

INSIDE LISTENING AND SPEAKING

The Academic Word List in Context

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INTRO






مؤلفان زبان ایرانیان

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Media Track List



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UNIT 1

Listening	Listen		ILS_L0_U1_Listen
	Listen for Main Ideas		ILS_L0_U1_Listen
	Apply B		ILS_L0_U1_Listen
Speaking	Watch		ILS_L0_U1_Watch
	Listen for Main Ideas		ILS_L0_U1_Watch
	Apply A		ILS_L0_U1_Watch
Pronunciation	Learn A		ILS_L0_U1_Pron_LearnA
	Learn B		ILS_L0_U1_Pron_LearnB
	Apply A		ILS_L0_U1_Pron_ApplyA
	Apply B		ILS_L0_U1_Pron_ApplyB



UNIT 2

Listening	Listen		ILS_L0_U2_Listen
	Listen for Main Ideas		ILS_L0_U2_Listen
	Apply A		ILS_L0_U2_Listen
Speaking	Watch		ILS_L0_U2_Watch
	Listen for Main Ideas		ILS_L0_U2_Watch
	Apply A		ILS_L0_U2_Watch
Pronunciation	Apply B		ILS_L0_U2_Speak_ApplyB
	Learn A		ILS_L0_U2_Pron_LearnA
	Learn B		ILS_L0_U2_Pron_LearnB
	Learn C		ILS_L0_U2_Pron_LearnC
End of Unit Task	A		ILS_L0_U2_End
	B		ILS_L0_U2_End

UNIT 3

Listening	Watch		ILS_L0_U3_Watch
	Listen for Main Ideas		ILS_L0_U3_Watch
	Apply A		ILS_L0_U3_Watch
Speaking	Listen		ILS_L0_U3_Listen
	Listen for Main Ideas		ILS_L0_U3_Listen
	Apply A		ILS_L0_U3_Speak_ApplyA
Pronunciation	Learn A		ILS_L0_U3_Pron_LearnA
	Learn B		ILS_L0_U3_Pron_LearnB
	Apply A		ILS_L0_U3_Pron_ApplyA
	Apply B		ILS_L0_U3_Pron_ApplyB
End of Unit Task	A		ILS_L0_U3_End
	B		ILS_L0_U3_End

UNIT 4

Listening	Listen		ILS_L0_U4_Listen
	Listen for Main Ideas		ILS_L0_U4_Listen
	Apply A		ILS_L0_U4_Note_ApplyA
Speaking	Apply B		ILS_L0_U4_Note_ApplyB
	Apply C		ILS_L0_U4_Note_ApplyC
	Watch		ILS_L0_U4_Watch
Pronunciation	Listen for Main Ideas		ILS_L0_U4_Watch
	Apply A		ILS_L0_U4_Speak_ApplyA
	Apply B		ILS_L0_U4_Watch
	Learn A		ILS_L0_U4_Pron_LearnA
	Learn B		ILS_L0_U4_Pron_LearnB
	Apply A		ILS_L0_U4_Pron_ApplyA

UNIT 5

Listening	Listen		ILS_L0_U5_Listen1
	Listen for Main Ideas		ILS_L0_U5_Listen1
	Apply B		ILS_L0_U5_Listen_ApplyB
Speaking	Listen		ILS_L0_U5_Listen2
	Listen for Main Ideas		ILS_L0_U5_Listen2
	Apply A		ILS_L0_U5_Listen2
Pronunciation	Apply B		ILS_L0_U5_Speak_ApplyB
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	Learn B		ILS_L0_U5_Pron_LearnB
	Learn C		ILS_L0_U5_Pron_LearnC
	Apply A		ILS_L0_U5_Pron_ApplyA
End of Unit Task	Apply B		ILS_L0_U5_Pron_ApplyB
	A		ILS_L0_U5_End

UNIT 6

Listening	Listen		ILS_L0_U6_Listen
	Listen for Main Ideas		ILS_L0_U6_Listen
	Learn B		ILS_L0_U6_Listen
Speaking	Watch		ILS_L0_U6_Watch
	Listen for Main Ideas		ILS_L0_U6_Watch
	Apply A		ILS_L0_U6_Watch
Pronunciation	Learn A		ILS_L0_U6_Pron_LearnA
	Learn B		ILS_L0_U6_Pron_LearnB
	Learn C		ILS_L0_U6_Pron_LearnC
	Learn D		ILS_L0_U6_Pron_LearnD
End of Unit Task	Apply A		ILS_L0_U6_Pron_ApplyA
	A		ILS_L0_U6_Watch

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Listening	Listen		ILS_L0_U7_Listen
	Listen for Main Ideas		ILS_L0_U7_Listen
	Apply A		ILS_L0_U7_Listen
Speaking	Apply B		ILS_L0_U7_Listen
	Watch		ILS_L0_U7_Watch
	Listen for Main Ideas		ILS_L0_U7_Watch
Pronunciation	Apply A		ILS_L0_U7_Watch
	Learn A		ILS_L0_U7_Pron_LearnA
	Learn B		ILS_L0_U7_Pron_LearnB
	Learn C		ILS_L0_U7_Pron_LearnC
	Apply A		ILS_L0_U7_Pron_ApplyA

UNIT 8

Listening	Watch		ILS_L0_U8_Watch
	Listen for Main Ideas		ILS_L0_U8_Watch
	Learn A		ILS_L0_U8_Listen_LearnA
Speaking	Apply A		ILS_L0_U8_Listen_ApplyA
	Apply B		ILS_L0_U8_Listen_ApplyB
	Listen		ILS_L0_U8_Listen
Pronunciation	Listen for Main Ideas		ILS_L0_U8_Listen
	Apply A		ILS_L0_U8_Speak_ApplyA
	Learn A		ILS_L0_U8_Pron_LearnA
	Learn B		ILS_L0_U8_Pron_LearnB
End of Unit Task	Learn C		ILS_L0_U8_Pron_LearnC
	A		ILS_L0_U8_End
	B		ILS_L0_U8_End

UNIT 9

Listening	Watch		ILS_L0_U9_Watch
	Listen for Main Ideas		ILS_L0_U9_Watch
	Apply A		ILS_L0_U9_Watch
Speaking	Apply B		ILS_L0_U9_Watch
	Listen		ILS_L0_U9_Listen
	Listen for Main Ideas		ILS_L0_U9_Listen
Pronunciation	Apply A		ILS_L0_U9_Listen
	Learn A		ILS_L0_U9_Pron_LearnA
	Learn B		ILS_L0_U9_Pron_LearnB
	Learn C		ILS_L0_U9_Pron_LearnC
	Apply A		ILS_L0_U9_Pron_ApplyA
	Apply B		ILS_L0_U9_Pron_ApplyB

