

Level 1

PROGRESSIVE Skills

Listening & Speaking



Course Book & Workbook

Terry Phillips and Anna Phillips
with Nicholas Regan

Garnet
EDUCATION

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Published by

Garnet Publishing Ltd.
8 Southern Court
South Street
Reading RG1 4QS, UK

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First edition 2012

ISBN: 978-1-90861-400-1

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from
the British Library.

Production

Project managers: Richard Peacock, Nicky Platt
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Richard Peacock, Nicky Platt, Rod Webb
Research: Lucy Phillips
Design: Ed Du Bois, Neil Collier, Mike Hinks
Illustration: Doug Nash
Photography: Clipart, Corbis, Digital Vision, Getty
Images, Image Source, Photodisc,
Istockphoto, Shutterstock
Audio and DVD: EFS Television Production Ltd.

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Printed and bound

in Lebanon by International Press: interpress@int-press.com

PROGRESSIVE Skills

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Listening

Knowledge area	Topic	Skills
1 Education	Freshers' week	• waiting for definitions
2 Psychology and sociology	Concepts	• recognizing time signposts
3 Work and business	How to be a good employee	• hearing important words: more loudly
4 Science and nature	The scientific method	• predicting the next word from context
5 The physical world	Geographical location	• understanding location

Grammar

Phonology

1 • grammar of definitions: <i>an X is a Y</i> <i>X is -ing</i>	• vowels – short vs long: /i/ vs /i:/ • consonants: /p/ vs /b/
2 • recognizing past time	• vowels – short vs long: /æ/ vs /ɑ:/
3 • modals: <i>must</i> / <i>mustn't</i> • joining with <i>because</i>	• consonants: /g/, /dʒ/, /j/
4 • recognizing articles • recognizing introductory phrases	• vowels – short vs long: /e/ vs /ɜ:/ • consonants: /θ/ vs /ð/
5 • <i>there is</i> / <i>there are</i> • <i>it is</i> / <i>they are</i>	• vowels – short vs long: /ɒ/ vs /ɔ:/ • consonants: /s/ vs /z/

Speaking

Knowledge area	Topic	Skills
1 Education	Systems of education	<ul style="list-style-type: none"> organizing a talk choosing the tense
2 Psychology and sociology	Human behaviour	<ul style="list-style-type: none"> taking turns: starting a turn taking turns: recognizing the end of a turn
3 Work and business	Summer jobs	<ul style="list-style-type: none"> how to make a good impression taking turns: extending a turn
4 Science and nature	Diagrams and explanations	<ul style="list-style-type: none"> giving a scientific explanation asking about pronunciation
5 The physical world	Location and physical features	<ul style="list-style-type: none"> introducing a talk

Grammar	Phonology	Everyday English
1 • present simple vs past simple	• vowels – short vs long: /i/ vs /i:/	• asking about words and phrases
2 • modals: <i>can</i> / <i>can't</i>	• vowels – short vs long: /æ/ vs /ɑ:/ • consonants: /n/, /ŋ/, /ŋk/	• asking for information
3 • closed questions + short answers • closed questions with a choice	• consonants: /g/, /dʒ/, /j/	• asking about times and days
4 • <i>this</i> vs <i>these</i> • joining with <i>and</i> / <i>but</i> / <i>because</i> / <i>so</i>	• vowels – short vs long: /e/ vs /ɜ:/	• offering and requesting help
5 • prepositions of place • joining with <i>which</i>	• vowels – short vs long: /ʊ/ vs /ɔ:/ • consonants: /s/ vs /z/	• getting around town

Introduction



This is Level 1 of *Progressive Skills: Listening & Speaking*. This course is in four levels, from Intermediate to Advanced. In addition, there is a remedial / false beginner course, *Starting Skills*, for students who are not ready to begin Level 1.

Progressive Skills: Listening & Speaking is designed to help students who are at university or about to enter a university where some or all of their course is taught in English. The course helps students in these skills:

Listening – to lectures

Speaking – in tutorials and seminars

Progressive Skills: Listening & Speaking is arranged in five themes. Each theme is divided into two skill sections. Each skill section has five core lessons as follows:

Lesson 1: *Vocabulary for the skill*

pre-teaches key vocabulary for the section

Lesson 2: *Real-time practice*

practises previously learnt skills and exposes students to new skills; in most cases, this lesson provides a model for the activity in Lesson 5

Lesson 3: *Learning skills*

presents and practises new skills

Lesson 4: *Grammar for the skill*

presents and practises key grammar points for the skill

Lesson 5: *Applying skills*

provides practice in the skills and grammar from the section; in most cases, students work on a parallel task to the one presented in Lesson 2

In addition, **Everyday English** lessons present and practise survival English for everyday life.



Theme 1

Education

- Freshers' week
- Systems of education

Listening: Freshers' week

1.1 Vocabulary for listening Academic life



A Activating knowledge

1. 1.1 Listen and discuss some statements about education.
2. 1.2 Listen to some students. Do they agree or disagree with each statement?

At school, English is more useful than Mathematics.

I think that's true.

Actually, I don't agree. Maths is much more useful than English.

B Developing vocabulary

1. Complete each sentence with a word or phrase from the list on the right.
 - a. The academic year in my country starts in October. All the university students go back then.
 - b. When does the second _____ start? Is it in February?
 - c. Which _____ are you in? Education? Mathematics? Modern Languages?
 - d. Which _____ gives the Science in Education lectures?
 - e. How many _____ are in the Faculty of Education? I mean, how many people work there?
 - f. Where is the student _____ at this university? Where do the students live?
 - g. This is a large _____. There are ten faculty buildings, the library, the Resource Centre and the Students' Union.
 - h. A university student is called a _____ in the first year.
2. 1.3 Listen and check your answers.

C Building connections between words

1.4 **DVD** 1.A Listen to two words or phrases. What is the connection between each pair? Use the phrases below.

- They are both ...
- They are opposites.
- They both + verb ...
- A(n) X is a(n) Y.

academic (adj)
 access (n and v)
 accommodation (n)
 article (n)
 assignment (n)
 bursar (n)
 campus (n)
 contribute (v)
 crèche (n)
 deadline (n)
 dean (n)
 degree (n)
 faculty (n)
 fee (n)
 field trip
 fresher (n)
 graduate (n and v)
 hall of residence
 head (n) [of]
 in charge [of]
 lecture (n)
 lecturer (n)
 librarian (n)
 look up (v)
 participation (n)
 professor (n)
 projector (n)
 research (n)
 resource centre
 responsible [for]
 schedule (n)
 semester (n)
 sixth form
 sixth form college
 socialize (v)
 staff (n)
 Students' Union
 subject (n)
 tutorial (n)
 undergraduate (n)
 vice chancellor (n)

1.2 Real-time listening

A speech of welcome

A Activating background knowledge

Tick the jobs below that you find in a university.
What does each person do?

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> bookseller | <input type="checkbox"/> cook |
| <input type="checkbox"/> car park attendant | <input type="checkbox"/> gardener |
| <input type="checkbox"/> caretaker | <input type="checkbox"/> lecturer |
| <input type="checkbox"/> cleaner | <input type="checkbox"/> librarian |
| <input type="checkbox"/> manager | <input type="checkbox"/> teacher |
| <input type="checkbox"/> nurse | <input type="checkbox"/> waiter |
| <input type="checkbox"/> receptionist | <input type="checkbox"/> hairdresser |
| <input type="checkbox"/> secretary | <input type="checkbox"/> guard |

B Understanding introductions

You are going to watch an introduction to the Faculty of Education at Greenhill University.

1. What is Mr Beech saying? **DVD 1.8** Watch the first part of his talk, with the sound turned right down. Guess some of his words.
2. **1.5 DVD 1.8** Listen to the talk now and check your ideas.
3. What does each person in the faculty do?
Write notes next to the names on the list on the opposite page.

C Understanding words in context

You are going to watch a short talk by Mrs Pinner. She defines several words in her talk. **1.6 DVD 1.C** Watch the talk. Tick the correct definitions.

- | | |
|-------------------------|---|
| 1. campus | <input checked="" type="checkbox"/> money for a course |
| 2. resources | <input type="checkbox"/> Senior Common Room |
| 3. fees | <input type="checkbox"/> the university buildings |
| 4. Welfare Office | <input type="checkbox"/> accommodation for students on campus |
| 5. JCR | <input type="checkbox"/> things to help with studying |
| 6. SCR | <input type="checkbox"/> place to go if you have problems |
| 7. hall of residence | <input type="checkbox"/> special place for students |
| 8. Students' Union (SU) | <input type="checkbox"/> Junior Common Room |

D Transferring information

Study the campus map on the opposite page.

1. Which places are mentioned in Mrs Pinner's talk? Find and circle them on the map.
2. What can students do in each place?

E Remembering real-world knowledge

1.7 Listen and answer the questions.



What does a dean do at a British university?

He or she is responsible for a faculty.



Greenhill University

Faculty of Education

Dean of Education

Peter Beech

responsible for
Fac. of Ed.

Bursar

Mrs Pearce

Head of Year 1

Pat Pinner

Accommodation Manager

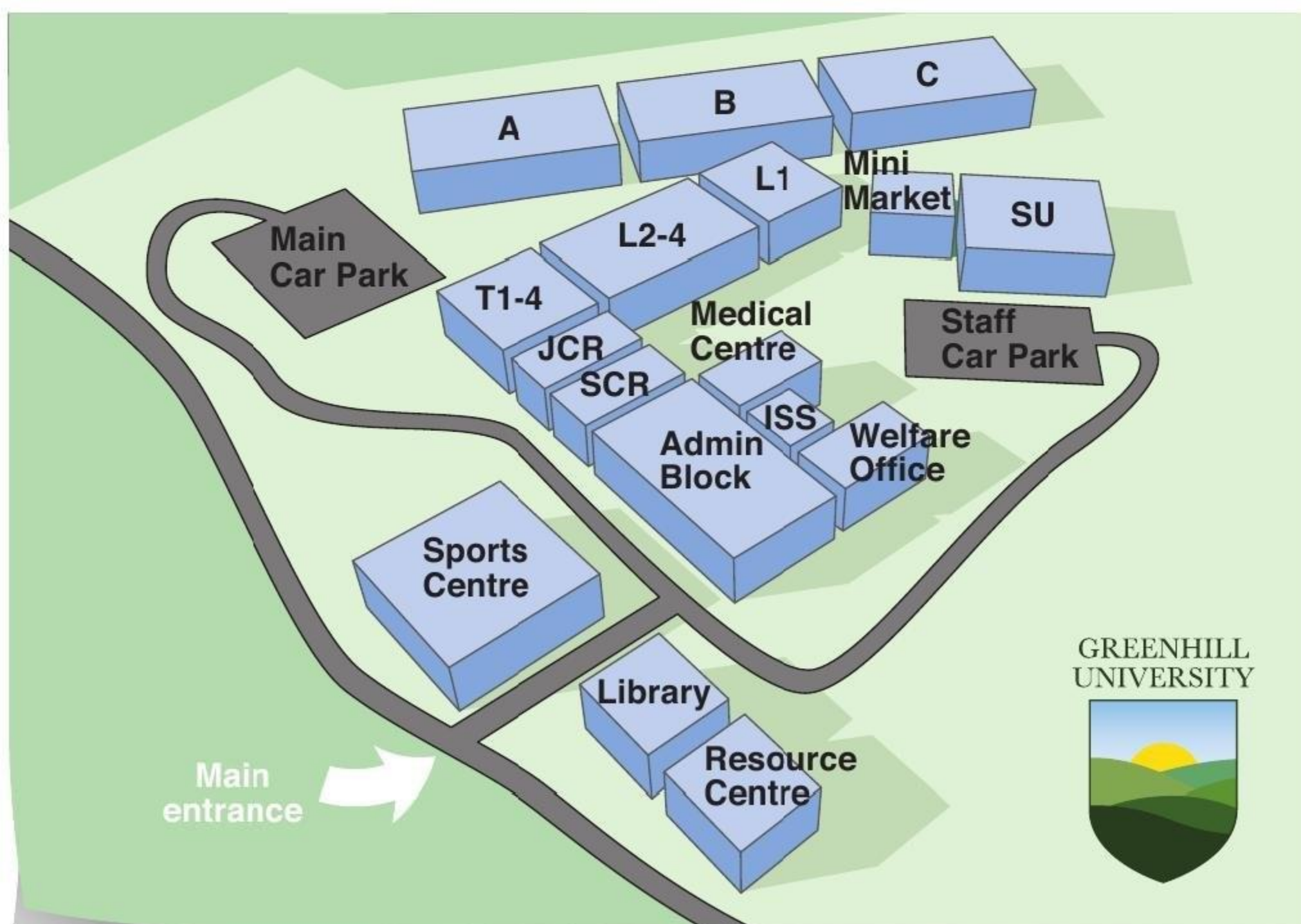
Bill Heel

Resource Centre Manager

Ben Hill

Head of ISS

Tim Mills



1.3 Learning new listening skills

Waiting for spoken definitions

A Reviewing key words

1.8 Listen to the stressed syllables from some words in this theme. Number the words below.

- | | | | |
|-----------------------------------|---|--|------------------------------------|
| <input type="checkbox"/> schedule | <input checked="" type="checkbox"/> 1 education | <input type="checkbox"/> accommodation | <input type="checkbox"/> union |
| <input type="checkbox"/> bursar | <input type="checkbox"/> lecture | <input type="checkbox"/> responsible | <input type="checkbox"/> resources |
| <input type="checkbox"/> campus | <input type="checkbox"/> library | <input type="checkbox"/> semester | <input type="checkbox"/> faculty |

B Identifying a new skill

- 1.9 DVD 1.D Watch another talk. Match the words and definitions.

a. assignment	<input type="checkbox"/> academic magazines
b. deadline	<input type="checkbox"/> a small discussion
c. research	<input checked="" type="checkbox"/> a piece of work to do on your own
d. journals	<input type="checkbox"/> the time to give in an assignment
e. tutorial	<input type="checkbox"/> reading articles
2. Read the Skills Check.
3. How does Mrs Pinner introduce each definition?

1.9 DVD 1.D Watch again. Tick the phrases you hear in the Skills Check.

C Listening for definitions

1.10 Listen to some speakers. They define each word below. Write the definition in each case.

- | | |
|------------------|---------------------------------------|
| food court | <u>place with lots of diff. rest.</u> |
| vending machines | _____ |
| laundrette | _____ |
| crèche | _____ |
| gym | _____ |

D Identifying consonant sounds

Read Pronunciation Check 1. 1.11 Listen and write the correct consonant in each word.

- | | | |
|---------------------|------------------------|---------------------|
| 1. <u>b</u> oth | 5. jo <u>o</u> | 9. <u>eo</u> le |
| 2. cam <u>u</u> s | 6. <u>a</u> y | 10. <u>er</u> sonal |
| 3. clu <u>u</u> | 7. res <u>o</u> nsible | 11. <u>l</u> ace |
| 4. ex <u>u</u> lain | 8. <u>u</u> rsar | 12. <u>ro</u> lem |

E Identifying vowel sounds

Read Pronunciation Check 2. 1.12 Listen and tick under the correct (underlined) vowel sound for each word.

		/ɪ/	/i:/			/ɪ/	/i:/
1.	in	✓		6.	free		
2.	fee			7.	meet		
3.	teach			8.	ill		
4.	mean			9.	it		
5.	begin			10.	give		

Skills Check

Waiting for definitions

People often define words **after** they use the word for the first time.

Example:

*I'm the **Head of Year 1** – that means I'm **responsible for the schedule**.*

When you hear a new word, listen carefully. You may hear a definition. Listen for these phrases:

*That means ...
That is ... / That's ...
I mean ...
In other words, ...
... which is / are ...*

Sometimes, there is no special phrase, but the **next words** are a definition.

Example:

*The Students' Union has a food court – a **place with lots of different restaurants**.*

Pronunciation Check 1

Hearing consonants: /p/ and /b/

We make these two consonants with our lips together:

1. the soft sound in *pen* – /p/. We write this sound with *p*.
2. the harder sound in *Ben* – /b/. We write this sound with *b*.

Pronunciation Check 2

Hearing vowels: /ɪ/ and /i:/

The vowel sound in *fill* is short: /ɪ/.

The vowel sound in *feel* is longer: /i:/.

We usually write the short sound with *i*.

We often write the longer sound with *ea* or *ee*.

1.4 Grammar for listening

Defining

We can define a noun with a general word plus more information.

①

subject	verb	general word	more information
A food court	is	a place	with many different restaurants.
A dean	is	a person	in charge of a faculty.
A vending machine	is	a machine	with food and drinks.
An article	is	a text	in a newspaper, journal or on the Internet.
A schedule	is	a list	of days and times.

A Defining with subject-verb-complement

Study each photograph below.

- How can you define each person, place or thing?
- 1.13 Listen to some definitions. Which word or phrase is the speaker defining in each case?



a cafeteria



a lecture hall



a lab



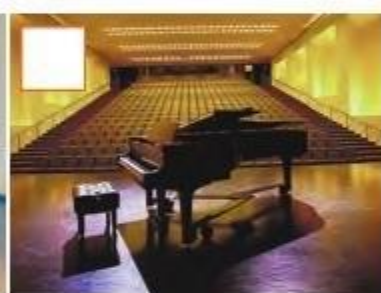
a degree



a graduate



a projector



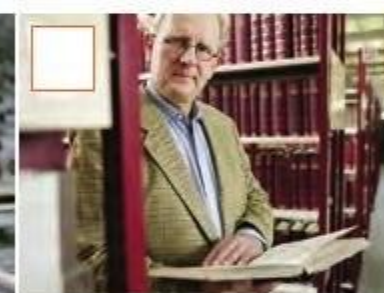
a theatre



a sports centre



a field trip



a librarian

We can define an action with *means / is* and another verb in the gerund.

②

subject	verb	gerund	more information
Research	means	finding	information in books or on the Internet.
Access		getting	in.
Greeting	is	saying	hello.
Socializing		meeting	people in your free time.

B Defining with subject-verb-gerund

1.14 Listen. How does the speaker define each action below?

- revising
- contributing
- parting
- graduating
- advising
- disagreeing

What is revising?

It's going over something again, something you studied before.

1.5 Applying new listening skills

Living and studying in Britain

A Activating ideas

The pictures on the right are from a talk by Mr Mills of ISS. What can you see in each picture?

B Predicting content

1. 1.15 DVD 1.E Watch and listen to the introduction to the talk. What is Mr Mills going to talk about?

C Practising a key skill

1. 1.16 DVD 1.F Watch and listen to the rest of the talk. What is the custom in Britain for each of the items in the pictures? Complete Table 1 below.

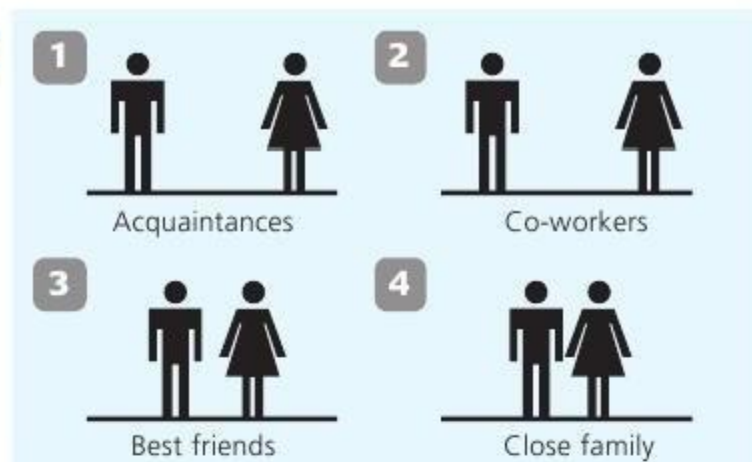
Table 1: Some British customs

custom	notes
greetings	Pleased to meet you. How do you do? Hi. / Hello.
handshakes	
eye contact	
social distance	
gender equality	
participation	

2. Which of the customs are the same in your culture? Which ones are different? How?

D Transferring information

Define each of the words and phrases in the first column of Table 1.



Speaking: Systems of education

1.6 Vocabulary for speaking

Education systems

A Activating ideas

Read these statements. Do you agree or disagree with each one?

1. All schooling should be mixed, not single-sex. There should be girls and boys in the same class.

Schooling should be mixed.

I agree. It's better.

I disagree. I think girls learn better in single-sex schools.

2. Children should study all the subjects on the curriculum. They should not drop Geography, for example, at the age of 14.
3. All children should learn a foreign language.
4. There should not be physical punishment of children at any age.
5. Children with different abilities should be in different classes.

B Practising new vocabulary

1. 1.17 Listen. Complete each dialogue with a word from the list on the right. Make any necessary changes.

1 A: When do you _____ national examinations?

B: In Britain, we _____ them at 16 and at 18.

2 A: Is education _____ in your country?

B: Yes, up to the age of 16.

3 A: When did you start school?

B: When I was three. I went to _____ school.

4 A: Who was your best teacher?

B: Mr Jarvis. He _____ us as adults.

2. Practise the dialogues in pairs.
3. Write and say two more lines for each dialogue.

C Developing independent learning

Study the dictionary entries for two words from this theme. The pronunciation is between two forward slashes (/ /).

1. What do the red symbols represent?
2. Identify the words below.

/ɪ t/ /f i: t/ /f ɪ l/ /g ɪ v/
/i: t/ /r i: d/ /f i: l/ /m i: t/

sit (v) /s ɪ t/ 1. use a chair
2. take an examination,
e.g., *When do you ~ the IELTS exam?*

fee (n) /f i: / 1. money you pay for a professional service 2. money you pay for a course of study;
USAGE NOTE: OFTEN PLURAL,
e.g., *The ~s for this course are very high.*

ability (n) [= skill]
behaviour (n)
best (adj)
certificate (n)
college (n)
compulsory (adj)
cram (v)
curriculum (n)
degree (n)
dictionary (n)
dormitory (n)
drop (v) [a subject]
examination (n)
form (n)
graduate (n and v)
keep (v) [order]
kindergarten (n)
last (v)
mixed (adj)
nursery (adj) [school]
primary (adj) [school]
punishment (n)
pupil (n)
residential (adj)
reward (n)
secondary (adj) [school]
semester (n)
set (v) [an exam]
single-sex (adj)
sit (v) [an exam]
stay on (v)
take (v) [an exam]
tertiary (adj)
treat (v)
[= behave towards]
tutorial (n)
worst (adj)

A Previewing vocabulary

1. 1.18 Listen to the words on the right. Tick the correct column to show the number of syllables.
2. Mark the stressed syllable on each two- and three-syllable word.
3. 1.19 Listen again and repeat the words.

B Hearing a model

You are going to hear a short talk from a student to his study group at university.

1. 1.20 Listen to the first part of the talk. Complete Table 1.
2. 1.21 Listen to the second part of the talk. Tick in Table 1:
 - the **schools** he went to.
 - the **exams** he took.
3. How does the student organize his talk?
4. Which tense does he use in each part of the talk? Why?

		1	2	3
a.	'after		✓	
b.	children			
c.	level			
d.	nursery			
e.	primary			
f.	secondary			
g.	called			
h.	exam			
i.	school			
j.	sixth			

Table 1: Education in the UK

type of school	age range	exams at the end
nursery		

C Practising a model

1. Study some of the sentences from the talk below. Underline the important words or phrases in each sentence.
 - a. Britain has four kinds of school. They are nursery, primary, secondary and sixth form.
 - b. Children don't take exams at nursery school.
 - c. At four or five, they move to primary school.
 - d. They stay there for six years and then they move to secondary school.
 - e. Secondary school lasts five years.
 - f. Children take exams called GCSEs at the age of 16.
 - g. You can leave school after GCSEs or A levels. However, about 50 per cent of British teenagers go on to university.
 - h. I didn't go to nursery school.
 - i. I was good at primary school and I liked the teachers.
 - j. I went to secondary school.
2. 1.22 Listen and check.
3. Practise saying the sentences.

D Producing a model

1. Make some notes on:
 - the education system in your country.
 - your own education.
2. Give a short talk.



A Activating ideas

What can you remember about these phrases?

- nursery school
- GCSE
- sixth form
- A levels
- primary
- take an exam / make an exam



B Studying models

Cover the conversations in Exercise C.

1. Look at the questions on the right. They are from conversations between students and tutors. What is the rest of the conversation in each case?
2. 1.23 Listen to the conversations. Number the sentences on the right 1 to 6 in the order you hear them.

- ☐ Do you *take* an exam or *make* an exam?
- ☐ Does *primary* mean *first*?
- ☐ Is sixth form for 17- and 18-year-olds?
- ☐ What does *GCSE* mean?
- ☐ What are A levels?
- ☐ What's a nursery school?

C Practising conversations

Uncover the conversations. Practise in pairs.

- 1** A: What's a nursery school?
B: It's a school for young children.
A: How old are they?
B: They're between three and five.

- 2** A: What does *GCSE* mean?
B: It's an abbreviation.
A: I know. But what does it mean?
B: It means *General Certificate of Secondary Education*.

- 3** A: Does *primary* mean 'first'?
B: Yes, it does.
A: So does *secondary* mean 'second'?
B: That's right.

- 4** A: What are A levels?
B: They're exams in Britain.
A: When do you take them?
B: You take them at 18.

- 5** A: Is sixth form for 17- and 18-year-olds?
B: Yes, it is.
A: Why is it called *sixth form*?
B: Because it starts with the sixth year of secondary school.

- 6** A: Do you *take* an exam or *make* an exam?
B: We use the verb *take* with exams.
A: And what about assignments?
B: You *do* assignments.

D Real-time speaking

Work in pairs. Ask and answer questions about some words and phrases. Use patterns from the conversations above.

Student A

1. Look at the information on page 81. Learn the meanings of some words connected with education.
2. Ask B about the other words.
3. Answer B's questions about your words.

Student B

1. Look at the information on page 85. Learn the meanings of some words connected with education.
2. Answer A's questions about your words.
3. Ask A about the other words.

1.8 Learning new speaking skills

Giving general and personal information

A Saying vowels

1. Say each pair of words on the right. Make sure your partner can hear the difference.
2. Look at the transcript of the talk in Lesson 1.7 (pages 126–127).
 - a. Underline some words with the vowel sound /ɪ/.
 - b. Circle some words with the vowel sound /i:/.

B Identifying a new skill (1)

1. Read **Skills Check 1**. How is the talk in Lesson 1.7 organized?
2. What can you remember about the talk in Lesson 1.7?
 - General facts?
 - Personal experiences?
3. Look at the extracts below from a talk about drama. Mark each sentence *G* for general facts or *P* for personal experiences.

		Children learn a lot about themselves in Drama.
G	1	Drama is a very important subject.
P	1	I took Drama for GCSE.
		I got a good pass in the examination.
		I was the main person in one of the plays.
		I wasn't very good, but I had a lot of fun.
		Most secondary schools in Britain have Drama classes.
		Some children take examinations in Drama at GCSE or A level.
		We did a lot of drama games, and we put on a play every term.

4. Number the *G* sentences in a logical order.
5. Number the *P* sentences in a logical order.

C Identifying a new skill (2)

1. Read **Skills Check 2**.
2. Look again at the extracts in Exercise B. Underline all the present simple verbs. Circle all the past simple verbs.

D Rehearsing a new skill

Practise saying the sentences in Exercise B in order. Remember to stress the key words.

Drama is a very important subject.

E Using new skills in a real-world task

Make a few sentences about this topic:
Popular subjects at school in my country and my favourite subject.

	A	B
1.	fill	feel
2.	still	steal
3.	will	wheel
4.	list	least
5.	ill	eel
6.	sit	seat
7.	this	these
8.	hill	he'll
9.	his	he's
10.	is he	easy

Skills Check 1

Organizing a talk

You must organize information in a talk in a logical way.

In the talk in Lesson 1.7, the student wanted to describe:

- education in **general**;
- **his own** education.

The best organization in English is:

- **general** facts; then
- **personal** experiences.

Within each paragraph, the best organization is:

- **chronological** – earliest to latest, e.g., *nursery, then primary, then ...*

Skills Check 2

Choosing the tense

You must choose the correct tense for each part of a talk.

1. We talk about general facts which are true now with the present simple.
*There **are** four kinds of school in Britain.*
*Children **go** to primary school at four or five.*
*Secondary school **lasts** five years.*
*Children **don't take** exams at the end of primary school.*
2. We talk about events in the past with the past simple.
*I **was** good at primary school.*
*I **started** primary school at five.*
*I **didn't take** the 11+ exam.*

1.9 Grammar for speaking

Present simple and past simple: with *be* and other verbs

In English, there are two kinds of verb, the verb *be* and other verbs.

3

1. The verb *be*: present simple

subject	verb	complement*	extra information
The 11+	is	an exam.	
A levels	are	exams.	
School	isn't	compulsory	after 16.
Classes	aren't	small	at secondary school.

*The correct name for any words after the verb *be* is the *complement*.

2. Other verbs: present simple

subject	verb	object	extra information
Many children	begin	school	at five.
Primary school	lasts	six years,	from five to 11.
Children	don't take	exams	at nursery school.
Primary	doesn't mean	second.	

A Talking about general facts

Read the facts below about the education system in Britain.

Give a general fact about the education system in your country.

My country has three kinds of school.

1. Britain has four kinds of school.
2. They are nursery, primary, secondary and sixth form.
3. Many British children start school at four or five.
4. Education is compulsory up to the age of 16.
5. Pupils can leave school at 16.
6. Many pupils go on to sixth form.
7. There are exams called A levels at 18.
8. Fifty per cent of pupils go on to university.

1. The verb *be*: past simple

4

subject	verb	complement	extra information
I	was(n't)	good	at primary school.
The exams	were(n't)	easy	at 16.
I	was(n't)	a prefect	in the sixth form.

2. Other verbs: past simple

subject	verb	object	extra information
I	started	school	at five.
I	took	ten GCSEs	at the end of secondary school.
I	didn't leave	school	at 16.

B Talking about past facts

Read each fact about the education system in Britain.

Give true information about your own education in the past.

I started school at four.

1. Many British children start school at four or five.
2. Many children like their first school.
3. Pupils take exams at 16.
4. Many pupils don't like doing exams.
5. Some pupils leave school at 16.
6. Many pupils stay at school up to the age of 18.

1.10 Applying new speaking skills

What is a good teacher?

A Reviewing sounds (1)

1. Study the dialogues below.
 - a. Underline the words with the vowel sound /ɪ/.
 - b. Circle the words with the vowel sound /i:/.

- 1 A: How do you feel?
B: I'm really ill.
- 2 A: Did you eat the eel?
B: No, I didn't!
- 3 A: Is he his brother?
B: No, but she's his sister.

2. Practise the dialogues in pairs.

B Reviewing sounds (2)

Say each pair of words below. Make sure your partner can hear the difference.

	A	B
1.	bit	pit
2.	buy	pie
3.	bought	port
4.	open	Oban
5.	cab	cap

C Researching information

1. Work in two groups.
Group A: Read the text on page 85.
Group B: Read the text on page 81.
Underline the new words.
2. Ask the other members of your group about the new words.
3. Complete the correct part of Table 1.
4. Add any ideas of your own to your column.

D Giving a short factual talk

Stay in two groups, A and B.

1. Read Assignment 1. Which talk are you going to give?
2. Prepare your talk. Remember:
 - Choose the correct tense for each section.
 - Form the tense correctly.
 - Give definitions of new words.
 - Underline key words and phrases in your talk.
3. Practise giving your talk to your group.
4. Make new groups. There must be students from Group A and Group B in each group. Give your talk.
5. Ask about any new words.



Table 1: Good and bad teachers

good	bad
keep order (= stop bad behaviour)	sarcastic (= make fun of)

Faculty of Education

Assignment 1

Reflect on your experiences of being a student. In the next tutorial you must give a short talk.

Either:

- give your idea of good teachers and talk about the best teacher you ever had.

Or:

- give your idea of bad teachers and talk about the worst teacher you ever had.



Theme 2

Psychology and sociology

- Concepts
- Human behaviour

2.1 Vocabulary for listening What groups do you belong to?



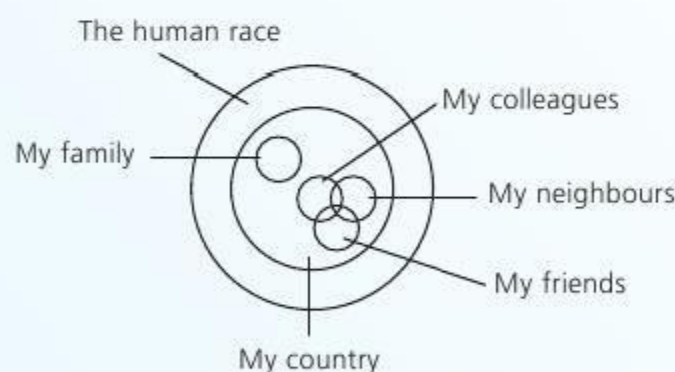
A Activating ideas

Look at the pictures above. What groups do they show?

B Understanding vocabulary in context

- Study the figure below. What does it show?
- 2.1 Listen. Complete the text below with words from the list on the right. Make any necessary changes.

A person is an individual. Psychology is about individuals. _____ ask questions like: *What is the _____? How does it control _____ behaviour?* People have _____ with other people. _____ is about human behaviour in groups. Sociologists ask questions like: *Why do people _____ groups? Why do groups sometimes _____ badly?* In the diagram, the circle for **my family** is _____ from the other three circles. Why? Because my family is _____ from my friends, my neighbours and my colleagues. Why are these three circles _____? Because some of my friends live in my neighbourhood and some of my friends are also my colleagues. _____ call the four inner circles the _____ groups. The people in your primary groups are very important to you.



C Developing vocabulary

- Discuss the difference in meaning between each pair of words below.
- 2.2 Listen to a student explaining one word in each pair. Tick the word.

- | | |
|--|--|
| a. <input type="checkbox"/> sociologist | <input type="checkbox"/> sociology |
| b. <input type="checkbox"/> psychologist | <input type="checkbox"/> psychology |
| c. <input type="checkbox"/> primary school | <input type="checkbox"/> primary group |
| d. <input type="checkbox"/> mind | <input type="checkbox"/> brain |
| e. <input type="checkbox"/> people | <input type="checkbox"/> human race |
| f. <input type="checkbox"/> individual | <input type="checkbox"/> identity |

D Developing critical thinking

Draw a figure to show the groups you belong to.

act (v)
 aim (n and v)
 alone (adj)
 ancient (adj)
 behave (v)
 behaviour (n)
 brain (n)
 century (n)
 cognitive (adj)
 colleague (n)
 control (v)
 different (adj) [from]
 form (v)
 friendship (n)
 group (n)
 human (n)
 human race
 identity (n)
 individual (n)
 key (adj)
 link (v)
 medicine (n)
 memory (n)
 mind (n)
 neighbour (n)
 pattern (n)
 personality (n)
 philosopher (n)
 primary (adj) [= main]
 psychologist (n)
 psychology (n)
 relationship (n)
 religion (n)
 rights (n)
 rule (n)
 separate (adj)
 social (adj)
 sociologist (n)
 sociology (n)
 term (n) [= name]
 the same as

2.2 Real-time listening An introduction to sociology

A Activating ideas

Discuss these questions.

1. When did humans start to live in groups?
2. Why do people live in groups?
3. When do groups of people behave well?
4. Why do groups of people behave badly?

B Predicting content

Look at the first slide from a lecture on the opposite page. Which phrases will you hear? Tick one or more.

- | | |
|--|---|
| 1. <input type="checkbox"/> a man called | 6. <input type="checkbox"/> in mathematics |
| 2. <input type="checkbox"/> at that time | 7. <input type="checkbox"/> in the 14 th century |
| 3. <input type="checkbox"/> he said | 8. <input type="checkbox"/> in the future |
| 4. <input type="checkbox"/> he wrote a famous book | 9. <input type="checkbox"/> in the past |
| 5. <input type="checkbox"/> human behaviour | 10. <input type="checkbox"/> next year |

C Showing comprehension

2.3 DVD 2.A Watch each part of the lecture. Tick the best way to complete the sentence about each part.

Part 1. The lecture is about ...

- a. ☒ sociology in the past and the present.
- b. ☐ sociology in the past.
- c. ☐ sociology in the present.

Part 2. Sociologists ...

- a. ☐ study human behaviour in groups.
- b. ☐ try to understand human behaviour in groups.
- c. ☐ study, try to understand and try to predict human behaviour in groups.

Part 3. People first became interested in human behaviour ...

- a. ☐ a long time ago.
- b. ☐ in 1838.
- c. ☐ in the 4th century BCE.

Part 4. This part of the talk is mainly about ...

- a. ☐ Plato and Ibn Khaldun.
- b. ☐ two German sociologists.
- c. ☐ Max Weber.

Part 5. Anthony Giddens believes that ...

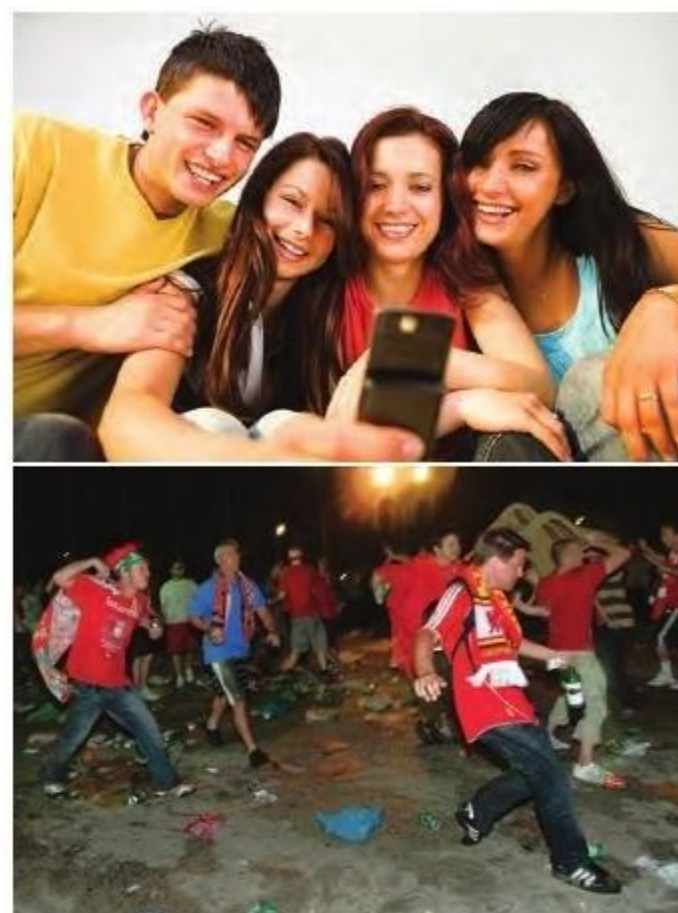
- a. ☐ groups make people.
- b. ☐ people make groups.
- c. ☐ the relationship between people and groups is two-way.

