and *A different kind of community*. After students have discussed the questions in groups, have them share any interesting ideas with the whole class.

Vocabulary skill

Use the *Prefixes with negative meanings* box for a dictation. Dictate the information *A prefix ... to negative* for students to write in their notebooks. Then dictate the nine words with their prefixes. Then ask them to separate these words into their prefix and their root word.

Background information

There are a few guidelines for choosing negative prefixes. Some are based on the spelling and pronunciation of the words. Have students write these in their notebooks:

ir- used before the letter *r* (exception — some words starting with *r* use *un-*, e.g. *unreliable*)

im- used before letters *b, m, p*

- When you check answers with the whole class, encourage students to note whether any words follow the two rules from the *Background information* box (*impossible, irrational*).

ANSWERS

- | | |
|--------------|--------------------|
| 1 impossible | 5 irrational |
| 2 unpaid | 6 disregard |
| 3 nonsense | 7 counterclockwise |
| 4 misplaced | 8 antisocial |

- Again, when checking answers, note that *irregular* follows the rule above.

ANSWERS

- | | |
|-----------------------------|-------------|
| 1 unsure | 3 nonprofit |
| 2 misconceived;
disagree | 4 irregular |
| | 5 unselfish |

This is a good place to use the video resource *Safety and freedom*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

SPEAKING Discussing community service**Grammar**

Elicit that the grammar studied in unit 1 was modals of advice and ask for examples. Check students' understanding of modals by asking: *What follows a modal verb?* (the base form of the main verb) *What kinds of things can modals talk about?* (e.g. advice, probability, permission) *What can the use of a modal show?* (the speaker's attitude). Give students time to read and study the *Grammar* box. Then read information from the box to the students, pausing at key information so they can complete the sentence, e.g. *Modals of probability are _____.* *They are used to express _____.*

- The distinction between the modals of probability is subtle. *May* is a little more formal. *Could* and *may* are stronger than *might*. Give this information, if students ask, but do not focus on it.

ANSWERS

- | | |
|---------------|---------|
| 1 might | 4 might |
| 2 must | 5 must |
| 3 could / may | |

- After students complete the sentences, ask them to share their answers in a small group and report back the most interesting answers to the class.
- Ask students to compare their ideas with a partner.

Pronunciation skill

Before studying the *Linking vowel sounds* box, model the examples. Exaggerate a little to help students hear the linking sounds. After reading the box, ask students to think of words ending with the vowel sounds given for each of the three linking sounds. With a partner, students can practice linking these words to a few words starting with vowel sounds.

- Students read the sentences and identify the linking sounds. They can do this with a combination of rule application and saying the words aloud to check what sounds natural.
- After checking their answers (see the audio script), students can practice the dialogue with a partner.

AUDIO SCRIPT 1.10

Ali: Are you /w/ at college here?

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

Ali: Why /j/ are you studying business?

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

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

Marcel: Sure. My father has his own shoe store.

I want to take over the business for him so he can retire.

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

Speaking skill

Ask the students about some of the problems they have when speaking to someone in English, and elicit *not hearing* and *not understanding*. Ask what can happen to a conversation when this happens (e.g. it finishes quickly, it is very one-sided). Then ask the students what they do in these situations. Write any useful answers students give. Then give students time to read the *Encouraging communication* box. Model the phrases and ask students to mark the stress and practice saying the phrases.

- Tell students you will play the audio twice so they will have time to write down the phrases.

ANSWERS

- 1 Maybe worked part-time before you started studying?; What kind of company was it?; Could you explain what you mean by "international logistics"?
- 2 I mean, is it quiet, lively?; Sorry, can you explain what "Bedouin" means?

AUDIO SCRIPT 1.11

Narrator: 1 A job

Student 1: So, have you ever had a job? Maybe worked part-time before you started studying?

Student 2: Actually, yeah, I have. I worked in the summer for my father's company. I mainly answered the phone, did photocopying. Stuff like that. A bit boring, I suppose.

Student 1: No, it sounds like it was good experience. What kind of company was it?

Student 2: Er, international logistics.

Student 1: International logistics. Could you explain what you mean by "international logistics"?

Student 2: Basically, it means moving things from country to country. You know, delivering goods.

Student 1: Oh, I see, so how long ...

Narrator: 2 Your hometown

Student 2: Tell me about your hometown. What kind of a place is it?

Student 1: Oh, it's really beautiful. It's a place by the sea called Dahab. There are national parks nearby and some really great places for diving.

Student 2: So what's it like to live there? I mean, is it quiet, lively?

Student 1: I wouldn't say quiet, exactly. It's pretty relaxed, but it can be lively. It used to be a Bedouin fishing village a long time ago, but it's grown because of tourism.

Student 2: Sorry, can you explain what "Bedouin" means?

Student 1: Sure. The Bedouin are people who mainly live in the desert.

Student 2: So, are there deserts around Dahab ...

- 2 Ask a strong student to talk to the class about their hometown. As you listen, model the exercise by using the phrases and questions to clarify and encourage the speaker to continue. While students are working in groups, monitor and take language notes for use at the end of the exercise.

SPEAKING TASK

Ask the students to describe the activities in the pictures without looking at the text on the page. Ask: *What is happening? Who is helping whom?*

Brainstorm and plan

Monitor the brainstorm and planning stages, and offer help wherever necessary. In the planning section, ask students to include lots of ideas for each question. Then they should evaluate the benefits and drawbacks of their ideas to formulate a plan.

Speak and share

During the discussions, monitor and take language notes, and use these to provide feedback. Use the photocopyable unit assignment checklist on page 89 to assess the students' speaking.

STUDY SKILLS Note taking**Background information**

Note taking is a very important academic skill for multiple reasons. Notes provide a record of what has been listened to or read. They are written in the students' own words and are therefore a good starting point for writing an essay. Taking notes also helps with the actual learning process. When students take notes, they are active, focused, and concentrating.

Getting started

Have students get partners to discuss the questions. In feedback, encourage students to go into more detail about their strategies. When sharing ideas for question 3, encourage students to give each other advice on the things they find difficult.

Scenario

After students have read the scenario, put them into discussion groups. Do a quick whole-class check to evaluate Armando's approach.

POSSIBLE ANSWER

Armando sits at the front of the class and records the lecture. However, he doesn't record the questions and answers as well. He takes notes and leaves blanks when he doesn't understand something. He then completes the blanks with information on the recording after the lecture. He uses graphic organizers and also compares his notes with a classmate.

Consider it

Encourage students to evaluate the benefits and possible drawbacks of each tip, and to decide whether one outweighs the other for each tip.

Over to you

Ask students to think about the questions individually first, and then compare their answers with a partner.

UNIT 3 SPACE

Listening	Listening for reasons Listening for time signals
Vocabulary	Synonyms and antonyms
Speaking	Shifting the topic
Pronunciation	Intonation in tag questions

Discussion point

Direct students' attention to the picture on page 27 and ask them for adjectives describing what they see. Write the adjectives on the board, e.g. *colorful*, *crowded*, *disorganized*. Then ask students to give adjectives to describe what it would be like to live there e.g. *noisy*, *intense*.

Background information

The picture is of Rocinha in Rio de Janeiro, Brazil. Rocinha is built on a steep hill and has a population of around 70,000 living in a restricted area, making it the ninth most populous living area in the world. The fact that most of the houses now have basic sanitation and that there is an infrastructure means that technically the area is now a neighborhood, and no longer a shanty town or "favela."

Ask students to discuss the questions with a partner, using the sentence frames to help them get started. Photocopy and cut out the unit 3 *Useful language* page to provide some extra support, and encourage students to use the adjectives already on the board. After students have discussed the three questions, have them share their answers with the class.

Exam tip

Part 1 of the IELTS Speaking Test often includes questions about where the candidate lives and their feelings about the place. In general, questions in the first section of the Speaking Test always relate to the personal experience and views of the candidate.

Vocabulary preview

Students may need to use a monolingual dictionary to help with this exercise. Before checking the answers, ask students to write the eight words in bold in their vocabulary notebooks and to mark the word stress. Model the words and check students' pronunciation. When checking the answers, have students read aloud the complete sentences.

ANSWERS

1 c 2 d 3 b 4 a 5 e 6 h 7 f 8 g

LISTENING 1 Work space

Word count 541

Background information

The design of a work space has an impact on the performance of the workers who inhabit that space. Extensive research has been conducted in this area, both to analyze why people have different preferences for the organization of workspace, and also to identify conditions that improve the performance of workers. Some key factors identified are the cultural norms of the country and the size of the company.

Before you listen

Refer students to the *Offices* box to help them with the discussion. Use the pictures on page 28 to help explain the meanings. When students have finished, have them share their ideas with the class.

Global listening

Before playing the audio, check students' understanding of the words in the box and ask them to predict what they will hear. After listening, ask students to share any other advantages and disadvantages they can think of.

AUDIO SCRIPT 1.12

S1: Did you finish your research on the most useful workspace in offices?

S2: I did. Do you want to share ideas?

S1: Sure, what type of workspace did you focus on?

S2: I mostly looked at closed office spaces. I read a lot about cubicles. I've never had a cubicle, have you?

S1: No. I am from Japan. In Japan, more offices are open-plan. So that's what I decided to research. It seems they work well for big companies that have a lot of employees. I guess you can fit more people into an open workspace. Smaller companies don't need to worry as much. Having said that, closed offices are more expensive, so maybe smaller businesses that would prefer to save money should consider them ...

S2: More expensive ... I didn't know that. In the United States, a lot of offices are closed. Workers have their own space. Most employers and employees seem to like the effect on productivity. It's supposed to be easier to get inspiration since it's quieter. Most research shows that too much ambient noise, you know, made by colleagues, distracts workers from their jobs.

S1: According to my research, closed offices aren't as good because people can't work together as easily. As a result, it hurts productivity. If workers don't consult with each other, then there probably aren't as many new ideas or sales or results! Open-plan offices, where

everyone is in the same room, are better. The open office plan is really just one large room with a lot of desks. In Japan, for example, even the manager works in the same room. Consequently, everyone is working together to improve the company's goals.

S2: Why?

S1: Since everyone, no matter what level they are, works in the same space, no hard feelings emerge. In fact, research shows that employees in open-plan offices are more confident in expressing their ideas. Therefore, they are better communicators. And that results in them working better together.

S2: I read some background information on closed offices. It seems that they are always evolving. For example, the height of cubicle walls has changed a lot over time. I guess the shorter ones make the workspace more like an open-plan office. Bizarrely enough, it seems a lot of workers in American offices like to accompany each other to lunch, but they don't want to share office space. That doesn't really make sense, does it?

S1: Not really. You'd think people working together would want to discuss things. What if you have a question? Open plans are better since you can ask right away.

S2: Maybe. But think about the issues a manager might have to discuss. A lot of those issues are sensitive or confidential. You wouldn't want everyone to hear about those things. Because of this, I think closed offices are the better option. But maybe there's a compromise. Perhaps a manager should "earn" a private office, while lower-grade employees work in the open space.

S1: Ahh, I see what you mean. You're suggesting a combination of open and closed office space within the same office. That could be quite successful—some spaces could be shared for meetings or conferences while other spaces can be used for independent work or higher-level employees.

S2: That's a good idea.

ANSWERS

Open-office space	Closed-office space
<u>Advantages</u> cost less	<u>Advantages</u> workers more productive workers more inspired quieter
<u>Disadvantages</u> more distractions no privacy	<u>Disadvantages</u> more expensive less teamwork

Close listening

Focus students' attention on the *Academic keywords* box and ask them to add the words to their vocabulary notebooks. After reading through the *Listening for reasons* box, students can also add these signal words to their vocabulary notebooks.

- 1 Ask one or two students to summarize the advantages and disadvantages of open and closed office spaces. Then ask students to work in pairs to predict the answers. Play the audio and have students check their answers.

ANSWERS

1 O 2 C 3 O 4 O 5 O 6 C

- 2 Give students time to read the questions before listening to the audio again. Allow students time to compare their answers with a partner before checking them with the whole class.

Exam tip

Short-answer questions are a common exam exercise. Often an instruction is given in the exercise to write no more than a certain number of words. Students need to learn to keep their answers short and to the point.

ANSWERS

- 1 an open-office plan, because it allows more people to fit
- 2 because it's quieter, and there are fewer distractions
- 3 there might be fewer new ideas, sales, or results
- 4 because everyone works in the same space regardless of their level
- 5 a closed-office plan, because others will not hear private information

Developing critical thinking

SUPPORTING CRITICAL THINKING

In the academic world, we are often asked to give our views on issues. Our views are often heavily dependent on personal experience. To strengthen critical thinking, it is important to consider other factors, too, such as the viewpoints of others, research, and information gathered from reading and listening. Then we can give reasons for our views.

Give students time to think about their answers on their own and take notes. Then divide the class into discussion groups. When students have finished their discussion, give them time to report their ideas to the whole class.

Exam tip

In Part 2 of the IELTS Speaking Test, candidates have one minute to think about what they are going to say, and they can make notes. Encourage students to get into the habit of doing this in exercises like this in class.

EXTENSION ACTIVITY

Ask students to think about the learning spaces at their college, for example, the classroom or the library. In groups, students choose one of these spaces, and discuss the advantages and disadvantages of it with its current layout. The group then plans a new, improved organization of the space. Each group can present their ideas to the class, giving reasons for their decisions.

LISTENING 2 Urban sprawl

Word count 665

Background information

The term *urban sprawl* describes the spread of a city from its center outwards. As a city grows, new neighborhoods, or suburbs, are built on the edges. Facilities are built within these suburbs, such as malls and schools. Increased car use and better public transportation has made urban sprawl a feature of modern cities, although it also existed in the great cities of history.

Before you listen

- 1 Refer students to the *Think about* box to help them organize their discussion. After checking ideas, describe a big city from your country in terms of each of the features in the box and any additional ideas. Ask one or two students to choose a big city from their country and describe it briefly using these features.
- 2 Focus students' attention on the graph and ask concept questions, such as *What does "urban" mean?* (relating to a city or town) *What are the five things represented on the graph?* (countries) *How is the data presented, in numbers or percentages?* (in percentages). Then ask the question from the book.
- 3 Ask students to get a partner and discuss the questions, using the sentence frames to get started.

Global listening

Demonstrate or teach the meaning of *sprawl* (spread out in an uncontrolled way). Have students read the sentences and predict the correct answers.

AUDIO SCRIPT 1.13

Professor: Good morning, class. Today I want to focus on a trend that began to emerge many years ago, but has been more noticeable in recent years—urban sprawl. Now, there are many advantages and disadvantages to urban sprawl. However, before we get distracted by the arguments, I want to discuss some background information about urban sprawl and how it evolved in the United States. Basically, urban sprawl happens when the population in cities starts spreading outward. The suburbs extend further and further away, and the masses

start moving into those suburbs. A suburb is an area or town near a big city, but away from the center of the city. Usually there are a lot of houses, and most of the population is middle-class. More and more houses, and the type of developments that tend to accompany them, such as malls or stores, are built, and they, in turn, are built further and further away from city centers.

S1: How can someone tell where the suburbs start and the city ends? The new area looks like the old area, doesn't it?

Professor: Good question. Design certainly plays a part. There may be similarities between the outer edges of a city and the suburbs, for example, in terms of the building materials used. But in most cases, they don't look the same. You will find that within a city there are lots of different styles of building, but the suburbs are more likely to be similar. In fact, some argue that design inspiration is lost in the suburbs. Not only are there more houses, but they all look the same. Even the malls and stores look similar.

S2: When did this happen? It must be recent. We haven't always had suburbs, right?

Professor: Most people think urban sprawl is a relatively new concept. Others think it began in the 1950s. However, that's not actually the case. Although many of our modern cities have been designed to combat urban sprawl, it's a concept that has been around for many centuries. In fact, urban sprawl has existed as long as cities have existed. Rome is one of the oldest cities in history and was one of the most crowded. At the time of early Rome, almost 3,000 years ago, the population started to spread outward. And it wasn't just Rome. Even before that, in more ancient history, Babylon and China also saw considerable urban sprawl. Moving on to more recent times, London experienced its share of urban sprawl in the seventeenth and eighteenth centuries. During that time, the wealthier citizens started moving away from the city center and commuting in for work.

S3: Urban sprawl didn't only happen in Europe, did it?

Professor: No, it didn't. Let's move forward to the twentieth century. In the early 1900s, urban sprawl began affecting North America, the United States most specifically. Later, in 1918, a rapid increase in immigration after World War I resulted in greater urban growth. Around the same time, the growth of affordable cars meant that middle class people could live further away, but still travel to work in the city center. As a result, suburbs started growing up around large cities.

After World War II, around the 1940s and 1950s, governmental policies contributed to urban sprawl. As government agencies provided loan programs, millions of new homes were built, and cities grew more.

S4: What about after that? It seems we are still seeing urban sprawl today. It continued after the 1950s, didn't it?

Professor: Yes, it did. Later, in the 1970s, the sprawl was continuing to be seen—at this point it was becoming a social phenomenon that made an impact on how our living and working spaces have evolved. Some cities have doubled in size land-wise, but city center populations have decreased. Cities saw more and more suburbs spreading further and further away from the city centers. In fact, today, inner city populations are at

all-time lows. Some reasons for this include the high cost of property in city centers, people wanting a slower pace of life, and also wanting more green open spaces.

ANSWERS

- 1 old 4 doubled
2 all around the world 5 decreases
3 Babylon

Close listening

Cultural awareness

Individual cultures sometimes have different visual representations of time, perhaps including vertical rather than horizontal, and right-to-left rather than left-to-right diagrams. There is no right or wrong way. However, in the academic world, left-to-right is the normal representation of the passage of time. Initially, it is always worth checking students' understanding of visual representations of time.

Ask students to read the *Listening for time signals* box and add the time signals to their vocabulary notebooks under the sub-heading *Time signals*. Write some more (specific) time signals on the board, and ask for examples from the students, e.g. *During the 50s*, *In the 1990s*. Then ask the students to mark these and the specific time signals from the box on the timeline on page 31.

- 1 Give students time to compare their timelines with a partner after listening once, and then play the audio again so they can check their answers.

ANSWERS

Ancient times = Babylon and China saw considerable urban sprawl

Nearly three thousand years ago = early Roman population started to spread outward

Seventeenth and eighteenth centuries = London experienced urban sprawl

Early 1900s = urban sprawl began in the U.S.

1918 = immigration resulted in greater urban growth

1940s and 1950s = government policies contributed to urban sprawl

1970s = urban sprawl became a social phenomenon that impacted living and working spaces

Present day = inner city populations are at all-time lows

- 2 Ask students to use their timelines to answer the questions. When checking the answers, have students say complete sentences using a time signal, e.g. *Urban sprawl started during ancient times.*

ANSWERS

- 1 a 2 a 3 b 4 d 5 d

Developing critical thinking

SUPPORTING CRITICAL THINKING

Thinking about and "weighing" factors helps the development of critical thinking. It is important to be able to identify the key factors of an issue and to examine them in connection to the question. This process will help you to make more valuable decisions.

- 1 Direct students' attention to the ideas in the *Think about* boxes. Ask the students to consider the ideas as they discuss the question. Only after they have discussed the ideas in relation to both living in a suburb and living in a city should they express a decision using the sentence frames provided.
- 2 Give students a few minutes to look back at the listening texts *Work space* and *Urban sprawl* and discuss the questions. Ask a spokesperson from each group to report back on the discussions.

Exam tip

In Part 3 of the IELTS Speaking Test, candidates are often asked to speculate on an issue and to describe what might happen in the future. Some students are more comfortable giving concrete answers, and may need practice exploring issues and speculating. There is no right or wrong answer, although they should give reasons for their speculations.

This is a good place to use the video resource *Crowding out our brains*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

Vocabulary skill

Ask the students to read the *Synonyms and antonyms* box, and to brainstorm other examples of words with their synonyms and antonyms.

- 1 Give the students a few minutes to complete the chart individually, and then compare their answers with a partner before checking them with the whole class. Ask students to write the words in their vocabulary notebooks, marking the word stress as they do so.

ANSWERS

	Synonym	Antonym
urban	metropolitan	rural
similar to	like	different to
considerable	significant	insignificant
modern	current	ancient
realistic	practical	idealistic

- 2 Direct students' attention to the picture of Athens, Greece, and ask one or two students to describe what they see, comparing the ancient building to the suburbs. Encourage the students to use the synonyms and antonyms. Ask students to compare their answers with a partner, and then check the answers with the whole class.

ANSWERS

- | | |
|----------------|----------------|
| 1 ancient | 4 realistic |
| 2 different to | 5 considerable |
| 3 urban | |

SPEAKING Discussing urban environments

Grammar

Write the two example sentences from the *Grammar* box on the board (i.e. *The new mall ...* and *Urban sprawl ...*). Tell the students they are going to write the grammar rules for tag questions. First ask the students to underline the two examples of tag questions in the sentences. Then ask them to identify three main rules. For strong, inquiring groups, provide no further clues for the first few minutes to see if they can identify the three rules (i.e. positive statement with negative tag, negative statement with positive tag, and tag has same tense as the statement). To provide more support, highlight the key parts on the board, draw connecting arrows, or provide sentence heads for students to complete. Students check their ideas against the box.

- 1 Ask students to correct the errors in the sentences.

ANSWERS

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

- 2 Have students work with a partner to add the tag questions to the statements.

ANSWERS

- | | |
|---------------|----------------|
| 1 isn't it? | 4 aren't we? |
| 2 don't they? | 5 aren't they? |
| 3 isn't it? | 6 hasn't it? |

Background information

Native speakers of English use tag questions to involve the listener, and to check the listener's engagement and understanding. If you use tag questions, highlight the instances when you notice yourself using them so students can hear them in natural contexts. Many languages use a simple *yes* or *no* to function in the same way as the tag in English. Point out that for natural sounding English, the tag question is the correct form to use.

Pronunciation skill

The *Intonation in tag questions* box highlights how a change in intonation affects the meaning of tag questions. Using the two examples on the board from the *Grammar* section, mark the rising intonation on one, and say the sentence. Erase the intonation line and mark the falling intonation. Say the sentence again and ask the students what the difference is. If needed, provide the two options of *answer* and *no answer*, and ask them to guess which intonation requires an answer. Then give students time to read the information in the box.

- 1 When students say if the intonation rises or falls, ask them if an answer is expected. If it is, ask the student the same question, and elicit an answer.

ANSWERS

- 1 falls 2 rises 3 rises 4 falls

AUDIO SCRIPT 1.14

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

- 2 Have students repeat the sentences individually and with the whole class. They can then work with a partner and choose whether to ask the questions with rising or falling intonation. Their partner should respond accordingly.

EXTENSION ACTIVITY

Ask students to write five sentences in pairs, then exchange them with other pairs who have to add the tags, turning the statements into questions. Have the students practice saying the questions with rising or falling intonation on the tags, and note whether their partner responds correctly.

Speaking skill

Give students time to read the *Shifting the topic* box. Ask them to underline the key points and the three phrases. Have the students get partners. With books closed, one

of the students summarizes the main points of the box and says the phrases, while the other student reads the book to check if a main point is missed.

- 1 With books closed, play the audio and ask if students notice the words that signal the topic shift. Also, ask what the topic switched from and to. Then have students read the conversations as they listen to the audio.

ANSWERS

- 1 That reminds me. 2 I just thought of something.

AUDIO SCRIPT 1.15

- 1 **S1:** We are learning a lot in history this semester.
S2: Oh, yeah?
S1: Yesterday's lecture was about ancient China ...
S2: That reminds me. There is a new Chinese restaurant in town. Do you want to eat there?
- 2 **S1:** The museum has some fabulous paintings on display. There is one painted in the seventeenth century. The artist used ...
S2: I just thought of something. There is a technology museum in Boston. We should go there sometime.

- 2 Ask students to speculate on the answers.
- 3 Give pairs time to discuss, and then switch topics. Monitor and take language notes to use in whole-class feedback at the end of the exercise.

SPEAKING TASK

Brainstorm

Ask students to share any information they know about each of the cities on page 35. When students offer information, respond by using tag questions to check the information or request agreement. Have students work in pairs to discuss the cities.

Plan

- 1 Have students prepare an introduction about a city, including the features in the list.
- 2 Ask students to prepare a timeline to refer to during their presentations.

Speak and share

Put pairs together who worked on different cities. Ask students to create a blank chart in their notebooks with the same column and row headers as the chart on page 35. The number of blank columns will depend on the number of presentations they will listen to. Ask students to take notes in the chart about the information they hear. After a presentation is finished, the students can check information, e.g. *You said 1562, didn't you?* Encourage students to discuss

their information and decide which city to visit. Reorganize students to share their decision and the reasons for it.

Use the photocopiable unit assignment checklist on page 90 to assess the students' speaking.

STUDY SKILLS Active listening

Getting started

Have the students get partners and ask them to discuss the questions. Ask two or three students to share their ideas with the whole class.

Cultural awareness

People from different cultural backgrounds may show attention and inattention using different body language. Explore the students' answers with this in mind. At the end of the session, help students to draw some conclusions about what is generally seen as body language indicating active listening in an English-speaking culture.

Scenario

Give students time to read the scenario. Then ask pairs to discuss what Milad does right and wrong.

POSSIBLE ANSWER

Milad takes notes, but he doesn't ask for clarification during the meeting when he doesn't understand, and he pretends he understands. He sometimes stops taking notes, and his mind wanders. He reviews his notes after the meeting and sometimes calls a group member for clarification, but sometimes they can't remember what was said, so it is unhelpful.

Consider it

Ask the students to compare their ideas about Milad with the *Do* and *Don't* lists, and then to discuss each point.