UNIT 10

Listening	Listen		ILS_L0_U10_Listen1
	Listen for Main Ideas		ILS_L0_U10_Listen1
	Apply A		ILS_L0_U10_Listen1
Speaking	Listen		ILS_L0_U10_Listen2
	Listen for Main Ideas		ILS_L0_U10_Listen2
	Apply A		ILS_L0_U10_Listen2
Pronunciation	Learn A		ILS_L0_U10_Pron_LearnA
	Learn B		ILS_L0_U10_Pron_LearnB
	Apply A		ILS_L0_U10_Pron_ApplyA

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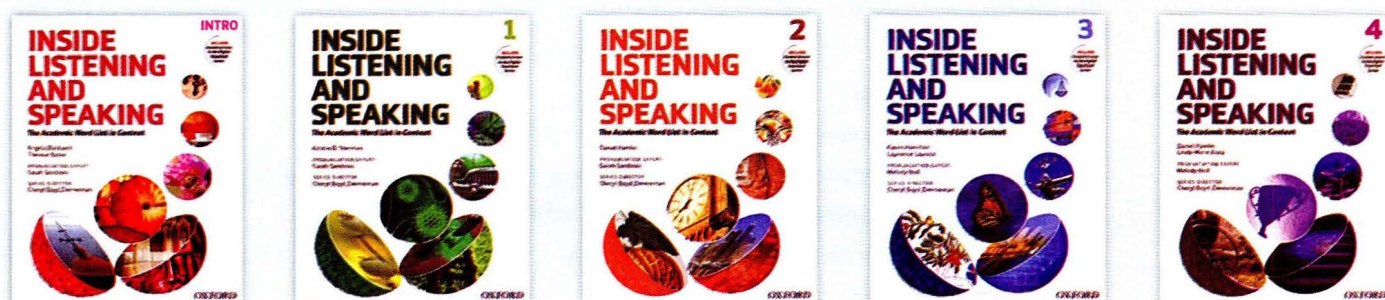
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The Inside Track to Academic Success

Student Books



For additional student resources, visit: www.insidelistingandspeaking.com.

iTools for all levels

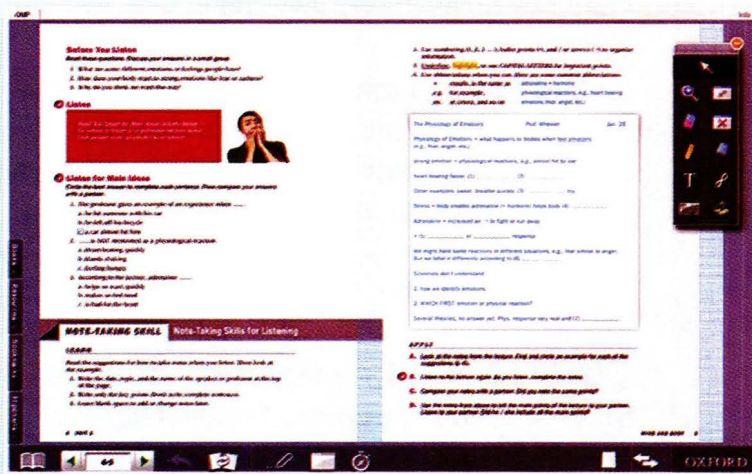
The *Inside Listening and Speaking* iTools component is for use with a projector or interactive whiteboard.

Resources for whole-class presentation

- **Book-on-screen** focuses class on teaching points and facilitates classroom management.
- **Audio and video** at point of use facilitates engaging, dynamic lessons.

Resources for assessment and preparation

- Customizable Unit, Mid-term, and Final Tests evaluate student progress.
- Complete Answer Keys are provided.



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About *Inside Listening and Speaking*

Unit features

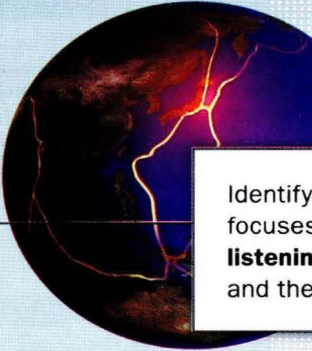
- **Explicit skills instruction** prepares students for academic listening
- **Authentic videos** from a variety of academic contexts engage and motivate students
- **Pronunciation instruction** ensures students are articulate, clear speakers

UNIT

9

EARTH SCIENCE

Dynamic Earth



In this unit, you will

- learn about tectonic plates and volcanoes.
- increase your understanding of the target academic words for this unit.

LISTENING AND SPEAKING SKILLS

- Key Terms and Definitions
- Asking for Clarification
- **PRONUNCIATION** Chunking

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen this word before.	heard or seen the word but am not sure what it means.	heard or seen the word and understand what it means.	used the word confidently in <i>either</i> speaking or writing.
AWL				
🔗 appreciate				
🔗 energy				
🔗 predict				
🔗 previous				
🔗 remove				
🔗 role				
🔗 section				
🔗 series				

Identifying the unit's goals focuses students on the **listening and speaking skills** and the academic topic.

Self-assessment prepares students for the vocabulary in the audio and video activities.

The Academic Word List and the Oxford 3000

Based on a corpus of 4.3 million words, the **Academic Word List (AWL)** is the most principled and widely accepted list of academic words. Compiled by Averil Coxhead in 2000, it was informed by academic materials across the academic disciplines.

The **Oxford 3000™** have been carefully selected by a group of language experts and experienced teachers as the most important and useful words to learn in English. The Oxford 3000 are based on the American English section of the Oxford English Corpus.

Oxford 3000 and Academic Word List vocabulary is integrated throughout the unit and practiced in context through audio and video resources.

Explicit Skills Instruction

Before You Listen

Read these questions. Discuss your answers in a small group.

1. Have you ever seen an active volcano? Where and when?
2. Can you name any well-known volcanoes? Which ones?
3. What kind of damage is caused by a volcanic eruption?

Listen

Read the Listen for Main Ideas activity below.
Go online to listen to an explanation of what happens when a volcano erupts.



Discussion questions activate students' knowledge and prepare them to listen.

Listen for Main Ideas

Number the topics 1–5 in the order that they are discussed. Compare your answers with a partner.

- ___ Predicting volcanoes
- ___ Tectonic plates
- ___ The effects of a volcanic eruption
- ___ The Ring of Fire
- ___ How volcanoes happen

Comprehension activities help students understand the listening materials in preparation for academic skills instruction.

