 **MACMILLAN ACADEMIC SKILLS**

Skillful Listening & Speaking

Teacher's Book

1

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Series Consultant: Dorothy E. Zemach

Essays

The *Skillful* blend

by Dorothy E. Zemach

Teaching study skills

by Stella Cottrell

Teaching academic vocabulary

by Pete Sharma

Critical thinking

by Dr Sara Hannam

Teaching listening skills

by Lida Baker


MACMILLAN

With Digibook access

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

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

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.

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

Listening Skills

Vocabulary preview

- Read these sentences. In each set of four, match the words in bold with their meanings.
 - In an average week, I spend around ten hours watching TV.
 - I often lie awake at night worrying about things.
 - Blind people often develop a very strong sense of hearing.
 - Learning English is a very complex task, so it will take a long time.
- (adj) not sleeping
 - (adj) usual or ordinary
 - (adj) has many small parts or details, so it is difficult to understand
 - (adj) not able to see
- Seeing the Egyptian pyramids was the best experience of my life.
 - Colfax is one of my favorite flavors.
 - My sense of sight is not very strong. I have to wear glasses.
 - I do not like food with a creamy texture.
- (n) the particular taste that food or drink has
 - (n) the way something feels when you touch or eat it
 - (n) natural physical abilities: to see, hear, smell, taste, or feel
 - (n) something that happens to you / a situation you are involved in
- Work with a partner. Which of the sentences are true for you?

LISTENING 1 Our world, our senses

Before you listen

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

I think ... has the best eyesight because ...
... probably has the worst eyesight because ...
- Predict if these sentences are true or false. Write T (true) or F (false).
 - The human eye has six parts.
 - Our eye muscles are less active than other muscles in our body.
 - Women blink their eyes more than men.
 - Eagles have much better eyesight than humans.
 - Owls have poor night vision.
 - Bats cannot see.



SKILLS BOXES

These focus on new skills, giving information on why they are important, why it's 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.

Global listening

- 1.01 Listen to 'Our world, our senses' and check your predictions.

Close listening

RECOGNIZING DIFFERENT TYPES OF NUMBERS

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

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

- 1.04 Listen again. In each set, match the numbers with the notes.

- | | |
|-------------|--|
| 1 2 million | a 3.07 eye muscles our head |
| 2 50 | b approximately on human eye |
| 3 17 | c all things an eye can focus on in 1/10 sec |
| 4 4.6 | d approximately use a thousand eye light |
| 5 150 | e approximately and can turn the head |
| 6 270 | f 1700 can see on the land |

- 1.11 Listen and circle the correct numbers.

- | | | |
|-------------|-------------------|-------------------------|
| 1 13 / 30 | 4 616 / 668 | 7 119,919 / 190,990 |
| 2 14 / 140 | 5 7,717 / 7,770 | 8 2,215,000 / 2,250,000 |
| 3 115 / 150 | 6 18,680 / 80,818 | |

- 1.12 Listen and complete these sentences about vision.

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

Developing critical thinking

Discuss these questions in a group.

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

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 TASKS

Providing the opportunity to put a new skill into practice.

LANGUAGE BOXES

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

Visual walkthrough

SPEAKING Taking part in a quiz

We are going to learn about concrete and abstract nouns, using the repetition and classification, and processing task mentioned in before section.

CONCLUSIONS

DEVELOPMENT OF A LITERACY

Customer Value
We are not just here to sell services. Customer support is our goal. We are here to help you solve your problems before they even arise.

State	Example
Connecticut	See footnote 100
Massachusetts	See footnote 100
New York	See footnote 100
North Carolina	See footnote 100
South Carolina	See footnote 100
Texas	See footnote 100
Virginia	See footnote 100
Washington	See footnote 100
West Virginia	See footnote 100
Wisconsin	See footnote 100
Zimbabwe	See footnote 100

October 2003
 Aquatic birds are known to swim, wade, graze, forage, or roost in shallow water. They are also known to feed on the bottom. Aquatic birds are also known to feed on the bottom.

...from the *debt* - my interest in children's books.

- 1 Write 10 complete sentences of 10 different words.
- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | total |
|----|---|---|---|---|---|---|---|---|---|----|-------|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
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| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
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| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| 9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
| 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 |
- 2 Complete these sentences with a, an, the, as, that, which.
- 1 When I look at _____, I feel sorry for _____.
- 2 _____ is _____.
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- 23

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.

AUDIO MATERIALS Providing guided practice.

NOTICING TASKS Allows students to see language skills in action within the context of the speaking task.

Speaking Skills

ANSWER FOR REVISION AND CLARIFICATION

- Address the question
When someone asks a question, you can use the person to repeat
I did not hear all of the
I could not hear that
That was too fast for me to understand
Can you please repeat the question?
Please repeat the question again, please speak
I did not hear the last part of the question
I did not understand the question. Can you repeat it another way?
What time is it now?
I did not hear the word

1. Listen and complete the pronunciation of had. Then listen again.

1. When should we leave, please say yes?
2. How
3. How long until the meeting starts, please say yes?
4. How
5. How long until the meeting starts, please say yes?
6. How long until the meeting starts, please say yes?

2. Listen and complete the pronunciation of had. Then listen again.

1. When should we leave, please say yes?
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5. How long until the meeting starts, please say yes?
6. How long until the meeting starts, please say yes?

Pronunciation Skills

Pronunciation Skills

- When I need help with it and the following word begins with a consonant, the had is a bit like an 'h' and is usually pronounced 'handed', we may not always say 'handed' when saying the word 'hand'.

handy and hand

170 180 190

180 190

Speaking Skills

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When someone asks a question, you can use the person to repeat
I did not hear all of the
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handy and hand

170 180 190

180 190

SKILLS BOXES Highlighting pronunciation advice.

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

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.

Skillful Level 1 Reading & Writing

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SEARCH

Developing critical thinking

Discuss these questions in a group.

- Which examples of extreme weather happened in the desert? Why? How did the world react to the heat in the night?
- Should you like to have extreme weather? Why or why not? Think about the things in the desert and the night.
- Would it be possible to live in an extreme weather environment?
- Do you think it is possible to live in an extreme weather environment?

LISTENING 2 Exploring environments

Before you listen

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

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

PREPARING FOR LISTENING

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

Global listening

Listen to the lecture and complete these notes.

Close listening

Listen again and complete these notes.

Developing critical thinking

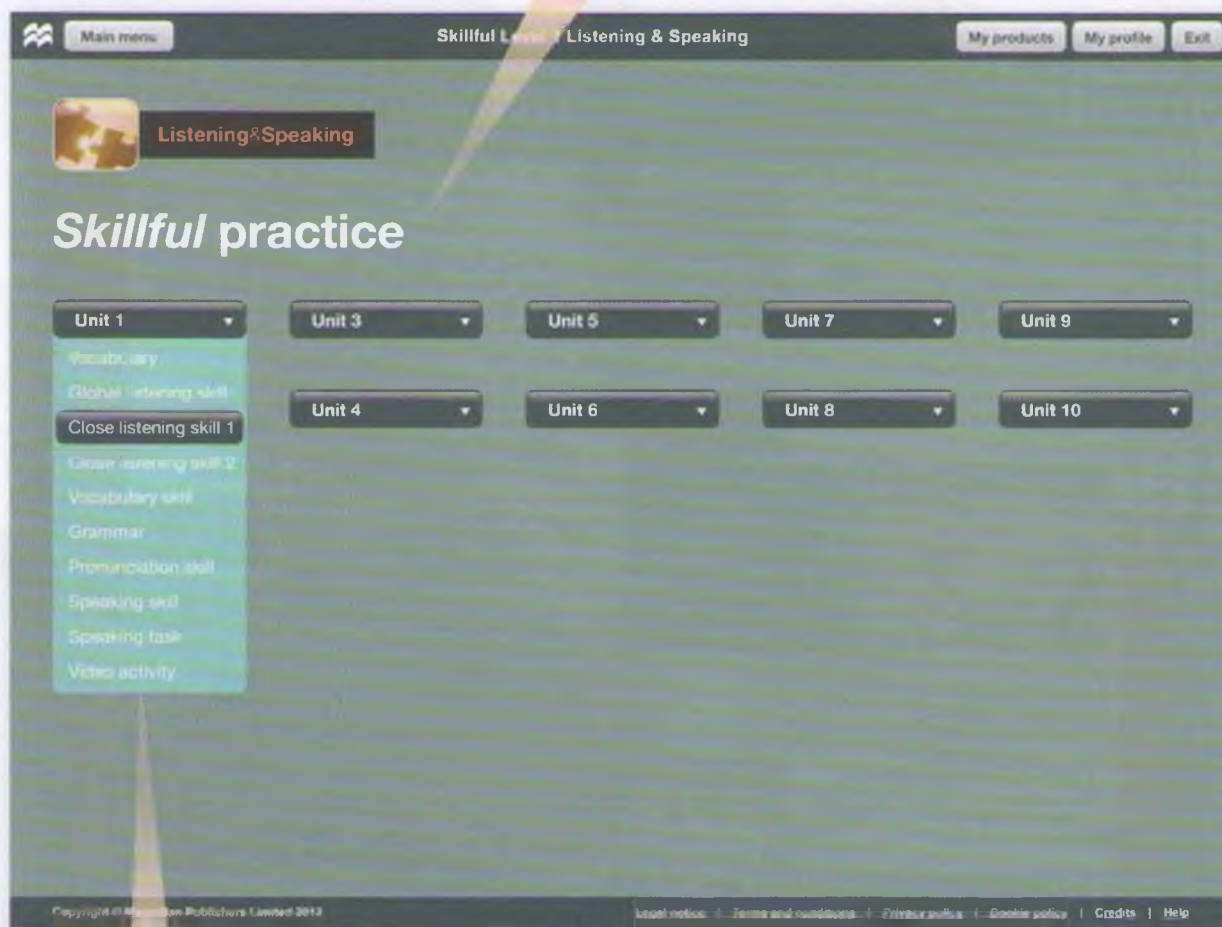
- Discuss these questions in a group.
- Think about the ideas from *Extreme weather* and *Exploring environments* and discuss these questions in a group.

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.

EASY NAVIGATION Jumping from section to section isn't a problem with easy page navigation at both the top and bottom of each page.

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.

The screenshot displays the 'Teacher's resources' page for 'Skillful Listening & Speaking'. The page layout includes a top navigation bar with 'Main menu', 'Skillful Listening & Speaking', 'My products', 'My profile', and 'Exit'. Below this, the 'Teacher's resources' section is divided into three columns: 'Additional material' (with 'Answer key' and 'Audioscript' buttons), 'Video resources' (with a 'Worksheets' dropdown and a list of units from Unit 1 to Unit 10), and 'Methodology' (with 'Note taking', 'Process writing', and 'Critical thinking' buttons). A preview of a 'Process Writing' document titled 'USING PROCESS WRITING by Dorothy E. Zemach' is shown on the right. The bottom footer contains copyright information and links for 'Legal notice', 'Terms and conditions', 'Privacy policy', 'Cookie policy', 'Credits', and 'Help'.

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.

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.

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.

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 page 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 ELT 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).



Stella Cottrell is Director for Lifelong Learning at the University of Leeds, UK. She is author of the bestselling *The Study Skills Handbook*, *The Palgrave Student Planner*, *The Exam Skills Handbook*, *Critical Thinking Skills*, *Study Skills Connected*, and *Skills for Success*, all published by Palgrave Macmillan.

Reference

Hurley, J. (1994), *Supporting Learning* (Bristol: The Staff College and Learning Partners).

Teaching academic vocabulary by Pete Sharma

It has been estimated that in an academic text, a quarter of the words are either "academic vocabulary" or "technical vocabulary." What is "academic vocabulary"? The term includes:

- concepts, such as *research*
- actions, such as *classifying* and *defining*
- nouns, such as *sources* and *references*
- collocations, such as *reading list*, and
- reporting, language such as *argue*.

Academic vocabulary is used across all disciplines. This essay will describe a range of activities for teaching academic vocabulary.

Students meet and practice new vocabulary in every kind of lesson, and especially in reading and listening lessons. In a listening lesson, you may pre-teach key vocabulary before students do the listening task. Similarly, in a reading lesson, you can pre-teach specific words to make the text easier to read. Throughout the *Skillful Students' Book*, there are "Vocabulary skill" boxes, and "Academic keyword" boxes which signal important words.

Giving presentations provides opportunities for students to use and practice new vocabulary, and for you to provide feedback on their pronunciation. Similarly, writing essays allows learners to produce the new words they have learnt in context.

During the course, you will not only present and practice vocabulary but also give advice on effective learning strategies. Explore the different ways students can record the new vocabulary they meet on the course. Many students merely jot down a word and write a translation next to it, so it is helpful to present alternatives, such as creating "word trees." Have students work together to create mind-maps on relevant topics, as we remember words when we meet them in concept groups. The *Skillful Teacher's Book* includes several ideas for using a vocabulary notebook. Point out that many words have a standard meaning and an academic meaning. Give examples: references; argument.

Students frequently start their academic course over-using their bilingual dictionary. They benefit from a lesson or lessons exploring the pros and cons of using a monolingual, English-English dictionary. A good way to start a dictionary lesson is to do a quiz to show some useful dictionary features in the dictionary. Part of a lesson can be spent introducing learners to electronic dictionaries, which allow students to listen to new words. You can demonstrate a CD-ROM and web-based dictionary using a data projector.

There are several important features of academic vocabulary that you will wish to focus on during the course. It is useful to provide practice on prefixes and suffixes, since noticing patterns in the language can help learners work out the meaning of new words. Also, focus on "collocation" or "word partnerships." Before students read a text, you can select some key collocations, write them on cards, and get students to match them. Students can then scan the text and highlight these collocations before moving to more intensive reading practice. There are several language exercises on prefixes, suffixes, and collocations in *Skillful* and the *Teacher's Book* also contains sets of photocopiable cards which can be used in many ways, as warmers for example, or for reviewing lexis.

There is no need to develop a new methodology for teaching academic vocabulary. Good practice involves students meeting new words in context, practicing them in speaking and writing, and recycling them in a variety of ways. Working through the units and different levels of *Skillful* will enable students to practice and review academic vocabulary systematically.



Pete Sharma is an associate Lecturer at Oxford Brookes University, UK. He has written books on technology in language teaching, and is co-author of *Blended Learning* (Macmillan: 2007) and *400 Ideas for Interactive Whiteboards* (Macmillan: 2010).

Critical thinking by Dr. Sara Hannam

At the center of the learning philosophy in many English-speaking universities is the idea that academic thinking requires balanced judgement reached through exploring multiple points of view. It is believed that a simplistic right / wrong approach is limiting, and listening to alternatives will lead to a better outcome. This more complex way of considering issues is often referred to as "critical thinking". There are many different interpretations of what this may mean, but a useful definition is the idea of *looking at issues from a number of perspectives*.

This essay will help you to: define critical thinking at a simple and more complex level explain it to yourself and to your students, and find ways to encourage the development of these skills in your classroom practice.

At a very basic level, critical thinking is questioning information by asking where it comes from, who has said / written it, what their motivation was for doing so, and what *world view* it represents. World view means the ideas that underpin each person's understanding of how people and relationships interconnect. An example of this would be when a person says "I think everyone benefits from competition in the workplace," expressing that they believe competition to be positive for everyone. Although this might be seen as *common sense* by some, there is another view which is that some people work together more effectively when they are part of a team.

At university level, it is hoped that students are able to notice these biases in the writing and speaking of others as well as consulting expert opinion in the formation of their own ideas. It is also hoped they will learn to spot inferred as well as literal meaning. This shows they are able to exercise critical judgment. Whenever you work with a spoken or written text, try to help your students notice biases and read between the lines.

There is another stage of critical thinking which relates to how students process the information they have unpacked. If students are looking at a text about global warming, they may have agreed there is a need for action. The lesson might end at that point. Alternatively, opportunities could be provided to consider what can be done to remedy the situation. Much critical thinking focuses on revealing other perspectives that lie behind a *common sense* view of the world and it is important to allow students to explore the area of *responsibility* (i.e. in the case of global warming who is to blame? Is it larger organizations, or the individual in their home? Are they equally responsible?).

It is also important to consider *agency* (i.e. what is the solution to this problem, and what can people do?). The second area may bring up discussions about who has control and power in our world. Bearing in mind your specific teaching context, the development of critical thinking skills needs to tackle issues relating to who has access to decision-making and the way resources are distributed.

Put your students in the position of decision-makers (through role-play or discussion) to help them grasp different perspectives embedded in the issues around them. Some teachers may be fearful of asking students to take this step. However, a critical classroom should be student-centered. The teacher should facilitate student thinking by asking questions rather than taking a strong position themselves. It may be the first time some of your students have been in a classroom discussion like this. Encouraging disagreement in a supportive atmosphere is at the heart of what a university setting will eventually offer them.

As teachers we can always find a way to introduce critical moments into our classroom by using the resources around us, and connecting them with outside events. Before going into the classroom, look at the material for that day and try to design activities that challenge the accepted way of thinking about a particular subject. Developing critical thinking skills takes time and patience—a little and often approach will help bring these important skills to life in your classroom.



Dr. Sara Hannam is the Deputy Academic Director of Pathways English at Oxford Brookes University. Sara has extensive experience of teaching and designing materials at all level of EAP provision, and is particularly interested in bringing critical pedagogy and practice into university EAP teaching in concrete and accessible ways.

Teaching listening skills by Lida Baker

These days, most listening lessons adhere to a three-stage teaching sequence that includes pre-listening, while-listening, and post-listening activities. Within this framework, the primary functions of the listening teacher are:

- to guide students through the listening activities in the textbook;
- to assess at each stage whether or not students are "getting it";
- to take corrective measures if students are struggling.

The following tips can enhance your learners' listening ability.

1 Do not skip the pre-listening stage.

This may seem obvious, but many teachers skip the pre-listening activities "to save time." These teachers miss the point. Pre-listening activities call up students' prior knowledge and pre-teach language and information that students will need in order to complete the listening activities. By skipping this stage, students are deprived of learning opportunities and their chances of succeeding in the listening tasks are reduced.

2 Make sure students have a clear purpose for listening.

Students will be more motivated to listen if they have a *purpose* for the listening they are about to do. Use generic questions to fix this purpose, such as "What do you think you will learn from this listening text?" or "What questions do you hope this listening text will answer?"

3 Observe as students listen.

While students are listening, observe how well they are performing the while-listening task. Watch for students who appear to be having difficulty. Likewise, notice which parts of the task are hard for many students to do.

4 If students are struggling, stop the recording and take corrective measures.

Such measures include micro-lessons and skill modeling. A micro-lesson can be as simple as defining a key vocabulary item, giving necessary background information, or doing a quick minimal-pair drill to enable students to hear the difference between two sounds. Skill modeling is helpful if you see that students are having difficulty performing a complex task such as taking notes in outline form. To model a skill, replay part of the recording and model the skill. Then play another small section and ask students to try it. Both of these contribute crucially to students' acquisition of English, since information that is provided at the point of necessity has a greater likelihood of being retained.

5 Do not "give" students the answers to comprehension questions.

When reviewing comprehension questions, ask students which answers they wrote, and ask them why they chose those particular answers. To guide their responses, ask questions such as: "Which words or facts helped you choose that answer?" Questions like these help students develop their listening strategies and provide you with valuable clues regarding their listening processes. If significant numbers of students missed a question, consider replaying the relevant part of the audio and giving them a chance to try again.

6 Recognize the value of students' errors.

Wrong answers may be a result of extraneous factors (the student is sleepy, the room is too warm, etc.), but more often they are a consequence of gaps in students' knowledge of vocabulary, grammar, and so on. Errors help you identify these gaps and decide what to do or what to teach next.

In conclusion, as we work through listening lessons with students, we should keep in mind that the purpose of teaching is not to "get through the lesson" or even to note the percentage of questions students are able to answer correctly. Getting the right answers is almost incidental to what should be our goal: To help students improve their listening skills and facilitate their acquisition of English.



Lida Baker has been involved in ESL for more than 30 years. She is one of the authors of Skillful Listening & Speaking Level 1 and has written several exercise books, teacher's manuals, test packages, and online courses, and is a lifelong member of TESOL and Past Chair of the Materials Writers Interest Section.

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UNIT 1 CHARACTER

Listening	Listening for main ideas Listening for reasons
Vocabulary	Adding the suffix <i>-al</i>
Speaking	Making introductions
Pronunciation	Pronouncing word stress

Start the first class with a new group with a "Getting to know you" activity. Ask students to interview each other in pairs to find out some key information: nicknames, hometown, hobbies, area of academic study, ambitions. Then ask individuals to report back to the class. Introduce yourself and then take students through the aims of the course—to work on improving listening comprehension and speaking skills.

Discussion point

Ask students to look at the picture on page 7, and ask them to tell you about the relationship between the two men. Ask questions, such as *Are they brothers? Are they twins? Is one older than the other? Is there anything else you notice looking at the pictures?* (e.g. similar clothes / similar ways of holding their cups). Tell students that the unit is about *character*. Ask: *Do brothers like these have similar or different characters?*

Ask students to discuss the questions with a partner, using the sentence frames to help them get started. Photocopy and cut out the unit 1 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the class. Encourage students to add more adjectives to the list of words in question 1, e.g. *honest, kind, lazy*. Encourage students to use a good monolingual dictionary such as the *Macmillan Essential Dictionary* to check the spelling of any words.

Vocabulary preview

- Write the words in bold on the board and get the students to mark the word stress.

ANSWERS

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

- Ask students to discuss with a partner whether or not the sentences in exercise 1 are true for them. Then choose one or two students to share their answers with the class.

LISTENING 1 Birth order and personality

Word count 450

Before you listen

This is a good moment to find out about each other's families. With larger classes, ask students to work with a new partner, if appropriate. Conduct whole-class feedback to find out who has the largest family.

Global listening

Background information

This is the first listening task in the book, so it is a good opportunity to find out how students feel about listening in general. Ask students if listening in English is an easy or difficult skill for them, and why. Reasons why listening is difficult could include the speed that people speak, accent, and unknown words. Reasons why listening is easy could be that students have had a lot of exposure to listening through movies or media, and lots of chances to communicate with native and non-native speakers. Tell students that it is useful to distinguish "global" or extensive listening and "close" or intensive listening.

Ask students' to silently read through the *Listening for main ideas* box. Ask one or two students to summarize the key points.

Direct students to the picture on page 8 and ask them to predict five or more words or expressions they think they will hear, such as *brother, sister, youngest, oldest, middle child*, etc. Remind students that it is a good idea before a listening task to predict some of the words and content, as this can make the listening easier. With weaker groups, you may want to give an example of a *peacemaker*.

AUDIO SCRIPT 1.02

Marissa: Good afternoon, listeners, and welcome to Family Forum. I'm your host, Marissa Wallick. It's my pleasure to introduce Dr. Francis Sperling. Dr. Sperling is a psychologist at Central University, and she's writing a book on the subject of birth order and personality. Dr. Sperling, welcome.

Dr. Sperling: Thank you.

Marissa: To begin, what is birth order?

Dr. Sperling: Birth order means your place or your position in the family compared to your brothers and sisters—if you are the oldest child, the youngest child, or somewhere in the middle. Or perhaps you are an only child, with no brothers or sisters.

Marissa: I see. Why is birth order important?

Dr. Sperling: Well, research shows that our position in our family often has a big influence on our personality. There are certain characteristics that are common for first-born children, middle children, etcetera.

Marissa: Can you give us some examples?

Dr. Sperling: Of course. Let's start with the first-born child, the oldest. First-borns are usually serious, responsible, and organized. They're natural leaders.

Marissa: Why is that?

Dr. Sperling: Maybe because in many families, the oldest child helps to take care of the younger ones. Also, in many cultures, everyone expects the first child to become the head of the family someday.

Marissa: That's interesting. I'm the oldest child in my family, and you just described me perfectly! Let's talk next about middle children. Tell us about them.

Dr. Sperling: Well, very often the middle child is the family peacemaker. I mean, if there's a problem in the family, they try to fix it. Also, middle children are very social. Their friends are very important to them, maybe because middle children don't always feel very special in their families.

Marissa: And what about last-born children, Dr. Sperling?

Dr. Sperling: Last-born children are very sweet and loving. They enjoy touching and hugging. They can also be very funny, since, as the last child, they have to work hard to get attention, especially in a big family.

Marissa: There's one type of child we haven't mentioned, Dr. Sperling, and that's the only child.

Dr. Sperling: Oh, yes. Well, only children are very comfortable around adults, and they're very verbal—you know, they talk a lot, and they know a lot of words. That's because their parents are always talking to them.

Marissa: I see. Well, Dr. Sperling, I have one more question: These personality characteristics, how common are they? I mean, for example, are first-born children always leaders, or are only children always verbal?

Dr. Sperling: Of course not. Research tells us that these characteristics are very common, but every child is different, and every family is different. It's true that our birth order influences our personality, but other things, like culture, gender—I mean boy or girl—family size, and our life experiences are also important, maybe even more important.

Ask students to see if they can correct the mistakes in the sentences. Before requesting feedback, ask students to compare their answers with a partner. Then play the audio again to check their answers.

ANSWERS

- 1 Birth order has a big influence on people's personality.
- 2 First-born children are natural leaders.
- 3 Correct
- 4 Youngest children are often funny.
- 5 Only children are very comfortable around adults.
- 6 Correct

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

Close listening

- 1 Ask students to read through the *Listening for reasons* box. With weaker groups, you may wish to draw two boxes on the board illustrating *reason* and *result* with an arrow linking the two.



Encourage students to provide their own examples, e.g. *my spelling is poor / I use a dictionary to check.*

ANSWERS

1 b 2 d 3 a 4 c

- 2 Remind students they need to start a new clause with *that's because* and to be careful with punctuation, i.e. they may need to use a semi-colon.

POSSIBLE ANSWERS

- 1 Oldest children are responsible. That's because they take care of their younger sisters and brothers.
- 2 Middle children spend a lot of time with their friends because they do not feel special in their families.
- 3 Youngest children are funny since it is hard for them to get attention.
- 4 Only children are verbal because their parents are always talking to them.

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 they listen to their classmates, one person may have one view, and another person may have the opposite view.

Give students time to decide their own answers first before dividing the class into discussion groups. Ask students to check the vocabulary in the *Think about* and *Useful words* boxes to help them.

With weaker students, you could tell each group to choose one or two of the questions to discuss. Ensure that each group has a chance to share the results of their discussion with the class.

Cultural awareness

Remind students that the concept of a "large" family will be different in different countries. What is the "norm" in one country (e.g. two or three children) may be different in another (e.g. six or eight children). What is the "norm" in their country?

LISTENING 2 Temperament

Word count 526

Before you listen

Draw the diagram below on the board and mark the stress on the word *temperament*. This diagram shows the importance of "collocation;" some words frequently co-occur with others. Try to elicit words from the students that would go with *temperament*, e.g. *angry*, *nervous*, or *calm*, and write them on the left.

	temperament

As a lead-in, ask students to say which adjectives they feel go best with the picture on page 10.

EXTENSION ACTIVITY

Displaying a picture of yourself as a baby to students is a great way to personalize this part of the lesson. As a follow-up, ask students to bring a picture of themselves as a baby to class, and display them as a poster. Classmates guess who is who.

Global listening

Check that students understand the phrasal verb *to warm up (to)*. Before playing the audio, ask students to guess the correct answers. After the global listening, elicit whether their predictions were correct or not.

Draw students' attention to the words in the *Academic keywords* box. Check that they know the meaning of the words, and ask the students to add them to their vocabulary notebooks.

ANSWERS

- | | |
|----------------|-----------------------|
| 1 natural | 4 careful |
| 2 happy | 5 does not |
| 3 seem unhappy | 6 more important than |

AUDIO SCRIPT 1.03

Professor: OK class, yesterday we started our new unit on the topic of temperament. Let's start today with a little review. What is *temperament*? What does it mean?

Student 1: I think you said that temperament is our natural character, um, it's the natural way we feel and act most of the time.

Professor: That's right. So some people have a nervous temperament, for example, or a calm temperament, or an angry temperament. Now, is temperament something we learn, or are we born with it?

Student 2: We're born with it.

Professor: Very good. All right, now, this morning we're going to look at some research about temperament in babies. Some psychologists say there are three types of baby, which they call "easy," "difficult," and "slow-to-warm-up." Most babies fit into one of these groups.

Let's take a look at the characteristics of these three groups of babies. To start, easy babies are happy most of the time. They're very social, they smile a lot, they don't cry much, and they have normal eating and sleeping patterns. They're easy!

But difficult babies are just the opposite. Their parents worry about them because they seem unhappy. They cry a lot, and they don't eat or sleep at the same time every day. It can be very hard for parents when they have a baby like this. And the third group, slow-to-warm-up babies ...

Student 3: Excuse me, professor. What does "warm up" mean?

Professor: It means to become comfortable in a new situation. People who are slow to warm up aren't super-friendly at first. They seem ... careful.

In the same way, slow-to-warm-up babies are shy in new situations. Also, they're not very active.

Let me give you an example. Let's imagine that there's a new baby in the family, and Uncle John comes for a visit. The easy baby sees Uncle John and immediately begins smiling and moving his arms and legs. It's clear that he's excited about this new person. But the difficult baby sees Uncle John, and what does he do?

Student 1: He starts to cry?

Professor: Exactly. He's afraid. He doesn't like this strange new person. And the slow-to-warm-up baby, well, he doesn't cry, but he doesn't smile or move much, either. He stays quiet and just watches.

Now, the interesting question about temperament is, does it change? Can a difficult baby become an easy teenager, for example? What do you think?

Students: No. / Yes. / Sure.

Professor: Well, the answer is ... not really. Research shows that temperament doesn't change much as people grow older. Also, scientists have found these same temperament groups in babies from many different cultures ... Yes?

Student 3: So if you were a difficult baby, does that mean you're going to have a difficult time for your whole life?

Professor: No, it doesn't. Let me explain. As I said, most psychologists agree that people have a certain temperament from birth. But the things that happen to us after we're born have a much greater influence on our life. With help from parents and teachers, difficult or slow-to-warm-up children can learn to feel more comfortable in new situations. People can change.

Are there any other questions right now? No? OK, then let's take a short break, and then ...