Over to you

Ask pairs to share the most important points from their discussion with the whole class.

Extra research task

Have students find out information that is new to you about the city you study in. Ask them to do a search with [the city name] + *facts* and find out five things about the city's history and write them on a timeline. Then have them find out five things about modern life in that city.

UNIT 4 SCALE

Listening	Listening for comparisons Listening for contrasts
Vocabulary	Word families
Speaking	Asking for clarification
Pronunciation	Stress patterns in short phrases

Discussion point

Have the students work in pairs to discuss the questions. For question 3, ask them to use the sentences frames to help them get started. After students have discussed all three questions, have them share their answers with the class.

Vocabulary preview

Encourage students to use their monolingual dictionaries to help them with any new terms. Give them time to write the words in their vocabulary notebook, including the word stress and the part of speech. Encourage them to write synonyms and antonyms as well.

ANSWERS

1 b 2 b 3 a 4 b 5 a 6 a

LISTENING 1 Building big

Word count 614

Background information

The Burj Khalifa, the tallest tower in the world, and the Airbus A380, the biggest passenger plane, are both examples of large-scale engineering made possible nowadays with the new technologies and materials available. Monster trucks are another example of such large-scale engineering, using fiberglass for their bodies and a tubular chassis structure.

Before you listen

Ask students to find out their partner's experience with and knowledge of big buildings by asking the questions. You could draw scaled drawings of the buildings described by the students on the board, with a very small, scaled stick drawing of a person.

Global listening

Have students listen to the audio and do the task. Then check the answers with the class.

AUDIO SCRIPT 1.16

Student 1: OK, so the theme is scale. We need to choose something big to talk about for our presentation. Do you have any ideas about big building projects or things that are larger than normal?

Student 2: Well, my first thought was, "How about a building?" So I did some research on one of the skyscrapers in Dubai—the Burj Khalifa. It's 828 meters in height, has 160 floors, and cost, err, yeah, it cost 1.5 billion dollars to build.

Student 4: Isn't that the world's tallest building? They estimate that 35,000 people could live there at one time. Could be a good focus.

Student 3: That sounds pretty interesting. But what more can we say about a building? Perhaps we could look at a country? Maybe we could do something on China ...

Student 4: Those sound like fairly traditional topics to me. Could we do something a bit different?

Student 2: I suppose we could go for an animal? How about blue whales—they are pretty monstrous in size.

Student 3: That's an idea. Something from the natural world could be quite interesting. What else is big in size? Dinosaurs? I saw an interesting article about recent discoveries ...

Student 1: They are all good suggestions. But actually, I think we need to think of something more unique. Let's choose something nobody else will think of. Anyone else?

Student 4: I looked up the Airbus A380, you know, those giant double-decker planes. They can seat over 500 people. They are almost 73 meters long and have a wingspan of 79.9 meters. If you wanted to buy one, it would cost you around \$300 million.

Student 3: I thought about something people travel in, too. Has anyone heard of the *Oasis of the Seas*? It's the world's biggest cruise ship. According to the website it's 360 meters long, 65 meters high, and has 16 passenger decks. Apparently, it can take a maximum of 6,296 passengers on each voyage.

Student 1: That's certainly larger than normal!

Student 3: Oh, and similar to the Burj Khalifa, it cost 1.4 billion dollars to build.

ANSWERS

large buildings, large planes, large boats

Close listening

1 Ask students to look at the table. At this point, it may be possible for some students to recall a few answers. Then play the audio and have students complete the table. Check the answers with the whole class.

ANSWERS

- | | |
|----------------------|-----------------------|
| 1 828 meters | 4 about \$300 million |
| 2 35,000 | 5 360 meters |
| 3 (almost) 73 meters | 6 6,296 |

- 2 Have students look at the chart. Ask students what they know about monster trucks. Write *family car* and *monster truck* on the board, and write the facts from the chart below each word. Convert pounds to kilos if appropriate for your class (11,000 pounds = approx. 5,000 kg.). Complete the chart with any additional information students provide. Add a question mark after each idea students give. After listening and completing their own chart, have students check their answers with the whole class.

Exam tip

Completing a table of notes is a common exam exercise. Students need to develop confidence in quickly understanding a table and its layout. Answers should be short, and the number of words allowed for each answer is often given in the instructions.

AUDIO SCRIPT 1.17

Student 1: How about we choose a “monster” that is more unusual? Why don’t we talk about monster trucks?

Student 2: You mean those trucks with the gigantic wheels?

Student 1: Exactly!

Student 4: Well, I doubt anyone else will talk about them. Have you done research on them?

Student 1: Yes, I read about these trucks online. There’s a fleet of them. Huge audiences go to see them in shows, and some of the retired trucks are on display. Perhaps we could compare them to a normal-sized family car?

Student 2: Like an SUV? Or a family car?

Student 1: I thought a Hyundai Azera could be good. They are one of the most popular family cars at the moment.

Student 3: Well, I’ve seen those trucks on TV; they are much bigger than an SUV.

Student 1: Yeah, the Hyundai weighs about 1,600 kilograms. So, compared to an average family car a monster truck weighs around 5,000 kilograms. Roughly three times heavier.

Student 2: What are they made of? A normal car is mostly sheet metal with plastic interiors, isn’t it?

Student 1: Actually, they’re made of fiberglass, which is lighter. But I think it’s also cheaper and easier to repair. With what the trucks do, I suppose being easy to repair is essential. The interior isn’t really much to look at. It’s got a lot of safety features, but no decoration.

Student 2: So, no mp3 player, GPS, leather upholstery?

Student 4: We could look at some of the other features—like the size of wheels. My car has 16-inch wheels. That’s about 40 centimeters, right? What about one of your monster trucks?

Student 1: A bit bigger. They use, let me see, yep, they use 66-inch tires.

Student 4: That’s like, 168 centimeters. That’s massive.

Student 2: OK, it looks like we’ve found something suitably large, then. Let’s get to work ...

ANSWERS

- | | |
|---------------------|---------------------|
| 1 1,600 kg. | 4 16 inch / 40 cm. |
| 2 fiberglass | 5 66 inch / 168 cm. |
| 3 more about safety | |

- 3 After pairs have discussed their ideas, ask them to share their answers with the whole class.
- 4 Give students time to predict the answers before listening to check their predictions.

ANSWERS

- | | |
|------------------|-----------|
| 1 more expensive | 4 lighter |
| 2 longer | 5 easier |
| 3 fewer | 6 bigger |

AUDIO SCRIPT 1.18

Student 1: OK, so the theme is scale. We need to choose something big to talk about for our presentation. Do you have any ideas about big building projects, or things that are larger than normal?

Student 2: Well, my first thought was, ‘How about a building?’ So I did some research on one of the skyscrapers in Dubai – the Burj Khalifa. It’s 828 meters in height, has 160 floors and cost, err, yeah, it cost 1.5 billion dollars to build.

Student 4: Isn’t that the world’s tallest building? They estimate that 35,000 people could live there at one time. Could be a good focus.

Student 3: That sounds pretty interesting. But what more can we say about a building? Perhaps we could look at a country? Maybe we could do something on China ...

Student 4: Those sound like fairly traditional topics to me. Could we do something a bit different?

Student 2: I suppose we could go for an animal? How about blue whales – they are pretty monstrous in size.

Student 3: That’s an idea. Something from the natural world could be quite interesting. What else is big in size? Dinosaurs? I saw an interesting article about recent discoveries ...

Student 1: They are all good suggestions. But actually, I think we need to think of something more unique. Let’s choose something nobody else will think of. Anyone else?

Student 4: I looked up the Airbus A380, you know, those giant double-decker planes. They can seat over 500 people. They are almost 73 meters long and have a wing span of 79.9 meters. If you wanted to buy one, it would cost you around \$300 million.

Student 3: I thought about something people travel in, too. Has anyone heard of the *Oasis of the Seas*? It’s the

world's biggest cruise ship. According to the website it's 360 meters long, 65 meters high, and has 16 passenger decks. Apparently it can take a maximum of 6,296 passengers on each voyage.

Student 1: That's certainly larger than normal!

Student 3: Oh, and similar to the Burj Khalifa, it cost \$1.4 billion to build.

Student 1: How about we choose a 'monster' that is more unusual? Why don't we talk about monster trucks?

Student 2: You mean those trucks with the gigantic wheels?

Student 1: Exactly!

Student 4: Well, I doubt anyone else will talk about them. Have you done research on them?

Student 1: Yes, I read about these trucks online. There is a fleet of them. Huge audiences go to see them in shows and some of the retired trucks are on display. Perhaps we could compare them to a normal sized family car?

Student 2: Like an SUV? Or a family car?

Student 1: I thought a Hyundai Azera could be good. They are probably the most popular family cars at the moment.

Student 3: Well, I've seen those trucks on TV: they are much bigger than an SUV.

Student 1: Yeah, the Hyundai weighs about 1,600 kilograms. So, compared to an average family car a monster truck weighs around 5,000 kilograms. Roughly three times heavier.

Student 2: What are they made of? A normal car is mostly sheet metal with plastic interiors, isn't it?

Student 1: Actually they are made of fiberglass, which is lighter. But I think it's also cheaper and easier to repair. With what the trucks do, I suppose being easy to repair is essential. The interior isn't really much to look at. It's got a lot of safety features, but no decoration.

Student 2: So, no mp3 player, GPS, leather upholstery?

Student 4: We could look at some of the other features – like the size of wheels. My car has 16-inch wheels. That's about 40cm, right? What about one of your monster trucks?

Student 1: A bit bigger... They use, let me see, yep, they use 66-inch tires.

Student 4: That's like 168cm. That's massive.

Student 2: OK, it looks like we've found something suitably large then. Let's get to work

Developing critical thinking

Direct students' attention to the *Purposes of buildings* box to help them answer question 1. Point out that the *Think about* box gives ideas to discuss for question 3. Ask students to share ideas from their discussions with the whole class.

LISTENING 2 Big business

Word count 651

Background information

The big business discussed in the audio is the automotive industry, one of the world's most important economic sectors due to the massive revenue it takes in. The annual global production of cars is rising each year and had reached almost 78 million by 2010. This gives us a total of over 800 million cars and light trucks in the world. The amount of gasoline and diesel consumed by these is over 260 billion U.S. gallons annually.

Before you listen

Focus students' attention on the *Types of business* box, and ask them to name some companies they know in each of the different categories.

Cultural awareness

Big businesses can be seen quite negatively in some cultures. There may be some strong feelings in class during the discussions. Big global companies are often accused of destroying local cultures and economies. Be sensitive to this issue. Focus your students on the critical thinking skill of seeing different points of view.

- 1 Ask students to discuss the questions with a partner, using the sentence frames to support their discussion. Have pairs share their ideas with the class, and use the ideas to create two lists—positive and negative effects—on the board.
- 2 Ask students to do the task individually.

Global listening

After listening to the first part of the audio, students can check their answers with the whole class.

AUDIO SCRIPT 1.19

Professor: Today I want to talk about a monster industry. I'm calling it a monster, not because it's negative or scary in any way, but because when compared to other industries in terms of size, it's gigantic; in fact, it's one of the biggest. It's the automotive, or the car industry. Some would say this business is an essential part of the world economy since it makes more money than many other industries. For such a huge industry, with such value, its exact beginnings are a bit uncertain. Some credit Karl Benz in Germany in 1885 when he basically created a unique carriage ... one that didn't use horses. Benz, Daimler, and Maybach created a vehicle just three years later, but theirs was more a traditional automobile and less a carriage. Anyway, the history lesson is for another time. Today, let's focus on how the different parts of the car industry differ: by country production and by manufacturer.

ANSWERS

date of first automobiles
biggest car manufacturers
size of car industry
car-producing countries

Close listening

- 1 Have students listen to the audio, and decide if the sentences are true or false. Remind students that the information in the sentences will be in the same order as in the audio.

ANSWERS

- 1 T (some believe) 5 T (helps people
2 F compare and contrast
3 F different manufacturers)
4 T 6 F

Ask students to read the *Listening for contrasts* box. Have them write the bold words in their vocabulary notebooks in a column with the heading *Contrasting*, next to the *Comparing* column.

AUDIO SCRIPT 1.20

Professor: Today I want to talk about a monster industry. I'm calling it a monster, not because it's negative or scary in any way, but because when compared to other industries in terms of size, it's gigantic; in fact, it's one of the biggest. It's the automotive, or the car industry. Some would say this business is an essential part of the world economy since it makes more money than many other industries. For such a huge industry, with such value, its exact beginnings are a bit uncertain. Some credit Karl Benz in Germany in 1885 when he basically created a unique carriage ... one that didn't use horses. Benz, Daimler, and Maybach created a vehicle just three years later, but theirs was more a traditional automobile and less a carriage. Anyway, the history lesson is for another time. Today, let's focus on how the different parts of the car industry differ: by country production and by manufacturer. I mentioned that the industry is monstrous. In part, this is because of its influence on the world economy, but we must also consider the impact of the automobile on the way we live. Once, only the richest people could afford cars, but now they are much more affordable and people of all ages drive. It's a market worth having a share of, with more than 800 million cars on the roads around the world. They consume more than 250 billion gallons of fuel a year. That equates to a lot of money. Although demand is worldwide, some believe that four markets will eventually dominate world demand: Brazil, Russia, India, and China. Let's look at production figures. What country produces the most vehicles?

Student 1: Is it the United States?

Professor: It's very high on the list, but not number one.

Student 2: Iran?

Professor: Another good guess. Iran has the potential to be a dominant force in the automotive industrial market. We'll have to wait and see.

Student 3: Somewhere in East Asia? Japan.

Professor: Close ...

Student 1: Oh, it's China, right?

Professor: That's right. Japan is also a big producer, but it is currently at number three. It's very close though—the U.S.A. has recently overtaken Japan to reach the number two spot. Germany and South Korea round out the top five—both countries export a lot of cars, but also are home to companies that have lots of factories abroad. Other countries, like Brazil and India, Spain, Mexico, and France are fairly close in number—all those countries produced about the same number of cars—the range was between two million and four million cars in 2011. Someone mentioned Iran. It was 13th on the list, but it's bound to climb higher. Now let's talk a little about manufacturers. Remember I mentioned that the automotive industry as a whole is a monster. Some would argue that each manufacturer is a monster in terms of size and money as well. The OICA, that is the International Organization of Motor Vehicle Manufacturers, has a lot of data that helps us compare and contrast the different manufacturers. Which company do you think is number one?

Student 1: China is number one in production, right? So is it a Chinese company?

Professor: Actually, no, it's not.

Student 2: Japan was number three, but is a Japanese company first?

Professor: Yes. Toyota. Asian companies do well, holding a good deal of the top production places, but the second place manufacturer is General Motors in the United States. Volkswagen from Germany follows next, then Hyundai in South Korea, and then, in fifth place, Ford, again in the United States. With production so high, and values growing, you can see how large these companies can get. Monstrous, yes, but bad, no, not really. Not considering how many people want and need cars.

- 2 Ask students to listen to the audio again and to complete the chart with the contrasting ideas.

ANSWERS

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.	Four markets will dominate world demand.
In the past, only the rich could buy cars.	Now cars are much more affordable.
Many of the biggest manufacturers are Asian.	The second place manufacturer is General Motors in the United States.

Developing critical thinking

SUPPORTING CRITICAL THINKING

By working within the advantages and disadvantages framework, students are encouraged to see issues from different perspectives. In the academic world and in critical thinking, it is important that students are able to move away from their own personal viewpoint. Make sure students understand that they can list advantages or disadvantages that they do not personally value.

- 1 Give students a few minutes to look back at the listening texts *Building big* and *Big business*. Then ask them to discuss the questions in groups.
- 2 Tell them to look at the *Think about* box to give them ideas for question 1. Ensure that each group shares their ideas with the whole class.

Vocabulary skill

Write the word *compare* on the board. Ask students what part of speech it is (a verb), and write this above the word. Ask students if they can think of other words in the same family. Write *noun*, *adjective*, and *adverb* on the board as headings for other columns, and elicit the words in the word family (*comparison*, *comparative*, *comparatively*). Have students open their books and read the information in the *Word families* box.

Exam tip

Knowing and using different words in a word family will help students show that they are flexible with their vocabulary use. Candidates are assessed on this in the IELTS Speaking Test.

- 1 Check answers with the whole class and add the word families to the chart on the board. Have the students mark the stress on the words, and highlight how it can move to different syllables in the word family words. Give students time to copy the chart into their vocabulary notebooks and mark the stress on each word.

ANSWERS

- 1 c national d nationally
- 2 b generalization c general d generally
- 3 realize b realization d really
- 4 a originate c original d originally
- 5 b perception c perceptive
- 6 a simplify c simple

- 2 Tell students the mistakes are all in the words from the chart. Elicit that it is the grammar "fit" that the students need to check to decide if the word is right or wrong.

ANSWERS

realization realize	perception perceptive
national nation	simplicity simple
origin originated	general generally

EXTENSION ACTIVITY

Ask students to find examples of other words with word families in the text, e.g. *know* v (*knowledge* n, *knowing* a); *manufacturing* a (*manufacture* v + n, *manufactured* a); *influence* n (*influence* v, *influential* a); *industry* n (*industrial* a); *demand* n, (*demand* v, *demanding* a). These words do not form complete word families, or the adverb form will not be used very frequently.

- 3 When students have completed the exercise, have them check answers with the whole class. Then say one word from a word family and elicit the rest of the words in that family, requiring students to produce them with the correct stress.

ANSWERS

- | | |
|--------------|------------|
| 1 generally | 4 original |
| 2 originated | 5 perceive |
| 3 national | 6 compare |

SPEAKING Discussing large companies

Grammar

Write *fewer* and *less* on the board, along with *electric cars* and *production* written separately. Ask students to tell you which comparative goes with which noun, and ask them to explain why. Write the nouns under the correct heading. Then elicit more nouns to go under each heading. Direct students to the *Grammar* box.

- 1 After the students have compared their answers with a partner, do a quick check with the class.

ANSWERS

- | | |
|----------|---------|
| 1 fewer | 5 less |
| 2 fewer | 6 fewer |
| 3 fewest | 7 least |
| 4 fewer | |

- 2 Ask students to work in pairs to make sentences comparing the items in each question.

Pronunciation skill

Write these different stress patterns on the board: OOO, OOo, oOO, OoO, oOo. Then say the phrase *up and down* naturally. Ask students to identify which stress pattern you used (OoO). Ask why this is the

most natural (we stress the most important words). Ask students to read the *Stress patterns in short phrases* box. Then they should find the stress pattern we use to contrast the nouns / adjectives (oOo).

- 1 Encourage students to think about the context and the meaning behind the sentence in order to decide on the correct stress pattern used. Have them mark the stress pattern on the phrases.

ANSWERS

- | | |
|-------|-------|
| 1 OoO | 4 OoO |
| 2 oOo | 5 OoO |
| 3 OoO | 6 oOo |

- 2 Play the audio, and have students listen and check their answers. Then they can check answers with the whole class.

AUDIO SCRIPT 1.21

- 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.

Speaking skill

Dictate the phrases from the *Asking for clarification* box in a jumbled order. Say them slowly, but naturally, and pause at natural break points, e.g. *I didn't follow // what you said // about ...* Ask them to explain what we use the phrases for (asking for clarification). Ask students to divide the phrases into *formal* and *informal*. Highlight that the informal phrases tend to be shorter. Give students time to read the box.

Cultural awareness

Generally, when English is used more formally, there are more words, and the sentences are longer. *I'm afraid ...*, *Would you mind ...*, etc. are phrases the speaker can use to make what they are saying more polite and formal. Some other languages are much more direct, even in a formal situation. Students need to be aware that they may be considered impolite if they speak in such a direct way in a formal context in English.

- 1 Give students time to answer the questions after listening to the conversation.

AUDIO SCRIPT 1.22

- A:** The biggest company in my hometown produces frozen food.
- B:** I'm sorry. I'm not sure I understand. Could you explain that?
- A:** Yes. The company makes frozen foods like pizzas.

ANSWERS

- 1 I'm sorry. I'm not sure I understand.
- 2 Could you explain that?

- 2 Read aloud the flowchart. Then monitor the dialogues. Have the students change partners to get more practice.

SPEAKING TASK

Brainstorm

Monitor the brainstorm stage, and help students who do not have much background knowledge.

Plan

- 1 Ask students to work in pairs to make notes about two companies.
- 2 Have students use their notes to prepare what they are going to say.

Speak and share

During the discussion activity, take language notes and do a whole-class feedback at the end.

Use the photocopiable unit assignment checklist on page 91 to assess the students' speaking.

STUDY SKILLS Managing your time

Background information

The change from secondary education to tertiary education can be a shock for young people, particularly if they come from an educational background that was quite traditional and controlled. Some students may have little experience working independently; they may never have had the need to make choices about the organization of their time.

Ask students to read the information and complete the quiz in the *Organize your time* section. Do a class survey to find out which time management skills are the most difficult for students. If one or two are clearly more difficult for the majority of the class, set a class goal and monitor improvement over the next few classes.

UNIT 5 SUCCESS

Listening	Listening to summarize Listening for vocabulary in context
Vocabulary	Homophones
Speaking	Agreeing and disagreeing
Pronunciation	Compound nouns

Discussion point

Ask students to look at the picture on page 47 and ask them how it relates to the title of the unit, *Success*. Elicit that the person on top of the mountain succeeded in climbing to the top. Ask: *What did the person need to have to achieve that?* Write students' answers on the board—these could be about physical and/or mental characteristics.

Ask students to discuss the questions with a partner, using the sentence frames to help them get started. Photocopy and cut out the unit 5 *Useful language* page to provide some extra support. After students have discussed the questions, have them share their answers with the class. Add the characteristics from question 2 to the ideas on the board, and ask students to write them in their vocabulary notebooks.

Vocabulary preview

- 1 Give students time to use a monolingual dictionary to help complete the exercise. After checking the answers with the class, have students write the words in their vocabulary notebooks.

ANSWERS

- | | |
|----------------|--------------|
| 1 achievements | 5 persistent |
| 2 attempt | 6 specifics |
| 3 focused | 7 adhered |
| 4 determined | 8 proverb |

- 2 Ask students to work in pairs to discuss two of the questions. Encourage them to use the vocabulary from exercise 1. Students can change partners and discuss two different questions with their new partner.

EXTENSION ACTIVITY

To help students actively use the new vocabulary, put the new words on cards. Each time a student uses a word, they can place it face up on the table. The object is to get rid of all of the cards.

LISTENING 1 What is success?

Word count 634

Background information

There are many different theories about the idea of "success." The point made in the lecture is that success is defined by what an individual intends to do and whether they achieve this or not. According to the presenter, success should not be defined by society's norms.

Cultural awareness

Individual cultures can have different views of success and failure. Some cultures may see success more as a group result than an individual result. To some, failure may seem shameful; to others, it could be a motivation for future attempts to succeed.

Before you listen

- 1 Ask students to check what they have achieved and and put an X next to what they plan to achieve.
- 2 Ask students to take notes about their plans individually. Invite one or two students to share some of their answers with the whole class, but be aware that some students may feel the information is too personal.

Global listening

Read aloud the *Listening to summarize* box, and then ask students to write a short summary in their notebooks.

- 1 Ask students to listen and circle the correct summary. Then check the answer with the class.

ANSWER

b

AUDIO SCRIPT 1.23

Presenter: You are all here because you want to know how to be successful. I think the first thing we need to do is make sure we all know what success is. Does anyone know? Yes, you have your hand up. What do you think?

Audience Member 1: Having a lot of money.

Audience Member 2: A good job.

Audience Member 3: Finishing college.

Presenter: According to the dictionary, success is “the achievement of something that you planned to do or attempted to do.” If that’s the case, then having a lot of money is success if you planned or attempted to have a lot of money. The same is true of a good job. If you have the job you planned to have, then you’re successful. The key is whether or not it is YOU that planned or YOU that attempted. YOU. Not someone else, YOU. It doesn’t matter what society dictates. Success can only be determined by you. Would most of you agree finishing college is a success? Would most of you agree that Mark Zuckerberg and Bill Gates are successful? Was Steve Jobs successful? I think so, too. But none of them graduated from college. Does this now mean they’re not successful? Well, not if we adhere to the dictionary definition. Bill Gates wanted to start a company, so he attempted it. Therefore, he’s a success. Take this example. If you win a marathon, you’re successful. But if you didn’t even run a marathon, it doesn’t mean you’re NOT successful. If that’s not your plan, then it is NOT a failure. You can’t fail something if that something is not part of your plan. Maybe you plan to finish college instead of training to be an athlete. If you plan it and attempt to achieve it, then you’re successful. The point I’m trying to drive home is that success has to be determined by the individual. Sure, society makes us feel that doctors are more successful than people who chose other career paths, but I disagree. In my opinion, anyone is successful if they make the choice—they have chosen the path and planned. A doctor is just as successful as a maid if they’re both doing what they planned to do. All of your answers: a lot of money, a good job, finishing college. You’re all right. But what other answers might we now have?

Audience member 4: A nice garden?

Presenter: Yes!

Audience member 5: A happy family?

Presenter: Yes, again! The specifics might be different for everyone. How do you define a lot of money? A CEO wants to buy a fancy car. He needs a lot of money to do it. He works hard, makes enough money, gets a bonus, and buys the car. Success. To a student who works at the fast food restaurant on the corner for minimum wage, enough money to pay for tuition is a lot. He is successful, too. Many people will say that working hard, practicing, focusing, having drive will help you achieve your goals. Others claim persisting through failure, having passion, and taking small steps pave the way to success. I believe all of those are good things to do. What I want to stress is that the characteristics for achieving success might be the same, but the difference is the end goal. The man who plans to finish college, and does so, is just as successful as the man who plans to run a marathon and does so. The CEO who plans to make a million dollars is just as successful as the poor man who plans to earn enough money to pay for his groceries for the month. There is a proverb that says, “Beauty is in the eye of the beholder.” I believe success is the same. Take away this principle: If you choose it, you plan it, you attempt it, then you succeed.