SPEAKING SKILL Asking for Clarification

LEARN

When you don't understand something, or you miss an important piece of information in a lecture or a study group, you need to ask the speaker to clarify or repeat the information. Below are some expressions that you can use to ask for clarification.

Asking for clarification

May I ask a question?
(I'm sorry.) I (still) don't understand.
I didn't understand the part about ...
Could you please repeat that?
Could you please explain that?
Could you give us an example?
Do you mean ... ?

Listening and speaking skill instruction is linked to the academic content. **Apply** sections give students the opportunity to practice the skills in context.

APPLY

- A.** Listen to the conversation again and circle the expressions in the box on page 104 that the students use to ask for clarification. Compare your answers with a partner.

- B.** Choose one of the descriptions A–C below. (Do not read the other descriptions.) Read the one you chose carefully. Make sure that you understand and can pronounce the underlined words. Use a dictionary if necessary.

A: There are three kinds of volcanoes: active, dormant, and extinct. An active volcano erupts regularly. A dormant volcano has erupted in the past but is now quiet. An extinct volcano is unlikely to erupt again. There are around 1,500 active volcanoes in the world.

B: When a volcano erupts, it sends ash, gas, and magma into the air. On the ground, a volcanic eruption can also cause earthquakes, floods, and tsunamis, and destroy the landscape for miles around.

C: The world's largest active volcano is Mauna Loa, which is located in Hawaii. Mauna Loa is 13,677 feet above sea level. From its base below sea level to its peak, it is higher than Mount Everest.

High-Interest Media Content

About the Topic

Artists use shape and color to describe what they see. But what if an artist is blind? John Bramblitt is an unusual artist because he is blind. He uses touch to "see" his subjects. His paintings are very colorful and express a lot of emotion.

Before You Watch

Read these questions. Discuss your answers in a small group.

1. Have you ever drawn or painted a picture? What are the steps in the process of making a painting?
2. Do you know any artists? Describe them. What qualities are important to be a good artist?
3. What would be some challenges for an artist who can't see?

Watch

Read the Listen for Main Ideas activity below. Go online to watch John Bramblitt talk about his work and experience as an artist who is blind.



Listen for Main Ideas

Mark each sentence as T (true) or F (false). Work with a partner. Restate false sentences to make them correct.

- F 1. John Bramblitt has always been blind.
- ___ 2. He uses his fingers to feel the paint and mix colors.
- ___ 3. He met his wife before he was blind, so he knows what she looks like.
- ___ 4. He teaches children his techniques for painting.
- ___ 5. He is very positive about the future.

Audio and video including lectures, professional presentations, classroom discussions, and student presentations expose students to a **variety of academic contexts**.

High-interest, original academic video and authentic BBC content motivate students.

LISTENING SKILL Summarizing after You Listen

LEARN

Summarizing means restating the main points of what you hear in a few sentences. Summarizing can help you remember what you've heard and show that you've understood. Use these guidelines to make a summary after you listen.

1. Make notes.
2. Re-read your notes and choose the main points.
3. Write the main points in a paragraph. Don't include minor details.

Pronunciation Instruction

Pronunciation skill instruction is supported by audio resources to ensure students are articulate, clear speakers.

PRONUNCIATION SKILL Chunking

LEARN

In Units 7 and 8, you learned that a chunk is a meaningful word or group of words in a sentence. There are many different examples of chunking in spoken speech. Chunks can have their own intonation, which is the rise and fall of speech.

When you list a series of items, each item is one chunk. Items can be single words or phrases. Pause (|) after each item. Use rising intonation after each item until the final item. Use falling intonation on the final item.

A. Go online to listen to the following sentences.

1. It runs along the ocean floor, | rises above the sea, | and cuts a sharp line.
2. It's an area that runs from New Zealand | through Indonesia, | Japan, | Alaska, | and down the west coast of North America.

When words are spelled out loud, the letters are usually chunked in groups of two, three, or four. Use rising intonation on each chunk except the last one, and insert a pause (|) after each item.

B. Go online to listen to the examples.

1. *Appreciate* is spelled A-P-P | R-E-C | I-A-T-E.
2. *Tectonic* is spelled T-E-C | T-O-N | I-C.

When long sets of numbers are said out loud, these are also usually chunked in groups of two, three, or four numbers. Use rising intonation on each chunk except the last one, and insert a pause (|) after each item.

C. Go online to listen to the examples.

1. My phone number is 617 | 555 | 0076.
2. The password is 899 | 25 | 66.

APPLY

A. Go online to listen to the sentences. Draw lines showing pauses. Then draw arrows showing the appropriate intonation above the items.

1. The lower plate becomes hot, | the rock melts, | and the melted rock is pushed up to the Earth's surface.
2. Tectonic plates carry entire continents, extend far under the sea, and meet at the plate boundary.
3. Scientists try to predict earthquakes, volcanoes, and other forces of nature.

Students learn and apply pronunciation skills in the context of the academic topic.

UNIT

1

Mind and Body



In this unit, you will

- > learn about emotions and how they affect the body.
- > increase your understanding of the target academic words for this unit.

LISTENING AND SPEAKING SKILLS

- > Note-Taking Skills for Listening
- > Basic Presentation Skills
- > **PRONUNCIATION** Syllables and Word Stress

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS

AWL

- author
- final
- illustrate
- individual
- label
- physical
- publish
- text

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.

LISTENING

Vocabulary Activities

- A.** Use the following target words, or forms of them, to complete the paragraph. One word is used twice.

finally individual label physical

Do you sweat when you feel nervous? For example, when you have to speak in public, does your heart beat fast and do your hands shake? These are examples of physical (1. bodily) reactions to the emotion of fear. Each _____ (2. person) will be more or less nervous in different situations, but public speaking is a very common fear. Some people say that you can control these reactions if you _____ (3. name) the emotion differently. For example, if you tell yourself that you are excited rather than scared, your _____ (4. bodily) reaction might be different. _____ (5. in the end), remember that almost everyone feels the same as you.

- B.** Complete the Word Form Chart below with the correct forms of the target words. Use a dictionary to check your answers.

final finals individually labeled physical
finally individual label labeling physically
finalize

Word Form Chart			
Noun	Verb	Adjective	Adverb
<i>final</i>			

The word *physical* is related to the body. It can be used as an adjective or an adverb.