Close listening

Exam tip

In the IELTS Listening examination, candidates are required to fill in the blanks in an outline of part or all of a listening text. The outline may be presented in a table. This table is used as a way of summarizing some information.

Ask students to work with a partner to complete the table before checking their guesses by listening to the audio for a second time.

ANSWERS

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

Developing critical thinking

SUPPORTING CRITICAL THINKING

The next section is in two parts. For exercise 1, students discuss ideas from the second text, but exercise 2 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. Before they start the section, encourage students to provide their own examples and supporting ideas to back up their opinions.

- 1 Give students' time to think about their own answers, then divide the class into discussion groups. When they have finished discussing the questions, elicit whole-class feedback.

- 2 For question 1, you could transfer the six words / phrases onto slips of paper (or cardboard). Give a set of cards to each group, and ask students to discuss them and place them in order of importance.

For question 2, ask students to focus on the picture on page 11. Ask what kind of person makes a good firefighter. Direct students to the *Jobs* box, and have them decide what kind of person could do the jobs, e.g. accountant—calm temperament / good at math. Invite individual students to present their ideas about their own future jobs to the group.

This is good place in the lesson to use the video resource *What makes a good hero?* 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

- 1 Before asking students to read the information in the *Adding the suffix -al* box, work through an example of how to use suffixes on the board. Write the word *unnaturally*, and ask students to identify what the suffix is.

ANSWERS

- | | |
|----------|----------|
| 1 type | 3 nature |
| 2 person | 4 verb |
| | 5 norm |

- 2 Students can guess some of the answers before they start listening. With weaker groups, pause the audio to give the students time to write.

ANSWERS

- | | |
|---------------------------|----------------|
| 1 type [N]; special [ADJ] | 3 normal [ADJ] |
| 2 nature [N] | 4 verbal [ADJ] |
| | 5 person [N] |

AUDIO SCRIPT 1.04

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

- 3 With large groups, students can choose one question and ask several people. They can report back to the whole class any interesting results. Monitor the activity. Give useful language feedback on important mistakes or pronunciation difficulties.

SPEAKING Interviewing and making an introduction

Grammar

This is the first focus on grammar in the course. As an introduction, create a "grammar matrix" on the board. The vertical axis shows who likes or dislikes grammar;

the horizontal axis shows how much students know about grammar, from a little to a lot. Students go to the front of the class and write their names in the part of the matrix that best describes their knowledge and feelings about grammar. When the diagram is complete, summarize the class profile. Ask why students like / dislike grammar. How can they improve in this area? (For example, studying the *Grammar* boxes in their Student's Book, using a grammar practice book, or doing exercises at their level on the Internet or on a CD-ROM.)

- 1 Monitor the speaking activity, and provide language feedback on mistakes with the simple present tense.

ANSWERS

- 1 Does he have brothers and sisters?
(Yes, he does. / No, he doesn't.)
- 2 Are you an only child? (Yes, I am. / No, I am not.)
- 3 Are you often late? (Yes, I am. / No, I am not.)
- 4 Do you enjoy new situations? (Yes, I do. / No, I do not.)
- 5 Do psychologists always work in hospitals?
(Yes, they do. / No, they do not.)
- 6 Are you a social person? (Yes, I am. / No, I am not.)

- 2 Ask students to work with a different partner to complete the questions. When they have finished, they should ask and answer the questions before reporting back on any interesting answers.

ANSWERS

- 1 is (My full name is ...)
- 2 does (My family lives in ...)
- 3 do (I usually go to sleep at ...)
- 4 do (I need to learn English because ...)
- 5 are (My favorite authors are ... and ...)

Speaking skill

Ask students to study the *Making introductions* box. Remind them to use contractions to sound natural: *I'd like to introduce you to ...* Elicit examples of formal and informal situations, e.g. at a party / in a meeting.

- 1 Play the audio, pausing to give students time to complete the sentences. Check the answers with the class.

AUDIO SCRIPT 1.05

- 1 Hi Nasrin. I'd like to introduce my colleague, Soo Mi.
- 2 Richard. I'd like you to meet my grandfather, Mr. Smith.
- 3 Hi Ali. This is my brother, Sami.
- 4 Hello class. It's my pleasure to introduce our program director, Ms. Brown.
- 5 Paul, this is my friend Miko.

ANSWERS

- | | |
|---------------------|----------------------------|
| 1 like to introduce | 3 This is |
| 2 like you to meet | 4 my pleasure to introduce |
| | 5 this is |

Cultural awareness

There are many different ways of greeting people in different cultures. For example, bowing is common in Japan. In some cultures, it is common to kiss people on the cheek. Men may touch noses in some Middle Eastern cultures. There are gender differences which are useful to know, e.g. in some Middle Eastern countries, it is only possible to shake hands with a woman if she offers her hand first.

- 2 Divide the class into pairs for this exercise and ask them to role play the situations given, bearing in mind the formality of the situation.

Pronunciation skill

- 1 Check that students are familiar with the importance of word stress and what stressing a word involves, e.g. it is spoken louder and with more force than the other words in the sentence. Provide an example, e.g. write the first sentence of exercise 1 on the board and read it aloud, clearly stressing the important words and underlining them. Ask students to read the information in the *Pronouncing word stress* box. Use the pause to allow students to repeat the sentences to themselves. Alternatively, the students can say the sentences aloud at the same time as the speaker in the audio.

AUDIO SCRIPT 1.06

- 1 Birth order means your place or your position in the family.
- 2 Why is birth order important?
- 3 There are three types of babies.
- 4 What does "warm up" mean?
- 5 Can a difficult baby become an easy teenager?

- 2 Before doing the exercise, pre-teach the verb to *fit* (to be suitable or right for something). With higher level groups, clarify *personality*—this is different from *character*. It is easier to change your personality (e.g. by acting in a sociable way) than changing your character, which is more engrained. After playing the audio, check the answers with the class (see the underlined words in the audio script).

AUDIO SCRIPT 1.07

Jay: What's your name?

Yakub: Yakub Mara.

Jay: Where are you from?

Yakub: I'm from Jordan.

Jay: How many brothers and sisters do you have?

Yakub: I have one brother and two sisters.

Jay: Are you the oldest?

Yakub: No, I'm second.

Jay: What are three words that describe your character?

Yakub: I'm serious, responsible, and organized.

Jay: What job do you want to have in the future?

Yakub: I want to be a doctor.

Jay: Why is this a good job for you?

Yakub: It fits my personality. I'm a natural leader.

- 3 Monitor the activity. If appropriate, ask one or more pairs to act out their dialogue.

SPEAKING TASK

Ask students to explain why they think Yakub's personality is "like a first-born child." Is his family typical of others in the Middle East?

After students have finished the task, ask them to check their answers with a partner.

ANSWER

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

Brainstorm and plan

Monitor the preparation and help any weaker students if they have trouble creating suitable questions, e.g. put topics they could interview each other about on the board. These could include: *personality, temperament, and suitable jobs*.

Speak and share

During the mini-introductions, take language notes and do whole-class feedback. Use the photocopyable unit assignment checklist on page 88 to assess the students' speaking.

STUDY SKILLS Taking good notes

Cultural awareness

The role of note-taking in lectures can differ across cultures. In some countries, the lecturer provides the core information from the key textbooks, and students are expected to take comprehensive notes on content. However, in the West, the lecturer expects the audience to think critically about the topic. Therefore, only copying facts in note form from the presentation slides is not enough to get a good grade.

Getting started

Before starting, ask students to evaluate how good they are at taking notes with a simple show of hands: one, two, or three. Three is very good! Ask pairs to discuss the questions. Then have pairs share their ideas with the class. Collate the answers to question 3 on the board in two columns: *why note-taking is difficult* / *why note-taking is easy*.

POSSIBLE ANSWER

- Professors often include information not in the textbook, and later that information is in the tests. Taking notes helps students remember what they heard.

Scenario

After students have read the scenario, do a whole-class check to measure their reactions.

POSSIBLE ANSWER

Hannah takes notes during lectures and keeps them organized by writing the topic and date in the file name. However, she should not write every word and she should rewrite her notes after the lecture.

Consider it

Use the board to show the students a range of graphic organizers, such as graphs, grids, and scales. Monitor the discussion activity. When you elicit feedback, encourage students to justify their answers. Ask: *Why is a particular tip important or unimportant?*

Over to you

Monitor the activity and elicit feedback.

As a wrap-up, write a list of useful abbreviations and symbols on the board. See if students know them all, and if they can add any others, such as:

Abbreviations: e.g. / etc. / i.e. / viz. / N.B. / re: / c. / vs. / imp = important

Symbols: > < → ↑

Extra research task

There are many free tests on the Internet. Some are just for fun; others are based on research. The main difficulty for pre-intermediate students is the volume of vocabulary. However, some are quite easy, and your students could try a few, using a dictionary! Do an Internet search for *free personality test*.

UNIT 2 TIME

Listening	Listening for results Using questions to predict the main idea
Vocabulary	Recognizing roots
Speaking	Getting attention and asking permission
Pronunciation	Pronouncing word stress and intonation in questions

Discussion point

Ask students to look at the picture of the moon on page 17. Then have volunteers go to the board and write any words or expressions that come to their mind as they look at the picture.

Tell students the unit title: *Time*. Can they link time and the moon to predict what the unit will be about?

Background information

The dark parts of the moon are plains. The moon is important for many reasons, but especially because it affects the tides. Also, it was used to calculate time.

Ask students to discuss the questions with a partner. Photocopy and cut out the unit 2 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the class.

Vocabulary preview

Ask students to use their monolingual dictionaries to check the meaning of any new words, e.g. *sunshine*, *proof*. Students can check their answers with a partner before doing a whole-class check.

ANSWERS

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

LISTENING 1 Circadian rhythm

Word count 382

Before you listen

Check that students know what a survey is and ask if they have taken or given a survey before. Divide students into groups to create a survey on when students like to study.

Alternatively, give each group different survey topics, such as: *Which month do people prefer to take their vacations? Do people prefer fish, meat, or vegetarian food?*

Remind the class that they need to be highly accurate in recording the survey results, i.e. keeping a record of

how many people they ask. This is good practice for later in their academic career.

Global listening

Write *Circadian rhythm* on the board and ask students to guess what it means. Tell students to use the picture of artificial lighting in an office on page 18 to help them.

Point out the *Academic keywords* box, which contains important words from the audio. Check that students know the meaning of the terms. Tell students that *survey* is a noun here, but it can also be a verb, with a different word stress pattern. Ask students to add the words to their vocabulary notebooks.

Exam tip

Exams often contain multiple-choice activities. These often contain the beginning of a sentence plus three possible sentence endings, and candidates choose the one correct answer a, b, or c. Tell students to eliminate any answers that don't seem feasible and focus on answers which could be possible, before listening carefully to check.

AUDIO SCRIPT 1.08

Lee: Hey Bella. Do you have a minute?

Bella: Sure. What's up?

Lee: I'm doing a survey about circadian rhythm for my biology class. I'd like to know ...

Bella: I'm sorry, Lee. You're doing a survey on what?

Lee: Circadian rhythm.

Bella: What's that?

Lee: It's the body's regular cycle of activities like sleeping, waking, and eating.

Bella: You mean ... like a clock?

Lee: Exactly. It's like a clock inside our brains. It responds to light and dark. Circadian rhythm causes most people to be active during the day, and lots of animals to be active at night.

Bella: Um ... Is it a 24-hour clock?

Lee: Not exactly. Actually, I just read a really interesting study about that. Some scientists wanted to know when people fall asleep and wake up if they don't know what time it is. The scientists put a group of volunteers in a room without windows or clocks for two months. The volunteers could eat, sleep, work, or play at any time they wanted, but they couldn't watch TV, listen to the radio, or have visitors.

Bella: Oh, that sounds interesting. What did the scientists find out?

Lee: Well, they expected to find out that people live by a 24-hour cycle. But instead, they found proof that most people actually have a 25-hour cycle.

Bella: Really? Well then, why don't we wake up an hour later every day?

Lee: Because our brains respond to light. Light in the morning makes the clock in our brain start again every day.

Bella: What about people who work at night and sleep during the day, like police officers or truck drivers. Do they have problems?

Lee: Yeah, sometimes. A lot of police officers and truck drivers have trouble sleeping during the daytime, so they're sleepy at night. As a result, they make mistakes or have accidents at work.

Bella: You know, I really enjoy being awake at night. It's the time when I feel the most awake, so it's my best time to study.

Lee: Well, there are lots of people like you. But see, you choose to be awake at night. The problems happen with people who prefer to be awake during the daytime, but their job requires them to be up at night.

Bella: I understand. Well anyway, what about that survey? What do you want to ask me?

Lee: Right. OK, here's the first question ...

ANSWERS

1 b 2 a 3 b 4 b 5 c

Close listening

- 1 Ask students to compare their answers with a partner. Then check answers with the whole class.

ANSWERS

- 1 F Lee is doing a survey for his biology class.
 - 2 F The volunteers did not know what time it was.
 - 3 T
 - 4 F The volunteers could not have visitors.
 - 5 T
- 2 Before doing the exercise, ask students to read the *Listening for results* box. Remind them that they were introduced to the concept of reasons and results in unit 1. Review the concept by writing some words on the board: *inflation*, *global warming*, *unemployment*. Ask students to suggest effects or causes.

ANSWERS

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

- 3 Give students a few moments to study the notes, then play the audio.

AUDIO SCRIPT 1.09

- 1 Circadian rhythm causes most people to be active during the day, and lots of animals to be active at night.
- 2 Light in the morning makes the clock in our brain start again every day.
- 3 A lot of police officers and truck drivers have trouble sleeping during the daytime, so they're sleepy at night.
- 4 As a result, they make mistakes or have accidents at work.
- 5 I really enjoy being awake at night. It's the time when I feel the most awake, so it's my best time to study.

ANSWERS

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

Developing critical thinking

SUPPORTING CRITICAL THINKING

Whether you would like a night job or not is a personal opinion. There is no "right" or "wrong" answer. However, it is important to develop the ability to justify your opinion. This is a useful critical thinking skill.

Brainstorm night jobs: *nurse*, *supermarket staff*, *truck driver*. If anyone has done a night job, have them explain what the job was and what it was like. Before doing the exercise, ask students to use the words in the *Useful words* box in sentences of their own. Refer them to the *Think about* box to give them ideas for question 2. Students discuss the questions in small groups. Then elicit feedback from someone in each group.

LISTENING 2 Investigating the effects of the moon

Word count 448

Before you listen

Background information

Nocturnal animals include badgers, mice, cats, and hamsters. They may have become nocturnal because it is much cooler at night, or because it is easier to hide from other animals in the dark.

The moon is the only natural satellite of the Earth. It is the brightest object in the sky after the sun, although its surface is actually very dark. The side of the moon that faces Earth is called the near side, and the opposite side the far side. The distance between the moon and the Earth varies from around 356,400 km to 406,700 km at the extreme perigees (closest) and apogees (farthest). The tides on the Earth are mostly generated by the gradient in intensity of the moon's gravitational pull from one side of the Earth to the other: the tidal forces. The moon's regular phases make it a very convenient timepiece, and the periods of its waxing and waning form the basis of many of the oldest calendars. The moon has a long association with insanity and irrationality; the words *lunacy* and *lunatic* are derived from the Latin name for the moon, *Luna*.

Help students brainstorm the names of nocturnal animals, and write them on the board. Then have students discuss the questions with a partner.

Global listening

Check that all students know the verb *predict*. Tell them you will read the beginning of a talk and then ask two questions. They should predict the content of the talk from these questions. Read the beginning of the talk from the box. Ask: *What can we predict that the speaker will talk about?* After predicting, ask students to read the *Using questions to predict the main idea* box independently.

- 1 Tell students they will listen first to the introduction of the talk. Ask them to identify the main idea.

AUDIO SCRIPT 1.10

Dominic: Welcome to the Science Show. I'm your host, Dominic Weaver. It's a full moon tonight, so it's a good time to talk about the moon, Earth's closest neighbor. We know that the moon has a powerful influence on the Earth. By pulling on the oceans, the moon causes the tides, which are the rising and falling levels of the water in the oceans every day. The relationship between the moon and the tides was discovered more than 300 years ago by an English scientist named Isaac Newton. However, today we're going to talk about a different question. Do the cycles of the moon have an effect on the behavior of animals?

ANSWER

- 2 The effects of the moon on animal behavior

- 2 Tell students they will now hear the whole talk. When students have completed the reordering task, check the answers with the class.

AUDIO SCRIPT 1.11

Dominic: Welcome to the Science Show. I'm your host, Dominic Weaver. It's a full moon tonight, so it's a good time to talk about the moon, Earth's closest neighbor. We know that the moon has a powerful influence on the Earth. By pulling on the oceans, the moon causes the tides, which are the rising and falling levels of the water in the oceans every day. The relationship between the moon and the tides was discovered more than 300 years ago by an English scientist named Isaac Newton. However, today we're going to talk about a different question. Do the cycles of the moon have an effect on the behavior of animals? According to several studies, the answer is yes. In one study, for example, scientists found proof that some ocean animals are more active on nights when the moon is shining. This happens even if the animals are inside a laboratory, where the light and temperature never change. Then, in 2003, scientists in Sweden discovered that some insects also respond to the light of the moon. The insects walk in a straighter line towards food on nights when the moon is out.

Recently, a scientist named Craig Packer made an amazing discovery about the relationship between the full moon and the behavior of lions. Dr. Packer is a biologist at the University of Minnesota. Between 1988 and 2009, lions attacked more than 1,000 people in Tanzania, in Africa. Most of these attacks happened in the evening, for ten days after the full moon. Dr. Packer wanted to find out why. Let's see what he discovered.

Normally, lions hunt at night, in the dark. In the days before the full moon, the moon rises before the sun sets. This means there is more light in the evening, so it's more difficult for the lions to hunt, and they become very hungry. On the night of the full moon, again the moon rises early, and there is light all night long. This makes it the most difficult night of the month for hunting, and the lions become even more hungry. But after the full moon, the moon rises after the sun sets. As a result, there are several hours of darkness in the early evening, when people are still awake and active outdoors. These dark hours are a perfect time for hungry lions to hunt. And this, according to Dr. Packer, is why lions attack humans more on the days after the full moon.

These three studies show a powerful relationship between the cycles of the moon and the behavior of animals. Perhaps in the future, studies will show a similar connection between these cycles and the activities of humans.

ANSWERS

- a 2 b 3 c 1 d 4 e 5

Close listening

Background information

Effect (n) is a change produced in a person or thing by another. *Affect* (v) is to change or influence something. Even fluent speakers of English confuse these words.

- Before playing the audio, ask students to add the words in the *Academic keywords* box to their vocabulary notebooks. Check their pronunciation, then point out the importance of listing vocabulary, such as *according*, together with the preposition *to*, as one phrase. Tell students they should now listen intensively.

AUDIO SCRIPT 1.12

Dominic: Welcome to the Science Show. I'm your host, Dominic Weaver. It's a full moon tonight, so it's a good time to talk about the moon, Earth's closest neighbor. We know that the moon has a powerful influence on the Earth. By pulling on the oceans, the moon causes the tides, which are the rising and falling levels of the water in the oceans every day. The relationship between the moon and the tides was discovered more than 300 years ago by an English scientist named Isaac Newton.

However, today we're going to talk about a different question. Do the cycles of the moon have an effect on the behavior of animals? According to several studies, the answer is yes. In one study, for example, scientists found proof that some ocean animals are more active on nights when the moon is shining. This happens even if the animals are inside a laboratory, where the light and temperature never change. Then, in 2003, scientists in Sweden discovered that some insects also respond to the light of the moon. The insects walk in a straighter line towards food on nights when the moon is out.

Recently, a scientist named Craig Packer made an amazing discovery about the relationship between the full moon and the behavior of lions. Dr. Packer is a biologist at the University of Minnesota. Between 1988 and 2009, lions attacked more than 1,000 people in Tanzania, in Africa. Most of these attacks happened in the evening, for ten days after the full moon. Dr. Packer wanted to find out why. Let's see what he discovered.

ANSWER KEY

4, 6

- Ask students to look at the picture on page 21 and tell you any words that could describe this cycle, e.g. *full moon*, *rise*, *set*. Predicting which words will be in a listening can make it easier to understand. Ask students to study the notes, then play the audio.

AUDIO SCRIPT 1.13

Dominic: Normally, lions hunt at night, in the dark. In the days before the full moon, the moon rises before the sun sets. This means there is more light in the evening, so it's more difficult for the lions to hunt, and they become very hungry. On the night of the full moon, again the moon rises early, and there is light all night long. This makes it the most difficult night of the month for hunting, and the lions become even more hungry. But after the full moon, the moon rises after the sun sets. As a result, there are several hours of darkness in the early evening, when people are still awake and active outdoors. These dark hours are a perfect time for hungry lions to hunt. And this, according to Dr. Packer, is why lions attack humans more on the days after the full moon. These three studies show a powerful relationship between the cycles of the moon and the behavior of animals. Perhaps in the future, studies will show a similar connection between these cycles and the activities of humans.

ANSWERS

- | | |
|----------------|----------------|
| 1 before; more | 4 cannot; more |
| 2 cannot; more | 5 after; less |
| 3 early; more | 6 can; more |

Developing critical thinking

Background information

There are many endangered species in the world, including the panda, the rhinoceros, and whales. The reasons for this include hunting a species: for financial gain, to use part of the animal in alternative medicine, and for sport. This can be an emotive topic.

- Check that students know the words in the *Think about* box. You may need to show how *endanger* is formed from the word *danger*. Give students a few minutes to think about the questions before discussing in groups.
- Give students a few minutes to look back at the notes about *Circadian rhythm* and *Investigating the effects of the moon*. Ask them to focus on the *Cycles in nature* box to help them prepare their answer to the second question.

Vocabulary skill

Write *circadian* on the board and ask a volunteer to circle the root, and underline the prefix and suffix. Then ask students to read the *Recognizing roots* box to confirm their answers.

- When students have completed the exercise, check the answers with the whole class.

ANSWERS

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

- 2 Ask students to attempt the exercise without using their monolingual dictionaries, if possible, and then look up any words they need to.

ANSWERS

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

- 3 Divide the students into As and Bs. Ask Student A to prepare questions 1–3 and Student B to prepare questions 4–6. Monitor the speaking activity, and provide language feedback.

ANSWERS

1 temporary	4 tripod
2 cycle	5 indirect
3 duration	6 annual

SPEAKING Conducting a survey**Background information**

You may need to remind your students what a gerund is. Write the sentence: *Writing is a difficult skill* on the board. Tell students that a gerund is a verb form which works like a noun. Do they have gerunds in their own language?

Grammar

- 1 Write *jet lag* on the board. Ask students to share their experiences with jet lag. Where were they going? What sensations did they have? If they haven't traveled much, you can tell them about your experiences. After the discussion, ask students to predict some of the words they might find in exercise 1.

ANSWERS

1 to feel	6 staying
2 to get	7 spending
3 to travel / traveling	8 eating
4 drinking	9 to feel / feeling
5 to avoid	

- 2 Monitor this activity and be prepared to help any less creative students. When students have finished, ask them to share their ideas with the class.

EXTENSION ACTIVITY

From the *Grammar* box, ask students to choose one verb + gerund and one verb + infinitive. Then have them write two sentences that are true for them. Select students to read their sentences to the class.

Speaking skill

Ask students to read the *Getting attention and asking permission* box silently and compare any expressions they used with the phrases in the box. Ask the students to give an example of an informal and a formal situation.

- 1 Play the audio, pausing between numbers to give students time to complete the sentences.

AUDIO SCRIPT 1.14

- 1 A It's raining. Can I use your umbrella?
B OK, no problem.
- 2 A Pardon me, Professor. Could I talk to you for a minute?
B I'm sorry, I have a meeting now. But I can see you later.
- 3 A Pardon me. May I sit here?
B I'm sorry. I'm saving the seat for my friend.
- 4 A Excuse me, is it OK if I go before you in the line?
B Sorry, I'm in a hurry, too.
- 5 A Excuse me, can I borrow your dictionary?
B Sure.

ANSWER KEY

- 1 Can I (informal)
2 Pardon me; Could I (formal)
3 Pardon me; May I (formal)
4 Excuse me; is it OK if I (informal)
5 Excuse me, can (informal)
- 2 Ask pairs to take turns role playing the different situations. Encourage students to continue the dialogues in order to grant permission—or in some cases, refuse it! Monitor the activity. If appropriate, ask different pairs to role play a situation for the class.

Pronunciation skill**Background information**

Intonation has been described as the *tune* of the language. English has a strong rising and falling intonation, whereas some languages have quite a low intonation pattern.

Remind students what intonation is. Write the two model sentences from the *Pronouncing word stress and intonation in questions* box on the board. Have students underline which words they would stress. Ask them to draw an arrow at the end of the sentence to show if the intonation rises or falls. Does everyone agree? If not, add alternative answers in a different color pen. Then ask students to read the box and compare the sentences with the diagram on the board.

- 1 Play the audio. If you can display the Digibook, ask one of the students to mark the intonation patterns on the screen to check the answers.

AUDIO SCRIPT 1.15

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

ANSWERS

See the underlined words in the audio script.

- 2 Ask students to listen to the audio again and repeat the intonation patterns.

SPEAKING TASK

Ask students to use different color highlighters, if possible. They should work individually to annotate the dialogue, then compare their annotations with a partner. Monitor the discussions and clarify any discrepancies students find. Encourage students to guess the meaning of *skipping* from context.

ANSWER KEY

- Emily: Excuse me, Sandra. I'm taking a survey for my biology class. Can I ask you some questions?
- Sandra: Sure, no problem.
- Emily: OK. First, when do you prefer to go to sleep each night?
- Sandra: Between 11 and 11:30.
- Emily: And how many hours of sleep do you need to get?
- Sandra: About seven and a half.
- Emily: Question 3, do you enjoy eating breakfast?
- Sandra: Yes, I do. I don't like skipping breakfast because then I can't concentrate in class.
- Emily: Thanks, Sandra.
- Sandra: You're welcome.

Brainstorm and plan

Monitor the preparation and help weaker students if they have trouble brainstorming topics. Other ideas include: snacking / waking up during the night, needing to take a nap, sleeping late on the weekend.

Speak and share

During the final presentation of survey results, take language notes and do a whole-class feedback. Use the photocopiable unit assignment checklist on page 89 to assess students' speaking.

STUDY SKILLS Ten time-saving suggestions

With weaker groups, you may wish to pre-teach or check a few words from the text first, e.g. *ready-punched*, *headings*, *color-code*, *margin*, *word limit*, *duplicate*. As an introduction to this topic, ask students to evaluate how good they think they are at time management. Do this with a show of hands—using a scale of 1–5, where 1 is very poor and 5 is excellent.

Put students into groups to discuss techniques for saving time in academic life. Give an example, such as keep a good filing system for your notes. Have students from each group present their best tips, and collate these on the board. Then have students compare their lists with the list in the book. Find out which tips were (a) new, and (b) most useful. Are there any that students would like to adopt?

Extra research task

Search for the terms *circadian rhythm* or *moon facts* to find out more about these areas. Students can also research more aspects of the moon, such as a *super full moon*, where the moon actually appears larger than usual.

Cultural awareness

This unit has looked at *Time*. *Time flows* in different ways in different cultures. In the West, it is common to think of time as being linear, so people may do one thing first, then move on to the next. This is a *monochronic* view of time. In many Middle East cultures, time is viewed as *polychronic* so many things may be happening simultaneously. This is an interesting distinction to explore before showing the video *Time flies as you get older*.

At the end of this lesson, use the video resource *Time flies as you get older*. 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.

UNIT 3 HOME

Listening	Listening for special terms Predicting
Vocabulary	<i>House and home</i>
Speaking	Making and responding to suggestions
Pronunciation	Linking consonants to vowels

Discussion point

Ask students to look at the picture on page 27 and ask them what comes to their mind. Model? Lawn? House or home? Size? Building your own home? Tell students that the theme of this unit is *home*.

Ask students to discuss the questions with a partner, and then elicit answers for each of the questions. Alternatively, give different pairs of students one of the three questions to discuss with their partner. Photocopy and cut out the unit 3 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the class.

Vocabulary preview

- Students may need to use a monolingual dictionary to help with this exercise. Remind students that the word *compact* is stressed on the first syllable when it is an adjective or noun, but on the second when it is a verb.

ANSWERS

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

- After students have discussed the questions with a partner, choose one or two of the students to share their answers with the class.

EXTENSION ACTIVITY

With stronger groups, for extra fluency, ask students to create their own sentences with the words in bold in exercise 1. The sentences should clearly show the meaning of the words.

LISTENING 1 Multi-generational homes

Word count 393

The focus of this unit is on homes, so before you start, you may wish to get students interested in the theme by using the video resource *How our homes have changed*. 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.

Before you listen

Cultural awareness

In many cultures, there is a concept known as the "extended family," which is contrasted with the idea of the "nuclear family" of just parents and children. The extended family might include different generations, such as great-grandparents, grandparents, parents, and children. In Western countries, it is not common to have many generations living together. The concept of a retirement home is seen as quite normal in some countries, but rather barbaric in others. Is there an age in the students' country when young people are expected to leave home?

Ask students to look at the picture on page 28 and guess the relationship between the three women. What do they think about the wall in the picture. Do they like it? Does anyone have a similar wall at home covered with family pictures?

Global listening

Ask students to highlight any collocations in the seven topics and then decide on the form of the words: noun or adjective? Check that they have highlighted: *traditional cultures*, *elderly healthcare* (ADJ + N); *house designs*, *family and community ties*, and *home prices* (N + N).

Exam tip

Exams often contain several types of multiple-choice questions. In one of these, exam-takers are given a list of possible answers and told they have to choose more than one. In this case, they should read the question carefully to check how many answers are required. In the next listening, the students know that they will hear five topics.

AUDIO SCRIPT 1.16

Host: I'd like to welcome urban planner Joseph Farid to our show. Dr. Farid, what can you tell us about homes and how they are changing?

Dr. Farid: Well, in many traditional cultures it's common for grandparents, in-laws, children, and other extended family members to live in the same house. Now there's a growing trend for this so-called "multi-generational" or "multi-gen" household in other places, too, for example in North America and Europe.

Host: Does "multi-generational" just mean more than one generation living together?