- 2 Encourage students to refer to the *Listening to summarize* box as they select the ideas to be included in a summary.

ANSWERS

2, 3, 4, 7, 9

- 3 Give students time to read the two summaries and discuss them with a partner, before asking for their decision and the reasons they chose it. Encourage discussion about the summaries.

Close listening

Give students time to read the statements before playing the audio again. Ask students if they can answer *true* or *false* for any of the statements at this point. Check the answers as a whole class.

ANSWERS

1 F 2 T 3 F 4 F 5 T 6 F

Developing critical thinking

SUPPORTING CRITICAL THINKING

This critical thinking section is less structured than previous ones, and it gives the students the opportunity to show that they can work more independently. Students need to structure their discussion, identify problems and issues, and reach a conclusion. You can provide more or less support as is appropriate for your class.

Give students a few minutes to read the questions and take notes individually. Divide the students into discussion groups. Monitor the discussion, and encourage and prompt if necessary.

LISTENING 2 Bidding for the Games

Word count 593

Background information

The Olympic Games™ is a major international sporting event, with the Summer Games held every four years. More than 200 countries participate, and the event is considered the most important global sporting event. Hosting the games can have many benefits, as well as a few drawbacks. Therefore, the process by which a country is chosen is long and very involved.

Before you listen

- 1 Ask students about the most recent Olympic Games™, e.g. *Where were they? What parts did you watch?* Ask students to get a partner and discuss the questions.

- 2 Ask students to work in pairs to discuss the questions. Then invite students to share their answers with the whole class.
- 3 Put students into pairs and ask them to match the host countries with their location on the map.

ANSWERS

1 f 2 g 3 a 4 e 5 c 6 d 7 b

Global listening

Direct students' attention to the title, *Bidding for the Games*, and ask students what they know about the process for becoming a host city. Check that students understand *process* (a set of steps taken in order to get a particular result).

- 1 Have students compare their answers. Then they can check their answers with the whole class.

ANSWERS

1 MI 2 D 3 D 4 MI 5 D 6 MI

AUDIO SCRIPT 1.24

To be a success often requires a lot of planning. To be successfully named as the host of the Olympic Games™ requires planning, patience, and a certain amount of good luck. The Olympics™ is among the greatest sporting events in the world, drawing the best athletes and huge television audiences. That makes the chance to host the games an exciting prospect for many cities. Being chosen is an honor, and one that can make an economic difference if organized right. But how are cities actually chosen to host the games? It's actually a process that starts years before the Games are held. For example, the six cities that competed to host the 2020 Olympics™ had to have their bids submitted in 2012, eight years before the Olympic™ torch is lit! The proverb, "patience is a virtue" holds true. The countries begin the formal bidding process approximately two years before the announcements are made, so almost a decade of planning has passed before the Games are held. The process must be adhered to, and there are several key steps. Interested countries must first announce their candidacy by telling the International Olympic™ Committee what city is applying. The six candidates for the 2020 Olympics™ were Rome, Madrid, Tokyo, Istanbul, Doha, and Baku. The application costs a large sum of money—over \$150,000 dollars. All six candidates were persistent because most had attempted to host before. Madrid had taken part in the last three Olympic™ bids, and both Doha and Baku had taken part in the last two. Regardless, they all wanted this achievement. After declaring candidacy, the process becomes more focused. The countries must complete specifics in an application. The application contains a lot of questions about money,

government, and the location—that is, exactly where the Games will be held and which facilities will be used. Then the proverb proves true again. Patience is necessary because it takes approximately six months for the International Olympic™ Committee to study the applications, and consider such factors as government support, security, and transportation. After careful study, the Committee accepts, or denies, candidate cities. A second round of consideration begins. The cities that are still in contention submit a final bid. An International Olympic™ Committee group visits each city. The committee does this to get more information on the infrastructure of the candidate country and city. During the visit, the group members view locations that will host events and house athletes. They also get more details about the information outlined in the candidates' files. The members of that group then return to the IOC headquarters to present their ideas to the committee members. During this stage, members from each candidate city attend the current Olympic Games™ to see how the Games work, and to take away any lessons learned by the hosts. After that, the candidates must complete more paperwork. These questions are even more detailed, and include questions about how finances and weather might impact the Games. Then the countries wait again. An Evaluation Commission is formed that visits the cities, and writes an analysis of the city based on its visit and the files. During this analysis stage, the commission carefully studies the factors the committee should consider when making a fair decision. It will say what is good or bad about each application—and sum up whether holding the Games in these locations is a realistic goal. The final report is given to the International Olympic™ Committee. Finally, approximately seven years before the Games, the Committee votes, by secret ballot, and the host is announced.

- 2 Ask students to recall the information from the *Listening to summarize* box on page 48 to clarify the type of information that should be in their notes.
- 3 Have students work in pairs and discuss their notes using the questions to guide them.
- 4 Give students time to work together to produce a summary. If both students make a copy of the summary, they can then split up and compare their summary with their new partner's.

Close listening

Ask students what key information and specific vocabulary they remember from the audio. Tell students that you will test them on the information in the *Listening for vocabulary in context* box. Give students time to read and absorb the information. Then with books closed, ask students quiz questions, e.g. *How many strategies are listed? What are they?* Discuss the

answers with the whole class, and then have students check the information with the box.

Direct students' attention to the *Academic keywords* box. Make sure students can pronounce the words correctly. Highlight that when *present* is used as a verb, the second syllable is stressed. When it is used as a noun, the first is. Ask them to write the words in their vocabulary notebooks.

- 1 Play the audio and ask students to complete the text. Remind students that the answers need to fit grammatically, and so they need to make sure they have the correct word from the word family.

POSSIBLE ANSWERS

- | | |
|--------------|----------------|
| 1 process | 5 large fee |
| 2 step | 6 the location |
| 3 applying | 7 factors |
| 4 candidates | 8 accepts |

AUDIO SCRIPT 1.25

The proverb, "patience is a virtue" holds true. The countries begin the formal bidding process approximately two years before the announcements are made, so almost a decade of planning has passed before the Games are held. The process must be adhered to, and there are several key steps. Interested countries must first announce their candidacy by telling the International Olympic™ Committee what city is applying. The six candidates for the 2020 Olympics™ were Rome, Madrid, Tokyo, Istanbul, Doha, and Baku. The application costs a large sum of money—over \$150,000 dollars. All six candidates were persistent because most had attempted to host before. Madrid had taken part in the last three Olympic™ bids, and both Doha and Baku had taken part in the last two. Regardless, they all wanted this achievement.

After declaring candidacy, the process becomes more focused. The countries must complete specifics in an application. The application contains a lot of questions about money, government, and the location—that is, exactly where the games will be held and which facilities will be used. Then the proverb proves true again. Patience is necessary because it takes approximately six months for the International Olympic™ Committee to study the applications, and consider such factors as government support, security, and transportation. After careful study, the Committee accepts, or denies, candidate cities.

- 2 Have students work in pairs to discuss their answers to exercise 1, using the questions to guide them.
- 3 Working with the same partners, give students time to discuss the questions. Then have a whole-class discussion so students can share their ideas.

Developing critical thinking

SUPPORTING CRITICAL THINKING

A key element of critical thinking is to be able to look for alternatives. To develop strong critical thinking, students should be encouraged to explore issues and consider alternative answers. It does not matter if they still return to their first idea, because now that alternatives have been thought about, the decision will have more depth.

- 1 Have students look at the *Think about* box to give them ideas for the first question. Have the students write the words in their vocabulary notebooks, and identify and practice the word stress. Put the students into discussion groups to talk about the questions. Share ideas as a class.
- 2 Give students a few minutes to look back at the listening texts *What is success?* and *Bidding for the Games*. Direct students' attention to the *Think about* box and tell them they can use the ideas to organize their discussion. Then give them a time limit and tell the groups they need to produce two lists, one of alternative ways of spending the money, and the other of factors for choosing a city. Set a number of items to be on each list, depending on time and the strength of the class.

EXTENSION ACTIVITY

Groups can exchange lists, and select the three best alternatives and the three most important factors. Compile each groups' "top three" lists on the board. Then have the class vote on the top three.

This is a good place to use the video resource *Winning*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

Vocabulary skill

Dictate the words *there*, *two*, *here*, *some*, and *right*, and have students write them on a sheet of paper. Ask a student to write their answers on the board. Then ask the class if they spelled the words the same way. Elicit the alternative spellings (*their*, *to / too*, *hear*, *sum*, *write*), and then ask the students to read the information in the *Homophones* box.

- 1 Tell students to use their monolingual dictionaries to help them with this exercise.

ANSWERS

- | | |
|-------------|-----------|
| 1 fair | 4 sum |
| 2 maid | 5 wait |
| 3 principle | 6 weather |

- 2 Ask students to complete the questions individually. Then check the answers with the class.

ANSWERS

- | | |
|-------------|-------------|
| 1 principle | 4 principal |
| 2 weather | 5 fair |
| 3 fare | 6 made; sum |

- 3 Have the students work in pairs to ask and answer the questions. Invite a few students to report back on their partner's answers.

SPEAKING Giving a presentation

Grammar

Give students time to read the information in the *Grammar* box. Ask them to work with a partner and ask each other questions about the box, e.g. *Which word can we add to show the action is repeated? (always)*. On the board, write the sentence *I was traveling in Europe when the Olympics™ started*. Remind the students of timelines, and ask them to represent the two events on a timeline. Then write the sentences *You were always traveling when major events happened* and *I was always traveling when I was young*. Ask the students to explain what *always* means in both contexts (*annoyance* in the first and *repetition* in the second).

- 1 Have students check their answers with a partner. Then they can check answers with the whole class.

ANSWERS

- | | |
|-----------------|---------------|
| 1 was taking | 4 was writing |
| 2 wasn't paying | 5 was sending |
| 3 were waiting | 6 were; doing |

- 2 Ask the students to discuss the sentences with a partner. Then check the answers with the class.

ANSWERS

- 1 no 2 yes 3 yes 4 no 5 no 6 no

Pronunciation skill

Write *sun, high, air, hot, guide, feed, head, corner, and summer* in one column on the board. In the next column, write *time, lines, glasses, dog, quarters, back, stone, plane, and light*. Join *sun* to *glasses* and elicit the meaning. Tell students that this is an example of a compound noun. Then ask students to form the other compound nouns from the list of words. Give them time to read the *Stress in compound nouns* box and exercise 1 to check their answers.

- 1 Students listen and practice saying the compound nouns with the correct stress.

AUDIO SCRIPT 1.26

- 1 guidelines
- 2 cornerstone
- 3 feedback
- 4 summertime
- 5 headquarters

- 2 Invite students to read aloud their sentences, and encourage them to focus on the word stress.

Speaking skill

Read aloud the example sentences from the *Agreeing and disagreeing* box, and ask which statements are formal and which are informal. Give students time to read the box to check their answers.

Cultural awareness

Individual cultures and languages have different approaches to agreeing and disagreeing. There are two important points to impress upon students: first, in English, politeness is very important and should be expressed through the use of appropriate phrases; second, in a multilingual situation, you need to be considerate of other people's cultural and linguistic backgrounds. Disagreeing with someone can be quite a sensitive issue.

- 1 After listening and completing the chart, allow students time to compare notes before checking their answers with the whole class.

AUDIO SCRIPT 1.27

Viktor: OK, so the city I have chosen is Rome, in Italy. I think it would be a great vacation destination. Because there's a lot to do there.

Jung-su: What kind of things?

Viktor: Well, there are lots of tourist attractions, er, historical buildings ... It would be a really interesting place to visit.

Jung-su: Hmm. I'm not sure that's the best idea. I'm not really interested in old places. I like modern things.

Viktor: It's not all old ... Um, there are really good stores, too. Fashion is very important in Rome.

Jung-su: Yes, you have a point, there. Isn't Rome very polluted, though? I've heard there's a lot of traffic in cities in Italy. That's not so good for a vacation.

Viktor: I don't think that's always true; busy places can be really exciting. A few cars on the street is not so bad.

Jung-su: I'm not sure about that idea. I don't think Rome would be a good place.

Viktor: So where do you suggest?

Jung-su: How about Rio, in Brazil? The weather is really good, and the cost of living is low. So it would be cheap once you got there. Brazilian people are very friendly, too.

Viktor: Cheap is good. Rome's not so cheap. Is there much to do in Rio?

Jung-su: Well, there are beaches, and lots of museums and galleries. And sports are really important—especially soccer.

Viktor: I like that idea.

Jung-su: So, which should we choose?

Viktor: Well, I think we agree ...

ANSWERS

	Viktor	Jung-Su
City	Rome, Italy	Rio, Brazil
Points mentioned	a lot to do there (tourist attractions, historical buildings) stores and fashion	good weather low cost of living friendly people beaches, museums, galleries sports
Agree / Disagree	agrees with Jung-Su	disagrees with Viktor

- 2 Direct students' attention to the *Think about* box and tell them they can use the ideas to organize their discussion. Have students discuss the cities with a partner. Monitor and take language notes to use in feedback at the end of the exercise.

SPEAKING TASK

Brainstorm

Monitor the preparation. Give extra time for research if students would like to extend their knowledge of the cities.

Plan

- 1 Ask groups to choose a city and take notes on their bid.
- 2 Ask groups to use their notes to prepare their presentations.

Speak and share

During the presentations, take notes and do whole-class feedback.

Use the photocopiable unit assignment checklist on page 92 to assess the students' speaking.

STUDY SKILLS Studying for tests

Getting started

Ask students what kinds of tests they have taken (e.g. online multiple choice, group presentation, etc.). Ask pairs to discuss the questions, and then share their answers with the whole class.

Scenario

Give students time to read through the scenario. Then ask the class to share ideas about what Lu is doing right and doing wrong. Write the ideas on the board.

POSSIBLE ANSWER

Lu plans her study schedule in advance and goes to a review session. However, she doesn't ask her instructor what content will be on the test, and she doesn't make study guides from her lecture notes and textbook. She arrives in the classroom early on the day of the exam, but she stays up all night to study the night before and she skips breakfast.

Consider it

Ask students to look through the tips quickly, and divide them into daily and longer-term tips. Then ask them to discuss the tips with their partner. They could rank the five most important tips.

Over to you

Monitor the discussions and ask students to share their ideas with the whole class.

EXTENSION ACTIVITY

Students can use their ideas from the *Over to you* section to draw up plans to improve their studying for tests. This can include a list of ways to improve their study area and a list of tips they need to adopt.

Extra research task

Students search with the term *success in college* and draw up a list of ten tips to help students be successful in college. In the next class, students can compare their ideas and vote on the top five tips from all of the lists selected by the class as a whole.

UNIT 6 PRESSURE

Listening	Listening for opinions Listening for cause and effect
Vocabulary	Collocations with <i>get</i>
Speaking	Explaining something you don't know the word for
Pronunciation	Intonation in conditional sentences

Discussion point

Ask students to tell you what they can see in the picture on page 57 and what it could represent (pressure in general *and* a breaking point). Photocopy and cut out the unit 6 *Useful language* page to provide some extra support. You may need to pre-teach *siblings* (brothers or sisters). Ask students to discuss the questions using the sentence frames to help them get started. Write answers for question 3 on the board, and find out the method most students use to relieve pressure.

Vocabulary preview

- 1 Ask students to write the words in their vocabulary notebooks. They can also mark the stress on the words and note the part of speech.

ANSWERS		
1 a	2 a	3 c
4 b	5 a	6 b, c
7 c	8 b	9 b

- 2 Ask the students to work with a partner to complete the sentences. Then have them check their answers with the whole class.

ANSWERS		
1 float	4 values	7 handle
2 ignore	5 threaten	8 Obviously
3 merely	6 motion	9 force

- 3 Direct students' attention to the *Values* box. Ask them to check the meaning of the words, then add them to their vocabulary notebooks. Ask them to work in groups to discuss the questions using the sentences frames.

LISTENING 1 Peer pressure

Word count 548

Background information

Peer pressure is when "peers," or people in your group (at school, work, or socially), try to change what you think or do so you will be more like the rest of the group. Peer pressure exists for all ages, but it is more usual for young people to experience it. Young people tend to have a stronger desire to feel like part of a

group. *Direct* peer pressure is a person's friends telling them to do something they may not want to do. *Indirect* peer pressure is when people watch what their peers do and want to do the same to "belong" to the group. There are also positive effects of peer pressure, with people being encouraged towards better behavior.

Before you listen

- 1 Direct students' attention to the picture and ask them to discuss the questions with a partner.
- 2 Ask students to read the dictionary definition, and then use their own dictionary to check the meaning of the words in the *Academic keywords* box. Encourage students to write the words in their vocabulary notebooks. Then have them discuss the situations with their partner. For feedback, have a whole-class discussion on the situations.

POSSIBLE ANSWERS

- 1 Yes, because Terry's friends are pressuring him to do something.
- 2 No, because Hamid's parents are not his peers.
- 3 No, because celebrities / advertisers are not Joel's peers.
- 4 Yes, because her classmates are pressuring her, even though they are not saying anything directly to get her to change her behavior.
- 5 Yes, because they are encouraging her, even though it is for a positive reason.

Global listening

Give students time to read through the topics. Then, after listening, have them compare their answers in pairs, before checking them with the class.

AUDIO SCRIPT 1.28

Laila: OK Susan, let's look at question one. When do most peer pressure situations occur?

Susan: I think most peer pressure situations occur during school. This is because at school you're interacting with your peers all day. You know, you have to deal with relationships and all the politics of hanging with different kids all day.

Laila: I think it's after school.

Susan: Really?

Laila: Yeah.

Susan: Um, OK, so next question. Which type is worse, direct pressure or indirect pressure?

Laila: What's the difference?

Susan: Direct pressure is when a person asks you *directly* to do something. The person says things that push you toward a certain choice.

Laila: I'm not sure I understand.

Susan: An example would be when someone threatens to end a friendship if you don't do something or when someone calls you a name to make you feel bad.

Laila: I see. So indirect pressure is when nothing is actually said to you. Because you see others doing something, you feel pressure to do the same?

Susan: Right, like when a group stands apart and talks and laughs. They exclude you. Or when they think they're really cool and look at you like you're not.

Laila: So those are all examples of indirect pressure. The question is ...

Susan: Direct pressure is definitely worse. It's because your peers force you to react. You can't just ignore them.

Laila: I don't think direct pressure is so bad. I feel indirect pressure is worse.

Susan: Why is that?

Laila: Well, I think it's easier to handle direct pressure and be ... um ... I can't think of the exact word. It's similar to "logical," or "reasonable."

Susan: You mean rational?

Laila: Yeah, it's easier to be rational with people.

Susan: I don't see it that way at all.

Laila: Well, we can just agree to disagree. Next question.

Susan: What's the best way to avoid peer pressure?

Laila: I think the best way is to make friends with people who share your values. The reason for this is you'd be less likely to get in trouble.

Susan: That's a good idea, but I think the best thing to do, if you're pressured to do something you don't want to do, is to make an excuse. If you do this, they'll easily get the message.

Laila: Maybe. Oh, this question is interesting. Who is the best person to talk to if you feel peer pressure?

Susan: You should get help from anyone who can help.

Laila: But who is the best person?

Susan: Um, I suppose a teacher.

Laila: Why do you say that?

Susan: I don't know.

Laila: Well, I think the best person to talk to is a parent. If your parents know about the pressure, they'll get behind you.

Susan: Imagine someone is pressuring you to do something you know is wrong. What would your parents do if you told them?

Laila: If I told my parents about it, they'd support me. They wouldn't get angry or anything. Obviously, they'd be happy I told them.

Susan: OK, last question. Can peer pressure be a positive thing?

Laila: In my opinion, no.

Susan: Oh, I think it definitely can.

Laila: I can't see how. It doesn't make sense.

Susan: Let me explain. If my friends study hard and get good grades in school, I'll try and do the same. If they're trying to get in shape and be healthier, I probably will, too. I think having the right circle of friends is key.

ANSWERS

1 g 2 c 3 a 4 f 5 h 6 d

Close listening

Ask students to read through the *Listening for opinions* box. Then ask them to tell you the key ideas from the explanations, the two sub-headings (e.g. *Giving an opinion*), and the key phrases.

- 1 Play a clip from the audio to check that students know which speaker is Laila and which one is Susan. Also, give students time to read the questions before listening. When they finish, have them compare their answers with a partner.

ANSWERS

- | | |
|---|--|
| 1 S During school | L After school |
| 2 S Direct pressure | L Indirect pressure |
| 3 L Make friends with people with the same values | S Make an excuse to get out of something |
| 4 L Your parents | S Your teacher |
| 5 S Yes | L No |

- 2 Remind the students of the expressions in the *Listening for opinions* box. Have them check their answers with the whole class.

ANSWERS

- | | |
|---|--|
| 1 S During school | |
| 2 S Direct pressure | L Indirect pressure |
| 3 L Make friends with people with the same values | S Make an excuse to get out of something |
| 4 L Your parents | |
| 5 S Yes | |

- 3 Have students discuss the questions in exercise 1 with a partner. Then have them share their answers with the whole class.

Developing critical thinking

SUPPORTING CRITICAL THINKING

To develop their critical thinking skills, students need to be able to discuss a topic on a more abstract level, even if they feel very personally about the topic. The students should be able to support their opinions and discuss them in general contexts, rather than only talking about their direct personal experience.

Exam tip

The IELTS Speaking Test requires candidates to be able to move from personal experience to a more general discussion. Topics are often introduced on a personal level, and then discussed and extended in a more abstract way, requiring the candidate to discuss things of which they may not have had direct experience.

Ask the students to discuss the questions in groups. For questions 2 and 3, list students' ideas on the board. Point out to students that they should think of several examples for these kinds of questions; it is not about finding one right answer, but about thinking more deeply about a topic.

This is a good place to use the video resource *Life under pressure*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

LISTENING 2 Earthquakes

Word count 843

Background information

Earthquakes happen around the world all the time, with most of them going undetected. Minor earthquakes happen frequently in Turkey, Japan, the U.S., Iran, and Italy. More serious earthquakes occur less frequently, but they can cause devastating damage.

Before you listen

Direct students' attention to the picture on page 60 and ask them to describe what they see. Ask students to discuss the questions with a partner. If any students are from countries which experience a lot of earthquakes, ask them to outline the safety procedures they will have learned at school.

Global listening

Ask students to read through the list of topics and tell you which topics directly connect with what they can see in the picture (damage caused by earthquakes and the direction land can move). Then have them listen to the lecture about earthquakes and identify the topics discussed.

AUDIO SCRIPT 1.29

Professor: Welcome back to Earth Science 102. Today I'd like to discuss earthquakes. More specifically, we'll talk about the causes and effects of earthquakes. Earthquakes can happen anywhere, but obviously, some areas have more earthquakes than others. In fact, about 90% of earthquakes happen in areas where the earth's tectonic plates move against each other. Tectonic plates are huge, floating sheets of rock which may be thousands

of kilometers across, though some are much smaller. The seven or eight major plates interact in different ways. They may slide by each other, push against each other, or slide over the top of each other. The areas where these plates come together are known as margins. In these margins, enormous pressure can build up.

Student 1: So these plates move around the surface of the earth and hit against each other?

Professor: Well, these plates *are* the surface of the earth, but yes, that's what happens. Let's look at the different ways these plates can interact with each other at the margins. The term for these breaks or fractures in the earth is a "fault." There are three basic kinds. The first is called a normal fault. In a normal fault, the block of land above the fault moves down relative to the block below it. This fault motion is caused by tension, or pulling. It results in an extension of land.

The second type is a reverse fault. This is similar to a normal fault. However, in a reverse fault the block of land above the fault moves *up* relative to the block below. This is due to compression, or pushing. Consequently, there's a shortening of land. Both normal and reverse faults result in the vertical movement of blocks of land. This is how mountains are formed. The third type is a strike-slip fault. Again, imagine the two blocks, but now they are sliding sideways against each other. Strike-slip faults result in horizontal earth movement. As a result of this movement, roads can split apart. Because the movement is only horizontal, there is no extension or shortening of land. Of course, nothing in nature is that simple. Each of these faults can be a combination of any or all types happening at once. For example, a normal fault may also slide sideways as it occurs. Interestingly, the movement along the San Andreas fault in California is only about 56 millimeters per year, or about as fast as a human's fingernail grows. So, we see that earthquakes mostly happen along these margins, although not always. Earthquakes are merely the vibrations of rock moving against rock. The location of the actual movement, which may be many kilometers below the earth's surface, is called the "focus," and the place on the earth's surface above the focus is called the "epicenter." The worst earthquakes occur when the movement of the rock along the fault line locks up and doesn't move. This forces pressure to build up over time. When this pressure builds and the rock breaks free, it can be devastating.

Student 2: But earthquakes are more than the ground shaking, aren't they? They cause a lot of damage.

Professor: Of course. Let's look a little closer at what happens during an earthquake. Something called "seismic waves" happen when rocks break free. There are four kinds of seismic waves that occur, all at the same time. For now, ignore the details in your textbook on the different types of waves, but you should know that they all travel at different speeds in different directions. For example, some waves can travel through solids and liquids, while others travel only through solids. Let's move on now to discuss what happens after an earthquake. What else can earthquakes cause?

Student 3: Fires?