Physical activity is good for children. (adjective)

A marathon runner is very physically fit. (adverb)



C. Ask and answer the following questions with a partner.

1. How important is physical education in school? *Physical education is very important. Too many children are unhealthy and overweight these days.*
2. What is your favorite physical activity?
3. Why do people need physical therapy?
4. Do you know anyone who is very physically fit?

The word *label* means a piece of paper, etc., on an object that gives information about it. It can be a noun or a verb.

*There is a **label** on the folder that says what the topic is. (noun)*

*Please **label** the folder so we know what is in it. (verb)*

A person or thing can also be *labeled* when he / she / it is described in a particular way, especially unfairly.

*Because she kept to herself, Anna was **labeled** as stuck-up.*



D. Work in pairs. Say which item usually has a label. For the items that have a label, say what it shows.

1. a can of soup *The label on a can of soup says what is in the soup.*
2. a pen *A pen doesn't usually have a label.*
3. an envelope
4. a table
5. a pair of jeans

E. Collocations are words that often go together. For example, *education* is often used with *physical*, as in "physical education." Create collocations with the target words from this unit and then ask and answer the questions.

1. a(an) average / powerful / single / talented / unique *individual*
2. a clothing / designer / mailing _____
3. a _____ chapter / decision / exam
4. Who do you know that is a **unique individual**? _____
5. Do you wear clothes with **designer labels**? _____

About the Topic

Physiology is the study of how our bodies function. For example, when we feel a strong emotion, such as fear or excitement, our bodies react in a certain way: our hearts beat faster and our hands shake. This response is caused by the hormone *adrenalin*.

Before You Listen

Read these questions. Discuss your answers in a small group.

1. What are some different emotions or feelings people have?
2. How does your body react to strong emotions like fear or sadness?
3. Why do you think we react this way?



Listen

Read the Listen for Main Ideas activity below.
Go online to listen to a professor lecture about
how people react physically to emotions.



Listen for Main Ideas

Circle the best answer to complete each sentence. Then compare your answers with a partner.

1. The professor gives an example of an experience when _____.
 - a. he hit someone with his car
 - b. he fell off his bicycle
 - ☒ c. a car almost hit him
2. _____ is NOT mentioned as a physiological reaction.
 - a. Heart beating quickly
 - b. Hands shaking
 - c. Feeling hungry
3. According to the lecture, adrenaline _____.
 - a. helps us react quickly
 - b. makes us feel tired
 - c. is bad for the heart

NOTE-TAKING SKILL

Note-Taking Skills for Listening

LEARN

Read the suggestions for how to take notes when you listen. Then look at the example.


1. Write the date, topic, and the name of the speaker or professor at the top of the page.
2. Write only the key points. Don't write complete sentences.
3. Leave blank space to add or change notes later.

4. Use numbering (1, 2, 3 ...), bullet points (•), and / or arrows (→) to organize information.
5. Underline, **highlight**, or use CAPITAL LETTERS for important points.
6. Use abbreviations when you can. Here are some common abbreviations:

=	equals, is the same as	adrenaline = hormone
e.g.	for example,	physiological reactions, e.g., heart beating
etc.	et cetera, and so on	emotions (fear, anger, etc.)

The Physiology of Emotions	Prof. Wheeler	Jan. 28
Physiology of Emotions = what happens to bodies when <u>feel emotions</u> (e.g., fear, anger, etc.)		
strong emotion = physiological reactions, e.g., almost hit by car:		
heart beating faster, (1) _____, (2) _____		
Other examples: sweat, breathe quickly, (3) _____, cry.		
Stress = body creates adrenaline (= hormone) helps body (4) _____		
Adrenaline = increased air → to fight or run away		
= (5) _____ or _____ response		
We might have same reactions in different situations, e.g., fear similar to anger. But we label it differently according to (6) _____.		
Scientists don't understand		
1. how we identify emotions.		
2. WHICH FIRST: emotion or physical reaction?		
Several theories, no answer yet. Phys. response very real and (7) _____.		

APPLY

- A.** Look at the notes from the lecture. Find and circle an example for each of the suggestions (1-6).
-  **B.** Listen to the lecture again. As you listen, complete the notes.
- C.** Compare your notes with a partner. Did you note the same points?
- D.** Use the notes from above to tell the main points of the lecture to your partner. Listen to your partner. Did he / she include all the main points?

SPEAKING

Vocabulary Activities

- A.** Read the book review below. For each sentence, cross out the word in parentheses with a different meaning from the other two choices. Compare your answers with a partner.
1. *Introduction to Physiology* was (*printed* / *published* / *written*) in 2011 by McPherson Press.
 2. The (*author* / *publisher* / *writer*) is Carol Kerr, who is a professor of biology at the University of Atlanta.
 3. The book contains hundreds of (*examples* / *illustrations* / *pictures*) of the human body.
 4. The parts of the body are clearly (*identified* / *labeled* / *formed*).
 5. The (*author* / *text* / *writing*) is simple and clear, so it is easy to understand.
 6. The (*final* / *first* / *last*) chapter contains a useful summary of the main points of the book.

Word Form Chart		
Noun	Verb	Adjective
illustration	illustrate	illustrated
publisher	publish	published
text	text	_____

- B.** Using the target words in the Word Form Chart, complete the sentences. Be sure to use the correct form and tense of each word.
1. The publisher of *Inside Listening and Speaking* is Oxford University Press.
 2. We have to use this book in our physiology class. It's a required _____.
 3. Children's books usually have a lot of _____.
 4. The professor liked my paper very much. He wants to _____ it in a student magazine.
 5. I'm going to use an example to _____ my point.
 6. It's often cheaper to send a _____ than to make a phone call.

The word *illustrate* means to add pictures or diagrams to a book. It is often used in the passive.

*The book is beautifully **illustrated**.*

To *illustrate* also means to explain something by using pictures, examples, or diagrams.

*This photograph **illustrates** the point I was making.*



C. Choose a method on the left that could illustrate an idea on the right. Discuss your ideas with a partner.

*A diagram could **illustrate** how blood moves around the body.*

1. a diagram	why physical exercise is important
2. a short video	how blood moves around the body
3. some statistics	types of healthy food
4. some examples	how to lift a piano safely

To *publish* is to produce a book, magazine, or website and make it public.

*The report will be **published** on the Internet.*

It can also mean to have your work printed in a book or a magazine.

*Doctor Garcia has **published** several papers online.*

The company that publishes books and magazines is a *publisher*.