D Remembering real-world knowledge

1. Complete the information on each slide opposite.
2. DVD 2.A Watch the lecture again and check your ideas.

E Developing critical thinking

Read the quotations on the slides opposite. Which ones do you agree with? Which ones do you disagree with? Explain your answers.



Social Studies (Module SSU24)

Lecture 2: Introduction to the science of sociology

- Aims
- History: Key names and quotes
- Sociology today

'To study, understand and _____ human behaviour in groups.'

Auguste Comte

'The Father of Sociology'

Key date: _____

'Human behaviour has _____ and _____.'

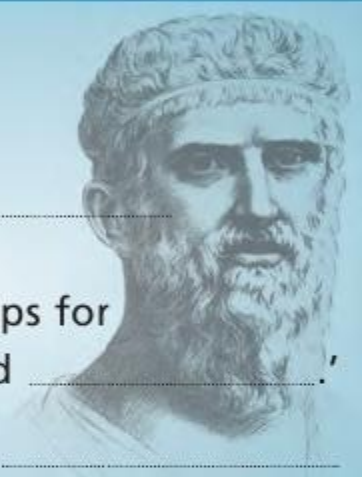


Plato

Key date: _____

'People live in groups for _____ and _____.'

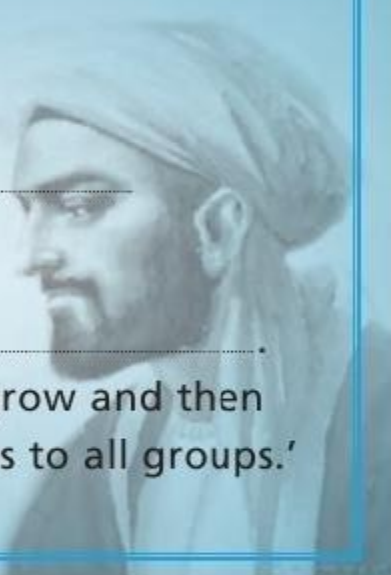
'Groups must have _____ of behaviour.'



Ibn Khaldun

Key date: _____

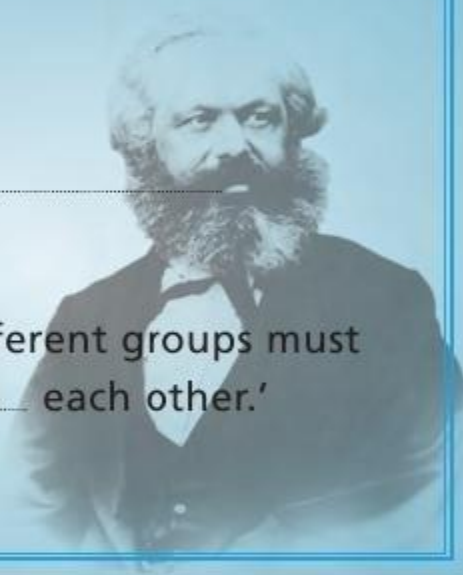
'Groups are like _____. They are born, they grow and then they die. This happens to all groups.'



Karl Marx

Key date: _____

'People from different groups must _____ each other.'



Max Weber

Key date: _____

'There are three important things for groups. They are _____, _____ and _____.'



Anthony Giddens

Key date: _____

'People make society ... then _____ makes _____.'



2.3 Learning new listening skills Recognizing time signposts

A Reviewing key words

- Study the pairs of words on the right.
- 2.4 Listen. Tick the word you hear in each case.

a. Nowadays we call the study of groups 'sociology'.

B Identifying a new skill

Read the **Skills Check**. Look at the transcript for Lesson 2.2 on page 128. Underline all the time expressions.

C Recognizing time signposts

2.5 Listen to sentences from other lectures. Is each sentence about the past or the present?

1. In 1789, there were a lot of changes in France.

	present	past
1.		✓
2.		
3.		
4.		
5.		
6.		
7.		
8.		

D Identifying vowel sounds

Look at the phrases below.

- How do you say *a* in each underlined word?

- Do you all have a book?
- Let me start with ...
- It's an important part of the topic.
- He's called 'The Father of Sociology'.
- He began writing in 1957.
- It's important to understand this.

- Read the **Pronunciation Check**.
- 2.6 Listen and check your answers.

- | | | | |
|--|-----------|--------------------------|--------------|
| a. <input checked="" type="checkbox"/> | sociology | <input type="checkbox"/> | sociologists |
| b. <input type="checkbox"/> | man | <input type="checkbox"/> | human |
| c. <input type="checkbox"/> | behave | <input type="checkbox"/> | behaviour |
| d. <input type="checkbox"/> | friends | <input type="checkbox"/> | friendship |
| e. <input type="checkbox"/> | safe | <input type="checkbox"/> | safety |
| f. <input type="checkbox"/> | study | <input type="checkbox"/> | student |
| g. <input type="checkbox"/> | aims | <input type="checkbox"/> | names |
| h. <input type="checkbox"/> | pupils | <input type="checkbox"/> | people |
| i. <input type="checkbox"/> | rights | <input type="checkbox"/> | right |
| j. <input type="checkbox"/> | most | <input type="checkbox"/> | must |

Skills Check

Recognizing time signposts

Time expressions help you understand a lecture. You can predict the tense of the sentence.

<i>At that time</i>	the sentence = past
<i>These days</i>	the sentence = present

Learn to recognize past-time expressions in speech.

Past

In	1984, ...	dates
	the 14 th century, ...	centuries
	the 1960s, ...	time periods
In	those days, ... the past, ...	expressions
At	that time, ... one time, ...	
	Many years later, ...	

Present

At	the present time, ...	expressions
	Today, ...	
	Now(adays), ...	
	These days, ...	

Pronunciation Check

Hearing vowels: /æ/ and /ɑ:/

The letter *a* has two common sounds:

- the short sound in *have* – /æ/.
- the long sound in *half* – /ɑ:/.

The difference is very important for meaning in English, so you must learn to hear it.

Note: The letter *a* can make other sounds.

Examples: *all, what, name, many*

present time	past time
1. Sociology is about human behaviour in groups.	There was a lot of unrest.
2. Groups are like animals.	Poor people were unhappy.
3. Sociology has three main aims.	Plato had ideas about people and groups.
4. Giddens writes about modern groups.	Marx wrote a famous book.
5. They start to fight for their rights.	They started to fight for their rights.
6. Good teachers treat children well.	The teacher treated the children well.
7. Lectures last one hour.	The lecture lasted one hour.
8. They want to go home.	They wanted to go home.
9. We try to understand all the time.	We tried to understand during the lecture.
10. They work for a bank at the moment.	They worked for a bank at that time.
11. I live there now.	I lived there for years.
12. Groups sometimes behave badly.	The group behaved badly later in the evening.

Sentences 1–4: It is easy to recognize past-time sentences with **irregular past tense verbs**. You can hear the different words.

Sentences 5–8: It is difficult to recognize past-time sentences with **regular verbs ending in t or d** but you can sometimes hear the extra /ɪd/ sound.

Sentences 9–12: It is often impossible to recognize past-time sentences with **other regular verbs**. You must listen for time expressions in the sentence.

A Recognizing time from verb form (1)

1. 2.7 Listen to some verbs. Say *present* or *past* in each case.
2. 2.8 Listen to some sentences. Say *present* or *past* in each case.

B Recognizing time from verb form (2)

1. 2.9 Listen to some verbs. Say *present* or *past* in each case.
2. 2.10 Listen to the same verbs in sentences. Say *present* or *past* in each case.

C Recognizing time from time expressions

1. 2.11 Listen to some sentences. Say *present* or *past* or *I don't know* in each case.
2. 2.12 Listen to the same sentences with time expressions. Say *present* or *past* or *I don't know* in each case.



2.5 Applying new listening skills

An introduction to psychology

A Reviewing vocabulary

2.13 Listen and complete the phrases.

- | | | | |
|--------------|------------------|--------------|-------|
| 1. human | <u>behaviour</u> | 5. main | _____ |
| 2. modern | _____ | 6. famous | _____ |
| 3. important | _____ | 7. people in | _____ |
| 4. twentieth | _____ | 8. in the | _____ |

B Activating knowledge

Look at the poster for a talk on the right.

- Discuss the questions on the poster.
- 2.14 DVD 2.B Watch the first part of the talk. Complete the sentences in your own words.

Psych. = ...
Psych. ≠ ...
Psych. = understand:
the way ...
the things ...
the things ...

An introduction to ...
psychology

What is it?
How does it help us?
Who are the most important people?

Room B3 @ 4.30 p.m. All welcome.

C Applying a key skill

- 2.15 DVD 2.C Watch the second part of the talk. The events are in order. Add a time expression to each one.

A long time ago ...	Aristotle – first book: <i>Para Psyche</i>
	Locke + Descartes – ‘mind and body?’
	Wundt – psychology school
	Pavlov – ‘How do people learn?’
	Sigmund Freud – dreams
	Watson – ‘only study behaviour’
	Neisser – ‘must study mind’ = cognitive psychology

- 2.16 DVD 2.D Watch the third part of the talk. Circle the correct verb form below.

Elizabeth Loftus

She **is** / **was** interested in learning.

She **works** / **worked** with the police.

Steven Pinker

He **is** / **was** a psychology teacher.

He **does** / **did** research into language and the mind.

Elizabeth Spelke

She **described** / **describes** new ideas about babies.

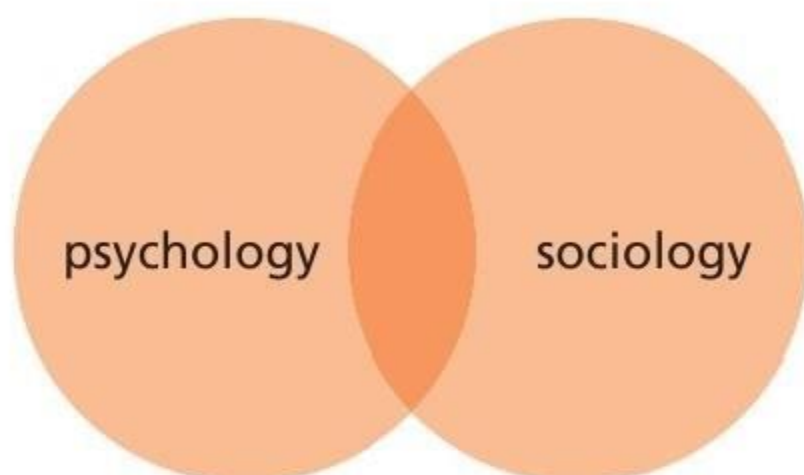
She **teaches** / **taught** psychology in the USA.

Speaking: Human behaviour

2.6 Vocabulary for speaking Personality

A Reviewing vocabulary

Label the diagram, using the expressions in the box.



predicts group behaviour
both predict human behaviour
predicts individual behaviour
personal identity
group identity

B Understanding new vocabulary

- 1 A: Do you like being on your _____?
B: It _____. Sometimes I like being with other people.
- 2 A: Is _____ the same as behaviour?
B: Well, I think it _____ behaviour.
- 3 A: What is _____?
B: I think it's _____ behaviour.
- 4 A: Can people _____ their behaviour?
B: Yes, but they can't change _____.

1. 🎧 2.17 Listen and complete the conversations with words from the list on the right.
2. Practise the conversations in pairs.
3. Add more lines to each conversation.

C Practising new vocabulary

Discuss these questions.

1. When do you like being on your own?
2. When do you like being with other people?
3. Can you predict your friends' behaviour in different situations?
4. Which is the bigger influence on your personality – your family or your friends?
5. Has your personality changed in the last two or three years? If so, how?

D Learning new vocabulary

1. Tick the words used in this lesson in the list on the right.
2. Say each word ten times.
3. Try to use each word in a sentence in the next week.

aggressive (*adj*)
and so on
behaviour (*n*)
change (*v*)
clear (*adj*)
completely (*adv*)
depend (*v*) [on]
difference (*n*)
discuss (*v*)
excuse me
friendly (*adj*)
human (*adj* and *n*)
identity (*n*)
influence (*n* and *v*)
mind (*n*)
other (*adj*)
own (*pron*)
personality (*n*)
predict (*v*)
psychologist (*n*)
psychology (*n*)
quote (*n*)
similar (*adj*) [to]
situation (*n*)
smile (*n* and *v*)
society (*n*)
sociologist (*n*)
sociology (*n*)
together (*adv*)
useful (*adj*)

2.7 Real-time speaking Personality vs behaviour

A Previewing vocabulary

- 2.18 Listen and mark the stress on these words.

a. be'haviour	f. friendly
b. changes	g. important
c. completely	h. influences
d. depend	i. personality
e. difference	j. situation
- 2.19 Listen again and repeat the words.

B Studying a model

You are going to watch a group of students.

- Look at the assignment title on the right. What is the group going to do?
- 2.20 [DVD] 2.E Watch the discussion. Match the students, 1–4, with the opinions below.

Behaviour is more important than personality.	4
Personality is more important than behaviour.	
Personality and behaviour are the same.	
Personality and behaviour are different.	

C Practising a model

- Look at the sentences in the box on the right. Put a line / between each group of words.
- Say the sentences. Pause after each group of words.

D Speaking accurately

- Three of the sentences below are grammatically incorrect. Find them and correct them.
 - Sociology is a newer subject than psychology.
 - Psychology and sociology they both predict human behaviour.
 - Bad teachers are more sarcastic than good teachers.
 - My friend and I are studying the same subject.
 - An aggressive person acts in a different way from a friendly person.
 - Your happiness partly depends with your family.
 - My mother doesn't like be on her own.
- Make sentences using *both*, *the same*, *different from*, *no difference between*.

E Developing critical thinking

Which opinion in the study group do you agree with? Why?



Social Studies

(Module SSU24)

Assignment

Behaviour and personality:
are they the same or different?



- An aggressive person / acts / in one way.
- There is no difference between personality and behaviour.
- Behaviour changes for each situation.
- In the same situation, a friendly person acts in a different way from an aggressive person.
- You learn good behaviour when you're a child.
- Your personality depends on your friends, the places you go, and so on.



A Activating ideas

Study the words and phrases in the box. Which are connected with a library? Which are connected with a bookshop?

student discount	author	title	borrow	lend	buy	price	in stock	out
deposit	card	form	passport photo	assistant	librarian	cashier	copy	

B Understanding conversations

Cover the conversations in Exercise C.

- Look at the first line of each conversation on the right. How could each conversation continue?
- 2.21 Listen to the conversations. Number the sentences on the right in the correct order.

	Is this the way to the bookshop?
	Excuse me. Where's the library?
	How do you reserve a book?
	Do you give a student discount?
	How much does this book cost?
	When does the library tour start?

C Practising conversations

Practise the conversations in pairs.

- 1** A: Excuse me. Where's the library?
B: It's in the other building.
A: Thanks. Which floor is it on?
B: The second.

- 2** A: When does the library tour start?
B: Ten o'clock, I think.
A: How long does it last?
B: An hour.

- 3** A: How do you reserve a book?
B: You have to fill in a form.
A: OK. Sorry. Where are the forms?
B: They're next to the index.

- 4** A: Is this the way to the bookshop?
B: Yes. I'm going that way too.
A: Do you mind if I go with you?
B: No, not at all.

- 5** A: How much does this book cost?
B: It's on the back.
A: Oh, yes. Thank you.
B: No problem.

- 6** A: Do you give a student discount?
B: Yes, with a student ID card. It's 10 per cent.
A: Oh, great. Can I pay for these books then?
B: Certainly.

D Real-time speaking

Choose three or four of the real-life situations below. Role-play a conversation in each case. Use expressions from the conversations above.

You want to know:

- how you get ... *computer access / a parking permit / a safety certificate.*
- the way to ... *the Resource Centre / your tutor's office / the lifts.*
- the time of ... *a film in the Students' Union / a meeting / lunch in the canteen.*
- the location of ... *the gym / Seminar Room E105 / the toilet.*

2.8 Learning new speaking skills Taking turns

A Saying consonants

1. Read **Pronunciation Check 1**. Say the sets of words below.

	A	B	C
1.	thin	think	thing
2.	sin	sink	sing
3.	sun	sunk	sung
4.	ran	rank	rang
5.	win	wink	wing

2. Circle one word in each set. Don't show your partner.
3. Say the word that you circled. Tick the word you hear.

B Saying vowels

1. Read **Pronunciation Check 2**.
2. Circle one word in each set below. Don't show your partner.
3. Say the word that you circled. Tick the word you hear.

A	B
a. <input type="checkbox"/> hat	<input type="checkbox"/> heart
b. <input type="checkbox"/> pat	<input type="checkbox"/> part
c. <input type="checkbox"/> cat	<input type="checkbox"/> cart
d. <input type="checkbox"/> had	<input type="checkbox"/> hard
e. <input type="checkbox"/> pack	<input type="checkbox"/> park

C Identifying a new skill (1)

1. Read **Skills Check 1**. How can you start your turn?
2. 2.22 Listen. Complete the sentences.

- a. I found a good article in the library.
- b. we should discuss sociology first.
- c. , what is the difference between them?
- d. a lot of psychologists are women.
- e. , and what about old people?
- f. a quote about that on the Internet.
- g. that's not a new idea.
- h. it's an interesting website.

D Identifying a new skill (2)

1. Read **Skills Check 2**. How can you recognize the end of a turn?
2. 2.23 Listen. Are these examples of good or bad turn-taking?

Pronunciation Check 1

Saying consonants: /n/, /ŋ/ and /ŋk/

The letter *n* is often followed by *k* or *g*.
1. The letters *nk* make the sound /ŋ k/.

Examples: *think, thank*

2. The letters *ng* make the sound /ŋ/.
Examples: *writing, thing, studying*

These sounds often come at the end of words.

Pronunciation Check 2

Saying vowels: /æ/ and /ɑ:/

These two sounds are similar:
/æ/ is short, /ɑ:/ is long.

When the letter *a* is stressed, it often makes the sound /æ/.

Examples: *man, bad, understand, began*

The letters *ar* often make the sound /ɑ:/.

Examples: *part, start, hard*

Skills Check 1

Taking turns: starting a turn

In English-speaking cultures, people speak in turn. I wait for another person to finish. Then it is my turn to speak. Begin a turn with a very short introduction.

Examples:

OK, ...

Right, ...

Well, ...

I think ...

I heard I read that ...

Skills Check 2

Taking turns: recognizing the end of a turn

You know that a person has finished speaking when the voice goes down.

Examples:

You like some things and you don't like other things.

Your personality depends on your friends, the places you go, and so on.

2.9 Grammar for speaking Modal can

We use modals to talk about things like possibility and orders.

subject	modal	verb	extra information	
Behaviour		changes	in different situations.	= fact
People	can	change	their behaviour.	= possibility
Personality		doesn't change	very often.	= fact
People	can't	change	their personality easily.	= possibility

Look at the word order in Yes / No questions.

modal	subject	verb	extra information	
Can	psychologists	predict	behaviour?	Yes, they can.

Look at the word order in information questions.

question word	modal	subject	verb	extra information
How	can	psychologists	predict	behaviour?

A Talking about possibility

Make a sentence with *can* or *can't* from each set of words.

- psychologists / predict / individual behaviour
- sociologists / predict / group behaviour
- leave school / Britain / 16
- babies / talk / three years old
- drive / Britain / 17

Psychologists can predict individual behaviour.

B Asking about possibility

Work in pairs.

Student A: Ask about each point in Exercise A above.

Student B: Give the correct short answer.

Can psychologists predict individual behaviour?

Yes, they can.

C Consolidation

Write the words in the correct order.

- me you can a pen lend

Can you lend me a pen?

- a I can pen from borrow you

- me you the gym can the way show to

- join can how the sports I centre

- can many the library how you borrow books from

- learn can where to speak I Spanish

2.10 Applying new speaking skills

Do sociologists and psychologists help us?

A Reviewing sounds

- What is the sound of the underlined letters?
 - An aggressive person acts in one way.
 - It's hard to understand the mind.
 - Your personality depends on many things.
 - How long does this lecture last?
 - The question has two parts.
- Say the sentences above.

B Reviewing vocabulary

- Copy the words from the box into the correct columns below.

human individual together between behaviour
psychology understand knowledge

2 syllables	3 syllables	4 syllables
'useful	im'portant	psy'chologist

- Mark the stressed syllable in each word.

C Researching information

- Read the note on the right. What is the study group going to do?
- Work in four groups.

Group A: Read the text on page 83.

Group B: Read the text on page 84.

Group C: Read the text on page 80.

Group D: Read the text on page 87.
- Look at your information.
- Add your own ideas.

D Using a key skill

- Prepare your turn for the discussion. Remember:
 - how do you begin your turn?
 - how do you end your turn?
- Practise your turns in your group.
- Make a study group. The group must have students from groups A, B, C and D. Discuss the question.

E Developing critical thinking

Do sociologists and psychologists help us?
What do you think?



Don't forget!

STUDY GROUP

DISCUSS Week 2 assignment —

Do psychologists and sociologists help us?

Meet in Common Room Tue 2.00 p.m.

(Room G201)

See you there! 😊





Theme 3

Work and business

- How to be a good employee
- Summer jobs

Listening: How to be a good employee

3.1 Vocabulary for listening Responsibilities at work



A Activating knowledge

1. Look at the pictures above. What jobs are people doing? What are the responsibilities of each person?
2. 3.1 Listen to descriptions of the jobs above. Number the pictures in order.

B Understanding vocabulary in context

1. 3.2 Listen. The people in the pictures above are talking about their jobs. You will hear two of the words or phrases below in each description. Number the words.

*I'm responsible for the **equipment** in the hospital. My job is to clean it and keep it **in order**.*

	colleagues
	customers
1	e'quipment
	finish
	money
	in order

	projects
	punctual
	respect
	satisfied
	systems
	workspace

2. Mark the stressed syllable in each word or phrase above.

C Developing critical thinking

Study the photographs above. Discuss these questions.

1. Which jobs involve managing people?
2. Which jobs involve managing things?
3. Which jobs produce things?
4. Which jobs provide a service?
5. Which jobs are well paid?
6. Which jobs are interesting?
7. Which jobs are dangerous?
8. Which jobs require high-level qualifications?

alphabetical order
 businessperson (n)
 chronologically (adv)
 comfortable (adj)
 customer (n)
 description (n)
 employee (n)
 employer (n)
 equipment (n)
 expect (v)
 file (n and v)
 ill (adj)
 in order (adv and n)
 involve (v)
 manager (n)
 meeting (n)
 mess (n)
 money (n)
 on time (adv)
 organize (v)
 personal (adj)
 punctual (adj)
 quality (n)
 reason (n)
 rely on (v)
 respect (n and v)
 responsibility (n)
 satisfied (adj)
 sensibly (adv)
 shelf / shelves (n)
 sick (adj)
 spend (v)
 system (n)
 task (n)
 tidy (adj)
 wages (n pl)
 waste (v)
 workspace (n)

3.2 Real-time listening Behaviour at work

A Activating ideas

Discuss these questions.

1. What are the main differences between having a job and going to university?
2. What are the main similarities between the two?

B Predicting content

You are going to watch the first part of a talk by a visiting local businessperson. It is called *How to be a good employee*.

1. Look at the pictures opposite. Think of ten words you expect to hear in the talk.
2. What kind of information are you going to hear? Tick one or more.

- ☐ jokes
- ☐ stories
- ☐ advice
- ☐ names and dates

C Showing comprehension

1. 3.3 3.A Watch the talk. What does the speaker say about each point? Write some words under each picture.
2. The words below are in the talk. How does the speaker define each word?

- a. punctual always on time
- b. manager _____
- c. colleagues _____
- d. customers _____
- e. tasks _____
- f. quality _____
- g. equipment _____
- h. workspace _____
- i. chronologically _____

D Making notes of the main points

1. Complete the notes below with a verb in each space.
2. 3.A Watch the talk again and check your notes.

How to be a good employee

You must:

- | | |
|------------------------------------|---|
| 1. _____ to work every day. | 5. _____ all tasks well. |
| 2. _____ punctual. | 6. not _____ computers for personal things. |
| 3. _____ colleagues and customers. | 7. _____ your workspace tidy. |
| 4. _____ all tasks on time. | 8. _____ files sensibly. |

E Listening and reacting

Discuss these questions.

1. Which points in the talk are new to you?
2. Which points must you change in your university life?



1 every day / phone / sick



2



3



4



5



6



7



8

3.3 Learning new listening skills Recognizing sentence stress

A Reviewing key words

- 3.4 Listen to the sentences. What is the next word?

Always arrive on time.
It's important to be ...

punctual!

B Identifying a new skill

- Read **Skills Check 1**. When you listen, how do you know which words are important?
- Look at the sentences from another lecture. Which words will be stressed?
 - Companies want college or university graduates.
 - All employers want critical thinking.
 - 'But how can I get work skills?' you might ask.
 - You can learn management skills in university clubs.
 - You must show that you want to learn.
 - You must take responsibility for your mistakes.
- 3.5 Listen. Underline the stressed words.

C Making notes

- Read **Skills Check 2**. Which words do you write in your notes?
- 3.6 Listen and note the key words in each sentence.

Skills Check 2

Noting key words

The loud words are the important words for you to write down in your notes.

the speaker says ...	you write ...
You must go to work every day.	go every day
You must be punctual.	punctual
You must respect your manager and your colleagues.	respect manager & colleagues

D Identifying consonant sounds

- Tick the correct column for each word according to the underlined sound.
- Read the **Pronunciation Check**.

	/g/		/j/
	good	manager	you
change		✓	
begin			
get			
job			
university			
young			
wage			

3. 3.7 Listen and check your answers.

Skills Check 1

Hearing important words

When a speaker gets to an important word in a sentence, he/she often says it **more loudly**. That is, the word is **stressed**. Listen for the loud words in each sentence.

Examples:

You must **go** to work **every day**.
You **can't** wear **jeans** in the **office**.

Pronunciation Check

Hearing consonants: /g/, /dʒ/ and /j/

- The sound /g/ is the sound of a written letter g or double gg.
Examples: good, colleague, bigger
- The sound /dʒ/ is the sound of the letters ge and j.
Examples: manager, job, college
- The sound /j/ is the sound of the letters y or u.
Examples: yes, usually, you

3.4 Grammar for listening Negative sentences; reasons

It is easy to hear a negative verb with some structures. There is an **extra word** or a **different word**. ⑦

positive			negative		
The company	wants	good workers.	It	doesn't want	bad workers.
You	went	yesterday.	You	didn't go	the day before.
The manager	'll ask	about it.	You	won't get	a good job.
I	'd like	that.	I	wouldn't do	that.

Which word is stressed in each positive sentence? What about each negative sentence?

A Recognizing negatives from verb form (1)

1. 🎧 3.8 Listen to some verbs. Say *positive* or *negative* in each case.
2. 🎧 3.9 Listen to some sentences. Say *positive* or *negative* in each case.

It is difficult to hear a negative verb with some structures. ⑧

positive			negative		
It	's	important ...	It	isn't	important ...
You	're	responsible ...	You	aren't	punctual.
They	were	on time.	They	weren't	ready.
You	can get	work skills.	You	can't be	late.
You	must respect	the customers.	You	mustn't be	rude.

Which word is stressed in each positive sentence? What about each negative sentence?

B Recognizing negatives from verb form (2)

1. 🎧 3.10 Listen to some verbs. Say *positive* or *negative* in each case.
2. 🎧 3.11 Listen to some sentences. Say *positive* or *negative* in each case.

Speakers often follow an **obligation** with a **reason**. We can link the obligation and the reason in several ways. But be careful! Sometimes the next sentence is a **new point**. ⑨

first sentence		second sentence	
Managers mustn't behave rudely	because	It makes people angry.	reason
	Why? Because		
	(pause)		
		They mustn't get angry.	new point

C Recognizing reasons

1. 🎧 3.12 Listen to some sentences. Does the speaker give a reason? Say *Yes* or *No*.
2. 🎧 3.13 Listen. Is the second sentence a reason or a new point?
3. 🎧 3.14 Listen. The speaker gives a silly reason! Correct the reason in each case.

3.5 Applying new listening skills

Reasons for good behaviour at work

A Reviewing vocabulary

1. Cover the second and third columns below. How can you complete the phrases?

- | | | |
|-----------------------------------|---|--|
| a. If you are ill and can't work, | <input checked="" type="checkbox"/> stay in bed, but phone. | <input type="checkbox"/> do your work at home. |
| b. The company doesn't want to | <input type="checkbox"/> lose money. | <input type="checkbox"/> waste money. |
| c. It's important to respect your | <input type="checkbox"/> managers and colleagues. | <input type="checkbox"/> colleagues and customers. |
| d. You're responsible for | <input type="checkbox"/> your office equipment. | <input type="checkbox"/> the quality of your work. |
| e. Organize your files in | <input type="checkbox"/> alphabetical order. | <input type="checkbox"/> chronological order. |
| f. Make sure your workspace is | <input type="checkbox"/> tidy and comfortable. | <input type="checkbox"/> organized. |

2. Uncover the columns. 3.15 Listen and tick the phrase you hear.

B Predicting content

You are going to watch the second part of the talk.

- What is the speaker going to talk about? (He said it at the end of the first part.)
- Study the notes below. Think of a reason for each point.

C Practising a key skill

3.16 3.8 Watch the talk. Complete the *Why?* column in the table below. Write two or three stressed words for each point.

*You must go to work every day,
because people rely on you to go.*

You must ...	Why?
1. go to work every day	rely on you
2. be punctual	
3. respect colleagues and customers	
4. do all tasks on time	
5. do all tasks well	
6. not use computers for personal things	
7. keep your workspace tidy	
8. organize files sensibly	

D Developing critical thinking

Discuss these questions.

- Which work skills do you think you have?
- Which work skills do you need to work on?
- How can you develop your own work skills?

Speaking: Summer jobs

3.6 Vocabulary for speaking Employment

A Reviewing vocabulary

Think of adjectives to complete each sentence.

1. A good employee is reliable and responsible.
2. A good employer is _____.
3. A successful businessperson is _____.
4. A helpful colleague is _____.

B Practising new vocabulary

Study the conversations below.

1. Complete each conversation with words from the list on the right.
🔊 3.17 Listen and check.
2. Practise the conversations in pairs.

- 1 A: You look smart!
B: Thanks. I'm on my way to a _____ agency.
A: Oh, what for?
B: I've got an _____ for a summer job.
A: Well, good luck!
- 2 A: Could you put an _____ in the paper for a summer job?
B: Yes, of course. What's the exact job _____?
A: Um. Sales _____, I think.
B: Full-time or _____?
A: Part-time.
- 3 A: Did you have a good summer?
B: Not really. I was working for a building _____.
A: In the office?
B: No, I wasn't doing _____ work. I was _____.
A: So _____ work, then.
B: That's right. It was hard work, but the _____ was good.

C Extending new vocabulary

1. Look at these nouns. Check any meanings you are not sure of in a dictionary.

nouns	verbs
ad ¹ vertisement	advertize
advis ¹ or	
impress ¹ ion	
organ ¹ ization	
prepar ¹ ation	
recruit ¹ ment	

2. Complete the table.
3. Mark the stress in all the words in the table.
4. 🔊 3.18 Listen to some sentences and check your ideas.

abroad (adj)
ad (n)
advert (n)
advertisement (n)
advisor (n)
assistant (n)
body language (n)
career (n)
careers advisor
clerical (adj)
company (n)
counsellor (n)
creative (adj)
department (n)
eye contact (n)
full-time (adj)
honest (adj)
impolite (adj)
impression (n)
interview (n)
interviewee (n)
interviewer (n)
job title (n)
lazy (adj)
look (v) [= appear]
manual (adj)
organization (n)
outgoing (adj)
outside (adj)
part-time (adj)
pay (n and v)
recruitment (n)
retail (adj)
rude (adj)
salary (n)
self-motivated (adj)
shy (adj)
smart (adj)
sound (n and v)
vacation (n)

3.7 Real-time speaking Talking about summer jobs

A Developing independent learning

1. Read the **Pronunciation Check**. What sound does the symbol /g/ represent? What about /dʒ/?
2. Use a dictionary to check the pronunciation of the letter g in the words below. Tick the correct column.

	/g/	/dʒ/
agitate		
catalogue		
gesture		
regular		

B Understanding a situation

Julia Greco is at university. She wants to get a job during the summer vacation. She has filled in a form on a website.

1. Read the form. What kind of job would she like?
2. What does the computer suggest?

C Understanding a model

3.19 Listen. Julia is talking to her friend, Carla. Fill in the form below for Carla.

<input type="checkbox"/> in my own country	<input type="checkbox"/> abroad
<input type="checkbox"/> alone	<input type="checkbox"/> with other people
<input type="checkbox"/> inside	<input type="checkbox"/> outside
A good job for you is:	

D Studying a model

3.20 Listen. Write one or two words in each space.

C: Are you going to get a job in the university holidays?

J: I'd like to. What about you?

C: Yes, I _____ so.

J: What do you want _____?

C: I'm not sure.

J: Would you _____ to work abroad?

C: Yes, I _____. I'd love to work in another country.

J: Do you like _____ alone or with other people?

C: With other people, definitely. I don't _____ working alone. But I would prefer to do something with adults because I _____ no experience with children.

J: _____ you like working inside or outside?

C: Mm. Let me think. Inside. No, I'll change that. Outside.

E Practising a model

1. Practise the conversation between Carla and Julia.
2. Practise the conversation again. Give true answers for yourself. Give full answers.

Pronunciation Check

Checking sounds in a dictionary

If you meet a new word with g, check the pronunciation in a dictionary.

Don't worry about the other symbols.

good /g ū d/ adj of a high standard; *His exam result was ~.*

age /ei dʒ/ n the number of years someone has lived; *He is the same ~ as me.*



1. _____ 2. _____ 3. _____ 4. _____

A Activating ideas

- Cover the conversations below. Which picture above does each sentence go with?
 - Let me check. The ninth.
 - What day is our test?
 - We're late!
 - Yes. It's just after three forty.
- 3.21 Listen and match a conversation with each picture.

B Practising conversations (1)

Uncover the conversations. Practise in pairs.

1 A: Excuse me. Have you got the time?
B: Yes, it's just after three forty.
A: Thank you.
B: That's OK.

2 A: Excuse me. What day is our test?
B: Next Monday.
A: What time does it start?
B: At nine thirty.

3 A: What's the date today?
B: Let me check. The ninth.
A: So what's the date next Wednesday?
B: The fifteenth.

4 A: Hurry up! We're late!
B: What time is it?
A: It's nearly eight fifteen. The bus is at half past.
B: OK. I'll be as quick as I can.

C Practising conversations (2)

There are two conversations below.

- Find the sentences for each conversation. Number the sentences in a logical order.

_____ A: Is it the same every day?	_____ B: Seven till nine.
_____ A: What are the working hours?	_____ B: Three o'clock.
_____ A: What time is your interview?	_____ B: About 15 minutes, I think.
_____ A: How long will it last?	_____ B: Every weekday, yes.

- Practise the conversations in pairs.

D Real-time speaking

Work in pairs. Role-play conversations. Use expressions from the conversations above.

Student A

Ask your partner about ...

- the time of the next lecture.
- how long it is before the end of the lesson.
- the time now.
- the date of the end of the semester.

Student B

Ask your partner about ...

- the day of the last English lesson.
- how long it is before the end of the day.
- when the lesson starts and ends.
- the dates of next semester.

3.8 Learning new speaking skills

How to be a good interviewee

A Saying consonants

Look at these phrases and sentences from Lesson 3.7.

1. What is the sound of the underlined letters?
 - a. I'm using this webpage.
 - b. Are you going to get a job?
 - c. What do you want to do?
 - d. What does the computer suggest?
 - e. A good job for you is camp counsellor.
 - f. Would you like to work abroad?
2. Practise saying the phrases and sentences.

B Identifying a key skill (1)

1.  3.22  3.C Watch an interview between a careers advisor and a student. Does the interviewee make a good impression? Why (not)?
2.  3.23  3.D Watch another interview. Does the interviewee make a good impression? Why (not)?
3. Read **Skills Check 1**. What good things does the interviewee do in the second interview? Tick points in **Skills Check 1**.

C Identifying a key skill (2)

1. Study this section from an interview. How could the interviewee improve the answers?

What sort of summer job would you like?

With people.

Would you like to go abroad?

No.

2. Read **Skills Check 2**. Check your ideas.

D Practising a key skill

Study each pattern below. Think of true information for each space.

1. I'm studying ... and I ...
2. I want to be a/an ... because ...
3. I enjoy ..., so ...
4. I'm interested in ... That's why ...
5. I'd like to work in ... because ...



Skills Check 1

How to make a good impression

You must make a good impression at an interview.

1. Preparing

Think about the interview before it starts.

- What questions will the interviewer ask?
- Think of a good, truthful answer in each case.

2. During the interview

You must have the correct body language.

- Sit up straight.
- Put your hands in your lap or on the table.
- Look at the interviewer.
- Smile!

Skills Check 2

Extending a turn

How can you make a good impression when it is your turn to speak?

One way is to extend the turn.

Examples:

What are you studying?

Education. → *Education, and I really like it.*

What do you want to be?

I want to be a primary teacher. → *I want to be a primary teacher because I love working with children.*

3.9 Grammar for speaking Closed questions

The start of Yes / No questions is very important.
In most cases you can use the first word in your Yes / No answer.

start	Yes	No	start	Yes	No
Are you ...	Yes, I am .	No, I'm not.	Do you ...	Yes, I do .	No, I don't .
Are they ...	Yes, they are .	No, they aren't .	Have you ...	Yes, I have .	No, I haven't .
Is he ...	Yes, he is .	No, he isn't .	Can you ...	Yes, I can .	No, I can't .
Were you ...	Yes, I was .	No, I wasn't .	Would you ...	Yes, I would .	No, I wouldn't .
Was she ...	Yes, she was .	No, she wasn't .	Did you ...	Yes, I did .	No, I didn't .

A Answering closed questions

3.24 Listen and give true answers with Yes, + ... or No, + ...

Do you go to university? Yes, I do. No, I don't.