Professor: Exactly! All of this movement is moving a lot of things around at once. So gas lines break. Water lines also break, so it's impossible for firefighters to handle all of the fires. Any other effects?

Student 1: Well, I'm not sure how to say this in English. A kind of wave can result from an earthquake, right?

Professor: Very good, yes, a tsunami. If there's an underwater earthquake, you'll probably have a tsunami. Tsunamis may also occur as a result of volcanic eruptions. Again, all of these things may affect each other as well.

Student 2: In what way?

Professor: Imagine an earthquake causes a large part of the coast to fall into the sea. This can then cause a tsunami sending a wave to travel at a tremendous speed. It may travel thousands of kilometers before it meets land. This wave or series of waves may be a meter high, or five meters high, or even higher. Tsunamis threaten coasts all over the world. You can imagine the damage they can cause.

Student 3: May I ask a question? How many earthquakes are there every year, anyway?

Professor: Good question. Any guesses?

Student 3: Hundreds?

Student 2: Thousands?

Professor: It's estimated that there are more than a million earthquakes every year.

Students: Ooh! / Really? / Wow! / Huh!

Professor: Humans can detect only about 100,000 of those, and only about 100 of them cause significant damage. So now let's move on and discuss ...

ANSWERS

1, 2, 4, 5, 6, 8, 9

Close listening

Direct students' attention to the *Academic keywords* box and ask them to check the meaning of the words in their monolingual dictionaries.

1 After students listen and match, give them time to compare their answers with a partner.

ANSWERS

1 f 2 g 3 c 4 a 5 e 6 b 7 d

With students' books closed, dictate the five example sentences from the *Listening for cause and effect* box. When you dictate the sentences, include only one of the key phrases. Write the remaining phrases on the board in a jumbled order. Ask students to decide which phrases can be used in which sentences. Then have them read the box to check their answers.

2 After listening to the excerpt once, have students compare their answers with a partner. Then ask them to listen again to check their answers.

ANSWERS

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 nor an extension of land			✓
causes a horizontal movement of land			✓
results in a vertical movement of land	✓	✓	

AUDIO SCRIPT 1.30

Professor There are three basic kinds. The first of these is called a normal fault. In a normal fault, the block of land above the fault moves down relative to the block below it. This fault motion is caused by tension, or pulling. It results in an extension of land. The second type is a reverse fault. This is similar to a normal fault. However, in a reverse fault the block of land above the fault moves up relative to the block below. This is due to compression, or pushing. Consequently, there's a shortening of land. Both normal and reverse faults result in the vertical movement of blocks of land. This is how mountains are formed. The third type of fault is called a strike-slip fault. Again, imagine the two blocks, but now they are sliding sideways against each other. Strike-slip faults result in horizontal earth movement. As a result of this movement, roads can split apart. Because the movement is only horizontal, there is no extension or shortening of land.

3 Ask the students to explain their answers in pairs.

ANSWERS

a R b S c N

Developing critical thinking

SUPPORTING CRITICAL THINKING

An important part of critical thinking is thinking of possible causes of events. For example, students may not know exactly what causes the natural disasters listed in the box. However, they need to develop the skill of bringing together available knowledge in order to come up with possible explanations.

- 1 Have students discuss the questions in groups. Encourage them to use the terms in the *Natural disasters* box to help them give and support their opinions. Remind them to use the expressions in the *Listening for cause and effect* box as well.
- 2 Remind students of the listening text *Peer pressure*. Ask them if they think there is a connection between this listening text and *Earthquakes*. Then ask them to discuss the questions in groups. Tell them to look at the *Think about* box to give them ideas for their discussion.

Vocabulary skill

- 1 Direct students' attention to the *Collocations with get* box. Ask them to write these expressions in their vocabulary notebooks. Once the answers have been checked, ask students to write the meaning of each phrase in their vocabulary notebooks, too.

ANSWERS

- | | |
|-------------------|------------------|
| 1 get help | 4 get in shape |
| 2 get the message | 5 get in trouble |
| 3 get angry | 6 get started |

- 2 Ask students to complete the exercise individually, and then check their answers with a partner.

ANSWERS

- | | |
|---------------|-------------|
| 1 get married | 3 get ready |
| 2 get lost | 4 get home |

- 3 Ask the students to discuss the sentences in exercise 2 with a partner. Then invite three or four students to share their ideas with the whole class.

SPEAKING Discussing academic pressure

Grammar

Read the *Grammar* box with the students. Then, with books closed, draw a line down the center of the board. Write *First conditional* in one half and *Second conditional* in the other. Invite two students to recreate the information from the box on the board. When they have finished, have all of the students check the chart on the board against the box in their book.

- 1 Ask students to write present real conditional sentences. Have them compare their sentences with a partner, and then check their answers with the whole class.

ANSWERS

- 1 You will be amazed if you see the San Andreas fault from the air.
- 2 Pressure will build up if one tectonic plate pushes against another.
- 3 An earthquake will be likely if the pressure becomes too much.
- 4 If blocks of land move sideways against each other, the land will split.
- 5 Firefighters will have a harder time if an earthquake destroys water lines.
- 6 If an underwater volcano erupts, a tsunami will occur.

- 2 Have students complete the sentences individually. Monitor and check the accuracy of the form.
- 3 After discussing their sentences with a partner, invite students to share any interesting ideas with the whole class.

Pronunciation skill

Ask students to read through the *Intonation in conditional sentences* box.

- 1 Encourage students to say the sentences aloud as they mark the intonation.

ANSWERS

- 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 Ask the students to listen and repeat the sentences individually, and then together as a class. Encourage them to look up and say the sentences, rather than read them off the page.

AUDIO SCRIPT 2.01

- 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.

Speaking skill

Before looking at the *Explaining something you don't know the word for* box, use the three pairs of phrases for words you are confident the students will know, for example: *I can't think of the exact word. It's similar to "talk about."* (discuss). Then elicit the phrases you

used from the students and write them on the board in two columns. Ask students to read the information in the box and check that the sentences on the board are correct. Point out that any of the phrases in one column can be used with any in the other.

- 1 Encourage the students to look back through the unit to complete the sentences.

ANSWERS

- | | |
|----------|---------------|
| 1 values | 3 get engaged |
| 2 ignore | 4 strike-slip |

- 2 Have students listen to audio to check their answers. Then give them a minute to confirm their answers with a partner.

AUDIO SCRIPT 2.02

- 1 **Student 1:** I'm not sure how to say this in English. It's similar to principles or beliefs.
Student 2: Is it *value*?
- 2 **Student 2:** I don't know the exact word. It means "to not pay attention to."
Student 1: Do you mean *ignore*?
- 3 **Student 1:** I can't think of the exact expression. It means "promise to marry."
Student 2: You must mean *get engaged*.
- 4 **Student 2:** I forgot the exact word. It's the kind of fault that causes a horizontal movement of land.
Student 1: Oh, like the San Andreas Fault? That's a "strike-slip" fault.

- 3 Monitor and take language notes to use in whole-class feedback at the end of the exercise.

SPEAKING TASK

Brainstorm and plan

Ask students to describe the two pictures and how the pictures are connected to the topic *academic pressure* (for example, the first seems pressurizing, with the planner to be completed, while the second represents freedom and enjoyment, with a lack of pressure).

Have students get a partner. Monitor their conversations, prompting them as required as they brainstorm and plan. Put two pairs together and set a time limit for students to choose five final questions and prepare for the discussion.

Speak and share

During the discussions, take language notes to use during whole-class feedback.

Use the photocopyable unit assignment checklist on page 93 to assess the students' speaking.

STUDY SKILLS Being an effective group member

Cultural awareness

Individual cultures around the world place different levels of emphasis on the importance of group work and the role of the individual within the group. Generally, academic life requires individuals to be able to function within a group, helping the group to succeed, while also being responsible for one's own individual role within the group.

Ask students to evaluate how effective they are in group discussions with a simple show of hands: 1, 2, or 3. (Three is very good.) Ask students what ideas they used to evaluate themselves, for example, *I always ask questions*. Write their ideas in a list on the board.

Ask students to read the information in the *Sharing responsibility* section. Then ask three students to summarize the *Before*, *During*, and *After* information, while you check the points covered in the list on the board that students gave at the beginning of the lesson.

Ask students to read the information in the *Helping the group to succeed* section as a group, discussing and helping each other to understand the points.

Students can use the points to self-evaluate, or peer-evaluate group members, though be sensitive with the latter; it doesn't suit all groups.

EXTENSION ACTIVITY

Have students select two or three points that they need to work on. They can create a record sheet to use to monitor their own performance in relation to these points during the following week or so.

Extra research task

Ask students to choose either types of psychological pressure or types of geological pressure, and to search for another example of one of these types of pressure (i.e. not peer pressure or earthquakes). During the next lesson, groups of students can share their findings with others who researched the same category of pressure, and then each category group can present their research to the other half of the class.

UNIT 7 FEAR

Listening	Recognizing organizational phrases Listening for problems and solutions
Vocabulary	Suffixes <i>-ful</i> and <i>-less</i>
Pronunciation	Managing questions
Pronunciation	Sentence stress

Discussion point

Ask students to look at the picture and imagine how they would feel if they were the person in the picture. Then ask students to share their ideas. Make a list of the feelings on the board. You could keep a tally next to each feeling, or ask for a show of hands to get a general understanding of the most common feelings.

Ask the students to discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 7 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the class.

EXTENSION ACTIVITY

Write your own answers to questions 1 and 3 on the board, mixed in with a few other things people can be afraid of. Ask students to guess which answers are your real answers. Give some background information as they guess the correct answers.

Vocabulary preview

Encourage the students to use their monolingual dictionaries to help with any new words. After checking answers, give them time to write the words, the part of speech, and the word stress in their vocabulary notebooks.

ANSWERS

1 a 2 b 3 b 4 a 5 b 6 b 7 b
8 a 9 b

LISTENING 1 Fear of public speaking

Word count 691

Background information

The fear of public speaking affects many people. It triggers physical symptoms, such as the "fight or flight" adrenaline rush. The fear can also affect a person's speech by making the voice shake. There are several strategies for dealing with this fear, including those outlined in the audio.

Before you listen

- 1 Direct the students' attention to the *Think about* box. Check their understanding of the terms, particularly *fear of being laughed at*. Give students time to complete the questionnaire individually.
- 2 Have the students form groups, and ask them to discuss their answers. Ask groups to share their best advice with the whole class.

Global listening

Ask students to use their monolingual dictionaries to check the meaning of the words in the *Academic keywords* box. Give them time to write the words, pronunciation, and part of speech in their vocabulary notebooks. Give students time to read the *Recognizing organizational phrases* box. With books closed, ask a student to summarize the main point. Ask other students to recall the phrases.

EXTENSION ACTIVITY

With books closed, hand out the phrases from the *Recognizing organizational phrases* box on large pieces of cardboard. On the board, draw an outline of a page and divide it into three parts. Write *introduction*, *main body*, and *conclusion* in the three parts. Ask students to stick the phrases on the board in the correct part of the "page."

Remind students about the importance of prediction and how it can help them understand when they listen. Give students time to read the sentences and number them in the order they think they will hear them. Students can compare their answers with a partner before checking them with the class.

AUDIO SCRIPT 2.03

Presenter: Hello, everyone. Today I'm going to talk about the fear of public speaking. First I'll discuss some interesting facts about the topic. Then I'm going to provide five tips for overcoming this fear. I hope you find these helpful. Finally, I'll tell you where you can get more information on this topic. Please hold all questions until the end. So first here are three facts about the fear of public speaking. The first one is that, according to some surveys, it is the number one fear people have. It's even more common than the fear of dying. In fact, about 75% of people say they have this fear. I know I've experienced this fear, although not today! The second fact is that men and women are affected equally. That may not be surprising, but what is surprising is that men are more likely than women to find ways to overcome it. And third, having this fear can have a negative effect on your career if you don't do anything about it, and even impact other aspects of your life. The good news is

that you're not powerless. You can do something about it. Let's now look at some tips for confronting this fear. There are several things you can do. One—start small. Find a few friends to practice with, and then practice again with a larger group. If you start small, you will build up your confidence and be successful. I have spoken with many people about this and they all say the same thing. The actual size of the audience makes no difference. When you actually do speak publicly, just imagine the group is small. Two—be prepared. I think this is one of the most important points. Knowing your material will give you confidence and reduce your fear. If you don't know your material, you will be nervous and possibly get lost. Practice your presentation for a reasonable amount of time, and time yourself. Also, have more material prepared in case you finish early—nothing excessive, just a little extra. Three—don't memorize. No one wants to hear a memorized speech. If I'm being truthful, it's boring for the audience and shows you lack confidence. Just remember the main points and examples. Four—reduce stress. For many, the minute just before you speak is the most fearful. Find out what works for you. Close your eyes. Stretch. Laugh. Do whatever is most useful. Try what some athletes do. They visualize a positive outcome and breathe deeply to reduce their stress. Five—engage the audience. Before you begin your presentation, chat to a few people in the audience. This shows you are friendly and relaxed, and also, you can look these people in the eye to help you connect with the audience. It's essential to engage the audience as a whole as well. Make the talk interactive rather than a monologue. Take questions from the audience. If the audience is involved, you will have time to organize your thoughts as well. Finally, I said I'd provide you with some additional information. There are a lot of resources out there for this kind of thing. There are books on overcoming fears in the local library or at any bookstore. I would recommend a book called *Preparation Equals Confidence* by Dr. Ricardo Lopez. He has all this information and more on his website, and you can even post questions there. Let me conclude by saying these five tips *will* work for you. Start small, be prepared, don't memorize, reduce stress, and engage the audience. If you have other things that have been successful for you, please share them with others. Don't let your fear impair you in any way and never panic. Always be calm. That concludes my presentation. Thank you very much. Let's open it up and see if you have any questions. Yes?

Student: Yes, thank you for taking my question. Why shouldn't someone memorize a presentation? Wouldn't that build confidence?

Presenter: I think I already answered that. No one wants to hear a memorized speech because it's, frankly, boring. It's OK to memorize the key points, but avoid ...

ANSWERS

1 b 2 h 3 c 4 e 5 a 6 f
7 g 8 d

Close listening

Present the symbols and abbreviations to students. Then give them a few minutes to review them. Ask students to get a partner and test each other by giving either the symbol / abbreviation or the meaning. After listening, allow students to compare answers with their partner before checking them with the class.

ANSWERS

Facts

- #1 fear; more common than dying
75% of people have this fear
- men & women affected
men ↑ likely than women to find ways to overcome
- neg affect on career

Overcoming fear

- start sm
- be prepared
- don't mem
- reduce stress
- engage the aud

Add info

Recommended reading: *Preparation = Confidence* by Ricardo Lopez

Developing critical thinking

SUPPORTING CRITICAL THINKING

One aspect of critical thinking is the ability to put yourself in someone else's position. Asking students to give advice to someone with a problem (in this case, the fear of public speaking) which they themselves may not have helps students understand others more.

Encourage students to use their monolingual dictionaries to check the meaning of any words in the *Ways of overcoming fears* box. Have the students form groups and ask them to discuss the questions. After the discussion, have students share their answers and advice with the whole class.

LISTENING 2 Phobias

Word count 786

Background information

A phobia, from the Greek word *phobos*, is an extremely strong fear of an object or a situation. To be a phobia, the fear has to be strong enough to change the way the person lives their life. For example, someone with a fear of spiders would avoid going into situations where they might see one. The fear is usually irrational; it is highly unlikely that the thing which is feared would actually hurt the person.

Before you listen

- 1 Direct the students' attention to the pictures. Ask two or three students to report back to the class about the discussions they had with their partner.
- 2 Give students time to describe their experiences to a partner.

EXTENSION ACTIVITY

People often enjoy telling and listening to these kinds of experiences. Have the students form groups, and ask them to tell each other their experiences. If there are some very confident speakers in each group, ask them to relate the most interesting experiences to the class.

Global listening

After students listen, give them time to discuss their answers with a partner.

AUDIO SCRIPT 2.04

Host: Hello and welcome to this week's podcast of *To Your Health*. I've invited Dr. Kristin Patterson, expert on phobias, to speak with us today. Good morning and welcome.

Dr. Patterson: It's wonderful to be here.

Host: Let's start out with a definition. What is a phobia? Is it merely a fear of something?

Dr.: A phobia is more than just being fearful. Everyone has certain fears. This is normal and a good thing because a reasonable fear of something dangerous helps keep us safe. There's a reason to be afraid of some snakes, for example. But this is not a phobia of snakes. A phobia is unreasonable and excessive. You fear a snake because it may be harmful. A phobia of snakes, on the other hand, may mean that you can't go hiking for fear of seeing a snake. You become frightened of seeing a snake on TV or at the zoo. You feel powerless because a phobia impairs you. It seriously impacts your life.

Host: Are phobias common?

Dr.: Yes. During their lifetime, more than 10% of people will develop a phobia. One of the most common phobias is the fear of public speaking. Speaking in front of others is stressful for many of us. But there are many other kinds of phobias, such as the fear of water and fear of spiders.

Host: Oh, I've always hated spiders!

Dr.: You do? Does this impair your day-to-day activities?

Host: Uh, well, I saw a spider in my closet and haven't opened it for two weeks.

Dr.: You may have a phobia of spiders. We can work on how to overcome that a bit later. So, how do people react when they're confronted with a phobia? Often a person will have a racing heart, difficulty breathing, or a sick feeling. Other people with phobias may feel helpless and start to panic.

Host: I see.

Dr.: I had a patient recently that had a terrible phobia of elevators. Let's call her Maggie. One problem Maggie faced was that a recent job promotion required her to move her office from the first floor in her building up to the tenth floor. She was certain that the elevator would break while she was inside, and she'd run out of air, or the elevator would fall. Her friends tried to reason with her, but it was pointless. She had a strong fear of elevators.

Host: That's awful! So have you treated Maggie's problem? Were you able to find a solution?

Dr.: We were successful, but it took some time. The first step was that Maggie needed to realize she needed help. Surprisingly, people are sometimes very reluctant to seek help, or don't know where to get help. Phobias may be painful, but are almost always treatable. It's much easier than people think. Maggie and I did some relaxation techniques together. These techniques were useful because they helped her avoid the physical symptoms. I taught her to take slow, deep breaths. Then she was able to think more rationally about the situation. We then discussed each thought that scared her. It was interesting that she never actually experienced a problem with an elevator. And we talked about how it's always possible to breathe in an elevator. I was worried that she might also have a fear of closed places, but this wasn't the case.

Host: So how did Maggie get to the point where she could take the elevator to work?

Dr.: She had to face her fears. After talking about her fears and learning to relax, she started to watch the elevator. She just watched people getting on and off, smiling and talking with others. The next day, she watched it again. But then we stepped in the elevator, together. It didn't go anywhere—we just let the doors open and close several times. She was nervous, but by breathing deeply and relaxing, she was in control. The next day, we repeated the first two steps, and then finally took the elevator up, but only one floor. We repeated this over several days, adding one floor each day.

Host: So did she get to her new office?

Dr.: She did. I went to her office on the tenth floor and called her. I suggested she go into the elevator. She went in, she pressed the tenth floor button, and two minutes later she stepped out of the elevator. By doing all of those things, she's been able to overcome her phobia. It took just a few days. Now, about that spider in your closet ...

Host: Um, oh, I'm afraid we're about out of time. Join us on our next podcast when we talk about —

Dr.: I think you have a fear of facing your fear. Let's discuss that before we talk about your fear of spiders and ...

ANSWERS

elevators
public speaking
snakes

spiders
water
closed spaces

Close listening

Ask the students to study the *Listening for problems and solutions* box. Write *Problems* and *Solutions* on the board and build up a map around them. With books closed, ask students for the phrases. Write them in the correct place on the map. Add *Listen critically* as the third main feature of the map, and elicit the key point from the box (listen for well-supported reasons / arguments).

Direct students to the words in the *Academic keywords* box. Ask them to use their monolingual dictionaries to check the meaning. Then have the students write the words in their vocabulary notebooks.

- 1 Give students time to read the questions before listening to the audio, and then time to discuss their answers with a partner. Then have students check their answers with the whole class.

AUDIO SCRIPT 2.05

Host: Hello and welcome to this week's podcast of *To Your Health*. I've invited Dr. Kristin Patterson, expert on phobias, to speak with us today. Good morning and welcome.

Dr. Patterson: It's wonderful to be here.

Host: Let's start out with a definition. What is a phobia? Is it merely a fear of something?

Dr.: A phobia is more than just being fearful. Everyone has certain fears. This is normal and a good thing because a reasonable fear of something dangerous helps keep us safe. There's a reason to be afraid of some snakes, for example. But this is not a phobia of snakes. A phobia is unreasonable and excessive. You fear a snake because it may be harmful. A phobia of snakes, on the other hand, may mean that you can't go hiking for fear of seeing a snake. You become frightened of seeing a snake on TV or at the zoo. You feel powerless because a phobia impairs you. It seriously impacts your life.

Host: Are phobias common?

Dr.: Yes. During their lifetime, more than 10% of people will develop a phobia. One of the most common phobias is the fear of public speaking. Speaking in front of others is stressful for many of us. But there are many other kinds of phobias, such as the fear of water and fear of spiders.

Host: Oh, I've always hated spiders!

Dr.: You do? Does this impair your day-to-day activities?

Host: Uh, well, I saw a spider in my closet and haven't opened it for two weeks.

Dr.: You may have a phobia of spiders. We can work on how to overcome that a bit later. So, how do people react when they're confronted with a phobia? Often a person will have a racing heart, difficulty breathing, or a sick feeling. Other people with phobias may feel helpless and start to panic.

Host: I see.

Dr.: I had a patient recently that had a terrible phobia of elevators. Let's call her Maggie. One problem Maggie faced was that a recent job promotion required her to

move her office from the first floor in her building up to the tenth floor. She was certain that the elevator would break while she was inside and she'd run out of air, or the elevator would fall. Her friends tried to reason with her, but it was pointless. She had a strong fear of elevators.

ANSWERS

- 1 phobias
- 2 It keeps us safe.
- 3 It impairs them.
- 4 10%
- 5 He hasn't opened his closet.
- 6 It varies. Some people have a racing heart, difficulty breathing, or a sick feeling. Others may feel helpless and start to panic.
- 7 elevators
- 8 Her new job was on the tenth floor.

- 2 After listening, ask students to discuss their ideas. Then have them listen to the audio again to confirm their answers.

AUDIO SCRIPT 2.06

Host: That's awful! So have you treated Maggie's problem? Were you able to find a solution?

Dr.: We were successful, but it took some time. The first step was that Maggie needed to realize she needed help. Surprisingly, people are sometimes very reluctant to seek help, or don't know where to get help. Phobias may be painful, but are almost always treatable. It's much easier than people think. Maggie and I did some relaxation techniques together. These techniques were useful because they helped her avoid the physical symptoms. I taught her to take slow, deep breaths. Then she was able to think more rationally about the situation. We then discussed each thought that scared her. It was interesting that she never actually experienced a problem with an elevator. And we talked about how it's always possible to breathe in an elevator. I was worried that she might also have a fear of closed places, but this wasn't the case.

Host: So how did Maggie get to the point where she could take the elevator to work?

Dr.: She had to face her fears. After talking about her fears and learning to relax, she started to watch the elevator. She just watched people getting on and off, smiling and talking with others. The next day, she watched it again. But then we stepped in the elevator, together. It didn't go anywhere—we just let the doors open and close several times. She was nervous, but by breathing deeply and relaxing, she was in control. The next day, we repeated the first two steps, and then finally took the elevator up, but only one floor. We repeated this over several days, adding one floor each day.

Host: So did she get to her new office?

Dr.: She did. I went to her office on the tenth floor and called her. I suggested she go into the elevator. She went

in, she pressed the tenth floor button, and two minutes later she stepped out of the elevator. By doing all of those things, she's been able to overcome her phobia. It took just a few days. Now, about that spider in your closet ...

Host: Um, oh, I'm afraid we're about out of time. Join us on our next podcast when we talk about –

Dr.: I think you have a fear of facing your fear. Let's discuss that before we talk about your fear of spiders and ...

ANSWERS

realizing she needed help
relaxation techniques
deep breathing
talking about what scared her
watching the elevator
standing in the elevator
taking the elevator up only one floor
taking the elevator up one floor at a time
taking the elevator to the tenth floor

Developing critical thinking

SUPPORTING CRITICAL THINKING

An aspect of critical thinking is the evaluation of the work of others. Students need to develop the skills to assess the strengths and weaknesses, based on reason, of the work of others. In order to do this, they need to draw on information about the topic, their understanding of the situation, and their assessment of the outcome. In question 1, students are practicing these skills in relation to Dr. Patterson's work.

- 1 Have the students form small groups, and ask them to evaluate the techniques. Encourage students to provide supported arguments and reasons when giving their answers.
- 2 Remind students of the listening text *Fear of public speaking*. Ask them if they think there is a connection between this listening text and *Phobias*. Then ask them to discuss the questions in groups. After groups have discussed the questions, have them share their answers with the whole class.

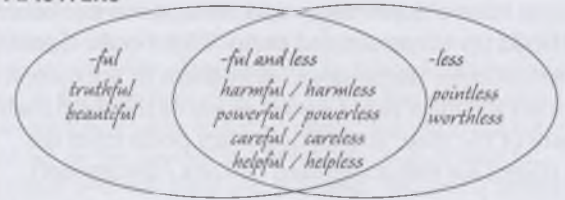
This is a good place to use the video resource *Fear of animals*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

Vocabulary skill

Before reading the *Suffixes: -ful and -less* box, give students a text. Write the two suffixes on the board and elicit words that use them. If students don't say all the words from the box, give them the root word and ask them to decide which suffix fits. Then ask them to read the box to check the answers.