D. Look at the book citations. Describe each book, using the words below.

author(s)	illustrated	published	publisher	text
-----------	-------------	-----------	-----------	------

*The first text is called Nutrition for Sport and Exercise. The **authors** are Marie Dunford and Andrew Doyle. The book was **published** in 2011. The **publisher** was Wadsworth Publishing.*

1. Marie Dunford and Andrew Doyle, *Nutrition for Sport and Exercise*. Wadsworth Publishing, 2011.
2. Johannes Fox, *An Illustrated Guide to Human Anatomy*. Smith and Carter Publications, 2010.
3. Claire Wong, *Fitness for Everyone*. Popular Press, 2002.
4. Brian Garcia, *Strength Training for All (Illustrated)*. Schoolhouse Publishing, 2001.

About the Topic

One of the most popular textbooks in the world is *Gray's Anatomy*. It is a medical reference book that has been used by doctors, surgeons, and medical students for over 150 years.

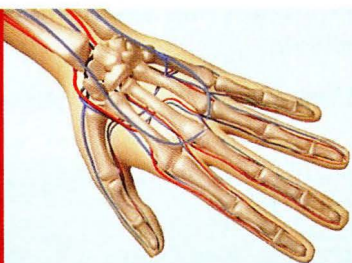
Before You Watch

Read these questions. Discuss your answers in a small group.

1. Anatomy is the study of the different parts of the body. Who has to study anatomy?
2. Do you think anatomy is easy to learn? Why or why not?
3. How can a textbook help students to learn anatomy?

Watch

Read the Listen for Main Ideas activity below.
Go online to watch a student give a presentation
about the creation of *Gray's Anatomy*.



Listen for Main Ideas

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

- T 1. Henry Gray was a surgeon who wrote a textbook.
2. Henry Vandyke Carter was very good at drawing.
3. The two men worked together to create the book.
4. Carter wrote part of the text of the book.
5. Gray and Carter got equal credit and equal money for the book.

PRESENTATION SKILL

Basic Presentation Skills

LEARN

Good presenters appear calm and confident. They prepare notes to refer to, but do not read directly from their notes. Use the suggestions in the box to help you.

Basic Presentation Skills

1. Stand up straight, with your shoulders back. Relax.
2. As you speak, look at the audience. Don't look at only one person. Look at people around the room.
3. Speak a little more slowly than usual. Pause often.
4. Use your voice to keep people's attention. For example, speak more loudly and clearly to stress important points.
5. Use notes, but don't write every word. Just write the main points.
6. In your notes, underline or highlight key words.

APPLY



A. Watch the presentation again. Which of the suggestions on page 8 does the speaker follow?

B. Prepare a short presentation (one to two minutes) about yourself. Use the prompts below to make notes. Underline the important words and phrases in your notes.

- My name:
- Where I was born, and where my family lives now:
- My family:
- Where I went to school and what I studied and / or where I work:
- What I like to do in my free time:

C. Work with a partner. Practice your presentation. Listen to your partner's presentation. Use the checklist below to make notes about your partner's presentation. Then compare and discuss your checklists.

Name: _____ Topic: _____

Did the speaker ...

1. stand up straight and appear relaxed?
2. look at people in different parts of the room?
3. speak slowly enough to be understood, with pauses?
4. use notes without reading from them?
5. pronounce key words clearly?

D. Give your presentation to your classmates.

PRONUNCIATION SKILL

Syllables and Word Stress

LEARN

Each part of a word with a vowel sound is called a syllable. There may be a consonant before, after, or before and after this vowel sound.

- A.** Go online to listen to the words and notice how some words have only one syllable and some words have two or more. Each syllable is separated by the • symbol.

au • thor

la • bel

il • lu • strate

text

A syllable can be stressed or unstressed. The stressed syllable in a word is pronounced longer, stronger, and higher than the other syllables in the word. The vowel sound is also lengthened.

- B.** Go online to listen to the words. Look at the following chart, which shows in pink which vowel sound is lengthened.

fi • nal

phy • si • cal

in • di • vid • u • al

pu • blish

APPLY

- A.** Go online to listen to the words. In the right column, write how many syllables you hear in each word.

1. description

3

2. stomach

3. information

4. heart

5. physiology

6. situation

- B.** Go online to listen to the words. Circle the syllable that is stressed. The vowel sound will be lengthened.

1. e • (mo) • tion

5. sci • en • tist

2. re • sponse

6. a • na • to • my

3. com • pli • ca • ted

7. med • ic • al

4. theo • ry

8. pic • ture

- C.** Say the words in activities A and B. Stress the correct syllable and lengthen its vowel sound.
- D.** With a partner, find an online article about keeping the body healthy. Make a list of new words or words you've learned recently. Also use the words from activities A and B on page 10. Use each word in a sentence. Stress the correct syllable and lengthen its vowel sound. Use a dictionary or ask a native speaker if you have trouble determining which syllable to stress.

*Phy • si • cal. She had a **physical** reaction to the stressful situation.*

*Sto • mach. My **stomach** hurts when I get nervous.*

End of Unit Task

In this unit, you learned how to take notes while listening to a lecture. You also learned some strategies for giving an oral presentation. Review these skills by preparing and giving a short presentation to the class, and by taking notes on your classmates' presentations.

- A.** Prepare a one- to two-minute presentation about an activity that you enjoy doing. First, make some notes to answer the questions below. Underline the important words and phrases in your notes.

1. What is the activity?
2. How long have you been interested in it?
3. How often do you do it?
4. Where and when do you do it?
5. Do you do it alone or with other people?
6. Why do you enjoy it?

- B.** Practice your presentation with a partner. Use the suggestions in the box. Then listen to your partner's presentation and take notes.

1. Stand up straight, with your shoulders back. Relax.
2. As you speak, look at the audience. Don't look at only one person. Look at people around the room.
3. Speak a little more slowly than usual. Pause often.
4. Use your voice to keep people's attention. For example, speak more loudly and clearly to stress important points.
5. Use notes, but don't write every word. Just write the main points.
6. In your notes, underline or highlight key words.

C. Compare your notes with your partner. Did you write down the correct information? Give your partner feedback on how he / she can improve the presentation. Practice again if necessary.

D. Give your presentation again to the whole class. As you listen to the other presentations, take notes.

E. Complete the checklist below for one or more of your classmates.

Name: _____ Topic: _____

Did the speaker ...

1. stand up straight and appear relaxed?
2. look at people in different parts of the room?
3. speak slowly enough to be understood, with pauses?
4. use notes without reading from them?
5. pronounce key words clearly?