Sometimes, closed questions offer a choice. You cannot answer with Yes / No.

	choice 1		choice 2	answer
Would you like to have	tea	or	coffee?	Tea, please.

B Answering closed questions with a choice

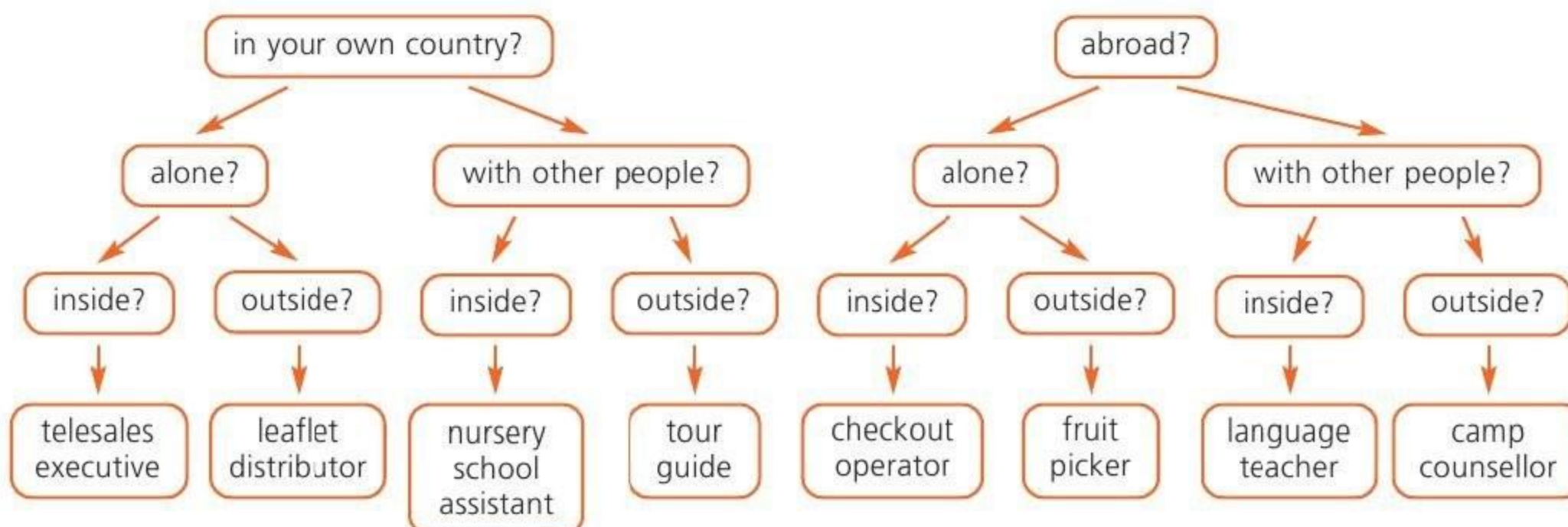
3.25 Listen and give true answers. Select the first choice or the second choice.

Would you like to visit Russia or America? Russia. America.

C Answering mixed questions

Ask and answer in pairs. Use question types from Exercise A and Exercise B.
Find a good summer job for your partner.

Do you like working alone or with other people?



3.10 Applying new speaking skills A job interview

A Reviewing sounds

Say each pair of words below. Make sure your partner can hear the difference.

	A	B
1.	go	joe
2.	get	jet
3.	ago	age
4.	wag	wage
5.	colleague	college
6.	gust	just
7.	use (n)	juice
8.	leg	ledge
9.	angle	angel
10.	you'll	jewel

B Researching information (1)

1. Study the information from a recruitment website on the right.
2. Cover the information. What must you do before you go for a job interview?

C Researching information (2)

Study the information below. Job adverts are on the left and company research information is on the right. Which job(s) could you do? Which job would you like to do most?

SALES ASSISTANT required. FRESH FOODS in Winton. Daily 3 hours. No weekends. Includes stacking shelves and checkout work. Must be smart, with good maths skills. For more information, call ...

HOME-BASED Typist/Data Entry Processor required. INTERMAIL are looking for honest, self-motivated people. Work from your own home. Applicants should have Internet access. Must have basic computer and typing skills. Please call ...

TOUR GUIDE required. BIG CITY TOUR Co. is looking for smart, extrovert people to act as tour guides on their buses this summer. Full training supplied. Do one or two tours per day (1½ hours per tour). Must know local area. Phone ...

FRESH FOODS
Small, family-run company in the centre of Winton. Sells fresh food - fruit, vegetables, bread, dairy products. Established in 1975. Working hours: Mon-Sat 8.30-5.30. Closed Sundays.

INTERMAIL
New company (est. 2008). Only employs home-workers. Pays good piecework rate for typing work in Word and data entry into Excel spreadsheets.

BIG CITY TOUR CO.
Franchise company - more than 150 branches in all major cities. Won Tour Guide Company of the Year (2007). Also won Investors in People award for in-company training.

D Using a new skill

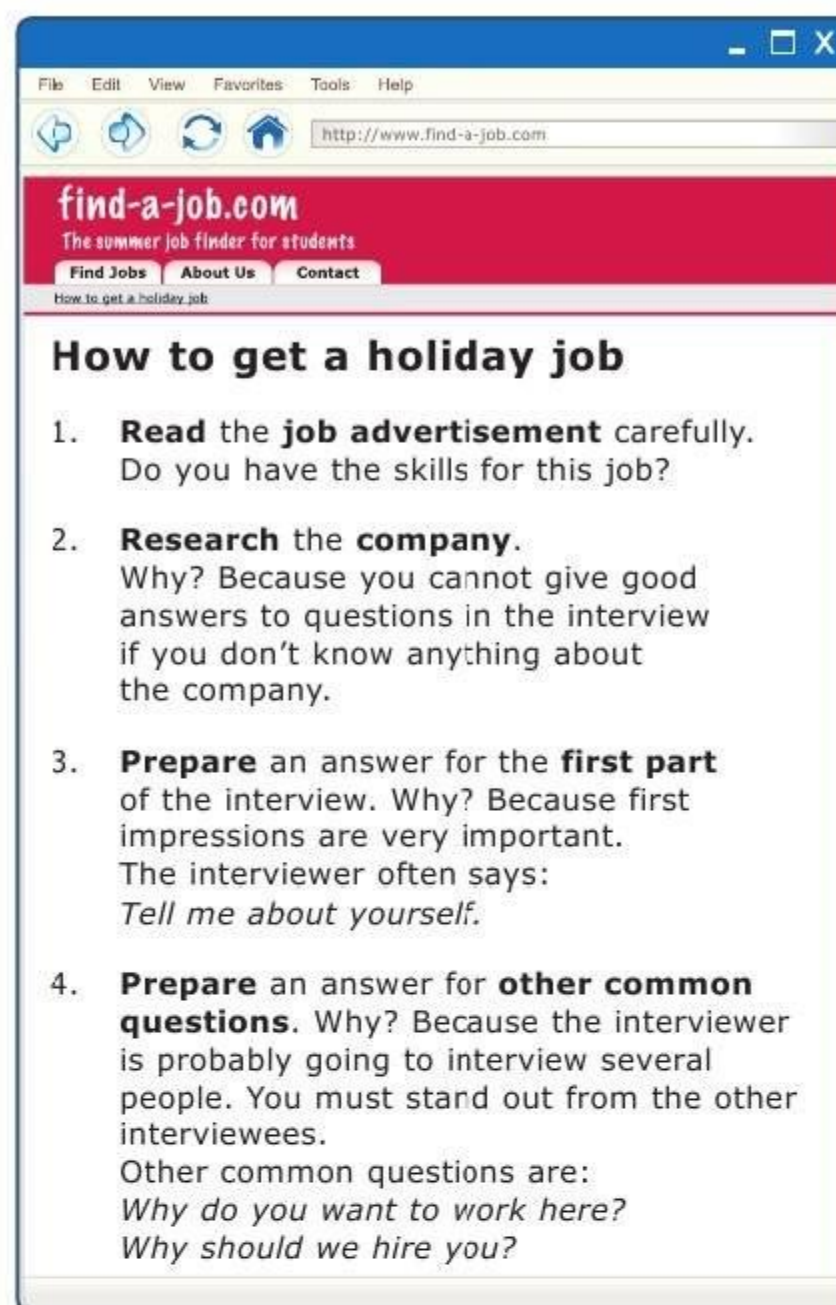
Work in pairs.

Student A

Choose one of the jobs in Exercise C.
Make a good impression at your interview.

Student B

Interview A. Are you going to give A the job?





Theme 4

Science and nature

- The scientific method
- Diagrams and explanations

Listening: The scientific method

4.1 Vocabulary for listening Tables, graphs, experiments

Table 1: Average temperature (in degrees C)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Abu Dhabi	19	20	23	27	31	33	35	34	32	29	25	20

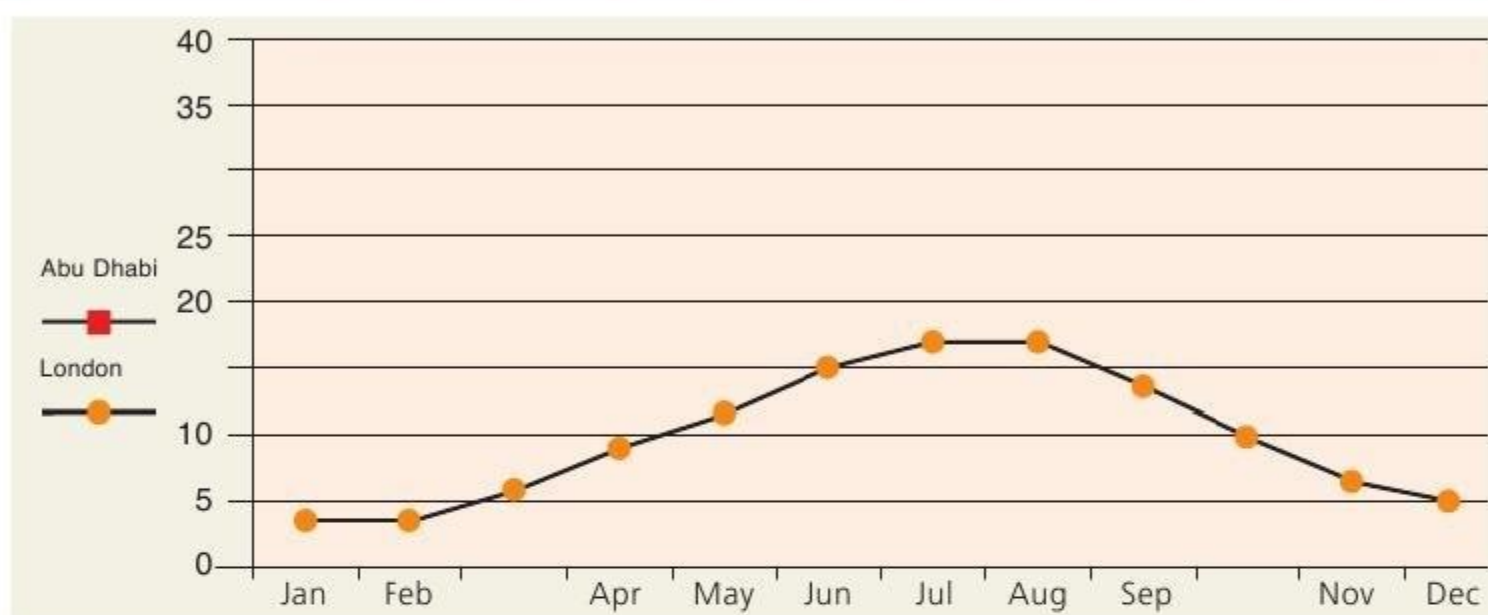


Figure 1: Average temperature (in degrees C)

A Developing vocabulary

Look at the table and the graph above. What do they show?

1. 4.1 Listen. Add the information to the table and the graph.
2. 4.2 Listen and answer the questions.

B Improving listening skills

4.3 Listen. Tick the correct column to show the stressed syllable.

		Oo	oO			Oo	oO
1.	average	✓		6.	data		
2.	axis			7.	display		
3.	circle			8.	research		
4.	column			9.	result		
5.	compare			10.	table		

C Understanding vocabulary in context

4.4 Listen. Complete the text with words from the list on the right.

Science _____ is the study of how things work in the world. A _____ usually works in a _____. He/she works with many different kinds of _____, for example plastic or metal, and _____. A scientist _____ things to _____ a hypothesis. A hypothesis is an idea that something is _____. Scientists must _____ all the facts first. Then he/she often puts the facts in a _____ with columns of information, or in a _____, with blocks or lines that _____ the information.

average (adj)
axis (n)
block (n)
collect (v)
column (n)
compare (v)
conclusion (n)
damage (n and v)
data (n)
display (n and v)
disprove (v)
draw (v)
experiment (n and v)
fact (n)
graph (n)
horizontal (adj)
hypothesis (n)
laboratory (n)
line (n)
liquid (n)
look up (v)
material (n)
method (n)
organize (v)
prove (v)
represent (v)
research (n)
result (n)
science (n)
scientific (adj)
scientist (n)
soft (adj)
sunlight (n)
table (n) [data]
test (n and v)
true (adj)
truth (n)
vertical (adj)

4.2 Real-time listening Scientists and the scientific method

A Predicting content

1. Look at the information on the right. Think of answers to the three questions.
2. 4.5 Listen to the introduction and answer the first two questions.

B Making notes of the main points

4.6 Listen and complete the notes below about the scientific method.

The scientific method

1. Make a hypothesis
2. test the hypothesis: conduct experiments
or do research
3. collect data
4. analyze the results: table or graph
5. draw conclusions = prove a hypothesis
or confirm it

C Reconstructing information from notes

Explain the scientific method to your partner. Use the notes in Exercise B.

Firstly, scientists make a hypothesis ...

D Reviewing key skills

How does Arthur define these words?

- | | |
|----------------|---|
| 1. proving | <input type="checkbox"/> a test, usually in a laboratory |
| 2. method | <input type="checkbox"/> looking up information, e.g., in a library |
| 3. hypothesis | <input type="checkbox"/> an idea of the truth |
| 4. experiment | <input type="checkbox"/> information before it is organized |
| 5. research | <input type="checkbox"/> a way of doing something |
| 6. data | <input type="checkbox"/> what you learn from an experiment |
| 7. conclusions | <input checked="" type="checkbox"/> showing that something is always true |

E Reacting to information

Discuss the following questions.

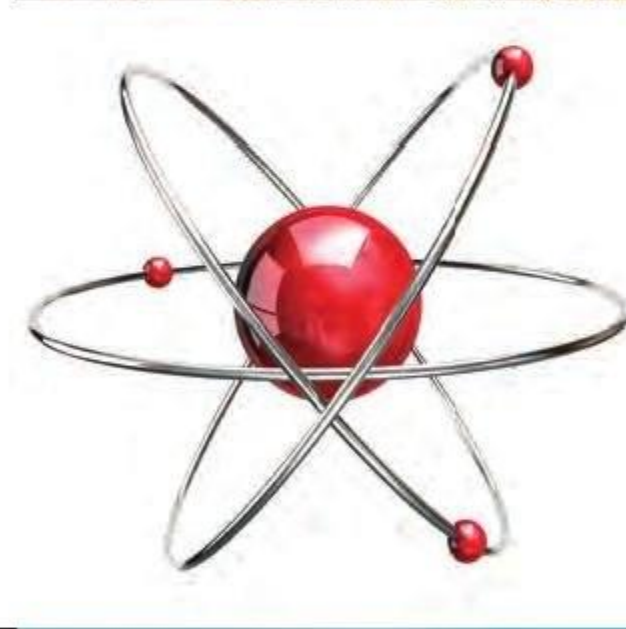
1. What experiments can you remember doing at school?
2. What did you try to prove?
3. What was your method?
4. What conclusion did you draw?

9.15 So you want to be ... a scientist

In this week's programme, Arthur Burns looks at science as a career.

- What is science?
- What do scientists do?
- Is science the right career for you?





4.3 Learning new listening skills Predicting the next word

A Reviewing key words

Study each word in the table from the radio programme in Lesson 4.2.

- What is the part of speech for each word in the table? (*n* = noun, *v* = verb, *adj* = adjective)
- Think of another word with the same (underlined) vowel sound. Write it in the table.

data	n		say
graph			
know			
method			
true			
world		1	

B Learning to predict the next word

- Read the **Skills Check**. Why should you predict the next word in a talk?
- 🔊 4.7 Listen to some of Arthur's sentences from the radio programme. Number a word in the table in Exercise A each time Arthur pauses.

C Predicting the next word

You are going to hear about another experiment.

- 🔊 4.8 Listen and predict the next word.
1. hypothesis
- 🔊 4.9 Listen to the complete talk. Check your ideas.

D Identifying consonants

Read **Pronunciation Check 1**. 🔊 4.10 Listen and copy each word from Arthur's talk into the correct column.

that the they both then there with
hypothesis thing truth think this

/θ/	/ð/

E Identifying vowel sounds

- 🔊 4.11 Listen. Which is the odd one out?
test when then pen she bed many any head again
- What do all these words have in common?
bird heard learn research surname turn work
- Read **Pronunciation Check 2** and check your ideas.

Skills Check

What comes next?

We can often predict the next word in a talk.

Examples:

*Science is about knowing things, but even more it is about proving ... **things**.
I know that plants need sunlight and water to live. At least, I think that's ... **true**.*



Pronunciation Check 1

Hearing consonants: th

The consonants *th* have two sounds:

- the soft sound in *think, thing, hypothesis*.
We can write the sound /θ/.
- the harder sound in *this, that, the*.
We can write the sound /ð/.

Pronunciation Check 2

Hearing vowels: e or er

The vowel sound in *then* /e/ is usually written with *e*. But there are some common words with *a* or *ea*.

Examples: *many, any, head*

The vowel sound in *her* /ɜ:/ is written in many different ways.

Examples: *research, word, bird, turn*

4.4 Grammar for listening Articles; introduction phrases

There is often an article – *a, an, the, some* – in front of a noun. Here are some rules for using articles. 12

1. We use *a* or *an* to introduce a singular countable noun.
2. We use *the* to talk about specific singular countable nouns.
3. We use *the* to talk about specific plural countable nouns.
4. We use *some* to introduce a plural noun for a group of items.
5. We don't use an article with uncountable nouns to talk about things in general.
6. We don't use an article with plural nouns to talk about things in general.

A Understanding article usage

Which rule above does each sentence below follow? There is one sentence for each rule.

- | | | | |
|------------------------------------|--------------------------|------------------------------|--------------------------|
| a. I made a hypothesis. | 1 | d. I tested the hypothesis. | <input type="checkbox"/> |
| b. 'Plants need things to grow.' | <input type="checkbox"/> | e. I bought some plants. | <input type="checkbox"/> |
| c. 'They need sunlight and water.' | <input type="checkbox"/> | f. The plants in Pot A died. | <input type="checkbox"/> |

B Recognizing words with and without articles

Look at part of the radio programme. Complete the spaces with *–, a, an* or *the*. 🔊 4.12 Listen and check your answers.

Firstly, a scientist makes a hypothesis, which means a idea of the truth. Then he/she tests a hypothesis. Scientists can test a hypotheses in two main ways. They can do a experiment, which means a test in a laboratory. Scientists study what happens during a experiment. Or they can do a research, which means looking up a information. They usually do research in a library or, nowadays, on a Internet.

Look at the simple SVO sentence pattern below, and the same sentence with an introductory phrase. 13

subject	verb	object		introductory phrase	subject	verb	object
Plants	need	water.	→	I know (that)	plants	need	water.
Water	damages	teeth.	→	I don't believe (that)	water	damages	teeth.

Here are some other introductory phrases.

I think (that) ... I believe (that) ... The results mean that ... The experiment proves that ...

C Recognizing introductory phrases

Put the words for each sentence in the correct order.

🔊 4.13 Listen and check your ideas.

1. know I that need plants water
2. I damages think teeth that sugar
3. don't finished I believe the research that is
4. means it we enough don't that have data
5. it that proves the correct hypothesis is
6. the temperature the summer shows us 17°C that graph average in is
7. have proved sea scientists getting water that temperatures are warmer

1. I know that plants need water.

4.5 Applying new listening skills

Proving a hypothesis: Drinks can damage your teeth

A Collocating vocabulary

What do you expect to hear after each verb? Think of a suitable noun phrase.

1. do an experiment, an assignment
2. make _____
3. collect _____
4. display _____
5. draw _____
6. prove _____

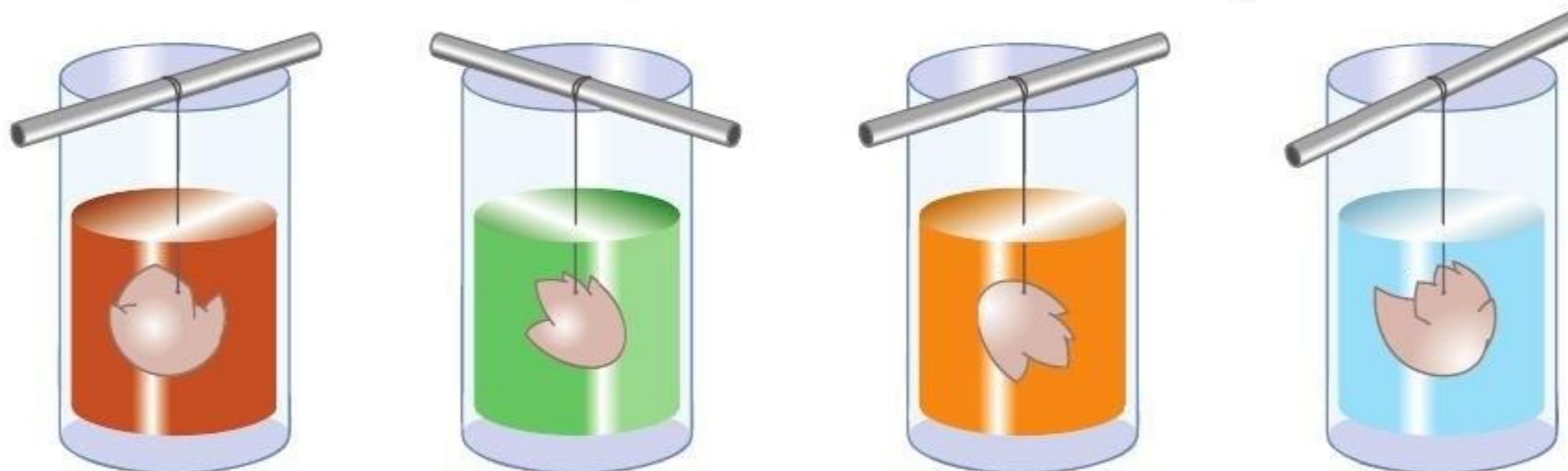
B Predicting content

1. A student is making a presentation about an experiment.

4.14 Listen. Put these groups of words in the correct order.

cola damage teeth is My hypothesis that and other sugary drinks

2. What materials did she use for the experiment? Name the items in the diagram.



3. Can you work out the experiment?

C Practising a key skill

1. 4.15 Listen to the student describing the experiment. When she stops speaking, tick the correct word from each pair of words below.

Remember, my hypothesis was that cola damages ...

- | | | | |
|------------------------------------|---|-------------------------------------|-----------------------------------|
| a. <input type="checkbox"/> tooth | <input checked="" type="checkbox"/> teeth | g. <input type="checkbox"/> air | <input type="checkbox"/> liquid |
| b. <input type="checkbox"/> water | <input type="checkbox"/> glasses | h. <input type="checkbox"/> year | <input type="checkbox"/> week |
| c. <input type="checkbox"/> teeth | <input type="checkbox"/> people | i. <input type="checkbox"/> liquid | <input type="checkbox"/> eggshell |
| d. <input type="checkbox"/> shell | <input type="checkbox"/> glass | j. <input type="checkbox"/> soft | <input type="checkbox"/> hard |
| e. <input type="checkbox"/> pen | <input type="checkbox"/> pin | k. <input type="checkbox"/> damaged | <input type="checkbox"/> good |
| f. <input type="checkbox"/> thread | <input type="checkbox"/> water | l. <input type="checkbox"/> teeth | <input type="checkbox"/> mouth |

2. Find the transcript on page 141. Take it in turns to read some of the sentences. Pause before the last word. Your partner must predict the last word.

D Transferring a new skill

Describe the complete experiment. Use the diagram above to help you. Don't look at the transcript this time.

Speaking: Diagrams and explanations

4.6 Vocabulary for speaking Diagrams and explanations



A Reviewing vocabulary

- What is the connection between a scientist and each of these words?

collect conclusion data experiment hypothesis
method prove research scientific test

A scientist collects data. Collect is a verb. What's the noun? Collection.

- Ask your partner for another form of a word in the box.

B Understanding new vocabulary

- 🔊 4.16 Listen and number the words below in the order that you hear them.

atmosphere		mix	
contains		natural	
explained	1	rainbow	
hits		splits	

- Can you remember the sentences about sunlight?

C Practising new vocabulary

Study the conversations below.

- Complete each conversation with words from the list on the right.
- 🔊 4.17 Listen and check.
- Practise the conversations in pairs.
- Add more lines to each conversation.

1 A: What is the water _____?
B: I'm not sure. Is it something to do with rain?

2 A: What's that _____?
B: I think it's thunder.

3 A: What are _____ made of?
B: Water vapour, I think.

4 A: Why do we have _____ at the coast?
B: I don't know. Perhaps the wind causes them.

amount (n)
area (n)
atmosphere (n)
burst (v)
charge (n) [electrical]
cloud (n)
contain (v)
cool (adj and v)
cycle (n)
diagram (n)
directly (adv)
dust (n)
(the) Earth (n)
expand (v)
explain (v)
explanation (n)
fall (v)
full (adj)
gas (n)
gravity (n)
heat (n and v)
hit (v)
lake (n)
light (n)
lightning (n)
mix (v)
natural (adj)
negative (adj)
pass through (v)
positive (adj)
rainbow (n)
rise (v)
smoke (n)
sound (n)
split (v)
surface (n)
thunder (n)
tide (n)
together (adv)
vapour (n)

4.7 Real-time speaking The water cycle

A Previewing vocabulary

Find connections between some of the words in the box.

fall – rise = They are opposites.

wind – cloud = The wind moves clouds.



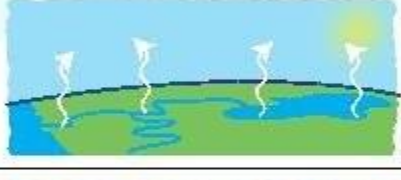
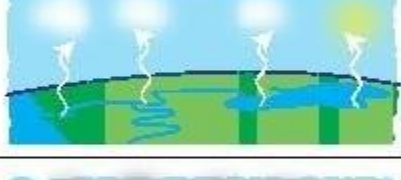
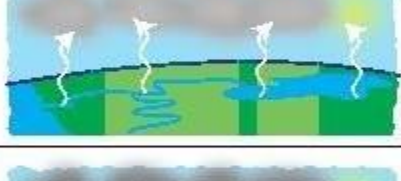
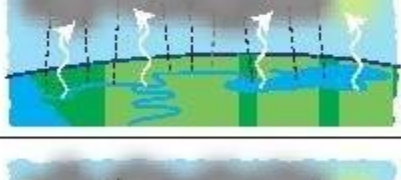
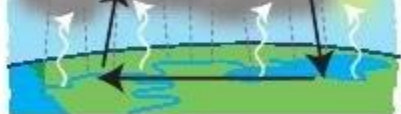
cloud cool fall gas heat lake
land liquid rain rise river sea
surface vapour water wind

B Activating ideas

You are going to watch two students working on a presentation. Cover the text below. Look at the diagrams. What is the presentation about?

C Studying a model

- Uncover the text. 4.18 DVD 4.A Watch and listen to the explanation. Complete the gaps, using the correct word from the box in Exercise A.

1. This is the sky. This is the _____. These are rivers and lakes.	
2. Rain is part of the _____ cycle. The Sun is here, and it heats up the _____ of the water, here.	
3. The water is a _____, of course, but it _____ up and it turns into a _____. The gas is called water vapour. The water vapour rises into the air, like this. It _____ because it's hot.	
4. But the atmosphere here, above the Earth, is cold. The vapour makes _____ because it _____. Here are the clouds.	
5. The clouds move with the _____. They collect more and more water, and get bigger and bigger, like this.	
6. Finally, they are full of water, and they burst. The water _____ from the clouds. In other words, it _____. This is the rain falling. Some rain falls directly into the rivers, lakes and _____.	
7. The rest falls onto the land, here, and from there it travels back to the seas, _____ and _____. And the cycle continues, round and round, like this.	

- Cover the text again. Give an explanation of the water cycle, using the drawings.

D Developing critical thinking

Discuss these questions.

- Why does water vapour rise?
- What makes clouds grow?
- Where does the water go after it falls from the clouds?
- In general, what is a cycle?



A Understanding functions

Look at the photos above. Which conversations below do they show?

B Studying models

1. Study the conversations. Find examples of people:

- offering.
- accepting.
- requesting.
- refusing.

2. Decide where each conversation is taking place.

C Practising conversations

4.19 Listen to the conversations. Then practise them in pairs.

1 A: Are you OK there?
B: I don't understand this assignment.
A: Let me have a look.
B: Thank you.

2 A: Would you like some help with that?
B: No, thanks. I can manage.
A: Are you sure?
B: Yes, I'm fine. Thanks anyway.

3 A: Can I help you?
B: Yes, please. Black coffee please.
A: Medium or large?
B: Mm. Large.

4 A: Could you help me with this?
B: I'm afraid I can't. I haven't finished myself.
A: OK. Don't worry.
B: Give me a few minutes.

5 A: Could you help me with this?
B: Of course.
A: Sorry to trouble you.
B: It's no trouble.

6 A: Have you got a moment?
B: No, sorry. I'm in a hurry.
A: OK. That's fine.
B: Sorry.

D Real-time speaking

Choose three or four of the real-life situations below. Role-play a conversation in each case. Use expressions from the conversations above.

You have to:

- find your classroom.
- fill in a form for a student ID card.
- put in a code to open the door.
- carry something heavy.
- use a drinks machine.
- print your work in the computer room.
- write an essay.
- find a place to live.

4.8 Learning new speaking skills Scientific explanations

A Saying vowels

1. Underline the words with the same vowel sound in each sentence on the right.
2. Read the **Pronunciation Check** to check your answers.
3. Practise saying the sentences aloud.
4. How do you pronounce the underlined sound in each word in the box on the right?

Then Ben's ten men
went to bed.

Were her first words
'bird' and 'learn'?

get water surface river when
turns Earth bigger burst rest

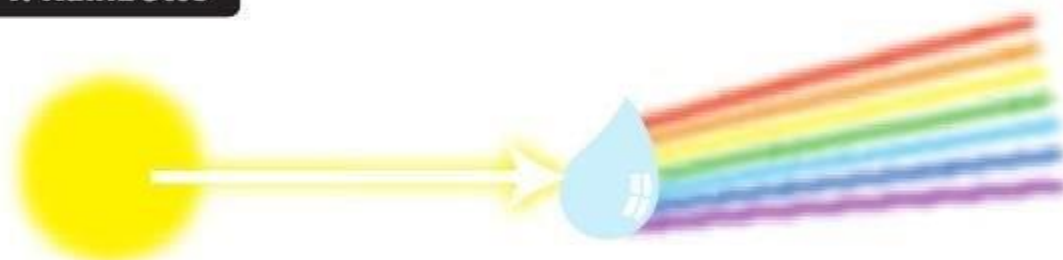
B Identifying a new skill

1. Read the **Skills Check**.
2. Look at the presentation in Lesson 4.7. Underline all the places where the student uses a diagram to help her explanation.

C Rehearsing a model

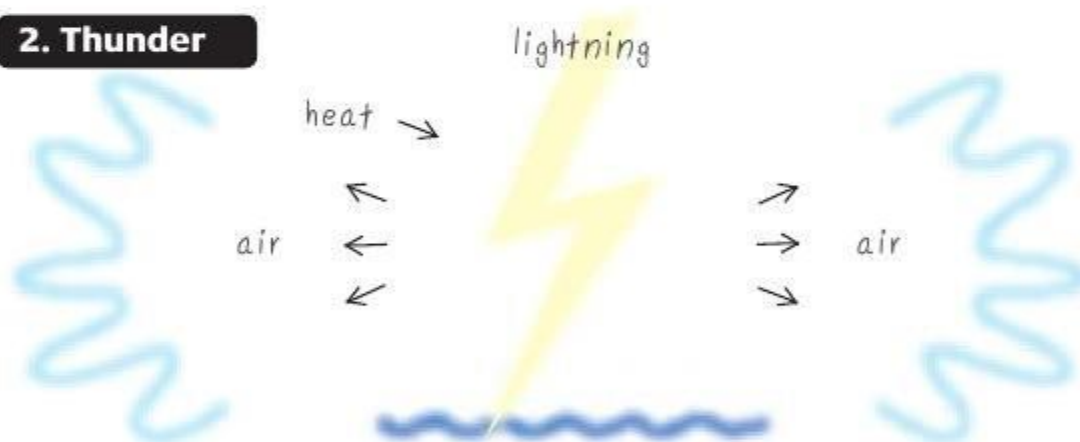
1. Look at each diagram below. Use it to help you give a scientific explanation.
2. **4.20 DVD 4.B** Watch some students giving explanations.

1. Rainbows

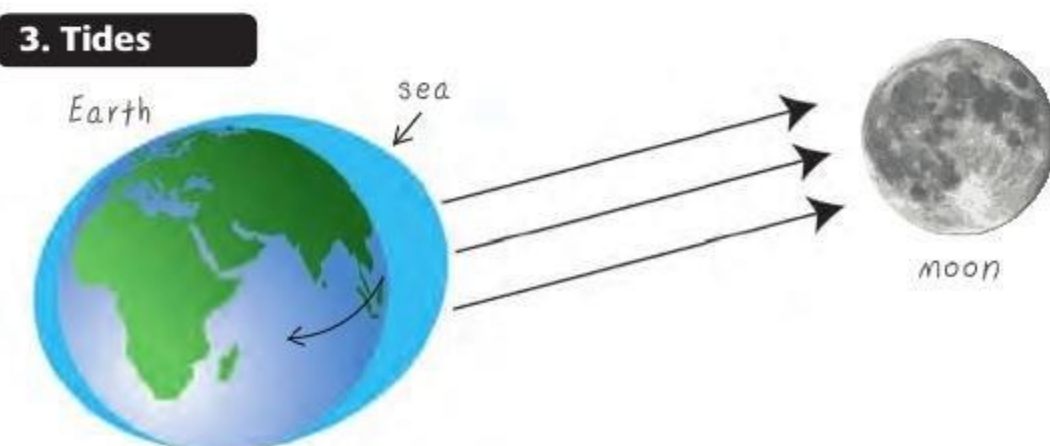


Look. The Sun is here, and this is water vapour.
The white light from the Sun travels like this ...

2. Thunder



3. Tides



D Extended practice

Work in groups. Take it in turns to give one of the scientific explanations in Exercise C and draw a diagram.

Pronunciation Check

Saying vowels: /e/, /ɜ:/, /ə/

We pronounce most short words with e with the short sound /e/.

Examples: test, then, method

The letters er in the middle of a word are often pronounced /ɜ:/.

Examples: person, certainly, verb

The letters er at the end of a word are often pronounced /ə/.

Examples: river, water, bigger

The sound /ɜ:/ is in many words with these spellings: first, earth, burst.

Skills Check

Giving a scientific explanation

We give scientific explanations in the **present simple**.

Rain is part of the water cycle. The Sun heats up the liquid and it turns into a gas.

We often use a **diagram** to help us give a scientific explanation.

We can refer to **objects** in the diagram with *this, these, here*.

This is the Sun. These are lakes. Here is the sea. The clouds are here.

We can refer to **actions** in the diagram with a verb + *like this*.

The water vapour rises, like this ...

4.9 Grammar for speaking Demonstratives; connectors

We use *this* with singular nouns and uncountable nouns. We use *these* with plural nouns.

(14)

this + diagram, this + light, these + clouds

This is the sky. This is the rain falling. These are rivers.

A Referring to a diagram

Complete the text with *this* or *these*.

Look here. _____ is a picture of Isaac Newton in his laboratory.
_____ shows his experiment with light. _____ is a ray
of light going into the prism here, and _____ are the seven
colours coming out on _____ side. Light has other colours too,
but _____ colours are the only ones that humans can see.



We can join two actions in several ways.

(15)

Examples:

*The liquid heats up **and** it turns into gas.*

= action + *and* + next action

*The water is a liquid, **but** it turns into a gas.*

= action + *but* + surprising action

*The vapour makes clouds **because** it cools.*

= action + *because* + reason

*The clouds have too much water, **so** they burst.*

= action + *so* + result

B Joining ideas

Make a sentence with each pair of words.

Then join the sentences in a logical way.

1. a. rain land
 b. water sea

The rain falls on the land.

The water travels to the sea.

*The rain falls on the land, **and**
the water travels to the sea.*

2. a. Sun water
 b. liquid gas

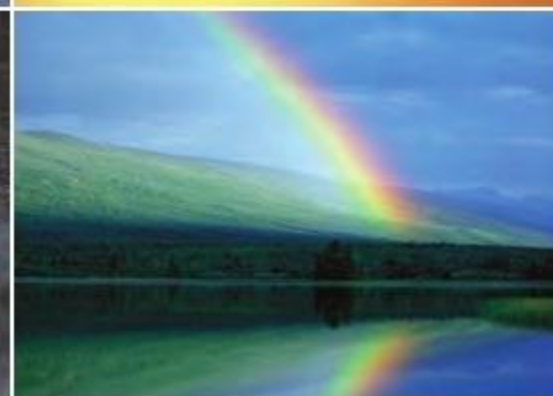
3. a. gas warm
 b. gas air

4. a. vapour warm
 b. atmosphere cold

5. a. atmosphere cold
 b. clouds sky

6. a. rain clouds
 b. clouds too big

7. a. rain land
 b. cycle again



4.10 Applying new speaking skills

Explanations with diagrams

A Reviewing sounds

Say these words aloud. Make sure you pronounce the vowel sounds correctly.

1. bed bird
2. ten turn
3. wed word
4. head heard
5. Ben burn
6. went weren't

B Preparing vocabulary

1. Read the **Pronunciation Check**.
2. Work in pairs. Use the questions in the **Pronunciation Check** to ask about the words in the box below.

amount atmosphere cloud contains
straight vapour

Pronunciation Check

Asking about pronunciation

Always ask for help in pronouncing a new word.