- 1 Have students check their answers with the class.

ANSWERS



- 2 After checking answers with the whole class, ask students to start a new page in their vocabulary notebooks with the title *Suffixes: -ful and -less*. Have them create a diagram, including all the words with the suffixes from this section.

ANSWERS

- | | |
|-------------|--------------|
| 1 wonderful | 5 stressful |
| 2 fearful | 6 successful |
| 3 harmful | 7 pointless |
| 4 helpless | 8 homeless |

- 3 Give students a few minutes to discuss the questions in groups. Then ask two or three students to share their answers with the class.

SPEAKING Presenting a problem you overcame

Grammar

Ask the students to read the *Grammar* box. Ask questions to check students' understanding.

- 1 Have students work individually to complete the sentences. Monitor and check the form.

ANSWERS

- | | |
|-------------------|------------------|
| 1 have talked | 4 've never felt |
| 2 hasn't admitted | 5 haven't met |
| 3 has given | 6 has gotten |

- 2 Check that students understand the phrases in the first column. Then have them mingle, and ask and answer the questions. Encourage them to extend the conversation. Monitor and take language notes to use in feedback at the end of the exercise.

Pronunciation skill

With books closed, use the text in the *Sentence stress* box as a dictation. Read the text slowly, but naturally, making sure you pause in the correct places, and that you use natural sentence stress. Students read through the box and compare it with their text.

- 1 Ask the students to work in pairs to identify the stressed words. Encourage students to say the sentences aloud, experimenting to find the natural-sounding stress.

AUDIO SCRIPT 2.07

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

ANSWERS

- 1 Doctors can help people with phobias.
 - 2 Alice saw the little snake and screamed loudly.
 - 3 I am helping my friend with his fear of water.
 - 4 I didn't know you were afraid of flying.
 - 5 Phobias are powerful, but very treatable.
- 2 Ask students to say the sentences individually, and then together with the whole class. Encourage them to look up and say the sentences, rather than read them from the page.

Speaking skill

Elicit the parts of a presentation (for example, introduction, main part, conclusion, and questions). Ask if students can think of any problems with the questions part of a presentation (for example, people interrupting the main presentation, the presenter not knowing the answer or having already answered the same point). Have the students give suggestions for dealing with these problems (for example, say at the start that the time for questions will be at the end). Direct students to the *Managing questions* box, and have them read the information.

Have the students form small groups to complete the task. Monitor and take language notes to use in whole-class feedback at the end of the exercise.

SPEAKING TASK**Brainstorm**

Direct students' attention to the picture and ask one or two students to describe what it represents. Put the students into groups for the task. Monitor the brainstorm and encourage as appropriate.

Plan

- 1 Ask students to choose a problem in pairs and to take notes.
- 2 Ask students to use their notes to prepare a presentation.

Speak and share

During the mini-presentations, take language notes and do whole-class feedback at the end.

Use the photocopyable unit assignment checklist on page 94 to assess the students' speaking.

STUDY SKILLS Increasing confidence when speaking**Cultural awareness**

Many individuals find speaking in formal situations, such as presentations, nerve-racking. These activities can have different roles across cultures, so students may have had very little experience of giving their own opinion formally and verbally. Some may only now be seeing that it is an expectation in the English-speaking academic world.

Getting started

Give students a few minutes to answer the questions individually. Then ask them to discuss their answers with a partner. Finally, ask two or three students to share their answers with the whole class.

Scenario

After students have read and discussed the scenario, have them share their ideas with the whole class.

POSSIBLE ANSWER

Paulo has focused on turning his nervous feelings into positive energy, and he has identified that he feels more confident if he is organized. He also acts confident, even when he isn't feeling confident. However, he speaks too fast and he should try to slow down. Also, he should try to speak during group discussions instead of being silent.

Consider it

When you elicit feedback, encourage students to support their opinions with reasons.

Over to you

Monitor the discussions and elicit feedback.

EXTENSION ACTIVITY

Students can record the number of times they had to speak formally in English in a week, challenges they experienced, tips they used, and positive outcomes. At the end of the week, students can share their experiences.

Extra research task

There are many quizzes about fear on the Internet. They are usually light-hearted and explore the things we may fear, even if we don't realize it ourselves. Have students do an Internet search for *fear quiz*.

UNIT 8 STORIES

Listening	Listening for the order of events Listening for details to add to a visual
Vocabulary	Using descriptive adjectives
Speaking	Being an effective public speaker
Pronunciation	Emphatic stress

Discussion point

Ask students to describe what is happening in the picture on page 77 and to identify the connection between the two men featured (musical accompaniment to the traditional storyteller).

Ask students to discuss the questions. Photocopy and cut out the unit 8 *Useful language* page to provide some extra support. Ask students if there are any particular stories that they would recommend to the other students. After they have discussed the three questions, have them share their answers with the whole class.

Vocabulary preview

Encourage students to use their monolingual dictionaries. After checking the answers, ask students to write the words in their vocabulary notebooks.

ANSWERS

- | | |
|-------------|------------|
| a conflict | f initial |
| b emotion | g release |
| c analyze | h tension |
| d consist | i resolve |
| e establish | j familiar |

LISTENING 1 A travel story

Word count 663

Background information

Travel writing has been popular since the time of Marco Polo and Ibn Battuta. Some are very personal narratives, with the author bringing his or her own experience into the text, while others are more factual and objective, perhaps focusing more on the history of the location.

Before you listen

- 1 Direct the students' attention to the *Vacations* box for ideas. Have them form groups and give them time to share stories. Monitor the discussions, and encourage students to ask questions to extend and develop the stories.

- 2 Ask students to identify what problems are shown in the pictures (traffic jam, terrible weather, getting lost). Ask students to discuss the questions.

Exam tip

In Part 2 of the IELTS Speaking Test, candidates talk for up to two minutes about a topic they are given. The topic is usually about a personal experience, for example, a holiday that went wrong. The candidates have one minute to prepare and take notes for this.

Global listening

Have students use their monolingual dictionaries to check the meaning of the words in the *Academic keywords* box. Ask them to write the words and the extra information in their vocabulary notebooks.

Ask students to read the topics before listening to the audio. Give them time to compare their answers with a partner before checking them with the whole class.

AUDIO SCRIPT 2.08

Good afternoon, everyone. My name is Kevin Philips. Thanks for coming out today for the release of my latest travel book, *If It Can Go Wrong, It Will*. This book is about vacations that my wife and I took. We established long ago that my wife chooses where we go. For our last trip, my wife chose the beach. My initial thought was "anything but the beach," but it's her decision, so off we went. If I had my way, a vacation would consist of sleeping in late and watching TV. At this point, I'll read part of one chapter, of day two of our beach vacation. "I'm going for a walk," I told her. She barely looked up from her book. "OK. Don't be gone long. And don't get lost!" she said. "It's an island," I said. "How can I get lost on an island?" She looked over the top of her sunglasses at me. I started off down the road. Less than an hour later, I was hopelessly lost and very thirsty. It was unbelievably bright and sunny. Earlier, before I left, my wife had told me to put on sun block so I didn't get a sunburn. Did I listen? No. After some time, I saw a small store in the distance. I walked up, took a bottle of water, and then drank it down in three huge swallows. Only then did I reach for my wallet. I realized my wallet was with my wife in the beach bag. Uh-oh. How was I going to resolve this problem? Luckily, I found enough coins to almost pay for the water. The old man behind the counter took pity on me and took every last coin I had. "Thank you, sir!" I told him. I then asked for directions. He laughed loudly and said, "You're on an island!" He told me just to keep the ocean on my right. I walked away, already thirsty. I could hear his laughter for quite some time as I walked down the road, making sure to keep the ocean on my right. Now I'm not sure how the next part actually happened, but one minute the

ocean was on my right, and the next it was on my left. Nothing looked familiar. This is where things really start to fall apart. I started to panic a little. I decided the best thing to do would be to climb up a hill and look around. At first it was pretty easy, but as I climbed higher and higher, the forest got thicker and thicker. I couldn't see anything in any direction. Suddenly, I heard a loud noise that came from the bushes. I wanted out, now! I turned and started to run down the hill. I fell. Down I went! When I finally came to a stop, I was scratched and missing one of my shoes. I think I cried a little. I looked up to see a monkey in a tree, waving one shoe over its head. I don't know how long I walked. Hours later, I saw a store in the distance. And I saw the same old man who I spoke to before. I was approaching the store from the same direction as before. This can't be! The old man didn't laugh this time. My clothes were torn. I was bleeding in several places, and I had only one shoe on. He walked over to me. He turned me around and gave me a gentle push down the road. Just prior to that, he put a cold soda and some fruit in my pocket. My wife was right where I left her. She was done with her book. Looking up and showing no emotion, she asked, "Have a nice hike, dear? It seems like you were gone for a long time." I didn't answer her. I just left footprints in the sand back to my room—one footprint, one shoeprint, one footprint, one shoeprint ...

ANSWERS

his latest book	his wife
the time he went for a walk	how he fell and got hurt a beach vacation

Close listening

Give students a few minutes to read the *Listening for the order of events* box. Tell them you are going to test them on the phrases. With books closed, give a time limit of two minutes, and ask students to write down all the expressions they can remember. Tell them there are 17: 12 for chronological order and 5 for events which happened before that time. Ask students to read the box to check their answers.

- 1 Ask the students to read the events before listening to the audio. Give them time to discuss their answers in pairs before listening again to check.

AUDIO SCRIPT 2.09

Good afternoon, everyone. My name is Kevin Philips. Thanks for coming out today for the release of my latest travel book, *If It Can Go Wrong, It Will*. This book is about vacations that my wife and I took. We established long ago that my wife chooses where we go. For our last trip, my wife chose the beach. My initial thought was "anything but the beach," but it's her decision, so off we went. If I had my way, a vacation would consist of sleeping in late and watching TV. At this point, I'll read part of one chapter, of day two of our beach vacation.

"I'm going for a walk," I told her. She barely looked up from her book. "OK. Don't be gone long. And don't get lost!" she said. "It's an island," I said. "How can I get lost on an island?" She looked over the top of her sunglasses at me. I started off down the road. Less than an hour later, I was hopelessly lost and very thirsty. It was unbelievably bright and sunny. Earlier, before I left, my wife had told me to put on sun block so I didn't get a sunburn. Did I listen? No. After some time, I saw a small store in the distance. I walked up, took a bottle of water, and then drank it down in three huge swallows. Only then did I reach for my wallet. I realized my wallet was with my wife in the beach bag. Uh-oh. How was I going to resolve this problem? Luckily, I found enough coins to almost pay for the water. The old man behind the counter took pity on me and took every last coin I had. "Thank you, sir!" I said. I then asked for directions. He laughed loudly and said, "You're on an island!" He told me just to keep the ocean on my right. I walked away, already thirsty. I could hear his laughter for quite some time as I walked down the road, making sure to keep the ocean on my right.

ANSWERS

1 b 2 g 3 h 4 d 5 e 6 c 7 a 8 f

- 2 Give students time to look through the flowchart before listening to the audio. Then ask them to discuss their answers with a partner.

AUDIO SCRIPT 2.10

Now I'm not sure how the next part actually happened, but one minute the ocean was on my right and the next it was on my left. Nothing looked familiar. This is where things really start to fall apart. I started to panic a little. I decided the best thing to do would be to climb up a hill and look around. At first it was pretty easy, but as I climbed higher and higher, the forest got thicker and thicker. I couldn't see anything in any direction. Suddenly, I heard a loud noise that came from the bushes. I wanted out, now! I turned and started to run down the hill. I fell. Down I went! When I finally came to a stop, I was scratched and missing one of my shoes. I think I cried a little. I looked up to see a monkey in a tree, waving one shoe over its head. I don't know how long I walked. Hours later, I saw a store in the distance. And I saw the same old man who I spoke to before. I was approaching the store from the same direction as before. This can't be! The old man didn't laugh this time. My clothes were torn. I was bleeding in several places, and I had only one shoe on. He walked over to me. He turned me around and gave me a gentle push down the road. Just prior to that, he put a cold soda and some fruit in my pocket. My wife was right where I left her. She was done with her book. Looking up and showing no emotion, she asked, "Have a nice hike, dear? It seems like you were gone for a long time." I didn't answer her. I just left footprints in the sand back to my room—one footprint, one shoeprint, one footprint, one shoeprint ...

ANSWERS

- 1 Kevin climbed up a hill
- 2 heard a noise, so ran down the hill and fell
- 3 realized he lost a shoe
- 4 saw a monkey in a tree
- 5 returned to the store
- 6 storeowner gave him food / fruit and drink / soda
- 7 storeowner got him walking in right direction
- 8 Kevin's wife showed no emotion / asked if he'd had a nice walk

3 Encourage the students to support their opinion with reasons and examples. Invite a few students to share their ideas with the whole class.

Developing critical thinking

SUPPORTING CRITICAL THINKING

Giving one's opinion while also listening to the opinions of others is a component of critical thinking. It is important that students support their own opinions with examples and reasons, but also listen to the opinions of others, even if they are contrary to their own.

Draw students' attention to the *Storytelling* box and check their understanding of the terms. Have the students form groups and ask them to discuss the questions. Afterwards, have a whole-class discussion.

Cultural awareness

Storytelling has a more important place in some cultures than in others. In the past, most, if not all, human societies used storytelling as a way to pass on history and moral lessons. The importance has diminished over time in some cultures, but retains an important role in others.

LISTENING 2 Elements of a plot

Word count 677

Background information

The structure of stories has been studied since the times of Ancient Greece and Aristotle. Several underlying structures have been identified over history. Aristotle saw stories as three-part structures, and then the Romans moved to a five-part structure. Freytag, a German writer from the nineteenth century, also identified a five-part structure, which many people today still find useful for analyzing stories. Freytag's structure is the topic of this listening text.

Before you listen

Ask the students to get a partner and think of one story that both students know well. Give them time

to discuss the questions. Ask them to make a map of their discussion. They can use this when they share their ideas with the other students.

Global listening

Read the instructions with students. Highlight that they need to write the terms they hear. One of them is spelled out—tell students you expect them to spell this correctly. For the others, tell students to write what they hear, thinking about typical English spelling and suffixes (for example, the spelling of *-tion*). After listening, give students time to compare their answers in pairs before checking their answers with the class.

AUDIO SCRIPT 2.11

Professor: Good afternoon, everyone. Please take your seats and welcome to the third day of our literature class. Today we'll discuss plot. First we'll define it. Then we'll examine this definition in more detail. Who can tell me what I mean by plot?

Student 1: It's the events. It's what happens in a story.

Professor: OK. Yes, it's what happens. Without plot, there's no story. Now, you may be surprised that most stories—old ones, new ones, even those you may not be familiar with—have a lot in common with one another. There is something ... But before I get into that, does anyone know who Gustav Freytag was? No? Gustav Freytag was a German writer born in 1816. His interest was analyzing plots in literary works. He looked at the structures of ancient Greek stories, as well as Shakespeare's plays. His analysis consisted of dividing a story into five parts, or five elements. And he developed something which is very interesting. It's called Freytag's Pyramid. Here, let me draw it on the board. This is useful as it clearly shows these five elements and how plot is structured. Let's look at each one in detail. Every story must have a beginning. This is called Exposition.

Student 2: Again, please? It's called what?

Professor: Exposition. In the introduction, the speaker or writer needs to establish the characters and the relationships between them. In addition, the speaker has to establish the setting—where the story takes place. This background information is important so that the listener becomes interested in the story and can follow it. Not too much happens in the beginning. There is the introduction of an initial conflict, or the main problem in the story. However, the real action begins in the next part. The second part is known as the Rising action. Here, the "plot thickens." Something happens that puts other events in motion. Here the main character has to deal with the conflict by some sort of action. The character's conflict can be anything—nature, society, other people, or him- or herself. The character tries to resolve this crisis in this part. This part of the story is often very exciting because the tension builds and builds. This is usually the longest part of the story. A good story gets more and more exciting and interesting as the speaker builds to the next part. The third part is the Climax, or the high point of the story. The climax ...

Student 3: Excuse me. Can you spell that?

Professor: C-L-I-M-A-X. The climax is another word for the high point. The climax is the main event our character faces. It's the most exciting part of the story. It's the moment of greatest danger, greatest fear, greatest emotion. Will the hero fail? Will the hero be successful? It might be a big fight. It might be a very exciting action scene, such as a car chase. It might be when the character learns something at last.

After the climax, comes the next part—the Falling action. Here the character begins to solve the conflict. Imagine if after the climax the story simply ended. How would we feel? We'd be left unsatisfied as we know there is more to the story. Now we see the effects of the actions that the character has made. This part usually isn't very long because a good story will have the climax toward the end. Finally we have the Resolution. We are very near the end of the story. There is a release of dramatic tension, and the conflict is fully resolved here. All of our questions are answered. The story may conclude with a happy or sad ending. The characters have changed and may be back in their original situation. The main character may act differently, showing the results of the story's conflict. So, just to summarize, according to Freytag a story should contain all five of these elements in the correct sequence: Exposition, Rising action, Climax, Falling action, and Resolution. Now, let's look at one story, and we'll analyze it. Work with the person next to you and ...

ANSWERS

- | | |
|-----------------|------------------|
| 1 Exposition | 4 Falling action |
| 2 Rising action | 5 Resolution |
| 3 Climax | |

Close listening

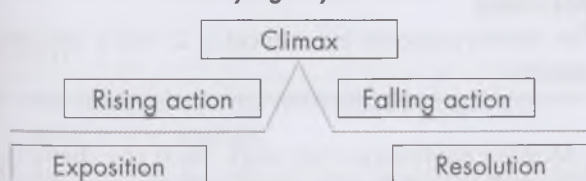
Use the *Listening for details to add to a visual* box as a mini-dictagloss. Read it once, and then allow students to discuss their understanding of it. Read it again, and ask them to write down the key words and phrases. Then ask students to work in pairs to reconstruct the text from their notes. When they have finished, they can compare their text with the text in the box.

Ask students to use their monolingual dictionaries to check the meaning of the words in the *Academic keywords* box. Ask them to write the words and the extra information in their vocabulary notebooks.

- Students can complete the diagram using their answers from the *Global listening* section.

ANSWERS

Freytag's Pyramid



- After listening to the audio again, give students time to add to the diagram individually.
- Have the students compare their notes in groups, then work together to complete the summary notes.

ANSWERS

- | | |
|--------------|---------------|
| 1 five | 7 high |
| 2 stories | 8 exciting |
| 3 Exposition | 9 Falling |
| 4 characters | 10 begins |
| 5 Rising | 11 Resolution |
| 6 conflict | 12 fully |
| | 13 answered |

- Tell students that they will hear a story, with each of the five parts out of order. As they listen, they need to decide which part of the story it is. Ask students to discuss their answers.

AUDIO SCRIPT 2.12

- There was once a young boy who lived near a dark forest. Every day he had to take care of his sheep. The young boy was lonely and bored.
- Soon after that, a wolf really *did* come into the village and began eyeing his sheep. He was extremely frightened. He cried, "Wolf! Help! This time, there really is a wolf!" The wolf came closer and closer to his sheep.
- When the boy complained, a wise old man in the village said, "Never lie. Even when a liar tells the truth, no one will believe him."
- He decided on a plan to relieve his boredom. He ran into the village shouting, "Wolf! Wolf!" People came to help, but there was no wolf. This amused the boy, so he did it again. Again, there was no wolf, so the people walked away.
- The boy stood by as he watched the wolf have a meal of his sheep. There was nothing he could do but watch. No one came to help him.

ANSWERS

- Part 1 a; boy lonely and bored
 Part 2 d; boy shouts "Wolf! Wolf!" but there is no wolf
 Part 3 b; wolf really does come to village; boy shouts for help
 Part 4 e; wolf eats the sheep; nobody comes to help
 Part 5 c; never lie

- Have students check their answers with the whole class after listening to the story.

AUDIO SCRIPT 2.13

There was once a young boy who lived near a dark forest. Every day he had to take care of his sheep. The young boy was lonely and bored. He decided on a plan to relieve his boredom. He ran into the village shouting, "Wolf! Wolf!" People came to

help, but there was no wolf. This amused the boy, so he did it again. Again, there was no wolf, so the people walked away.

Soon after that, a wolf really *did* come into the village and began eyeing his sheep. He was extremely frightened. He cried, "Wolf! Help! This time, there really is a wolf!" The wolf came closer and closer to his sheep.

The boy stood by as he watched the wolf have a meal of his sheep. There was nothing he could do but watch. No one came to help him.

When the boy complained, a wise old man in the village said, "Never lie. Even when a liar tells the truth, no one will believe him."

Developing critical thinking

SUPPORTING CRITICAL THINKING

Applying a framework or model is an important element of critical thinking. Students need to be able to understand a model, such as Freytag's five-part plot model, and then see if a particular example fits the model or not. If they don't think the example fits, students need to be able to say in what way it doesn't.

- 1 Draw students' attention to the *Literature* box and check their understanding of the terms. Have students form groups and ask them to discuss the questions. Ask some of the students to share their ideas with the whole class.
- 2 Give students a few minutes to look back at the listening texts *A travel story* and *Elements of a plot*. Ask students to take notes individually on their answers. They can answer the first question by each taking a long-turn in their group, and the second question by having an exchange of ideas and opinions. Have whole-class feedback at the end.

This is a good place to use the video resource *Bad news*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

Vocabulary skill

Use the *Using descriptive adjectives* box as another dictagloss. Tell students you will leave out two words. Make a sound to indicate where the words are left out. Students complete the dictagloss, drawing a line where the words should be. Once students have reconstructed their text, they should guess which words are missing (*dirty* and *cold*). Then have the students compare their text with the text in the box.

- 1 Ask students to use their monolingual dictionaries to check their answers. Then ask them to record the basic adjectives and the alternatives in their notebooks.

ANSWERS

beautiful	hot	big	happy	bad
gorgeous	sizzling	gigantic	delighted	awful
enchanted	steaming	huge	joyful	terrible

- 2 Ask the students to rewrite the sentence, then compare them with a partner.

POSSIBLE ANSWERS

- 1 I was thrilled that I got a promotion.
- 2 The lion's eyes looked gigantic.
- 3 The sunset was gorgeous.
- 4 What he did next was dreadful.
- 5 It was scorching when the wind died down.

- 3 Have students use a thesaurus to replace the adjectives. Then ask them to share their answers with the whole class. Write all the new adjectives on the board. Ask students to add these to their vocabulary notebooks.

POSSIBLE ANSWERS

- 1 I'll never forget the caring old man.
- 2 The tiny kitten looked up at me.
- 3 The cake looked so scrumptious I ate two pieces.

SPEAKING Telling a story

Grammar

Give the students time to read the *Grammar* box. Ask one or two students to summarize the information. Then ask students to write examples with *who* or *which* on the board, with the relative pronoun left out. Ask other students to complete the sentences.

- 1 Before checking answers, ask the students to discuss their answers with a partner.

ANSWERS

- | | |
|---------|---------|
| 1 who | 4 which |
| 2 which | 5 who |
| 3 who | 6 which |

- 2 Review the final part of the information in the *Grammar* box and ask students to complete the exercise. Have them check their answers with the whole class.

ANSWERS

The relative pronouns in sentences 1, 2, and 6 are not needed.

- 3 Monitor students as they work. Then give them time to discuss their sentences with a partner.

Pronunciation skill

Play the audio and ask students what they notice. Then ask them to read the *Emphatic stress* box to compare the information with their ideas.

- 1 Before listening, point out that the students cannot guess which word will be stressed, as it depends on what the speaker is emphasizing. Allow students to compare answers with a partner before checking them with the whole class.

AUDIO SCRIPT 2.14

- 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.

ANSWERS

See the underlined words in the audio script.

- 2 Ask the students to repeat the sentences individually and then together with the class.
- 3 Ask a few students to read their sentences.

Speaking skill

Use the *Being an effective public speaker* box for a dictation. Do not dictate each complete tip. Stop part way through and ask students to guess the remainder of each tip (for example, *Speak with a strong...*). Students check their guesses with the information in the box.

- 1 Give students time to read and complete the story.
- 2 As students practice the story together, monitor and take notes based on the tips in the *Being an effective public speaker* box to use in whole-class feedback at the end of the exercise.

SPEAKING TASK

Brainstorm

- 1 Ask students to work in pairs to think of a story for each type.
- 2 Ask the pairs to choose a story and make notes on the events. Monitor and help any weaker students by asking questions to encourage their imagination and the development of their story.

Plan

- 1 Ask students to work individually to add their notes to the diagram.
- 2 Ask students to compare their diagrams with their partner.

Speak and share

During the storytelling, take language notes and do a whole-class feedback at the end.

Use the photocopiable unit assignment checklist on page 95 to assess the students' speaking.

STUDY SKILLS Learning styles

Getting started

Give students time to answer the questions individually, and then check their own results. Put them in groups with members from all three of the learning styles, and ask them to compare and discuss their results.

Scenario

Tell the students they can read the scenario, read and listen, or only listen to you reading it. In the same groups as before, students discuss Leila's learning style.

ANSWER

She is an Auditory learner because she learns best by hearing things.

Consider it

Encourage students to use their monolingual dictionaries to help them with unknown vocabulary. Then have groups share their answers with the whole class to see if they can reach a consensus.

ANSWER

V: Draw diagrams of a lab experiment, Retell a story from pictures, Write on the board, Highlight and annotate a text

A: Repeat facts aloud with eyes closed, Record lectures to listen to again, Listen to soft music while studying, Participate in group discussions

K: Do role plays, Perform language skits, Take frequent study breaks

Over to you

Monitor the activity and elicit feedback.