F. Give your classmate(s) feedback on their presentations.

Self-Assessment		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I successfully took notes on my classmates' presentations.
<input type="checkbox"/>	<input type="checkbox"/>	I successfully prepared and used notes for my own presentation.
<input type="checkbox"/>	<input type="checkbox"/>	I gave a clear oral presentation about an activity that I enjoy.
<input type="checkbox"/>	<input type="checkbox"/>	I can understand syllables and word stress.
<input type="checkbox"/>	<input type="checkbox"/>	I can correctly use the target vocabulary words from the unit.

Discussion Questions

With a partner or in a small group, discuss the following questions.

1. Can you name some situations in which people have strong physiological reactions?
2. Can you give an example of a well-known book or publication that you enjoyed reading?
3. In your free time, do you prefer to do individual or group activities?

UNIT

2

Finding Your Way

In this unit, you will

- > learn about geography and our sense of direction.
- > increase your understanding of the target academic words for this unit.



LISTENING AND SPEAKING SKILLS

- > Identifying Main Ideas
- > Greeting and Leave-Taking
- > **PRONUNCIATION** Intonation

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS

AWL

- 🔑 accurate
- 🔑 assist
- 🔑 chapter
- 🔑 chart
- 🔑 device
- 🔑 error
- 🔑 feature
- 🔑 tradition

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.

LISTENING

Vocabulary Activities

- A.** Use the target words from the box to complete the paragraph. Be sure to use the correct form of each word. One word is used twice.

accurate assist error feature

Our new GPS has many useful features. The new system is
(1. important parts)
even more _____ than before. You'll find your way easily and
(2. exact)
with fewer _____ than those found in other electronic systems.
(3. mistakes)
Come to our store and one of our technicians will answer your questions
and _____ you. When you learn more about all the amazing
(4. help)
_____ of this system, you'll never leave home without it again!
(5. aspects)

- B.** *Feature* has multiple meanings. Match the dictionary definitions on the left with the example sentences on the right.

feature (noun)

Definitions

- b 1. an important or noticeable part of something
____ 2. a part of someone's face
____ 3. an article or TV program about someone or something
____ 4. the main movie in a theater

Example Sentences

- a. This week's feature film is *Mission Impossible*.
b. The most important feature of the landscape is the lake.
c. There's a special feature on education in the newspaper today.
d. Her eyes are her best feature.

To *assist* someone is to help them.

The witnesses **assisted** the police with the investigation.

The noun is *assistance*. It is usually used in formal contexts.

Is there a problem? May I be of **assistance**?

Students may request financial **assistance** by completing this form.

An *assistant* is someone who helps or supports someone. *Assistant* is often used before a noun or after an adjective.

We can't finish all of the work, so we need to hire a competent **assistant**.

We have a new **assistant** manager at work.



C. Complete the sentences with assistant(s) or assistance.

1. I don't go to that store. The sales assistants are not very helpful.
2. My computer is having problems. I need technical _____.
3. A teaching _____ helps the professor with the class.
4. The government is giving economic _____ to developing countries.
5. The director of a movie usually has several _____ directors.
6. The manager is not here today. Would you like to speak to the _____ manager?

D. Discuss with a partner what kind of assistance each person gives.

1. a teaching assistant (TA) *A teaching assistant helps the teacher in a class.*
2. a sales assistant
3. an assistant coach
4. a research assistant
5. a dental assistant

Accurate is an adjective that means "correct and true; done in an exact way."
The negative form is *inaccurate*.

That clock is accurate. It always shows the correct time.

This report is inaccurate. It needs to be corrected.

An *error* is a noun and is a more formal word for "a mistake."

There are many errors in the report.



E. Work with a partner. Discuss which of these items need to be accurate and why. Then say what happens if it is inaccurate or there is an error.

1. a map *A map needs to be accurate. If there is an error, you'll probably get lost.*
2. a description of a place in a novel
3. a bus or train schedule
4. a news story online or in a newspaper
5. a web page address
6. a children's story
7. a recipe

F. Work in a small group. Describe the main feature(s) of each of the following.

1. the landscape in your area *The main feature of the landscape in my area is the mountains.*
2. the climate in your area
3. a luxury car
4. a building that you know
5. a successful business
6. a person's face
7. a smartphone

About the Topic

The use of electronic systems is changing the way people navigate, or find their way from one place to another. Global Positioning Systems, known as GPS, are replacing paper maps. But GPS devices are not perfect. Both paper maps and GPS devices are useful tools for navigation.

Before You Listen

Read these questions. Discuss your answers in a small group.

1. Do you feel you have a good sense of direction? Why or why not?
2. How often do you use electronic systems like a GPS to find your way around?
3. What are some of the differences between using GPS and using a map?



Listen

Read the Listen for Main Ideas activity below. Go online to listen to a podcast of a radio show about science. The presenters discuss our sense of direction, and the things we use to help us find the way from one place to another.



Listen for Main Ideas

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

- T 1. People were probably better at finding their way in the past.
2. A GPS isn't always useful because it doesn't show a large area.
3. A study in Japan found that paper maps and a GPS were equal in helping people find their way.
4. People who are good at finding their way probably notice details.
5. The speaker gives an example of using a river to find his way.

LISTENING SKILL

Identifying Main Ideas


LEARN

When you listen, and when you take notes, you need to be able to identify the main points that the speaker is making. Those points are what the speaker wants you to learn or understand as you listen. Often, the main points are mentioned first and then followed by explanations or examples.

Look at a paragraph from the podcast. There are two main ideas in this section. One is underlined. Underline the other main idea in this section. Compare your answer with a partner.

Good morning. Welcome to Science World. Today we're talking about direction. Some people never get lost, while others need a GPS just to find their way to the store! It seems that humans were better at navigation in the past. Ancient explorers traveled thousands of miles across the oceans and found new lands.

APPLY

 **A.** Listen to the audio again. As you listen, check (✓) the four main points that the speakers make.

- ☒ 1. People were better at finding their way in the past.
- ☐ 2. A lot of people have difficulty reading maps.
- ☐ 3. Paper maps can be more useful than a GPS.
- ☐ 4. A GPS doesn't show the features of the landscape.
- ☐ 5. Many people get lost when using a GPS.
- ☐ 6. People who notice details are better at finding their way.
- ☐ 7. The man got lost when he was going to his friend's house.

B. Work with a partner. Take turns summarizing the main points of the radio podcast. For each main point, add one detail or example that you remember.

SPEAKING

Vocabulary Activities

A. Read the following description of an improvement in medical care. Cross out the word in parentheses with a different meaning from the other two choices. Use a dictionary to help you understand new words. Compare answers with a partner.