Point to the word and ask:
How do you say this word?

Spell the word. Ask:
How do you say S-C-A-T-T-E-R?

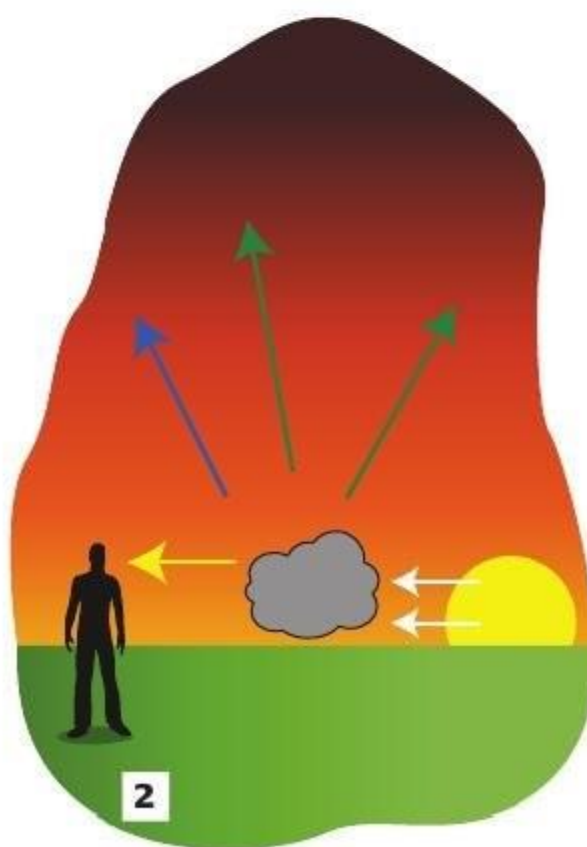
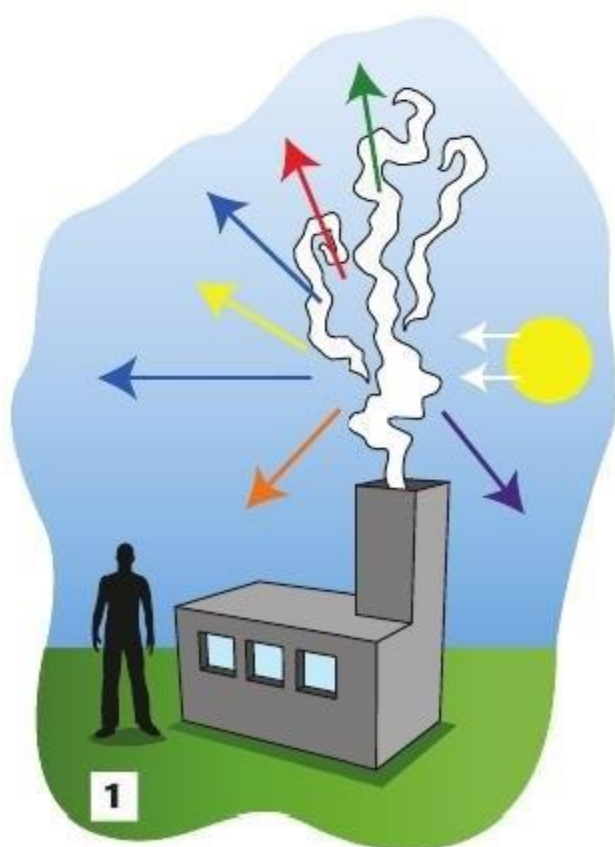
Say the word several times and check that your pronunciation is correct.

Mark the stress on multi-syllable words with a vertical line.

Examples: 'scatter, con'tains

C Using a key skill

1. Which natural event does each diagram below show?
2. Form three groups. Group A: Look at page 81. Group B: Look at page 87. Group C: Look at page 85. Read your text. Ask for help with any new words.
3. Practise explaining your point to a partner in your own group. Write labels on the diagram as you speak to make your explanation clear.
4. Make new groups. There must be at least one A, one B and one C student in each group. Explain your point to the other students. Redraw the diagram as you speak.
5. **DVD 4.A** Watch some students doing the exercise.





Theme 5

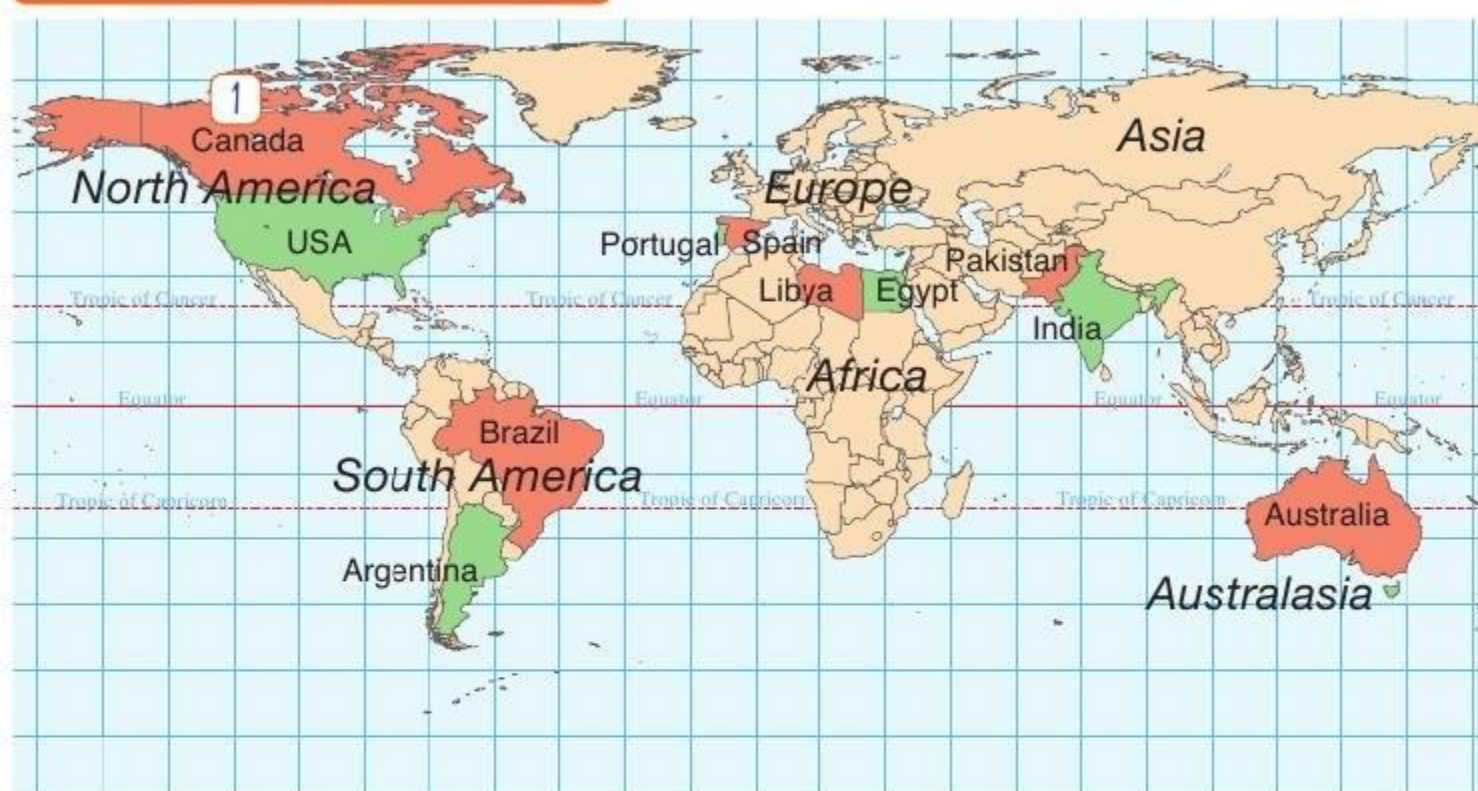
The physical world

- Geographical location
- Location and physical features

Listening: Geographical location

5.1 Vocabulary for listening

Location in the world, physical features



A Activating ideas

Look at the map of the world above. Which countries are:

1. north of the Equator?
2. south of the Equator?
3. on the Tropic of Cancer?
4. on the Tropic of Capricorn?

B Developing vocabulary (1)

1. 5.1 Listen to descriptions of six countries and look at the map. Number each country in the correct order on the map.
2. How did the speaker describe each country? Use some words from the list on the right.

It is in North America. It is north of the USA.

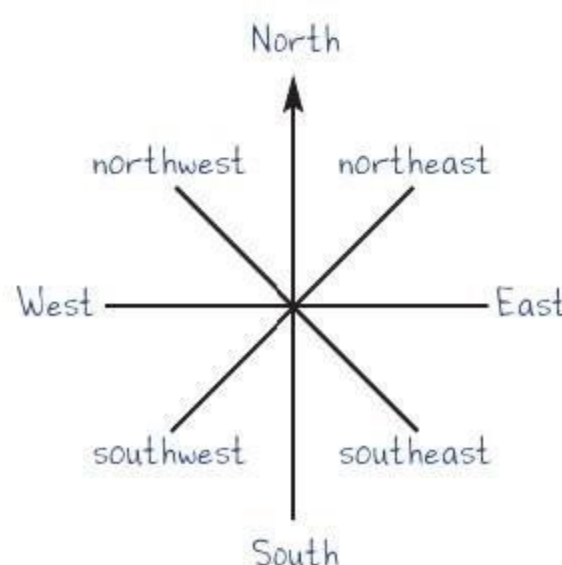
3. 5.2 Listen. Is each sentence true or false?

The Equator runs through Central America. True.

C Developing vocabulary (2)

1. 5.3 Listen to the pronunciation of ten words for physical features. Find and number them in the list on the right.
2. 5.4 Listen to a sentence about each physical feature. Find an example of each feature on the map.

A peninsula is a piece of land with water on three sides.



area (n)
border (n and v)
central (adj)
coast (n)
coastline (n)
consist of (v)
contain (v)
continent (n)
(the) Equator (n)
feature (n)
fifth (n)
flat (adj)
freshwater (adj)
geographical (adj)
gulf (n)
hometown (n)
island (n)
locate (v)
location (n)
low (adj)
main (adj)
mountainous (adj)
ocean (n)
peak (n)
peninsula (n)
physical (adj)
plateau (n)
rainforest (n)
range (n)
square (adj)
(the) Tropic of Cancer (n)
(the) Tropic of Capricorn (n)
volcano (n)
whole (adj)

5.2 Real-time listening The countries of Central America

A Activating ideas

Look at the map opposite.

- Where are the countries?
- Find some physical features.

Panama is east of Costa Rica.

Yucatán is a peninsula.

B Predicting content

- Cover the map opposite. Look at the title of this lecture on the right. What information do you expect to hear in the lecture? Write five ideas.
1. names of rivers and lakes
- 5.5 **DVD** 5.A Watch the lecture. What are the things listed below? Mark them L = lake, M = mountain, R = river, V = volcano, S = sea, N = neighbour, C = city.

- | | |
|----------------------|-------|
| a. Managua | C |
| b. Nicaragua | _____ |
| c. San Cristóbal | _____ |
| d. Honduras | _____ |
| e. Costa Rica | _____ |
| f. Central Highlands | _____ |
| g. Caribbean | _____ |
| h. Coco | _____ |

Greenhill University
Geography Faculty
Focus on Central America

Lecture 1: Nicaragua –
Location and Physical Features



C Transferring information

DVD 5.A Watch the lecture again. Complete the summary below.

The country is in _____ America. It is situated _____ of the Equator and south of the _____ of Cancer. It is _____ of Honduras and _____ of Costa Rica.
The _____ is Managua in the southwest. The country has a _____ on two seas, and there is a very large lake in the _____ and a large river in the _____.

D Practising vocabulary

- Study the map opposite. Answer these questions.

- | | |
|---|-------|
| a. How far is it from Managua to Panama City? | _____ |
| b. How long is the River Coco? | _____ |
| c. How big is Jamaica? | _____ |
| d. What is the exact location of Managua? | _____ |

- 5.6 Listen to the words and tick the pronunciation that you hear.

/rɪve/		/rɪvə/	✓	/kænsɜ:/		/kænsə/	
/saʊθ/		/saʊð/		/kɪlɒmɪte/		/kɪlɒmɪtə/	
/wɜːst/		/west/		/nɔːθ/		/nɔːð/	
/bɔːdəd/		/bɔːded/		/freʃwɔːtə/		/freʃwɔːtɜ:/	



5.3 Learning new listening skills

Transferring information to a map

A Reviewing key words

5.7 Listen and tick the form of the word that you hear in each case.

- | | | |
|---------------------------------------|--|------------------------------------|
| a. <input type="checkbox"/> Tropic | <input checked="" type="checkbox"/> tropical | <input type="checkbox"/> Tropics |
| b. <input type="checkbox"/> centrally | <input type="checkbox"/> centre | <input type="checkbox"/> central |
| c. <input type="checkbox"/> location | <input type="checkbox"/> located | <input type="checkbox"/> locates |
| d. <input type="checkbox"/> raining | <input type="checkbox"/> rainforest | <input type="checkbox"/> forests |
| e. <input type="checkbox"/> bordering | <input type="checkbox"/> borders | <input type="checkbox"/> border |
| f. <input type="checkbox"/> coast | <input type="checkbox"/> coastal | <input type="checkbox"/> coastline |

B Identifying a new skill

- Read the **Skills Check**. Look at the transcript for 5.5 on page 144. Underline all the expressions of location.
- 5.8 **DVD** 5.8 Watch the extracts from a lecture. Mark the following on the map on the right.

 a lake	 a mountain range
 the highest peak	 islands
 a river	 the capital city
<div>EL SALVADOR</div> <div>GUATEMALA</div> <div>NICARAGUA</div>	neighbours

C Identifying vowel sounds

- Read the **Pronunciation Check**.
- 5.9 Listen. Circle the word in each row with a different vowel sound.

a. what	<u>four</u>	not	on
b. sorry	wash	come	from
c. more	coast	fall	for
d. long	not	was	north
e. locate	border	draw	for
f. before	small	home	warm
- 5.10 Listen and write the words you hear.

Skills Check

Understanding location

We sometimes need to be able to follow a description using a map and find the places described.

There are many expressions to describe locations.

Examples:

It is located at 35 degrees north, 28 degrees west.

It's in the centre of the country.

It is situated to the east of ...

It is bordered by ...



Pronunciation Check

Hearing vowels: /ɒ/ and /ɔ:/

- The letter o often has the sound /ɒ/.

Examples: Tropic, continent, on

But some common words with the letter a have the sound /ɒ/.

Example: what, was, want

- The letter o also often has the sound /ɔ:/.

Example: border, Capricorn, north

But some common words with the letter a have the sound /ɔ:/.

Example: warm, water, small

5.4 Grammar for listening *There as replacement subject*

We normally introduce new information with *There is / There are ...*

16

There	verb	complement	
		(adjective) noun	extra information
There	is	a peninsula	in the southeast.
	isn't	any fresh water	in the country.
	are	high mountains	near the coast.
	aren't	any permanent rivers	in the south.

We do not normally begin with a noun when we introduce new information: ~~A lake is in the south.~~

A Using *There is / There are*

These sentences are not very English.

1. Say each sentence in an English way.

1. A lake is in the south.
2. Many natural features are in the country.
3. Several islands are in the gulf.
4. A long, thin peninsula is south of the capital.
5. No mountain range is in the east.

2. 5.11 Listen and check.

There's a lake in the south.



B Hearing *There is / There are*

5.12 Listen. Mark the features on the map on the right.

There are mountains in the north.

We often give information about a new item in the next sentence.

17

introducing a new item				giving information about the item		
There	verb	complement	extra information	It / They	verb	complement
There	is	a lake	in the south.	It	is	very large.
	are	mountains	along the coast.	They	are	the Andes.

C Using *It is / They are*

Give more information about each item. Use the words in the brackets.

1. There is a mountain in the east. (highest / country)
2. There is a river in the north. (longest / C. Am.)
3. There are some islands off the coast. (Bay Is.)
4. There are two volcanoes in the west. (middle / lake)

It is the highest in the country.

D Using *There is / There are* to predict content

5.13 Listen. Which piece of information will come next?

1. There are some containers in the lab.

- _____ It is dead. _____ It's for Education Faculty students.
 _____ It's all gone. 1 _____ They are full of water.
 _____ It's empty. _____ They are talking.

5.5 Applying new listening skills

Mexico: location and physical features

A Predicting content

Look at the presentation title on the right. Study the research questions below. Tick the questions the presentation will answer.

- ☐ 1. Where is Mexico?
- ☐ 2. What are the major cities?
- ☐ 3. How many people live there?
- ☐ 4. What does the country look like?
- ☐ 5. Does the country have any important rivers?
- ☐ 6. How can you get to the country?



B Practising a key skill

5.14 DVD 5.C Watch the presentation. Label the map of Mexico below.



C Showing understanding

1. Which questions from Exercise A can you answer?
2. Discuss the answers in pairs. Use the map to help you.

D Transferring a new skill

Student A

Look at page 82.

Read your description to your partner.
Then listen to your partner and complete the map.

Student B

Look at page 84.

Read your description to your partner.
Then listen to your partner and complete the map.

Speaking: Location and physical features

5.6 Vocabulary for speaking Continents



A Reviewing vocabulary

- Which countries border the country you are in now? On which sides?

It has a border with two countries. We have Norway to the northeast and Finland to the west.

- What is in the north / south / east / west of the country?

B Understanding new vocabulary

Cover the map above.

Match the countries and continents.

Which area of each continent are they in?

- | | | |
|-----------------|--------------------------|-----------------|
| 1. Australia | <input type="checkbox"/> | Africa |
| 2. Brazil | <input type="checkbox"/> | Europe |
| 3. Canada | <input type="checkbox"/> | Asia |
| 4. China | <input type="checkbox"/> | North America |
| 5. Nigeria | <input type="checkbox"/> | South America |
| 6. Germany | <input type="checkbox"/> | the Middle East |
| 7. Saudi Arabia | <input type="checkbox"/> | Oceania |

Is Brazil in Africa?

No, I don't think so. I think it's in South America.

Where exactly?

I think it's in the east, or, the coast.

C Practising new vocabulary

- Complete each conversation with words from the list on the right.

5.15 Listen and check.

- Practise the conversations in pairs.
- Add more lines to each conversation.

1 A: We have a big mountain _____ in my country.

B: What is a range?

2 A: Is your country _____?

B: No, it has a coastline on the Mediterranean.

3 A: What's a _____?

B: It's a big flat area of land.

Africa (n)
 America (n)
 Asia (n)
 behind (prep)
 between (prep)
 border (n and v)
 coastline (n)
 continent (n)
 corner (n)
 double (adj)
 Europe (n)
 European (adj)
 exactly (adv)
 feature (n)
 flat (adj)
 geographical (adj)
 in the centre of (prep)
 landlocked (adj)
 left (n)
 (the) Middle East (n)
 mountainous (adj)
 next to (prep)
 Oceania (n)
 opposite (prep)
 physical (adj)
 plain (n)
 range (n)
 right (n)
 river (n)
 rocky (adj)
 through (adv)
 valley (n)
 waterfall (n)
 western (adj)

5.7 Real-time speaking Croatia

A Previewing vocabulary

1. 5.16 Listen to the words. Tick the correct column to show the number of syllables.
2. Mark the stressed syllable on each two- and three-syllable word.
3. 5.17 Listen again and repeat the words.

B Activating ideas

You are going to listen to a student giving a short talk about her country.

Look at the map on the right and answer these questions.

1. Where is the student from?
2. What is the geographical location of her country?
3. What are the main physical features of her country?

C Studying a model

1. 5.18 Listen. Make notes beside each heading in the table at the bottom of the page.
2. Complete the sentences from the introduction below.

Introduction

I'm going about my country ...

First of all, I will the size and location ...

Then, I'll you about the capital city ...

Finally, I'll some of the physical features.

D Practising a model

Talk about your own country. Complete the sentences below in as many ways as you can.

- The country is ...
- It has ...
- There is ...
- There are ...

	1	2	3
'Europe		✓	
capital			
coastline			
feature			
low			
mountainous			
north			
plain			
range			
rocky			



country	Croatia
continent	
size	
location	
capital	
physical features	



A Activating ideas

Where are the people in each photo? What are they saying?

B Studying models

Match each conversation (1–6) below to a photo. 🎧 5.19 Listen and check your ideas.

C Practising conversations

Work in pairs to practise the conversations.

- 1** A: Excuse me.
B: Yes, sir. Can I help you?
A: Yes, please. Where's the nearest *tube station*?
B: *Go straight down this road. It's on the next corner.*

- 2** A: Where are we on this map?
B: Let's see. We're *here*.
A: And where's the *hotel*?
B: Mm. About a *ten-minute walk*, I think.

- 3** A: Which room are we in?
B: *J32*. But I'm not sure where it is.
A: Here we are. It's on the *fourth floor*.
B: OK. We'd better take the lift.

- 4** A: Are you going to *the meeting about fees*?
B: Yes, I am. I think it's in *the main hall*.
A: Where's that?
B: *Not far*. I'll show you.

- 5** A: How far are we from *the bus station*?
B: I think it's *in the next road on the left*.
A: No it isn't! It's *the second on the right*.
B: Oh, yes. I've got the map the wrong way round!


- 6** A: Hi you two! Where are you going?
B: We're on our way to *the café*.
A: Can I join you?
B: Yeah, sure. But hurry up, we're starving.

D Real-time speaking

Practise the conversations again. Use different ideas for the words and phrases in italics. Make sure the conversation still makes sense!

5.8 Learning new speaking skills Introducing a talk

A Saying consonants

1.  5.20 Listen to these sentences. What is the sound of the letter s in each case?
 - a. Where's that?
 - b. Yes, that's right.
 - c. How do you spell that?
 - d. Sorry. What did you say?
 - e. It goes through the capital.
2. Read **Pronunciation Check 1** to check your answers.

B Saying vowels

Read **Pronunciation Check 2**. Then try these tongue twisters.

- What I wanted was a wash.
- A warm August morning before dawn.
- What was your fourth drawing?

C Identifying a new skill

1. Read the **Skills Check**.
2. Correct the introduction below.

*I going to tell about my country ...
First all, I describe the size ...
Then, I'll talk you about the capital city ...
Final, I'll mentioning some of the
physical features.*

D Rehearsing a model

Introduce the talks below.

1. Topic: The science of light
Contents:
 1. Isaac Newton
 2. Newton's experiment with light
 3. Results of the experiment
2. Topic: My education
Contents:
 1. primary school
 2. secondary school
 3. sixth form
 4. university course

E Extended practice

You have to give a talk to your study group. Think of an interesting topic, make a list of contents, then practise giving the introduction.

Pronunciation Check 1

Saying consonants: /s/ and /z/

We say the letter s in two ways: /s/ and /z/.

The letter s has the sound /s/ at the beginning of a word.

Examples: south, say, sea

It also has the sound /s/ before another consonant.

Examples: spell, small, Australia

When we say /s/, the air passes out between our tongue and teeth.

The letter z has the sound /z/.

Examples: zero, Zagreb

We make /z/ like /s/, but we use our voice at the same time. The letter s sometimes has the sound /z/, too.

Examples: was, does, goes, where's

Pronunciation Check 2

Saying vowels: /ʊ/ and /ɔ:/

You need to make your lips round for both of these sounds.

The sound /ʊ/ is short.

Examples: top, was, not, often

The sound /ɔ:/ is longer.

Examples: north, more, warm, fall, tall

Skills Check

Introducing a talk

We must introduce a talk.

Tell people:

- the **topic** of the talk.
- the **contents** of the talk.
- the **order** of the talk.

Use **sequencers** – First of all, then ...

Use a **range of verbs** – talk about, tell ...

Use **going to** and **will**.

Examples:

I'm going to talk about my country ...

First of all, I will describe the size ...

Then, I'll tell you about the capital city ...

Finally, I'll mention some of the physical features.

5.9 Grammar for speaking Location: *which*

We often use **prepositions** to talk about location.

18

S	V	prepositional phrase	
Zagreb	is	in	the north.
Ludbreg	is	near	Zagreb.
Ludbreg	is	between	the capital and the border.

A Talking about location

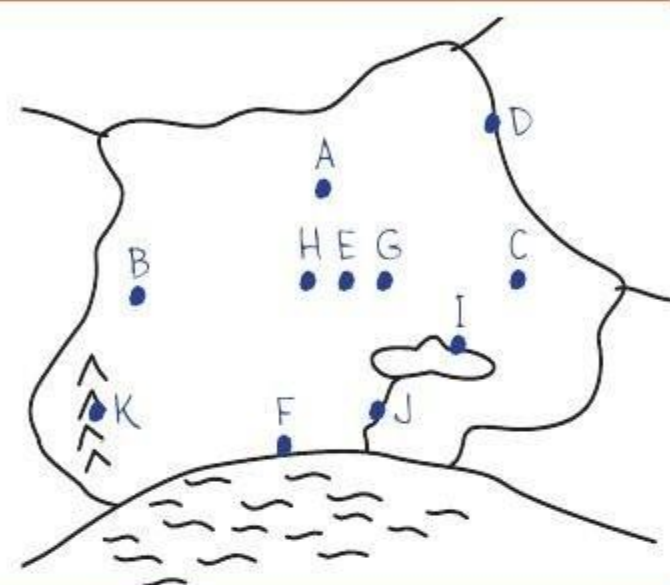
- Study the sketch map on the right.
- 🎧 5.21 Listen. Which place are they talking about in each case?

1. *It's on a river near the coast.*

It's J.

- Where is each place, A to K? Describe the location.

A is in the north near the border.



We can use *which* to give extra information about the **object** of a sentence.

19

	object	subject	extra information
I am going to talk about	Croatia.	Croatia	is my country.
	Croatia,	which	is my country.

B Joining sentences with *which*

Join these sentences, using *which*.

- The capital is Zagreb. Zagreb is in the north.

The capital is Zagreb, which is in the north.

- There are many rivers. The rivers cross the plain.
- There are many lakes. The lakes are part of a national park.
- The country has many mountains. They are very beautiful.
- There is a tiny border with Montenegro. Montenegro is in the southeast.
- The eastern border of Croatia is the River Danube. It is the second longest river in Europe.



5.10 Applying new speaking skills Latvia, Chile, Sudan

A Reviewing sounds

1. Say the words on the right aloud. Make sure you pronounce the vowel sounds correctly.
2. Work in pairs. Say one of the words in each pair. Your partner ticks the word.

B Practising vocabulary

south east west north town village
Europe which called Asia

1. You will need to say the words above in the final exercise in this lesson. What is the pronunciation of each word?
2. Read the **Pronunciation Check**.
3. Ask your partner or your teacher about the words you are not sure of.

C Using a key skill

1. Form three groups.
Group A: Look at page 83.
Group B: Look at page 86.
Group C: Look at page 80.
2. Read the notes about the country. Prepare a short talk with the other people in your group.
3. Make new groups. There must be at least one A, one B and one C in each group. Give your talk.
4. Listen to the other two talks. Make notes about them in the table below.

- | | |
|------------------------------------|---------------------------------|
| 1. <input type="checkbox"/> not | <input type="checkbox"/> north |
| 2. <input type="checkbox"/> got | <input type="checkbox"/> caught |
| 3. <input type="checkbox"/> what | <input type="checkbox"/> water |
| 4. <input type="checkbox"/> top | <input type="checkbox"/> talk |
| 5. <input type="checkbox"/> was | <input type="checkbox"/> wars |
| 6. <input type="checkbox"/> want | <input type="checkbox"/> warn |
| 7. <input type="checkbox"/> shot | <input type="checkbox"/> short |
| 8. <input type="checkbox"/> pot | <input type="checkbox"/> port |
| 9. <input type="checkbox"/> lot | <input type="checkbox"/> law |
| 10. <input type="checkbox"/> shock | <input type="checkbox"/> chalk |

Pronunciation Check

Asking about pronunciation

Remember: Always ask for help with pronouncing a new word.

Spell the word so that the person can recognize it.

Example:

How do you say this word:

E-U-R-O-P-E?

Check the stress.

Example:

Is the stress on the first syllable?

country	
continent	
size	
location	
capital	
physical features	

Resources

Theme 5: Speaking 5.10

Group C		Capital	Khartoum
Country	Sudan	Physical features	flat plains, Nile flows south–north through country, mountains – Jebel Marra, Nubian Desert, highest mountain = Kinyeti + swamps and rainforests
Continent	N.E. Africa		
Size	10 / 203		

Location



Theme 2: Speaking 2.10

Group C

Do psychologists and sociologists help us?

Sociology is more important than psychology. Humans do not usually live alone. This means *individual* behaviour is not important. We must understand *group* behaviour. Sociologists can predict group behaviour in all situations. They can predict it in the home, in business, between countries. We need sociologists, not psychologists.

Debate Club Journal, Broadmead College

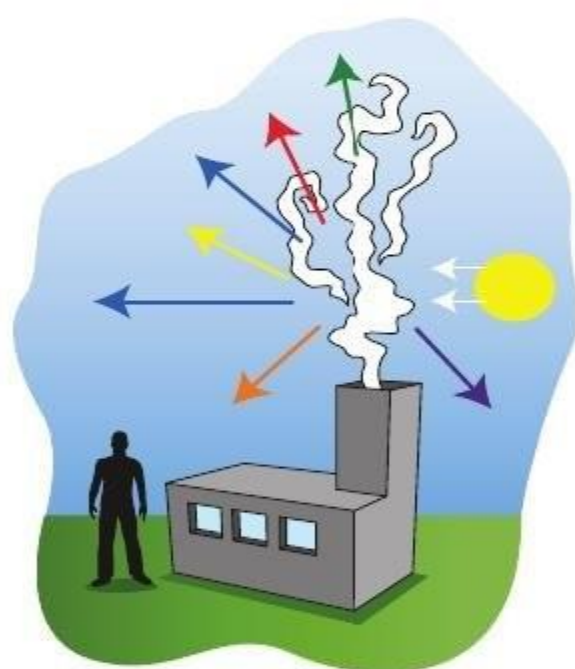
Theme 1: Everyday English

Student A

tertiary (adj)	<i>Tertiary</i> means 'after secondary school'. So universities are part of <i>tertiary</i> education.
form (n)	
set (v)	<i>To set</i> means 'to give'. We use it about exams, e.g., teachers <i>set</i> exams at the end of each term.
graduate (n and v)	
cram (v)	<i>To cram</i> means 'to study very hard for a short period of time'. It is not a good idea. You forget things very quickly if you <i>cram</i> .
residential (adj)	
kindergarten (n)	A <i>kindergarten</i> is a nursery school.
dormitory (n)	

Theme 4: Speaking 4.10

Group A



Why is the sky blue?

Light from the sun is white. White light contains all the colours – red, orange, yellow, green and blue. The white light hits dust and smoke in the air. The blue light scatters more than all the other colours. The blue light makes the sky blue.

Theme 1: Speaking 1.10

Group B

What is a bad teacher?

Research shows that children have very clear ideas about teachers. Bad teachers are not interested in their subject. They are sarcastic. In other words, they make fun of the children, their work or their ideas. Bad teachers belittle children. To *belittle* means to make them feel small. Finally, bad teachers are unfair. They give rewards, or good things, to the wrong children. They give punishments, or bad things, to the wrong children, too.

Adapted from an article in *The Guardian Unlimited* (October 31, 2000)

Theme 5: Listening 5.5

Student A

Read this description for your partner. Spell names aloud if you need to.

Panama has borders to the west with Costa Rica and to the east with Colombia.

It has coastlines on the Caribbean Sea to the north and the Pacific Ocean to the south.

The capital of the country is Panama City.

There is a mountain range in the centre called the Cordillera Central.

In the east, near the border with Colombia, there is an area of rainforest called Darien.

Listen to your partner. Complete this map.



Theme 5: Speaking 5.10

Group A		Capital	Riga
Country	Latvia	Physical features	plains forests
Continent	N.E. Europe		highest pt = only 311 m many rivers
Size	124 / 203		
Location			



Theme 2: Speaking 2.10

Group A

Do psychologists and sociologists help us?

Both psychologists and sociologists do very important work.

1. They study human behaviour.
2. They find new knowledge.
3. We can use this knowledge.
4. We can make the world a better place.

'Maths and physics cannot change the world. They can only describe the world. Sociologists and psychologists can change the world.'

www.psysoc.com

Theme 5: Listening 5.5

Student B

Listen to your partner. Complete this map.

Read this description for your partner. Spell names aloud if you need to.

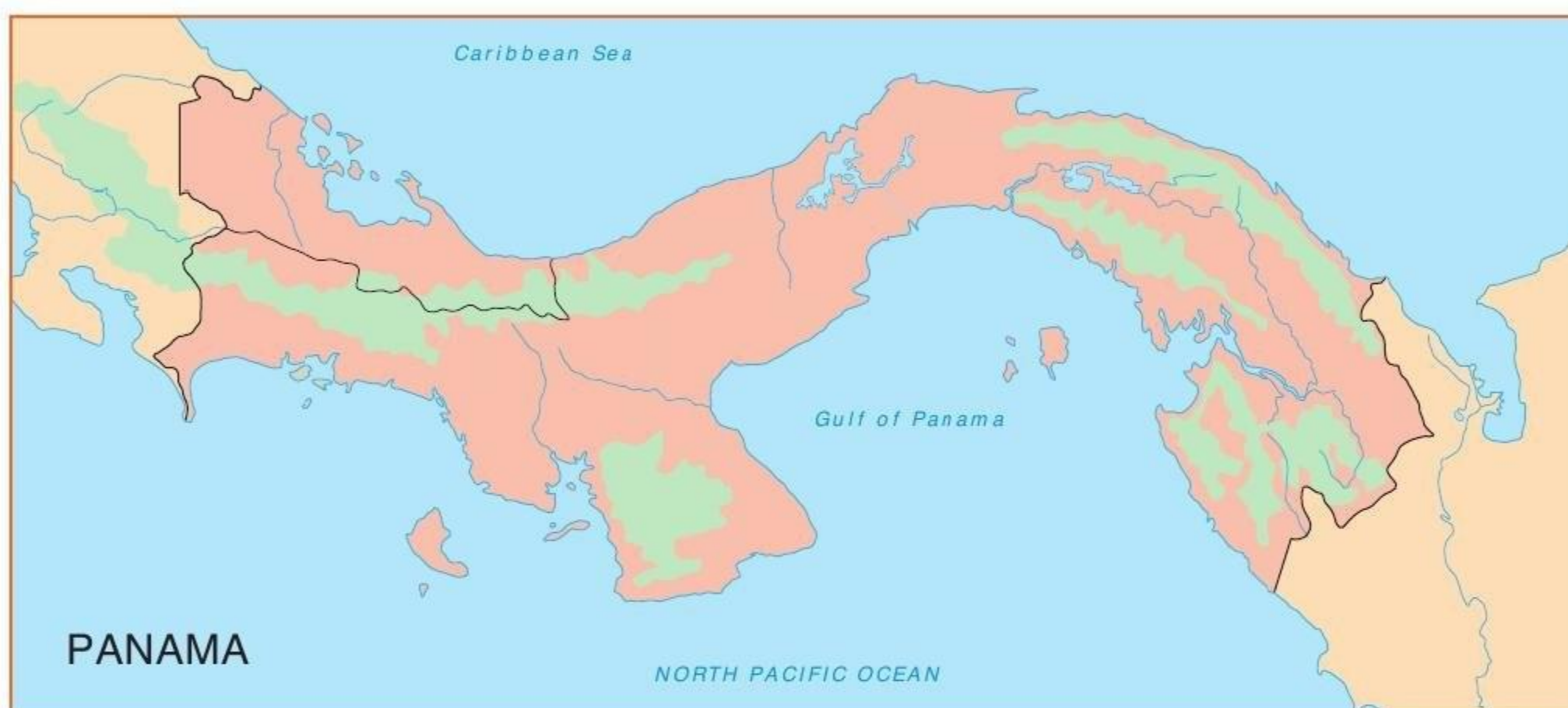
Guatemala has borders in the east with Honduras and in the southeast with El Salvador.

It has a short coastline on the Caribbean Sea to the north and the Pacific Ocean to the south.

The capital is Guatemala City.

There are mountains in the south and centre called the Sierra Madre.

The north of the country has large areas of rainforest. The rainforest is called the Peten.



Theme 2: Speaking 2.10

Group B

Do psychologists and sociologists help us?

People often say that psychology and sociology are **not** useful.

1. Psychologists and sociologists do research. But research cannot change human actions.
2. We all have our own personalities. Research cannot change this.

'You can study the mind. You can talk about a person's behaviour. But science can never change people. Only people can change, if they want to.'

The Book of the Mind, M. Lee

Theme 1: Everyday English

Student B

tertiary (adj)	
form (n)	<i>Form</i> is another word for <i>class</i> or <i>year</i> . In some schools, students are in <i>forms</i> , e.g., Form 3A. In other schools, students are in year groups called <i>forms</i> , e.g., the fourth form.
set (v)	
graduate (n and v)	A <i>graduate</i> is a person with a degree. In other words, he/she has passed a university course.
cram (v)	
residential (adj)	<i>Residential</i> means 'living on the campus'. So in a residential school, you live in the school. You do not go home in the evening.
kindergarten (n)	
dormitory (n)	A <i>dormitory</i> is the place where children sleep at a residential school.

Theme 4: Speaking 4.10

Group C



Why are the clouds white?

Light from the sun is white. White light contains all the colours – red, orange, yellow, green and blue. The white light hits water vapour. All the light scatters by the same amount. We see all the colours at the same time. All the colours together make the clouds white.

Theme 1: Speaking 1.10

Group A

What is a good teacher?

Research shows that children have very clear ideas about teachers. Good teachers keep order in the classroom. This means they stop bad behaviour. Good teachers explain things clearly. They show enthusiasm for their subject. In other words, they like their subject and they are excited about teaching it. Good teachers treat the children as individuals. This means they know the names of all their students and they know personal facts about each one. Finally, good teachers have a good sense of humour and make jokes.