Extra research task

VARC and *multiple intelligences* are just two of the different learning styles questionnaires on the Internet. Students could try out different ones and report back on any interesting findings. They could use the search terms *multiple intelligences/learning styles quiz*.

UNIT 9 WATER

Listening	Listening for pros and cons Listening for the order in a process
Vocabulary	Working out meaning from context
Speaking	Using and referring to visual aids
Pronunciation	Stress in words with suffixes

Ask students to look at the picture on page 87 for one minute. Write *Water* in the middle of the board. Then add *Feelings, Places, Problems, and Experiences* in map form. Ask students to call out ideas and build up the map. Ask students to look through the unit quickly to see which of the topics from the map are covered in the book.

Discussion point

Ask students to discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 9 *Useful language* page to provide some extra support. If you did the warm up activity, ask for feedback after the first question, and add *Uses* and the students' ideas to the map on the board.

Vocabulary preview

- 1 Encourage students to use their monolingual dictionaries to help with this task. After checking their answers, ask students to write the words in their vocabulary notebooks, marking the stress on the words and noting the part of speech.

ANSWERS

1 b 2 a 3 b 4 b 5 a 6 b 7 b
8 b 9 a

- 2 After students have discussed the statements with a partner, ask them to share any interesting points of disagreement they may have had.

LISTENING 1 Bottled water

Word count 754

Background information

Bottled water is big business, and it is a business that has grown dramatically in the last 25 years. Since 1990, business has increased by around 400%. The industry is now worth over \$60 billion, with more than 200 billion bottles drunk each year globally. There are, however, several criticisms of the growing dependency of people on bottled water. Health is an issue, with some arguing that bottled water can have as many potential health issues—contamination, for example—as tap water. The impact on the environment is another cause for concern, with issues such as the manufacturing of the bottles, the global transportation of the water, and the resulting plastic waste after consumption.

Before you listen

- 1 Ask the students to discuss the questions with a partner. Then have them share their answers with the whole class.

EXTENSION ACTIVITY

Students conduct a survey with another class or a group of their choice. They can use these questions, and also add more on the same theme. They can report back on their findings the following week.

- 2 Direct the students' attention to the graph. Check understanding of the layout and of the type of information included on the chart. Ask them to discuss the questions in groups and give reasons for their answers.

ANSWERS

- 1 Mexico
- 2 Austria
- 3 Austria, Italy, United Arab Emirates, United States

Global listening

Give students time to use their monolingual dictionaries to check the meaning of the words in the *Academic keywords* box. Encourage them to add the words to their vocabulary notebooks.

Allow students to read the opinions before listening to the audio. After listening, give them time to compare their answers with a partner.

AUDIO SCRIPT 2.15

Host: Good morning and welcome to the First Morning News Hour. I'm your host, Jennifer Banks. Joining me this morning are Roger Nelson from the National Bottled Water Association, and the spokeswoman for Citizens for Healthy Water, Sarah Jones. Welcome.

Roger / Sarah: Good morning. / Thank you.

Host: So, Sarah, let's start with you. Why do you feel that we should avoid buying bottled water?

Sarah: Oh, there are so many reasons. The first reason is that there's simply no evidence to suggest, in many places in the world, that bottled water is better or safer than tap water.

Roger: Well, Sarah, we know tap water is good in many places, but you have to accept that it can be full of chemicals, such as the lead that comes from lead pipes. In some places there are unacceptable levels of the chemical arsenic.

Sarah: I agree that many places need better water treatment. Treating and testing water should be done anyway. In fact, bottled water is often just tap water that is treated with chemicals! In my opinion, it just doesn't make sense to pay for something you can get practically for free.

Roger: I feel strongly that with bottled water you know exactly what you're getting—clean, safe water. And you can read the label on the bottle instantly to see what it contains.

Host: You mention bottles. We're talking about plastic bottles, right? Or glass bottles?

Sarah: Plastic, and that's a big problem. Plastic bottles can leak chemicals into the ground and the water. Some estimates say that around 85% of plastic bottles are not recycled. This causes pollution. They end up in landfills, in lakes, rivers, and oceans. Many people don't know this, but there is an enormous floating mass of trash in the Pacific Ocean. Much of that is made of plastic.

Roger: Yes, I'll admit that recycling needs to be better, but newer bottles are coming onto the market that are made from plant-based materials. These materials will decompose in time, and when they break down, they're not dangerous. The bottom line is that bottled water is extremely convenient, and is here to stay. Sometimes it's our only choice because clean tap water is not available. Bottled water is a necessity.

Sarah: Plastic bottles may be convenient, but in my opinion they come at a very high price. Large amounts of money are spent on fuel and labor moving water to different places around the world. Also, millions of gallons of oil are used in the bottle-making process.

Roger: But all kinds of goods are moved around the world. That's the nature of business today. Do you object to global trade? People just want to be able to buy the goods they want.

Host: That's an interesting point.

Sarah: That is a different situation. Let me elaborate. Water shouldn't be a commodity. A commodity is defined as something people buy and sell. That gives control to industries that may not have our best interests in mind. And besides, it's just wasteful to pay to move water around.

Host: Roger, what about that? Is moving bottled water from place to place really that wasteful? Should we pay money to move water?

Roger: Look, we pay to move everything we use. In fact, water bottles make an excellent medium for providing information to people. For instance, they can provide information on what amounts of vitamins and minerals we need to stay healthy. This can be an easy and inexpensive means of getting your message to a large number of people quickly. They can also be used to advertise.

Sarah: Roger, are you serious? Do we really need more advertisements? Water should be just that—clean, safe, and inexpensive. You know to make a plastic bottle it takes around seven times more water than the bottle actually holds! It makes zero financial sense!

Roger: Bottled water has saved millions of lives. Think about this. Bottled water is typically shipped in during natural disasters such as typhoons or earthquakes. Water is a critical resource that we can put to good use. Bottled water can be shipped quickly when necessary.

Sarah: Bottled water has the ability to save lives in natural disasters, I fully agree with that. However, often the water that arrives first is the result of a beverage company switching its beverage line over to package and ship water to the disaster site. They can do that quickly when needed.

Host: Well, you both make many valid points. This is an issue that I'm sure we'll be visiting again in the future. I'd like to thank you both for joining me today.

Roger / Sarah: Thank you.

ANSWERS

Roger Nelson: He feels that bottled water is preferable to tap water.

Sarah Jones: She believes that tap water is fine and bottled water is wasteful.

The host: She remains neutral and doesn't express her opinion about the issue.

Close listening

Give students time to read the *Listening for pros and cons* box, and then ask one or two students to summarize the information.

- 1 Ask the students to read the notes before listening to the audio again. Then have students compare and discuss their answers with a partner.

ANSWERS

- | | |
|-------------|---------------|
| 1 tap | 7 vitamin |
| 2 bottled | 8 advertising |
| 3 labels | 9 labor |
| 4 chemicals | 10 lives |
| 5 available | 11 oil |
| 6 pollution | |

Exam tip

In the IELTS Listening Test, completing notes in a table is a common exercise. Students need to be able to quickly familiarize themselves with the layout of the table, using the column headings and table structure to help them. In the exam, the number of words to use is given in the instructions to the exercise.

- 2 Ask students to compare answers with a partner before checking their answers with the whole class.

ANSWERS

- | | |
|--------------|------------|
| 1 treatment | 5 Millions |
| 2 85 | 6 seven |
| 3 break down | 7 disaster |
| 4 labor | 8 ship |

Developing critical thinking**SUPPORTING CRITICAL THINKING**

To think critically, you need to be able to see different sides to an issue, even if you have a strong personal opinion on what is right. Exploring other points of view and alternative perspectives enables us to have a deeper and fuller understanding of the issue.

Draw students' attention to the *Think about* box to give them ideas for the discussion. Have them from groups and monitor as they discuss the questions. In feedback, build up a list of pros and cons on the board, and have the class vote for or against bottled water.

EXTENSION ACTIVITY

Organize a debate with the motion "Bottled water should be banned from stores." Select two teams, a chairperson, and an audience. Give the teams time to prepare their arguments. It can also be useful for students to prepare arguments against their argument.

LISTENING 2 An experiment with dry ice

Word count 684

Background information

Dry ice is solid carbon dioxide, and it has a temperature of -78.5°C . Its name comes from the fact that dry ice changes from a solid to a gas without going through a liquid state, hence the "dry." It is commonly used for freezing because of its very cold temperature.

Before you listen

Give students time to look through the information individually and to match the food with the amounts of water. Then ask them to discuss their answers with a partner.

ANSWERS

- a kilo of rice = 3,400 liters
- a slice of bread = 40 liters
- a kilo of beef = 13,600 liters
- one egg = 200 liters
- a kilo of cheese = 4,500 liters
- a kilo of wheat = 1,000 liters
- a kilo of chocolate = 24,000 liters
- a liter of milk = 880 liters
- a kilo of chicken = 3,540 liters

Global listening

- 1 Explain the context, and then ask students to predict which things will be used. Then have students listen to the audio and check their answers.

ANSWERS

All are used except a freezer, salt, and yogurt.

AUDIO SCRIPT 2.16

Lecturer: Good afternoon, class. I thought that since it's such a hot day today that we'd do an experiment instead of the normal lecture. I hope no one objects to that. This scientific experiment ties into the unit on processes that we've been working on. So today we're going to make ice cream. Ice cream with no artificial flavors.

Students: Great! / Yeah!

Lecturer: Evidence from my past experiments shows that many of you will actually prefer this to regular ice cream. To make the ice cream we'll use dry ice. As you know, dry ice, also known as "card ice," refers to the solid form of carbon dioxide. So how about a few volunteers to help me? You, OK. And you. Fine. One more, please? Yes, thank you. Please come forward. Let's go over what we need for our experiment. Here, of course, is the dry ice. And when you handle dry ice you have to use gloves.

Student 1: Why is that?

Lecturer: The gloves are for protection. Never, ever touch dry ice with your bare hands! Dry ice is so cold that it will freeze your skin instantly.

Student 2: Cool!

Lecturer: No, not cool! That would be a disaster, and I don't want to have an accident like that in my lab, so please be very, very careful. We also need a metal bowl and a wooden spoon, and this paper bag to hold the ice. Oh, and here's our hammer.

Student 3: Why do we need a hammer?

Lecturer: To break up the ice. But I'll get to what we're going to do in a few minutes. The other equipment here is a burner and this small pot. Now let's go over the ingredients we'll need to actually make the ice cream. We need sugar, eggs, and milk.

Student 1: What's this? Is it yogurt?

Lecturer: No, that's coffee creamer. And here's some whipping cream.

Student 2: Is that all?

Lecturer: Yes, that's all. Now, let me show you how ice cream can be made in a lab with dry ice. It's not difficult at all.

- 2 Give students time to look through the pictures, and identify differences and similarities between the four images.

ANSWERS

b & d

AUDIO SCRIPT 2.17

Lecturer: Let me draw your attention over here. With gloves on, the dry ice is placed into a paper bag. Next the ice is crushed with the hammer. Make sure not to leave any lumps. You want the dry ice to be very, very fine.

Student 3: Like this?

Lecturer: Yes, just like that. After that, the gloves are removed. They aren't needed again until later, and it will be easier to mix the ingredients without them. So next, two eggs and three-fourths of a cup of sugar are mixed together in a bowl. Use a metal bowl.

Student 2: How am I doing?

Lecturer: Very well. Beat the mixture thoroughly until it becomes light and airy. Once this egg and sugar mixture is beaten together, you can set it aside. Next one cup of coffee creamer is added to one cup of milk. Once this is mixed together, it's placed on a burner and heated. Make sure it's heated slowly so it doesn't burn. This is a critical step. Keep stirring until it *almost* boils. But make sure it does *not* boil.

Student 1: OK, what next?

Lecturer: As soon as it's almost boiled, it's removed from the heat. At this point the egg and sugar mixture is combined with it. Do it quickly. OK, good job everyone. Once it's combined, one cup of whipping cream is added. Be sure to keep stirring!

Lecturer: Finally, the gloves are put back on. Everyone, this is important. Gloves on, please. Thank you. Now, the dry ice is poured into the metal bowl. Pour it slowly and make sure everything stays in the bowl. This ice and the other mixture are now stirred with the wooden spoon until it's thick and smooth.

Student 3: How long is it stirred?

Lecturer: Until it starts to thicken and freeze up. Keep stirring until it reaches the consistency of ice cream.

Students: Look at that! / Cool! / Hey! It looks like ice cream.

Lecturer: And there you have it—ice cream! Taste-wise, it's practically the same ice cream that you'd buy in a store.

Student 1: Can we taste it now?

Lecturer: Of course. What do you think?

Student 2: It's delicious! But it could use some chocolate sauce!

- 3 Ask the students to compare their answers with a partner. Then have them check their answers with the whole class.

ANSWERS

a, because you need gloves to handle the dry ice
c, because you should not boil the milk and cream

Close listening

Give students time to use their monolingual dictionaries to check the meaning of the words in the *Academic keywords* box. Encourage them to add the words to their vocabulary notebooks.

Before looking at the *Listening for the order in a process* box, remind the students of the story focus of unit 8, and elicit examples of signal words and time markers. Write them on the board. Have students read the box to check the information, and add the new words to the list on the board.

- 1 Give students time to read the steps before listening and numbering them.

AUDIO SCRIPT 2.18

See audio scripts 2.16 and 2.17.

ANSWERS

1 c 2 d 3 a 4 e 5 g 6 h 7 f 8 b

- 2 After comparing answers with a partner, and then checking them with the whole class, have students describe the process to their partner.

Developing critical thinking

SUPPORTING CRITICAL THINKING

Understanding a process, and the reasons for each step contained within the process, is an important part of critical thinking. Students need to be able to identify the consequences of doing or not doing something. These questions will give them practice analyzing a sequence of steps and creating their own process.

- 1 Have the students form groups and ask them to discuss the questions.
- 2 Give students a few minutes to look back at the listening texts *Bottled water* and *An experiment with dry ice*. Tell them to look at the *Experiment settings* box to give them ideas for the first question. Ask students to share their ideas and encourage whole-class discussion. Write a list of the students' ideas for experiments on the board. Students could volunteer to conduct the experiments at home and report back the following week. Give students class time to report back on their experiments.

This is a good place to use the video resource *Water politics*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

Vocabulary skill

Use the *Working out meaning from context* box as a dictation. Give students time to compare their text with a partner and to add to it. Then ask them to compare their text with the text in the book.

Check answers as a whole class once students have completed the definitions.

ANSWERS

- 1 the solid form of carbon dioxide
- 2 two oxygen atoms bonded to a single carbon atom
- 3 the process of carbon dioxide changing from a gas to a solid phase
- 4 small rough growths found on a person's feet or hands
- 5 being unable to breathe
- 6 insects like mosquitoes and bedbugs
- 7 violent storms that take place on Mars

SPEAKING Presenting a poster

Grammar

With books closed, write *People treat water with chemicals*. Ask some concept questions, for example: *Do we know who the people are? Which is more important here, water or people? Write Water ... on the board and then ask students if they can complete the sentence with the same idea as the first. (Water is treated with chemicals.) Elicit the form of both sentences. Then ask students to read the Grammar box. Elicit the active forms of the final two example sentences from the box and discuss why the passive is used (the people are not important).*

- 1 Monitor and check students' understanding while they complete the sentences. Then have them check their answers with the whole class.

ANSWERS

- | | |
|----------------|------------------|
| 1 be bought | 8 is heated |
| 2 be distilled | 9 (is) boiled |
| 3 is filled | 10 is condensed |
| 4 is placed | 11 is collected |
| 5 is connected | 12 be drunk |
| 6 is cooled | 13 (can be) used |
| 7 is attached | |

- 2 Ask students to compare their answers with a partner before checking them with the whole class.

ANSWERS

- 1 Distilled water is used in steam irons at home.
- 2 This water can be drunk without boiling it.
- 3 A lot of money is spent on bottled water.
- 4 A lot of chemicals are found in some bottled water.
- 5 Plastic bottles should be put in recycling bins.

Pronunciation skill

With books closed, dictate the words from the *Stress in words with suffixes* box. Check the spelling, and then ask students to identify where the stress is in each word. When they have discussed the words with a partner, model the words for students to check answers. Then ask them what the rule is. Students can then read the information in the box to check.

- 1 Encourage the students to say the words aloud as they mark the stress. Then have them listen to the audio to check their answers.

AUDIO SCRIPT 2.19

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

ANSWERS

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

- 2 Give students time to check their answers in a monolingual dictionary. Highlight how the stress is marked in the dictionary.

ANSWERS

- | | |
|----------------|----------------|
| 1 conclusion | 4 possibility |
| 2 infectious | 5 anticipation |
| 3 intellectual | 6 scientific |

- 3 Monitor and correct students' pronunciation.

Speaking skill

Ask students to read the *Using and referring to visual aids* box. With books closed, elicit the six types of visuals referred to in the examples in the box (poster, video, slide, chart, bullet point, handout). Check students' understanding of these terms, then elicit the phrase used for each, and allow students to look back at the box to check.

- 1 Ask the students to compare answers with a partner before checking with the whole class.

ANSWERS

1 b 2 c 3 a 4 c 5 b 6 a

AUDIO SCRIPT 2.20

- 1 Take a look at this poster. It's titled Save Water.
- 2 As shown in this slide, not every country has the same amount of water.
- 3 This handout shows that only 3% of our water is fresh water.
- 4 Let me draw your attention to this line. It shows the world average.
- 5 Note that there are five bullet points here for ways to save water.
- 6 As you can see on the handout, most of our fresh water is frozen.

- 2 Ask the students to compare answers with a partner before checking them with the whole class.

ANSWERS

- | | |
|------------------|-----------------|
| 1 poster | 4 line; world |
| 2 slide; same | 5 bullet points |
| 3 handout; fresh | 6 most; frozen |

- 3 Have students get a partner and complete the task. Monitor and take language notes to use in whole-class feedback at the end of the exercise.

SPEAKING TASK**Brainstorm**

Monitor the brainstorm, and provide help and encouragement as needed.

Plan

- 1 Give students time to do the research and watch out for students going into too much detail. Help them to identify the basics of each step in the process and to ignore unnecessary details.
- 2 Have the students create their poster.

Speak and share

During the presentation practice, take language notes and do whole-class feedback.

Use the photocopiable unit assignment checklist on page 96 to assess the students' speaking.

STUDY SKILLS Making your point**EXTENSION ACTIVITY**

Before starting, ask students to take notes individually about how they feel about speaking in a group, and particularly how they feel *before*, *during*, and *after* the group work. Have them share their answers in pairs. Then put two pairs together and ask them to explain their partner's answer to the group.

Ask students to read the advice in the *Speaking in a group* section. They can annotate it by checking the points they do already and putting a question mark next to those points that they need to do more work on. Students can compare their notes with a partner.

Give students time to read the information in the *Being judged by your voice* section individually. In groups, ask them to discuss how not to disrupt a group. Have groups share their ideas with the class.

Extra research task

There is a lot of information on the Internet on science experiments you can do at home. Have students do an Internet search for *home science experiment ideas*. Students can choose one or two and do them at home. They could record the experiment with a camera and use the visuals while reporting back the following week.

UNIT 10 PERSUASION

Listening	Understanding speaker attitude Listening to how an argument is supported
Vocabulary	Collocations with <i>take</i>
Speaking	Refuting an argument
Pronunciation	Linking of same consonant sounds

Write *Persuasion* in the middle of the board. Ask your students to use their monolingual dictionaries to check the full meaning of the word (the process of making someone do something by giving them reasons why they should). On the board, write the key aspects and words from the word family (for example, *to persuade*). Elicit actual examples of persuasion and add them to the map.

Discussion point

Ask students to discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 10 *Useful language* page to provide some extra support. Ask students to share their ideas for whole-class feedback.

Cultural awareness

Individual cultures approach buying and selling in different ways. Particular customs and expectations around the world can drastically change the experience. This can be a surprise to individuals encountering these different approaches for the first time, and differences in approach can lead to misunderstandings.

Vocabulary preview

Encourage students to use their monolingual dictionaries to help with this task. Ask students to write the words in their vocabulary notebooks. They can also mark the stress on the words and note the part of speech.

ANSWERS

1 a 2 b 3 a 4 b 5 b 6 a 7 b 8 b

LISTENING 1 Hard sell / soft sell

Word count 789

Background information

Hard and soft selling are two approaches taken by sales staff to sell to customers. Hard sell strategies are direct and often viewed as aggressive. Despite this,

they are also straightforward—no one has any pretence about what is happening. Soft selling, on the other hand, is less direct, and it focuses more on building relationships and allowing more time for the potential customer to make a choice. However, ultimately, of course, the aim is the same ... to make a sale.

Before you listen

Give students time to think about their answers individually, and then discuss them with a partner. Have students share opinions with the whole class.

Global listening

- 1 Elicit some ideas on the difference between *hard sell* and *soft sell*, and give some background information so students are clear on the difference. Have them check their answers with the whole class.

AUDIO SCRIPT 2.21

Keith: Hello, this is Keith Manson, your KRNT-TV Consumer Advocate reporter. I'm here at Westlake Mall to take a look at how "hard sell" and "soft sell" sales strategies might influence our purchases. We've all been exposed to both types. Hard sell strategies are more direct and aggressive. You feel pressure to make a purchase. Besides an aggressive salesclerk, hard selling includes people who try to sell you something over the phone, who come to your door, and who ask for a donation for their cause. Let's contrast that with soft selling strategies. These are less direct and more subtle. They often focus more on relationship-building to eventually make a sale. You're offered choices and solutions, and given time to make a decision. Service is friendly and casual. Soft selling can include email reminders of sales, friendly offers of help, and even compliments. But don't be fooled—the bottom line is still a sale. It may seem that soft selling is better than hard selling. Overly aggressive salespeople give a negative impression, right? Then why do so many people still use hard selling tactics? In short, because they can be effective. It's a fact that many people *do* buy when they feel pressure. That's why I'm here at the mall—to talk to consumers and see what influences their recent purchases. Hello. I'm Keith Manson, from KRNT-TV. Can I have your name?

Cynthia: Cynthia Wallace.

Keith: I see you just bought something from that store.

Cynthia: I got a sweater.

Keith: I'm curious why you bought a sweater. It's the middle of summer.

Cynthia: Oh yeah. I'm a regular there. I get notifications of sales so I come see what they have. They know me by name, which is nice.

Keith: Did anyone pressure you to make a purchase?

Cynthia: They were pretty casual about the whole thing. I got some nice socks, too, but I don't really need them. But that's OK.

Keith: I see. Thanks for talking with us, Cynthia.

Antonio: I couldn't help overhearing you. I just bought something as well.

Keith: Your name?

Antonio: Antonio. I just went in to take a look and ended up buying some sunglasses. The clerk said that the quality was excellent. I don't need them, but I thought, why not. The clerk said "Are you going to buy them or what?" which kind of surprised me. I wanted a cheaper pair, but he was adamant that these were the best ones.

Keith: How did you feel about this salesclerk?

Antonio: I suppose I respect him in a way. I appreciate that he just took charge and was there to do a job.

Keith: Thank you, Antonio. How about you? May I speak with you for a moment about your purchase? I'm Keith Manson from KRNT-TV.

Young-hee: Sure. My name is Young-hee Kim. I just got some perfume.

Keith: Did you plan to buy perfume when you went into the store?

Young-hee: Not at all. This woman just came up and sprayed me with it.

Keith: Really? How did that make you feel?

Young-hee: It was irritating. She forced herself on me when I was just browsing. It was so aggressive!

Keith: So why did you buy the perfume?

Young-hee: Good question. Maybe I felt guilty for not buying anything. She convinced me that it was a good buy, so I just bought it. Oh, and I got this free makeup kit with my purchase.

Keith: Interesting. Thank you. How about you, sir? Keith Manson from KRNT-TV. Can I have your name?

David: David Morrison.

Keith: I'm asking people about their purchases.

David: Oh, I have some stuff in here. I went into that store to return a pair of shoes and look what I got!

Keith: So you didn't plan to buy all of that.

David: No. After I returned the shoes I stopped to look at shirts. A salesclerk helped me find my size and a color that he said suited me. Then he showed me some pants. He said that they looked good on me, so I got a pair. My purchases were \$65, and he said if I spent \$75, I could receive an additional 15% off. I did that. He then said that I could get another 10% off if I opened up a store credit card, but I didn't bother doing that.

Keith: Were you happy with the experience?

David: Now that I think about it, I think the compliments weren't sincere. I didn't feel pressure, but I think I spent more than I should have. I guess he was just a good salesman.

Keith: Thank you, David for talking with us today. As you can see there's no "one size fits all" sales strategy. Which do you react best to? Hard sell, soft

sell, or something in between? Email me your thoughts at the address on your screen. This is Keith Manson, KRNT-TV.

ANSWERS

1 SS 2 HS 3 HS 4 SS

Have students read through the *Understanding speaker attitude* box, and then ask one or two students to summarize it. With books closed, elicit some of the key points again.

EXTENSION ACTIVITY

Provide students with jumbled pairs of words. Tell them to match the word with its synonym and decide which has a more positive or negative connotation (for example, *casual / lazy*). Students can record the words in two columns in their vocabulary notebooks.

- After students compare answers with a partner, have them check their answers with the class.

AUDIO SCRIPT 2.22

1 **Keith:** Did anyone pressure you to make a purchase?

Cynthia: They were pretty casual about the whole thing. I got some nice socks, too, but I don't really need them. But that's OK.

2 **Keith:** How did you feel about the salesclerk?

Antonio: I suppose I respect him in a way. I appreciate that he just took charge and was there to do a job.