- MedTrack is a (~~computer~~ / device / machine) that helps keep track of patients' medications in a hospital.
- (Traditionally / Unfortunately / Usually), nurses give medication to a patient and then make a note of the medication on a (chart / form / textbook).
- But this system is often (inaccurate / inexact / unpopular), and nurses make (errors / medications / mistakes).
- The new (device / paper / tool) should (assist / help / involve) medical staff in (charting / forgetting / tracking) a patient's medications more (accurately / quickly / exactly).

B. A chapter is a part of a book. Look at the chapter titles for a book about navigation. Work with a partner to answer the questions.

Chapter 1: Introduction to Navigation

Chapter 2: Using Maps

Chapter 3: Using a Compass

Chapter 4: Using Features of the Landscape to Navigate

Chapter 5: How to Use a GPS

Chapter 6: If You Are Lost

- Where can you find information about maps? *Chapter 2*
- Where is information about using a GPS?
- Where can you learn about landscape features?
- Which chapter explains what to do if you are lost?
- Where is the introduction?

Word Form Chart

Noun	Verb	Adjective	Adverb
tradition	_____	traditional non-traditional	traditionally

C. Using the target words in the Word Form Chart, complete these sentences. Be sure to use the correct form of each word.

- Traditionally*, explorers used stars to help them navigate.
- Does your family have any _____ to celebrate holidays?
- The children wore _____ clothing for the celebration.
- If you work from home, you may have a _____ job.

- D.** Work with a partner. Choose one of the items below. Write a description sentence using *device*. See if your partner can identify the item described.

*A: It's an electronic **device** you use to find your way.*

B: A GPS.

a can opener	a GPS	an iron	a microwave
a flash drive	a hair dryer	a metal detector	a computer mouse

A *chart* is a page that shows information in the form of a diagram, list, etc. It can also be a map of the ocean or of the sky.

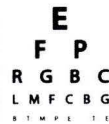
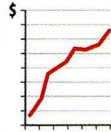
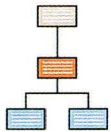
*The **chart** shows the company's profits over the last three years.*

*Sailors use **charts** to navigate from one port to the next.*

Different kinds of charts are used to show different kinds of information.



- E.** Work with a partner. Say which person might use each kind of chart shown and explain why. See if you can add other examples of people and charts they use.



1. an eye doctor *An eye doctor would use an eye chart to test people's eyes.*
2. a doctor or nurse
3. a family making a budget
4. a business person planning a project

A *tradition* is a custom or belief that has been continued from the past.

*It is a **tradition** in western countries for the bride to wear a white dress at a wedding.*

The adjective is *traditional*.

*In many countries it is **traditional** to shake hands when you meet someone new.*

The adverb is *traditionally*.

***Traditionally**, a Thanksgiving turkey is cooked for several hours.*



- F.** Work in small groups. Discuss the questions.

1. What are some traditions that your family has?
2. What is a traditional food from your country?
3. What is your country's traditional clothing? Describe it. When do you wear it?
4. What are some holidays that are traditionally celebrated in your country? How do you celebrate them?

About the Topic

In the past, explorers and sailors used different navigational tools than pilots and navigators use today. Sometimes they relied on their observations of the winds, waves, and stars. As they traveled, they created their own maps.

Before You Watch

Read these questions. Discuss your answers in a small group.

1. What explorers can you name?
2. How did they find their way?
3. What kinds of tools did people use for navigation in the past?



Watch

Read the Listen for Main Ideas activity below.
Go online to watch three students discuss their homework assignment before class.



Listen for Main Ideas

Listen to the conversation and look at the chapter titles below. Number the chapters 1–3 in the order they are discussed by the students.

Chapter Title	Page
— Early Cartography and the First Mapmakers	63
— Early Navigational Tools and Devices	75
— Celestial Navigation: Using the Stars	84

SPEAKING SKILL

Greeting and Leave-Taking

LEARN

The chart below shows some common ways to greet people and to say goodbye. Note that some expressions are more formal than others. Usually, very informal expressions are used with people that you know well. Neutral expressions can be used in most situations.

	Greeting	Leave-taking
Very informal	What's up?	Got to go.
	Hi. / Hello.	
Informal	How are you doing?	I've got to go. / I have to go.
	How's it going?	See you.

Neutral	Hello. How are you?	See you (later / tomorrow / next week). Bye.
More formal	Good morning. / Good afternoon. / Good evening.	Goodbye. I'll see you (later / tomorrow / next week).
Leaving for a short time (for example, to take a phone call)		Excuse me. I'll be right back.

APPLY

- A.** Go online to watch the video, and listen to the conversation again. Circle the expressions in the chart that you hear in the conversation.
- B.** Work with a partner. Read the conversations below. Discuss and note possible expressions for each blank. Listen and check your answers.
- A: Good morning. _____?
B: I'm fine, thank you.
 - A: Hi! _____?
B: Great! How about you?
A: Not bad.
 - A: Goodbye.
B: Goodbye. _____.
 - A: _____.
B: OK, yeah. _____.
- C.** Work in pairs. Make conversations for the following situations. Try to continue each conversation beyond one exchange.
- You are two students greeting one another before class. You know one another from previous classes.
A: Hi, Ricardo. How's it going?
B: Great! How are you?
A: Oh, I'm fine. Hey, did you do the homework? I have a question about it.
B: Yes, I did. What do you need to know?
 - You are a student. You meet your professor from last semester on campus.
 - You are two students greeting one another on the first day of class. You do not know one another.
 - You are two students having lunch together. One needs to step outside to take a phone call.
 - You are saying goodbye to your friend after class.
 - You are saying goodbye to your professor after class.
- D.** With a partner, role-play one of the above conversations in front of the class.

PRONUNCIATION SKILL

Intonation

LEARN

Intonation is the rise and fall of your voice when you speak. Intonation tells you if someone is making a statement or asking a question, and what kind of question they are asking.



A. Your voice goes down, or falls, at the end of a statement. Go online to listen to the sentences. Notice the arrows that show falling intonation.

1. We use maps to navigate.
2. I get lost easily.
3. My GPS device is broken.



B. Your voice also goes down at the end of a question that uses a *wh-* word. Go online to listen to the sentences. Notice the arrows that show falling intonation.

1. How do we get there?
2. What is the address?
3. Who gave you those directions?



C. Your voice goes up, or rises, at the end of a yes / no question. Go online to listen to the sentences. Notice the arrows that show rising intonation.