Dr. Farid: Well, there isn't an exact definition, but basically it means there are at least two adult generations living together under the same roof.

Host: So, you're saying that there's more of that type of household these days around the world? Is there a particular reason?

Dr. Farid: There are a few reasons or benefits. First, I'd say it's economics. In many industrialized countries with rising food prices and the higher cost of living there's a growing number of young adults, known as "boomerang kids," who move away from home for college, and then they move back home as adults because they can't afford their own housing. So the parents' so-called "empty nest" then becomes what we can call a "crowded nest."

And a second reason is health care, as people are living longer. For example, many people who were born in the 1960s and 70s, called "Generation X," are now working and have a family, but their elderly parents are still alive. With health care so expensive these days, multi-generational housing gives them more choices for care giving.

Host: I see. Are there any other reasons for the increase in multi-gen homes?

Dr. Farid: Yes, I think another reason is emotional. In this rapidly globalized world many people don't want to lose their cozy, traditional family and community bonds. So, the multi-generational home that includes elderly grandparents, Generation X parents, adult kids, and even grandkids gives everyone a real feeling of connection to home.

Host: So, I suppose the multi-gen home boom has a lot going for it.

Dr. Farid: Yes it does. Of course, when people of three or four generations live in the same house there can be issues like cooking and cleaning, using the bathrooms, and having enough space for clothes—especially in small, compact homes. But as we've seen there are many economic and emotional advantages, too.

Host: OK, Dr. Farid, thank you very much for joining us today.

ANSWERS

The speaker talks about: 1, 2, 4, 5, 6

Close listening

- 1 Ask students to focus on the *Academic keywords* box. Encourage them to add the words and any of their useful forms, such as *choose / choice*, to their vocabulary notebooks.

Students can guess the correct answers and then listen again to check their guesses. Check answers with the whole class by asking students to take turns reading aloud the correct sentence.

ANSWERS

- | | |
|-----------------|------------------|
| 1 common | 4 more expensive |
| 2 is not | 5 more difficult |
| 3 cannot afford | 6 issues |

- 2 Ask students to read the *Listening for special terms* box and underline any special terms. Check if students are familiar with terms such as *so-called*, and if not, provide examples of how it is used. When students have finished, they can compare their answers.

ANSWERS

- | | |
|-------------|--------------------|
| 1 known as | 3 what we can call |
| 2 so-called | 4 called |

- 3 Tell students that you will pause the audio so they can write their answers in the blanks.

AUDIO SCRIPT 1.17

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

ANSWERS

- what we can call
- known as
- called; so-called

Developing critical thinking

SUPPORTING CRITICAL THINKING

Being able to see the advantages and disadvantages of an issue is an important academic skill. It is common to see more advantages than disadvantages, or vice versa; this probably means you have not thought fully about the other side of the argument. Discussing the issue with your colleagues can help you get a fuller picture. Remember that not all of the advantages and disadvantages are equally important; some may be much more important, others less so. Part of critical thinking is evaluating the strength and importance of each pro and con.

Ask students to look at the *Think about* box to get some prompts that will help them answer question 1. You may need to teach the word *chores* (small jobs or tasks). Students can write their ideas on a sheet of paper first before comparing their ideas in groups.

Encourage students to add more words to those in the *Useful words* box, e.g. *hopeful*, *worried*. Tell students to consider their own families when brainstorming ideas for question 1.

After the group discussions, have them share their ideas with the class. Collate students' answers to question 1 on the board. Provide language feedback on any important errors.

LISTENING 2 Less is more

Word count 337

Before you listen

- 1 Ask students to brainstorm the names of the rooms in a house. Point out the words in the *Rooms* box. Then have students discuss the questions with a partner. When they have finished, ask the class to discuss their answers. Does anyone prefer to live in a small house? Why? Could they live in the houses in the picture on page 30?

Ask students to read the *Predicting* box. Remind students that prediction is a vital skill in real-life listening as well as in academic studies.

- 2 Point out the *Academic keywords* box, which contains important words from the audio. Check that students know the meaning of the terms. Check students' pronunciation, and ask them to add the words to their vocabulary notebooks. Encourage them to include other useful information, such as the fact that the word *design* is both a noun and a verb.

Before playing the audio, elicit students' predictions. Write these on the board so that students can refer back to their predictions later.

Global listening

- 1 After the first listening, use the notes on the board to check any correct predictions.

AUDIO SCRIPT 1.18

Newscaster: We often say "home is where the heart is." That's certainly true for Dhez and Marta Ramos, even though their home is, well, tiny. In fact, Mr. and Mrs. Ramos belong to what is known as the tiny-house movement that is becoming popular worldwide.

Professor Lee is an expert in this area. She explains that many people these days believe a simple life is good, and so they're trying to live comfortably in the smallest space possible. In other words, they're choosing to downsize their idea of home.

Dhez and Marta, for example, live in an 11 square meter mini-home. Perhaps to us that sounds more micro than mini, but what does Dhez think about their living space?

Dhez: There's enough space for a bed, which we can fold up into the wall during the day. And there's a cupboard above and another one below the bed for our clothes, a cute mini-kitchen to cook, and a very compact

toilet / shower. Of course, there isn't any space for our in-laws or extended family. We also can't have lots of books and CDs, but that's no problem—we read on our iPad and listen to our iPod! Actually, we have enough space to live well and happily.

Newscaster: They bought their tiny house ready-made from a company called MHS (MiniHouseSolutions) on the Internet. MHS designs mini-homes from five to 35 square meters, and there's a choice of eight different models, including an A-shape cabin, a box cube, and a round dome.

The company also delivers the new tiny homes complete with wheels so the new owners can park it anywhere: in urban areas, next to a field, in a forest, by a river, in a parents' front yard, even on the back of a truck—a true mobile home.

And for customers who want to build their own tiny-home, MHS sells all the building materials, complete with plans and step-by-step instructions.

Dhez and Marta paid only \$7,000 for their MHS tiny home, so it is certainly inexpensive. But are there any other benefits to living small? Here's what Marta has to say.

Marta: Actually, it's a great feeling to know that we're living simply and not wasting space with more rooms than we really need. Our home uses fewer materials and less energy, and so it's very friendly to the environment, too. Not only that, it's also definitely cozy—very cozy! And we definitely don't have too much housework to do.

Newscaster: Hmmm, perhaps too cozy for many of us. But for Dhez and Marta Ramos, and a growing number of other people, when it comes to home, less is more!

- 2 Ask students to read the topics first and see how many they can put in the correct order, before listening to the audio again. Afterwards, students can compare their answers with a partner.

ANSWERS

a 3 b 4 c 5 d 1 e 2

Close listening

- 1 Remind students about the lesson on note taking that they studied in unit 1.

ANSWERS

1 square meters	4 and
2 decrease / down	5 for example
3 with	6 greater than / more

Cultural awareness

In many countries, it is normal to compare house or apartment sizes by referring to square meters or square feet. A room five meters by four meters would be 20 square meters. In other countries, such as the U.K., people tend not to know these dimensions and instead, refer to property as a three-bedroom apartment, four-bedroom house, etc.

- Ask students to study the notes first, then play the audio.

ANSWERS

increase (not decrease)
11 sqm (not 9)
2 cupboards (not 1)
5–35 sqm (not 45)
8 designs (not 6)
\$7,000 (not \$17,000)
less energy (not more)

Developing critical thinking

Cultural awareness

In some countries, like Japan, space is at a premium, and it is far more common for families to have small homes. This is often the case in the center of large capital cities, like London, where owning larger houses would cost a fortune.

- Give students time to think about their own answers, then divide the class into discussion groups. Ask students to use the vocabulary in the *Think about* box to help them generate ideas. Be prepared to help weaker students formulate ideas about the advantages of living in tiny homes, such as lower costs.
- Ask students to look at the picture of the apartment buildings. How typical do they think this type of housing is in their own country?
Give students a few minutes to refresh their ideas about multi-generational homes. After students have discussed the questions in groups, have them share any interesting ideas with the class. Keep language notes and give feedback on any major errors, now or at the end of the unit.

Vocabulary skill

Find out from students if they can feel the difference between *house* and *home*. What comes into their mind when you say *home*? For example, associations may include smells of cooking, warmth, etc.

Draw a word map with two circles on the board, one for *house* and one for *home*. Challenge students to write words around each circle that start with *home*

(e.g. *homework*) or *house* (e.g. *housework*). Then give them time to study the *House and home* box. You may need to remind students what a collocation is and give an example, such as *to leave home*.

- Ask students to check their answers, then have them check answers with the whole class.

ANSWERS

1 houseplant	4 housekeeper
2 housework	5 home-made
3 homesick	6 homestay

- Use this exercise as a way of getting your students up and moving around the class. Assign one question (1–5) to each student. Students move around the room and ask their question to several classmates. Encourage them to write each student's answer beside his/her name. Choose volunteers to report back on the range of answers they received.

SPEAKING Designing a dream home

To use quantifiers well, students need to know the difference between count and noncount nouns. If you wish to do some extra practice before starting this section, write a number of common count and noncount nouns on cards: *information, data, time, money, book, pencil, experience*. Ask students to divide the words into three groups: C / NC / both.

Grammar

Ask students to read the title of the *Grammar* box. Tell them to highlight all the quantifiers in the chart. Give them some time to read the meanings and examples. Then ask students to close their books. Read aloud the definitions and ask them to call out the quantifier.

- Remind students that it is important to get these correct as typically many learners make mistakes with words like *anyone, no one, anything*, etc.

ANSWERS

1 any	4 any
2 any	5 some
3 some / any	6 any

- Have students write their answers. Monitor and correct as necessary. Finish this section by giving students feedback on any problematic areas.

POSSIBLE ANSWERS

- There are not enough plates.
- There is enough space.
- There is not enough space.
- The fridge is not big enough.
- There are too many people in the kitchen.
- There are enough bookcases for the books.

Speaking skill

Set up a small role-play. Choose four students to go to the front of the room. Explain that it is evening and they are sitting together suggesting things to do. Each has to use a different phrase. Keep a list of the language that students use and write it on the board. Then ask students to read the phrases in the *Making and responding to suggestions* box and compare them with the ones they used.

- 1 Tell students you will play the audio twice. The first time they should concentrate on just writing the expressions down. The second time they should check the suggestions that are accepted.

AUDIO SCRIPT 1.19

- 1 A: I don't know what to make for dinner.
B: Let's cook rice for dinner.
A: OK, that's a good idea.
- 2 A: I don't really like the way my bedroom looks.
B: Well, maybe you could change the furniture.
A: I think I'd rather just get a houseplant; it's cheaper.
- 3 A: I want to make this place more beautiful.
B: How about putting flowers in the garden?
A: Well, I think it might be better to plant vegetables to eat.
- 4 A: Do you want to go out this evening?
B: Why don't we stay home and watch TV?
A: OK, good idea.
- 5 A: I don't have enough space for all my things.
B: Well, I suggest you put a bookcase there.
A: I'd rather put it over here because there's more light.

ANSWERS

- | | |
|-------------------|-------------------|
| 1 Let's; ✓ | 4 Why don't we; ✓ |
| 2 maybe you could | 5 I suggest |
| 3 How about | |

- 2 Have students get a new partner to do this activity. Circulate around the room while students practice, and provide language or assistance as needed.
- 3 Ask students to look at the picture and tell you if they have ever been in a similar situation. What were they taking upstairs? Downstairs? Ask pairs to choose one of the role-plays. Encourage them to be creative. Monitor the role-plays and, if appropriate, ask some of the students to perform their role-play for the class.

EXTENSION ACTIVITY

Prepare two sets of cards students can use to practice the language in different contexts. Write the phrases from the book on one set. On the second set, ask students to write the following contexts:

- you are looking for ideas for places to visit in the capital
 - you need ideas for a group poster or classroom project
 - you need ideas for individual presentations
- Have pairs select a card and do another role-play.

Pronunciation skill

Demonstrate the two sound-linking examples in the *Linking consonants to vowels* box on the board, using different colors for the consonant and vowel. Then ask students to read the box and practice saying the examples to themselves.

- 1 Encourage students to use different color pens to reinforce the difference between a consonant and a vowel.

AUDIO SCRIPT 1.20

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

ANSWERS

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

- 2 Monitor the activity and provide support as necessary.

SPEAKING TASK

Ask students to look at the pictures on page 35 and say which of the two houses they would prefer to live in. Monitor students as they work, and offer help as needed.

ANSWERS

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

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

Andrew: OK, that's a good idea.

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

Andrew: Sure, I'm happy with that.

Brainstorm and plan

With weaker groups, give them some ideas for dream homes, such as having a special movie room in the basement or having a special room for playing games. If you are short of time, students can do the brainstorming and planning for homework.

Speak and share

With weaker groups, you may wish to distribute cards with the suggestions on them to help in the practice phase. With smaller class sizes, students can deliver their presentation to the whole class. Use the photocopiable unit assignment checklist on page 90 when assessing the students' speaking.

STUDY SKILLS Talking and listening skills

Elicit the four language skills: speaking and writing, listening and reading. Then ask students what they think the fifth language skill is. If no one can guess, draw two heads on the board. Present the idea of *having a conversation*, which involves both speaking and listening. Point out that what a speaker says is changed by what the other person says. Speaking and listening together is sometimes referred to as the "fifth skill."

Draw a word map and write *listen* in a circle in the center. Draw three lines coming from the circle and write the three prepositions: *at / with / to*. Ask students to work with a partner to discuss the differences between the terms. Then ask them to read the first paragraph on page 36 to check their answer.

Cultural awareness

Eye contact is used more frequently in some cultures than in others. In Asian cultures, eye contact is used less frequently than in European cultures. This often has a disconcerting effect on European listeners, who do not know if the listener understands or not. In India, a shake of the head often means the speaker agrees with what you are saying, although a European speaker understands the opposite. There are other forms of non-verbal communication, apart from eye-contact. Gestures, for example, are different in each culture. In some cultures, it is possible to touch the other speaker whilst communicating, something which would never happen in another culture.

Act out some of the aspects of non-verbal communication in the box. You will need to demonstrate sniffing, snorting, and fidgeting.

Have students form groups of three for a listening activity. Student A talks to Student B about something, such as a movie they saw. While Student B listens, Student C takes notes. Have students change roles twice so they each have a turn to talk, listen, and take notes. Initiate a class discussion about how students felt in each role, and encourage them to talk about what they learned about being a good listener.

Finally, have students discuss the *Better listening* tips and decide which ones they may use in the future.

Extra research task

Do a search for images of *dream homes* and *mini-homes* so that students can choose a dream home and describe it to the class. Students can also look for more details about mini-homes and report back on anything interesting they find.

UNIT 4 SIZE

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

Discussion point

Ask students to look at the picture on page 37 and say what it is. (It is a giant advertisement.) Clearly, the ad is unnaturally large. State the title of the unit: *Size*.

Background information

Some of the largest man-made objects in the world are submarine cables, e.g. from San Francisco to New Zealand or San Francisco to Japan—over 5,000 miles each.

It is common to say that the Great Wall of China is visible from space, but this isn't true.

The smallest man-made object may be a needle tip, which is one atom wide. Other possibilities are those objects that have been created using nanotechnology, which is about building things at an atomic level.

Ask students to discuss the questions with a partner, using the sentence frames to help them get started. Photocopy and cut out the unit 4 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the class. Write a list of very large and very small man-made objects on the board. Take a class vote (raise hands) about which object they think is the smallest and which is the largest.

Vocabulary preview

- Ask students to scan the words in bold and find three words related to size (*enormous*, *huge*, *miniature*). Write the words on the board and ask students to mark the word stress. When students have completed the exercise, choose one or two students to share their answers with the class.

ANSWERS

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

LISTENING 1 Wallscapes

Word count 369

Before you listen

- Ask students to look at the *Useful words* box and check that they are familiar with the words. You may have to teach *attention-grabbing* (trying to get attention) and *innovative* (introducing or using new ideas). Encourage students to use the words to help them answer the questions. With weaker students, bring in magazines and let students look through them for advertisements. They could choose six, one for each of the adjectives in the box, and show them to the others in the class.
- Brainstorm different types of outdoor advertising which can be seen in the students' country, such as *billboards*. There has been a rise in digital advertising on billboards. "Transit" advertising is adverts on taxis and trucks, for example. "Non-traditional" advertising occurs on anything which is surprising or unexpected.

Global listening

Ask students to read the information in the *Predicting content from interview questions* box. Before playing the audio, ask them to look at the three words in the *Academic keywords* box and add them to their vocabulary notebooks. Check that students know the meaning of the terms. Point out that *form* can be both a noun and a verb. Also, ask students to practice the weak forms of *permanent*.

Ask students to read the eight topics, then play the audio. Afterwards, ask pairs to compare their answers before doing a whole-class check.

AUDIO SCRIPT 1.21

Cho: This is Matthew Cho, reporting on the latest trend in outdoor advertising: wallscapes. Wallscapes are huge advertisements that cover the entire side of a building. I'm standing on Main Street in downtown Centerville, looking up as workers paint an ad for a new television show on the side of an enormous building.

With me is Steve Engle, manager of ABC Wallscapes. ABC Wallscapes puts up the huge ads on buildings, parking structures, and other large outdoor spaces. Mr. Engle, what's the difference between a wallscape and a billboard?

Engle: Well, they're similar in one way. Both of them are a type of large outdoor advertising. Billboards are the huge ads you see by the side of the road when you're driving. But unlike billboards, wallscapes use permanent structures, especially the sides of buildings, as the place for the ad.

Cho: What materials are used to make wallsapes?

Engle: One material is paint, like the ad for the TV show that's going up here. But wallsapes can also be made from cloth. And our company does three-dimensional ads. For example, we did one for a sports equipment company that had a 25-foot plastic basketball coming out of the side of the building.

Cho: That's incredible. But I imagine wallsapes are very expensive to put up. Why do companies choose this form of advertising? They could choose something cheaper, like a newspaper ad.

Engle: Well, imagine that you're walking around in a city, and you turn a corner and suddenly you see this enormous ad. You're not going to forget it, are you? There's no way to have that kind of surprise with a miniature ad in a newspaper. Wallsapes succeed in getting people's attention.

Cho: That's true. Now, what about the ad that's going up here: How big will it be when it's finished?

Engle: 150 feet tall and 90 feet wide ... about 13,000 square feet.

Cho: Wow. That's a lot of paint! So your painters are working 150 feet up in the air. Isn't this really dangerous? They might fall and hurt themselves.

Engle: No, it's very safe. There are a lot of safety devices. We've never had an accident.

Cho: Well, Mr. Engle, thanks for talking with us. Reporting from downtown, I'm Matthew Cho for KNWZ news.

ANSWERS

The speakers talk about: 1, 2, 4, 5, 7

Close listening

Exam tip

One IELTS exam type is completing sentences. Here, test-takers have to fill in a blank in each sentence using information from the listening text. It is important for students to practice good handwriting and spelling. You will be given time to read the sentence first. When you have completed the sentence, check to see that it is grammatically correct as well as checking your spelling.

- 1 Tell students that the notes contain abbreviations, so check to see that they know these: vs. / diff / ft. / sq.ft. Then ask students to read the notes before you play the audio.

ANSWERS

advertisements; buildings
outdoor; wallsapes
paint
surprise
150; 90; 13,000
dangerous

- 2 Ask students to look at the notes, and remind them of the importance of good note-taking skills. Ask them to complete the sentences using the notes.

ANSWERS

- 1 huge advertisements, sides of buildings
- 2 outdoor advertising
- 3 place for the ad
- 4 paint, cloth, and plastic
- 5 surprise
- 6 90 feet
- 7 safety devices

Developing critical thinking

SUPPORTING CRITICAL THINKING

When you start thinking about a topic, it is common to see it from one point of view. For example, if you don't like wallsapes, it is natural to think they will not help sell products. However, if you change the way you look at something—your viewpoint—it is possible to recognize different arguments. In your discussions, speaking to classmates will introduce you to different viewpoints. In academic thinking, it is good to see things from different sides, and then decide which one you feel is correct.

Ask students to brainstorm different kinds of cities, for example, a modern city and a more traditional city. When thinking about wallsapes, your answer may depend on different factors, such as the type of city. If possible, search for images of wallsapes using Internet search engines to show the students.

Give students time to take notes on their own before dividing the class into discussion groups. Alternatively, divide the class into three groups and assign each group one of the questions. Then ask groups to share their answers with the class.

LISTENING 2 Miniature medical devices

Word count 395

Before you listen

- 1 As a lead-in, ask students if they can give you an example of a medical device: something used to diagnose a disease or help cure an illness, e.g. a blood sugar meter. Then ask students to study the pictures on page 40 of the miniature medical devices and discuss them with a partner.

ANSWERS

Picture 1: Pill Cam®
Picture 2: hearing aid

Global listening

Background information

A podcast is an audio file. It could be the audio of a radio program or a university lecture. A podcast can be copied onto a computer or transferred to an mp3 player, and then listened to at another time.

- 1 Tell students they will only hear the beginning of a podcast. Be sure they know what a podcast is. Then tell them to listen in order to identify which device is being spoken about.

AUDIO SCRIPT 1.22

Interviewer: Good afternoon listeners and welcome to MediPod, our weekly podcast on health and medicine. Our topic this time is miniature medical devices, and with me to discuss this trend is Dr. Michael Singh. Welcome to the show.

Dr. Singh: Thank you.

Interviewer: To begin, I see you're holding something in your hand. It's a tiny device, about three centimeters long and one centimeter wide, and it's similar in shape to a large pill. Can you tell us what it is?

ANSWER Pill Cam®

- 2 Tell students that the podcast has six parts. With weaker groups, you may wish to pre-teach or check key vocabulary—*X-rays*, *radiation*, *intestine*—before playing the audio. Remind students that global listening is listening for the main idea: what each section is about. They should not worry if they do not understand everything or catch every word.

ANSWERS

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

AUDIO SCRIPT 1.23

Interviewer: Good afternoon listeners and welcome to MediPod, our weekly podcast on health and medicine. Our topic this time is miniature medical devices, and with me to discuss this trend is Dr. Michael Singh. Welcome to the show.

Dr. Singh: Thank you.

Interviewer: To begin, I see you're holding something in your hand. It's a tiny device, about three centimeters long and one centimeter wide, and it's similar in shape to a large pill. Can you tell us what it is?

Dr. Singh: Certainly. Believe it or not, it's a miniature camera, a so-called "pill camera," or Pill Cam®, that patients can actually swallow. We use it to find problems in the small intestine.

Interviewer: That's amazing. Tell us how it works.

Dr. Singh: It's quite simple, really. The patient swallows the Pill Cam® with water. And then, for the next eight

hours, while the patient is doing his or her regular activities, the camera travels through the body, taking pictures and sending them to a recording device. After eight hours, the patient takes the recording device to the doctor. The images are downloaded to a computer, and the doctor looks at them in order to find the patient's problem.

Interviewer: How is this better than earlier technology?

Dr. Singh: In the past, if doctors wanted to see the small intestine, the only way to do it was to take an enormous number of X-rays. The patient had to lie down without moving for a long time. Unlike the Pill Cam®, X-rays are also dangerous because they give off radiation. Plus the X-rays themselves were not very clear. The advantage of the Pill Cam® is that we get beautiful, clear images, and there's no radiation or discomfort to the patient.

Interviewer: Are there any disadvantages?

Dr. Singh: A few. The Pill Cam® is expensive, and it takes time for the doctor to look at the pictures. But the main disadvantage is that after the patient swallows the device, the doctor can't control it. There is no way to stop it, for instance, if the doctor wants to look closely at one particular part of the intestine. However, researchers are now developing a new camera that doctors can control from outside the body. It's going to be a huge improvement.

Interviewer: That's fascinating. Well now, let's talk about a different part of the body—the ear. I understand now there are tiny hearing aids that go inside the ear ...

Exam tip

The next listening involves deciding whether a set of statements are *True* or *False*. There are a lot of *True / False* tasks in exams. These are usually based on a written text. Nevertheless, doing a *True / False* listening exercise from audio can provide useful practice, although it is challenging.

Close listening

- 1 Students can work with a partner to answer the *True / False* questions before checking their answers by listening to the first part of the interview.

ANSWERS

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

AUDIO SCRIPT 1.24

Interviewer: Good afternoon listeners and welcome to MediPod, our weekly podcast on health and medicine. Our topic this time is miniature medical devices, and with me to discuss this trend is Dr. Michael Singh. Welcome to the show.

Dr. Singh: Thank you.

Interviewer: To begin, I see you're holding something in your hand. It's a tiny device, about three centimeters

long and one centimeter wide, and it's similar in shape to a large pill. Can you tell us what it is?

Dr. Singh: Certainly. Believe it or not, it's a miniature camera, a so-called "pill camera," or Pill Cam®, that patients can actually swallow. We use it to find problems in the small intestine.

Interviewer: That's amazing. Tell us how it works.

Dr. Singh: It's quite simple, really. The patient swallows the Pill Cam® with water. And then, for the next eight hours, while the patient is doing his or her regular activities, the camera travels through the body, taking pictures, and sending them to a recording device. After eight hours, the patient takes the recording device to the doctor. The images are downloaded to a computer, and the doctor looks at them in order to find the patient's problem.

Background information

Brainstorming the advantages and disadvantages of an issue for an essay is an important concept and skill to develop in academic writing. We also refer to this as the *pros* and *cons* of an issue.

Ask students to look at the *Academic keywords* box and practice saying the words in their weak forms. Ask students to add the words to their vocabulary notebooks. Then give them time to read the *Listening for advantages and disadvantages* box.

Ask students to check the notes and find these abbreviations: *disadv.* / *dr.* Play the audio. Ask students to check their answers with a partner.

AUDIO SCRIPT 1.25

Interviewer: How is this better than earlier technology?

Dr. Singh: In the past, if doctors wanted to see the small intestine, the only way to do it was to take an enormous number of X-rays. The patient had to lie down without moving for a long time. Unlike the Pill Cam®, X-rays are also dangerous because they give off radiation. Plus the X-rays themselves were not very clear. The advantage of the Pill Cam® is that we get beautiful, clear images, and there's no radiation or discomfort to the patient.

Interviewer: Are there any disadvantages?

Dr. Singh: A few. The Pill Cam® is expensive, and it takes time for the doctor to look at the pictures. But the main disadvantage is that after the patient swallows the device, the doctor can't control it. There is no way to stop it, for instance, if the doctor wants to look closely at one particular part of the intestine. However, researchers are now developing a new camera that doctors can control from outside the body. It's going to be a huge improvement.

Interviewer: That's fascinating. Well now, let's talk about a different part of the body—the ear. I understand now there are tiny hearing aids that go inside the ear ...

ANSWERS

Advantages

- 1 clear
- 2 radiation
- 3 patient

Disadvantages

- 1 expensive
- 2 pictures
- 3 control it

Developing critical thinking

- 1 Explain to students what an endoscope is—a medical device consisting of a long, thin, flexible (or rigid) tube which has a light and a video camera. Images of the inside of the patient's body can be seen on a screen.

Ask students to discuss the questions, referring to the aspects in the *Think about* box.

POSSIBLE ANSWER

The small intestine cannot be reached with other instruments. In contrast, the large intestine and stomach can be reached using an instrument called an endoscope. An endoscope is cheaper than a Pill Cam® and it can be controlled by the doctor.

- 2 Give students time to look back at their notes on *Wallscapes* and *Miniature medical devices*. Ask groups of students to brainstorm ideas about things that are getting bigger (TV screens) and smaller (computers) and the reasons why. Then have students share their ideas with the class.

Vocabulary skill

Ask students to look at the picture on page 41 and say what they see (microscope). Write *mini-* and *micro-* on the board. Have students write words that begin with *mini-* and *micro-* beneath each prefix. How many can they get? This can be done as a competition: give each group three minutes to write as many words as they can (*minivan*, *mini golf*, *microchip*, *microwave*). Check students' answers and leave them on the board for students to refer to. Ask them to read the *Adding the prefixes mini- and micro-* box.

- 1 Students can do the exercise in pairs, then check answers with the whole class.

ANSWERS

- 1 Microbiology
- 2 minibike

- 3 Microsurgery
- 4 Microeconomics
- 5 microprocessor

- 2 Assign students a new partner for this exercise. Give the whole class a chance to share any interesting answers.

EXTENSION ACTIVITY

Students create their own questions using the *mini-* and *micro-* words on the board.

SPEAKING Talking about a trend

Grammar

Write these two sentences on the board: *Devices are getting smaller* and *Devices are getting smaller and smaller*. Ask students if they can explain what the difference is. Ask them to read the *Grammar* box. Were their explanations correct?

- 1 Ask students to write complete sentences. Monitor the activity. Then check the answers.

ANSWERS

- 1 It is October. The days are becoming shorter and shorter.
 - 2 The baby is growing bigger and bigger.
 - 3 It's getting easier and easier for me to speak English.
 - 4 In many countries, people are living longer and longer.
 - 5 Multi-generational households are becoming more and more common.
- 2 Ask students to look at the picture on page 42. Give them some sentences about how London has changed over time, e.g. *It has become more and more expensive*; *There are taller and taller buildings*. Encourage students to add their own ideas. Then ask students to work with a partner to do exercise 2. Have students report back on any interesting answers.

Pronunciation skill

Demonstrate the word *contraction* with the use of fingers, e.g. *I + am = I'm*. Hold two fingers up and say *I am*, pointing to each finger in turn. Then move the two fingers together and say *I'm* to give a visual representation. Check that students are familiar with the importance of contractions in order to sound natural. Uncontracted forms (*I will*) sound too strong in English. Tell students to read the phrases in the *Pronouncing contractions and word stress in present progressive statements* box aloud to themselves.

- 1 Tell students you will pause the audio after each sentence so they have time to write their answers.

ANSWERS

- | | |
|-------------|---------------|
| 1 I'm | 6 She's |
| 2 It's not | 7 He's |
| 3 you're | 8 We're not |
| 4 She isn't | 9 They aren't |
| 5 They're | 10 He's not |

AUDIO SCRIPT 1.26

- 1 I'm standing at the corner of 5th and Main streets.
- 2 It's not raining now.
- 3 Imagine that you're walking around downtown.
- 4 She isn't sitting at her desk.
- 5 They're painting an enormous wallscape.
- 6 She's holding something in her hand.
- 7 He's developing a new kind of camera.
- 8 We're not meeting with the painter today.
- 9 They aren't listening to the speaker.
- 10 He's not working for the advertising company anymore.