3 **Keith:** Really? How did that make you feel?

Young-hee: It was irritating. She forced herself on me when I was just browsing. It was so aggressive!

4 **Keith:** Were you happy with the experience?

David: Now that I think about it, I think the compliments weren't sincere. I didn't feel pressure, but I think I spent more than I should have. I guess he was just a good salesman.

ANSWERS

Possible answers:

- positive: said they were pretty casual, the socks she bought were nice, and it's OK that she didn't need them
- positive: respects the salesclerk because he took charge and did his job
- negative: found the salesclerk's techniques irritating and aggressive
- negative: compliments weren't sincere, spent more than he should have (but also positive because he didn't feel pressure and thought the salesclerk was good at his job)

Close listening

Exam tip

Multiple-choice questions are a common exercise in the IELTS Listening Test. It can help students if they think about why the other answers are wrong, in addition to considering why the one they have chosen is correct. Remind the students that the information in the questions will be in the same order as the text.

- Students can discuss their answers with a partner, and then check them with the whole class.

ANSWERS

1 a 2 b 3 c 4 a 5 b 6 b

Developing critical thinking

SUPPORTING CRITICAL THINKING

Proverbs provide insight into generally-held truths. A useful skill in critical thinking is to be able to identify the lesson given by the proverb, and then evaluate this lesson in relation to a particular context or situation. In the following exercise, the students are asked to assess the proverbs in relation to their own opinion.

Give the students time to look back through the section *Hard sell / soft sell*. Then have them form groups and ask them to discuss question 1.

Give students time individually to read and take notes on the proverbs. After the group discussion, have one group provide feedback about each proverb.

LISTENING 2 A debate: paper vs. electronic dictionaries

Word count 948

Background information

Dictionaries have always been an important part of the language learners' toolkit. Over the past few decades, there have been many developments in this field; for example, dictionaries becoming more focused on specific levels of language learners. They are also now able to provide much more information on aspects of words, such as collocation and frequency. One of the biggest changes, however, has been the arrival of electronic dictionaries. They are not, however, without disadvantages. The listening text outlines several pros and cons.

Before you listen

- Read aloud the dictionary definition for *debate*, getting students to notice the different aspects included. Divide students into groups, and assign

electronic and paper dictionaries accordingly. Students work together in their groups.

- Have the students work in pairs, with one student having used a paper dictionary for exercise 1 and the other an electronic dictionary. Give students time to compare their answers.

Global listening

- Read the topics before listening, and check students' understanding of the words. Then have them check their answers with the whole class.

AUDIO SCRIPT 2.23

Student 1: So our debate topic is electronic dictionaries versus paper dictionaries.

Student 3: We'll argue that paper dictionaries are better than electronic dictionaries.

Student 4: We feel we have many strong reasons that can support our claim.

Student 1: And we'll make an argument for the opposite ...

Student 2: ... that electronic dictionaries are preferable to paper ones. We're sure we can persuade you with our arguments. Do you want to go first?

Student 3: Sure, thank you. First, to look up a new word with a paper dictionary we need to know the alphabet well. You don't need to learn the order of the letters with an electronic dictionary. It's common knowledge that learning the order of letters in the alphabet is a useful skill, especially for younger learners.

Student 1: I don't think that's really true. It's not necessary to know the order of the letters in this age of technology. The alphabet just doesn't matter much. What does matter is speed.

Student 2: And that's why using an electronic dictionary is so much better. One interesting statistic shows that it takes two seconds to look up a word with an electronic dictionary. Compare that to 15 seconds with a paper one. Take a minute to think about that. It's a huge difference.

Student 1: And everyone knows that electronic dictionaries are more convenient. You keep one in your book bag, or more and more it's an app on your cell phone. Electronic dictionaries are clearly smaller and lighter, and these days, size and weight matter a great deal to people. For instance, take a look at all the textbooks that are now available as e-books. Who wants to carry around heavy books?

Student 4: It's true that electronic dictionaries are smaller than full dictionaries, but pocket dictionaries are very light and can be smaller than some electronic dictionaries.

Student 1: But then you don't have a very complete dictionary. Good paper dictionaries have several hundred thousand words, but electronic dictionaries can have a million or more words.

Student 3: You may have more words, but you don't always have things like example sentences with electronic dictionaries. Also, according to experts, when a student looks up a new word on an electronic dictionary, he or she usually just accepts the first

definition that appears on the screen, especially if the screen is small.

Student 4: Right. People get so used to fast technology they just accept it. Now, with a paper dictionary, you see all the possible definitions on the page, clearly, often with examples, and you can choose the correct one. It's a fact that with many electronic dictionaries the actual definitions are often not very accurate. Sometimes the subtle differences in meaning can be lost.

Student 2: That's not fair to say. There can be mistakes in paper dictionaries as well. But I want to mention something else an electronic dictionary offers that a paper one doesn't: pronunciation. You can actually hear how a word is pronounced. In paper dictionaries you see it, yes, but you don't hear it. You can even hear how it's pronounced in different versions of English, for example, American or British English. You don't have to learn the phonetic alphabet or whatever system the paper dictionary is using.

Student 3: That may be true, but remember you're still dependent on the technology. What happens if your batteries are dying? It will distort the pronunciation. Or if you're using an online dictionary, you might have a bad Internet connection. With a paper dictionary, you never have this problem.

Student 4: Another problem with electronic dictionaries is noise. They can be very noisy, and this is irritating to fellow students or your teacher. One researcher found that most teachers prefer that their students use paper dictionaries. I think one reason is because electronic dictionaries in class break the flow of the lesson.

Student 1: I think that's an issue between teacher and students. Students are more comfortable using technology than teachers are.

Student 4: I don't know if that's true. That's just your impression.

Student 3: Let me bring up one more point. When we look up a word in a paper dictionary, we learn other words because we see them all over the page. We're exposed to all these words. Let me give you an example. If we see the word *take*, we also see all the other words that collocate with it: take notes, take a chance, take a break, take a nap ...

Student 2: I don't think that's so important. If I may, I want to go back to something we said earlier, about speed. That alone is enough to make people prefer electronic over paper.

Student 4: It's true that finding the definition of a new word fast can be a good thing. But with electronic dictionaries we tend to look up too many new words. It's not good to look up every new word. Many are not important, and we need to learn to choose what is and isn't important. And of course, it's more important that we try to use the context to learn the word.

Student 1: I agree with you. Getting the words from context is preferable, but it's not always possible.

Student 3: So we agree that a dictionary should be a last resort, when we can't get the meaning from the context. I feel that if we're too quick to just look words

up electronically, we're not learning *how* to learn new words. We learn less this way. I feel adamant about this.

Student 2: But that's just your opinion. I think that with electronic dictionaries, people will be more active in their learning because it uses technology. This will influence people positively. Some people wouldn't bother looking up a word in a paper dictionary. But if it can be done quickly and electronically, they will. That's just common sense.

Student 4: I don't know about it, I think we ...

ANSWERS

- | | |
|-------------------|--------------------------------|
| 1 speed | 6 accuracy |
| 2 convenience | 7 pronunciation of words |
| 3 size | 8 noise |
| 4 weight | 9 getting meaning from context |
| 5 number of words | |

- 2 Initiate a class discussion to elicit students' ideas.

Close listening

- 1 Allow time for students to compare their answers with a partner before checking with the class.

ANSWERS

- | | |
|--------------------|------------|
| 1 younger | 5 mistakes |
| 2 15 | 6 versions |
| 3 hundred thousand | 7 context |
| 4 accept | 8 active |

- 2 Ask students to use their monolingual dictionaries to check the meaning of the words in the *Academic keywords* box. Give students time to write the words, pronunciation, and part of speech in their vocabulary notebooks.

With books closed, ask students to name four ways in which we can support an argument. Steer the students in the right direction, and write the four headings from the *Listening to how an argument is supported* box (*Common sense*, etc.) on the board. Elicit suggestions for phrases we can use for each one and write them in the correct place on the board. Then ask students to read the information in the box to check their answers. Add the phrases from the box to the suggestions on the board.

After listening once, give students time to compare their answers in pairs. Then play the audio again.

AUDIO SCRIPT 2.24

- 1 **Student 3:** It's common knowledge that learning the order of letters in the alphabet is a useful skill, especially for younger learners.
- 2 **Student 2:** One interesting statistic shows that it takes two seconds to look up a word with an electronic dictionary.

- 3 Student 1:** And everyone knows that electronic dictionaries are more convenient.
- 4 Student 1:** These days, size and weight matter a great deal to people. For instance, take a look at all the textbooks that are now available as e-books. Who wants to carry around heavy books?
- Student 4:** It's true that electronic dictionaries are smaller than full dictionaries, but pocket dictionaries are very light and can be smaller than some electronic dictionaries.
- 5 Student 3:** According to experts, when a student looks up a new word on an electronic dictionary, he or she usually just accepts the first definition that appears on the screen, especially if the screen is small.
- 6 Student 4:** It's a fact that with many electronic dictionaries the actual definitions are often not very accurate.
- 7 Student 4:** One researcher found that most teachers prefer that their students use paper dictionaries.
- 8 Student 3:** When we look up a word in a paper dictionary, we learn other words because we see them all over the page. We're exposed to all these words. Let me give you an example. If we see the word *take*, we also see all the other words that collocate with it.

ANSWERS

- | | |
|----------------------|----------------------|
| 1 Common sense | 5 Expert opinions |
| 2 Facts + statistics | 6 Facts + statistics |
| 3 Common sense | 7 Expert opinions |
| 4 Examples + details | 8 Examples + details |

Developing critical thinking

SUPPORTING CRITICAL THINKING

Learning to evaluate arguments based on reasons and evidence is a key aspect of critical thinking. Students need to develop skills in considering all sides of the argument, taking into consideration the weight of the evidence rather than just relying on personal opinion.

- Have the students form groups and ask them to discuss the questions. Ask one or two students to report back on their group discussions. Then get a show of hands for the questions. Have a whole-class discussion on any interesting points.
- Give students a few minutes to look back at the listening texts *Hard sell / soft sell* and *A debate: paper vs. electronic dictionaries*. Tell them to look at the *People who influence you* box to give them ideas for the second question. Then have students share any interesting ideas with the whole class.

This is a good place to use the video resource *Just say yes ...* It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

Vocabulary skill

Read through the *Collocations with take* box. Ask students to add these expressions to their vocabulary notebooks under the same heading as the box.

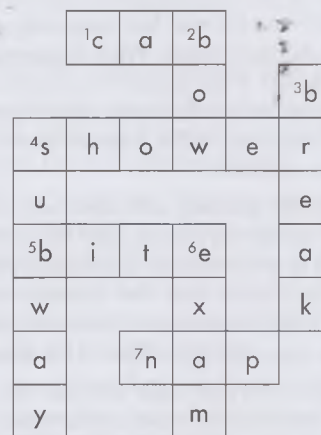
- Ask the students to complete the sentences, and then compare their answers with a partner.

ANSWERS

- | | |
|-----------------|---------------|
| 1 take a class | 5 Take a seat |
| 2 take a look | 6 take charge |
| 3 take a chance | 7 take notes |
| 4 take a test | 8 take a bath |

- Give students time to work with a partner to complete the crossword puzzle. Then have students check their answers with the whole class.

ANSWERS



SPEAKING Debating an issue

Grammar

Use the *Grammar* box for a dictation. With the first example sentence, introduce the term *quotation mark*. Have students read the box to check their sentences.

- Monitor and check the accuracy as students complete the exercise individually.

ANSWERS

- He said that he wasn't upset.
- She reported that the sales weren't good.
- They said that they could solve the problem.
- He claimed that he hadn't taken the money.
- I stated that she was planning a trip.
- They said that they hadn't heard anything.
- He shouted that he didn't know her name.
- I cried that I was going to be sick.
- We explained that we had told the truth.
- She promised that she would never quit.

- 2 Ask students to complete the report of the conversation individually, and then compare and discuss their answers with a partner. Finally, have them check their answers with the whole class.

ANSWERS

John said that he was looking for a new shirt. He shouted that he hated everything! Alex promised that he would help him find one. John explained that he wanted something in cotton or silk. Alex pointed out that the black cotton shirts were very nice. John said that he had already tried them on. He claimed that they didn't have his size. Alex mentioned that he could ask the salesclerk for some other sizes. John said that he was going to go somewhere else.

Pronunciation skill

Read the *Linking of same consonant sounds* box with the class, and then ask a student to summarize the key point. Ask the students to repeat the sentences and focus on the linking.

- 1 Have students work with a partner to identify the link, mark it, and practice saying it. Then play the audio and have them check their answers.

AUDIO SCRIPT 2.25

- 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?

ANSWERS

See the answers in the audio script.

- 2 Have the students repeat the sentences individually, and then with a partner.

Speaking skill

Have the students read the *Refuting an argument* box and take notes on the information in their notebooks. Encourage them to use a tree diagram to show the two different options once the argument to be refuted has been stated. Students should write the phrases as well as the information.

Tell students to work in pairs to practice refuting arguments. Monitor and take language notes to use in whole-class feedback at the end of the exercise.

SPEAKING TASK

Brainstorm

Put students into groups and monitor discussions, prompting as required while they brainstorm. Encourage students to think openly and creatively about the pros and cons.

Plan

- 1 Ask students to divide their groups into two sides.
- 2 Monitor while students plan their supporting points for their arguments.
- 3 Monitor and prompt as required as students think about how to refute the other group's arguments.

Speak and share

During the debates, take language notes to use during whole-class feedback.

Use the photocopyable unit assignment checklist on page 97 to assess the students' speaking.

STUDY SKILLS Using e-communication for study

Brainstorm the forms of e-communication that students use in their studies with the whole class. Write their ideas on the board.

Before looking at the list in the *Benefits of online communication* section, build on the ideas already on the board, and ask students to think of benefits of the different forms of e-communication they have identified. Students can then read the list in the book and compare the information with their own ideas.

With books closed, ask students to choose one of the four kinds of online communication in the *Kinds of online communication* section (emails, instant messaging, chat rooms, online conferencing). Direct them to think in more detail about the kind of online communication they chose. Ask them to take notes on when, why, and how they use it. Students then share their ideas with the class before reading the information in the book.

Have students complete the mini-questionnaire individually, then share their ideas with the class.

Extra research task

There are many online quizzes to find out how persuasive you are as a person. Ask students to do an Internet search on *How persuasive are you*. Have students report their findings to the class, and then discuss situations in which they are persuasive.

comfort
/'kʌmfərt/

education
/ˌedʒə'keɪʃ(ə)n/

food
/fu:d/

friendship
/'fren(d)ʃɪp/

love
/lʌv/

luxury
/'lʌgʒ(ə)ri/

material possessions
/mə'tɪriəl pə'zɛʃ(ə)nz/

medicine
/'medɪsɪn/

sanitation
/ˌsænɪ'teɪʃ(ə)n/

shelter
/'ʃeltər/

water
/'wɔ:tər/

wealth
/welθ/

charity
/'tʃerəti/

club
/klʌb/

council
/'kaʊns(ə)l/

family
/'fæm(ə)li/

group
/grʊp/

online community
/'an,lain kə'mjʊnəti/

organization
/,'ɔrgənɪ'zeɪʃ(ə)n/

school
/skul/

society
/'sə'saɪəti/

sports team
/'spɔ:ts ti:m/

university
/,'ju:nɪ'vɜ:rsəti/

workplace
/'wɜ:k,pleɪs/

attractive
/ə'træktɪv/

good amenities
/gʊd ə'menətɪz/

good transport links
/gʊd trænspɔ:t lɪŋks/

leafy
/'li:fi/

lively
/'laɪvli/

modern
/'mɑ:dən/

old-fashioned
/ˌoʊld 'fæʃ(ə)nd/

peaceful
/'pi:sf(ə)l/

quiet
/'kwaɪət/

rural
/'rʊərəl/

urban
/'ɜ:bən/

vibrant
/'vaɪbrənt/

economy of scale
/ɪ'kænəmi əv skeɪl/

ethical
/'eθɪk(ə)l/

faceless
/'feɪsləs/

globalization
/ˌgləʊbəlɪ'zeɪʃ(ə)n/

impersonal
/ɪm'pɜːs(ə)nəl/

local
/'ləʊk(ə)l/

mass production
/mæs prə'dʌkʃən/

multinational
/ˌmʌlti'næʃən(ə)l/

personal touch
/'pɜːsən(ə)l tʌtʃ/

quality
/'kwɒləti/

reputation
/ˌrepjə'teɪʃ(ə)n/

trust
/trʌst/

ambitious
/æm'biʃəs/

assertive
/ə'sɜrtɪv/

creative
/kri'eɪtɪv/

determined
/dɪ'tɜrminɪd/

driven
/'drɪv(ə)n/

dynamic
/daɪ'næmɪk/

energetic
/ˌenər'dʒetɪk/

hard-working
/hɑrd'wɜrkɪŋ/

motivated
/'mouɪvətəd/

persistent
/pər'sɪstənt/

positive
/'pɒzətɪv/

talented
/'tæləntəd/

adrenaline
/ə'dren(ə)lɪn/

breathing
/'briðɪŋ/

concentration
/ˌkɒnsən'treɪʃ(ə)n/

deadline
/'ded,laɪn/

exercise
/'eksər,saɪz/

focus
/'foukəs/

meditation
/ˌmedɪ'teɪʃ(ə)n/

motivation
/ˌmouɪ'tveɪʃ(ə)n/

panic
/'pæɪnɪk/

relaxation
/ˌrɪlæks'eɪʃ(ə)n/

stress
/stres/

target
/'tɑːɡət/

<p>confined spaces /kən'faɪnd speɪsɪz/</p>	<p>dogs /dɒgz/</p>
<p>elevators /'elə'veɪtərz/</p>	<p>flying /'flaɪɪŋ/</p>
<p>heights /haɪts/</p>	<p>hospitals /'hɒspɪt(ə)lɪz/</p>
<p>needles /'niːd(ə)lɪz/</p>	<p>open spaces /'əʊpən speɪsɪz/</p>
<p>public speaking /'pʌblɪk spiːkɪŋ/</p>	<p>snakes /sneɪks/</p>
<p>spiders /'spaɪdərz/</p>	<p>thunder and lightning /'θʌndə ən 'laɪtnɪŋ/</p>

adventure
/əd'ventʃər/

biography
/baɪ'agrəfi/

crime
/kraɪm/

ending
/'endɪŋ/

exciting
/ɪk'saɪtɪŋ/

literary
/'lɪtə,ri/

moving
/'mu:vɪŋ/

mystery
/'mɪst(ə)ri/

plot
/plɑt/

poetic
/pou'etɪk/

romance
/rou'mæns/

thriller
/'θrɪlər/

brushing your teeth
/brʌʃɪŋ jʊr tiθ/

cleaning
/'kliːnɪŋ/

flushing the toilet
/flʌʃɪŋ ðə 'tɔɪlət/

growing fruit and vegetables
/grouɪŋ frut ən
'vedʒ(ə)təb(ə)lɪz/

having a bath / shower
/hævɪŋ ə bæθ/'ʃaʊə/

looking after animals
/lʊkɪŋ 'æftər 'ænim(ə)lɪz/

preparing food
/prɪ'peəriŋ fud/

putting out fire
/pʊtɪŋ aʊt faɪə/

swimming
/'swɪmɪŋ/

washing clothes
/'wɒʃɪŋ kləʊðz/

washing the dishes
/'wɒʃɪŋ ðə dɪʃɪz/

watering plants
/'wɔ:təriŋ plænts/

convinced
/kən'vɪnst/

doubtful
/'daʊtfl/

hard sell
/'hɑrd sel/

impressed
/ɪm'prest/

persuasive
/pə'sweɪsɪv/

pressured
/'preʃəd/

pushy
/'pʊʃi/

suspicious
/sə'spɪʃəs/

swayed
/sweɪd/

tempted
/temptɪd/

unconvinced
/ˌʌnkən'vɪnst/

undecided
/ˌʌndɪ'saɪdɪd/

UNIT 1 NOURISHMENT

Student name: _____

Date: _____

Unit assignment: Offering advice to new students

25 points: Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfils the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses phrases to offer advice and suggestions.				
Student uses key vocabulary from the unit, including phrasal verbs.				
Student uses modals of advice.				
Phonology—Student uses the schwa in unstressed syllables.				

Total: _____ /100

Comments:

UNIT 2 COMMUNITY

Student name: _____

Date: _____

Unit assignment: Discussing community service

25 points: Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfils the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses phrases to encourage communication.				
Student uses key vocabulary from the unit, including prefixes with negative meanings.				
Student uses modals of probability: <i>could, may, might, must</i> .				
Phonology—Student uses linking vowel sounds.				

Total: _____ /100

Comments:

UNIT 3 SPACE

Student name: _____

Date: _____

Unit assignment: Discussing urban environments

25 points: Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfils the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses phrases to shift the topic.				
Student uses key vocabulary from the unit, including synonyms and antonyms.				
Student uses tag questions to check information and seek agreement.				
Phonology—Student uses correct intonation in tag questions.				

Total: _____ /100

Comments:

UNIT 4 SCALE

Student name: _____

Date: _____

Unit assignment: Discussing large companies

25 points: Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfils the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses phrases to ask for clarification.				
Student uses key vocabulary from the unit, including word families.				
Student makes comparisons and contrasts.				
Phonology—Student uses correct short stress patterns.				

Total: _____ /100

Comments:

UNIT 5 SUCCESS

Student name: _____

Date: _____

Unit assignment: Giving a presentation

25 points: Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfils the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses phrases to agree and disagree.				
Student uses key vocabulary from the unit, including homophones.				
Student uses the past progressive to show an action that continued to progress in the past.				
Phonology—Student uses word stress in compound nouns.				

Total: _____ /100

Comments:

UNIT 6 PRESSURE

Student name: _____

Date: _____

Unit assignment: Discussing academic pressure

25 points: Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfils the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses phrases to explain something they don't know the word for.				
Student uses key vocabulary from the unit, including collocations with <i>get</i> .				
Student uses first and second conditional sentences.				
Phonology—Student uses intonation in conditional sentences.				

Total: _____ /100

Comments:

UNIT 7 FEAR

Student name: _____

Date: _____

Unit assignment: Presenting a problem you overcame

25 points: Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfils the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses phrases to manage questions.				
Student uses key vocabulary from the unit, including words with suffixes <i>-ful</i> and <i>-less</i> .				
Student uses the present perfect tense.				
Phonology—Student uses sentence stress.				

Total: _____ /100

Comments:

UNIT 8 STORIES

Student name: _____

Date: _____

Unit assignment: Telling a story

25 points: Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfils the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses strategies to be an effective public speaker.				
Student uses key vocabulary from the unit, including descriptive adjectives.				
Student uses defining relative clauses.				
Phonology—Student uses emphatic stress.				

Total: _____ /100

Comments:

UNIT 9 WATER

Student name: _____

Date: _____

Unit assignment: Presenting a poster

25 points: Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfils the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses phrases to refer to visual aids.				
Student uses key vocabulary from the unit, including giving definitions, examples, and explanations.				
Student uses present and modal passives.				
Phonology—Student uses stress in words with suffixes.				

Total: _____ /100

Comments:

UNIT 10 PERSUASION

Student name: _____

Date: _____

Unit assignment: Debating an issue

25 points: Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfils the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses phrases to refute an argument.				
Student uses key vocabulary from the unit, including collocations with <i>take</i> .				
Student uses reported direct speech.				
Phonology—Student uses linking of same consonant sounds.				

Total: _____ /100

Comments:

UNIT 1 Nourishment

Discussion point

Students' own answers

Vocabulary preview

- 1**
 1 a 3 b 5 b 7 a
 2 a 4 b 6 b

2
 Students' own answers

LISTENING 1 Brain food

Before you listen

Students' own answers

Global listening

chocolate
 coffee
 fish

Close listening

- 1**
 1 c 2 a 3 b
- 2**
 1 similar 5 chocolate
 2 cannot 6 good
 3 memory 7 breakfast
 4 short

LISTENING 2 Emotional nourishment

Before you listen

Students' own answers

Global listening

- 1** We are going to discuss 4 On the whole
 5 Basically
2 In other words 6 It's important to
3 In general note

Close listening

- 1 a 2 c 3 b 4 a 5 a

Vocabulary skill

- 1**
 1 d 2 c 3 a 4 e 5 b
- 2**
 1 get up 4 point out
 2 give up 5 get together
 3 turn into

SPEAKING Offering advice

Grammar

- 1**
 1 should / has to 4 should
 2 could; could 5 must / has to
 3 should / has to / must

Pronunciation skill

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

Speaking skill

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

UNIT 2 Community

Discussion point

Students' own answers

Vocabulary preview

- 1**
 1 c 2 a 3 c 4 a 5 b 6 b 7 a
- 2**
 1 privileged 5 duty
 2 institution 6 recipient
 3 donate 7 concept
 4 virtue

LISTENING 1 Community service

Before you listen

Students' own answers

Global listening

Community service includes volunteering time and service to help others.
 People often do community service for altruistic reasons.