Adapted from an article in *The Guardian Unlimited* (October 31, 2000)

Theme 5: Speaking 5.10

Group B

Country

Chile

Continent

S. America (W)

Size

38 / 203

Location



Capital

Santiago

Physical features

Andes

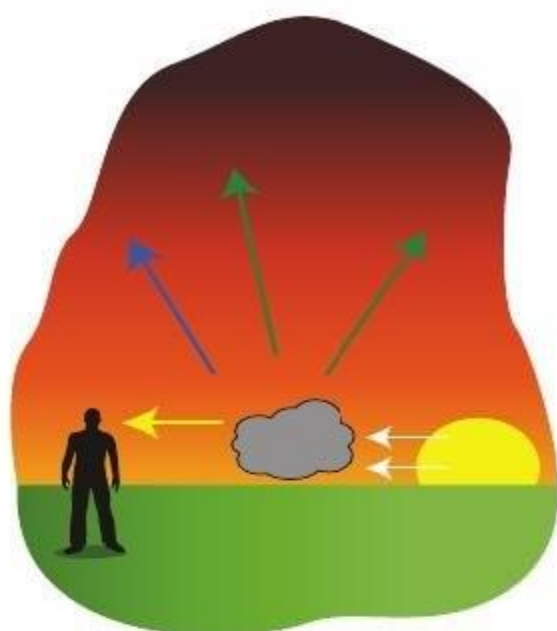
Atacama Desert

forests, volcanoes and lakes

+ peninsula and many islands

Theme 4: Speaking 4.10

Group B



Why is the sky red at sunset?

Light from the sun is white. White light contains all the colours – red, orange, yellow, green and blue. The white light hits dust and smoke in the air. The blue and green light scatters. Some of the red, orange and yellow light comes in a straight line to our eyes.

Theme 2: Speaking 2.10

Group D

Do psychologists and sociologists help us?

We want to live in a safe world. So, three things are very clear.

1. We must study the human mind.
2. We must understand *individual* human behaviour.
3. Then we can understand group behaviour.

In other words, **psychology is the key**. When we understand the human brain, we can have a peaceful world.

www.ideasforum.co.uk

Level 1

PROGRESSIVE Skills

Listening & Speaking



Workbook

A Academic words (1)

- Find ten nouns in the wordsearch.
- Are the nouns in the wordsearch people, places or things?
- Say each noun from the wordsearch. Write each noun in the correct column in the table below, according to the stress pattern. One noun does NOT fit in the table!

graduate	dean	head	librarian
bursar	fresher	lecturer	staff
professor	chancellor		

O	Oo	Ooo	oOo
dean		graduate	

R	O	Q	T	F	V	Q	C	J	I	K	I	G	C	N
E	S	V	D	S	L	Q	W	J	B	U	R	S	A	R
P	F	A	U	T	L	O	F	R	L	U	X	I	R	B
Z	E	M	R	A	Q	C	O	U	S	L	R	J	E	L
H	V	D	N	F	T	S	E	L	L	A	J	W	U	T
P	H	A	Z	F	S	Y	R	X	R	I	A	Z	G	C
N	W	W	N	E	P	E	A	B	V	C	P	S	O	K
I	C	X	F	R	K	S	I	V	R	M	E	M	T	A
I	M	O	P	P	X	L	Y	W	E	C	Y	Q	Z	P
H	R	C	H	A	N	C	E	L	L	O	R	Q	I	Z
P	L	G	P	D	R	O	P	T	V	W	D	J	V	N
F	R	E	S	H	E	R	W	A	S	I	C	C	M	R
L	E	C	T	U	R	E	R	F	D	E	D	M	N	A
M	W	J	G	R	A	D	U	A	T	E	C	Y	K	L
K	A	L	H	Y	L	D	E	A	N	K	T	H	Y	I

- 1 Listen, repeat and check your answers.

B Academic words (2)

- Look at the word list on page 11 of your Course Book. Find examples of nouns that are things (not people or places) in the list, tick them and write them in the table below.

O	Oo	oO	Ooo	oOo
			article	assignment

- 2 Listen, repeat and check your answers.

C Using academic words

- Choose one word from Exercises A or B to complete each sentence below.
 - The first semester in my country begins in October.
 - Go to the _____ to pay your fees.
 - I'm doing some _____ to help me with my technology project.
 - The _____ is in charge of the Faculty of Education.
 - An _____ is a piece of work that students do on their own.
 - The _____ for the next assignment is on Tuesday.
 - Speak to the _____ to order your books.
 - A _____ is a machine for showing Powerpoint slides.
 - In Britain, the head of a department or faculty is usually a _____.
- 3 Listen and check your answers.

D Places

- Find ten nouns or noun phrases for places in the wordsnake.
hallofresidenceaccommodationcampusresourcecentrewelfareoffice
libraryfoodcourtgymcrèche launderette
- 4 Listen, repeat and check your answers.
- Find the nouns for places on pages 11–16 of your Course Book and tick them.
- Write five of the nouns next to the correct definitions below.

a. all the university buildings	campus
b. you can wash your clothes here	
c. you can borrow books from here	
d. a place to leave your children for a few hours	
e. accommodation for students	

- Use the words on the right below to write definitions for these noun places.

a. food court	your can buy here you lunch
You can buy your lunch here.	
b. gym	exercise this a is place do to
c. welfare office	you here problems if have go you
d. resource centre	Internet place magazines a with printers and
e. mini-market	can different here things you buy many

E Nouns and verbs

noun	verb
accommodation	accommodate
assignment	a. _____
b. _____	contribute
participation	c. _____
projector	d. _____

- Nouns can become verbs, and verbs can become nouns. Study the example. Complete the table.
- Some words can be a noun or a verb, without any changes. Study the example.

How can you get access to the resources? (n)

How can you access the resources? (v)

Here are six more examples, but the letters are mixed up. What are they?

- e a t u d r a g graduate
- f a s t f _____
- a r c h e r e s _____
- h e e l d u c s _____
- c u t r e e l _____

- 5 Listen and repeat.

F Prepositions

- Complete these sentences with a preposition, *for* or *of*.
 - He's responsible for the resource centre.
 - I'm the head ____ your faculty.
 - In other words, she's in charge ____ your fees.
 - The hall of residence is accommodation ____ students.
- What do these people do? Complete the sentence for each one. Use *head of ...*, *in charge of ...*, or *responsible for ...*.

- A resource centre manager ... is in charge of a resource centre.
- A chancellor ... _____
- A lecturer ... _____
- A dean ... _____
- A librarian ... _____



G Key sentence patterns

- Study this sentence from Theme 1 Listening. Mark (1) the subject, (2) the verb, (3) the general word, and (4) more information.

A food court is a place with many different restaurants.

with doctors and nurses at a university with a degree for tennis and football
 with accommodation for students in a newspaper, journal or on the web
 with many books and magazines in charge of a faculty

- Write more sentences with the same pattern. Choose more information (4) from the box above.
 - A dean is a person in charge of a faculty.
 - A library _____
 - A hall of residence _____
 - A medical centre _____
 - A sports centre _____
 - A graduate _____
- Study this sentence from Theme 1 Listening. Mark (1) the subject, (2) the verb, (3) the gerund, and (4) more information.

Research means finding information in books or on the Internet.

Now write more sentences with the same pattern. Use your own words.

- Access means getting into something.
- Advising _____
- Disagreeing _____
- Participating _____
- Predicting _____
- Greeting _____
- Socializing _____

A Education words

- Study these words from the list on page 17 of your Course Book. Then close your Course Book. Write them out in alphabetical order.

tertiary	degree	form	semester	set	graduate	primary	behaviour
sit	take	pupil	college	dictionary	tutorial	reward	

- Look at the list again on page 17 of your Course Book and check your answers.
- Say the words from your list. Write them in the correct columns in the table below, according to the stress patterns. Which words do NOT fit?

O	Oo	oO	Ooo	oOo
				behaviour

- 6 Listen, repeat and check your answers.

B Pairwork

CW Work with a partner. Choose three words from Exercise A1. Say the words to your partner. Ask your partner which word comes first in a dictionary. Then get your partner to spell the word!

A: Which word comes first: *set*, *sit* or *pupil*?

B: *Set*.

A: Sorry! It's *pupil*! How do you spell *pupil*?

B: P-U-P-I-L.

A: That's right!

C Sounds of c

- Say these two words from this section:

certificate college

Both words begin with the letter c, but the sound is different.

Which word begins with the /k/ sound? _____

Which word begins with the /s/ sound? _____

- Now say these two words from this section:

academic residence

Both words contain the letter c, but the sound is different.

Which word has the /k/ sound? _____

Which word has the /s/ sound? _____

- Tick in the correct column in the table, according to the sound of the letter c.
- Check with a dictionary.

	/k/	/s/
accommodation	✓	
campus		
centre		
certificate		
college		
contribute		
cram		
curriculum		
faculty		
lecturer		
participation		
residence		
secondary		

D Key sentence patterns

In English there are two kinds of verbs: *be* and other verbs.

1. Underline the parts of *be* in the box below.

is begin aren't weren't started didn't buy was took

2. Circle the verbs in the box below.

exams lasts schools liked stays kept sat sixth article socializes

3. Complete the table below with words from the box.

at begin in is many

subject	verb	complement / object	extra information
Secondary school	_____	compulsory	_____ most countries.
_____ children	_____	school	_____ five.

4. Use each set of words to make a sentence. Remember the model!

a. took / eight GCSEs / I / at secondary school

I took eight GCSEs at secondary school.

b. started / I / at five / school

c. after 16 / isn't / compulsory / school


d. at nursery school / exams / don't take / children

e. were / at 16 / the exams / difficult

f. small / aren't / at secondary school / classes

g. begin / many children / at four or five / school

h. their first school / like / many children

5.  7 Listen and repeat the sentences above.



E Sentence production

1. Write five sentences about yourself and your education. Use the basic sentence patterns in Exercise D3.

I didn't take exams at primary school. I took many exams at secondary school.

2. Rehearse the sentences in Exercise D4.
3. **CW** Say your sentences to your partner.

F Research and feed back

1. **CW** Work in two groups, A and B.

Group A:

Cover Resource B below.

Study Resource A.

Group B:

Cover Resource A below.

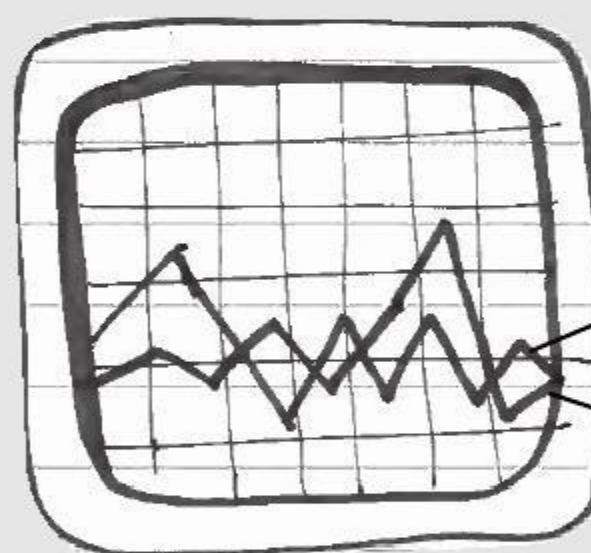
Study Resource B.

2. **CW** Work in pairs, one Student A and one Student B in each pair. Close your books. Explain your resource to your partner.

Resource A

There is a resource in the centre called an oscilloscope. It's very good for pronunciation. There is a microphone and a screen. You hear a word and you see the model sound wave on the screen. Then you say the same word and you see your sound wave on the screen. The two waves will be different. You repeat the word, and try to make the two sound waves the same.

Oscilloscope



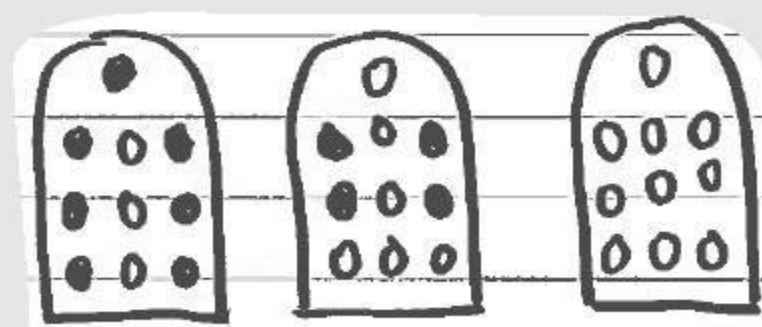
model
sound

your sound
wave

Resource B

There is a resource in the centre called a palatograph. It's very good for pronunciation. There is a microphone and a screen. There is also a piece of metal. You put the metal in your mouth, behind your top teeth. You hear a letter and you see a model pattern on the screen. Then you say the same letter and you see your pattern on the screen. The two patterns will be different. You repeat the letter, and try to make the two patterns the same.

Palatograph



model
pattern

your
pattern

metal

A Vocabulary (1)

- Find ten nouns in the wordsearch.
- Are the nouns in the wordsearch people, places or things?
- Say each noun from the wordsearch. Write each noun in the correct column in the table below, according to the stress pattern.
Two nouns do NOT fit in the table!

relations psychology sociologist ~~individual~~
relationship identity ~~behaviour~~
sociology colleague neighbour

oOo	oOoo	ooOoo
behaviour		individual



- 8 Listen, repeat and check your answers.

B Vocabulary (2)

- Study each group of words. What do they have in common? Think about pronunciation!
- Add one more word to each row.
- 9 Listen, repeat and check your answers.

a. brain	race	make	
b. form	draw	your	
c. mind	primary	identity	
d. human	group	rule	
e. separate	different	diagram	
f. behave	control	belong	

C Using vocabulary

- 10 Listen to ten sentences. Which word from Exercises A and B do you hear in each sentence?

1. *My brain is tired today. I can't think.*

	behave
	behaviour
1	brain
	colleague
	control
	different
	draw
	form
	group
	human
	identity

	individual
	mind
	neighbour
	primary
	psychology
	race
	relations
	relationship
	separate
	sociologist
	sociology

D Abstract nouns

What's the difference between these two nouns?

school *education*

You can see a *school* and touch it.

But you can't see and touch *education* because it is an **abstract** noun.

1. Tick the abstract nouns in the list of words on the right.
2. What do we call a person who studies or works in each of these abstract areas?

a. sociology	sociologist
b. psychology	
c. science	
d. philosophy	
e. language	
f. medicine	
g. education	
h. history	
i. music	

behaviour	✓
brain	
mind	
century	
colleague	
friend	
friendship	
human	
identity	
sociology	
sociologist	
memory	
relationship	
relation	

3. 🎧 11 Listen and check your answers.

E Nouns and verbs

Some words can be a noun or a verb, without any changes in spelling. Study the example.

link *Can you link these computers together? (v)*
There's a link between these two computers. (n)

- 🎧 12 Listen to the sentences. Say if the word is a verb or a noun.

	noun	verb
1. act		✓
2. aim		
3. control		
4. form		
5. group		
6. start		
7. study		
8. work		
9. dream		
10. touch		

F Dictation

🎧 13 Listen to the sentences from Exercise E again. Write the sentences.

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

G Key sentence patterns

The sentences below are all in the present simple.

1. In each sentence find and underline (1) the present simple verb and (2) the present time signpost.

- a. This semester, we have two Psychology lectures a week.
- b. I write about 30 emails every day.
- c. My tutor always says 'well done' to me at university.
- d. I never think about my problems nowadays.
- e. She has a lot of friends these days.
- f. He knows a lot of facts about science now.
- g. The office manager always keeps the keys in the desk.
- h. This year, the students take exams at the end of every semester.

2. Rewrite each sentence in the past. Use a past time signpost from the box if you want to.

last (week)	at one time	in those days	in the past	in the (1990s)
	many years later	yesterday	at (school)	

- a. Last semester, we had two Psychology lectures a week. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

A Prepositions

1. Complete each statement with the correct preposition from the box. You can use some of the prepositions more than once.

between to on with at in

- a. There's not much difference _____ *psychology* and *philosophy*.
- b. The meaning of the verb *act* is similar _____ *behave*.
- c. Sometimes I enjoy being _____ my own.
- d. The economy of my country depends _____ tourism.
- e. I don't like being _____ young children.
- f. Famous people have a strong influence _____ my life.
- g. _____ the last few months, my situation has changed.
- h. Good teachers often smile _____ the children in their class.
- i. In my class, I often have interesting discussions _____ other students.

2. **CW** Work with a partner. Do you agree or disagree with each statement?

B The sounds /s/ and /z/

1. Look at the sentences in Exercise A. Find and underline the /s/ and /z/ sounds. Mark with the correct sound.

/z/

/s/

/s/

/s/

- a. There's not much difference between psychology and philosophy.

2. Practise saying some of the sentences.



C Verbs and nouns

1. Make as many sentences as you can with a word from the verbs box and a word from the nouns box. Study the examples.

You can't always predict people's behaviour.

You can't depend on the weather in England.

verbs		
change	control	
depend on	form	
influence	link	predict

nouns		
behaviour	events	ideas
identity	people	personality
relationships	the weather	

2. Find and circle the /s/ and /z/ sounds. Practise saying the sentences.

D Conversations

1. Tick the best way to complete each extract from a tutorial.

- 1 A: I think we need psychologists and sociologists in our society. They have **the same** / **same** [✓] importance. You can't say one is more useful **than** / **as** the other.
B: Yes, that's true. They **two** / **both** study human behaviour. And they can **make** / **to make** the world a better place.
A: So in some ways, there is no **difference** / **different** between them.
- 2 C: Well, some people say that sociology is **much** / **more** useful than psychology.
D: Really? Why is that?
C: Because humans do not live alone. So we must understand group behaviour. Psychologists **can** / **can't** predict group behaviour.
- 3 E: I agree that sociology is different **from** / **to** psychology. It looks at people in a different **sort** / **way**.
F: Yes, but I think we must also study the human mind. Do **psychologists** / **psychology** have a big influence on sociologists?
E: **That's** / **Is** a hard question! I think they **can** / **can to**.

- 4 G: **Can you explain / You can explain** the difference between *behaviour* and *personality*?
 H: Well, **I think / am thinking** I can. Your behaviour can change but your personality **always is / is always** the same.
 G: OK. I think I understand.

2. 🎧 14 Listen and check your answers.

E Pronunciation practice

- Look at the conversations in Exercise D again. Circle any words with the /æ/ sound. Underline any words with the /ɑ:/ sound. Remember that only stressed words or syllables will have these sounds.
- 🎧 15 Listen and check your answers.
- 🎧 16 Listen and repeat these sentences from the conversations in Exercise D. Focus on:
 - /æ/ and /ɑ:/ sounds
 - intonation for starting and ending turns (see Course Book Lesson 2.8, page 34).
 - They have the same importance.
 - You can't say one is more useful than another.
 - And they can make the world a better place.
 - Well, some people say psychology is more important than psychology.
 - Psychologists can't predict group behaviour.

F Word power

Some words can have more than one meaning. They can also be verbs or nouns.

- Which word is missing from each group of sentences? (You may need to change the form of the word in some cases.)
- What different meanings does the word have in each sentence?

Word 1

- | | |
|---|-----------------------------|
| a. I can't get into my flat. I can't find my <u>key</u> . | <u>It's a kind of tool.</u> |
| b. There's an answer k_____ at the back of the book. | _____ |
| c. I just want to k_____ this into my computer. | _____ |
| d. The k_____ part of the lesson was on passive verbs. | _____ |

Word 2

- | | |
|---|-------|
| a. Psychology is about the study of the human m_____. | _____ |
| b. Do you m_____ if I sit here? | _____ |
| c. I can't make up my m_____ about the flat. | _____ |
| d. I can't get that film out of my m_____. | _____ |
| e. I don't m_____ a pizza or some pasta. | _____ |

Word 3

- | | |
|--|-------|
| a. The mind c_____ human behaviour. | _____ |
| b. The car went out of c_____ and hit a tree. | _____ |
| c. We must c_____ the amount of energy we use in the home. | _____ |
| d. The government is in c_____ of the situation. | _____ |

Word 4

- a. Why do people f_____ groups?
- b. There are several different f_____ of transport.
- c. I really don't like filling in f_____.
- d. Freud's ideas f_____ the basis of psychoanalysis.
- e. Perhaps our personality is f_____ when we are children.

Word 5

- a. Primary groups are usually l_____ in some way.
- b. There is a clear l_____ between smoking and cancer.
- c. You can l_____ your iPod to the car stereo.
- d. The chain is too long. We need to take out one of the l_____.

Word 6

- a. Did you see the news on TV l_____ night?
- b. I didn't stay for the l_____ part of the lecture.
- c. The hot weather l_____ for only a few days.
- d. He's always the l_____ to arrive for tutorials.
- e. Put the eggs in the bag l_____.

3. What different forms and meanings can these words have? They are all from the course so far.

- a. change
- b. own
- c. smile
- d. clear
- e. act
- f. aim
- g. rule
- h. right
- i. term

4. Look the words up in a dictionary.

A People and jobs

1. Find nine words in the wordsnake.

colleague customer manager employer
punctual assistant engineer worker waiter

2. Say each word from the wordsnake. Write each one in the correct column in the table below, according to the stress pattern. One word does NOT fit in the table!

3. 🎧 17 Listen, repeat and check your answers.

Oo	Ooo	oOo
colleague		



B Verbs and nouns

1. Complete the table opposite with the correct form of each word.

2. Mark the stressed syllable in each word.

3. 🎧 18 Listen, repeat and check your answers.

verb	noun
a. equip	e 'quipment
b. involve	
c. pay	
d. produce	
e. provide	
f.	qualification
g. require	
h.	respect

C Using vocabulary

1. 🎧 19 Listen to ten definitions. Which words from Exercises A and B are defined?

a. Always being on time, for meetings, for example. punctual

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

f. _____

2. 🎧 20 Listen and check your answers.

D Verbs

1. Read this extract from a talk by a businessman. It is about work skills and employment. Use the verbs from the box to complete the text.

making make do does did have having teach taught to work
worked be is are were to know must mustn't can can't need

How do you get a good job when you finish your education? Are you beginning to think about this question? If you are not, then you are (1) _____ a mistake. If you want to get a good job, you must start thinking about it now. Why (2) _____ you have to start thinking about your future? Because you must (3) _____ yourself employable. What (4) _____ employable mean? It means (5) _____ key skills for the workplace.

In the past, life was much simpler. Schools (6) _____ children to read and write. They also taught them some mathematics. Children left school at the age of 14, 15 or 16. Schools did not (7) _____ children work skills. Employers (8) _____ not want school leavers with work skills. They just wanted someone (9) _____ hard and learn, on the job.

So you took a low-level job in a company. At first, you earned a low wage. You (10) _____ in the same company for 40 years. Every four or five years, you got a small promotion. After 40 years, perhaps you (11) _____ a manager in the company.

But today, the employment situation (12) _____ very different. There is higher unemployment and fewer unskilled jobs. So what (13) _____ you do? Well, first, you need (14) _____ the requirements of employers. Your work skills and your personality (15) _____ as important as paper qualifications. So you must (16) _____ good communication skills, for example. You must (17) _____ good at planning and be well organized. You (18) _____ wait around for your manager's instructions. You (19) _____ use your initiative.

And my final point is this one. You will probably change your job several times during your lifetime. So you (20) _____ to plan and organize your career and make yourself employable. You (21) _____ leave it to chance.



2. 🎧 21 Listen and check your answers.

E Understanding a text

Answer these questions about the talk in Exercise D.

a. Why do you need key skills for the workplace?

b. Why didn't schools teach key skills in the past?

c. Why did people stay in the same job for 40 years?

d. Why is the employment situation different today?

e. Why do you need to plan your career?

F Sounds of *g* and *j*

Look at the words in the table. Tick in the correct column to show the pronunciation of the underlined letters.



	g	ɟ
good	✓	
job		✓
beginning		
change		
colleague		
engineer		
get		
good		
manager		
organized		

A Adjectives and nouns

1. Write the 'opposite' of each adjective.
2. Write a noun for each pair of adjectives.
3. Say each adjective, then mark the stress.
4. 22 Listen and check your answers.

adjective	'opposite'	nouns
a. part-time	full-time	job / work
b. manual		
c. well paid		
d. outgoing		
e. polite		
f. outside		
g. smart		
h. honest		
i. satisfied		
j. successful		
k. lazy		
l. high-level		

B Compound adjectives

- The word *part-time* is a **compound adjective**. It is one word made from two words.
- Compound adjectives often have a **hyphen (-)** in the middle of the two words, but not always.
- The word *well* is often used in compound adjectives. For example, *well paid*.
- The stress in compound adjectives is usually on the second word.

1. Find examples of compound adjectives in the table in Exercise A above.
2. Complete each sentence below with a compound adjective from the box.

well paid	well done	well behaved	well off	well kept
	well known	well dressed	well read	

- a. His job isn't very well paid. He doesn't earn a lot.
- b. The children were very _____ when you went out this morning.
- c. The teacher wrote '_____' at the bottom of his work.
- d. In general, British people do not look smart. They are not _____.
- e. The garden looks beautiful. It is very _____.
- f. Tony Blair is very _____ throughout the world.
- g. He sold his company for £6 million. Now he's really _____.
- h. My father left school at 16. But he's really _____.

3. 23 Listen, repeat and check your answers.

C Interview

1. Read the extract below from a job interview for a tour guide with the Big City Tour Company.
2. Complete the **short** answers.

A: Now, do you want to be a tour guide?

B: Yes, I do. I want to do the job very much.

A: Why would you like to be a tour guide?

B: Well, I love this city. _____

A: Do you know much about the Big City Tour Company?

B: Yes, I _____. A little. _____

A: Have you had any experience in this kind of work before?

B: No, I _____. _____

A: OK. Did you learn anything useful from that experience?

B: Yes, I _____. I think so. _____

A: Are you studying Tourism at university?

B: No, I' _____. _____

A: Can you speak any other languages?

B: Yes, I _____. _____

A: And are you a hard worker?

B: Yes, I _____. _____

3. Complete the interviewee's answers with the *extended turn* ideas in the box below (see Course Book Lesson 3.8, page 48). There is one you do NOT need!

- But last year, some relatives visited us. I enjoyed showing them around.
- I am interested in working with children.
- And I like meeting people.
- I know you have more than 150 branches. And you won a tourist award a few years ago.
- ~~I want to do the job very much.~~
- I prefer to be busy.
- I speak French quite well and a little Spanish.
- I'm taking Business Studies. But I can do a Tourism module next year.
- You need to be well-prepared. My relatives asked lots of questions!

4. 🎧 24 Listen and check your ideas.
5. 🎧 25 Listen and practise the interviewee's answers.

D Quiz

CW Work in pairs. You are going to suggest a job for your partner.

1. Study the quiz questions on the next page. Complete the questions using *enjoy*, *like*, *love*, and *mind*.
2. Ask your partner the questions you have made. Tick or cross in the Yes / No column for each answer.
3. Swap roles.
4. If your partner has answered Yes to more than five questions, ask them to choose five.
5. Mark your partner's Yes answers.
6. Tell your partner the job suggestion. Do they agree with the suggestion? (Check the meaning in a dictionary if you need to.)



Do you enjoy working out solutions to problems?

Yes, I do.



You have six Yes answers. Choose five of them.

Can you read them to me again?

OK. You said ... Number 1. You enjoy working out solutions to problems ...



Right. You got 22 marks. So you should be a doctor.

That's a stupid idea.



‘FIND a JOB’

Quiz

	Yes / No	marks
a. <i>Do you enjoy / like / love / mind</i> working out solutions to problems?		
b. making decisions?		
c. drawing + painting?		
d. watching / news + reading newspapers?		
e. finding out how things work?		
f. persuading people to do things?		
g. working in a team, with other people?		
h. working with numbers?		
i. trying new things?		
j. working on own?		
k. helping people?		
l. meeting people?		
m. doing the same things every day?		
n. like to work in an office? (Be careful!)		
o. like studying science?		
	Total	

questions	marks for Yes
a, b	10
c, d	8
e, f	7
g, h	6
i	4
j	3
k, l, m, n	2
o	1


marks	job suggestion
10–15	accountant
16–20	salesperson
21–25	doctor
26–30	scientist, journalist
31–35	social worker, graphic designer
36–40	engineer

Listening

A Verbs and nouns


1. Complete the table below with the correct form of each word from Course Book Lesson 4.1, page 53.
2. Mark the stressed syllable in each word.

verbs	nouns
a. add	a'ddition
b. collect	
c. compare	
d. damage	
e. display	
f. experiment	
g. organize	
h. prove	
i. represent	
j. research	

3.  26 Listen, repeat and check your answers.

B Using vocabulary

1. Write a word from Exercise A in the correct form in each sentence.
 - a. Can we _____ this office in a better way?
 - b. He's _____ his car so he's walking to work at the moment.
 - c. How are we going to _____ the data for the research?
 - d. I've _____ the photos on the website.
 - e. The graph _____ information about two different countries.
 - f. The president didn't come but he sent a _____.
 - g. The university is doing _____ about sleep.
 - h. There is not much government money for _____ at the moment.
 - i. There's no _____ that she took the money.
 - j. Unfortunately, we _____ the wrong data to the graph.

2.  27 Listen and check your answers.

C Vocabulary and pronunciation

What do these groups of words have in common? Think about pronunciation!

a. draw	August	water	
b. prove	true	June	
c. liquid	axis	April	
d. vertical	research	work	
e. comparison	hypothesis	conclusion	
f. scientific	horizontal	information	
g. vertical	organize	consonant	
h. March	plant	glass	

D Articles

Complete the spaces with *a*, *an*, *the* or – (no article).



I'm _____ scientist. I have always been interested in _____ science. I loved doing _____ experiments at school. But once I did _____ experiment at home in the kitchen. Unfortunately there was _____ small explosion. There wasn't much damage but I broke _____ glass and a cup. My mother heard _____ explosion from _____ garden. She wasn't angry. She said, ' _____ scientists need to start somewhere'.

Today, I work for _____ multinational drugs company with offices all over _____ world. We are developing _____ new drug for cancer. The results of our experiments are good. So some hospitals will start using _____ new drug next year.



E Introductory phrases (1)

Use a phrase from the box to introduce each sentence. You can use phrases more than once.

I think that ... Scientists say that ... The results mean that ...
Experiments prove that ... Research shows that ... I know that ... It seems that ...

a. I know that ...	the Earth goes round the Sun.
b.	the Earth is getting warmer.
c.	the Moon is a planet.
d.	the Sun is a star.
e.	too much coffee is bad for you.
f.	sea levels are rising.
g.	many young people are overweight.
h.	male drivers under 25 cause most car accidents.
i.	the number of young people without jobs is rising.

F Introductory phrases (2)

Complete each introductory phrase with a suitable sentence.

a. I believe that ...
b. I hope that ...
c. The newspapers say that ...
d. I thought that ...
e. I don't believe that ...

G Word power

We often use the verb *tell* with the noun *truth*.

*She left him because he never **told** the **truth**.*

Which of these phrases can you also use with *tell*? Put a tick in the boxes.

tell	the truth	
	a lie	
	a prayer	
	a secret	
	a story	
	a joke	
	the time	
	'hello'	

Speaking

A Vocabulary

The words in the table are in the word list in Course Book Lesson 4.6, page 59.


1. Tick the correct column to show the category.
2. Use a dictionary to check the meaning and pronunciation of each word.

	weather	physical features	scientific words
a. charge			✓
b. cloud			
c. cool			
d. cycle			
e. diagram			
f. gas			
g. gravity			
h. lake			
i. lightning			
j. mix			
k. rainbow			
l. thunder			
m. tide			
n. vapour			

B Spelling and sound

1. The same vowel letters are missing from each word. What are the missing letters?


cl__d	vap__r	thr__gh	am__nt	s__nd	col__r
-------	--------	---------	--------	-------	--------

2. Say the words. What is the vowel sound in each case?
3.  28 Listen and check.

C Grammar

1. Find and correct the mistake in each sentence.

- a. My ~~explain~~ is about 'Why is the sky blue?' explanation
- b. White light is travelling from the sun. _____
- c. White light contain all the colours. _____
- d. The white light hits dust and smoke on the atmosphere. _____
- e. The blue light scatters more than all the other colours because it makes the sky blue. _____
- f. Light has many colours and we can only see seven. _____
- g. This is the rain fall on the land. _____
- h. All the colours together makes the clouds white. _____

2.  29 Listen, repeat and check your answers.

D Word power



1. Use the adjectives and verbs in the boxes to describe each picture.

Picture 1: It's dark and cloudy and it's raining.

Picture 2: _____

Picture 3: _____

Picture 4: _____

2. Add adverbs to some of your sentences.

Picture 1: It's very dark and cloudy and it's raining heavily.

Picture 2: _____

Picture 3: _____

Picture 4: _____

adjectives	verbs	adverbs
bright	blow	brightly
cloudy	fall	hard
cold	rain	heavily
dark	shine	really
freezing	snow	strongly
hot		very
icy		
stormy		
sunny		
wet		
windy		

E Explaining diagrams (1)

1. Complete the text with one word in each space.

Look. This _____ the ground. During _____ thunderstorm, the ground _____ a positive charge. _____ the same time, the clouds become negatively _____, and electricity flows from here to _____. We see it as a flash of lightning, like _____. Now the lightning heats the _____, here, very quickly and the air _____ like this. We _____ a loud noise – thunder.

2. 30 Listen, repeat and check your answers.

F Explaining diagrams (2)

1. **CW** Work in two groups, A and B.

Group A:

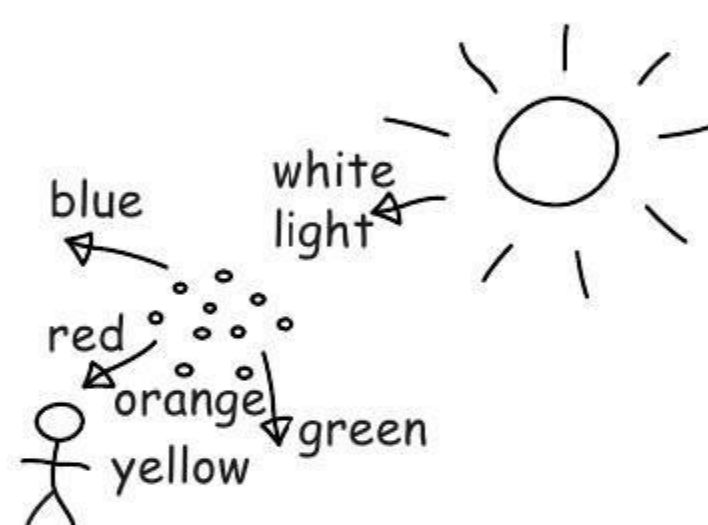
Cover Resource B below.
Study Resource A.

Group B:

Cover Resource A below.
Study Resource B.

2. **CW** Work in pairs, one Student A and one Student B in each pair. Close your books.
Explain your resource to your partner.

Resource A
Why is the sun yellow?



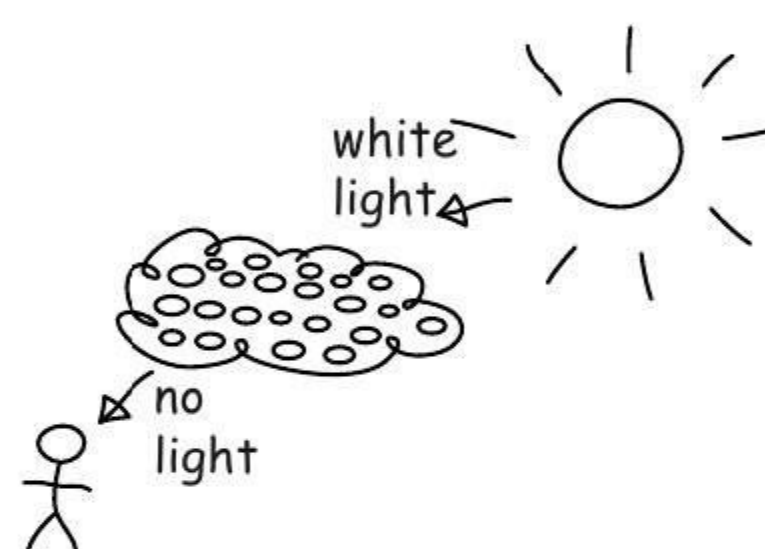
Light from the sun is white.

White light contains all the colours of the rainbow.

The white light from the sun hits dust and smoke in the air. The blue and green light scatters.

The red, orange and yellow light together look yellow.

Resource B
Why are rain clouds black?



All clouds contain water vapour.

Water vapour scatters light in all directions.

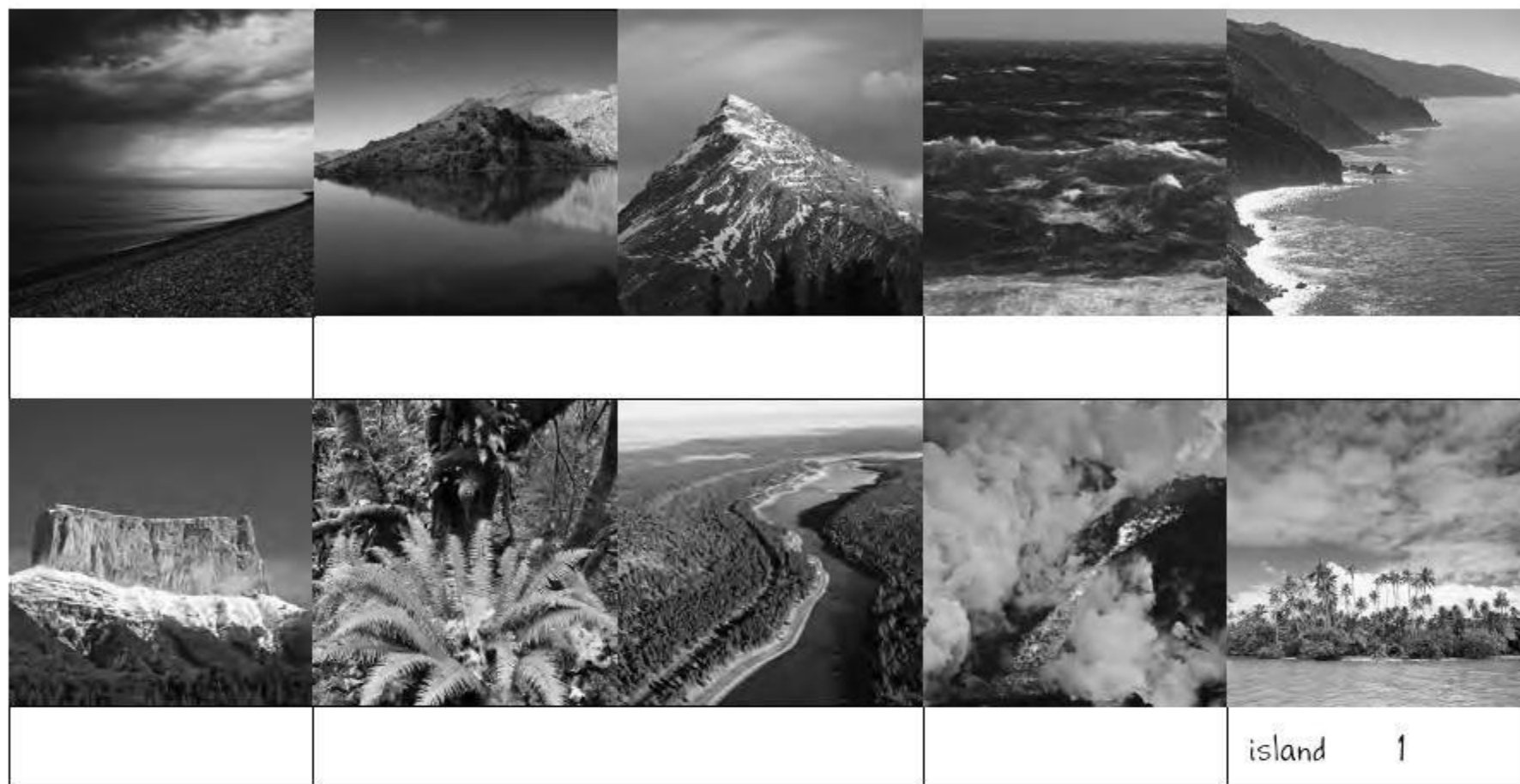
We see all the colours at the same time so clouds appear white.