- 2 Remind students that they can do this exercise at home, using the Digibook.
- 3 Ask students to look at the picture on page 43. Can they guess what the picture shows? Where is it? Ask students to act out the dialogue in pairs. Alternatively, students can read and annotate the text for stressed words and contractions. Then they can listen to the audio to check their answers.

AUDIO SCRIPT 1.27

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

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

Henry: What's all that noise?

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

Henry: I see. Is Mark with you?

Alex: No, he's working.

Henry: OK, well, have a good time.

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

Speaking skill

Ask students to read the *Giving reasons for or against something* box. Tell students to work together and rewrite the four sentences with the exact opposite argument. Do the first one together as an example: *I am against starting classes at 9:30 a.m. because many students work much better earlier in the day.*

- 1 Play the audio for students to listen and write the expressions. Then play the audio again for students to listen and take notes. Discuss with the class why the speakers hold their particular viewpoints.

AUDIO SCRIPT 1.28

- 1 I do not support cigarette smoking in public places because cigarette smoke hurts everybody.
- 2 I'm against billboards because they are ugly.
- 3 I support students bringing cell phones to school because sometimes we need to reach our parents.
- 4 I'm for a law that makes people recycle because recycling is good for the environment.
- 5 I'm for starting English lessons in school at age four because young children learn languages easily.

ANSWERS

- 1 do not support
2 against

- 3 support
4 for
5 for

- 2 With the whole class, do an example role-play using the first idea. Select a student to read the idea, then have another student say whether they are *for* or *against* the idea, and why. Students can do the other role-plays with a partner.
- 3 With more confident and fluent groups, you can copy the five ideas onto different slips of paper and give these at random to different pairs of students. One student chooses a slip of paper and reads it to the other one. Then both students give their opinions.

EXTENSION ACTIVITY

After the pairwork activity, put students into small groups to discuss three of the ideas. At the end of the discussions, each group can vote how many are *for* and how many are *against* each idea. For more speaking practice, provide extra discussion ideas, e.g. hybrid cars, free medicine, retiring at 55.

SPEAKING TASK

Have students look at the picture on page 45. Ask them how common it is for them to use headphones and a laptop in public places like cafes. What about other devices, such as e-book readers and mp3 players? When students have annotated the text, they can compare their answers with a partner.

ANSWERS

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

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

Brainstorm and plan

Help less creative students by displaying some ideas on the board to help get them started, e.g. *There are more and more hybrid cars, There are more and more solar-powered homes.* For the planning task, encourage students to work with a new partner.

Speak and share

During the mini-presentations, take language notes and ask the class for feedback on any important errors.

Use the photocopiable unit assignment checklist on page 91.

STUDY SKILLS Graphic organizers**Background information**

Many people are visual learners. They retain information better when it is displayed in visual ways, such as graphs and charts. Remember when you deliver a talk that many people in the audience are visual learners.

Getting started

Give students an example of a graphic organizer, if necessary, by pointing to the pictures on the page. Then ask the students to discuss the questions.

Scenario

After students have read the scenario, put them into discussion groups. Then do a quick whole-class check on the advice each group would give to Gabir.

POSSIBLE ANSWER

Gabir would save time if he used graphic organizers, so he should learn how to use them.

Consider it

When students have completed this task, they can check their answers with a partner. Have them discuss which graphic organizers they are familiar with and which they use most often.

ANSWERS

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

Over to you

Ask students to think about the question, then compare their answers with a partner. Check if students have made the same choices and, if not, encourage them to justify their choices.

At the end of this lesson, use the video resource *Reaching for the skies*. 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.

Extra research task

Do a search for *Guinness World Records* to find information on amazing facts to report back to the class.

UNIT 5 PATTERNS

Listening	Listening for explanations and examples Listening for the main ideas of a talk
Vocabulary	Adding the suffixes <i>-ology</i> and <i>-ologist</i>
Speaking	Asking for ideas and examples
Pronunciation	Pronouncing syllable stress

Discussion point

Ask students to look at the picture on page 47 and say what words come into their mind, e.g. *zebra*, *stripes*. Check that students know the meaning of the word *pattern* before beginning the discussion task.

The focus of this unit is on animals, so before you start, you may wish to get students interested in the theme by using the video resource *Spots and stripes*. 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.

Background information

The pattern of a zebra's stripes is unique to each animal. Zebras live in groups or herds. One common theory about the existence of their distinctive patterns is for camouflage.

Ask students to discuss the questions with a partner, using the sentence frames to help them get started. Students may need help with the third question—they can go to a website, such as the *National Geographic* site, and look at some of the stunning pictures there. Have students report their findings to the class. Photocopy and cut out the unit 5 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the class.

Vocabulary preview

- 1 Ask students to scan the exercise for the eight words in bold and mark the word stress on each. Ask a student to read aloud the list of words to the group, and ask them to check that the word stress is correct. Students may need to use a monolingual dictionary to help with this exercise.

ANSWERS

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

- 2 When pairs have completed the task, choose individual students to share any interesting examples with the class.

EXTENSION ACTIVITY

Work on word formation with any students who find this an especially problematic area. Do a quick quiz, e.g. Ask: *What's the adjective of "efficiently"?* *What's the verb of "arrangement"?* *What's the noun of "individually"?*

LISTENING 1 Graphology

Word count 513

Before you listen

Write the word *graphology* on the board. Find out if anyone has had any experience with a graphologist. With more lively and creative groups, tell them to write something on a piece of paper. Students work in groups to see if they can do an "amateur" interpretation of everyone's handwriting.

Refer students to the *Useful words* box to help them with the discussion. You may need to explain some of the adjectives, such as *curly*, *messy*, and *neat*.

Global listening

Focus students' attention on the *Academic keywords* box and check that students know the words and where to put the stress. Ask them to add the words to their vocabulary notebooks.

Before playing the audio, ask students to see if they can guess the answers to the *Global listening* exercise. Play the audio, then ask students to compare their answers.

AUDIO SCRIPT 1.29

Host: Today I'd like to welcome our guest, Tamara Kim, who is a graphologist. Ms. Kim, welcome. Now, can you tell us what graphologists actually do, and why?

Tamara: OK, the simple answer is that graphologists analyze people's handwriting. Everyone's handwriting is unique. We all have our own patterns of writing, which are different from everyone else's. There are two main purposes for handwriting analysis. The first is to make a profile, or description, of someone's personality.

Host: Ah, so it's true that our handwriting shows what kind of a person we are?

Tamara: To be honest, most scientists think that graphology is not truly scientific and not very reliable. However, I should mention that some companies hire graphologists to analyze the handwriting of job applicants. They think it's a good way to help them find the best person for the job and avoid hiring the wrong person, for example someone who is disorganized and can't complete projects efficiently.

Host: Ah, OK, so what about the other purpose for handwriting analysis?

Tamara: The other is mainly as evidence in a legal case. One example is examining a document to see if it's authentic or a fake. Another example is that police can use the handwriting on a note or memo to figure out if someone is linked to a crime.

Host: So what exactly do you look at when you analyze handwriting?

Tamara: We generally focus on four features. The first is form, including the size, shape, and slant or angle of the letters.

Host: Can you give an example?

Tamara: Sure, for example, let's take the letters *l* and *h*. One person may make the top of those letters very tall and narrow, while another person may make them short and wide. We can also look at the letters *g* and *y*. One person may make the bottom part of a *g* and *y* closed like a loop or circle while another person's *g* and *y* are always open like a curved line at the bottom.

Host: I see, that's interesting. So how about the other features?

Tamara: OK, the second one is line pressure, meaning how hard the writer pushes the pen or pencil against the paper. This makes the writing darker or lighter. The third feature is called arrangement, which includes how close together the letters are. It also includes punctuation, like periods and commas.

Host: Wow, I didn't think of that. I guess the way people use commas can tell you a lot!

Tamara: Yes, definitely. And finally, experts should look at content, including spelling, grammar, and vocabulary, such as adjectives and adverbs.

Host: So you can actually analyze everything about someone's writing?

Tamara: Yes, each feature can individually give us some information, and all four features together can show a clear pattern in someone's handwriting.

Host: Very interesting ... so I guess I should change my writing style if I am going to commit a crime, right?

Tamara: Well, yes ... And if you want to avoid getting caught by the police it's a good idea to use a computer instead of a pen!

Host: Ms. Kim, thank you for talking with me today.

Tamara: My pleasure.

ANSWERS

1 a 2 b 3 b 4 b 5 a

Close listening

Focus students' attention on the *Listening for explanations and examples* box. Have students read the box silently.

- 1 Ask students to read each sentence first. Pause the audio after each sentence so students can write their answers. Then students can exchange exercises with a partner to check spelling. Check the answers with the class.

Exam tip

Gap fill exercises are a common type of exam exercise. Care should be taken when filling in blanks, since in some listening exams, poor spelling and grammar are penalized.

AUDIO SCRIPT 1.30

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

ANSWERS

- 1 One example is (example)
- 2 Another example (example)
- 3 including (explanation)
- 4 for example (example)
- 5 which includes (explanation)
- 6 like (example)
- 7 such as (example)

- 2 See if students can guess the answer to any of the close listening questions before playing the audio again. Do a quick whole-class check.

ANSWERS

1 b 2 b 3 b 4 b

Developing critical thinking

SUPPORTING CRITICAL THINKING

In all academic fields, there are many questions where no single answer is possible. The question of whether handwriting can show personality or not is open to discussion. What is useful is evidence. Strict scientific evidence may be hard to come by, but should be available in relevant books and scientific journals, on the Internet, or in research papers. There is also anecdotal evidence, where a simple, personal example of something can be used to support an argument.

Give students time to think about the answers on their own and takes notes. Then divide the class into discussion groups. Point out the words in the *Think about* box to help the students discuss question 3. When students have finished their discussion, give them time to report their ideas to the class.

LISTENING 2 Flocks, schools, and swarms

Word count 496

Before you listen

Background information

When describing collective groups, we say: *a flock of birds / seagulls; a swarm of bees / ants / insects; a school of fish, and a pod of whales.*

Introduce students to a number of words for animal groups (*flock, swarm, school, herd, pod, pride*). Display these words on the board along with the animals they relate to and ask students to match them. They can then apply this knowledge to identify the pictures on page 50.

ANSWERS

Picture 1: school

Picture 2: swarm

Picture 3: flock

Some other animals that move in groups include elephants; birds, such as geese, who fly in formation; and dolphins, who swim together.

Global listening

Ask students to look at the words in the *Academic keywords* box and check their pronunciation. Ask students to add the words to their vocabulary notebooks. Then have them read the *Listening for the main ideas of a talk* box. Before playing the audio, give students a few moments to read the exercise.

AUDIO SCRIPT 1.31

Lecturer: Good morning everyone. Today our topic is *Flocks, swarms, and schools*. That probably sounds confusing, so I'll try to make the lecture clear and understandable—and interesting.

To do that, I'll cover three areas: First, I'll give you some background information including what scientists want to know. Then I'll introduce the key terms "flock behavior" and "swarm intelligence" and explain what they are. Finally, we'll look at some ways that our understanding of flocks and swarms is useful. I'll go slowly so you can take notes. And you should write down any questions you have so you can ask me at the end.

ANSWERS

The speaker will talk about: 1, 3, 5, 6

- 2 Tell students that you will pause the audio briefly after each sentence to give them time to write their answer in the blank. Check the answers with the class.

ANSWERS

- 1 First, I'll give you
- 2 Then I'll introduce
- 3 Finally, we'll look at

Close listening

- 1 Remind students that they can use many of their own abbreviations in note taking, and that these abbreviations should be logical and easy to remember later. Encourage students to guess the answers. They can work with a partner to do this exercise.

ANSWERS

- | | |
|----------------|------------|
| 1 large groups | 4 members |
| 2 questions | 5 flocks |
| 3 point | 6 football |

- 2 Give students a few minutes to study the notes first. Tell them they can draw arrows connecting the phrases in the box to the blanks in the notes.

AUDIO SCRIPT 1.32

Lecturer: Good morning everyone. Today our topic is *Flocks, swarms, and schools*. That probably sounds confusing, so I'll try to make the lecture clear and understandable—and interesting.

To do that, I'll cover three areas: First, I'll give you some background information including what scientists want to know. Then I'll introduce the key terms "flock behavior" and "swarm intelligence" and explain what they are. Finally, we'll look at

some ways that our understanding of flocks and swarms is useful. I'll go slowly so you can take notes. And you should write down any questions you have so you can ask me at the end.

OK, let's start with some background. We all know that birds fly in the sky, fish swim in the sea, and ants walk on land. That makes them very different, but they do have something in common—they often move together in large groups very efficiently to find food, to avoid danger, or to build a home. Scientists study these groups of birds, fish, and insects to discover two things: First, is there authentic evidence of a pattern in this group behavior? And second, what can we learn from this group behavior to help humans solve real world problems?

Now let's look more closely at how this group behavior works. For example, how does a flock of birds fly so close together in a perfect V or S arrangement? How does a school of hundreds of fish change direction instantly, all together when they see a shark? How does a swarm of ants make a perfectly straight line moving toward food that's far away? Well, the answer is called "flock behavior" or "swarm intelligence."

Those terms just mean that all the birds, fish, and ants, when they are in a large group, follow the same reliable pattern of behavior. And this pattern includes just three simple rules: First, they should all move in the same direction as their neighbors. Second, they should remain close to their neighbors. And third, they shouldn't crash into any of their neighbors.

Sounds simple, right? But what's really interesting is that the flocks and swarms that move so perfectly together have no leader directing them. In other words, each member of the flock or swarm acts and moves individually following the three rules. This is an example of what scientists call "self-governing behavior."

Now, last, to understand how flock behavior or swarm intelligence relates to our lives, we should consider some examples. I'd like to mention just three. First, air traffic controllers create profiles of different flight patterns of bird flocks. And they use these to figure out the safest flight patterns for airplanes to avoid accidents. Second, factory managers are copying the ways ants work together to make their production lines quicker. And third, city planners use information about schools of fish to make large public spaces like football stadiums and subway stations more user-friendly.

OK, I will stop now so you can ask questions ... yes, Dani ...

ANSWERS

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

Developing critical thinking

Background information

Elephants like to wallow in mud, and this ritual is important for group behavior. We do speak about a *herd* of elephants. Female elephants live in tightly knit family groups, whereas males are more solitary.

Edward de Bono is a well-known author who is regarded as a leader in the field of creativity. De Bono developed tools for lateral thinking and has written books and articles on how to think in different ways in meetings. One of his books is called *Six Thinking Hats*.

- 1 Ask students to look at the picture of the elephants on page 52. Explain that they are exhibiting signs of social behavior by walking in a line. Then ask them to discuss the questions in groups.
- 2 Offer help to weaker groups during their discussions. For example, you could brainstorm some patterns in students' lives, such as daily routines: getting up, taking the same route to the university each day, doing things at the same time each week. When the students have finished, ask them to share their ideas with the class.

Vocabulary skill

Ask students to read the *Adding the suffixes -ology and -ologist* box. Ask students to brainstorm other words that end in *-ology* / *-ologist* (e.g. *psychology* / *psychologist*).

- 1 Give students a few minutes to complete the chart.

ANSWERS

- | | |
|---------------|---------------|
| 1 a biology | b biologist |
| 2 a ecology | b ecologist |
| 3 a geology | b geologist |
| 4 a sociology | b sociologist |
| 5 a zoology | b zoologist |

- 2 Students can use their monolingual dictionaries to check any unknown words (e.g. *organism*). Then have them check answers with the whole class.

ANSWERS

- 1 geologist
2 biologist

3 zoologist

- 4 sociologist
5 ecologist

- 3 Give students some example questions to get them started, e.g. *Who researches the age of the moon? Who researches subcultures like punks?* Ask students to work individually to write their questions, then work with a partner to ask and answer the questions.

SPEAKING Giving advice about cultural customs

Grammar

Background information

Remind students of the grammatical term *modal*, a verb that is used to express concepts like possibility, ability, necessity, and obligation. Also, check that they know the term *imperative* and provide examples if necessary: *Walk! / Don't walk.*

Remind students of the difference in pronunciation between *advice* (n) and *advise* (v). Then ask students to read the *Grammar* box.

Cultural awareness

It is often very difficult to actually observe specifics about one's own culture. It is much easier to comment on other cultures, and this may, of course, involve generalizations or the reinforcing of negative stereotypes, which contain (of course) some elements of truth. Offer extra help here if your students have not traveled much. For example, ask students to compile a list of key things to tell a visitor about something they may not easily understand without consulting a guidebook to their country.

- Before doing the activity, get students to look at the picture of chopsticks and a bowl on page 53 as a way of illustrating different eating customs. Elicit common alternatives, such as cutlery, or your hands. Monitor the activity.
- Ask students to imagine they are giving advice to a visitor to their country and see if they can come up with any ideas. This task can be assigned for homework.

EXTENSION ACTIVITY

If students are very familiar with another culture, these particular students could work together and then present their information to the rest of the group.

Speaking skill

Tell students that you are going to dictate six sentences that we use during a brainstorm activity. Dictate the sentences from the box, repeating each sentence twice, and ask students to write them in their notebooks. Ask students to check their spelling by looking at the sentences in the *Asking for ideas and examples* box.

- Ask students to look at the picture on page 54 and link it to one of the topics (1–5). (The picture links with “Examples of swarm intelligence.”) Students can do the matching activity with a partner. Do a quick whole-class check of the answers.

ANSWERS

- 1 a 2 b 3 e 4 c 5 d

- Encourage students to get partners that they do not normally work with to do the exercise. When pairs have finished, ask them to share their ideas with the whole class.

EXTENSION ACTIVITY

To practice this language, have students work in groups of four and brainstorm various other ideas for topics, such as: *animals in danger, names of insects, etc.*

Pronunciation skill

Check that students are familiar with the importance of word stress. For example, write a name of someone in the group and show how the stress change can make a huge difference on how a word sounds: *Mar-IA* vs. *MAR-ia*. Beat out the stress on the board, as this can be a memorable way to illustrate stress for auditory learners. Tell students that they can always look up word stress in the dictionary. Check that they know how to recognize the symbol [']. Finally, ask students to read the *Pronouncing syllable stress* box.

- Encourage students to listen and repeat this exercise at home.

AUDIO SCRIPT 1.33

- adjective
- another
- arrangement
- authentic
- computer
- connected
- document
- examine
- example
- handwriting
- including
- introduce
- perfectly
- scientist

- 2 Tell students to listen and underline the stressed syllables, then check their answers in a dictionary. Then listen again and repeat.

AUDIO SCRIPT 1.34

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

ANSWERS

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

EXTENSION ACTIVITY

Make a set of cards with one word from the exercise on each. Give them to students at random. Students give clues, without using the word itself, to try to make the other students in the class say their word. For example, students provide a definition, or read an example sentence that shows the meaning of the word, but omits the word itself: *We play football here* (stadium). Check that the answer uses correct word stress.

SPEAKING TASK

Background information

An anthropologist studies the history of mankind, or humankind. An anthropologist is interested in the history of human society and cultures.

Ask students to look at the pictures on page 55 and make up an explanation for each. Possible explanations: Picture 1 is a tea ceremony. Picture 2 shows the application of henna on hands, common in Hindu and Muslim celebrations in India, Pakistan, and Bangladesh. Ask students to read the podcast and do the task. When students have finished, check the answers with the class.

ANSWERS

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

Brainstorm and plan

Ask students to tell you which other countries and cultures they are familiar with. Team students up according to the countries they know. Be prepared to provide some ideas for the last circle, such as customs involving a birth or a special day of celebration, or a national or local festival. When students have finished brainstorming, ask them to plan their podcast.

Speak and share

Divide the groups so that each student can do a practice run with a different partner. During the mini-presentations, take language notes and do whole-class feedback. Use the photocopyable unit assignment checklist on page 92 when assessing students' speaking.

STUDY SKILLS Study support networks

First, write the word *mentor* on the board and find out what students understand by the word. In English, the term implies someone who personally guides someone else through the initial stages of a challenging new area and provides support and help.

Divide students into potential study groups and ask them to read the five main ideas on page 56. Each group should choose two ideas they intend to use in their new group. Ask students to share their ideas with the class, and explain which they chose and why.

Extra research task

There are many websites giving cultural information, for instance, on local and national customs. Search for *cultural information* plus the name of a country to prepare a mini-presentation with pictures.

UNIT 6 SPEED

Listening	Listening for tone of voice Listening for block organization
Vocabulary	Adding the prefixes <i>-ed</i> and <i>-ing</i>
Speaking	Talking about similarities and differences
Pronunciation	Pronouncing reduced forms

Discussion point

Background information

Speed skating, as shown in the picture on page 57, is a competitive form of ice-skating. Competitors race each other over certain distances, long and short. It is now an Olympic™ sport.

Ask students to look at the picture on page 57 and say what words come into their mind (e.g. *skating, fast, speed*). Point out that the title of the unit is *Speed*.

Before you start, you may wish to get students interested in the theme by using the video resource *A need for speed*. It is located in the Video resources section of the Digibook. Alternatively, remind students about the video resource so they can do this at home.

Ask students to discuss the questions with a partner, using the sentence frames to help them get started. Photocopy and cut out the unit 6 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the class. Some things that people do quickly include any type of racing, e.g. running, swimming, auto-racing, horse racing, camel racing.

Vocabulary preview

- Before starting this exercise, you may want to be sure students understand the meaning of *compete* (try to win a competition). Ask students to complete the exercise individually, perhaps with a monolingual dictionary. Then check answers with the whole class.

ANSWERS

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

LISTENING 1 It's fun to be scared

Word count 464

Before you listen

- Ask students to look at the picture on page 58. Check that they know the word *roller coaster*. Then ask them to look at the *Emotions* box. Encourage

students to look at the different expressions of the people in the picture and decide which emotions they are feeling. What about the students themselves—do they go on roller coasters? Do they visit amusement parks? Check that students understand what an amusement park is, as it is a key term in the first listening.

- Focus students' attention on the *Academic keywords* box. Remind them that one reason listening is a difficult skill is because of new vocabulary, so that predicting words that may come up in a listening or before a lecture can help understanding. Point out that *seek* is a more poetic verb than *look for*. Check students' pronunciation and ask them to add the words to their vocabulary notebooks. Students complete the activity individually, then compare ideas with the whole class.
- Students complete the exercise individually.

Exam tip

Asking whether a statement is *True* or *False* is a very common type of examination question; these are used in the IELTS exam. Students need to decide if the sentences in the exercise are *True* or *False*.

EXTENSION ACTIVITY

With lively groups, write the words in the *Emotions* box on cards. Ask students to pick a card and mime the adjective for classmates to guess. This activity could be done before or after the *Before you listen* discussion.

Global listening

Background information

The first roller coasters were made of wood. The term was patented in 1885. There are many famous roller coasters around the world in amusement parks, including Ferrari World in Abu Dhabi (United Arab Emirates) which is the world's largest indoor theme park. Located on Yas Island, it has over 20 attractions. Steel Dragon 2000 is a roller coaster in the Nagashima Spa Land amusement park in Japan.

After students have checked their answers to *Before you listen* exercise 3, check if anyone predicted everything correctly. Clarify as necessary.

AUDIO SCRIPT 2.01

Michelle: Hello and welcome to the Travel Show. I'm your host, Michelle Corliss, and our topic today is ... roller coasters! My first guest is Mr. Nicholas Jones. Mr. Jones, I understand you have an unusual hobby?

Nicolas: Yes.

Michelle: Why don't you tell us about it?

Nicolas: Well, I love to ride on roller coasters. I travel all over the world visiting amusement parks and riding their roller coasters.

Michelle: How many roller coasters have you been on?

Nicolas: Almost 500. I've been to 22 countries, plus 42 states in the U.S.

Michelle: Wow! That's a lot! And where was your last trip?

Nicolas: Well, last year I went to the Ferrari World amusement park in Abu Dhabi. What a place! There's a new roller coaster there called the Formula Rossa, and right now it's the fastest roller coaster in the world. Riding on that thing ... oh, it was awesome, totally amazing.

Michelle: How fast does it go?

Nicolas: Two hundred forty kilometers per hour.

Michelle: Two hundred forty kilometers an hour! That's terrifying!

Nicolas: Yeah, it was pretty scary. The year before I was in Japan. There's a roller coaster there called the Steel Dragon 2000. It's the longest roller coaster in the world.

Michelle: How long is it?

Nicolas: 2,478 meters.

Michelle: Very cool. Well now let me bring in our second guest: Dr. Randall Sparks. Dr. Sparks is not a regular doctor. He is a psychologist who does research on fear. Dr. Sparks, it seems like there are some people who enjoy feeling afraid. What do you think about that?

Dr. Sparks: Well, some people are what we call thrill seekers, in other words, people who seek out dangerous activities like skydiving and rock climbing. They enjoy taking risks and competing against others. Without excitement in their lives, these people feel bored.

Michelle: What about people who love roller coasters, are they thrill seekers, too?

Dr. Sparks: Not always. Most people like to experience a little fear as long as they know it isn't real. That's why so many people enjoy listening to scary stories, for example. Similarly, when you're on a roller coaster, you can enjoy traveling at crazy speeds because you know that, really, roller coasters are very safe. There's no real risk.

Michelle: OK, let's go back to Mr. Jones. Do you see yourself as a thrill seeker?

Nicolas: Well ... maybe a little. I like fast cars, but I would never jump out of an airplane.

Michelle: So what is it about roller coasters that you enjoy so much?

Nicolas: It's like what Dr. Sparks said. When I'm on a roller coaster, I feel I have no balance and absolutely no control over anything that's happening. The speed, the twists and turns, the drops ... It feels like I'm going to fall out, and yet I know that roller coasters are incredibly safe, so I just let myself enjoy the fear.

ANSWERS

1 F 2 T 3 F 4 F 5 T

Close listening

Tell students you will read a text, but you will delete four words. Students should guess the missing words and write them down. Read the text in the *Listening for tone of voice* box, twice, leaving out the words: *feelings, rises, positive, attitude*. You can bang on the table to indicate where you omit a word. Then ask students to read the box to see if they chose the correct words. See if students can give any other examples of tone, e.g. in writing—a formal tone / a polite tone.

- 1 Play the audio and ask students to repeat the sentences using the correct tone.

AUDIO SCRIPT 2.02

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

- 2 Students do the exercise individually, then ask them to compare their answers with a partner.

AUDIO SCRIPT 2.03

- 1 Wow! That's a lot!
- 2 What a place! There's a new roller coaster there called the Formula Rossa, and right now it's the fastest roller coaster in the world.
- 3 Two hundred forty kilometers an hour! That's terrifying!
- 4 Well ... maybe a little. I like fast cars, but I would never jump out of an airplane.
- 5 So what is it about roller coasters that you enjoy so much?

ANSWERS

1 a 2 b 3 b 4 a 5 b

- 3 Ask students to see if they can remember the answers before listening to the audio again. Check the answers with the class.

ANSWERS

- | | |
|-----------|---------------------------|
| 1 fun | 4 is not |
| 2 22; 42 | 5 enjoy |
| 3 fastest | 6 he is going to fall out |

EXTENSION ACTIVITY

Play a language game. Write some simple sentences and the eight adjectives from exercise 2 on two sets of cards. Place them in two piles facedown on a table. Choose a student to turn over one card from each pile. He/She reads one of the sentences in the tone indicated (worried, uncertain, etc.) to the group, who tries to guess the adjective.

Developing critical thinking

SUPPORTING CRITICAL THINKING

Being able to think critically involves seeing the views that support both sides of an argument. For instance, in question 2, there are arguments for both sides. Thrill seeking may show you are prepared to take risks; yet, taking risks can be dangerous. It is important to show that you have thought about both sides of an argument in academic study as well as in life generally.

Ask students to study the words in the *Characteristics* box. Give them time to take notes on their answers. Then divide the class into discussion groups. Share examples of why students are or aren't thrill seekers.

LISTENING 2 The race to be the slowest

Word count 468

Before you listen

Cultural awareness

There are different kinds of races run in different parts of the world. Camel racing, which is huge in the Middle East, is unknown in other parts of the world. A slow bicycle race is a little strange, and there are many strange races run locally in different places, such as a man running against a horse. A marathon is a long distance running race with an official distance of 26 miles. The distance run comes from a Greek legend, where Pheidippides, a soldier, ran this distance to announce the victory of the Greek army against the Persians. He is said to have dropped dead after making the announcement, but the legend is disputed. The marathon is part of the modern Olympic™ games and is now a popular race around the world.

To open the discussion, ask students about the types of races run in their countries. Find out if students know whether there are slow bicycle races in their own country. Then ask students to discuss the questions with a partner. Ask students to report any interesting ideas to the class.

Global listening

- 1 Ask students to study the *Academic keywords* box. Point out that the word *rule* has more than one meaning. Students can check meanings in a monolingual dictionary and add the words and their meanings to their vocabulary notebooks. Before playing the audio, ask students to guess the correct answers to the exercise.

AUDIO SCRIPT 2.04

Scott: Bicycle racing is one of the fastest and most dangerous sports in the world, especially when groups of cyclists compete on narrow mountain roads or busy city streets.

If that sounds risky to you, then welcome to the unusual sport of slow bicycle racing. I'm Scott Perlo and I'm in Palm City, Florida, at the Third Annual Slow Bicycle Race. The winner of the slow bike race is not the person who finishes first, but the person who finishes last.

The race takes place on a straight course that's 20 meters long and only 75 centimeters wide.

The rules are simple:

First, riders can't just balance in one place. The bike has to move forward at all times.

Second, the bike has to stay inside the lines of the course.

Third, no part of the rider's body can touch the ground.

Last, the winner is the person who takes the longest time to finish the course.

Slow bike racing is totally different from the more famous sport of speed cycling. Speed cycling is an Olympic™ sport that requires athletes to train for many hours each week. Riders wear special clothes, and they ride specially designed, super-light bicycles over long distances, across the countryside, up and down hills, at speeds up to 160 kilometers an hour.