Close listening

- 1**
 1 helpful
 2 less fortunate
 3 institution
 4 Building a house
 5 improve their résumés
 6 they care about others
 7 for others
 8 virtue
 9 you want to
- 2**
 1 For example 4 such as
 2 For instance 5 To illustrate
 3 like

Developing critical thinking

Benefits
 college applications
 mental nourishment
 teamwork

Drawbacks
 not enough time
 not enough money
 other obligations

LISTENING 2 A different kind of community

Before you listen

Students' own answers

Global listening

- 1**
 Students' own answers
- 2**
 1 Location
 2 Description of the town
 3 Ideas behind the concept
 4 Support for "English Town"
 5 Criticism of "English Town"
 6 The results of the criticism

Close listening

1
 Possible answers:

Good qualities in a town	friendly good transportation good facilities safe
Institutions needed in a town	banks hospitals schools prisons
"English Town" features	English style houses and castle red telephone booths English style parks and public gardens
"English Town" rules	residents would only speak English (no Chinese)
"English Town" goals	Chinese public could develop language skills to be successful in today's globalized business community Save money, create jobs, improve language learning
Criticism of "English Town"	discriminatory supported foreigners over Chinese nationals punishment for breaking English-only rule language wouldn't really mirror an English community

- 2**
 Students' own answers
- 3**
 1 a good transportation system
 2 banks, hospitals, schools, and prisons
 3 England / Europe
 4 improve
 5 criticized by many people
 6 not the only way to learn the language
 7 community
 8 cancelled / abandoned

Vocabulary skill

- 1**
 1 impossible 5 irrational
 2 unpaid 6 disregard
 3 nonsense 7 counterclockwise
 4 misplaced 8 antisocial

- 2
 1 unsure 5 irregular
 2 misconceived; disagree 6 unselfish
 4 nonprofit

SPEAKING Discussing community service

Grammar

- 1
 1 might 4 might
 2 must 5 must
 3 could / may

2
Students' own answers

3
Students' own answers

Pronunciation skill

- 1
 Ali: Are you /w/ at college here?
 Marcel: Yes, I'm at Oxford Brookes, majoring in business.
 Ali: Why /I/ are you studying business?
 Marcel: I want to /w/ assume control of my father's business.
 Ali: Sorry, I don't understand what you mean. Could you /w/ explain a bit more?
 Marcel: Sure. My father has his own shoe store. I want to take over the business for him so he can retire.
 Ali: Oh, /I/ I see. Is running a shoe store a good business?

Speaking skill

- 1 Maybe worked part-time before you started studying?; What kind of company was it?; Could you explain what you mean by "international logistics"?
 2 I mean, is it quiet, lively?; Sorry can you explain what "Bedouin" means?
 2
Students' own answers

STUDY SKILLS Note taking

Scenario

Possible answer:
 Armando sits at the front of the class and records the lecture. However, he doesn't record the questions and answers as well. He takes notes and leaves blanks when he doesn't understand something. He then completes the blanks with information on the recording after the lecture. He uses graphic organizers and also compares his notes with a classmate.

UNIT 3 Space

Discussion point

Students' own answers

Vocabulary preview

- 1 c 2 d 3 b 4 a 5 e 6 h 7 f 8 g

LISTENING 1 Work space

Before you listen

Students' own answers

Global listening

Open office space

Advantages

cost less

Closed office space

Advantages

workers more productive
 workers more inspired
 quieter

Disadvantages

more expensive
 less teamwork

Disadvantages

more distractions
 no privacy

Close listening

- 1
 1 O 2 C 3 O 4 O 5 O 6 C

- 2
 1 an open office plan, because it allows more people to fit
 2 because it's quieter, and there are fewer distractions
 3 there might be fewer new ideas, sales, or results
 4 because everyone works in the same space regardless of their level
 5 a closed-office plan, because others will not hear private information

LISTENING 2 Urban sprawl

Before you listen

Students' own answers

Global listening

- 1 old 4 doubled
 2 all around the world 5 decreases
 3 Babylon

Close listening

- 1
 Ancient times = Babylon and China saw considerable urban sprawl
 Nearly three thousand years ago = early Roman population started to spread outward
 Seventeenth and eighteenth centuries = London experienced urban sprawl
 Early 1900s = urban sprawl began in the U.S.
 1918 = immigration resulted in greater urban growth
 1940s and 1950s = government policies contributed to urban sprawl
 1970s = urban sprawl became a social phenomenon that impacted living and working spaces
 Present day = inner city populations are at all-time lows

- 2
 1 a 2 a 3 b 4 d 5 d

Vocabulary skill

	Synonym	Antonym
urban	metropolitan	rural
similar to	like	different to
considerable	significant	insignificant
modern	current	ancient
realistic	practical	idealistic

- 2
 1 ancient 4 realistic
 2 different to 5 considerable
 3 urban

SPEAKING Discussing urban environments

Grammar

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

- 2
 1 isn't it? 4 aren't we?
 2 don't they? 5 aren't they?
 3 isn't it? 6 hasn't it?

Pronunciation skill

- 1
 1 falls 3 rises
 2 rises 4 falls

Speaking skill

- 1
 1 that reminds me
 2 I just thought of something

2
Students' own answers

3
Students' own answers

STUDY SKILLS Active listening

Scenario

Possible answer:

Milad takes notes, but he doesn't ask for clarification during the meeting when he doesn't understand, and he pretends he understands. He sometimes stops taking notes, and his mind wanders. He reviews his notes after the meeting and sometimes calls a group member for clarification, but sometimes they can't remember what was said, so it is unhelpful.

UNIT 4 Scale

Discussion point

Students' own answers

Vocabulary preview

- 1 b 2 b 3 a 4 b 5 a 6 a

LISTENING 1 Building big

Before you listen

Students' own answers

Global listening

large buildings, large planes, large boats

Close listening

- 1**
 1 828 meters 4 (around) \$300 million
 2 35,000 5 360 meters
 3 (almost) 73 6 6,296 meters
- 2**
 1 1,600 kg. 4 16 inch / 40 cm.
 2 fiberglass 5 66 inch / 168 cm.
 3 more about safety

3
Students' own answers

- 4**
 1 more expensive 4 lighter
 2 longer 5 easier
 3 fewer 6 bigger

LISTENING 2 Big business

Before you listen

- 1**
Students' own answers.
- 2**
Students' own answers

Global listening

date of first automobiles
 biggest car manufacturers
 size of car industry
 car-producing countries

Close listening

- 1**
 1 T (some believe)
 2 F
 3 F
 4 T
 5 T (helps people compare and contrast different manufacturers)
 6 F
- 2**

Idea	Contrasting idea
Iran is only 13th on the list.	Iran is likely to climb higher on the list.
There is worldwide demand for cars.	Four markets will dominate world demand.
In the past, only the rich could buy cars.	Now cars are much more affordable.
Many of the biggest manufacturers are Asian.	The second place manufacturer is General Motors in the United States.

Vocabulary skill

- 1**
 1 c national d nationally
 2 b generalization c general d generally
 3 realize b realization d really
 4 a originate c original d originally
 5 b perception c perceptive
 6 a simplify c simple
- 2**
 realization realize
 national nation
 origin originated

perception perceptive
 simplicity simple
 general generally

- 3**
 1 generally 4 original
 2 originated 5 perceive
 3 national 6 compare

SPEAKING Discussing large companies

Grammar

- 1**
 1 fewer 4 fewer 7 least
 2 fewer 5 less
 3 fewest 6 fewer

Pronunciation skill

- 1 OoO 3 OoO 5 OoO
 2 oOo 4 OoO 6 oOo

Speaking skill

- 1**
 1 I'm sorry. I'm not sure I understand.
 2 Could you explain that?
- 2**
Students' own answers

UNIT 5 Success

Discussion point

Students' own answers

Vocabulary preview

- 1**
 1 achievements 5 persistent
 2 attempt 6 specifics
 3 focused 7 adhered
 4 determined 8 proverb

2
Students' own answers

LISTENING 1 What is success?

Before you listen

Students' own answers

Global listening

- 1**
 b
- 2**
 2, 3, 4, 7, 9
- 3**

Possible answer:

A is the best summary because it covers the main points from the presentation in fewer words than B. Some of the examples in B are unnecessary. Some of the points in B are not explained clearly; for example, *It doesn't matter if a person is a doctor or a maid.*

Close listening

- 1 F 2 T 3 F 4 F 5 T 6 F

LISTENING 2 Bidding for the Games

Before you listen

- 1**
Students' own answers
- 2**
Students' own answers
- 3**
 1 f 2 g 3 a 4 e 5 c 6 d 7 b

Global listening

- 1**
 1 MI 3 D 5 D
 2 D 4 MI 6 MI

2
Students' own answers

3
Students' own answers

4
Students' own answers

Close listening

- 1**
Possible answers:
 1 process 5 large fee
 2 step 6 the location
 3 applying 7 factors
 4 candidates 8 accepts

2
Students' own answers

3
Students' own answers

Vocabulary skill

- 1**
 1 fair 4 sum
 2 maid 5 wait
 3 principle 6 weather
- 2**
 1 principle 4 principal
 2 weather 5 fair
 3 fare 6 made; sum

SPEAKING Giving a presentation

Grammar

- 1**
 1 was taking 4 was writing
 2 wasn't paying 5 was sending
 3 were waiting 6 were; doing

- 2**
 1 no 3 yes 5 no
 2 yes 4 no 6 no

Pronunciation skill

2
Students' own answers

Speaking skill

1

	Viktor	Jung-Su
City	Rome, Italy	Rio, Brazil
Points mentioned	a lot to do there (tourist attractions, historical buildings) stores and fashion	good weather low cost of living friendly people beaches, museums, galleries sports
Agree / Disagree	agrees with Jung-Su	disagrees with Viktor

2

Students' own answers

STUDY SKILLS Studying for tests

tests

Scenario

Possible answer:

Lu plans her study schedule in advance and goes to a review session. However, she doesn't ask her instructor what content will be on the test, and she doesn't make study guides from her lecture notes and textbook. She arrives in the classroom early on the day of the exam, but she stays up all night to study the night before and she skips breakfast.

UNIT 6 Pressure

Discussion point

Students' own answers

Vocabulary preview

1

- 1 a 4 b 7 c
- 2 a 5 a 8 b
- 3 c 6 b, c 9 b

2

- 1 float 6 motion
- 2 ignore 7 handle
- 3 merely 8 Obviously
- 4 values 9 force
- 5 threaten

3

Students' own answers

LISTENING 1 Peer pressure

Before you listen

1

Students' own answers

2

Possible answers:

- 1 Yes, because Terry's friends are pressuring him to do something.
- 2 No, because Hamid's parents are not his peers.
- 3 No, because celebrities / advertisers are not Joel's peers.

- 4 Yes, because her classmates are pressuring her, even though they are not saying anything directly to get her to change her behavior.
- 5 Yes, because they are encouraging her, even though it is for a positive reason.

Global listening

- 1 g 3 a 5 h
- 2 c 4 f 6 d

Close listening

1

- 1 S During school
L After school
- 2 S Direct pressure
L Indirect pressure
- 3 L Make friends with people with the same values
S Make an excuse to get out of something
- 4 L Your parents
S Your teacher
- 5 S Yes
L No

2

- 1 S During school
- 2 S Direct pressure
L Indirect pressure
- 3 L Make friends with people with the same values
S Make an excuse to get out of something
- 4 L Your parents
- 5 S Yes

3

Students' own answers

LISTENING 2 Earthquakes

Before you listen

Students' own answers

Global listening

- 1, 2, 4, 5, 6, 8, 9

Close listening

1

- 1 f 3 c 5 e 7 d
- 2 g 4 a 6 b

2

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 nor an extension of land			✓
causes a horizontal movement of land			✓
results in a vertical movement of land	✓	✓	

3

- a R b S c N

Vocabulary skill

1

- 1 get help 4 get in shape
- 2 get the message 5 get in trouble
- 3 get angry 6 get started

2

- 1 get married 3 get ready
- 2 get lost 4 get home

SPEAKING Discussing pressure

Grammar

1

- 1 You will be amazed if you see the San Andreas fault from the air.
- 2 Pressure will build up if one tectonic plate pushes against another.
- 3 An earthquake will be likely if the pressure becomes too much.
- 4 If blocks of land move sideways against each other, the land will split.
- 5 Firefighters will have a harder time if an earthquake destroys water lines.
- 6 If an underwater volcano erupts, a tsunami will occur.

2

Possible answers:

- 1 If my best friend pressured me to do something I didn't want to do, I would just say no.
- 2 If my friends suddenly stopped talking to me, I would ask them for the reason.
- 3 I would talk to my parents if someone pressured me at school.
- 4 If schools educated people about peer pressure, there would be fewer problems.
- 5 I'd stop and help someone if the person needed some assistance.

3

Students' own answers

Pronunciation skill

1

- 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.

Speaking skill

1

- 1 values 3 get engaged
- 2 ignore 4 strike-slip

3

Students' own answers

UNIT 7 Fear

Discussion point

Students' own answers

Vocabulary preview

- 1 a 4 a 7 b
- 2 b 5 b 8 a
- 3 b 6 b 9 b

LISTENING 1 Fear of public speaking

Before you listen

Students' own answers

Global listening

- 1 b 3 c 5 a 7 g
2 h 4 e 6 f 8 d

Close listening

Facts

- #1 fear; more common than dying
75% of people have this fear
- men & women affected
men ↑ likely than women to find ways to overcome
- neg affect on career

Overcoming fear

1. start sm 2. be prepared 3. don't mem

4. reduce stress 5. engage the aud

Add info

Recommended reading: *Preparation = Confidence* by Ricardo Lopez

LISTENING 2 Phobias

Before you listen

Students' own answers

Global listening

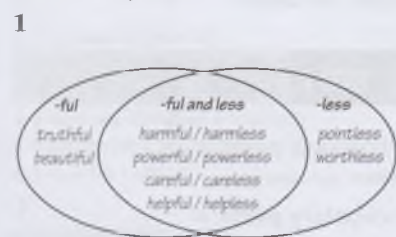
- | | |
|-----------------|---------------|
| elevators | spiders |
| public speaking | water |
| snakes | closed spaces |

Close listening

- 1 phobias
- 2 It keeps us safe.
- 3 It impairs them.
- 4 10%
- 5 He hasn't opened his closet.
- 6 It varies. Some people have a racing heart, difficulty breathing, or a sick feeling. Others may feel helpless and start to panic.
- 7 elevators
- 8 Her new job was on the tenth floor.

- 2 realizing she needed help
relaxation techniques
deep breathing
talking about what scared her
watching the elevator
standing in the elevator
taking the elevator up only one floor
taking the elevator up one floor at a time
taking the elevator to the tenth floor

Vocabulary skill



- 2
- 1 wonderful 5 stressful
- 2 fearful 6 successful
- 3 harmful 7 pointless
- 4 helpless 8 homeless

3 Students' own answers

SPEAKING Presenting a problem you overcame

Grammar

- 1 have talked 4 've never felt
- 2 hasn't admitted 5 haven't met
- 3 has given 6 has gotten

2 Students' own answers

Pronunciation skill

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

Speaking skill

Students' own answers

STUDY SKILLS Increasing confidence when speaking

Scenario

Possible answer:
Paulo has focused on turning his nervous feelings into positive energy, and he has identified that he feels more confident if he is organized. He also acts confident, even when he isn't feeling confident. However, he speaks too fast and he should try to slow down. Also, he should try to speak during group discussions instead of being silent.

UNIT 8 Stories

Discussion point

Students' own answers

Vocabulary preview

- | | |
|-------------|------------|
| a conflict | f initial |
| b emotion | g release |
| c analyze | h tension |
| d consist | i resolve |
| e establish | j familiar |

LISTENING 1 A travel story

Before you listen

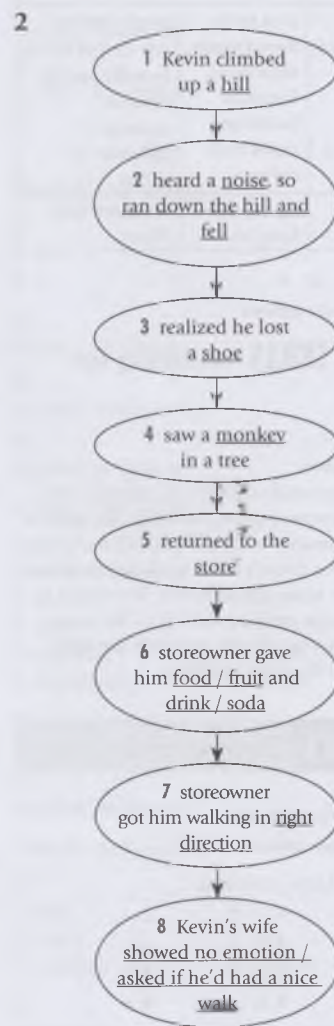
Students' own answers

Global listening

- his latest book
his wife
a beach vacation
the time he went for a walk
how he fell and got hurt

Close listening

- 1
- 1 b 3 h 5 e 7 a
2 g 4 d 6 c 8 f



LISTENING 2 Elements of a plot

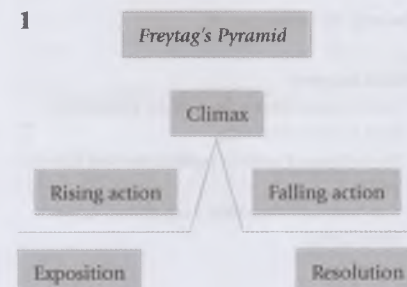
Before you listen

Students' own answers

Global listening

- 1 Exposition 4 Falling action
- 2 Rising action 5 Resolution
- 3 Climax

Close listening



2
Students' own answers

- 3
1 five 8 exciting
2 stories 9 Falling
3 Exposition 10 begins
4 characters 11 Resolution
5 Rising 12 fully
6 conflict 13 answered
7 high

- 4
Part 1 a; boy lonely and bored
Part 2 d; boy shouts "Wolf! Wolf!" but there is no wolf
Part 3 b; wolf really does come to village; boy shouts for help
Part 4 e; wolf eats the sheep; nobody comes to help
Part 5 c; wise old man advises boy "Never lie"

Vocabulary skill

1

beautiful	hot	big	happy	bad
gorgeous	sizzling	gigantic	delighted	awful
enchanted	steaming	huge	joyful	terrible

- 2
Possible answers:
1 I was thrilled that I got a promotion.
2 The lion's eyes looked gigantic.
3 The sunset was gorgeous.
4 What he did next was dreadful.
5 It was scorching when the wind died down.

- 3
Possible answers:
1 I'll never forget the caring old man.
2 The tiny kitten looked up at me.
3 The cake looked so scrumptious I ate two pieces.

SPEAKING Telling a story

Grammar

- 1
1 who 3 who 5 who
2 which 4 which 6 which

2
The relative pronouns in sentences 1, 2, and 6 are not needed.

- 3
Possible answers:
(all can use that)
1 I enjoy stories which have a happy ending.
2 I don't really understand people who don't like to read.
3 The writer who everyone is reading now is Stieg Larsson.
4 The book which I borrowed from you was excellent.

Pronunciation skill

- 1
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.
3
Possible answers:
1 In the distance I could hear a shrieking voice.
2 He said something that was shocking.
3 I was totally surprised by what I heard.
4 He told the story of his rescue dramatically.

Speaking skill

- 1
Possible answers:
two enormous red eyes / an extremely old woman / a horrible looking old man

STUDY SKILLS Learning styles

Scenario

Possible answers:
She is an Auditory learner because she learns best by hearing things.

Consider it

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

UNIT 9 Water

Discussion point

Students' own answers

Vocabulary preview

- 1 b 4 b 7 b
2 a 5 a 8 b
3 b 6 b 9 a

LISTENING 1 Bottled water

Before you listen

- 1
Students' own answers
2
1 Mexico
2 Austria
3 Austria, Italy, United Arab Emirates, United States

Global listening

- 1
Roger Nelson: He feels that bottled water is preferable to tap water.
Sarah Jones: She believes that tap water is fine and bottled water is wasteful.
The host: She remains neutral and doesn't express her opinion about the issue.

Close listening

- 1
1 tap 7 vitamin
2 bottled 8 advertising
3 labels 9 labor
4 chemicals 10 lives
5 available 11 oil
2
1 treatment 5 Millions
2 85 6 seven
3 break down 7 disaster
4 labor 8 ship

LISTENING 2 An experiment with dry ice

Before you listen

- a kilo of rice = 3,400 liters
a slice of bread = 40 liters
a kilo of beef = 13,600 liters
one egg = 200 liters
a kilo of cheese = 4,500 liters
a kilo of wheat = 1,000 liters
a kilo of chocolate = 24,000 liters
a liter of milk = 880 liters
a kilo of chicken = 3,540 liters

Global listening

- 1
All are used except a freezer, salt, and yogurt.
2
b & d
3
a, because you need gloves to handle the dry ice
c, because you should not boil the milk and cream

Close listening

- 1
1 c 3 a 5 g 7 f
2 d 4 e 6 h 8 b

Vocabulary skill

- 1 the solid form of carbon dioxide
2 two oxygen atoms bonded to a single carbon atom
3 the process of carbon dioxide changing from a gas to a solid phase
4 small rough growths found on a person's feet or hands
5 being unable to breathe
6 insects like mosquitoes and bedbugs
7 violent storms that take place on Mars

SPEAKING Presenting a poster

Grammar

- 1
1 be bought 8 is heated
2 be distilled 9 (is) boiled
3 is filled 10 is condensed
4 is placed 11 is collected
5 is connected 12 be drunk
6 is cooled 13 (can be) used
7 is attached

- 2**
- 1 Distilled water is used in steam irons at home.
 - 2 This water can be drunk without boiling it.
 - 3 A lot of money is spent on bottled water.
 - 4 A lot of chemicals are found in some bottled water.
 - 5 Plastic bottles should be put in recycling bins.

Pronunciation skill

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

- 2**
- | | |
|----------------|----------------|
| 1 conclusion | 4 possibility |
| 2 infectious | 5 anticipation |
| 3 intellectual | 6 scientific |

Speaking skill

- 1**
- | | | |
|-----|-----|-----|
| 1 b | 3 a | 5 b |
| 2 c | 4 c | 6 a |

- 2**
- | | |
|------------------|-----------------|
| 1 poster | 4 line; world |
| 2 slide; same | 5 bullet points |
| 3 handout; fresh | 6 most; frozen |

- 3**
Students' own answers

UNIT 10 Persuasion

Discussion point

Students' own answers

Vocabulary preview

- | | | | |
|-----|-----|-----|-----|
| 1 a | 3 a | 5 b | 7 b |
| 2 b | 4 b | 6 a | 8 b |

LISTENING 1 Hard sell / soft sell

Before you listen

Students' own answers

Global listening

- 1**
- | | | | |
|------|------|------|------|
| 1 SS | 2 HS | 3 HS | 4 SS |
|------|------|------|------|

- 2**
Possible answers:

- 1 positive: said they were pretty casual, the socks she bought were nice, and it's OK that she didn't need them
- 2 positive: respects the salesclerk because he took charge and did his job
- 3 negative: found the salesclerk's techniques irritating and aggressive
- 4 negative: compliments weren't sincere, spent more than he should have (but also positive because he didn't feel pressure and thought the salesclerk was good at his job)

Close listening

- 1 a 2 b 3 c 4 a 5 b 6 b

LISTENING 2 A debate: paper vs. electronic dictionaries

Before you listen

Students' own answers

Global listening

- 1**
- 1 speed
 - 2 convenience
 - 3 size
 - 4 weight
 - 5 number of words
 - 6 accuracy
 - 7 pronunciation of words
 - 8 noise
 - 9 getting meaning from context

- 2**
Students' own answers

Close listening

- 1**
- | | |
|--------------------|------------|
| 1 younger | 5 mistakes |
| 2 15 | 6 versions |
| 3 hundred thousand | 7 context |
| 4 accept | 8 active |
- 2**
- | | |
|----------------------|----------------------|
| 1 Common sense | 5 Expert opinions |
| 2 Facts + statistics | 6 Facts + statistics |
| 3 Common sense | 7 Expert opinions |
| 4 Examples + details | 8 Examples + details |

Vocabulary skill

- 1**
- | | |
|-----------------|---------------|
| 1 take a class | 5 Take a seat |
| 2 take a look | 6 take charge |
| 3 take a chance | 7 take notes |
| 4 take a test | 8 take a bath |

2

		¹ C		A	² B			
				O			³ B	
⁴ S	H	O	W	E	R			
U						E		
⁵ B	I	T	⁶ E			A		
W			X			K		
A	⁷ N		A	P				
Y			M					

- 7 He shouted that he didn't know her name.
- 8 I cried that I was going to be sick.
- 9 We explained that we had told the truth.
- 10 She promised that she would never quit.

2

John said that he was looking for a new shirt. He shouted that he hated everything! Alex promised that he would help him find one. John explained that he wanted something in cotton or silk. Alex pointed out that the black cotton shirts were very nice. John said that he had already tried them on. He claimed that they didn't have his size. Alex mentioned that he could ask the salesclerk for some other sizes. John said that he was going to go somewhere else.

Pronunciation skill

- 1**
- 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?

Speaking skill

Students' own answers

SPEAKING Debating an issue

Grammar

- 1**
- 1 He said that he wasn't upset.
 - 2 She reported that the sales weren't good.
 - 3 They said that they could solve the problem.
 - 4 He claimed that he hadn't taken the money.
 - 5 I stated that she was planning a trip.
 - 6 They said that they hadn't heard anything.

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Skillful Digibook

Recommended minimum system requirements

Windows

	Windows XP SP3	Vista	Windows 7 & 8
CPU Speed	Core 2 Duo, 2.53 GHz	Core 2 Duo, 2.53 GHz	Core 2 Duo, 2.93 GHz
Browser	Explorer 8 & 9, Firefox, and Chrome		

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		

Additional recommended minimum system requirements

Hard Disk (offline version only): Minimum 1 GB free on the install drive and minimum 2 GB free on the system drive.

Free RAM: 500 MB

Display: 1024 x 768 pixels, 32-bit colour

Add-ins: Flash Player 10.1

Broadband connection:

For Authentication/Registration/

Download (offline version only)/Updates