However, rain clouds have more water vapour. The drops are large so very little light comes through.

A Vocabulary

1. Match the 'physical features' words in the box with the pictures.

coast lake mountain ocean peninsula plateau
rainforest river volcano ~~island~~



2. 31 Listen to the stressed syllable for each word. Number the words in the order you hear them.

B Question forms

1. Write the words in each question in the correct order.

a. What the exact is Mumbai location of ?

b. far is How it from to London Manchester ?

c. giving lecture the Who is sociology tomorrow ?

d. meeting Where the does take place ?

e. What world longest is the the river in ?

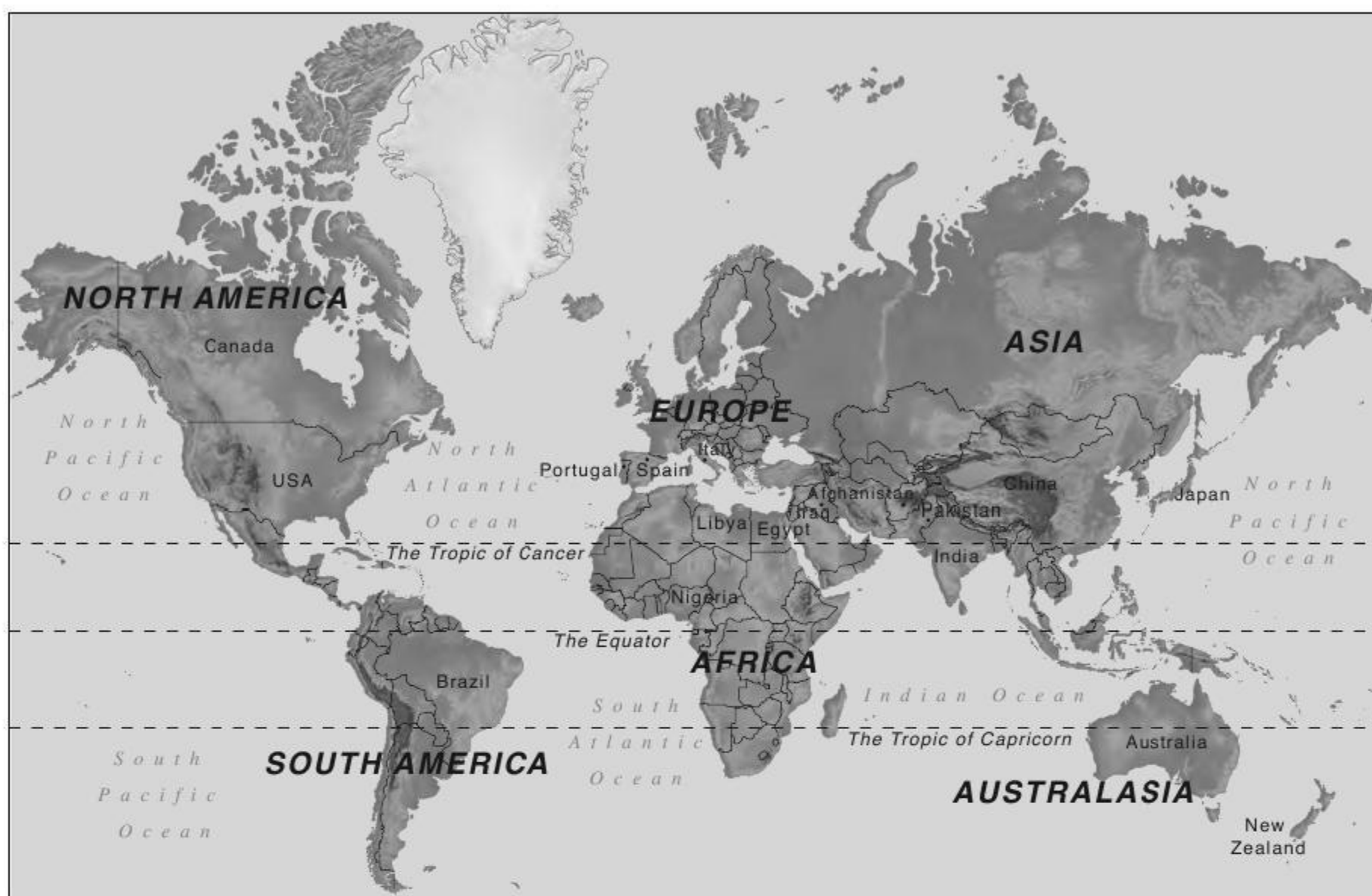
f. interested people in first When did become human behaviour ?

g. How word you this do say ?

h. like your Do being on you own ?

2. 🎧 32 Listen and check your answers.
3. Think of a suitable reply for each question.

C Countries and location



1. 🎧 33 Listen to some sentences about countries and their locations. There is a factual mistake in each sentence. Correct the sentence. Then say the sentence.
 - a. *New Zealand is southwest of Australia.* New Zealand is **southeast** of Australia.
2. Use the words in the boxes to write some sentences about the countries on the map.
China is in Asia. It is east of India.

countries	continents	location	verbs	prepositions
Italy	Asia	the Equator	is	on
Iraq	South America	the Tropic of Cancer	are	in
Afghanistan	North America	the Tropic of	has	of
China	Africa	Capricorn	have	through
Pakistan	Australasia	north, south, etc.	run(s)	with
India		northwest, etc.		to
Nigeria		border		

D Countries: Oman



Jebel Akhdar mountain in Oman



The coast of Oman



Muscat, the capital of Oman



Oman stony desert



The Sultanate of Oman



The Empty Quarter



Oman oasis



Musandam peninsula

1. 🎧 34 Listen to some sentences about Oman, a country in the Middle East. Write each sentence.

2. Read more geographical information about Oman. Circle the correct way to complete each sentence.

There is a small area in the far north that (1) **belongs to / belongs** Oman. It (2) **called / is called** Musandum. The total area (3) **for / of** the country is 212,500 kilometres. This is about four (4) **time / times** the area of England. The country (5) **consists / consist of** stony desert, with a sandy desert in the southeast (6) **is called / called** Wahiba Sands. The border (7) **with / of** Saudi Arabia is also sandy desert. This is the famous Rub al Khali, (8) **and / or** Empty Quarter. There (9) **is / are** mountains in the north of the country. They (10) **is / are** called the Hajar. The (11) **higher / highest** point of Oman is Jebel Akhdar.

3. 35 Listen and check your answers.

E Grammar



1. Complete each of these sentences about Switzerland with a phrase from the box.

there is there are it is they are

- It is a country in Europe.
 - There are in the centre of the region.
 - It is quite small.
 - It is called Switzerland.
 - It is bordered by Germany, France, Italy and Liechtenstein.
 - There are mountains in the south of the country.
 - They are called the Alps.
 - In fact, three quarters of the land is mountains, but there is farming land in the north of the country.
 - There are several large cities, including the capital, Bern.
 - In this small country, there are only around seven million people.
2. 36 Listen and check your answers.

A Vocabulary



Latvia forest lake



Riga river



Latvia waterfall

1. Study the photographs of Latvia. What physical features can you see? Tick one or more.

coast	
desert	
forest	

island	
lake	
mountain	

river	
waterfall	
volcano	

peninsula	
ocean	
plateau	

2. Describe the area in each photo. Make sentences using words and phrases from each box.

phrases	adjectives		
This area is (very) ... and ... It's a ... area. It isn't (very) ...	beautiful	green	rocky
	calm	inland	windy
	coastal	mountainous	sunny
	flat	noisy	warm

B Conversation

1. 🎧 37 Listen to a conversation between two students, Velna and Connie. Velna is giving a talk about Latvia later in the week.
2. Complete each space with a preposition.
3. 🎧 38 Listen and check your ideas.
4. Underline all the words with the sound **ɒ**, e.g., *not*.
5. Circle all the words with the sound **ɔː**, e.g., *small*.



Connie: Where do you come from, Velna?

Velna: Latvia. It's very small and not many people know about it.

Connie: It's _____ Eastern Europe, isn't it?

Velna: Well, northeast actually. We have a border _____ Russia.

Connie: What's the capital called?

Velna: Riga. It's _____ the centre of the country. In fact, Riga is _____ two rivers. It's a big port.

Connie: What's your job back _____ Riga?

Velna: I work _____ the office of tourism.

Connie: Tourism? Is your weather OK for tourists?


Velna: Yes, of course! It can be very hot _____ summer. In winter it often snows. But there aren't any tall mountains so we don't have skiing.

Connie: How about skating?

Velna: Ice hockey is more popular _____ most areas. If you want to know more, come to my talk. I've got to go now. Bye!

Connie: Thanks, I will. Bye!

C Preparing a talk

- Study the sentences below from Velna's talk about Latvia. Divide them into sense groups. See Course Book Lesson 2.7, page 32, Exercise C.
 - I'm going to talk / about Latvia.
 - First of all, I will describe the size and location of the country.
 - Then, I'll tell you about the capital city.
 - Finally, I'll mention some of the physical features.
 - Latvia is in northeast Europe and has borders with Russia, Estonia, Belarus and Lithuania.
 - The country is fairly small and has an area of about 65,000 square kilometres.
 - It has a long coastline on the Baltic Sea to the west.
 - Riga is the capital city and it is in the centre of the country.
 - The highest point in the country is only about 300 metres.
 - There are a lot of rivers which flow through the region.
-  39 Listen and check your answers. Practise each sentence.



D Talking about a location

CW How much can you remember about Latvia? Work with a partner. Cover the sentences in Exercise C. Tell your partner as much information as you can.

E

Key sentence patterns



1. Study the basic (SVO/C) sentences about Turkey in the table below.
2. Add the words from the 'other information' column in the correct places in each sentence.

subject	verb	object / complement	other information
a. Turkey	is	a country.	in / Europe / which / southeast / is / large
b. It	is bordered	by countries.	and / several / Bulgaria / Georgia / Syria / Iraq / including
c. The capital	is	Ankara.	is located / which / the centre / in / of / the country
d. It	has	a population.	three million / of / nearly
e. It	is not	the largest city.	but / which / Istanbul / is
f. The country	occupies	750,000 kilometres.	over / between / and / latitudes 36 and 42 degrees north / longitudes 28 and 44 degrees east
g. There	are	mountains.	the east / the south / the country / and / in / of
h. Mount Agri	is	the highest point.	eastern mountains / which / in / is
i. It	reaches	5,000 metres.	a height / of / over
j. There	are	lakes.	many / including Van / the border / which / with Iran / near / is

- Turkey is a large country which is in southeast Europe.
-
-
-
-
-
-
-
-
-

3. 40 Listen and check your answers.
4. 41 Listen again and repeat each sentence.

Course Book transcript

1.1

Presenter: **1.1. Theme 1: Education**
Lesson 1.1. Vocabulary for listening: Academic life

Exercise A1. Listen and discuss some statements about education.

Students:

1. At school, English is more useful than Mathematics.
2. There is no point in studying Art at school.
3. Writing is the most difficult skill in English.
4. A teacher should explain everything to the students.
5. At both university and school, you have lessons and homework.
6. A university education is not right for everyone.

1.2

Presenter: **1.2. Exercise A2. Listen to some students. Do they agree or disagree with each statement?**

Presenter: One.

Student A: At school, English is more useful than Mathematics.
Student B: I think that's true.
Student C: Actually, I don't agree. Maths is much more useful than English.

Presenter: Two.

Student B: There is no point in studying Art at school.
Student A: I think Art is important. Everybody needs an Art education.
Student C: But not modern Art. That's awful.

Presenter: Three.

Student C: Writing is the most difficult skill in English.
Student B: No, it isn't, because you can think about writing. Speaking is more difficult.
Student A: I agree. Speaking is the most difficult skill.

Presenter: Four.

Student A: A teacher should explain everything to the students.
Student B: No, not everything. We need to work things out for ourselves.
Student C: Yes, that's right. Teachers should help you, but they shouldn't explain everything.

Presenter: Five.

Student C: At both university and school, you have lessons and homework.
Student B: It's true really.
Student A: Yes, but they have different names. They are called lectures and assignments.

Presenter: Six.

Student B: A university education is not right for everyone.
Student A: I absolutely agree with that. Some people should not go on to university.
Student C: Yes. Mechanics and plumbers and electricians don't need a university education, for example.

1.3

Presenter: **1.3. Exercise B2. Listen and check your answers.**

Students:

- a. The academic year in my country starts in October. All the university students go back then.
- b. When does the second semester start? Is it in February?
- c. Which faculty are you in? Education? Mathematics? Modern Languages?
- d. Which lecturer gives the Science in Education lectures?
- e. How many staff are in the Faculty of Education? I mean, how many people work there?
- f. Where is the student accommodation at this university? Where do the students live?
- g. This is a large campus. There are ten faculty buildings, the library, the Resource Centre and the Students' Union.
- h. A university student is called a *fresher* in the first year.

1.4 DVD 1.A

1. Student A: What's the connection between History and Mathematics?
Student B: They're both subjects.

2. Student A: *Begin and end?*
Student B: That one's easy. They're opposites!
3. Student B: What about *lecturer* and *teacher*?
Student A: They both teach.
Student B: Yes, but a lecturer teaches at a university and a teacher works in a school.
4. Student A: *In charge of* and *responsible for*?
Student B: They're the same! They mean 'do a job'.
Student A: Well, they're not quite the same, are they? *In charge of* goes with a place or group of people, like 'He's in charge of the library' – whereas *responsible for* goes with an action or a thing, doesn't it? 'She's responsible for the schedule.'
5. Student A: *Head* and *in charge of*?
Student B: That's easy too. They're the same.
Student A: Well, not quite. You use them differently, don't you? You say, 'She is the Head of Year 1' or 'She is in charge of Year 1.' Yes, *head* is a noun so we can say *the head*.
6. Student B: *Accommodation* and *hall of residence*?
Student A: They are both places to live.
Student B: *Accommodation* is more general, I think. Yes, *hall of residence* is for students, at a college or university.

 1.5 **DVD** 1.B

Presenter: 1.5. Lesson 1.2. Real-time listening: A speech of welcome

Mr Beech: OK. Let's begin. Welcome to the Faculty of Education. My name is Peter Beech. We all hope that you will have a great time here, and learn a lot, too, of course. OK. First, some important information about people. As I said, I'm Peter Beech. I'm the Dean of Education. That means I'm responsible for this faculty, the Faculty of Education. The bursar is Mrs Pearce. She deals with all the money, so she's a very important person! This is Mrs Pinner. She's the Head of Year 1, and she's responsible for the schedule. After this meeting, Mrs Pinner is going to talk to you about your schedule for the first semester. The Accommodation Manager – that's Mr Heel. He's in charge of the halls of residence on the campus. And finally, Mr Ben Hill looks after the Resource Centre. Ben will help you find the information you need. OK, well that's it from me for the moment. Oh, no. I forgot. One more very important person. Mr Mills. He helps international students if they have any problems. OK, well I will talk to you again later in Freshers' Week. Now I'll hand over to Mrs Pinner...

 1.6 **DVD** 1.C

Mrs Pinner: Thank you, Mr Beech. Right. You need some information about the campus – the university buildings. Firstly, the library is near the main entrance. Next to the library there is the Resource Centre. Resources are things to help you with studying. Ben will help you find the information you need. You can do Internet research in the Resource Centre.

The Administration Block is opposite the library. Go there if you have a problem with fees – that means the money for your course. Behind the Admin block is the Welfare Office. Go there if you have any other problems ... You will also find the Medical Centre behind the Admin block.

OK. Next to the Admin block is the JCR and the SCR – that is the Junior Common Room and the Senior Common Room. The common rooms are for the staff, the lecturers. Then on the north of the campus are the halls of residence – in other words, the accommodation for students on campus. We have Hall A, Hall B and Hall C.

Finally, there's the Students' Union – the SU. That's the special place for you. There are lots of facilities for you in the SU. Go and have a look ... OK. Now, as Mr Beech said, I'm going to talk to you about your schedule ...

 1.7

Presenter: 1.7. Exercise E. Listen and answer the questions.

- Voice:
1. What does a dean do at a British university?
 2. What does a bursar do?
 3. What is a faculty?
 4. What's another phrase for *hall of residence*?
 5. Where are the social facilities for students?
 6. What's the difference between the Welfare Office and the Medical Centre?

 1.8

Presenter: 1.8. Lesson 1.3. Learning new listening skills: Waiting for spoken definitions

Exercise A. Listen to the stressed syllables from some words in this theme. Number the words below.

- Voice:
- | | | | |
|--------|---------|---------|----------|
| 1. ca | 4. lec | 7. da | 10. u |
| 2. bur | 5. li | 8. spon | 11. sour |
| 3. cam | 6. sche | 9. me | 12. fa |

 1.9 **DVD** 1.D

Mrs Pinner: OK. As the Dean said, I'm Head of Year 1. That means I'm responsible for the schedule. In Year 1, you have five lectures a week. In two of those lectures, the lecturer will give you an assignment – that is, a piece of work to do on your own. Most assignments have a deadline. That is the time to give it in. The lecturer may say, for example, 'you have one week for this assignment', or 'you must finish this by next Tuesday'.

Don't leave assignments until the last minute. Start work on them immediately. Sometimes assignments involve research – in other words, you must read some articles from journals, um, academic magazines, by scientists and researchers. There are many journals in the Resource Centre. You can use the Internet to do some research, but be careful – we'll talk more about using Wikipedia and so on for research later on.

You have one tutorial each week. A tutorial is a small discussion with your tutor and some other students.

1.10

Presenter: **1.10. Exercise C. Listen to some speakers. They define each word below. Write the definition in each case.**

- Students:**
1. The SU has a food court – a place with lots of different restaurants.
 2. When the food court is closed, you can use one of the vending machines, which are machines with food and drink.
 3. There's a laundrette in the SU. In other words, you can wash your clothes there.
 4. Did you know? There's a crèche every morning in the SU. It's a place to leave your children for a few hours.
 5. Student A: Is there a gym on the campus?
Student B: Sorry? What's a gym?
Student A: It's a place to do exercise.
Student B: No, I don't think so.

1.11

Presenter: **1.11. Exercise D. Listen and write the correct consonant in each word.**

- Voice:**
- | | | | |
|-----------|------------|----------------|--------------|
| 1. both | 4. explain | 7. responsible | 10. personal |
| 2. campus | 5. job | 8. bursar | 11. place |
| 3. club | 6. pay | 9. people | 12. problem |

1.12

Presenter: **1.12. Exercise E. Listen and tick under the correct vowel sound for each word.**

- Voice:**
- | | | | | |
|--------|----------|----------|---------|----------|
| 1. in | 3. teach | 5. begin | 7. meet | 9. it |
| 2. fee | 4. mean | 6. free | 8. ill | 10. give |

1.13

Presenter: **1.13. Lesson 1.4. Grammar for listening: Defining**

Exercise A2. Listen to some definitions. Which word or phrase is the speaker defining in each case?

- Students:**
1. It's a place for tennis and squash and football.
 2. It's a person in charge of a library.
 3. It's a place for lectures.
 4. It's a certificate for a university course.
 5. It's a restaurant for students. You usually serve yourself.
 6. It's a place for plays and sometimes music concerts.
 7. It's a place for experiments.
 8. It's work outside the university. You visit a place and do research.
 9. It's a machine for showing slides, from Powerpoint, for example.
 10. It's a person with a degree.

1.14

Presenter: **1.14. Exercise B. Listen. How does the speaker define each action below?**

- Students:**
1. revising: It's going over something again, something you have studied before.
 2. contributing: It means taking part in something, like a tutorial. It means giving your ideas or your opinion.
 3. parting: It means saying goodbye.
 4. graduating: It means getting your degree and leaving university.
 5. advising: It is telling someone what to do.
 6. disagreeing: It is saying you don't agree.

1.15 DVD 1.E

Presenter: **1.15. Lesson 1.5. Applying new listening skills: Living and studying in Britain**

Mr Mills: Hello. My name is Mills. Tim Mills. I'm sorry I wasn't here earlier in the week. I was feeling really ill. Anyway, I'm fine now so ... I want to talk to you for a few minutes about living in the UK. Every culture is different. You are learning a new language. You also need to learn a new culture. International students sometimes have problems because they don't know English very well. But sometimes international students have problems because they don't know British customs. For example, when do you shake hands with someone? Today, I'm going to talk about six things which international students sometimes get wrong.

 1.16 DVD 1.F

Mr Mills: Let's start at the beginning. Greetings – I mean, saying hello to someone. When you meet someone for the first time, you can say 'Pleased to meet you' or 'How do you do?'. Some English people just say 'Hi' or 'Hello'. All of these are fine. Secondly, be careful when you address people. You can't use titles – I mean Mr, Mrs, Professor – with a first name, like Mr John, or Mrs Mary or Professor Michael. You must use the surname with a title – Mr Williams, Mrs Pearce, Professor Jones. By the way, you call most lecturers at a British university Mr or Mrs or Miss. We only use Doctor if he or she has a PhD. Oh, and Professor. In Britain, a Professor is usually the head of department or faculty. Do not call all lecturers Professor.

Handshakes – shaking hands. We do shake hands a lot in Britain but not with colleagues, that is, people we work with or study with. So don't offer to shake hands with the other students every time you meet them.

What about eye contact? I mean, looking at people. Perhaps, in your country, it is polite to look down when you are talking to an older person, or a person of the opposite sex. But not in Britain. Look people in the eye – your lecturers, the Professor, even the Vice Chancellor. They will not think you are disrespectful.

The next thing is social distance – in other words, how close you should stand to people. In Britain, we stand about 60 centimetres away from colleagues – that's about arm's length.

Next, gender equality. Gender means sex – male or female. So gender equality is the way we think about men and women in Britain. Basically, men and women are equal. You may have male lecturers, or female lecturers or a combination, but they are all equal – same pay, same level in the university.

Finally, participation, which means taking part in something. Lecturers sometimes ask questions during a lecture and they expect you to answer. They sometimes ask for questions at the end of a lecture. It is good to ask questions if you are not sure about something. And of course, lecturers expect active participation in a tutorial.

 1.17

Presenter: 1.17. Lesson 1.6. Vocabulary for speaking: Education systems

Exercise B1. Listen. Complete each dialogue with a word from the list on the right. Make any necessary changes.

Presenter: Conversation 1.

Voice A: When do you sit national examinations?
Voice B: In Britain, we take them at 16 and at 18.

Presenter: Conversation 2.

Voice A: Is education compulsory in your country?
Voice B: Yes, up to the age of 16.

Presenter: Conversation 3.

Voice A: When did you start school?
Voice B: When I was three. I went to nursery school.

Presenter: Conversation 4.

Voice A: Who was your best teacher?
Voice B: Mr Jarvis. He treated us as adults.

 1.18

Presenter: 1.18. Lesson 1.7. Real-time speaking: Education in the UK

Exercise A1. Listen to the words on the right. Tick the correct column to show the number of syllables.

Voice:	a. after	c. level	e. primary	g. called	i. school
	b. children	d. nursery	f. secondary	h. exam	j. sixth

 1.19

Presenter: 1.19. Exercise A3. Listen again and repeat the words.

[REPEAT OF SCRIPT FROM  1.18]

 1.20

Presenter: 1.20. Exercise B1. Listen to the first part of the talk. Complete Table 1.

Student: Britain has four kinds of school. They are nursery, primary, secondary and sixth form.

Many British children go to nursery school at three or four. Children do not take exams at nursery school.

At five, they move to primary school. Most primary schools are mixed. They stay there for six years and then they move to secondary school. Most children do not take exams at 11, but a few take the 11+ exam.

Secondary school lasts five years. Most secondary schools are mixed. Children take exams called GCSEs at the age of 16. You can leave school after your GCSEs but many children stay at school for two more years.

The last two years are called the sixth form. At the end of the sixth form, teenagers take A levels. You can leave school after A levels, but 50 per cent of British teenagers go on to university.

1.21

Presenter: **1.21. Exercise B2. Listen to the second part of the talk.**

Student: I didn't go to nursery school. I started primary school at five. I was good at primary school and I liked the teachers.

I didn't take the 11+ exam. I went to secondary school. I wasn't very good there and I didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels.

Then I decided to go to university.

1.22

Presenter: **1.22. Exercise C2. Listen and check.**

- Student:**
- a. Britain has four kinds of school. They are nursery, primary, secondary and sixth form.
 - b. Children don't take exams at nursery school.
 - c. At four or five, they move to primary school.
 - d. They stay there for six years and then they move to secondary school.
 - e. Secondary school lasts five years.
 - f. Children take exams called GCSEs at the age of 16.
 - g. You can leave school after GCSEs or A levels. However, about 50 per cent of British teenagers go on to university.
 - h. I didn't go to nursery school.
 - i. I was good at primary school and I liked the teachers.
 - j. I went to secondary school.

1.23

Presenter: **1.23. Everyday English: Asking about words and phrases**

Exercise B2. Listen to the conversations. Number the sentences on the right 1 to 6 in the order you hear them.

Presenter: Conversation 1.

Voice A: What's a nursery school?
Voice B: It's a school for young children.
Voice A: How old are they?
Voice B: They're between three and five.

Presenter: Conversation 2.

Voice A: What does GCSE mean?
Voice B: It's an abbreviation.
Voice A: I know. But what does it mean?
Voice B: It means *General Certificate of Secondary Education*.

Presenter: Conversation 3.

Voice A: Does *primary* mean 'first'?
Voice B: Yes, it does.
Voice A: So does *secondary* mean 'second'?
Voice B: That's right.

Presenter: Conversation 4.

Voice A: What are A levels?
Voice B: They're exams in Britain.
Voice A: When do you take them?
Voice B: You take them at 18.

Presenter: Conversation 5.

Voice A: Is sixth form for 17- and 18-year olds?
Voice B: Yes, it is.
Voice A: Why is it called *sixth form*?
Voice B: Because it starts with the sixth year of secondary school.

Presenter: Conversation 6.

Voice A: Do you *take* an exam or *make* an exam?

Voice B: We use the verb *take* with exams.

Voice A: And what about assignments?

Voice B: You *do* assignments.

2.1

Presenter: **2.1. Theme 2: Psychology and sociology**

Lesson 2.1. Vocabulary for listening: What groups do you belong to?

Exercise B2. Listen. Complete the text below with words from the list on the right. Make any necessary changes.

Lecturer: A person is an individual. Psychology is about individuals. Psychologists ask questions like: *What is the mind? How does it control human behaviour?*

People have relationships with other people. Sociology is about human behaviour in groups. Sociologists ask questions like: *Why do people form groups? Why do groups sometimes behave badly?*

In the diagram, the circle for **my family** is separate from the other three circles. Why? Because my family is different from my friends, my neighbours and my colleagues. Why are these three circles linked? Because some of my friends live in my neighbourhood and some of my friends are also my colleagues.

Sociologists call the four inner circles the primary groups. The people in your primary groups are very important to you.

2.2

Presenter: **2.2. Exercise C2. Listen to a student explaining one word in each pair. Tick the word.**

- Student:
1. Oh that's the person. You know, the person who studies human behaviour.
 2. Well, it's a science. It's the study of the mind, I think.
 3. That's where children go. From about 5 to 11 years, isn't it?
 4. It's a physical part of your body. The organ in your head.
 5. It's everyone in the world. We are thinking of them as one group.
 6. Well, I think it means 'one person'.

2.3 DVD 2.A

Presenter: **2.3. Lesson 2.2. Real-time listening: An introduction to sociology**

Part 1

Lecturer: In this lecture, I'm going to talk about: sociology. Now, firstly, I'm going to mention the aims of the science. Secondly, I will give a little bit of history – some key names and quotes from each person. Finally, I'm going to talk about sociology today.

Part 2

Lecturer: So, first. Sociology has three main aims. Firstly, sociologists *study* human behaviour in groups. They ask the question: *How do people behave in groups?* Secondly, they try to understand human behaviour in groups. They ask the question: *Why do they behave in those ways?* Finally, they try to predict human behaviour in groups. They ask the question: *How will people behave in groups in certain situations?*

Part 3

Lecturer: In 1838, a Frenchman called Auguste Comte used the word *sociology* for the first time. Today, Comte is often called 'The Father of Sociology'. He said 'Human behaviour has rules and patterns.' So the name *sociology* is quite new, but interest in human behaviour is very, very old. For example, in the 4th century BCE, Plato had ideas about people and groups. He said 'People live in groups for friendship. They also live in groups for safety. Groups must have rules of behaviour.'

Nearly two thousand years later, in the 14th century, in Tunisia, a man called Ibn Khaldun wrote about people in groups. He said 'Groups are like animals. They are born, they grow and then they die. This happens to all groups.'

Part 4

Lecturer: In the nineteenth century, Auguste Comte used the term *sociology*. Perhaps you did not know the name of Comte. But I'm sure you know the name of the next man. In 1848, Karl Marx, a German, wrote a famous book. At that time, there was a lot of unrest in many countries. Poor people were unhappy. They started to fight for their rights. Marx wrote about this situation. He said, 'People from different groups must fight each other.' In 1904, another German, Max Weber, said: 'There are three important things for groups. They are religion, work and money.'

Part 5

Lecturer: In the past, we called people like Plato and Ibn Khaldun philosophers. These days, we call them sociologists. In the 1960s, sociology became an important subject. Today, pupils even study sociology at secondary school. They look at the ideas of modern sociologists like Anthony Giddens. He wrote a famous book in 1984. He says: 'People make groups ... but then the groups make people.' The relationship between the individual and the group works in both directions.

2.4

Presenter: 2.4. Lesson 2.3. Learning new listening skills: Recognizing time signposts

Exercise A2. Listen. Tick the word you hear in each case.

- Voice:
- Nowadays we call the study of groups *sociology*.
 - We are all part of the human race.
 - Sociologists study human behaviour.
 - People lived together for friendship.
 - They also wanted to feel safe.
 - Would you like to study sociology?
 - What are the main aims of the course?
 - What did the people say?
 - There was a lot of unrest about rights.
 - According to Plato, groups must have rules of behaviour.

2.5

Presenter: 2.5. Exercise C. Listen to sentences from other lectures. Is each sentence about the past or the present?

- Voice:
- In 1789, there were a lot of changes in France.
 - In the 1970s, there was a lot of research into sociology.
 - At one time, people thought the mind was in the heart.
 - Later, scientists found that the brain controlled the body.
 - Nowadays, a lot of sociologists talk about the philosopher Confucius.
 - Today, university students study philosophers from Ancient Greece.
 - In the nineteenth century, the term *gender studies* didn't exist.
 - In 1904, Weber wrote a famous book.

2.6

Presenter: 2.6. Exercise D3. Listen and check your answers.

- Voice:
- Do you all have a book?
 - Let me start with ...
 - It's an important part of the topic.
 - He's called 'The Father of Sociology'.
 - He began writing in 1957.
 - It's important to understand this.

2.7

Presenter: 2.7. Lesson 2.4. Grammar for listening: Recognizing past-time sentences

Exercise A1. Listen to some verbs. Say *present* or *past* in each case.

- Voice:
- | | | | | |
|---------|-----------|---------|---------|----------|
| 1. are | 3. became | 5. go | 7. grew | 9. had |
| 2. were | 4. become | 6. went | 8. grow | 10. have |

2.8

Presenter: 2.8. Exercise A2. Listen to some sentences. Say *present* or *past* in each case.

- Voice:
- He's a sociologist.
 - He was a psychologist.
 - They knew the answer.
 - We know the reason.
 - I made a mistake.
 - They thought about important questions.
 - People say sociology is not a real science.
 - Most of the students take two main subjects.
 - The assignment was difficult.
 - He did experiments to check his ideas.

2.9

Presenter: 2.9. Exercise B1. Listen to some verbs. Say *present* or *past* in each case.

- Voice:
- | | | | | |
|---------------|--------------|----------------|--------------|--------------|
| 1. predict | 4. graduated | 7. contributed | 10. edited | 13. edit |
| 2. predicted | 5. collected | 8. record | 11. collect | 14. recorded |
| 3. contribute | 6. deleted | 9. delete | 12. graduate | |

 2.10

Presenter: 2.10. Exercise B2. Listen to the same verbs in sentences. Say *present* or *past* in each case.

Voice:

1. We predicted the results.
2. I contribute to tutorials.
3. They graduate in the summer.
4. We collected a lot of data.
5. The scientists record their results in a table.
6. I edited my work.

 2.11

Presenter: 2.11. Exercise C1. Listen to some sentences. Say *present* or *past* or *I don't know* in each case.

Voice:

1. They called these people philosophers.
2. The problems happened lots of times.
3. Scientists analyze data.
4. Some students drop Geography.
5. They managed three shops.
6. Many students plagiarize the articles on Wikipedia.

 2.12

Presenter: 2.12. Exercise C2. Listen to the same sentences with time expressions. Say *present* or *past* or *I don't know* in each case.

Voice:

1. At one time, they called these people philosophers.
2. In the past, the problems happened lots of times.
3. Nowadays, scientists analyze data.
4. Every year, some students drop Geography.
5. In the 1990s, they managed three shops.
6. Today, many students plagiarize the articles on Wikipedia.

 2.13

Presenter: 2.13. Lesson 2.5. Applying new listening skills: An introduction to psychology

Exercise A. Listen and complete the phrases.

Voice:

1. human behaviour	5. main aims
2. modern sociologists	6. famous book
3. important people	7. people in groups
4. twentieth century	8. in the past

 2.14  2.B

Lecturer: In today's talk, I'm going to answer some very basic questions about psychology: First, what is it? Secondly, how does psychology help us in our day-to-day lives? Finally, who are the important names in the history of psychology?

OK, let's answer the first question. What is psychology? Psychology is the study of the mind. It is *not* the study of the brain. The brain is physical. You can see a brain, you can touch it, you can even cut it open. The mind is *in* the brain but you can't see it or touch it. We now believe that the mind controls our behaviour. So psychologists study the human mind. Then they try to understand human behaviour.

We must understand the mind. Then we can understand the way we think. We can understand the things we say. We can understand the things we do.

 2.15  2.C

Lecturer: A long time ago, in the 4th century BCE, the Greek philosopher Aristotle wrote the first book about the mind. It was called *Para Psyche*. *Psyche* means 'mind' in ancient Greek. *Para* means 'about'. In the 17th century, Locke in England and Descartes in France asked the same question: *How do the mind and the body work together?* At that time, we called these people philosophers not psychologists. They thought about important questions but they did not do scientific experiments.

In 1879, a German scientist, Wilhelm Wundt, opened the first psychology school. The science of Psychology was born. At the end of the 19th century, Ivan Pavlov in Russia asked the question: *How do people learn?* He did experiments to check his ideas. In the early 1900s, Sigmund Freud in Germany asked: *What do dreams mean?* At the same time, Watson, an American, said: 'We can only study behaviour. We cannot study the mind.' But in 1967, Ulric Neisser said: 'We must study the mind.' It was the start of cognitive psychology. *Cognitive* means 'knowing'.

 2.16  2.D

Lecturer: Finally, I want to mention three modern psychologists.

Elizabeth Loftus was born in 1944. In 1970, she obtained a PhD in Psychology. At that time, she was interested in learning. But in 1974, she started to study memory. Today, she works with the police in criminal cases.

Stephen Pinker was born in 1954. In 1979, he obtained his doctorate in Psychology. In 1994, Pinker wrote a famous book called *The Language Instinct*. At that time, he was a Psychology teacher. Today he does a lot of research into language and the mind.

Elizabeth Spelke was born in 1949. In the 1980s, she carried out experiments on babies and young children. In 2000, Elizabeth Spelke described new ideas about the minds of babies. Today, she teaches Psychology in the USA.

2.17

Presenter: **2.17. Lesson 2.6. Vocabulary for speaking: Personality**

Exercise B1. Listen and complete the conversations with words from the list on the right.

Presenter: Conversation 1.

Voice A: Do you like being on your own?

Voice B: It depends. Sometimes I like being with other people.

Presenter: Conversation 2.

Voice A: Is personality the same as behaviour?

Voice B: Well, I think it influences behaviour.

Presenter: Conversation 3.

Voice A: What is personality?

Voice B: I think it's similar to behaviour.

Presenter: Conversation 4.

Voice A: Can people change their behaviour?

Voice B: Yes, but they can't change completely.

2.18

Presenter: **2.18. Lesson 2.7. Real-time speaking: Personality vs behaviour**

Exercise A1. Listen and mark the stress on these words.

Voice: a. behaviour c. completely e. difference g. important i. personality
b. changes d. depend f. friendly h. influences j. situation

2.19

Presenter: **2.19. Exercise A2. Listen again and repeat the words.**

[REPEAT OF SCRIPT FROM 2.18]

2.20 DVD 2.E

Student 1: I think behaviour and personality are the same thing. You can say 'He is a very happy person' or you can say 'He smiles a lot', and it's the same thing. There is no difference between personality and behaviour ... I think ...

Student 2: Well, I read that behaviour and personality are two completely different things. Behaviour changes depending on your situation. But your personality is always the same. You like some things but you don't like other things.

Student 3: But I found an article. It says ... um ... I've got a quote here. 'Personality influences behaviour. An aggressive person acts in one way in a situation. In the same situation, a friendly person acts in a different way.' So your personality is more important. What do you think?