On the other hand, slow bike racing is definitely not an Olympic™ sport! Riders require no special training. Unlike speed racers, slow bikers are not thrill seekers. They wear regular clothes, ride regular street bikes, and never go more than 24 or 25 kilometers an hour. And, since the course is only 20 meters long, it can be set up anywhere. The Jacksonville course, for example, is on a basketball court in a city park.

Slow bike racing is part of the Slow Bicycle movement. The Slow Bicycle movement started in Copenhagen and is now all over the world. Members believe in using bikes as a normal form of transportation for going to work or the stores. The philosophy of the movement is "Enjoy the ride." Here in Jacksonville, I spoke with the winner of last year's Slow Bicycle race, Martin Erickson, age 17. He says that slow bike racing isn't as easy as it looks.

Martin: It takes balance, control, and a lot of focus to stay inside the lines and not fall.

Scott: Martin finished the race in a slow time of one minute and 55 seconds. Remember, the course is only 20 meters long. Did he have to practice a lot to get this slow time?

Martin: No, I was just walking by, and it looked like fun, so I joined the race.

Scott: This year, Martin hopes to improve his time and finish the race in two minutes, or, even better, two and a half. I'm Scott Perlo for Florida State Radio.

ANSWERS

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

Write *Block organization* on the board and ask students what they think this expression means. Then ask students to confirm their guesses by reading the *Listening for block organization* box. You may need to give an example of a transition, e.g. *Let's move on ...*

- 2 Tell students that they will hear an extract from the listening and should answer the questions.

AUDIO SCRIPT 2.05

Scott: Slow bike racing is totally different from the more famous sport of speed cycling. Speed cycling is an Olympic™ sport that requires athletes to train for many hours each week. Riders wear special clothes, and they ride specially designed, super-light bicycles over long distances, across the countryside, up and down hills, at speeds up to 160 kilometers an hour.

On the other hand, slow bike racing is definitely not an Olympic™ sport! Riders require no special training. Unlike speed racers, slow bikers are not thrill seekers. They wear regular clothes, ride regular street bikes, and never go more than 24 or 25 kilometers an hour. And, since the course is only 20 meters long, it can be set up anywhere. The Jacksonville course, for example, is on a basketball court in a city park.

ANSWERS

- 1 speed cycling
- 2 On the other hand
- 3 slow bike racing

Close listening

- 1 Ask students to skim through the notes, then they can listen to the audio and correct the notes.

ANSWERS

- 1 Rider has to stay inside the lines
- 2 Rider cannot touch the ground
- 3 Winner = person who finishes in the longest time
- 4 Olympic™ sport: wrong way around
- 5 Clothes: wrong way around
- 6 Speed: wrong way around
- 7 Skills: balance, control, focus

- 2 Do an example with the whole class, e.g. *Cycling is an Olympic sport, but slow bike racing isn't*. Have students do the exercise with a partner. Monitor the activity and provide feedback where necessary.

Developing critical thinking

SUPPORTING CRITICAL THINKING

Whether slow racing is or isn't a sport depends to some extent on how you define "sport" or what you understand by the term. Giving definitions and exploring connotations are important in academic study. It is not surprising that, in the academic world, several definitions may exist for key terms. It is important for students to read the range of definitions and then draw on them to make a convincing argument. You could ask students to write their own definitions of "sport" and then discuss with a partner what the terms mean to them. This will highlight any differences in understanding.

- 1 Before doing the exercise, have students look at the *Useful words* box. Check that they understand the word *weird* (strange and unusual) and that they know where to place the stress in *com-PET-it-ive*.

EXTENSION ACTIVITY

Find out if students know about any other "weird activities" or races, such as the game of "suicide chess," which is chess in reverse. The winner is the player who loses all their pieces first!

- 2 Give students time to look back over their notes for *It's fun to be scared* and *The race to be slowest*. First have students read the words in the *Think about* box. Give them time to consider their answers, and then put them together in a group to discuss the questions. Finally, have one student from each group share ideas with the whole class.

Vocabulary skill

Write two easily confused words on the board, such as *bored* and *boring*. Ask students to produce an example sentence of each that shows the difference. Then ask them to read the *Adding the prefixes -ed and -ing* box.

- 1 Ask students to work individually to do the exercise. Students can compare their answers with a partner.

ANSWERS

- | | |
|----------------|--------------|
| 1 excited | 4 confused |
| 2 embarrassing | 5 relaxed |
| 3 boring | 6 surprising |

EXTENSION ACTIVITY

Give students pairs of words from the exercise (e.g. *confused / confusing*) and ask them to create their own sentences with each word. Challenge them to use both words in one sentence.

- Students discuss the questions with a partner. When they have finished, ask a few students to share their ideas with the class.

SPEAKING Comparing vacations**Grammar**

Give students a quick overview of comparative forms, and then introduce the superlative form. Ask students to silently study the *Grammar* box.

- Ask students to do the exercise, then check their answers together.

ANSWERS

- | | |
|--------------------|------------------------|
| 1 the longest | 8 the most afraid |
| 2 the most regular | 9 the worst |
| 3 the happiest | 10 the most slowly |
| 4 the best | 11 the craziest |
| 5 the newest | 12 the most amazing |
| 6 the most normal | 13 the most interested |
| 7 the most excited | 14 the most carefully |

- Ask students to close their books. Read aloud the six questions as a quiz first to see if anyone can guess some of the answers. Then ask students to complete the questions.

ANSWERS

- | | |
|------------------|----------------------|
| 1 the longest | 4 the most dangerous |
| 2 the largest | 5 the riskiest |
| 3 most difficult | 6 busiest |

- When pairs have completed the exercise, have different students read their sentences to the class. Then discuss the questions.

ANSWERS

- Which one is the hardest?
- Which one is the riskiest?
- Which one is the most thrilling?
- Which one is the worst?
- Which one is the slowest?
- Which one is the most relaxing?

EXTENSION ACTIVITY

With creative groups, have students create their own questions using the same format as exercise 3 with these words: *terrifying, boring, interesting, exciting*.

Speaking skill

Ask students to study the *Talking about similarities and differences* box. To practice, have students work with a partner to produce similar sentences about two people in the class.

- Before you play the audio, ask students to predict possible answers for the blanks. Then they can listen and check to see if their predictions were correct.

AUDIO SCRIPT 2.06

- Ferraris are fast sports cars, and Maseratis are, too.
- France has a high-speed train system, and so does China.
- Tennis is a fast game, but golf is very slow.
- Tortoises are different from turtles. Tortoises live only on land. In contrast, turtles also live in water.
- Andrea is like her sister because they both talk very fast.
- Cheetahs, jaguars, and panthers are similar. They are fast, large cats.
- Jogging and running are different in speed. Jogging is slower.

ANSWER KEY

- are, too
- so does
- but
- are different from; In contrast
- is like
- are similar
- are different in

- Have students choose partners to do this activity. Monitor the activity and make a note of any mistakes students make with the language. Give language feedback.

Pronunciation skill

- Ask students to read the *Pronouncing reduced forms* box. You may wish to give students information on the schwa sound and model it. This is the "weak form" in English. Have students say some words with both the strong and the weak forms in them, e.g. *the, can, a, an*.

AUDIO SCRIPT 2.07

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

ANSWERS

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

- 2 Remind students that they can do this exercise at home. Ask students to listen and complete the sentences, then check the answers with the class.

AUDIO SCRIPT 2.08

- 1 Why don't you tell us about it?
- 2 What do you think about that?
- 3 I just let myself enjoy the fear.
- 4 Bicycle racing is one of the best and most exciting sports in the world.
- 5 The bike has to move forward at all times.
- 6 It takes balance, control, and a lot of focus to stay inside the lines.

ANSWERS

- | | |
|---------------|-----------|
| 1 don't you | 4 of; and |
| 2 What do you | 5 has to |
| 3 just | 6 and |

Ask students to read the sentences in pairs. Monitor their pronunciation of the reduced forms.

SPEAKING TASK

Check that students understand the word *cruise* (a trip on a ship for pleasure). Ask students to look at the pictures and give examples of why one is described as a "slow" vacation and the other is described as a "fast" vacation. When students have completed the activity, they can check their answers with a partner.

ANSWERS

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

Brainstorm and plan

Before starting, ask students to shout out places they go on vacation, and places they would love to go. Collate the list on the board to provide useful ideas of destinations for students to draw on during the task. Monitor the brainstorm and planning stages and offer help wherever necessary.

Speak and share

During the mini-presentations, take language notes and do whole-class feedback. Use the photocopyable unit assignment checklist on page 93 to assess the students' speaking.

STUDY SKILLS Classroom language**Getting started**

As a way of generating interest in the topic, find out if students have ever watched a movie set in an American university. If so, do they think it was typical or atypical, realistic or unrealistic? Then ask them to discuss the questions in pairs.

Scenario

Ask students to do this exercise with a partner. Elicit whole-class feedback from one pair and check to see if the rest of the class agrees.

POSSIBLE ANSWER

Sam is too formal when speaking with his classmates, and too informal when he speaks with his teacher.

Consider it

Do a quick whole-class check of students' answers.

ANSWERS

- | | | | |
|--------|--------|--------|--------|
| 1 aCbT | 2 aCbT | 3 aTbC | 4 aTbC |
| 5 aTbC | 6 aTbC | | |

Over to you**Cultural awareness**

Teachers are addressed in different ways in different countries. It is common to use first names in many European contexts. In many Asian contexts, great respect is accorded to a teacher, who is addressed with the term *Sir* or *Madam*. If working with a multi-national group, ask students how they address teachers in their culture.

Monitor the activity and elicit feedback. As a wrap-up, if any students are well-traveled, you could ask them to tell the class any anecdotes about studying in a different environment or culture. Did they have to modify their language in order to fit in?

Extra research task

Students can visit the Olympics™ website and do research on some records for an area that interests them, such as athletics, swimming events, or sailing. They can find out details about a specific world record and then report back to the class.

UNIT 7 VISION

Listening	Recognizing different types of numbers Listening for transition questions
Vocabulary	Adding suffixes to change adjectives into nouns
Speaking	Asking for repetition and clarification
Pronunciation	Pronouncing final consonant /t/ before another consonant

Discussion point

Ask students to look at the picture on page 67 and say what words come into their mind, e.g. *eye*, *pupil*, *see*. Point out that the title of the unit is *Vision*.

Before you start, you may wish to get students interested in the theme by using the video resource *Learning to see*. 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.

Before starting the exercise, have students brainstorm the names of the five senses, and write them on the board. Ask students to discuss the questions with a partner, 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.

Vocabulary preview

- 1 Begin by pre-teaching the word *texture* (the way that something feels when you touch it). Point out to students that the first four words are adjectives and the second four are nouns. If necessary, suggest that students use their monolingual dictionaries to check unknown words.

ANSWERS

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

- 2 Choose one or two students to share their answers with the class.

EXTENSION ACTIVITY

Give each student a number from one through eight. These numbers correspond to the sentences in *Vocabulary preview* exercise 1. Students create another sentence that is true for them. Do an example for sentence 1 with the whole class: *In an average week, I spend around eight hours reading.*

LISTENING 1 Our world, our senses

Word count 482

Before you listen

- 1 Check that students understand the word *eyesight*. You may want to point out that this is a compound word made of *eye* + *sight*. Ask students to think about the meaning of each word to determine the meaning of the compound word. Also, elicit the names of the birds and animals in the pictures on page 68 (*eagle*, *bat*, *owl*). When students have finished discussing the questions, have them share their answers with the class.

POSSIBLE ANSWERS

The eagle has the best eyesight in daylight. The owl and bat have the best nighttime eyesight.

- 2 Ask students to complete the activity individually. You may want to use gestures to explain *blink*.

Global listening

- 1 Ask students to look at the *Academic keywords* box. Model pronunciation and check that students understand all the words. Ask students to add the words to their vocabulary notebooks. Find out if anyone takes pictures, as this helps to explain the word *expose*. Point out that *focus* is also a noun. Play the audio so students can check their answers to *Before you listen* exercise 2. Then find out if anyone predicted everything correctly.

AUDIO SCRIPT 2.09

Host: Hello everyone, and welcome to *Our world, our senses*. This week we focus on our sense of sight, and my guest is Dr. Henry Chung, an eye specialist at Eastern Hospital. Dr. Chung, let's start with the basics. What should we know about our eyes?

Dr. Chung: Well, first of all, except for your brain, your eyes are the most complex organs you have. Each eye has more than two million parts! That means our eyes can focus on 50 things per second—even though only 17% of our eye is exposed to the outside world.

Host: Wow, that's pretty amazing.

Dr. Chung: Yes it is, and the muscles that move our eyes are the most active muscles in the human body. They allow us to blink, on average, 12 times every minute that we're awake—that's 10,000 blinks a day! Check it out for yourself when you're near a friend or someone in your family. You may also notice that women blink twice as much as men!

Host: Really? Why is that?

Dr. Chung: Researchers say it's because women react to loud sounds around them by blinking a lot.

Host: OK, I have a question ... what's the maximum distance a human can see?

Dr. Chung: Good question—and there are two answers. First, when you look up above you into the night sky, you can see stars that are millions of kilometers away. That's because they give off so much light.

Host: So how about when I look straight ahead on flat land?

Dr. Chung: Ah, that's answer number two. If you're average adult height, on a clear day you can see straight ahead up to 4.6 kilometers.

Host: But there are animals that have even better vision than humans, right?

Dr. Chung: Yes, you know the expression "eagle-eyed"? It means having excellent eyesight. That's because some birds, such as eagles and hawks, can see up to eight times more clearly than the sharpest human eye. An eagle, for example, can see a small rabbit 1.5 kilometers away.

Host: One and a half kilometers!? Incredible! And what about seeing at night? Is it true owls and cats have amazing night vision?

Dr. Chung: Well, yes. In fact, an owl can see a mouse about 100 meters away, even when it's dark! Owls can also move their head around 270 degrees—almost a complete circle!

Host: Wow! OK, one more question. We all know the expression "blind as a bat." Are bats really blind?

Dr. Chung: Well, no, actually, that's not true. In fact, bats can see pretty well. But at night, many bats use only sound to find their way. In other words, they see with their ears!

Host: Fascinating. Well, I'm afraid that's all the time we have. Thank you very much for joining us today, Dr. Chung.

Dr. Chung: My pleasure.

Host: Everyone, please tune in next week when we focus on the sense of taste. We'll learn how it can give us some of our most wonderful experiences, enjoying the many complex flavors and textures of food. See you next week.

ANSWERS

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

Close listening

Write the numbers in the *Recognizing different types of numbers* box on the board. Ask students to read the numbers aloud. Then have them check they have said the words correctly by reading how they are written in the box.

- 1 Ask students to try to figure out the answers before listening to the audio again. Then play the audio so they can check their answers and also focus specifically on how numbers are said.

ANSWERS

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

EXTENSION ACTIVITY

To provide extra practice saying numbers, ask students to write a number on paper. Then students exchange papers and practice saying the number aloud.

Exam tip

In many examination-type questions, including IELTS, students need to listen for facts or specific details. The following listening involves listening for exact numbers. It is useful to learn "how" to listen. When you read the task, this will influence what it is that you are listening for. When listening for specific information, it is important not to try and understand everything, and then try and find the information you need. It is aiming to know exactly what you need, and then trying to catch just that.

- 2 With weaker groups, ask the students to read the numbers aloud before listening to the audio. Remind them they can do this exercise at home.

AUDIO SCRIPT 2.10

1 30
2 14
3 115
4 660
5 7,770
6 18,880
7 190,990
8 2,215,000

ANSWERS

1 30	5 7,770
2 14	6 18,880
3 115	7 190,990
4 660	8 2,215,000

- 3 Have students do exercise 3 as a quiz and guess the answers. Then they can listen to the audio and complete the sentences.

AUDIO SCRIPT 2.11

1 People read 1.5 times slower from a computer screen.
2 My eyeglasses are not so expensive. They cost \$260.
3 This survey shows that 35% of teenagers wear glasses.
4 Honey bees have 5,500 lenses in each eye.
5 Falcons can see 2.6 times better than humans.
6 We can see the moon, which is 384,403 km away.

ANSWERS

1 1.5	4 5,500
2 260	5 2.6
3 35	6 384,403

Developing critical thinking

SUPPORTING CRITICAL THINKING

Although at first glance it is easy to think that sight is the most important of the senses, this may not always be the case. Giving reasons is an important academic skill to develop, so getting students to think about the different reasons for preferring one sense to another is important. How would the students' answers change depending on the activity, such as cooking, etc.?

Ask students to read the *Think about* box. Give them time to take notes on the questions with their own answers, then divide the class into discussion groups. When you do a whole-class feedback, encourage discussion.

LISTENING 2 Dans le Noir

Word count 450

Before you listen

Cultural awareness

In many parts of the world, such as the U.S. and European countries, we refer to *Chinese food / restaurants*. In China, there are different regional cuisines, and it is common to refer to these, so for example, a *Cantonese* or a *Mandarin* restaurant.

Before starting this part of the lesson, have students brainstorm different types of restaurants, e.g. *Indian*, *Chinese*, *Mexican*, *French*, *vegetarian*, etc. Ask pairs to discuss the questions. Then they can share their answers with the class.

Global listening

- 1 Ask students to read the eight possible topics. Play the audio so the students can check the topics. Then have them compare their answers with a partner. Do a quick whole-class check of their answers.

AUDIO SCRIPT 2.12

Reviewer: A good meal is an experience that includes many senses: taste, smell, and touch, of course ... but also sight. We enjoy looking at the colors, shapes, and design of the food on the plate. However, at one London restaurant, the diners must enjoy their meal without their sense of sight because the dining room is completely, totally dark.

Sound like an interesting idea? Well, the restaurant is *Dans le Noir*, which means "in the dark" in French. And according to its website, eating in total darkness, without sight, allows our other senses to become fully awake. But that's not all. The French owners of *Dans le Noir* say that their goal is to give people a new, exciting food experience, and to raise people's awareness about blindness.

And speaking of the food experience, what about the menu? Well, that's unique too because most diners choose from one of the kitchen's four surprise menus. There's the Chef's Surprise menu, a fish and seafood menu, a meat eater's menu, and a vegetarian one. Each menu is designed with its own surprise mix of flavors and textures, and even different temperatures of the plates.

And do the diners enjoy the surprise of not knowing what they're going to eat? Well, according to the owners, they do. The meal becomes an exciting guessing game, and the diners have fun trying to figure out what they're eating!

But can the waiters figure out how to serve the right meals to the right customers in total darkness? Ah ... in *Dans le Noir* the waiters are called "guides," and they are all blind. As the restaurant's website says, blind people are used to the darkness themselves, and they are carefully trained to make sure they serve the right meal to the right person, and to help the customers feel comfortable for the 90 minutes or so that they are also blind.

So, what do the customers say about the experience of eating at *Dans le Noir*?

Customer: When you arrive you have to put anything that is a source of light, like a lighter, cell phone, watch, or camera, into a locker. That means the dining room really is completely black ... you can't even see your hands! But you soon get used to it, and it's definitely a unique experience. It's also kind of fun talking to people you can't see. All in all, it's definitely not your average dining experience. It's unique. It makes you think about the complex role of sight in our life. Oh, and the food really is delicious!

Reviewer: So, if you feel adventurous and want a new, different dining experience, try *Dans le Noir*. For more information, go to ...

ANSWERS

The speaker talks about: 1, 2, 4, 6, 7

Remind students that they met the word *transition* in unit 6. Ask them to read the *Listening for transition questions* box to learn about the topic.

- 2 First, ask students to study the *Academic keywords* box. Point out that *source* is a very important word, with more than one meaning. Check students' pronunciation and ask them to write the words in their vocabulary notebooks. Tell them that you will pause the audio after each sentence to give them time to write the missing words. *Figure out* may need explaining afterwards. Students can compare their spelling with a partner.

AUDIO SCRIPT 2.13

- 1 The French owners of *Dans le Noir* say that their goal is to give people a new, exciting food experience, and to raise people's awareness about blindness. And speaking of the food experience, what about the menu?
- 2 Each menu is designed with its own surprise mix of flavors and textures, and even different temperatures of the plates.
And do the diners enjoy the surprise of not knowing what they're going to eat?
- 3 The meal becomes an exciting guessing game, and the diners have fun trying to figure out what they're eating!
But can the waiters figure out how to serve the right meals to the right customers in total darkness?
- 4 As the restaurant's website says, blind people are used to the darkness themselves, and they are carefully trained to make sure they serve the right meal to the right person, and to help the customers feel comfortable for the 90 minutes or so that they are also blind.
So, what do the customers say about the experience of eating at *Dans le Noir*?

ANSWERS

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

Close listening

- 1 Ask students to complete any answers they can from memory, and then predict the answers to the other questions. Play the audio so students can check their answers.

ANSWERS

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

Developing critical thinking**SUPPORTING CRITICAL THINKING**

Whenever you brainstorm two sides of an issue, such as whether to open an innovative or new-style restaurant in a particular place, you are likely to end up with a list of pros and cons, reasons for and against. However, remind students that it is not only the number of arguments on each side, but the weight of these arguments. Which are more important, and which are minor? Encourage students to identify the key pros and cons before they vote on the issue in the next activity.

- 1 Before doing the exercise, have students check the *Useful words* box. What does *dull* mean? (boring). Elicit the reasons students think that the restaurant would be a success, or why it would fail. Collate these on the board. Finish the activity with a class vote. Ask: *Shall we open a Dans le Noir restaurant here?*
- 2 Give students a few moments to look back at their notes on *Our world, our senses* and *Dans le Noir*. Before doing the exercise, have students look at the *Think about* box. For question 2, explain that sayings in English include: *Seeing is believing* and *Out of sight, out of mind*. Explain the meaning of each. Ask students if they have an equivalent expression in their language for these sayings. Then invite them to share any other sayings in their language about sight or vision.

Vocabulary skill

Dictate the three adjectives in the *Adding suffixes to change adjectives into nouns* box, and ask students to write down the noun form. Alternatively, introduce the suffixes in the box. Model how *blind* + *-ness* = *blindness*. Then elicit other words with the *-ness* suffix and ask students to name the adjectives they are made from. Repeat with *-ity* and *-ty*. You might also like to point out that there are no hard and fast rules about which suffix goes with each adjective. Students can use monolingual dictionaries to find the correct suffixes. Ask students to scan the box to check their answers.

- 1 Refer students to the *Adding suffixes to change adjectives into nouns* box to help them do the exercise.

ANSWERS

- | | |
|---------------|--------------|
| 1 goodness | 5 difficulty |
| 2 possibility | 6 quietness |
| 3 darkness | 7 creativity |
| 4 usefulness | 8 weakness |

- 2 Students can work with a partner to do this exercise. Do a quick whole-class check when they have finished.

ANSWERS

- | | |
|------------|---------------|
| 1 sad | 5 loyal |
| 2 reliable | 6 happy |
| 3 clear | 7 responsible |
| 4 useless | 8 active |

- 3 Remind students that they need to change the form of the words in the box. Check the answers with the class.

ANSWERS

- | | |
|--------------|---------------|
| 1 clarity | 4 possibility |
| 2 creativity | 5 activity |
| 3 quietness | 6 usefulness |

- 4 Give each student a number from one to six. These numbers correspond to the questions in exercise 4. Each student should only read the question with their number. Each student goes around the classroom and asks his/her question to three or four other students. When this activity is finished, get students to share some of the most interesting answers with the class.

SPEAKING Taking part in a quiz

Grammar

Write the words *concrete* and *abstract* on the board, and see if students can give an example of each type of noun. Then students can check their knowledge by reading the *Grammar* box.

- 1 When students have completed the exercise, they can check their answers with a partner.

ANSWERS

- | | | | | | |
|------|------|------|------|------|------|
| 1 C | 2 A | 3 C | 4 C | 5 C | 6 C |
| 7 A | 8 A | 9 A | 10 C | 11 C | 12 A |
| 13 A | 14 A | 15 C | 16 A | 17 A | 18 A |

Background information

Many students find it difficult to use articles accurately in English, including students from Japan, the Middle East, and Eastern European countries where the same distinctions are not made. If this is the case in your own teaching situation, provide extra help in this area. For example, delete all the articles from a short text and have students work together to replace them. Or, point students to relevant practice exercises for homework.

- 2 Give students an example of the zero article, e.g. *I love cheese*. After students have completed their answers, they can compare with another student.

ANSWERS

- | | |
|---------------|----------|
| 1 a; Ø | 3 an; Ø |
| 2 The; the; Ø | 4 a; Ø |
| | 5 Ø; the |

- 3 When students have completed the exercise and shared their sentences with a partner, have different pairs read their answers to the class.

Speaking skill

Ask students to study the *Asking for repetition and clarification* box. Have them mark the intonation pattern using arrows. To practice, ask students to read aloud the sentences to each other. Monitor and help where necessary.

- 1 After students have completed the listening, they can compare their answers with a partner. Then do a whole-class check.

AUDIO SCRIPT 2.14

- 1 A: OK, how many things can our eyes focus on at the same time?
B: Uh ... Could you please repeat the question?
2 A: OK, next question ... what's the maximum distance a human can see?
B: Sorry, what does *maximum* mean?
3 A: Now question 3 ... how many degrees can an owl move its head around to see in all directions?
a) 240 degrees b) 270 degrees or C) 360 degrees
B: Uh ... Sorry, could I have that once more, please?
4 A: Last question: Is it actually a fact that bats use sound instead of sight at night?
B: Excuse me, but that was too fast for me to understand.

ANSWERS

- 1 a 2 b 3 a 4 a

- 2 Students perform role-plays with a partner. Monitor and make a note of any mistakes students make with the language of repetition and clarification. Give language feedback.

Pronunciation skill

- 1 Ask students to read the *Pronouncing final consonant /t/ before another consonant* box. Say *What* and *What should*, and see if students can hear the difference in the way the /t/ sounds.

AUDIO SCRIPT 2.15

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

- 2 Remind students that they can do this exercise at home. If you decide to do the exercise in class, play the audio, then check the answers with the class.

AUDIO SCRIPT 2.16

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

ANSWERS

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

- 3 Ask students to read the sentences in exercise 3 with a partner. Monitor and check their pronunciation.

SPEAKING TASK

Ask students to look at the picture on page 75 and say what it is: *an eye-test chart*. Tell students that in the speaking task, they will be examining the topic of *vision*. Ask students to do the task.

ANSWERS

How much does a human eye weigh?

Brainstorm and plan

Draw students' attention to the structure of the quiz question with three alternative answers. Have students get partners and do research on the Internet. This part of the activity could be done as homework, with pairs sharing the results of their research and then creating the questions in class. You may need to monitor and help weaker students come up with alternative answers. To add variety, assign a different topic for some groups to research, such as *hearing* and *taste*.

Speak and share

Ask students to change partners for the final sharing activity. During this part of the task, take language notes and do a whole-class feedback. Use the photocopiable unit assignment checklist on page 94 to assess students' speaking.

STUDY SKILLS Check your memory style

Ask students the first question on page 76: *What helps you remember things?* Give students a few minutes to share their ideas. Then have them explore the strategies in the *What helps you remember?* section.

To help students, pre-teach some of the words beforehand, such as *recency*, *primacy*, and *semantic*. Alternatively, let students use their monolingual dictionaries, or deduce the meaning themselves, e.g. *recency* is related to *recent*, etc.

Divide the class into small groups to discuss and compare their answers.

Finally, initiate a class discussion about what students have learned. Which were the most common strategies used in each group? Which strategies might be worth consciously employing?

Extra research task

Students can research the topic of memory. Search for *Tony Buzan organization* to find out more about the work in this area and talks about techniques for memorizing things. Students can also search for terms like *memory techniques*, and report back interesting findings.

UNIT 8 EXTREMES

Listening	Listening for words used to classify items Preparing for listening
Vocabulary	ex- words
Pronunciation	Pronouncing <i>can</i> and <i>can't</i>
Speaking	Taking time to think before speaking

Discussion point

Ask students to look at the picture on page 77 and say what words come into their mind (e.g. *frightened*, *tornado*, *hurricane*, *run away*). Tell students the title of the unit is *Extremes*.

Ask students to discuss the questions with a partner, using the sentence frames to help them get started. Photocopy and cut out the unit 8 *Useful language* page to provide some extra support. You may need to teach the term *lightning* (the bright flashes of light that you see in the sky during a storm). After students have discussed the three questions, have them share their answers with the class.

Vocabulary preview

Students can do the exercise with a partner, using a monolingual dictionary. Point out that the definitions indicate the part of speech, so they should ensure they use the correct definition. Do a whole-class check.

ANSWERS

1 d 2 e 3 c 4 a 5 b 6 i 7 g 8 j
9 f 10 h

LISTENING 1 Ultimate memory

Word count 513

Before you listen

Background information

Infrared photography helps medical scientists in their studies of the brain. It is used to monitor brain activity, including the study of dreaming. Thermal imaging can help detect hot and cold areas.

Point to the picture on page 78 and ask students what they think it is (an infrared picture of the brain). After students have discussed the questions, elicit answers.

Global listening

- 1 Ask students to listen to the audio and number the topics in order. After students have checked their answers with a partner, tell them the correct order of topics.

AUDIO SCRIPT 2.17

Host: Hello everyone and welcome to our weekly broadcast *Ultimate memory*. Today we have psychologist Oliver Alvi, who's written a book called *Secrets of ultimate memory*. Welcome, Dr. Alvi.

Dr. Alvi: Thank you.

Host: Dr. Alvi, you know, many of us can't remember people's names, or even our own phone number, not to mention what we had for breakfast this morning! But according to your book, a few individuals have what you call "ultimate memory." So I suppose what everyone wants to know is, how do they do it?

Dr. Alvi: Well, first of all, it's true that most of us forget a lot more than we remember. That means we fall into that very large group of people called ... normal! And actually, we can survive perfectly well like that. But some people do have an amazing ability to recall a lot of information exactly.

Now, psychologists usually classify them into two types or categories. One type has what I call "event memory." They just naturally remember dates, events, and the smallest details of their life.

Host: Can you give us any examples?

Dr. Alvi: OK, there are two well-known cases: first, Brad Williams, who's sometimes called the "Human Google™." He can tell you all of the main news events that happened on any given day in the last 40 years with perfect accuracy. Then there's the woman Jill Price, called the "Human Calendar." Give her any random date from her life and she's able to recall the day of the week, what she did that day, and what the weather was like. Again, with perfect accuracy.