Student 4: OK, but, no, I think your behaviour is much more important, because you learn good behaviour when you're a child. But your personality changes all the time. Your personality depends on your friends, the places you go, and so on.

2.21

Presenter: **2.21. Everyday English: Asking for information**

Exercise B2. Listen to the conversations. Number the sentences on the right in the correct order.

Presenter: Conversation 1.

Voice A: Is this the way to the bookshop?

Voice B: Yes. I'm going that way too.

Voice A: Do you mind if I go with you?
Voice B: No, not at all.

Presenter: Conversation 2.

Voice A: Excuse me. Where's the library?
Voice B: It's in the other building.
Voice A: Thanks. Which floor is it on?
Voice B: The second.

Presenter: Conversation 3.

Voice A: Do you give a student discount?
Voice B: Yes, with a student ID card. It's 10 per cent.
Voice A: Oh, great. Can I pay for these books then?
Voice B: Certainly.

Presenter: Conversation 4.

Voice A: When does the library tour start?
Voice B: Ten o'clock, I think.
Voice A: How long does it last?
Voice B: An hour.

Presenter: Conversation 5.

Voice A: How do you reserve a book?
Voice B: You have to fill in a form.
Voice A: OK. Sorry. Where are the forms.
Voice B: They're next to the index.

Presenter: Conversation 6.

Voice A: How much does this book cost?
Voice B: It's on the back.
Voice A: Oh, yes. Thank you.
Voice B: No problem.

2.22

Presenter: 2.22. Lesson 2.8. Learning new speaking skills: Taking turns

Exercise C2. Listen. Complete the sentences.

Voice: a. I found a good article in the library.
b. I think we should discuss sociology first.
c. Well, what is the difference between them?
d. I read that a lot of psychologists are women.
e. OK, and what about old people?
f. I found a quote about that on the Internet.
g. Yes, but that's not a new idea.
h. I heard that it's an interesting website.

2.23

Presenter: 2.23. Exercise D2. Listen. Are these examples of good or bad turn-taking?

Presenter: Example 1.

Student A: Well I've seen a –
Student B: I've got a good quote here from the article.

Presenter: Example 2.

Student C: ... and that's all really. That's all I wanted to say. Yes, that's all.
Student D: Hmm. OK. I think it's an interesting idea.

Presenter: Example 3.

Student E: I read that psychologists and sociologists don't help in our everyday life.
Student F: Well I read something different. I have it here.

Presenter: Example 4.

Student G: There is one more thing that I found. It was on the Internet.
Student H: I looked on the Internet too. I saw an article there.

Presenter: Example 5.

Student I: So maybe we should work in pairs to find the information. What do you think?

Student J: I think that's a good idea.

3.1

Presenter: **3.1. Theme 3: Work and business**
Lesson 3.1. Vocabulary for listening: Responsibilities at work

Exercise A2. Listen to descriptions of the jobs above. Number the pictures in order.

Presenter: One.

Voice 1: I'm a medical assistant. I work in a hospital.

Presenter: Two.

Voice 2: I'm an engineer. I work on big public projects.

Presenter: Three.

Voice 3: I am a businessperson. I work in a small company.

Presenter: Four.

Voice 4: In my office we make plans for towns and cities. I'm an office worker.

Presenter: Five.

Voice 5: I work as a waiter. A waiter, and sometimes a cook. I also have to wash up sometimes.

Presenter: Six.

Voice 6: I'm a park ranger. I look after the animals and the plants.

3.2

Presenter: **3.2. Exercise B1. Listen. The people in the pictures above are talking about their jobs. You will hear two of the words or phrases below in each description. Number the words.**

Presenter: One.

Voice 1: I'm responsible for the equipment in the hospital. My job is to clean it and keep it in order.

Presenter: Two.

Voice 2: We make roads and water systems and other things for everybody to use. So our customers are people like you and me – the public.

Presenter: Three.

Voice 3: We work fast. It's important for us to finish tasks on time. If we can't, another company gets the job, and we lose the money.

Presenter: Four.

Voice 4: We go to a lot of meetings for work to discuss projects. We need to travel sometimes and we're very busy, so we organize our time carefully. We also have to wear good clothes, and be punctual.

Presenter: Five.

Voice 5: I work with food, so it's very important that my workspace is always clean and tidy. It's important too that our customers are always satisfied. That way they come back.

Presenter: Six.

Voice 6: I think of myself as a kind of teacher. My colleagues and I teach people, usually children, to enjoy and respect nature.

3.3 3.A

Presenter: **3.3. Lesson 3.2: Real-time listening: behaviour at work**

Businessman: How do you get a good job when you leave university? Well, here's an idea. Start thinking about it NOW! Change the way that you think about university. Think of university as a kind of job – your first real job.

So university should be a job. But what is a job? What do employers want? I'm going to tell you eight important things. I'm talking about *work*, but all of these things are important at *university* too.

Number one: You must go to work every day. Of course, if you are sick, you can't go. Phone and tell your manager, and stay at home. But you must phone.

Secondly, you must be punctual – that means, you must always be on time. You must be on time for work, for meetings, and when you come back to your desk after lunch. If you are not punctual, people are waiting for you, and they get angry. Why? Because you waste their time. In addition, the company loses money.

Number three: You must respect your manager – the person who gives you your tasks, your pieces of work. You must also respect your colleagues – that is, the people who you work with. Finally, you must also respect the customers, in other words, the people who buy things from the company.

Fourthly, you must do all the tasks on time, but fifthly, you must not rush work in order to finish on time. You are responsible for the quality of your work – whether it is good or bad.

Sixthly. Now, this one is a big problem nowadays. You must only use the company's equipment – that is, the phones and computers – for work, and not for personal things. Many companies have software to check your computer usage. If you misuse your computer, your manager will probably find out.

Seven. You must keep your workspace tidy – that means your desk, and any shelves or cupboards that you use.

And, finally, you must also organize your work files sensibly – in alphabetical order, or chronologically – that means by date.

We have heard about a lot of *rules* at work. In the next part of my talk, I will give *reasons* for these rules.

3.4

Presenter: 3.4. Lesson 3.3. Learning new listening skills: Recognizing sentence stress

Exercise A. Listen to the sentences. What is the next word?

Voice:

1. Always arrive on time. It's important to be [PAUSE] punctual.
2. You must keep your shelves, your desk and your cupboards [PAUSE] tidy.
3. Your files must be in date order or in alphabetical [PAUSE] order.
4. At university, your tutor gives you instructions. He or she is your [PAUSE] manager.
5. If your work is bad, it is your fault. You are [PAUSE] responsible.
6. Do your work on time. Complete all your [PAUSE] tasks.

3.5

Presenter: 3.5. Exercise B3. Listen. Underline the stressed words.

Voice:

- a. Companies want college or university graduates.
- b. All employers want critical thinking.
- c. 'But how can I get work skills?' you might ask.
- d. You can learn management skills in university clubs.
- e. You must show that you want to learn.
- f. You must take responsibility for your mistakes.

3.6

Presenter: 3.6. Exercise C2. Listen and note the key words in each sentence.

Voice:

- a. How do you keep a good job?
- b. How old do you need to be?
- c. You learn new skills from your colleagues.
- d. Your employer will give you orders.
- e. Practise your skills to make them better.

3.7

Presenter: 3.7. Exercise D3. Listen and check your answers.

Voice:

change, begin, get, job, university, young, wage

3.8

Presenter: 3.8. Lesson 3.4. Grammar for listening: Negative sentences; reasons

Exercise A1. Listen to some verbs. Say *positive* or *negative* in each case.

Voice:

- | | | | | |
|---------------|-------------|-----------------|----------------|-----------------|
| 1. goes | 3. 'I'll do | 5. doesn't like | 7. won't make | 9. 'd like |
| 2. don't tell | 4. see | 6. has | 8. didn't take | 10. wouldn't go |

3.9

Presenter: 3.9. Exercise A2. Listen to some sentences. Say *positive* or *negative* in each case.

- Voice:
1. He works in a bank.
 2. Managers don't like workers to come late.
 3. I'll finish the work tomorrow.
 4. The company has a big office.
 5. The woman doesn't know the way.
 6. The secretary has a lot of experience.
 7. They won't buy any new machines.
 8. I didn't make a mistake in the letter.
 9. They'd like me to work at the weekend.
 10. I wouldn't do that. It's dangerous.

3.10

Presenter: 3.10. Exercise B1. Listen to some verbs. Say *positive* or *negative* in each case.

- Voice:
- | | | | |
|---------------|--------------------|-----------|------------------|
| 1. are | 4. must go | 7. isn't | 10. mustn't come |
| 2. aren't | 5. shouldn't leave | 8. were | 11. should have |
| 3. can't wear | 6. is | 9. can be | 12. weren't |

3.11

Presenter: 3.11. Exercise B2. Listen to some sentences. Say *positive* or *negative* in each case.

- Voice:
1. You can't be rude to customers.
 2. They're important people.
 3. She's the manager.
 4. They weren't late yesterday.
 5. You aren't responsible for the files.
 6. The papers were on your desk.
 7. You must arrive before nine.
 8. Everyone should be in the office now.
 9. I mustn't leave before six.
 10. You shouldn't wear those clothes.
 11. This isn't a difficult problem.
 12. You can be in charge this afternoon.

3.12

Presenter: 3.12. Exercise C1. Listen to some sentences. Does the speaker give a reason? Say *Yes* or *No*.

- Voice:
1. You must finish on time. Why? Because other people need that information.
 2. We must arrive before eight o'clock; we have lunch at twelve; we finish at five.
 3. You must be responsible for your work ... other people can't do it for you.
 4. Customers must complete a form with their name, address and telephone number.
 5. Office employees must be polite. Rudeness makes people angry.
 6. I must go because I have a meeting at three o'clock.

3.13

Presenter: 3.13. Exercise C2. Listen. Is the second sentence a reason or a new point?

- Voice:
1. A new employee must work hard. He or she usually has a lot to learn in his or her new job.
 2. So you must always come on time. Now let's think about wages.
 3. Big companies want diplomas and degrees. They need knowledge.
 4. Employees mustn't waste time. Time is money!
 5. You mustn't take things from the office. Another point is critical thinking.

3.14

Presenter: 3.14. Exercise C3. Listen. The speaker gives a silly reason! Correct the reason in each case.

- Voice:
1. You mustn't play games on the computers at work because the level is too difficult for you.
 2. You must be polite to colleagues – they will buy lunch for you every day.
 3. You must respect your manager. Why? Because he is taller than you.
 4. You must go to work because it's boring at home.
 5. You mustn't wear shorts to work – you might be cold.
 6. You must be nice to customers. Why? Because they are poor.

 3.15

Presenter: **3.15. Lesson 3.5. Applying new listening skills: Reasons for good behaviour at work**

Exercise A2. Listen and tick the phrase you hear.

- Businessman:
- a. If you are ill and can't work, stay in bed, but phone.
 - b. The company doesn't want to waste money.
 - c. It's important to respect your colleagues and customers.
 - d. You're responsible for your office equipment.
 - e. Organize your files in chronological order.
 - f. Make sure your workspace is organized.

 3.16  3.B

Presenter: **3.16. Lesson 3.6. Vocabulary for speaking: Employment**

Businessman: OK. How to be a good employee. I have told you some of the things which you must do. But why must you do these things? Sometimes, people don't see the reason for some of the things. They say 'Oh no, it's just more rules. It's just the same as school.' But there is a reason for each thing. Let's look at each thing and suggest a reason.

Firstly, you must go to work every day because people rely on you – they need you to do your work so they can do their work. A company needs reliable employees.

My second point – that you must be punctual – is connected to this. You must be punctual because people expect to start at a certain time. If you are late, you waste their time. People get angry and, sometimes, the company loses money.

Next, you must respect people. You must respect your manager and your colleagues because you must work together every day. It's very difficult to work with a person if he or she behaves badly or is rude to you.

You must respect the customers. Why? Because, in the end, they pay your wages. Think about it. It is not the manager. It is not the company. It is the customers. They buy things from the company and the company uses the money to pay you.

You must complete all the tasks your manager gives you. Why? Because other people need the information. And you must do all the tasks well because it is very bad if a customer is not satisfied with a product or service.

A few final points. You must not use the company's phones and/or the email to talk to your friends – this is a waste of time. It is also a waste of the company's money.

You must keep your workspace tidy because untidiness is rude to the other people in your workplace. Also, perhaps colleagues need to use the same space. They need to find things. For the same reason, you must organize your work files sensibly. You might be ill one day. Then a manager or colleague will have to find urgent papers in your work files.

 3.17

Presenter: **3.17. Exercise B1. Listen and check.**

Presenter: Conversation 1.

- Voice A: You look smart.
Voice B: Thanks. I'm on my way to a recruitment agency.
Voice A: Oh, what for?
Voice B: I've got an interview for a summer job.
Voice A: Well, good luck!

Presenter: Conversation 2.

- Voice A: Could you put an advert in the paper for a summer job?
Voice B: Yes, of course. What's the exact job title?
Voice A: Um. Sales assistant, I think.
Voice B: Full-time or part-time?
Voice A: Part-time.

Presenter: Conversation 3.

- Voice A: Did you have a good summer?
Voice B: Not really. I was working for a building company.
Voice A: In the office?
Voice B: No, I wasn't doing clerical work. I was outside.
Voice A: So manual work, then.
Voice B: That's right. It was hard work, but the pay was good.

 3.18

Presenter: **3.18. Exercise C4. Listen to some sentences and check your ideas.**

- Voice:
1. There are lots of job advertisements in today's paper.
 2. I am advertising my bike on the university website.
 3. The careers advisor's office is next to the library.
 4. There is lots of interview advice on the Internet.
 5. It's important to make a good impression at an interview.
 6. My boss is very hard to impress.
 7. The organization of the office is not very good.
 8. I need to organize my desk before I start work.
 9. I did lots of preparation before my interview.
 10. Good managers prepare for meetings.
 11. Banks have reduced recruitment recently.
 12. We need to recruit more staff for the tourist season.

3.19

Presenter: 3.19. Lesson 3.7. Real-time speaking: Talking about summer jobs

Exercise C. Listen. Julia is talking to her friend, Carla. Fill in the form below for Carla.

- Carla: Hi, Julia. What are you doing?
 Julia: I'm using this webpage to help me find a summer job. It says a good summer job for me is ... nursery school assistant or shop assistant. I think that's a stupid suggestion. I don't like working with children and I don't like selling things!
- Carla: Are you going to get a job in the university holidays?
 Julia: I'd like to. What about you?
 Carla: Yes, I think so.
 Julia: What would you like to do?
 Carla: I'm not sure.
 Julia: Would you like to work abroad?
 Carla: Yes, I would. I'd love to work in another country.
 Julia: Do you like working alone or with other people?
 Carla: With other people definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.
 Julia: Do you like working inside or outside?
 Carla: Mm. Let me think. Inside. No, I'll change that. Outside.
 Julia: OK. So I just click *Find* and ...
 Carla: Why are you laughing?
 Julia: It says ... a good job for you is... camp counsellor.
 Carla: Well, I agree. I think that's a good suggestion.
 Julia: Oh, look at the time. I must go. I'm late for a lecture.

3.20

Presenter: 3.20. Exercise D. Listen. Write one or two words in each space.

- Carla: Are you going to get a job in the university holidays?
 Julia: I'd like to. What about you?
 Carla: Yes, I think so.
 Julia: What would you like to do?
 Carla: I'm not sure.
 Julia: Would you like to work abroad?
 Carla: Yes, I would. I'd love to work in another country.
 Julia: Do you like working alone or with other people?
 Carla: With other people definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.
 Julia: Do you like working inside or outside?
 Carla: Mm. Let me think. Inside. No, I'll change that. Outside.

3.21

Presenter: 3.21. Everyday English: Talking about days and times

Exercise A2. Listen and match a conversation with each picture.

Presenter: Conversation 1.

- Voice A: Excuse me. Have you got the time?
 Voice B: Yes, it's just after three forty.
 Voice A: Thank you.
 Voice B: That's OK.

Presenter: Conversation 2.

- Voice A: Excuse me. What day is our test?
 Voice B: Next Monday.
 Voice A: What time does it start?
 Voice B: At nine thirty.

Presenter: Conversation 3.

Voice A: What's the date today?
 Voice B: Let me check. The ninth.
 Voice A: So what's the date next Wednesday?
 Voice B: The fifteenth.

Presenter: Conversation 4.

Voice A: Hurry up! We're late!
 Voice B: What time is it?
 Voice A: It's nearly eight fifteen. The bus is at half past.
 Voice B: OK. I'll be as quick as I can.

 **3.22**  **3.C**

Presenter: **3.22. Lesson 3.8. Learning new speaking skills: How to be a good interviewee**

Careers advisor: What sort of summer job would you like?
 Female student: I'm not sure.
 Careers advisor: Well, for example, do you like working with people?
 Female student: Mm, yes.
 Careers advisor: And how about children?
 Female student: Maybe.
 Careers advisor: OK. I know there is a job at Macdonald's. You could apply for that.
 Female student: Oh no, I wouldn't like to work inside.
 Careers advisor: I see. Well, let me have a look what I can find for you out of doors ...

 **3.23**  **3.D**

Careers advisor: What sort of summer job would you like?
 Male student: Well, I'm doing an education course so perhaps something with children. Also I have two younger brothers and I like looking after them.
 Careers advisor: That's a good idea. Would you like to work in this country or abroad?
 Male student: I would like to work abroad, if possible. I like travelling.
 Careers advisor: Well, there are lots of jobs in holiday camps for children in the USA.
 Male student: Ah, that sounds interesting. Can you tell me more about them?
 Careers advisor: Yes, of course. And I have some leaflets you can take away with you ...

 **3.24**

Presenter: **3.24. Exercise A. Listen and give true answers with Yes, ... or No,**

Voice:

1. Do you go to university?
2. Have you got a job?
3. Can you drive a car?
4. Would you like to work in a bank?
5. Did you go out last night?
6. Are you a student?
7. Were you late for class today?
8. Have you been to another country?
9. Can you ride a horse?
10. Do you live in a flat?

 **3.25**

Presenter: **3.25. Exercise B. Listen and give true answers. Select the first choice or the second choice.**

Voice:

1. Would you like to visit Russia or America?
2. Would you like to have a manual job or a clerical job?
3. Would you prefer to live in a city or in a village?
4. Would you prefer to eat Chinese food or Indian food?
5. Would you like to travel in your job or stay in one place?
6. Would you prefer to work with children or adults?
7. Would you like to live in a flat or a house?
8. Would you prefer to work in the daytime or at night?
9. Would you like to be a manager or a worker?
10. Would you like to have your own desk or share a desk?

 **4.1**

Presenter: **4.1. Theme 4: Science and nature**
Lesson 4.1. Vocabulary for listening: Tables, graphs, experiments

Exercise A1. Listen. Add the information to the table and the graph.

Teacher: Add the word *London* to the first column of the table.
Write the data for London in the table. You can get it from the graph. Write one number in each block.
Add the missing months to the graph. Write them on the horizontal axis.
Now write the missing temperatures on the vertical axis.
Add the data for Abu Dhabi to the graph and draw the line.

4.2

Presenter: **4.2. Exercise A2. Listen and answer the questions.**

Teacher:

- What do the table and the graph compare?
- Which one displays the information more clearly? Why?
- What does the dotted line in the graph represent?
- What is another way you can display results in a graph?
- Why is it useful to organize information in this way?
- Which websites are useful for research about average temperatures?

4.3

Presenter: **4.3. Exercise B. Listen. Tick the correct column to show the stressed syllable.**

Voice:	1. average	3. circle	5. compare	7. display	9. result
	2. axis	4. column	6. data	8. research	10. table

4.4

Presenter: **4.4. Exercise C. Listen. Complete the text with words from the list on the right.**

Lecturer: Science is the study of how things work in the world. A scientist usually works in a laboratory. He or she works with many different kinds of materials, for example plastic or metal, and liquids. A scientist tests things to prove a hypothesis. A hypothesis is an idea that something is true. Scientists must collect all the facts first. Then he or she often puts the facts in a table with columns of information, or in a graph, with blocks or lines that represent the information.

4.5

Presenter: **4.5. Lesson 4.2. Real-time listening: Scientists and the scientific method**

Exercise A2. Listen to the introduction and answer the first two questions.

Arthur Burns: This week on *So you want to be ...* we are looking at the job of a scientist. What is science? What do scientists do? And, possibly, the most important question of all: Is science the right career for you?

First, what is science? Science is the study of how things work in the world. The word *science* comes from Greek and Latin words meaning 'to know'.

What do scientists do? Well, scientists are not satisfied just to think something is true. They must prove it. Proving means showing that something is always true. In this way, scientists are different from other people. Let me show you the difference. I know that plants need sunlight and water to live. At least, I think that's true. But thinking is not enough for a scientist. If a scientist thinks something is true, he or she wants to prove it.

4.6

Presenter: **4.6. Exercise B. Listen and complete the notes below about the scientific method.**

Arthur Burns: How exactly can scientists prove that something is true? They must follow the scientific method. A method is a way of doing something. But what is the scientific method? It works like this:

Firstly a scientist makes a hypothesis, which means an idea of the truth. Then he or she tests the hypothesis. Scientists can test a hypothesis in two main ways. They can do an experiment, which means a test in a laboratory. Scientists study what happens during the experiment. Or they can do research, which means looking up information. They usually do research in a library or, nowadays, on the Internet. With research, scientists look at what happened in the past.

In both cases – experiments and research – they collect data. Data is information before it is organized. Then they display the results in a table or graph. They draw conclusions. Conclusions are what you learn from an experiment. The hypothesis is proved – or disproved.

Does this sound interesting to you? Is science the right career for you?

4.7

Presenter: **4.7. Lesson 4.3. Learning new listening skills: Predicting the next word**

Exercise B2. Listen to some of Arthur's sentences from the radio programme. Number a word in the table in Exercise A each time Arthur pauses.

- Arthur Burns:
1. Science is the study of how things work in the ...
 2. The word *science* comes from Greek and Latin words meaning to ...
 3. Scientists must prove that something is ...
 4. They must follow the scientific ...
 5. Scientists must collect ...
 6. They display the results in a table or ...

 4.8

Presenter: 4.8. Exercise C1. Listen and predict the next word.

Arthur Burns:

I made a ...
Plants need things to help them ...
I think they need sunlight and ...
I bought three ...
I tested the ...
I put one plant in a cupboard so it did not get any ...
The plant went ...
The second plant did not get any ...
The plant ...
I put the third plant in ...
I gave it ...
It grew ...
It did not go ...
I proved my ...

 4.9

Presenter: 4.9. Exercise C2. Listen to the complete talk. Check your ideas.

Arthur Burns:

I made a hypothesis.
Plants need things to help them grow.
I think they need sunlight and water.
I bought three plants.
I tested the hypothesis.
I put one plant in a cupboard so it did not get any sunlight.
The plant went yellow.
The second plant did not get any water.
The plant died.
I put the third plant in sunlight.
I gave it water.
It grew well.
It did not go yellow.
I proved my hypothesis.

 4.10

Presenter: 4.10. Exercise D. Listen and copy each word from Arthur's talk into the correct column.

Arthur Burns: that, the, they, both, then, there, with, hypothesis, thing, truth

 4.11

Presenter: 4.11. Exercise E1. Listen. Which is the odd one out?

Voice: test, when, then, pen, she, bed, many, any, head, again

 4.12

Presenter: 4.12. Lesson 4.3. Grammar for listening: Articles; introduction phrases

Exercise B. Listen and check your answers.

Radio presenter: Firstly, a scientist makes a hypothesis, which means an idea of the truth. Then he or she tests the hypothesis. Scientists can test a hypothesis in two main ways. They can do an experiment, which means a test in a laboratory. Scientists study what happens during an experiment. Or they can do research, which means looking up information. They usually do research in a library or, nowadays, on the Internet.

 4.13

Presenter: 4.13. Exercise C. Listen and check your ideas.

Voice:

1. I know that plants need water.
2. I think that sugar damages teeth.
3. I don't believe that the research is finished.

4. It means that we don't have enough data.
5. It proves that the hypothesis is correct.
6. The graph shows us that the average temperature in summer is 17°C.
7. Scientists have proved that seawater temperatures are getting warmer.

4.14

Presenter: **4.14. Lesson 4.5. Applying new listening skills: Proving a hypothesis: Drinks can damage your teeth**

Exercise B. Listen. Put these groups of words in the correct order.

Student: Remember: my hypothesis is that cola and other sugary drinks damage your teeth.

The experiment: I bought four types of drink: cola, fruit drink, fresh fruit juice and water. I also brought in some clean eggshells. Why eggshells? Because they are made of similar material to human teeth.

4.15

Presenter: **4.15. Exercise C1. Listen to the student describing the experiment. When she stops speaking, tick the correct word from each pair of words below.**

Student: Remember: my hypothesis is that cola and other sugary drinks damage your [PAUSE] teeth.
 The experiment: I bought four types of drink: cola, fruit drink, fresh fruit juice and [PAUSE] water. I also brought in some clean [PAUSE] eggshells. Why eggshells? Because they are made of similar material to human teeth.
 I put each drink into a different [PAUSE] glass.
 I made a small hole in each shell with a [PAUSE] pin.
 I tied each piece of eggshell onto a piece of [PAUSE] thread.
 Then I hung each piece of thread so that the eggshell was in the [PAUSE] liquid.
 I left the four glasses of liquid for one week.
 After one week I compared the pieces of egg [PAUSE] shell.
 The eggshells from the glasses of cola and fruit drink were very soft.
 The eggshells from the glasses of fruit juice and water were not [PAUSE] damaged.
 My conclusion is: cola and fruit drinks damage your teeth.

4.16

Presenter: **4.16. Lesson 4.6. Vocabulary for speaking: Diagrams and explanations**

Exercise B. Listen and number the words below in the order that you hear them.

Lecturer: Isaac Newton explained about sunlight over 300 years ago. He said that sunlight contains seven colours. Light from the Sun hits the Earth. It passes through the atmosphere. When white light from the Sun hits water, it splits into seven colours. This produces a rainbow in the sky. The opposite is also true. If you mix the seven colours of natural light together, you get white light.

4.17

Presenter: **4.17. Exercise C1. Listen and check.**

Presenter: Conversation 1.

Voice A: What is the water cycle?
 Voice B: I'm not sure. Is it something to do with rain?

Presenter: Conversation 2.

Voice A: What's that noise?
 Voice B: I think it's thunder.

Presenter: Conversation 3.

Voice A: What are clouds made of?
 Voice B: Water vapour, I think.

Presenter: Conversation 4.

Voice A: Why do we have tides at the coast?
 Voice B: I don't know. Perhaps the wind causes them.

Presenter: 4.18. Lesson 4.7. Real-time speaking: The water cycle

Ruth: Can I help?
 Martha: Yes, please. We've got to study the pictures and the information, and on Tuesday we have to explain it to the other students in our group and draw a picture to show them.
 Ruth: Can you use notes?
 Martha: No.
 Ruth: What's it about?
 Martha: We're doing weather. My topic is rain: 'Why does it rain?' What do you think?
 Ruth: Why does it rain? ... That's easy. It's because ... um ... I don't know.
 Martha: OK. Shall I try out my talk on you?
 Ruth: Yes, go ahead.
 Martha: OK. I'll draw a picture for you, too. Right. (*She draws*) This is the sky. This is the land. These are rivers and lakes. Now, rain is part of the water cycle.
 Ruth: The what?
 Martha: The water cycle. Look. The Sun is here (*She draws*), and it heats up the surface of the water, here. The water is a liquid, of course, but it heats up and it turns into a gas. The gas is called water vapour. The water vapour rises into the air, like this (*She draws*).
 Ruth: What's that?
 Martha: That's the water vapour rising. It rises because it's hot.
 Ruth: OK.
 Martha: But the atmosphere here (*She points to the sky on her drawing*), above the Earth, is cold. The vapour makes clouds because it cools. Here are the clouds (*She draws clouds*). The clouds move with the wind. They collect more and more water, and get bigger and bigger, like this (*She draws more and bigger clouds*). Finally, they are full of water, and burst. The water falls from the clouds. In other words, it rains.
 Ruth: Ahhh ...
 Martha: This is the rain falling (*She draws*). Some rain falls directly into the rivers, lakes and seas. The rest falls onto the land, and from there it travels back to the seas, rivers and lakes. And the cycle continues, round and round, like this (*She draws*).
 Ruth: That's great.

4.19

Presenter: 4.19. Everyday English: Offering and requesting, accepting and refusing

Exercise C. Listen to the conversations. Then practise them in pairs.

Presenter: Conversation 1.
 Voice A: Are you OK there?
 Voice B: I don't understand this assignment.
 Voice A: Let me have a look.
 Voice B: Thank you.

Presenter: Conversation 2.
 Voice A: Would you like some help with that?
 Voice B: No, thanks. I can manage.
 Voice A: Are you sure?
 Voice B: Yes, I'm fine. Thanks anyway.

Presenter: Conversation 3.
 Voice A: Can I help you?
 Voice B: Yes, please. Black coffee please.
 Voice A: Medium or large?
 Voice B: Mm. Large.

Presenter: Conversation 4.
 Voice A: Could you help me with this?
 Voice B: I'm afraid I can't. I haven't finished myself.
 Voice A: OK. Don't worry.
 Voice B: Give me a few minutes.

Presenter: Conversation 5.
 Voice A: Could you help me with this?
 Voice B: Of course.
 Voice A: Sorry to trouble you.
 Voice B: It's no trouble.

Presenter: Conversation 6.

Voice A: Have you got a moment?

Voice B: No, sorry. I'm in a hurry.

Voice A: OK. That's fine.

Voice B: Sorry.

 **4.20** DVD **4.8**

Presenter: **4.20. Lesson 4.8. Learning new speaking skills: Scientific explanations**

Student 1: The title of my talk is 'Why is the sky blue?'. This is white light travelling from the Sun. And the light contains all the colours. Here's orange, here's yellow, here's red, this is green, and this is blue. The white light hits dust and the smoke in the atmosphere, like this. And the blue light scatters more than any other colour. And that's why the sky is blue.

Student 2: My explanation is about why the sky is red at sunset. This is white light travelling from the Sun. White light contains all the colours. These are the colours; this is red, this is orange, here's yellow ... and green, and this is blue. The white light hits dust and smoke in the atmosphere, like this. The blue and green light scatters, like this. This is the red, orange and yellow light. Some of it comes in a straight line to our eyes, like this.

Student 3: Why are clouds white? My explanation will answer that question. This is white light travelling from the Sun. White light contains all the colours. These are the colours; this is red, this is orange, this is yellow ... this is green, and blue. The white light hits water vapour, like this. All the light scatters by the same amount. We see all the light at the same time, like this. All the colours together make the clouds white, like this.

 **5.1**

Presenter: **5.1. Theme 5: The physical world**
Lesson 5.1. Vocabulary for listening: Location in the world, physical features

Exercise B1. Listen to descriptions of six countries and look at the map. Number each country in the correct order on the map.

Voice:

1. It is in North America. It is north of the USA.
2. It is in Asia. It is southeast of Pakistan.
3. It is in Africa. It is west of Egypt.
4. It is in Europe. It is west of Spain.
5. It is in Oceania. It is a large island. It is on the Tropic of Capricorn. It is near New Zealand.
6. It is in South America. It is between the Equator and the Tropic of Capricorn. It is north of Argentina.

 **5.2**

Presenter: **5.2. Exercise B2. Listen. Is each sentence true or false?**

Voice:

1. The Equator runs through Central Africa.
2. New Zealand consists of four islands.
3. The whole of India is between the Tropics.
4. This map gives geographical information.
5. The map shows ten continents.
6. The area north of the Equator contains most of the world's countries.

 **5.3**

Presenter: **5.3. Exercise C1. Listen to the pronunciation of ten words for physical features. Find and number them in the list on the right.**

Voice:

1. border	3. freshwater lake	5. island	7. rainforest	9. volcano
2. coastline	4. gulf	6. peninsula	8. mountain range	10. ocean

 **5.4**

Presenter: **5.4. Exercise C2. Listen to a sentence about each physical feature. Find an example of each feature on the map.**

Voice:

- a. A peninsula is a piece of land with water on three sides.
- b. An island is a piece of land surrounded by water.
- c. A gulf is an area of water with land on three sides.
- d. A lake is an area of water surrounded by land.
- e. An ocean is a very large area of water.
- f. The coastline of a country is where the land meets the sea or the ocean.
- g. A border is one where country meets another country.

5.5 DVD 5.A

Presenter: 5.5. Lesson 5.2. Real-time listening: The countries of Central America

Lecturer: Let's focus on Nicaragua. This is a map of central America, as you can see. Nicaragua is located at 13 degrees north, between the Equator and Tropic of Cancer. It's 85 degrees west. It is the largest country in Central America, with an area of 129,500 square kilometres.

The capital city, Managua, which is spelt M-A-N-A-G-U-A, is in the west of the country, on a lake. There are two large lakes in the country. I'll tell you about the other one in a moment. Nicaragua is bordered to the northwest by Honduras, here, and to the south by Costa Rica. You can see that Central America is long and thin. Like most of the countries in Central America, Nicaragua has two coastlines – one to the east, on the Caribbean Sea, and one to the west, on the Pacific Ocean. The word *nicaragua* apparently means 'surrounded by water' in a native language.

Student: Excuse me. How do you spell *Caribbean*?

Lecturer: *Caribbean* has one R and two Bs: C-A-R-I-B-B-E-A-N. Now, the country consists of three main areas: rainforest in the eastern region, then mountains in the north, here, including a lot of volcanos. These mountains are the Central Highlands – in Spanish, the *Altiplano*. Then we have the warm Pacific Coast area in the west, where we find the largest freshwater lake in Central America, Lake Nicaragua. There are two volcanoes on the island in the middle of this lake. It's a very beautiful place. There are a lot of volcanoes in the country – perhaps you know the San Cristobal volcano. Nicaragua also has the largest river in Central America, the river Coco.

Student: Sorry. Where is the river?

Lecturer: The river Coco forms the border with Honduras to the north here. It's just spelt C-O-C-O.

5.6

Presenter: 5.6. Exercise D2. Listen to the words and tick the pronunciation that you hear.

Voice: river, south, west, bordered, Cancer, kilometre, north, freshwater

5.7

Presenter: 5.7. Lesson 5.3. Learning new listening skills: Transferring information to a map

Exercise A1. Listen and tick the form of the word that you hear in each case.

Voice:

a. tropical	c. locates	e. bordering
b. centre	d. rainforest	f. coastline

5.8 DVD 5.B

Lecture extract 1:

The capital city of Honduras is Tegucigalpa. It's located in the south-central area of the country – just here. I'll spell t for you: T-E-G, U-C-I, G-A-L, P-A.

Lecture extract 2:

So mark on your map the Sierra Madre mountains. It's a large mountain range that covers the south and the west. Be careful to copy the correct spelling: S-I-E, double-R-A, and Madre: M-A-D-R-E.

Lecture extract 3:

The highest peak in Honduras is Celaque at 2,827 m. It's situated in the west of the country, in the mountains of the Celaque National Park.

Lecture extract 4:

Central America's second longest river is in Honduras, the river Patuca. It begins here in the south-central area of the country, to the east of the capital. It flows northeast, like this, to the Atlantic Ocean.

Lecture extract 5:

The country's largest lake, Lake Yojoa, is located in the western part of the country, to the east of Celaque.

Lecture extract 6:

Honduras is bordered by Nicaragua to the south, of course, and by Guatemala to the northwest, and El Salvador to the southwest.

Lecture extract 7:

There is a group of islands off the north coast called the Bay Islands. These islands belong to Honduras.

5.9

Presenter: 5.9. Exercise C2. Listen. Circle the word in each row with a different vowel sound.

- Voice:
- what, four, not, on
 - sorry, wash, come, from
 - more, coast, fall, for
 - long, not, was, north
 - locate, border, draw, for
 - before, small, home, warm

5.10

Presenter: 5.10. Exercise C3. Listen and write the words you hear.

- Voice: sort, common, corner, top, watch, saw, forest, orange, autumn, hot, morning, always, dawn, honest, block

5.11

Presenter: 5.11. Lesson 5.4. Grammar for listening: *There* as replacement subject

Exercise A2. Listen and check.

- Voice:
- There's a lake in the south.
 - There are many natural features in the country.
 - There are several islands in the gulf.
 - There is a long thin peninsula in the south of the capital.
 - There isn't a mountain range in the east.

5.12

Presenter: 5.12. Exercise B. Listen. Mark the features on the map on the right.

- Voice: There are a lot of mountains in the north and east of the country. There's a large volcano in the mountains in the north, but there aren't any volcanoes in the other mountains. There's a large lake in the centre of the country. There's a river from the mountains in the north to the lake. There's another river from the lake to the coast to the east of the peninsula. There's a city on the west side of the lake. There's another city on the west side of the peninsula. It's very dry in the east but there aren't any deserts there.

5.13

Presenter: 5.13. Exercise D. Listen. Which piece of information will come next?

- Voice:
- There are some containers in the lab.
 - There's a plant in a pot.
 - There are some students in the cafeteria.
 - There aren't any people in the room.
 - There's an exam in the hall today.
 - There isn't any coffee in the pot.

5.14 DVD 5.C

Presenter: 5.14. Lesson 5.5. Applying new listening skills: Mexico: location and physical features

Student: Mexico, officially the United Mexican States, is located on the Tropic of Cancer at 23 degrees north and 102 degrees west.

It has a long border in the north with the USA – over 3,000 kilometres – while to the southeast it has borders with Guatemala and with its smallest neighbour, Belize. It has a coastline to the west on the Pacific Ocean, again a very long coastline, and also to the east on the Gulf of Mexico. Where it meets Belize in the east, Mexico has a coastline on a third body of water, the Caribbean Sea. You can see why this country is popular with people who want a holiday at the beach.

The country's capital, Mexico City, is in the south-central area of the country, about the same distance from the west and east coasts.

Many people do not think of Mexico as a large country, but it actually has a total area of 1,972,550 square kilometres – about a fifth of the area of the USA. Much of the country consists of a mountain range called the Sierra Madre. These mountains run in two parts down the west and east sides of the country. These mountains continue from the USA in the north. Between the west and east parts of the Sierra Madre is the high Central Plateau. Some of the largest cities, including Mexico City, are on the Central Plateau. Careful with the spelling of *plateau*: P-L-A-T-E-A-U.