Host: Wow, that is truly amazing. OK, so the first type is ultimate or extreme event memory. What about the other type of ultimate memory?

Dr. Alvi: I call that "super memorization," because those people use training techniques to help them remember a huge amount of information very quickly. One example is Tatiana Cooley, American champion of the Mental Olympics. She can memorize a 40 line poem perfectly in ten minutes. Another super memorizer is Wang Feng from China, winner of the World Memory Championship. He's able to memorize the exact order of 52 playing cards in 24 seconds.

Host: 52 cards in 24 seconds? Fascinating! OK, so the key question here is can normal people become super memorizers?

Dr. Alvi: Well, the short answer is yes. And the way to do that is by using a method to help you remember something difficult. We can divide them into different kinds, like using an image, or a story, or a sentence.

For example, we can memorize the order of the planets from the sun with the sentence, "My very energetic mother just served us noodles." The first letter of each word is the same as the first letter of the planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune). That's the way it works, and that's the kind of tool that the memory champions use to help them.

Host: Very useful for all you students out there! Well, I think that is all the time we have, so I want to thank you for joining us today, Dr. Alvi.

Dr. Alvi: My pleasure.

ANSWERS

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

Close listening

- 1 Ask students to look at the *Academic keywords* box. Check their pronunciation, and then ask students to add the words to their vocabulary notebooks. Ask students to complete this exercise without listening to the audio. Then play the audio so they can check their answers.

ANSWERS

1 b 2 c 3 a 4 d

SUPPORTING CRITICAL THINKING

Tell students that classifying things is an important skill to have in academic life. Give students ten seconds to read the list of verbs and nouns in the *Listening for words used to classify items* box. Then ask them to write down as many words as they can remember. Students can compare their list with a partner and check their spelling.

- 2 Allow students to read the sentences, then play the audio so they can complete the sentences. Check the answers with the class.

AUDIO SCRIPT 2.18

- 1 That means we fall into that very large group of people called ... normal
- 2 Now, psychologists usually classify them into two types or categories.
- 3 We can divide them into different kinds, like using an image, or a story, or a sentence.

ANSWERS

- 1 fall into (V); group (N)
- 2 classify (V); types (N); categories (N)
- 3 divide (V); kinds (N)

Background information

The two personality types mentioned in sentence 3 of exercise 3 are described in popular psychology as *high-strung* (Type A) and *easy-going* (Type B).

- 3 Tell students you will pause the audio after each sentence to give them time to write. After students have underlined the information that has been classified, they can compare their answers with a partner.

AUDIO SCRIPT 2.19

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

ANSWERS

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

Developing critical thinking

Tell students to look at the *Useful words* box. Check that students understand the word *impress* (if something or someone impresses you, you admire them). Give an example of something which is *impressive* (adj).

For question 2, tell students to look at the *Think about* box. Give students time to take notes on their own answers first. Then divide the class into discussion groups.

LISTENING 2 Exploring environments

Word count 554

Before you listen

- 1 Ask students to look at the pictures and say where they think they were taken. Remind students to look at the *Useful words* box for ideas. Then ask pairs to discuss the questions. Elicit ideas from some of the pairs.

An active listener is someone who interacts with the speaker. For example, they may say things such as: *I understand* or *Sorry, could you repeat that?* They may try to re-express an idea using their own words, e.g. *So, what you mean is ...* In other words, they are not simply listening passively, or half-listening while doing something else. Active listeners give the speaker their undivided attention. Ask students to read the *Preparing for listening* box. Can they explain the term *active listener* in their own words?

- 2 Tell students to study the *Academic keywords* box. You may need to give examples of *per*: *per student*, *per hour*, etc. Check students' pronunciation and ask them to add the words to their vocabulary notebooks. Students can do these pre-listening tasks with a partner. You can elicit some of the students' questions and write them on the board for the whole group to use.

Background information

You may wish to talk about the locations of the various places mentioned in the audio. The Sahara desert is the largest desert in Africa, and it is one of the world's driest deserts. Death Valley is located in eastern California, U.S.A. The Atacama desert is commonly regarded as the driest desert in the world. Lake Assal is the lowest point of land in Africa.

Global listening

After playing the audio, ask students to tell you which of their predicted questions were answered.

AUDIO SCRIPT 2.20

Professor: Good morning, everyone. Let's begin our discussion of extreme life by considering different types of environment on Earth. If you recall, I asked you to do an Internet search of extreme environments, so let's see what you found out. Jason, can you start?

Jason: Uh ... OK, well, deserts like the Sahara and Death Valley in the U.S. are pretty extreme. They can get up to 55 degrees Celsius. And the Atacama Desert in Chile is pretty much the ultimate example of a super dry desert. It gets only one millimeter of rain per year.

Prof: OK, that's a good start. Can anyone add more? Yes, Mari.

Mari: How about Mount Everest in Nepal, which is 8,848 meters above sea level, which means there is very little oxygen in the air. And Antarctica, at the South Pole, is also an extreme environment. It can get down to minus 88 degrees Celsius.

Prof: OK, good. Other ideas? David?

David: There's the Great Salt Lake in the U.S., the Dead Sea, and also Lake Assal in Djibouti. They're around 35% salt, which is ten times more than the ocean.

Prof: Good. Yes, Aisha, another idea?

Aisha: Yes, speaking of oceans, how about where it's extremely deep. For example, the Marianas Trench in the Pacific Ocean is around 11 kilometers deep, so almost no sunlight gets there.

Prof: Good point. So, now the key question is: what makes an environment extreme? And to answer that, let's try to classify your random examples into different categories of extreme environment. What categories of extreme environment are there? Yes, Jason, can you explain?

Jason: Well, I think on Earth we can put them into five categories: let's see ... there are hot places, high places, cold places, salty places, and ... uh ...

Prof: OK, that's a good start. Can anyone help? Aisha?

Aisha: Uh ... I think the last one would be deep places.

Prof: Good. So that makes five types of extreme environment. Can we add a little information for more accuracy? Aisha.

Aisha: Hmm, how about hot and dry, high with low oxygen, cold, salty, and finally, deep with no light.

Prof: OK, that's more exact. Now let's consider environments on Earth that are even more extreme.

For example, on the edge of a volcano it's 1,100 degrees. Or inside solid rock seven kilometers underground.

Or in the middle of a thick frozen ice lake. Can we find life there? What do you think?

David: No, I think those environments are too extreme for life.

Prof: Well, amazingly, there are small organisms called extremophiles that can survive in these very extreme environments. You know the suffix *-phile*, *ph-i-l-e* means love of something, so these tiny organisms love extreme environments. In fact, they can survive in places that would kill other creatures.

Let me give you what is perhaps the ultimate example: Tardigrades. Don't worry, you don't have to memorize that word. The name means "slow walker" and they're often called water bears, because they look a little like bears when they move. They're tiny, only 1.5 millimeters long, but they are very special. They can survive in cold temperatures of minus 273 degrees Celsius and hot temperatures of 151 degrees. And they can live without water for almost ten years. Pretty amazing! OK, for homework, please do an Internet search for more types and examples of extremophiles. See you next week.

Exam tip

In many examination type questions, students need to listen for facts or specific details. The following listening involves catching exact numbers.

Close listening

Give students a few minutes to study the notes, then play the audio. Check the answers with the class.

ANSWERS

55; 1
8,848m; -88
35; 10
11
high
salty
1,100; 7
slow walker
1.5; -273; 151; 10

Developing critical thinking

Before doing the exercise, check that students know the expression *global warming*. Does global warming exist or not? This is a good example of a question that divides the scientific and academic communities. Research has been done, and evidence has been produced for the existence of global warming, but disagreement still exists. Students' own views will inform their answer to question 2 in exercise 1.

- 1 Ask students to look at the words in the *Think about* box. Students can research information to help them discuss the first question. To answer the second question, students may be able to locate evidence. For stronger groups, or those especially interested in environmental concerns, they could research data on extreme environments for homework. The picture on page 81 could be used to start a discussion about whether there is an increase in volcanic activity in different parts of the world.
- 2 Give students a few minutes to look back at the sections on *Ultimate memory* and *Exploring environments*. Tell them to look at the *Think about* box to give them ideas for the first question.

Vocabulary skill

Ask students to brainstorm words beginning with *ex-*. Ask them to read the *Ex- words* box and see if the meanings outlined match with any of the words they came up with, e.g. *extra—more than*.

- 1 Before starting this exercise, ask students to match the picture of the test tubes at the bottom of page 82 with one of the six words (*experiment*). Encourage students to use a monolingual dictionary if they need extra help.

ANSWERS

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

- 2 Ask students to figure out the meaning of any unknown words, such as *extinct*. Ask them to complete the sentences, then check their answers with a partner.

ANSWERS

1 extinct 3 expect
2 explosion 4 explain
5 experience

- 3 Ask students to write questions using the words in exercise 2. While pairs ask and answer their questions, circulate around the classroom and monitor the activity. Provide language feedback as necessary.

EXTENSION ACTIVITY

With creative or stronger groups, ask students to use the six words in exercise 1 to create sentences with blanks. When they read their sentence to their partner, they can bang on the table instead of saying the word, and their partner guesses which word is missing.

SPEAKING Interviewing about memory

Grammar

Before asking students to read the *Grammar* box, write the word *ability* on the board. Then write a few skills around it, such as: *play tennis, cook dinner, ride a horse, juggle, play chess, ski, take notes*. Ask students to assess their ability in these skills from low to high.

- 1 Ask students to change the sentences into the negative. When they have completed the exercise, students can check their answers with a partner.

ANSWERS

1 I can't speak German.
2 That animal isn't able to survive without water.
3 Miki can't recall all the details of the story.
4 They aren't able to live deep underground.
5 He can't memorize a long poem perfectly.
6 I'm not able to recall all the major news events.

- 2 Do the first question with the whole class before asking students to complete the exercise.

POSSIBLE ANSWERS

- 1 Can you speak German? What languages can you speak?
- 2 Is that animal able to survive without water? Which animal is able to survive without water?
- 3 Can Miki recall all the details of the story? Who can recall all the details of the story?
- 4 Are they able to live deep underground? Where are they able to live?
- 5 Can he memorize a long poem perfectly? What can he memorize perfectly?
- 6 Are you able to recall all the major news events? How many news events are you able to recall?

- 3 Have students find a new partner to practice asking and answering their questions.

Pronunciation skill

Tell students that you are going to read three sentences and they should write S if you use a strong form and W if you use a weak form. Read three sentences from the box: *I can go.* (W) / *I can't remember.* (S) / *She can't speak Chinese, but she can speak Japanese.* (S). Check students' answers. Finally, ask students to read the *Pronouncing can and can't* box to check when we use the strong and weak forms.

- 1 Tell students to listen to the sentences and try to say the strong and weak forms. Remind students that they can do this exercise at home using the Digibook.

AUDIO SCRIPT 2.21

- 1 Brad can remember what happened 20 years ago.
- 2 Jill can't remember what time her class begins.
- 3 Many extremophiles can't live in a normal environment.
- 4 Sarah can memorize a long poem in ten minutes.
- 5 Can humans live in very extreme environments?
- 6 Can't fish live in the Dead Sea?

ANSWERS

- | | |
|---------|---------|
| 1 can | 4 can |
| 2 can't | 5 Can |
| 3 can't | 6 Can't |

- 2 Demonstrate the first sentence by providing an example, such as *I can't swim, but I can run fast.* Then put students into pairs to do the exercise.

Speaking skill

Cultural awareness

Silence plays a different role in different cultures. For example, in Finland there is a period of silence between question and answer. In most other European cultures, this silence would make the person who asked the question uncomfortable. They would not know if the question had been understood, so they need techniques such as those in the *Taking time to think before speaking* box.

Tell students they will read about four techniques that speakers use to fill the silence when they are trying to think of an answer. Ask them to read the *Taking time to think before speaking* box. Are any of the expressions in the box used in their cultures?

Exam tip

In IELTS examinations, students need to listen and complete information on a plan, map, or diagram. In the next activity, students need to check techniques on a grid.

- 1 Tell students you will pause the audio after each dialogue to give them time to check the grid. Explain that listeners may use more than one technique. You may wish to spell the word *mnemonic* for students: write it on the board and elicit examples, such as the example sentence for memorizing the order of the planets (*My very energetic mother just served us noodles.*).

AUDIO SCRIPT 2.22

- 1 A: OK, the first question is, what are five types of extreme environment?
B: ... what are the five types of extreme environment? ... hot and dry, cold, salty, deep and dark, and high with low oxygen.
- 2 A: Can you tell me the names of all your classmates?
B: Give me a second, ah, OK, James, Martha, Su-Jeong, Theresa ...
- 3 A: Here's question number 3 ... what is a mnemonic tool?
B: ... Pardon?
A: What is a mnemonic tool?
B: Hmm ... it's a sentence or an image to help you remember something.
- 4 A: Can you tell me how hot the Sahara desert can get?
B: Uh ... Let me think ... 55 degrees Celsius, right?
- 5 A: OK, according to Dr. Alvi, what are the two types of extreme memory?
B: What are two types of extreme memory? ... Event memory and super memorization.
- 6 A: Last question ... What homework assignment did the professor give at the end of the discussion?
B: Sorry?
A: What homework assignment did the professor give?
B: I don't remember.

ANSWERS

- | | |
|----------------|----------------|
| 1 Technique 4 | 4 Technique 2; |
| 2 Technique 3 | Technique 3 |
| 3 Technique 1; | 5 Technique 4 |
| Technique 2 | 6 Technique 1 |

- 2 Tell students to take turns asking and answering the questions. Ask some pairs to role play the questions for the whole class.

SPEAKING TASK

Before starting this exercise, you may wish to do the first activity on the memory questionnaire with your students. If you have an interactive whiteboard, you can use the *screen reveal* tool to do this, i.e. show the screen for one minute. Use this picture from the Digibook, or another suitable picture.

Give students a few minutes to work alone, and then do a whole-class check.

ANSWERS

- Ameera: What can you remember about eyes from unit 7?
- Maryam: Give me a second. I can remember that the human eye can focus on 50 things per second, but I can't remember the maximum distance we can see.
- Ameera: Are you able to remember poems?
- Maryam: Hmm. Yes, I am. I'm able to remember some lines from my favorite poems.

Brainstorm and plan

Monitor students and offer help to those with difficulties adding other questions. With less creative students, provide some ideas such as:

Memory ability: *What can you remember about the lesson on note taking?*

Memory habits: *Are there times when it is important to have a good memory? Do you remember the students' names in a new class?*

Give students time to plan their answers.

Speak and share

Monitor this activity so that you can provide useful group feedback before the final share stage.

Get your students up and moving around. Monitor the activity and use the photocopyable unit assignment checklist on page 95 to assess the students' speaking.

STUDY SKILLS Using listening notes for tests

Getting started

Draw a line on the board with a smiley face at one end and a sad face at the other. Ask students to say how they feel about tests by going up and placing an X on the line to show whether they like or dislike them. If anyone has any neutral or positive views, ask why!

After students have discussed the three questions, ask them to share their answers with the class.

Scenario

Have students discuss Kei's use of notes with a partner or in small groups. Then elicit whole-class feedback.

POSSIBLE ANSWER

Kei reviewed his lecture notes, but he should start reviewing them earlier. He should review his notes for short periods instead of a few hours. He should try to predict the exam questions.

Consider it

Check that students understand the word *font* (a set of letters and numbers, used for printing or for computer documents). To add variety and movement to the class, ask students to change partners for this activity. Elicit whole-class feedback.

Over to you

Monitor the activity and elicit feedback. Collate students' answers to question 3 on the board.

Extra research task

The word *extreme* is being added to words to create some new collocations, such as *extreme sports*. These are all about excitement and thrills. Ask students to research an activity that is new for them (e.g. snowboarding, rock climbing, storm chasing) and report back to the class on what it involves. An alternative idea would be to research more on extreme temperatures using search terms such as *the hottest place on Earth*, or *the coldest place on Earth*.

At the end of this lesson, use the video resource *Pushing the limits*. 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.

UNIT 9 LIFE

Listening	Listening to stories Listening for past and present time signals
Vocabulary	Identifying word families
Speaking	Asking for more information
Pronunciation	Pronouncing -ed endings

Discussion point

Ask students to look at the picture on page 87 and guess which country it was taken in (an African or Asian country). Tell students that the title of the unit is *Life*. What do they think it will be about?

Background information

There are many International aid organizations, including Oxfam, War on Want, and the Red Cross. There are also a huge number of relief funds set up for specific disasters. Oxfam raises money for project work in poorer countries in the world. It raises money through Oxfam shops, which sell many items such as donated clothes. War on Want fights the causes of poverty and is very anti-war. The Red Cross is well-known for providing medical aid in danger zones, or in response to natural disasters such as earthquakes. Heifer International aims to help people obtain a sustainable source of food and income. Projects involve giving a cow, goat, or sheep to a family.

Ask students to discuss the questions with a partner, using the sentence frames to help them get started. Photocopy and cut out the unit 9 *Useful language* page to provide some extra support. You may need to teach the word *shelter* (a place where people are protected from bad weather or from danger; a temporary place to live). After students have discussed the 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, e.g. *donate*, *homeless shelter*. Students could also look at the part of speech, indicated next to each word, to help them complete the sentences.

ANSWERS

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

EXTENSION ACTIVITY

With stronger groups, for extra fluency, students can create their own personalized sentences using the words in bold from exercise 1. Then they can read some of the sentences to the group.

- Ask students to discuss the questions. After they have finished, choose one or two students to share their answers with the class.

LISTENING 1 A life lesson

Word count 441

Before you listen

Background information

Pinocchio is a little wooden boy in a fairy story by Carlo Collodi. He was made by the carpenter Geppetto and dreamed of becoming a real boy. In the story, Pinocchio's nose grew longer and longer whenever he told a lie.

Cultural awareness

What is or is not a lie differs depending on the individual and the culture. For example, in some cultures, a lie is never acceptable under any circumstances; in others, a lie is acceptable depending on different circumstances: Would it help protect a family member? Does it harm anyone else? Sometimes a lie is punishable by law, such as lying in court. Similarly, what actually constitutes *cheating* also differs. The concept of *plagiarism* or academic cheating is relevant here and may be something that could be explored, if appropriate.

Ask students to look at the picture on page 88. Do they know the story of *Pinocchio* and why his nose is long? Encourage students to define a lie and give some examples. What is a *white lie*? (a minor or unimportant lie). After students have discussed the questions with a partner, elicit some answers.

Global listening

- Direct students to the *Academic keywords* box. Check students' pronunciation, then ask them to add the words to their vocabulary notebooks. Elicit examples of *series*, e.g. *TV series*, *series of articles*.

AUDIO SCRIPT 2.23

Host: Welcome to our continuing series of stories on life lessons. Our story this week comes from listener Chung Ae Hak in Madison, Wisconsin.

Chung Ae Hak: This is a story about a bad mistake I made when I was in high school, and what I did ten years later to try to correct it. I was born in this country, but my parents were immigrants from Korea. They had foreign accents, they weren't well educated, and they worked at typical low-income jobs, like cleaning and painting houses. We had food, but there was always a

shortage of money. I remember a few times we got some boxes of used clothes from our neighbors. Secretly, I was ashamed of my family's poverty. I had principles and I hated receiving charity. I just wanted to be like everyone else, but I didn't know how.

One day, when I was in ninth grade, my chemistry class was preparing for a big exam. At one point I got up to wash my hands, but there weren't any paper towels. So I went to get some and, in the closet on the middle shelf, I saw some papers with the word "exam" on them. Without thinking I took one of the test papers and put it inside my sweater. Later, during lunch, I sat down with one of the popular girls and I offered to show her the test. I really wanted her to like me. But instead of thanking me, she gave me a look of anger that I will never forget.

The next day the teacher asked to speak to me privately. She said this girl, her name was Sally, told her that I had a copy of the exam. "Is that true?" the teacher wanted to know. "Of course not!" I answered. "Sally's just jealous because I'm a better student than she is!" And the teacher believed me, because I was a nice quiet girl who never caused any trouble.

Well, I graduated from high school, I went to college, and eventually I got a job. But I never stopped feeling bad that I stole that test and I lied to my teacher. Finally, two years ago, I decided to try to fix my mistake. I wrote two letters: one to my teacher and one to Sally. I apologized to both of them and asked them to forgive me.

Nowadays I work as a volunteer tutor for kids who are having trouble in school, and I often tell this story because I want them to know that it's never too late to try to fix a mistake. I was very fortunate to learn that life lesson.

ANSWERS

- 1 Poor immigrants from Korea. They did not have a good education, spoke with accents, and had low-income jobs.
- 2 She saw some exam papers and she stole one.
- 3 She told her teacher that she did not steal a copy of the test and that Sally was lying.
- 4 She went to college and got a job.
- 5 She wrote letters of apology to Sally and to her teacher.
- 6 She learned that it is never too late to try to fix a mistake.

You may need to pre-teach the word *moral*. Ask students to make sentences with the words *plot* and *conflict*. Ask them to silently read through the *Listening to stories* box. Then ask one or two students to summarize the key points.

- 2 Before playing the audio again, ask students to try to match the story elements with the descriptors. Then play the audio and have them check their answers.

ANSWERS

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

Close listening

Exam tip

One common exam question is the idea of having students decide whether a statement is *True*, *False*, or *Not Given*. It is the last category which can prove tricky for some students. *Not Given* means that the statement or information does not appear in the listening or reading text at all. The next close listening activity provides practice in this type of exam question.

- 1 Tell students to read the statements first, then they can listen to the audio to check their answers.

ANSWERS

1 F 2 T 3 T 4 F 5 T 6 U 7 U 8 U

Developing critical thinking

Give students time to think about their own answers first, then divide the class into discussion groups. Ask students to check the vocabulary in the *Useful words* box to help them answer the first question. You may need to explain *suspicious* (believing that someone has probably done something wrong) and *trusting* (willing to trust people, especially when it is not a sensible thing to do). Ensure that each group shares their ideas with the class.

LISTENING 2 Heifer International

Word count 496

Before you listen

Background information

A llama is a domesticated South American animal. It is a relative of the camel. For centuries, llamas have been used in the Andes as pack animals, and they are sometimes used to provide food.

- 1 Have students brainstorm the names of the animals in the pictures before discussing the questions. Get feedback on any interesting ideas.
- 2 Ask students to work with a partner to make their predictions. Write some of the predictions on the board for the whole group to share.

Global listening

Students listen to the audio and check whether their predictions were correct. If so, encourage whole-class agreement, and then write a check mark next to these predictions on the board.

AUDIO SCRIPT 2.24

Teacher: Good morning, class. We're fortunate today to have as our guest speaker Mr. Simon Bushnell. Simon is a volunteer with a charity called Heifer International, and he's here to tell us about the work of the organization. Simon?

Simon: OK, hi everybody. To start, let me ask you a question: Do you think a goat can change someone's life? How about a chicken? Or a rabbit?

Class: Yeah! / Sure. / Why not?

Simon: The answer, of course, is yes. My organization, Heifer International, works nowadays by donating female animals to poor families in more than 50 countries.

The animals provide benefits such as milk, eggs, wool, and, eventually, baby animals, which the family can sell to help lift itself out of poverty.

Heifer International was started in 1944 by an American farmer named Dan West. At the time he worked for a charity in Spain. It was wartime, and there was a shortage of food. One day, West was giving out milk to some children when he had an amazing idea: What if, instead of giving the children a cup of milk, he could give them a cow? Then they could feed themselves and sell the extra milk to give their family an income.

Sometime later, Dan West came back to America and raised money to send 17 heifers to Puerto Rico. Do you know what a heifer is?

Class: No, ummm ...

Simon: A heifer is a young female cow. And that's how Heifer International started. These days, every family that receives an animal has to agree to follow the basic principles of the Heifer organization, which include the so-called "Pass On the Gift" principle. This principle says that the family will give the first-born female baby of their animal to another poor family. In this way, the gift of one animal can help an entire village.

To give you an example, let me tell you about Peng Yun Jao, a 62-year-old farmer from a poor village in China. In 2008, Peng and his wife received a female goat from Heifer International. The goat gave milk to the hungry family and, later, baby goats. Today, Peng's family has 12 goats, and the old couple has enough money to support themselves in their old age and send their grandchildren to school.

Here's another example: In western Honduras, in an area where the soil is very poor, there's a village called Colama. In the past, the men often had to leave the village to find work. About five years ago Heifer International donated five cows to the village. The animals provided healthy food and a way for families to earn money so they can send their children to school. Best of all, now the men don't have to leave the village to make a living, so families can stay together.

All right, now that I've given you a broad outline of how Heifer International works to improve people's lives, let's look at a film about some of the families Heifer has helped.

ANSWERS

- 1 Heifer International donates female animals to poor families in more than 50 countries.
- 2 A goat could give milk to the family and baby goats.
- 3 Heifers could provide healthy food and a way for families to earn money.

Close listening

Tell students to create a grid with four columns as follows: *present time / past time / movement from one time to another / end of a sequence of events*. Dictate some of the phrases from the *Listening for past and present time signals* box and tell students to write the phrases in the correct column. Students then scan the box to check their answers.

- 1 Give students time to study the *Academic keywords* box. Check students' pronunciation and ask them to add the words to their vocabulary notebooks. Then tell them to study the notes. Play the audio. Students should compare their completed notes with a partner to check spelling and fill in any blanks. Do a whole-class check of the answers.

POSSIBLE ANSWERS

American farmer Dan West
a charity; Spain
give people a cow instead of milk
feed themselves; sell the milk
America
17 heifers; Puerto Rico
young female cow
1st born female baby
an entire village
female goat
12 goats; old age; grandchildren
5 cows
healthy food; money; children
leave village to make a living
together

- 2 Ask students to work with a partner to retell the talk. Circulate and monitor while the students are speaking.

Developing critical thinking

SUPPORTING CRITICAL THINKING

Students will be giving personal opinions in exercise 2. One of the key distinctions in academic study and in critical thinking is the difference between *fact* and *opinion*. The distinction is not always clear, and in much argumentation, opinions are presented as if they were fact. Here, in choosing which text you prefer, there is no right or wrong answer, but it is important for students to listen to opinions and the justification for those opinions, e.g. *I like X because ...*

- 1 Ask if anyone in the class has ever done volunteer work. If so, what was it? For question 1, tell students to look at the ideas in the first *Think about* box, and for question 2, have them look at the ideas in the second *Think about* box.
- 2 Give students a few moments to look back at their notes on *A life lesson* and *Heifer International*. Give them time to look back at the earlier sections of the unit for ideas to answer the questions.

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

Vocabulary skill

Before asking students to read the information in the *Identifying word families* box, elicit their ideas on what a word family is. Build up an example on the board. Then give students time to read the information in the box.

- 1 When students have filled in the blanks in the chart, do a whole-class check.

ANSWERS

- | | |
|---------------|-------------|
| 1 poor | 3 fortunate |
| 2 voluntarily | 4 donate |

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

ANSWERS

- | | |
|--------------|---------------|
| 1 charitable | 4 Fortunately |
| 2 poor | 5 volunteer |
| 3 voluntary | 6 donations |

- 3 Ask students to focus their attention on the picture on page 92, and see if anyone has ever used cans like these to raise money. Do they give cash to people raising money for charity in the street? With large groups, give students a number from one to five. Each number corresponds to a question in exercise 3. The students ask their

question to several others in the class. They can report back any interesting results to the whole class. Monitor the activity. Give useful language feedback on important mistakes or pronunciation difficulties.

SPEAKING Telling a story

Grammar

Have students work together to create four questions using the simple past tense that they can use to ask a classmate about last weekend. Then they should refer to the *Grammar* box to check for accuracy.

- 1 Ask students to work with a partner to complete the exercise. Then check the answers with the class.

POSSIBLE ANSWERS

- 1 Did Steven volunteer at the animal shelter?
- 2 Did Elena donate books to the library?
- 3 Did Joyce work with blind children during the summer?
- 4 Did Ana write a book about her childhood?
- 5 Did Zuscha live in Pakistan for a year?

Background information

Alexander Graham Bell invented the telephone in 1876. Sir Alexander Fleming was a Scottish biologist and pharmacologist. He discovered penicillin by accident, naming it in 1929. Motorola introduced the world's first commercial cellular device in 1983. The first McDonald's® restaurant opened in 1940.

- 2 Do the first question with the whole group as an example. Ask students to work with a partner to complete the questions. Then have them work with a different partner to ask and answer the questions.

ANSWERS

- 1 What did Alexander Graham Bell invent? The telephone.
- 2 What did Alexander Fleming discover? Penicillin.
- 3 What did Motorola introduce? The cell phone.
- 4 What did Maurice and Dick McDonald open? The first McDonald's® restaurant.

EXTENSION ACTIVITY

Students can research and ask two more questions with *invented* and *discovered*. Students interested in business studies can use *launched*. Have students ask their questions to the whole class, quiz-style.

- 3 Ask students to work with a partner to ask and answer the questions.

POSSIBLE ANSWERS

- 1 Were you in a good mood yesterday?
- 2 When did you exercise?
- 3 Where did you eat lunch?
- 4 When did you talk to your parents?
- 5 What did you do last night?
- 6 Did you sleep well last night?

Speaking skill

Ask students to study the information in the *Asking for more information* box.

- 1 Tell students that you will pause the audio to give them time to write their answers. When they are finished, they should compare their answers with a partner to check spelling.

AUDIO SCRIPT 2.25

Chung Ae Hak: I saw some papers with the words "final exam" on them. Without thinking I lifted one of the test papers and put it inside my sweater.

Adult female: What happened next?

Chung Ae Hak: I just went back to my seat and waited for the bell to ring. Later, during lunch, I sat down with one of the popular girls ...

Adult female: Excuse me, what was her name?

Chung Ae Hak: Uh, Sally.

Adult female: Then what happened?

Chung Ae Hak: I offered to show her the test. I really wanted her to like me. But instead of thanking me, she gave me a look of anger that I will never forget.

Adult female: How did you feel when she did that?

Chung Ae Hak: Horrible. I wanted to disappear.

Adult female: What happened after that?

Chung Ae Hak: I got up and went over to the corner and sat down by myself.