A chain of volcanoes runs east to west across the country in the south. Many of them are active. In the far southeast of Mexico, there is a lowland peninsula called the Yucatán Peninsula. That's spelt Y-U-C-A-T-A-N. It is a low, flat area. The southern part has dense rainforest. Yucatán is home to the Mayan people. If you do history, maybe you also know that central Mexico contains the area of the ancient Aztec culture – ruled by the Mexican people.

Thank you.

5.15

Presenter: 5.15. Lesson 5.6. Vocabulary for speaking: Continents

Exercise C1. Listen and check.

Presenter: Conversation 1.

Voice A: We have a big mountain range in my country.

Voice B: What is a *range*?

Presenter: Conversation 2.

Voice A: Is your country landlocked?

Voice B: No, it has a coastline on the Mediterranean.

Presenter: Conversation 3.

Voice A: What's a *plain*?

Voice B: It's a big flat area of land.

5.16

Presenter: 5.16. Lesson 5.7. Real-time speaking: Croatia

Exercise A1. Listen to the words. Tick the correct column to show the number of syllables.

Voice: Europe, capital, coastline, feature, low, mountainous, north, plain, range, rocky

5.17

Presenter: 5.17. Exercise A2. Listen again and repeat the words.

[REPEAT OF SCRIPT FROM 5.16]

5.18

Presenter: 5.18. Exercise C1. Listen. Make notes beside each heading in the table at the bottom of the page.

Student: I am going to talk about my country, which is Croatia, in southern Europe. First of all, I will describe the size and the location. Then I'll tell you about the capital city. Finally, I'll mention some of the physical features of the country.

OK. The country is quite small. We are 127th out of 203 countries in the world. The country has a strange shape. It looks like a dog's back leg!

Croatia is north of Bosnia-Herzegovina and south of Hungary and Slovenia. We have a border with Serbia to the northeast. There is also a tiny border with Montenegro in the far southeast. In the south and west there is a coastline on the Adriatic Sea.

The capital city is Zagreb, Z-A-G-R-E-B, Zagreb, which is in the north of the country. In fact, I don't live in the capital. My hometown is a small place in the north called Ludbreg, which is north of Zagreb.

Croatia is a very beautiful country. There are low mountains in many parts of the country, including the north and the northeast. There is a flat plain along the border with Hungary. There are many rivers which cross this plain. The Danube river, which is the second longest in Europe, forms part of the border with Serbia. There are also many lakes, including the Plitvice – that's P-L-I-T-V-I-C-E, lakes which are part of a national park with forests and waterfalls. In fact, this is a UNESCO World Heritage site. Finally, there is a beautiful rocky coastline. Off the coast there are over 1,000 islands.

5.19

Presenter: 5.19. Everyday English: Going places

Exercise B. Listen and check your ideas.

Presenter: Conversation 1.

Voice A: Excuse me.

Voice B: Yes, sir. Can I help you?

Voice A: Yes, please. Where's the nearest tube station?

Voice B: Go straight down this road. It's on the next corner.

Presenter: Conversation 2.

Voice A: Where are we on this map?
 Voice B: Let's see. We're here.
 Voice A: And where's the hotel?
 Voice B: Mm. About a ten-minute walk, I think.

Presenter: Conversation 3.

Voice A: Which room are we in?
 Voice B: J32. But I'm not sure where it is.
 Voice A: Here we are. It's on the fourth floor.
 Voice B: OK. We'd better take the lift.

Presenter: Conversation 4.

Voice A: Are you going to the meeting about fees?
 Voice B: Yes, I am. I think it's in the main hall.
 Voice A: Where's that?
 Voice B: Not far. I'll show you.

Presenter: Conversation 5.

Voice A: How far are we from the bus station?
 Voice B: I think it's in the next road on the left.
 Voice A: No it isn't! It's the second on the right.
 Voice B: Oh, yes. I've got the map the wrong way round!

Presenter: Conversation 6.

Voice A: Hi you two! Where are you going?
 Voice B: We're on our way to the café.
 Voice A: Can I join you?
 Voice B: Yeah, sure. But hurry up, we're starving.

5.20

Presenter: 5.20. Lesson 5.8. Learning new speaking skills: Introducing a talk

Exercise A1. Listen to these sentences. What is the sound of the letter *s* in each case?

Voice:

- a. Where's that?
- b. Yes, that's right.
- c. How do you spell that?
- d. Sorry. What did you say?
- e. It goes through the capital.

5.21

Presenter: 5.21. Lesson 5.9. Grammar for speaking: Location: *which*

Exercise A2. Listen. Which place are they talking about in each case?

Voice 1: It's on a river near the coast.
 Voice 2: It's in the centre of the country.
 Voice 3: It's in the mountains near the border.
 Voice 4: It's on a lake in the east.
 Voice 5: It's between the centre and the northern border.
 Voice 6: It's on the northeast border.

Workbook transcript

Presenter: **Progressive Skills: Listening & Speaking. Level 1 Workbook.**
Track 1. Theme 1: Education.
Listening section.

Exercise A4. Listen, repeat and check your answers.

Voice: dean, head, staff, bursar, fresher, graduate, lecturer, chancellor, professor

Presenter: **Track 2. Exercise B2. Listen, repeat and check your answers.**

Voice: fee, deadline, lecture, schedule, subject, degree, research, article, faculty, assignment, projector, semester

Presenter: **Track 3. Exercise C2. Listen and check your answers.**

Voices:

- a. The first semester in my country begins in October.
- b. Go to the bursar to pay your fees.
- c. I'm doing some research to help me with my technology project.
- d. The dean is in charge of the Faculty of Education.
- e. An assignment is a piece of work that students do on their own.
- f. The deadline for the next assignment is on Tuesday.
- g. Speak to the librarian to order your books.
- h. A projector is a machine for showing Powerpoint slides.
- i. In Britain, the head of a department or faculty is usually a professor.

Presenter: **Track 4. Exercise D2. Listen, repeat and check your answers.**

Voice: hall of residence, accommodation, campus, resource centre, welfare office, library, food court, gym, crèche, launderette

Presenter: **Track 5. Exercise E3. Listen and repeat.**

Voice:

- a. graduate
- b. staff
- c. research
- d. schedule
- e. lecture

Presenter: **Track 6. Theme 1: Education.**
Speaking section.

Exercise A4. Listen, repeat and check your answers.

Voice: form, set, sit, take, pupil, college, degree, reward, graduate, tertiary, primary, behaviour, semester

Presenter: **Track 7. Exercise D5. Listen and repeat the sentences above.**

Student:

- a. I took eight GCSEs at secondary school.
- b. I started school at five.
- c. School isn't compulsory after 16.
- d. Children don't take exams at nursery school.
- e. The exams at 16 were difficult.
- f. Classes aren't small at secondary school.
- g. Many children begin school at four or five.
- h. Many children like their first school.

Presenter: **Track 8. Theme 2: Psychology and sociology.**
Listening section.

Exercise A4. Listen, repeat and check your answers.

Voice: behaviour, relations, relationship, psychology, identity, individual, sociologist, sociology

Presenter: **Track 9. Exercise B3. Listen, repeat and check your answers.**

Voice:

- a. brain, race, make
- b. form, draw, your
- c. mind, primary, identity
- d. human, group, rule
- e. separate, different, diagram
- f. behave, control, belong

Presenter: **Track 10. Exercise C. Listen to ten sentences. Which word from Exercises A and B do you hear in each sentence?**

- Voices:
1. My brain is tired today. I can't think.
 2. Ideas and feelings come from your mind.
 3. The teacher sent him out because his behaviour was so bad.
 4. The new manager has a good relationship with the workers.
 5. The police don't know the identity of the car owner.
 6. The Faculty of Sociology is very good at this university.
 7. Each individual in this class has different ideas.
 8. The human race is about 200,000 years old.
 9. The correct answers are in a separate section at the back of the book.
 10. Unfortunately, the teacher can't control the class; it's like a zoo in there!

Presenter: **Track 11. Exercise D3. Listen and check your answers.**

- Voices:
- a. sociology – sociologist
 - b. psychology – psychologist
 - c. science – scientist
 - d. philosophy – philosopher
 - e. language – linguist
 - f. medicine – doctor
 - g. education – teacher, lecturer
 - h. history – historian
 - i. music – musician

Presenter: **Track 12. Exercise E. Listen to the sentences. Say if the word is a verb or a noun.**

- Voices:
1. He acted in a very strange way yesterday.
 2. The aim of the lecture wasn't very clear.
 3. She lost control of the car and went off the road.
 4. What's the correct form of this verb?
 5. Let's group these words together.
 6. The start of the lecture was boring but it got better.
 7. We've just bought a new desk for the study.
 8. People usually work better in a quiet place.
 9. Can you dream when you're awake?
 10. You can't touch your mind.

Presenter: **Track 13. Exercise F. Listen to the sentences from Exercise E again. Write the sentences.**

[REPEAT OF SCRIPT FROM TRACK 12]

Presenter: **Track 14. Theme 2: Psychology and sociology. Speaking section.**

Exercise D2. Listen and check your answers.

Presenter: **Conversation 1.**

Voice A: I think we need psychologists and sociologists in our society. They have the same importance. You can't say one is more useful than the other.

Voice B: Yes, that's true. They both study human behaviour. And they can make the world a better place.

Voice A: So in some ways, there is no difference between them.

Presenter: **Conversation 2.**

Voice C: Well, some people say that sociology is more useful than psychology.

Voice D: Really? Why is that?

Voice C: Because humans do not live alone. So we must understand group behaviour. Psychologists can't predict group behaviour.

Presenter: **Conversation 3.**

Voice E: I agree that sociology is different from psychology. It looks at people in a different way.

Voice F: Yes, but I think we must also study the human mind. Do psychologists have a big influence on sociologists?

Voice E: That's a hard question! I think they can.

Presenter: **Conversation 4.**

Voice G: Can you explain the difference between *behaviour* and *personality*?

Voice H: Well, I think I can. Your behaviour can change but your personality is always the same.

Voice G: OK. I think I understand.

Presenter: **Track 15. Exercise E2. Listen and check your answers.**

[REPEAT OF SCRIPT FROM TRACK 14]

Presenter: Track 16. Exercise E3. Listen and repeat these sentences from the conversations in Exercise D.

- Voice:
- a. They have the same importance.
 - b. You can't say one is more useful than the other.
 - c. And they can make the world a better place.
 - d. Well, some people say sociology is more useful than psychology.
 - e. Psychologists can't predict group behaviour.

Presenter: Track 17. Theme 3: Work and business.
Listening section.

Exercise A3. Listen, repeat and check your answers.

- Voice:
- colleague, punctual, worker, waiter, customer, manager, employer, assistant

Presenter: Track 18. Exercise B3. Listen, repeat and check your answers.

- Voice:
- a. equip, equipment
 - b. involve, involvement
 - c. pay, payment
 - d. produce, produce
 - e. provide, provision
 - f. qualify, qualification
 - g. require, requirement
 - h. respect, respect

Presenter: Track 19. Exercise C1. Listen to ten definitions. Which words from Exercises A and B are defined?

- Voice:
- a. Always being on time, for meetings, for example.
 - b. A person you work with.
 - c. The person or company you work for.
 - d. A person who buys something in a shop, for example.
 - e. Things that you need for a job or work.
 - f. It is very similar to the verb *need*.
 - g. Being part of an activity or event.
 - h. A person who helps another person in their work.
 - i. To have a good opinion of someone.
 - j. It is very similar to the verb *make*.

Presenter: Track 20. Exercise C2. Listen and check your answers.

- Voice:
- a. punctual
 - b. colleague
 - c. employer
 - d. customer
 - e. equipment
 - f. require
 - g. involvement
 - h. assistant
 - i. respect
 - j. produce

Presenter: Track 21. Exercise D2. Listen and check your answers.

Businessman: How do you get a good job when you finish your education? Are you beginning to think about this question? If you are not, then you are making a mistake. If you want to get a good job, you must start thinking about it now. Why do you have to start thinking about your future? Because you must make yourself employable. What does *employable* mean? It means having key skills for the workplace.

In the past, life was much simpler. Schools taught children to read and write. They also taught them some mathematics. Children left school at the age of 14, 15 or 16. Schools did not teach children work skills. Employers did not want school leavers with work skills. They just wanted someone to work hard and learn, on the job.

So you took a low-level job in a company. At first, you earned a low wage. You worked in the same company for 40 years. Every four or five years, you got a small promotion. After 40 years, perhaps you were a manager in the company.

But today, the employment situation is very different. There is higher unemployment and fewer unskilled jobs. So what can you do? Well, first, you need to know the requirements of employers. Your work skills and your personality are as important as paper qualifications. So you must have good communication skills, for example. You must be good at planning and be well organized. You mustn't wait around for your manager's instructions. You must use your initiative.

And my final point is this one. You will probably change your job several times during your lifetime. So you need to plan and organize your career and make yourself employable. You can't leave it to chance.

Presenter: **Track 22. Theme 3: Work and business. Speaking section.**

Exercise A4. Listen and check your answers.

Voice: a. part-time
b. manual
c. well paid
d. outgoing
e. polite
f. outside
g. smart
h. honest
i. satisfied
j. successful
k. lazy
l. high-level

Presenter: **Track 23. Exercise B3. Listen, repeat and check your answers.**

Voice: a. His job isn't very well paid. He doesn't earn a lot.
b. The children were very well behaved when you went out this morning.
c. The teacher wrote 'well done' at the bottom of his work.
d. In general, British people do not look smart. They are not well dressed.
e. The garden looks beautiful. It is very well kept.
f. Tony Blair is very well known throughout the world.
g. He sold his company for £6 million. Now he's really well off.
h. My father left school at 16. But he's really well read.

Presenter: **Track 24. Exercise C4. Listen and check your ideas.**

Voice A: Now, do you want to be a tour guide?
Voice B: Yes, I do. I want to do the job very much.
Voice A: Why would you like to be a tour guide?
Voice B: Well, I love this city. And I like meeting people.
Voice A: Do you know much about the Big City Tour Company?
Voice B: Yes, I do. A little. I know you have more than 150 branches. And you won a tourist award a few years ago.
Voice A: Have you had any experience in this kind of work before?
Voice B: No, I haven't. But last year, some relatives visited us. I enjoyed showing them around.
Voice A: OK. Did you learn anything useful from that experience?
Voice B: Yes, I did. I think so. You need to be well-prepared. My relatives asked lots of questions!
Voice A: Are you studying Tourism at university?
Voice B: No, I'm not. I'm taking Business Studies. But I can do a Tourism module next year.
Voice A: Can you speak any other languages?
Voice B: Yes, I can. I speak French quite well and a little Spanish.
Voice A: And are you a hard worker?
Voice B: Yes, I am. I prefer to be busy.

Presenter: **Track 25. Exercise C5. Listen and practise the interviewee's answers.**

Voice A: Now, do you want to be a tour guide?
[PAUSE]
Voice A: Why would you like to be a tour guide?
[PAUSE]
Voice A: Do you know much about the Big City Tour Company?
[PAUSE]
Voice A: Have you had any experience in this kind of work before?
[PAUSE]
Voice A: OK. Did you learn anything useful from that experience?
[PAUSE]
Voice A: Are you studying Tourism at university?
[PAUSE]
Voice A: Can you speak any other languages?
[PAUSE]
Voice A: And are you a hard worker?
[PAUSE]

Presenter: **Track 26. Theme 4: Science and nature. Listening section.**

Exercise A3. Listen, repeat and check your answers.

Voice: a. add, addition
b. collect, collection

- c. compare, comparison
- d. damage, damage
- e. display, display
- f. experiment, experiment
- g. organize, organization
- h. prove, proof
- i. represent, representative
- j. research, research

Presenter: **Track 27. Exercise B2. Listen and check your answers.**

- Voices:
- a. Can we organize this office in a better way?
 - b. He's damaged his car so he's walking to work at the moment.
 - c. How are we going to collect the data for the research?
 - d. I've displayed the photos on the website.
 - e. The graph compares information about two different countries.
 - f. The president didn't come but he sent a representative.
 - g. The university is doing experiments about sleep.
 - h. There is not much government money for research at the moment.
 - i. There's no proof that she took the money.
 - j. Unfortunately, we added the wrong data to the graph.

Presenter: **Track 28. Theme 4: Science and nature. Speaking section.**

Exercise B3. Listen and check.

Voice: cloud, vapour, through, amount, sound, colour

Presenter: **Track 29. Exercise C2. Listen, repeat and check your answers.**

- Student:
- a. My explanation is about 'Why is the sky blue?'
 - b. White light travels from the sun.
 - c. White light contains all the colours.
 - d. The white light hits dust and smoke in the atmosphere.
 - e. The blue light scatters more than all the other colours, so it makes the sky blue.
 - f. Light has many colours but we can only see seven.
 - g. This is the rain falling on the land.
 - h. All the colours together make the clouds white.

Presenter: **Track 30. Exercise E2. Listen, repeat and check your answers.**

Student: Look. This is the ground. During a thunderstorm, the ground gets a positive charge. At the same time, the clouds become negatively charged, and electricity flows from here to here. We see it as a flash of lightning, like this. Now the lightning heats the air, here, very quickly and the air expands, like this. We hear a loud noise – thunder.

Presenter: **Track 31. Theme 5: The physical world. Listening section.**

Exercise A2. Listen to the stressed syllable for each word. Number the words in the order you hear them.

Voice: is[land]
riv[er]
la[ke]
coa[st]
moun[tain]
[pen]in[sula]
pla[teau]
rain[forest]
[vol]ca[no]
o[cean]

Presenter: **Track 32. Exercise B2. Listen and check your answers.**

- Voice:
- a. What is the exact location of Mumbai?
 - b. How far is it from London to Manchester?
 - c. Who is giving the Sociology lecture tomorrow?
 - d. Where does the meeting take place?
 - e. What is the longest river in the world?
 - f. When did people first become interested in human behaviour?
 - g. How do you say this word?
 - h. Do you like being on your own?

Presenter: **Track 33. Exercise C1. Listen to some sentences about countries and their locations. There is a factual mistake in each sentence. Correct the sentence. Then say the sentence.**

- Voice:
- a. New Zealand is southwest of Australia.
 - b. The Tropic of Cancer runs through Brazil.
 - c. India is in Asia. It is on the Equator. It is east of Egypt.
 - d. Portugal is in Europe. It is to the east of Spain.
 - e. Japan is south of Australia.
 - f. Australia is on the Tropic of Cancer.
 - g. Libya is in Africa. It has a border with Egypt to the north.
 - h. Brazil and Australia are in South America.
 - i. The USA and Canada are in South America.

Presenter: **Track 34. Exercise D1. Listen to some sentences about Oman, a country in the Middle East. Write each sentence.**

- Voice:
- a. The Sultanate of Oman is situated north of the Equator. It is a very hot country.
 - b. The capital city, Muscat, is on the Tropic of Cancer.
 - c. Oman is bordered to the northwest by the UAE.
 - d. To the west, there is a long border with Saudi Arabia.
 - e. To the southeast, Oman has a long coastline on the Arabian Sea.
 - f. In the southwest, there is a border with Yemen.

Presenter: **Track 35. Exercise D3. Listen and check your answers.**

Voice: There is a small area in the far north that belongs to Oman. It is called Musandum. The total area of the country is 212,500 kilometres. This is about four times the area of England. The country consists of stony desert, with a sandy desert in the southeast called Wahiba Sands. The border with Saudi Arabia is also sandy desert. This is the famous Rub al Khali, or Empty Quarter. There are mountains in the north of the country. They are called the Hajar. The highest point of Oman is Jebel Akhdar.

Presenter: **Track 36. Exercise E2. Listen and check your answers.**

- Voice:
- a. It is a country in Europe.
 - b. It is in the centre of the region.
 - c. It is quite small.
 - d. It is called Switzerland.
 - e. It is bordered by Germany, France, Italy and Liechtenstein.
 - f. There are mountains in the south of the country.
 - g. They are called the Alps.
 - h. In fact, three quarters of the land is mountains, but there is farming land in the north of the country.
 - i. There are several large cities, including the capital, Bern.
 - j. In this small country, there are only around seven million people.

Presenter: **Track 37. Theme 5: The physical world. Speaking section.**

Exercise B1. Listen to a conversation between two students, Velna and Connie. Velna is giving a talk about Latvia later in the week.

Connie: Where do you come from, Velna?
Velna: Latvia. It's very small and not many people know about it.
Connie: It's in Eastern Europe, isn't it?
Velna: Well, northeast actually. We have a border with Russia.
Connie: What's the capital called?
Velna: Riga. It's in the centre of the country. In fact, Riga is on two rivers. It's a big port.
Connie: What's your job back in Riga?
Velna: I work at the office of tourism.
Connie: Tourism? Is your weather OK for tourists?
Velna: Yes, of course! It can be very hot in summer. In winter it often snows. But there aren't any tall mountains so we don't have skiing.
Connie: How about skating?
Velna: Ice hockey is more popular in most areas. If you want to know more, come to my talk. I've got to go now. Bye!
Connie: Thanks, I will. Bye!

Presenter: **Track 38. Exercise B3. Listen and check your ideas.**

[REPEAT OF SCRIPT FROM TRACK 37]

Presenter: **Track 39. Exercise C2. Listen and check your answers. Practise each sentence.**

- Velna:
- a. I'm going to talk about Latvia.
 - b. First of all, I will describe the size and location of the country.
 - c. Then, I'll tell you about the capital city.
 - d. Finally, I'll mention some of the physical features.

- e. Latvia is in northeast Europe and has borders with Russia, Estonia, Belarus and Lithuania.
- f. The country is fairly small and has an area of about 65,000 square kilometres.
- g. It has a long coastline on the Baltic Sea to the west.
- h. Riga is the capital city and it is in the centre of the country.
- i. The highest point in the country is only about 300 metres.
- j. There are a lot of rivers which flow through the region.

Presenter: **Track 40. Exercise E3. Listen and check your answers.**

Voice:

- a. Turkey is a large country which is in southeast Europe.
- b. It is bordered by several countries, including Bulgaria, Georgia, Syria, and Iraq.
- c. The capital is Ankara, which is located in the centre of the country.
- d. It has a population of nearly three million.
- e. But it is not the largest city, which is Istanbul.
- f. The country occupies over 750,000 square kilometres, between latitudes 36 and 42 degrees north and longitudes 28 and 44 degrees east.
- g. There are mountains in the east and the south of the country.
- h. Mount Agri, which is in the eastern mountains, is the highest point.
- i. It reaches a height of over 5,000 metres.
- j. There are many lakes, including Van, which is near the border with Iran.

Presenter: **Track 41. Exercise E4. Listen again and repeat each sentence.**

[REPEAT OF SCRIPT FROM TRACK 40]

A	ability (n) [= skill]	1.6	chronologically (adv)	3.1	
	abroad (adj)	3.6	clear (adj)	2.6	
	academic (adj)	1.1	clerical (adj)	3.6	
	access (n and v)	1.1	cloud (n)	4.6	
	accommodation (n)	1.1	coast (n)	5.1	
	act (v)	2.1	coastline (n)	5.1, 5.6	
	ad (n)	3.6	cognitive (adj)	2.1	
	advert (n)	3.6	colleague (n)	2.1	
	advertisement (n)	3.6	collect (v)	4.1	
	advisor (n)	3.6	college (n)	1.6	
	Africa (n)	5.6	column (n)	4.1	
	aggressive (adj)	2.6	comfortable (adj)	3.1	
	aim (n and v)	2.1	company (n)	3.6	
	alone (adj)	2.1	compare (v)	4.1	
	alphabetical order	3.1	completely (adv)	2.6	
	America (n)	5.6	compulsory (adj)	1.6	
	amount (n)	4.6	conclusion (n)	4.1	
	ancient (adj)	2.1	consist of (v)	5.1	
	and so on	2.6	contain (v)	4.6, 5.1	
	area (n)	4.6, 5.1	continent (n)	5.1, 5.6	
	article (n)	1.1	contribute (v)	1.1	
	Asia (n)	5.6	control (v)	2.1	
	assignment (n)	1.1	cool (adj and v)	4.6	
	assistant (n)	3.6	corner (n)	5.6	
	atmosphere (n)	4.6	counsellor (n)	3.6	
	average (adj)	4.1	cram (v)	1.6	
	axis (n)	4.1	creative (adj)	3.6	
B	behave (v)	2.1	crèche (n)	1.1	
	behaviour (n)	1.6, 2.1, 2.6	curriculum (n)	1.6	
	behind (prep)	5.6	customer (n)	3.1	
	best (adj)	1.6	cycle (n)	4.6	
	between (prep)	5.6	D	damage (n and v)	4.1
	block (n)	4.1		data (n)	4.1
	body language (n)	3.6		deadline (n)	1.1
	border (n and v)	5.1, 5.6		dean (n)	1.1
	brain (n)	2.1		degree (n)	1.1, 1.6
	bursar (n)	1.1		department (n)	3.6
	burst (v)	4.6		depend (v) [on]	2.6
	businessperson (n)	3.1		description (n)	3.1
C	campus (n)	1.1		diagram (n)	4.6
	career (n)	3.6		dictionary (n)	1.6
	careers advisor	3.6		difference (n)	2.6
	central (adj)	5.1		different (adj) [from]	2.1
	century (n)	2.1		directly (adv)	4.6
	certificate (n)	1.6		discuss (v)	2.6
	change (v)	2.6		display (n and v)	4.1
	charge (n) [electrical]	4.6		disprove (v)	4.1
				dormitory (n)	1.6

	double (<i>adj</i>)	5.6		hometown (<i>n</i>)	5.1
	draw (<i>v</i>)	4.1		honest (<i>adj</i>)	3.6
	drop (<i>v</i>) [a subject]	1.6		horizontal (<i>adj</i>)	4.1
	dust (<i>n</i>)	4.6		human (<i>adj</i> and <i>n</i>)	2.6
E	(the) Earth (<i>n</i>)	4.6		human (<i>n</i>)	2.1
	employee (<i>n</i>)	3.1		human race	2.1
	employer (<i>n</i>)	3.1		hypothesis (<i>n</i>)	4.1
	equipment (<i>n</i>)	3.1	I	identity (<i>n</i>)	2.1, 2.6
	Europe (<i>n</i>)	5.6		ill (<i>adj</i>)	3.1
	European (<i>adj</i>)	5.6		impolite (<i>adj</i>)	3.6
	exactly (<i>adv</i>)	5.6		impression (<i>n</i>)	3.6
	examination (<i>n</i>)	1.6		in charge [of]	1.1
	excuse me	2.6		in order (<i>adv</i> and <i>n</i>)	3.1
	expand (<i>v</i>)	4.6		in the centre of (<i>prep</i>)	5.6
	expect (<i>v</i>)	3.1		individual (<i>n</i>)	2.1
	experiment (<i>n</i> and <i>v</i>)	4.1		influence (<i>n</i> and <i>v</i>)	2.6
	explain (<i>v</i>)	4.6		interview (<i>n</i>)	3.6
	explanation (<i>n</i>)	4.6		interviewee (<i>n</i>)	3.6
	eye contact (<i>n</i>)	3.6		interviewer (<i>n</i>)	3.6
F	fact (<i>n</i>)	4.1		involve (<i>v</i>)	3.1
	faculty (<i>n</i>)	1.1		island (<i>n</i>)	5.1
	fall (<i>v</i>)	4.6	J	job title (<i>n</i>)	3.6
	feature (<i>n</i>)	5.1, 5.6	K	keep (<i>v</i>) [order]	1.6
	fee (<i>n</i>)	1.1		key (<i>adj</i>)	2.1
	field trip	1.1		kindergarten (<i>n</i>)	1.6
	fifth (<i>n</i>)	5.1	L	laboratory (<i>n</i>)	4.1
	file (<i>n</i> and <i>v</i>)	3.1		lake (<i>n</i>)	4.6
	flat (<i>adj</i>)	5.1, 5.6		landlocked (<i>adj</i>)	5.6
	form (<i>n</i>)	1.6		last (<i>v</i>)	1.6
	form (<i>v</i>)	2.1		lazy (<i>adj</i>)	3.6
	fresher (<i>n</i>)	1.1		lecture (<i>n</i>)	1.1
	freshwater (<i>adj</i>)	5.1		lecturer (<i>n</i>)	1.1
	friendly (<i>adj</i>)	2.6		left (<i>n</i>)	5.6
	friendship (<i>n</i>)	2.1		librarian (<i>n</i>)	1.1
	full (<i>adj</i>)	4.6		light (<i>n</i>)	4.6
	full-time (<i>adj</i>)	3.6		lightning (<i>n</i>)	4.6
G	gas (<i>n</i>)	4.6		line (<i>n</i>)	4.1
	geographical (<i>adj</i>)	5.1, 5.6		link (<i>v</i>)	2.1
	graduate (<i>n</i> and <i>v</i>)	1.1, 1.6		liquid (<i>n</i>)	4.1
	graph (<i>n</i>)	4.1		locate (<i>v</i>)	5.1
	gravity (<i>n</i>)	4.6		location (<i>n</i>)	5.1
	group (<i>n</i>)	2.1		look (<i>v</i>) [= appear]	3.6
	gulf (<i>n</i>)	5.1		look up (<i>v</i>)	1.1, 4.1
H	hall of residence	1.1		low (<i>adj</i>)	5.1
	head (<i>n</i>) [of]	1.1	M	main (<i>adj</i>)	5.1
	heat (<i>n</i> and <i>v</i>)	4.6		manager (<i>n</i>)	3.1
	hit (<i>v</i>)	4.6			

manual (<i>adj</i>)	3.6	projector (<i>n</i>)	1.1
material (<i>n</i>)	4.1	prove (<i>v</i>)	4.1
medicine (<i>n</i>)	2.1	psychologist (<i>n</i>)	2.1, 2.6
meeting (<i>n</i>)	3.1	psychology (<i>n</i>)	2.1, 2.6
memory (<i>n</i>)	2.1	punctual (<i>adj</i>)	3.1
mess (<i>n</i>)	3.1	punishment (<i>n</i>)	1.6
method (<i>n</i>)	4.1	pupil (<i>n</i>)	1.6
(the) Middle East (<i>n</i>)	5.6	Q quality (<i>n</i>)	3.1
mind (<i>n</i>)	2.1	quote (<i>n</i>)	2.6
mind (<i>v</i>)	2.6	R rainbow (<i>n</i>)	4.6
mix (<i>v</i>)	4.6	rainforest (<i>n</i>)	5.1
mixed (<i>adj</i>)	1.6	range (<i>n</i>)	5.1, 5.6
money (<i>n</i>)	3.1	reason (<i>n</i>)	3.1
mountainous (<i>adj</i>)	5.1, 5.6	recruitment (<i>n</i>)	3.6
N natural (<i>adj</i>)	4.6	relationship (<i>n</i>)	2.1
negative (<i>adj</i>)	4.6	religion (<i>n</i>)	2.1
neighbour (<i>n</i>)	2.1	rely on (<i>v</i>)	3.1
next to (<i>prep</i>)	5.6	represent (<i>v</i>)	4.1
nursery (<i>adj</i>) [school]	1.6	research (<i>n</i>)	1.1, 4.1
O ocean (<i>n</i>)	5.1	residential (<i>adj</i>)	1.6
Oceania (<i>n</i>)	5.6	resource centre	1.1
on time (<i>adv</i>)	3.1	respect (<i>n</i> and <i>v</i>)	3.1
opposite (<i>prep</i>)	5.6	responsibility (<i>n</i>)	3.1
organization (<i>n</i>)	3.6	responsible [for]	1.1
organize (<i>v</i>)	3.1, 4.1	result (<i>n</i>)	4.1
other (<i>adj</i>)	2.6	retail (<i>adj</i>)	3.6
outgoing (<i>adj</i>)	3.6	reward (<i>n</i>)	1.6
outside (<i>adj</i>)	3.6	right (<i>n</i>)	5.6
own (<i>pron</i>)	2.6	rights (<i>n</i>)	2.1
P participation (<i>n</i>)	1.1	rise (<i>v</i>)	4.6
part-time (<i>adj</i>)	3.6	river (<i>n</i>)	5.6
pass through (<i>v</i>)	4.6	rocky (<i>adj</i>)	5.6
pattern (<i>n</i>)	2.1	rude (<i>adj</i>)	3.6
pay (<i>n</i> and <i>v</i>)	3.6	rule (<i>n</i>)	2.1
peak (<i>n</i>)	5.1	S salary (<i>n</i>)	3.6
peninsula (<i>n</i>)	5.1	satisfied (<i>adj</i>)	3.1
personal (<i>adj</i>)	3.1	schedule (<i>n</i>)	1.1
personality (<i>n</i>)	2.1, 2.6	science (<i>n</i>)	4.1
philosopher (<i>n</i>)	2.1	scientific (<i>adj</i>)	4.1
physical (<i>adj</i>)	5.1, 5.6	scientist (<i>n</i>)	4.1
plain (<i>n</i>)	5.6	secondary (<i>adj</i>) [school]	1.6
plateau (<i>n</i>)	5.1	self-motivated (<i>adj</i>)	3.6
positive (<i>adj</i>)	4.6	semester (<i>n</i>)	1.1, 1.6
predict (<i>v</i>)	2.6	sensibly (<i>adv</i>)	3.1
primary (<i>adj</i>) [= main]	2.1	separate (<i>adj</i>)	2.1
primary (<i>adj</i>) [school]	1.6	set (<i>v</i>) [an exam]	1.6
professor (<i>n</i>)	1.1	shelf / shelves (<i>n</i>)	3.1

shy (<i>adj</i>)	3.6
sick (<i>adj</i>)	3.1
similar (<i>adj</i>) [to]	2.6
single-sex (<i>adj</i>)	1.6
sit (<i>v</i>) [an exam]	1.6
situation (<i>n</i>)	2.6
sixth form	1.1
sixth form college	1.1
smart (<i>adj</i>)	3.6
smile (<i>n</i> and <i>v</i>)	2.6
smoke (<i>n</i>)	4.6
social (<i>adj</i>)	2.1
socialize (<i>v</i>)	1.1
society (<i>n</i>)	2.6
sociologist (<i>n</i>)	2.1, 2.6
sociology (<i>n</i>)	2.1, 2.6
soft (<i>adj</i>)	4.1
sound (<i>n</i> and <i>v</i>)	3.6
sound (<i>n</i>)	4.6
spend (<i>v</i>)	3.1
split (<i>v</i>)	4.6
square (<i>adj</i>)	5.1
staff (<i>n</i>)	1.1
stay on (<i>v</i>)	1.6
Students' Union	1.1
subject (<i>n</i>)	1.1
sunlight (<i>n</i>)	4.1
surface (<i>n</i>)	4.6
system (<i>n</i>)	3.1

T table (<i>n</i>) [data]	4.1
take (<i>v</i>) [an exam]	1.6
task (<i>n</i>)	3.1
term (<i>n</i>) [= name]	2.1
tertiary (<i>adj</i>)	1.6
test (<i>n</i> and <i>v</i>)	4.1
the same as	2.1
through (<i>adv</i>)	5.6
thunder (<i>n</i>)	4.6
tide (<i>n</i>)	4.6
tidy (<i>adj</i>)	3.1
together (<i>adv</i>)	2.6, 4.6
treat (<i>v</i>) [= behave towards]	1.6
(the) Tropic of Cancer (<i>n</i>)	5.1
(the) Tropic of Capricorn (<i>n</i>)	5.1
true (<i>adj</i>)	4.1
truth (<i>n</i>)	4.1
tutorial (<i>n</i>)	1.1, 1.6

U undergraduate (<i>n</i>)	1.1
useful (<i>adj</i>)	2.6

V vacation (<i>n</i>)	3.6
valley (<i>n</i>)	5.6
vapour (<i>n</i>)	4.6
vertical (<i>adj</i>)	4.1
vice chancellor (<i>n</i>)	1.1
volcano (<i>n</i>)	5.1

W wages (<i>n pl</i>)	3.1
waste (<i>v</i>)	3.1
waterfall (<i>n</i>)	5.6
western (<i>adj</i>)	5.6
whole (<i>adj</i>)	5.1
workspace (<i>n</i>)	3.1
worst (<i>adj</i>)	1.6

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- recognizing time signposts
- hearing important words
- predicting the next word from context
- understanding location

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- choosing the tense
- taking turns
- giving a scientific explanation
- introducing a talk

Topics include:

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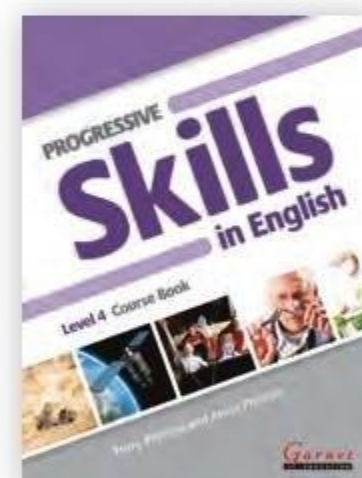
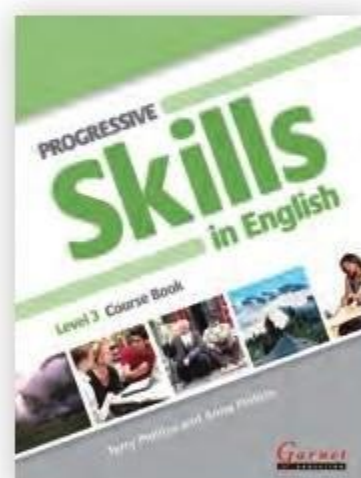
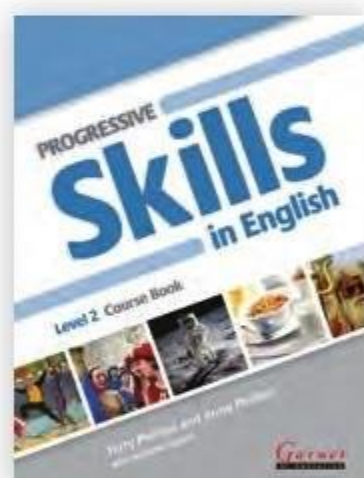
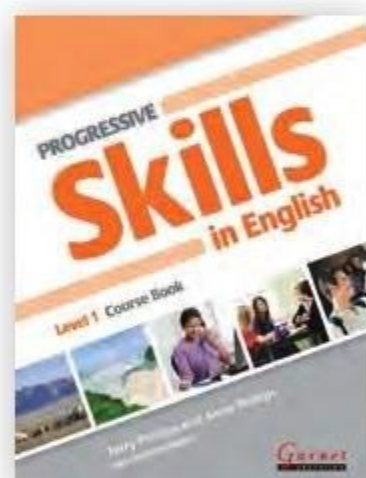
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