ANSWERS

- 1 What happened next
- 2 what was her name
- 3 Then what happened
- 4 How did you feel
- 5 What happened after that

- 2 Divide the class into groups of three for this activity. Student 1 talks to Student 2, and Student 3 asks for clarification. Have students change roles twice, so they all have an opportunity to tell a story. If appropriate, ask one of the groups to go to the front of the room and perform their dialogue.

Pronunciation skill

Ask students to draw a grid with columns, and at the top of each column write the phonemic symbols for the three kinds of simple past sound endings: /t/, /d/, and /əd/. Give a short dictation using some words with the sounds in the box, as follows:

1 stop / smoke / laugh / watch

2 phone / hug / seem / volunteer

3 donate / want / need / avoid

Ask students to write each word in the correct column, depending on how the regular simple past is pronounced. Students then check their answers by reading through the *Pronouncing -ed endings* box.

- 1 Check that students are familiar with the phonemic symbols for the simple past endings. Have students do the exercise, then play the audio so they can check their answers.

AUDIO SCRIPT 2.26

1 blinked

2 competed

3 risked

4 avoided

5 studied

6 influenced

7 remembered

8 called

9 happened

10 amazed

11 interested

12 passed

ANSWERS

- | | | |
|--------|-------|---------|
| 1 /t/ | 5 /d/ | 9 /d/ |
| 2 /əd/ | 6 /t/ | 10 /d/ |
| 3 /t/ | 7 /d/ | 11 /əd/ |
| 4 /əd/ | 8 /d/ | 12 /t/ |

- 2 Before doing the exercise, check that students understand key terms: *stressed words*, *reduced forms*.

AUDIO SCRIPT 2.27

1 My parents worked at typical low-income jobs.

2 I just wanted to be like everyone else.

3 I offered to show her the test.

4 The teacher asked to speak to me privately.

5 I decided to try to fix my mistake.

6 I apologized to both of them and asked them to forgive me.

ANSWERS

- 1 My parents worked at typical low-income jobs.
- 2 I just wanted to be like everyone else.
- 3 I offered to show her the test.
- 4 The teacher asked to speak to me privately.
- 5 I decided to try to fix my mistake
- 6 I apologized to both of them and asked them to forgive me.

□ = -ed words, ○ = reduced forms, • = stressed words

SPEAKING TASK

Find out how students feel about stories. Do they read them? Do they like them? Who is their favorite storyteller? Do any students write stories or tell them to friends?

After students have finished the task, ask them to check their answers with a partner.

ANSWERS

I grew up in a large family. I have four brothers and sisters. When I was young, my mother spent an hour every evening preparing lunches for all of us to take to school. [characters / setting] My lunch was almost the same every day: an egg sandwich, some chips, an apple or banana, and a cookie. The problem was that I never liked eggs. I used to throw the sandwich in the garbage. Then I would have trouble concentrating in class because I was hungry. [conflict]

I never told my mother about this because I didn't want to make more work for her. But one day, when I was about ten, I had an idea. That evening I told my mother, "You know, I don't really like eggs. Can I make my own sandwich from now on?" [high point] My mother answered, "Of course. You can make your own sandwich and you can also help me make all the other sandwiches." [resolution] From this experience I learned that if you really want something, it's OK to ask for it. But if you volunteer to do something, you should also be prepared to do more work than you expected! [moral]

Brainstorm and plan

Monitor the brainstorm and preparation stages, and help any weaker students if they have trouble thinking of a suitable story.

Speak and share

During the storytelling activity, take language notes and do whole-class feedback. Use the photocopyable unit assignment checklist on page 96 to assess the students' speaking.

STUDY SKILLS Storing lexis**Background information**

There is no single *best* way to store vocabulary. However, some ways are better than others. For example, it is useful to be able to locate words for review purposes. Students can use vocabulary notebooks or index-cards. There are a number of electronic ways to review vocabulary, such as an Excel spreadsheet, or saving and annotating the words you look up in a dictionary.

Getting started

Ask students to shout out the types of storage systems they currently use. Collate the list on the board. Let students say how effective and useful they think the various systems that they use are.

Scenario

After students have read the scenario, ask pairs to discuss their ideas. Have pairs share their ideas with the class.

POSSIBLE ANSWER

Junko has a vocabulary notebook and highlights key words, however she doesn't make time for reviewing new words.

Consider it

Have groups of students compare their ideas. Monitor the activity. Then, elicit feedback from each discussion group. Encourage students to justify their answers. Ask: *Why is a particular tip important or unimportant?*

Over to you

Ask students to discuss the questions with a partner. Monitor the activity and elicit feedback. Encourage students to share their ideas about good ways to store new vocabulary with the class.

Extra research task

Ask students to use the search terms *morality tales* or *Aesop's fables*. Aesop was a writer from Ancient Greek times who is thought to have lived in the eighth century BC. Many of his fables are available on the Internet. Students can choose a fable to read and then summarize it for the class. Encourage students to use a monolingual dictionary to look up any words that are unfamiliar.

UNIT 10 WORK

Listening	Listening to lists Listening for the structure of a talk
Vocabulary	Using future time markers
Speaking	Introducing a talk
Pronunciation	Separating thought groups with pauses

Discussion point

Ask students to look at the picture on page 97 and ask: *Where is it? What are they doing?* (cleaning windows on very tall buildings). Tell students that the unit is about *work*. Brainstorm jobs to help students with the third question.

Ask students to discuss the questions with a partner, using the sentence frames to help them get started. Photocopy and cut out the unit 10 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the class.

Vocabulary preview

- Write the two- and three-syllable bold words on the board, and ask students to mark the word stress, e.g. *CON-fi-dence*. When students finish the exercise, do a whole-class check. Students could also use monolingual dictionaries to check the meanings or pronunciations of words they do not know.

ANSWERS

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

LISTENING 1 Love your job

Word count 515

Background information

Meteorologists study the causes of weather conditions using information obtained from the atmosphere.

Before you listen

- You may need to explain what a *career fair* is (a place for job-seekers to learn about different jobs and meet potential employers). Ask students if they know what the pictures at the bottom of page 98 and page 99 are of. If not, tell them (clouds gathering above the Earth, a diving instructor). Ask students if they know who studies clouds and the weather (a meteorologist). Check that students know where the stress is in the word *meteorologist* and that they know what a meteorologist and a diving instructor do.

- Remind students that before a listening task it is a good idea to predict some of the words and content, as this can make the listening easier.

Do a check on which words the students have thought of, and write these on the board.

Global listening

Background information

Confucius (551–479 BC) was a philosopher and social thinker who deeply influenced Chinese thinking. He is famous for his many wise sayings.

SCUBA diving is a form of underwater diving. SCUBA stands for *self contained underwater breathing apparatus*. The diver uses a canister full of air on his or her back.

- Before playing the audio, have students study the words in the *Academic keywords* box. Check their pronunciation and ask them to add the words to their vocabulary notebooks. Remind students about the difference in pronunciation between *advice* and *advise*. After they have checked their predictions, ask them to share their ideas with the class.

AUDIO SCRIPT 2.28

Moderator: Good morning everyone, and welcome to the Career Fair. I know you're all job hunting now, so I'd like to offer some very old advice: "Choose a job you love, and you will never have to work a day in your life." The Chinese philosopher Confucius said that 2,500 years ago, and it's still true today. If you do a job you enjoy, it doesn't feel like work. Now, I'd like to introduce our first guest, Adrienne Park, who is a meteorologist. Adrienne, could you tell us what exactly a meteorologist does?

Adrienne: Good morning. Well, as a meteorologist, I do much more than give the weather report on TV! We study the weather. Or more exactly, we study the causes of weather, and I predict or forecast the weather using charts, maps, and computer models. Meteorologists can work in several different places, for example, some work for the government weather service, and some are in the airline industry. As well, we can work as consultants for a wide range of businesses.

Moderator: So, what do you enjoy about your work?

Adrienne: Mmm, a number of things. First of all, I think the weather is incredibly interesting, especially unusual weather events like thunderstorms and typhoons. I also love the challenge of predicting the weather accurately. And above all, I feel I'm doing something useful because weather forecasts help everyone in several different ways, for example, a farmer will be able to protect his crops, and a mother will be able to put an umbrella in her child's school bag.

Moderator: That's for sure. Thank you very much, Adrienne. Now, let's welcome our second guest, Richard Lewis. I'll let him tell you what he does. Richard?

Richard: Hello everyone. Well, Adrienne's work focuses on the sky, and my work is under the sea. I'm a SCUBA diving instructor, and I'm working now at a dive center at the Red Sea in Egypt.

Moderator: So, Richard, can you tell us what you actually do in a working day?

Richard: As a diving instructor, of course I spend a lot of time underwater with my students, but that's not all I do. I also plan dive trips, prepare the equipment, and teach about the underwater environment. Most importantly, I demonstrate all the skills my students will definitely need to be safe when they're diving, so that they don't get into dangerous or frightening situations. In fact, my job can be hard work with long days. And on top of that, it can be stressful as I'm responsible for the divers' safety in the water.

Moderator: So, can you tell us what is enjoyable about your work?

Richard: Sure. Students often say to me, "Wow, you have the best job in the world," and I agree. I'm able to meet people from all over the world and I love sharing my passion for marine life. Most of all, it's great helping students develop their knowledge of the sea, improve their skills, and gain self-confidence.

Moderator: Thank you, Richard. OK everyone, now that you've heard from two people who have interesting jobs they love, you are welcome to ask questions ...

ANSWERS

1 M 2 DI 3 DI 4 DI 5 M 6 M
7 DI 8 M

- 2 Ask students to read through the two lists of facts and try to answer the questions without listening to the audio again. Then play the audio so students can check their answers with a partner.

ANSWERS

1 b, c, d 2 b, d, e

Close listening

Exam tip

In examinations such as IELTS, students frequently need to listen for details. The next listening activity enables students to practice this skill. When listening for specific details, try and screen out any other information. Remember, the aim is not to try to understand everything the speaker says. Read the question and know what it is you are listening for.

- 1 Tell students to guess the answers first and then do the listening as a way of checking.

ANSWERS

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

Do a dictation using the signal words in the *Listening to lists* box. Explain to students that these words are often used to signal something important. Then ask students to read the box and check their spelling.

- 2 Play the audio. When students have finished the exercise, ask them to check their answers in pairs.

AUDIO SCRIPT 2.29

- 1 I also love the challenge of predicting the weather accurately. And above all, I feel I'm doing something useful because weather forecasts help everyone in several different ways.
- 2 In fact, my job can be hard work with long days. And on top of that, it can be stressful as I'm responsible for the divers' safety in the water.
- 3 Meteorologists can work in several different places, for example, some work for the government weather service, and some are in the airline industry. As well, we can work as consultants for a wide range of businesses.
- 4 I also plan dive trips, prepare the equipment, and teach about the underwater environment. Most importantly, I demonstrate all the skills my students will definitely need to be safe when they're diving.
- 5 I'm able to meet people from all over the world and I love sharing my passion for marine life. Most of all, it's great helping students develop their knowledge of the sea, improve their skills, and gain self-confidence.

ANSWERS

1 d 2 b 3 e 4 a 5 c

- 3 Tell students you will pause the audio after each sentence to give them time to write their answers.

AUDIO SCRIPT 2.30

- 1 As a university professor, I teach classes three days a week, but that's not all I do. I also prepare lectures, correct students' homework, and attend meetings.
- 2 In my job I write sales reports, order supplies, and most importantly, visit my customers.
- 3 I am so busy this week. I have two exams, three reports to write, a meeting with my English professor, and on top of that, I have to work every night at the restaurant.
- 4 What do I love about my job? Let me see ... my work is really interesting, I have weekends free, my office is near my home, and above all, my colleagues are very friendly.

ANSWERS

See the audio script.

Developing critical thinking

Give students time to think about their own answers, then divide the class into discussion groups. Ask students to use the vocabulary in the *Useful words* box to help them. If necessary, explain the word *progression* (gradual change or development). Also, ask students to look at the *Professionals* box to get ideas for question 3. With weaker students, ask each group to choose one or two of the questions to discuss. Ask each group to share their ideas with the whole class.

LISTENING 2 Job skills for the future

Word count 559

Before you listen

Ask students to look at the picture on page 101. The way the page is displayed to the reader is futuristic. Ask your students if they have seen the movie *Minority Report*, where Tom Cruise looks at newspaper pages which are projected like a hologram. Tell students to use the words in the *Think about* box to help them write their questions. After students have discussed the questions with a partner, ask them to share their ideas with the whole class.

Global listening

Before playing the audio, ask students to read the topics. Then they can compare their answers in pairs.

AUDIO SCRIPT 2.31

Moderator: Good afternoon, everyone. I hope you found Adrianne and Richard inspiring. In this next session we're going to focus on the job market of the future. We're lucky to have as our guest speaker Dr. Audrey Chen who is a consultant for the Future Forward Foundation. Please welcome Dr. Chen.

Dr. Chen: Thank you. I'd like to talk to you today about my passion: work in the coming years. Now, one important thing to remember is that the idea of one job for life is going to disappear. In fact, it's already becoming history. This is true in several countries, like Japan, where a few years ago, most workers expected to have one job their whole working life.

Young people like you will most likely have eight to ten jobs in your adult life. That's right, you'll probably change your job every four to five years. One reason for this is that many jobs will become out of date or unnecessary, because of technology. I know that sounds a little frightening and stressful, but the good news is that many new jobs will be created. Here's an interesting fact for you: 65% of children born today will have jobs that don't exist yet.

So, what does all this mean for you? It means you'll definitely need new skills to help you survive in the job

market of the future. So, here's my forecast of five job skills that will help you be successful in the next 20 years.

First, you'll need what I call sense-making. This is the ability to figure out the deeper meaning, or importance, of information. Our computers will be able to give us more and more information, but we will have to be able to use this data to make good, effective decisions.

Next, you're going to need social intelligence. As our world becomes more and more globalized, you will have to work with large groups of people in different settings—both physical settings, for example in offices, and virtual settings, such as email. That will involve the ability to work well with people, and to adapt or change your behavior according to the setting.

Third, successful workers will definitely need very strong cross-cultural skills. Workers will move around much more and they will need to feel comfortable and confident wherever they are, in Saudi Arabia, the United States, Japan. You will have to see beyond people's cultural differences, working styles, and ways of thinking. Fourth, most workers within the next ten to twenty years will need to have new-media literacy. In other words, they must have the ability and confidence to use new media like wikis, blogs, and podcasts, to create and present their own audio and visual information. Paper will possibly be a thing of the past within the next 15–20 years.

Finally, successful future workers will have to be multi-specialists, so that they can work in several different jobs. People will need a deep understanding in one field, but have a good general knowledge of a wider range of work fields. This will force people to go on learning far beyond the years of formal education. Workers in the future will have to be life-long learners.

So, there you have five important work skills for the future. Just remember, when it comes to preparing for your career, the future starts now. Thank you.

ANSWERS

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

Ask students to read the *Listening for the structure of a talk* box. Then draw their attention to the *Academic keywords* box and check their pronunciation. Ask students to add the words to their vocabulary notebooks.

- 2 Pause the audio after each sentence to give the students time to write their answers.

AUDIO SCRIPT 2.32

1 We're lucky to have as our guest speaker Dr. Audrey Chen who is a consultant for the Future Forward Foundation. Please welcome Dr. Chen.

2 Here's my forecast of five job skills that will help you be successful in the next 20 years.

3 So, there you have five important work skills for the future.

ANSWERS

- 1 We're lucky to have as our guest speaker Dr. Audrey Chen who is a consultant for the Future Forward Foundation. Please welcome Dr. Chen.
- 2 Here's my forecast of five job skills that will help you be successful in the next 20 years.
- 3 So, there you have five important work skills for the future.

Close listening**Cultural awareness**

In order to successfully do business abroad, people need to be culturally aware. On arrival in a new country with a radically different culture, it is common to experience culture shock. Cross-cultural training helps people understand the ways in which a new culture is different. This type of training focuses on *dimensions* of culture, such as whether people in a culture are more individualist or more collectivist in their thinking and behavior.

Background information

A wiki is a website where users edit the pages. *Wikipedia* is the world's most famous wiki, although it is not necessarily a good example of a wiki, as some of the pages have been locked and cannot be changed by users. A blog is an online diary. The entries appear chronologically, so readers see the most recent posting first. Blogs can incorporate pictures and videos.

Tell students to read through the notes first. Play the audio. After they have completed the exercise, they can compare their answers with a partner.

AUDIO SCRIPT 2.33

So, here's my forecast of five job skills that will help you be successful in the next 20 years.

First, you'll need what I call sense-making. This is the ability to figure out the deeper meaning, or importance, of information. Our computers will be able to give us more and more information, but we will have to be able to use this data to make good, effective decisions.

Next, you're going to need social intelligence. As our world becomes more and more globalized, you will have to work with large groups of people in different settings—both physical settings, for example in offices, and virtual settings, such as email. That will involve the ability to work well with people, and to adapt or change your behavior according to the setting.

Third, successful workers will definitely need very strong cross-cultural skills. Workers will move around much more and they will need to feel comfortable and confident wherever they are, in Saudi Arabia, the United States, Japan. You will have to see beyond people's

cultural differences, working styles, and ways of thinking.

Fourth, most workers within the next ten to 20 years will need to have new-media literacy. In other words, they must have the ability and confidence to use new media like wikis, blogs, and podcasts, to create and present their own audio and visual information. Paper will possibly be a thing of the past within the next 15–20 years.

Finally, successful future workers will have to be multi-specialists, so that they can work in several different jobs. People will need a deep understanding in one field, but have a good general knowledge of a wider range of work fields. This will force people to go on learning far beyond the years of formal education. Workers in the future will have to be life-long learners.

So, there you have five important work skills for the future. Just remember, when it comes to preparing for your career, the future starts now. Thank you.

ANSWERS

- 1 deeper meaning
- 2 large groups
- 3 Cross-cultural skills
- 4 wikis, blogs, and podcasts
- 5 life-long learners

Developing critical thinking**SUPPORTING CRITICAL THINKING**

The first question involves comparing and contrasting different aspects of something, and then evaluating them. The ability to do this is a hugely important skill. In the next activity, encourage the students to think of reasons *why* something will be important, e.g. there will be more and more technology in the world, so skills 3 and 4 will be important. The more reasons they can come up with, the more important this skill will probably be in the future. Although there may be no correct answer, students will need to learn how to argue rationally in favor of something, and give a fair and balanced evaluation of its merits.

- 1 Give students time to think about their own answers, then divide the class into discussion groups. Ensure that each group shares their answers with the class.
- 2 Give students time to look back through the unit. For both questions, ask students to look at the *Think about* boxes for ideas. When students have discussed the questions, do a whole-class feedback.

This is good place in the lesson to use the video resource *Work and motivation*. 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 students to read the information in the *Using future time markers* box, and check that they feel comfortable with the phrases in bold.

- 1 Monitor to ensure that students' sentences are accurate. If appropriate, students can read their sentences aloud.
- 2 Ask students to work with a partner to make their predictions. When they have finished, ask pairs to take turns sharing their ideas.

EXTENSION ACTIVITY

With a creative class, divide the students into groups. Ask each group to design a poster that illustrates their combined vision of the future. Give each group pens and flip-chart paper. Then groups display the posters, and the others take turns viewing them. Students ask and answer questions about their posters. Alternatively, ask students to work in groups and brainstorm their top three movies about the future. What do they like about these movies? Which ones do they think involve things (e.g. flying cars) that will really happen?

SPEAKING Giving a talk

Future forms in English can be difficult for students. You may wish to do further grammar practice on this area, e.g. students can create personalized sentences describing their plans and intentions. The lesson deals with the modal *will* and the *going to* future forms.

Grammar

- 1 Ask students to scan the *Grammar* box and say how many forms are used (two: *will* + *going to*). Students can refer to the box when they complete the sentences.

ANSWERS	3 most likely won't
1 will probably	4 definitely won't
2 will definitely	5 will most likely

- 2 Ask students to work individually to create their sentences. Then do a quick whole-class check.

ANSWERS
1 Will Joyce apply for the chef job at the hotel?
2 Will you quit your office job next year?
3 Will your brother work abroad after graduation?
4 Will young people without education find good jobs?
5 Will more young people choose high-tech careers?

- 3 Do the first sentence with the whole class as an example. When the students have finished making the questions, check the answers with the class.

POSSIBLE ANSWERS

- 1 When will you start looking for a new job?
- 2 What kind of job will you look for?
- 3 Where are you going to look for a job?
- 4 What will you ask the career advisor for?
- 5 How will you find a job?
- 6 Why are you going to study English?

- 4 Ask students to work with a different partner to practice asking and answering the questions.

Speaking skill

Ask students to read the phrases in the *Introducing a talk* box. If appropriate, students can read the phrases aloud for practice. They can underline the stressed words.

- 1 Students can refer to the box to complete the sentences. Then play the audio and have them check their answers.

AUDIO SCRIPT 2.34

Osman: Good afternoon, I'm Osman from Future Perfect Job Finders, and today I want to talk to you about interesting jobs for you. First, I'm going to mention the type of jobs we have available, then I'll cover some details about the job and the type of people we're looking for.

ANSWERS

- 1 want to talk
- 2 going to mention
- 3 cover

- 2 When students have completed this task, ask them to stand up and deliver their talk.

Pronunciation skill

Check students understand the importance of pausing when giving a speech. Pausing can be used for dramatic effect or to give the audience thinking time. Ask students to read the *Separating thought groups with pauses* box.

- 1 Do the first sentence as a whole-group activity. Point out that the comma (,) is a clear indicator for when to pause. Ask students to work together to do this exercise. Then do a whole-class check to see where pairs would put the pause. Finally, play the audio so students can check their answers.

AUDIO SCRIPT 2.35

- 1 As well, / we can work as consultants / for a wide range of businesses.
- 2 In fact, / my job / can be hard work / with long days.
- 3 In this next session / we're going to focus / on the job market / of the future.
- 4 I'd like to talk to you today / about my passion.
- 5 I know that sounds a little frightening and stressful, / but the good news / is that many new jobs / will be created.
- 6 First, / you'll need / what I call / sense-making.

- 2 Monitor the activity. For students with difficulties understanding when to pause, have them read the sentences chorally with the audio.

SPEAKING TASK

If you have an interactive whiteboard, return to the flip chart page containing the list of jobs that students brainstormed earlier in the lesson, and use it as a lead-in to this activity. After students have finished the language task, ask them to check their answers in pairs.

ANSWERS

Good morning. / I'm Laura / from New Horizon Employment Agency. / This morning / I'd like to tell you about a great future job for you. / First, / I'll cover the type of job we have available, / then I'll let you know some details about the job / and the type of person we're looking for. We have a great job available in media. / It's with GlobeNews / and the job is Advertising Manager. / In this job, / you'll travel often in the region / and you'll be able to set your own working schedule. / You'll need to have a good degree, / good communication skills, / and the ability to increase sales. You'll also have to be energetic, / creative, / and willing to work hard. Thank you for your attention. / Now, / are there any questions?

Brainstorm and plan

Monitor the preparation and help any weaker students if they have trouble creating suitable content for their talk. You could pair them up with stronger partners to complete the brainstorm, or organize the class into small groups with teacher help to come up with ideas to complete the brainstorm and planning stages.

Speak and share

During the mini presentations, take language notes and do whole-class feedback. Use the photocopyable unit assignment checklist on page 97 to assess the students' speaking.

STUDY SKILLS Setting learning goals

Ask students to look at the picture of the basketball on page 106 and tell you what word comes into their mind, e.g. *aim* (noun and verb).

Getting started

Divide the class into pairs to discuss the questions, then do a whole-class feedback. Collate the answers to questions 2 and 3 on the board.

Scenario

Have students read the scenario. Then ask them to discuss their thoughts with a partner. Elicit feedback.

POSSIBLE ANSWER

Aida met an advisor and tried to set learning goals, but her goals weren't clear or measurable.

Consider it

- 1 Before asking students to do the exercise, ask if anyone has heard of the term SMART. Do a whole-class check of the answers.

ANSWERS

1 c 2 d 3 a 4 e 5 b

- 2 Ask students to discuss the question in pairs before sharing their ideas with the class.

Over to you

Monitor the activity. When students have finished discussing, elicit feedback. Which goals have students set themselves? Are they SMART learning goals?

Extra research task

People who predict the future professionally are known as *futurologists*. Search for this term to find an example of a prediction, and decide if they think it will come true. Then they can report back and ask the class what they think about these predictions.

EXTENSION ACTIVITY

This is the end of the course. As a wrap-up, ask students to compare their learning plans. This is a good moment to present any suitable learning strategies for autonomous learning in the future, such as: listening to DVDs in the target language with or without subtitles, listening to audio on the web and using the pause button, and continuing fluency lessons.

You may want to revisit the aims of the course and have students reflect back on whether they have improved in the target areas of listening and speaking.

Unit 1 Unit opener language support

calm /kɑm/	cheerful /'tʃiərfəl/
friendly /'frendli/	hardworking /'hɑrd'wɜ:kɪŋ/
intelligent /ɪn'telɪdʒənt/	kind /kaɪnd/
bad-tempered /'bæd'tempəd/	sensible /'sensəbəl/
serious /'sɪriəs/	shy /ʃaɪ/
unfriendly /ʌn'frendli/	unkind /ʌn'kaɪnd/

active
/'æktɪv/

alert
/ə'lɜrt/

awake
/ə'weɪk/

body clock
/'bɒdi klɒk/

energy
/'enədʒi/

lazy
/'leɪzi/

routine
/ru'tiːn/

season
/'siːzən/

sleepy
/'sliːpi/

sunrise
/'sʌn,raɪz/

sunset
/'sʌn,set/

tired
/taɪəd/

Unit 3 Unit opener language support

<p>bed /bed/</p>	<p>closet /'kləzɪt/</p>
<p>desk /desk/</p>	<p>door /dɔːr/</p>
<p>pictures /'pɪktʃəz/</p>	<p>plants /plænts/</p>
<p>messy /'mesi/</p>	<p>paint /peɪnt/</p>
<p>rug /rʌg/</p>	<p>tidy /'taɪdi/</p>
<p>wallpaper /'wɔːl,peɪpə/</p>	<p>window /'wɪndəʊ/</p>

airplane
/'eər,pleɪn/

building
/'bɪldɪŋ/

camera
/'kæmrə/

cellphone
/'selfəʊn/

computer
/kəm'pjutər/

laptop
/'læp,tɒp/

memory card
/'meməri kɑːd/

music player
/'mjuzɪk' pleɪər/

network
/'net,wɜːrk/

railway
/'reɪl,weɪ/

road
/rəʊd/

ship
/ʃɪp/

Unit 5 Unit opener language support

circle /'sɜrkəl/	complex /kəm'pleks/
dark /dɜrk/	irregular /ɪ'regjələr/
light /laɪt/	line /laɪn/
regular /'regjələr/	simple /'sɪmpəl/
spots /'spɒts/	square /'skweər/
stripes /'straɪps/	symmetrical /sə'metrɪkəl/

cycle
/'saɪkəl/

drive
/draɪv/

eat
/it/

exercise
/'eksər,saɪz/

make decisions
/meɪk dɪ'sɪʒənz/

shop
/ʃap/

speak
/spi:k/

study
/'stʌdi/

think
/θɪŋk/

type
/taɪp/

work
/wɜ:k/

Unit 7 Unit opener language support

flavor /'fleɪvər/	hearing /'hiəriŋ/
far-sighted /,fɑː'saɪtɪd/	loud /laʊd/
quiet /'kwaɪt/	short-sighted /'ʃɔrt'saɪtəd/
sight /saɪt/	smell /smel/
sound /saʊnd/	taste /teɪst/
texture /'tekstʃər/	touch /tʌtʃ/

blizzard
/'blɪzəd/

drought
/'draʊt/

flood
/'flʌd/

freezing
/'fri:zɪŋ/

heat wave
/'hit weɪv/

hurricane
/'hʊrə,keɪn/

ice
/aɪs/

lightning
/'laɪtnɪŋ/

rain
/reɪn/

storm
/'stɔ:m/

thunder
/'θʌndər/

tornado
/tɔ:'neɪdɒ/

Unit 9 Unit opener language support

advice /əd'vaɪs/	awareness /ə'weərnəs/
campaign /kæm'peɪn/	education /ˌedʒə'keɪʃən/
food /fuːd/	kindness /'kaɪndnəs/
medicine /'medəsiːn/	money /'mʌni/
shelter /'ʃeltər/	tools /tuːlz/
training /'treɪnɪŋ/	water /'wɔːtər/

character
/'kærəktər/

communication
/kə,mju:nɪ'keɪʃən/

creativity
/ˌkri:ɪ'tɪvɪti/

experience
/ɪk'spiəriəns/

language skills
/'læŋɡwɪdʒ skɪlz/

management
/'mænɪdʒmənt/

organization
/ˌɔrgənə'zeɪʃən/

problem-solving
/'prɒbləm sɒlvɪŋ/

qualifications
/ˌkwɒləfɪ'keɪʃənz/

teamwork
/'ti:m,wɜ:k/

technical skills
/'teknɪkəl skɪlz/

training
/'treɪnɪŋ/

UNIT 1 CHARACTER

Student name: _____

Date: _____

Unit assignment: Introducing another student to the group

25 points: Excellent achievement. Student successfully fulfills the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfills the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfill the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfill the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses the language of introductions.				
Student uses the simple present tense.				
Phonology—Student stresses words accurately.				
Student includes some adjectives ending in <i>-al</i> .				

Total: _____ /100

Comments:

UNIT 2 TIME

Student name: _____

Date: _____

Unit assignment: Conducting a survey

25 points: Excellent achievement. Student successfully fulfills the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfills the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfill the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfill the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses the language of getting attention and getting permission.				
Student uses the gerund and infinitive forms in the survey.				
Phonology—Student uses word stress and intonation accurately.				

Total: _____ /75

Comments:

UNIT 3 HOME

Student name: _____

Date: _____

Unit assignment: Talking about your dream home

25 points: Excellent achievement. Student successfully fulfills the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfills the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfill the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfill the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses the language of suggestions.				
Student uses quantifiers.				
Phonology—Student links words ending in consonants with words with initial vowels.				

Total: _____ /75

Comments:

UNIT 4 SIZE

Student name: _____

Date: _____

Unit assignment: Talking about a trend

25 points: Excellent achievement. Student successfully fulfills the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfills the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfill the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfill the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses the language of giving reasons for or against an idea.				
Student uses present progressive statements for showing change over time.				
Phonology—Student pays attention to word stress and contractions.				

Total: _____ /75

Comments:

UNIT 5 PATTERNS

Student name: _____

Date: _____

Unit assignment: Giving advice

25 points: Excellent achievement. Student successfully fulfills the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfills the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfill the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfill the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses expressions for asking for ideas and examples.				
Student uses expressions for giving advice.				
Phonology—Student pays attention to the pronunciation of multi-syllable words.				

Total: _____ /75

Comments:

UNIT 6 SPEED

Student name: _____

Date: _____

Unit assignment: Giving a presentation about a vacation

25 points: Excellent achievement. Student successfully fulfills the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfills the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfill the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfill the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses the language of similarities and differences.				
Student uses superlative forms of adjectives and adverbs.				
Phonology—Students use reduced forms.				

Total: _____ /75

Comments:

UNIT 7 VISION

Student name: _____

Date: _____

Unit assignment: Asking and replying to quiz questions

25 points: Excellent achievement. Student successfully fulfills the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfills the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfill the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfill the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses articles accurately.				
Student uses concrete and abstract nouns.				
Phonology—Students pay attention to the final consonant /t/ before another consonant.				
Student uses the language of asking for repetition and clarification.				

Total: _____ /100

Comments:

UNIT 8 EXTREMES

Student name: _____

Date: _____

Unit assignment: Create and deliver a memory questionnaire

25 points: Excellent achievement. Student successfully fulfills the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfills the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfill the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfill the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses techniques for taking time to think.				
Student uses expressions for talking about ability and contrastive forms.				
Phonology—Students use weak and strong forms with <i>can</i> and <i>can't</i> .				

Total: _____ /75

Comments:

UNIT 9 LIFE

Student name: _____

Date: _____

Unit assignment: Storytelling activity

25 points: Excellent achievement. Student successfully fulfills the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfills the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfill the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfill the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student used past tense verbs to tell a story.				
Student answers questions about his/her story.				
Phonology—Student correctly pronounces endings of regular past tense verbs.				

Total: _____ /75

Comments:

UNIT 10 WORK

Student name: _____

Date: _____

Unit assignment: Presenting future jobs

25 points: Excellent achievement. Student successfully fulfills the expectation for this part of the assignment with little or no room for improvement.

20 points: Good achievement. Student fulfills the expectation for this part of the assignment, but with occasional errors and hesitancy.

15 points: Satisfactory achievement. Student needs some work to fulfill the expectation for this part of the assignment, but shows some effort.

5 points: Poor achievement. Student does not fulfill the expectation for this part of the assignment.

	25 points	20 points	15 points	5 points
Student uses future forms.				
Student uses expressions for introducing a talk.				
Phonology—Student uses pauses to separate thought groups.				

Total: _____ /75

Comments:

UNIT 1 Character

Vocabulary preview

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

LISTENING 1 Birth order and personality

Global listening

- 1 Birth order has a big influence on people's personality.
- 2 First-born children are natural leaders.
- 3 Correct
- 4 Youngest children often act funny.
- 5 Only children are very comfortable around adults.
- 6 Correct

Close listening

- 1
1 b 2 d 3 a 4 c

2

Possible answers:

- 1 Oldest children are responsible. That's because they take care of their younger sisters and brothers.
- 2 Middle children spend a lot of time with their friends because they do not feel special in their families.
- 3 Youngest children are funny since it is hard for them to get attention.
- 4 Only children are verbal because their parents are always talking to them.

LISTENING 2 Temperament

Global listening

- 1 natural
- 2 happy
- 3 seem unhappy
- 4 careful
- 5 does not
- 6 more important than

Close listening

- 1 Difficult 4 Slow-to-warm-up
- 2 Easy 5 Slow-to-warm-up
- 3 Difficult 6 Easy

Vocabulary skill

- 1
1 type 3 nature 5 norm
2 person 4 verb

2

- 1 type (N); special (ADI)
- 2 nature (N)
- 3 normal (ADI)
- 4 verbal (ADI)
- 5 person (N)

3

Possible answers:

- 1 On a typical weekend I like to go shopping with my friends.
- 2 My father is the most verbal person in my family.

- 3 No, I don't enjoy watching professional sports on television.
- 4 No, I don't like to write personal letters. I like to use email.
- 5 Yes, I have some special natural abilities. I'm good at cooking.

SPEAKING Interviewing and making an introduction

Grammar

1

- 1 Does he have brothers and sisters? (Yes, he does. / No, he doesn't).
- 2 Are you an only child? (Yes, I am. / No, I am not.)
- 3 Are you often late? (Yes, I am. / No, I am not.)
- 4 Do you enjoy new situations? (Yes, I do. / No, I do not.)
- 5 Do psychologists always work in hospitals? (Yes, they do. / No, they do not.)
- 6 Are you a social person? (Yes, I am. / No, I am not.)

2

- 1 is 2 does 3 do 4 do 5 are

Speaking skill

1

- 1 like to introduce
- 2 like you to meet
- 3 This is
- 4 my pleasure to introduce
- 5 this is

2

Possible answers:

- 1 Father, I'd like you to meet my teacher, Mrs. Hakiml.
- 2 Mr. Smith, it's my pleasure to introduce Mr. Takashi, a visitor from Japan.
- 3 Jack, this is Bernard, my new classmate.
- 4 Robert, I would like to introduce my colleague, Mr. Jackson.
- 5 Uncle Harry, this is my neighbor, Wanda.

Pronunciation skill

2

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

SPEAKING TASK

Hi everybody. It's my pleasure to introduce Yakub Mara to you. He's from Jordan. There

are four children in Yakub's family, and he's the second oldest. But he has a personality like a first-born child. He wants to be a doctor when he graduates.

STUDY SKILLS Taking good notes

Scenario

Possible answer:

Hannah takes notes during lectures and keeps them organized by writing the topic and date in the file name. However, she should not write every word and she should rewrite her notes after the lecture.

UNIT 2 Time

Vocabulary preview

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

LISTENING 1 Circadian rhythm

Global listening

- 1 b 2 a 3 b 4 b 5 c

Close listening

1

- 1 F Lee is doing a survey for his biology class.
- 2 F The volunteers did not know what time it was.
- 3 T
- 4 F The volunteers could not have visitors.
- 5 T

2

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

3

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

LISTENING 2 Investigating the effects of the moon

Global listening

1

2 The effects of the moon on animal behavior

2

a 2 b 3 c 1 d 4 e 5

Close listening

1

4, 6

2

1 before; more 4 cannot; more
2 cannot; more 5 after; less
3 early; more 6 can; more

Vocabulary skill

1

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

2

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

3

1 temporary 4 tripod
2 cycle 5 indirect
3 duration 6 annual

SPEAKING Conducting a survey

Grammar

1

1 to feel 6 staying
2 to get 7 spending
3 to travel / traveling 8 eating
4 drinking 9 to feel / feeling
5 to avoid

2

Possible answers:

1 On weekends, I hate to get up early.
2 Before I go to bed, I have to finish cleaning the kitchen.
3 When I come home after a vacation, I expect to feel sad.
4 Our teacher always tells us to turn off our cell phones.
5 When I travel, I prefer to stay in a bed and breakfast, not a hotel.

Speaking skill

1

1 Can I (informal)
2 Pardon me; Could I (formal)
3 Pardon me; May I (formal)
4 Excuse me; is it ok if I (informal)
5 Excuse me, can I (informal)

2

Possible answers

1 Excuse me. Can I ask you a question?
2 Pardon me. I'm cold. Is it OK if I close the window?
3 May I interrupt, Professor? Could I come in?
4 Excuse me, Professor. I have a doctor's appointment. Could I leave class a little early?
5 Excuse me. Can I pay with a credit card?
6 Excuse me. Can I use your phone?

Pronunciation skill

1

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

SPEAKING TASK

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

Sandra: Sure, no problem.

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

Sandra: Between 11 and 11:30.

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

Sandra: About seven and a half.

Emily: Question 3, do you enjoy eating breakfast?

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

Emily: Thanks, Sandra.

Sandra: You're welcome.

UNIT 3 Home

Vocabulary preview

1

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

LISTENING 1

Multi-generational homes

Global listening

The speaker talks about: 1, 2, 4, 5, 6

Close listening

1

1 common 4 more expensive
2 is not 5 more difficult
3 cannot afford 6 issues

2

1 known as 3 what we can call
2 so-called 4 called

3

1 what we can call 3 called; so-called
2 known as

LISTENING 2 Less is more

Before you listen

2

Possible answers:

1 Is it better to live in a small home or a big home?
2 positive view because of title "Less is more"
3 home; small; tiny; big; living; space; size; cost; money; meters, etc.

Global listening

2

a 3 b 4 c 5 d 1 e 2

Close listening

1

1 square meters
2 decrease / down
3 with
4 and
5 for example
6 greater than / more

2

• tiny house movement
• De-M home = 9 sqm
• in their home: 1 bed, 1 cupboard, kitchen, toilet/shower pod
• bought home ready-made from MHS
• MHS: sells homes 5-45 sqms; 6 designs eg: ▲ ■ ▽
• can deliver w/ wheels
• owners can put: field, forest, river, front yard; back of truck
• De-Ms home = \$17,000 \$7,000
• Marta: mini-home uses > energy; but cozy

Vocabulary skill

1

1 houseplant 4 housekeeper
2 housework 5 home-made
3 homesick 6 homestay

SPEAKING Designing a dream home

Grammar

1

1 any 3 some 5 some
2 any / some 4 any 6 any

2

Possible answers:

1 There are not enough plates.
2 There is enough space.
3 There is not enough space.
4 The fridge is not big enough.
5 There are too many people in the kitchen.
6 There are enough bookcases for the books.

Speaking skill

1

1 Let's; ✓
2 maybe you could
3 How about
4 Why don't we; ✓
5 I suggest

Pronunciation skill

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

SPEAKING TASK

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

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

Andrew: OK, that's a good idea.

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

Andrew: Sure, I'm happy with that.

UNIT 4 Size

Vocabulary preview

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

LISTENING 1 Wallscapes

Before you listen

1

Possible answers:

Advertisement: A notice, such as a poster or a paid announcement in the print, broadcast, or electronic media, designed to attract public attention or patronage.

Advertising: The business or process of creating advertisements.

2

Possible answers:

billboards; banners; posters; wallscapes

Global listening

The speakers talk about: 1, 2, 4, 5, 7

Close listening

1

- advertisements; buildings
- outdoor
- wallscapes
- paint
- surprise
- 150; 90; 13,000
- dangerous

2

- 1 huge advertisements; sides of buildings
- 2 outdoor advertising
- 3 place for the ad
- 4 paint, cloth, and plastic
- 5 surprise
- 6 90 feet
- 7 safety devices

LISTENING 2 Miniature medical devices

Before you listen

Picture 1: Pill Cam®

Picture 2: hearing aid

Global listening

1

Pill Cam®

2

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

Close listening

1

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

2

- | Advantages | Disadvantages |
|-------------|---------------|
| 1 clear | 1 expensive |
| 2 radiation | 2 pictures |
| 3 patient | 3 control it |

Vocabulary skill

1

- 1 Microbiology
- 2 minibike
- 3 Microsurgery
- 4 Microeconomics
- 5 microprocessor

SPEAKING Talking about a trend

Grammar

1

- 1 It is October. The days are becoming shorter and shorter.
- 2 The baby is growing bigger and bigger.
- 3 It's getting easier and easier for me to speak English.
- 4 In many countries, people are living longer and longer.
- 5 Multi-generational households are becoming more and more common.

Pronunciation skill

1

- | | |
|-------------|---------------|
| 1 I'm | 6 She's |
| 2 It's not | 7 He's |
| 3 you're | 8 We're not |
| 4 She isn't | 9 They aren't |
| 5 They're | 10 He's not |

Speaking skill

1

- | | |
|------------------|-------|
| 1 do not support | 4 for |
| 2 against | 5 for |
| 3 support | |

SPEAKING TASK

These days, children and teenagers are spending more and more time using electronic devices like computers, cell phones, iPods, etc. I'm against this because they're spending less and less time reading. This is a big problem. Another reason I don't support this trend is children are not talking to their families as much. It's bad for families if people don't talk to each other. These reasons explain why I'm against using electronic media for children and teenagers.

STUDY SKILLS Graphic organizers

Scenario

Possible answer:

Gabir would save time if he used graphic organizers so he should learn how to use them.

Consider it

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

UNIT 5 Patterns

Vocabulary preview

1

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

LISTENING 1 Graphology

Before you listen

Possible answers:

analyzes handwriting; to know what kind of person someone is; to see if a document is real / authentic

Global listening

- 1 a 2 b 3 b 4 b 5 a

Close listening

1

- 1 One example is (example)
- 2 Another example (example)
- 3 including (explanation)
- 4 for example (example)
- 5 which includes (explanation)
- 6 like (example)
- 7 such as (example)

2

- 1 b 2 b 3 b 4 b

LISTENING 2 Flocks, schools and swarms

Before you listen

Picture 1: school

Picture 2: swarm

Picture 3: flock

Global listening

1

The speaker will talk about: 1, 3, 5, 6

2

- 1 First, I'll give you
- 2 Then, I'll introduce
- 3 Finally, we'll look at

Close listening

1

- | | |
|----------------|------------|
| 1 large groups | 4 members |
| 2 questions | 5 flocks |
| 3 point | 6 football |

2

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

Vocabulary skill

1

- | | |
|---------------|---------------|
| 1 a biology | b biologist |
| 2 a ecology | b ecologist |
| 3 a geology | b geologist |
| 4 a sociology | b sociologist |
| 5 a zoology | b zoologist |

2

- | | |
|-------------|---------------|
| 1 geologist | 4 sociologist |
| 2 biologist | 5 ecologist |
| 3 zoologist | |

SPEAKING Giving advice about cultural customs

Grammar

1

Students' own answers

2

Students' own answers

Speaking skill

1

- 1 a 2 b 3 e 4 c 5 d

Pronunciation skill

2

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

SPEAKING TASK

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

UNIT 6 Speed

Discussion point

- 1 The person in the picture is speed skating.
He is going fast.

Vocabulary preview

- | | | | |
|-----|-----|-----|-----|
| 1 b | 3 b | 5 a | 7 a |
| 2 a | 4 b | 6 b | 8 b |

LISTENING 1 It's fun to be scared

Global listening

- 1 F 2 T 3 F 4 F 5 T

Close listening

2

- 1 a 2 b 3 b 4 a 5 b

3

- 1 fun
- 2 22; 42
- 3 fastest
- 4 is not
- 5 enjoy
- 6 he is going to fall out

LISTENING 2 The race to be the slowest

Global listening

1

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

2

- 1 speed cycling
- 2 On the other hand
- 3 slow bike racing

Close listening

1

- 1 Rider has to stay inside the lines
- 2 Rider cannot touch the ground
- 3 Winner = person who finishes in the longest time
- 4 Olympic™ sport: wrong way around
- 5 Clothes: wrong way around
- 6 Speed: wrong way around
- 7 Skills: balance, control, focus

Vocabulary skill

1

- | | |
|----------------|--------------|
| 1 excited | 4 confused |
| 2 embarrassing | 5 relaxed |
| 3 boring | 6 surprising |

SPEAKING Comparing vacations

Grammar

1

- | | |
|--------------------|------------------------|
| 1 the longest | 8 the most afraid |
| 2 the most regular | 9 the worst |
| 3 the happiest | 10 the most slowly |
| 4 the best | 11 the craziest |
| 5 the newest | 12 the most amazing |
| 6 the most normal | 13 the most interested |
| 7 the most excited | 14 the most carefully |

2

- 1 the longest
- 2 the largest
- 3 most difficult
- 4 the most dangerous
- 5 the riskiest
- 6 busiest

3

- 1 Which one is the hardest?
- 2 Which one is the riskiest?
- 3 Which one is the most thrilling?
- 4 Which one is the worst?
- 5 Which one is the slowest?
- 6 Which one is the most relaxing?

Speaking skill

1

- 1 are, too
- 2 so does
- 3 but
- 4 are different from; in contrast
- 5 is like
- 6 are similar
- 7 are different in

2

Possible answers:

The Schrager is like the Holland because you can ride both of them in the city.
The Shinzu is for racing, but the Holland is for city riding.
The three bikes are different in price.
The three bikes are the same in size.
The Shinzu weighs 9 kg. In contrast, the Holland weighs 18 kg.
The Holland has a rear tire rack, and the Schrager does, too.
The Shinzu has 21 gears, but the Schrager has 10.

Pronunciation skill

1

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

2

- | | |
|---------------|-----------|
| 1 don't you | 4 of; and |
| 2 What do you | 5 has to |
| 3 just | 6 and |

SPEAKING TASK

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

STUDY SKILLS Classroom language

Scenario

Possible answer:

Sam is too formal when speaking with his classmates, and too information when he speaks with his teacher.

Consider it

- | | |
|-----------|-----------|
| 1 a C b T | 4 a T b C |
| 2 a C b T | 5 a T b C |
| 3 a T b C | 6 a T b C |

UNIT 7 Vision

Vocabulary preview

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

LISTENING 1 Our world, our senses

Before you listen

1

Possible answers:

The eagle has the best eyesight in daylight. The owl and bat have the best nighttime eyesight.

Global listening

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

Close listening

- 1
- 1 b 2 c 3 a 4 f 5 d 6 e
- 2
- | | |
|-------|-------------|
| 1 30 | 5 7,770 |
| 2 14 | 6 18,880 |
| 3 115 | 7 190,990 |
| 4 660 | 8 2,215,000 |
- 3
- | | |
|-------|-----------|
| 1 1.5 | 4 5,500 |
| 2 260 | 5 2.6 |
| 3 35 | 6 384,403 |

LISTENING 2 Dans le Noir

Global listening

1

The speaker talks about: 1, 2, 4, 6, 7

2

- And speaking of the food experience, what about the menu?
- And do the diners enjoy the surprise of not knowing what they're going to eat?
- But can the waiters figure out how to serve the right meals to the right customers in total darkness?
- So, what do the customers say about the experience of eating at Dans le Noir?

Close listening

- | | | | |
|-----|-----|-----|-----|
| 1 b | 3 c | 5 c | 7 c |
| 2 a | 4 b | 6 b | 8 a |

Vocabulary skill

- 1
- | | |
|---------------|--------------|
| 1 goodness | 5 difficulty |
| 2 possibility | 6 quietness |
| 3 darkness | 7 creativity |
| 4 usefulness | 8 weakness |
- 2
- | | |
|------------|---------------|
| 1 sad | 5 loyal |
| 2 reliable | 6 happy |
| 3 clear | 7 responsible |
| 4 useless | 8 active |
- 3
- | | |
|--------------|---------------|
| 1 clarity | 4 possibility |
| 2 creativity | 5 activity |
| 3 quietness | 6 usefulness |

SPEAKING Taking part in a quiz

Grammar

- 1
- | | | |
|-----|------|------|
| 1 C | 7 A | 13 A |
| 2 A | 8 A | 14 A |
| 3 C | 9 A | 15 C |
| 4 C | 10 C | 16 A |
| 5 C | 11 C | 17 A |
| 6 C | 12 A | 18 A |
- 2
- | | |
|---------------|----------|
| 1 a; Ø | 4 a; Ø |
| 2 The; the; Ø | 5 Ø; the |
| 3 an; Ø | |

Speaking skill

- 1
- | | | | |
|-----|-----|-----|-----|
| 1 a | 2 b | 3 a | 4 a |
|-----|-----|-----|-----|

Pronunciation skill

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

SPEAKING TASK

How much does a human eye weigh?

UNIT 8 Extremes

Vocabulary preview

- | | | |
|-----|-----|------|
| 1 d | 5 b | 9 f |
| 2 e | 6 i | 10 h |
| 3 c | 7 g | |
| 4 a | 8 j | |

LISTENING 1 Ultimate memory

Global listening

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

Close listening

- 1
- 1 b 2 c 3 a 4 d
- 2
- fall into (V); group (N)
 - classify (V); types (N); categories (N)
 - divide (V); kinds (N)
- 3
- At this university the course subjects fall into four categories: physical sciences, social sciences, humanities, and technology.
 - The food we eat is usually put into four groups: dairy products, fruits and vegetables, grains, and meat.
 - Psychologists often categorize people into two types: A personality and B personality.
 - My teacher often says that students fit into two groups: hardworking or lazy.
 - We usually divide sports into two broad groups or classes: individual sports and team sports.
 - Libraries use many different systems to classify books into several categories.

LISTENING 2 Exploring environments

Close listening

- 55; 1
- 8,848m; -88
- 35; 10
- 11
- high
- salty
- 1,100; 7
- slow walker
- 1.5; -273; 151; 10

Vocabulary skill

- 1
- 1 b 2 c 3 d 4 e 5 a 6 f
- 2
- | | |
|-------------|--------------|
| 1 extinct | 4 explain |
| 2 explosion | 5 experience |
| 3 expect | |

SPEAKING Interviewing about memory

Grammar

- 1
- I can't speak German.
 - That animal isn't able to survive without water.
 - Miki can't recall all the details of the story.
 - They aren't able to live deep underground.
 - He can't memorize a long poem perfectly.
 - I'm not able to recall all the major news events.

2

Possible answers:

- Can you speak German? What languages can you speak?
- Is that animal able to survive without water? Which animal is able to survive without water?
- Can Miki recall all the details of the story? Who can recall all the details of the story?
- Are they able to live deep underground? Where are they able to live?
- Can he memorize a long poem perfectly? What can he memorize perfectly?
- Are you able to recall all the major news events? How many news events are you able to recall?

Pronunciation skill

1

- | | | |
|---------|---------|---------|
| 1 can | 3 can't | 5 Can |
| 2 can't | 4 can | 6 Can't |

Speaking skill

1

- Technique 4
- Technique 3
- Technique 1; Technique 2
- Technique 2; Technique 3
- Technique 4
- Technique 1

SPEAKING TASK

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

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

Ameera: Are you able to remember poems?

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

STUDY SKILLS Using listening notes for tests

Scenario

Possible answer:

Kei reviewed his lecture notes, but he should start reviewing them earlier. He should review his notes for short periods instead of a few hours. He should try to predict the exam questions.

UNIT 9 Life

Vocabulary preview

1

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

2

Students' own answers

LISTENING 1 A life lesson

Global listening

1

- Poor immigrants from Korea. They did not have a good education, spoke with accents, and had low-income jobs.
- She saw some exam papers and she stole one.
- She told her teacher that she did not steal a copy of the test and that Sally was lying.
- She went to college and got a job.
- She wrote letters of apology to Sally and to her teacher.
- She learned that it is never too late to fix a mistake.

2

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

Close listening

- | | | | |
|-----|-----|-----|-----|
| 1 F | 3 T | 5 T | 7 U |
| 2 T | 4 F | 6 U | 8 U |

LISTENING 2 Heifer International

Global listening

1

Heifer International donates female animals to poor animals in more than 50 countries.

2

A goat could give milk to the family and baby.

3

Heifers could provide healthy food and a way for families to earn money.

Close listening

1

Possible answers:

American farmer Dan West
a charity; Spain;
give people a cow instead of milk
feed themselves; sell the milk
America
17 heifers; Puerto Rico
young cow
1" born female animals
an entire village
female goat
12 goats; old age; grandchildren
5 cows
healthy food; money; children
leave village to make a living
together

Vocabulary skill

1

- | | |
|---------------|-------------|
| 1 poor | 3 fortunate |
| 2 voluntarily | 4 donate |

2

- | | |
|--------------|---------------|
| 1 charitable | 4 Fortunately |
| 2 poor | 5 volunteer |
| 3 voluntary | 6 donations |

SPEAKING Telling a story

Grammar

1

Possible answers:

- Did Moussa volunteer at the animal shelter?
- Did Elena donate books to the library?
- Did Joyce work with blind children during the summer?
- Did Ana write a book about her childhood?
- Did Zuscha live in Pakistan for a year?

2

- What did Alexander Graham Bell invent? The telephone.
- What did Alexander Fleming discover? Penicillin.
- What did Motorola introduce? The first cell phone.
- What did Maurice and Dick McDonald open? The first McDonald's® restaurant.

3

Possible answers:

- Were you in a good mood yesterday?
- When did you exercise?
- Where did you eat lunch?
- When did you talk to your parents?
- What did you do last night?
- Did you sleep well last night?

Speaking skill

1

- What happened next
- what was her name
- Then what happened
- How did you feel
- What happened after that

Pronunciation skill

1

- | | | |
|--------|-------|---------|
| 1 /t/ | 5 /d/ | 9 /d/ |
| 2 /æd/ | 6 /t/ | 10 /d/ |
| 3 /t/ | 7 /d/ | 11 /æd/ |
| 4 /æd/ | 8 /d/ | 12 /t/ |

2

- My parents worked at typical low-income jobs.
- I just wanted to be like everyone else.
- I offered to show her the test.
- The teacher asked to speak to me privately.
- I decided to try to fix my mistake.
- I apologized to both of them and asked them to forgive me.

SPEAKING TASK

I grew up in a large family. I have four brothers and sisters. When I was young, my mother spent an hour every evening preparing lunches for all of us to take to school. [characters/setting] My lunch was almost the same every day: an egg sandwich, some chips, an apple or banana, and a cookie. The problem was that I never liked eggs. I used to throw the sandwich in the garbage. Then I would go to class in the afternoon and have trouble concentrating because I was hungry. [conflict]

I never told my mother about this because I didn't want to make more work for her. But one day, when I was about ten, I had an idea. That evening I told my mother, "You know, I don't really like eggs. Can I make my own sandwich from now on?" [high point] My mother answered, "Of course. You can make your own sandwich and you can also help me make all the other sandwiches." [resolution] From this experience I learned that if you really want something, it's OK to ask for it. But if you volunteer to do something, you should also be prepared to do more work than you expected! [moral]

STUDY SKILLS Storing lexis

Scenario

Possible answer:

Junko has a vocabulary notebook and highlights key words, however she doesn't make time for reviewing new words.

UNIT 10 Work

Vocabulary preview

- | | | | |
|-----|-----|-----|-----|
| 1 a | 3 a | 5 a | 7 b |
| 2 b | 4 b | 6 b | 8 b |

LISTENING 1 Love your job

Global listening

- 1
1 M 3 DI 5 M 7 DI
2 DI 4 DI 6 M 8 M

- 2
1 b, c, d 2 b, d, e

Close listening

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

- 2
1 d 2 b 3 e 4 a 5 c

- 3
1 As a university professor, I teach classes three days a week, but that's not all I do. I also prepare lectures, correct students' homework, and attend meetings.
2 In my job I write sales reports, order supplies, and most importantly, visit my customers.
3 I am so busy this week. I have two exams, three reports to write, a meeting with my English professor, and on top of that, I have to work every night at the restaurant.

- 4 What do I love about my job? Let me see ... my work is really interesting, I have weekends free, my office is near my home, and above all, my colleagues are very friendly.

LISTENING 2 Job skills for the future

Before you listen

Possible answers:

- What skills do I need for the future?
What's the best major to have in university?
When will the job situation get better?
What professions or areas of work will need more workers in the future?
Will English skills become more or less important in the future?

Global listening

- 1
a 1 b 4 c 7 d 2 e 5 f 6 g 3
2
1 We're lucky to have as our guest speaker Dr. Audrey Chen who is a consultant for the Future Forward Foundation. Please welcome Dr. Chen.
2 Here's my forecast of five job skills that will help you be successful in the next 20 years.
3 So, there you have five important work skills for the future.

Close listening

- 1 deep meaning
2 large groups
3 Cross-cultural skills
4 wikis, blogs, and podcasts
5 life-long learners

Vocabulary skill

Students' own answers

SPEAKING Giving a talk

Grammar

- 1
1 will probably
2 will definitely
3 most likely won't
4 definitely won't
5 will most likely

- 2
1 Will Joyce apply for the chef job at the hotel?
2 Will you quit your office job next year?
3 Will your brother work abroad after graduation?
4 What will you ask the career advisor for
5 Will more young people choose high-tech careers?

- 3
Possible answers:
1 When will you start looking for a new job?
2 What kind of job will you look for?
3 Where are you going to look for a job?
4 Where will you look for ask for advice about getting a good job?
5 How will you find a job?
6 Why are you going to study English?

Speaking skill

- 1
1 want to talking
2 going to mention
3 cover

Pronunciation skill

- 1
1 As well, / we can work as consultants / for a wide range of businesses.
2 In fact, / my job / can be hard work / with long days.
3 In this next session / we're going to focus / on the job market / of the future.
4 I'd like to talk to you today / about my passion.
5 I know that sounds a little frightening and stressful, / but the good news / is that many new jobs / will be created.
6 First, / you'll need / what I call / sense-making.

SPEAKING TASK

Good morning, / I'm Laura / from New Horizon Employment Agency. / This morning / I'd like to tell you about a great future job for you. / First, / I'll cover the type of job we have available, / then I'll let you know some details about the job / and the type of person we're looking for. We have a great job available in media. / It's with GlobeNews / and the job is Advertising Manager. / In this job, / you'll travel often in the region / and you'll be able to set your own working schedule. / You'll need to have a good degree, / good communication skills, / and the ability to increase sales. You'll also have to be energetic, / creative, / and willing to work hard. Thank you for your attention. / Now, / are there any questions?

STUDY SKILLS Setting learning goals

Scenario

Possible answer:

Aida met an advisor and tried to set learning goals, but her goals weren't clear or measurable.

Consider it

- 1
1 c 2 d 3 a 4 e 5 b

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Recommended minimum system requirements

Windows

	Windows XP SP3	Vista	Windows 7
CPU Speed	Core 2 Duo, 2.53 GHz	Core 2 Duo, 2.53 GHz	Core 2 Duo, 2.93 GHz
Browser	Explorer 7, 8 & 9, Firefox, and Chrome		

Macintosh OS

	10.5	10.6	10.7
CPU Speed	Core 2 Duo – 1.83 GHz	Core 2 Duo – 1.83 GHz	Core 2 Duo – 1.83 GHz
Browser	Firefox and Safari 4 & 5		

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/

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