1. Can you take me there?
2. Does the application have a directions feature?
3. Are they on their way?

APPLY

A. Say the sentences in activities A, B, and C above. Use the correct rising or falling intonation.

B. Make a list of three characteristics that the other students in your class might have: for example, “has a car,” “likes to read,” or “knows how to play an instrument.” Ask your classmates if they have any of these characteristics, and get more information to learn more about them. Use the correct intonation.

A: Do you know how to play an instrument?

B: Yes, I do.

A: What instrument do you know how to play?

- C.** With a partner, ask for and give directions to a location at your school. Your partner answers with a place that is nearby. You can ask for more information using *wh-* words. Use the phrases in the box below. Use the correct rising or falling intonation.

A: Do you know how to get to the cafeteria?

B: Yes, I do. It's in the same building as the library.

A: Where should I park my car if I go?

Do you know where ... is?


What is close to it?

Can you tell me where ... is?

It is near / across the street from / next door to ...

End of Unit Task


In this unit, you learned about geography and our sense of direction. You listened for main ideas in a lecture. You also learned and practiced different ways of greeting and leave-taking. You will practice these skills in the following tasks.

-  **A.** Go online and listen to three conversations on campus. What is the main idea of each conversation? Compare your answers in small groups.

Conversation 1: _____

Conversation 2: _____

Conversation 3: _____

-  **B.** Listen again. Circle the greeting and leave-taking expressions you hear. Compare your answers with a partner.

	Greeting	Leave-taking
Very informal	What's up?	Got to go.
Informal	Hi. / Hello. How are you doing? How's it going?	I've got to go. / I have to go. See you.
Neutral	Hello. How are you?	See you (later / tomorrow / next week). Bye.
More formal	Good morning. / Good afternoon. / Good evening.	Goodbye. I'll see you (later / tomorrow / next week).
Leaving for a short time (for example, to take a phone call)		Excuse me. I'll be right back.

C. Work with a partner. Choose one or more of the situations and make up conversations. Include greeting and leave-taking expressions.

1. A: You are at the campus library. You want to know how late the library will be open this weekend.
B: You work at the campus library, but this is your first day. When someone asks for information, you need to check with your supervisor.
2. A: You are having problems with a paper for your history class. You need to ask your professor for help. You see your professor in the hallway.
B: You are a professor. You have a class that starts in ten minutes. Your open office hour is Wednesday at 9 a.m.
3. A: You are in the cafeteria and see a classmate that you haven't seen for a long time. Greet him / her and chat for a few minutes.
B: You haven't seen your friend since last semester, so you're happy to see him / her again. As you are talking, your cell phone rings. It's an important call.

D. Work in groups. Take turns and role-play the conversations above. What is the main idea of each one? Which greeting and leave-taking expressions are used?

Self-Assessment		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to identify the main ideas in the conversations.
<input type="checkbox"/>	<input type="checkbox"/>	I successfully identified greeting and leave-taking expressions in the conversations.
<input type="checkbox"/>	<input type="checkbox"/>	My partner and I successfully practiced greeting and leave-taking expressions.
<input type="checkbox"/>	<input type="checkbox"/>	I understand intonation in statements and questions.
<input type="checkbox"/>	<input type="checkbox"/>	I can correctly use the target vocabulary words from the unit.

Discussion Questions

With a partner or in a small group, discuss the following questions.

1. How do you usually find your way to a place you haven't been to?
2. In your opinion, is it easier to follow a map or a GPS device?
3. Have you ever been lost? If so, what did you do to find your way?

UNIT

3

The Life of Plants



In this unit, you will

- learn about seed and bee conservation.
- increase your understanding of the target academic words for this unit.

LISTENING AND SPEAKING SKILLS

Understanding Spoken Numbers

Considering Audience for a Presentation

PRONUNCIATION Reduced Question Forms

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS

AWL

- expert
- grade
- initial
- issue
- partner
- research
- resource
- team

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.

Vocabulary Activities

- A.** Read the paragraph. For each sentence, cross out the word in parentheses with a different meaning from the other two. Use a dictionary to help you understand new words. Compare answers with a partner.

They are starting a new project at my university to 1. (*study* / *grow* / *research*) plants. I would like to work on the project, but I'm not sure I have enough 2. (*books* / *knowledge* / *expertise*) yet. The university has a 3. (*partnership* / *collaboration* / *paper*) with another university for the project. People from both places will work together as 4. (*a team* / *one person* / *a group*) on the project. The main 5. (*researcher* / *scientist* / *boss*) is a professor from my university. Everyone likes her. She has managed many projects 6. (*well* / *badly* / *expertly*).

- B.** Work with a partner. Look at the underlined words in each sentence. Write *N* if the word is a noun, and *V* if the word is a verb.

- V 1. The students will team up for the project.
 — 2. The students will work together as a team on the project.
 — 3. They will research the topic for class.
 — 4. They will do research on the topic for class.
 — 5. The students will work with a partner on the project.
 — 6. The students will partner with a classmate on the project.

- C.** Check (✓) which of these people perform *research*. Compare answers with a partner. Can you think of other people who perform *research*?

- ✓ 1. a scientist
 — 2. a musician
 — 3. a writer
 — 4. a bus driver
 — 5. a student
 — 6. a medical doctor
 — 7. a waiter

D. Do these people work with a partner or on a team? Can any activities be done with either a partner or a team? Compare your answers with a partner.

1. a dancer *A dancer can dance alone or with a partner.*
2. a soccer player
3. someone who wants to start a business
4. a scientist who wants to do research
5. a basketball player
6. a group of people at work who need to complete a project
7. a tennis player

E. Work with a partner. Discuss what each person has to be an expert in or on.

1. a car mechanic *A car mechanic has to be an expert on how a car works. He or she should also have expertise in different types of cars.*
2. a medical doctor
3. a professional athlete
4. an artist
5. a writer
6. a teacher
7. a plant scientist

F. Match words from column A to words they go with from column B. The words in column B can be used more than once. Use a dictionary to help you. Then write an example sentence for each pair. Compare your answers with a partner.

A	B
academic	partner
business	partnership
market	research
scientific	team
winning	

scientific research: The university does important scientific research.

About the Topic

Many plant species around the world are endangered; some have become extinct. Scientists are working to conserve plants by collecting and saving seeds. Kew Garden's Millennium Seed Bank is one example of this kind of work.

Before You Watch

Read these questions. Discuss your answers in a small group.

1. Have you ever grown or had a plant? Where did you get the seeds?
2. In what ways are plants important to humans?
3. What do you think a seed bank is?



Watch

Read the Listen for Main Ideas activity below. Go online to watch how Kew Garden's Millennium Seed Bank is working to save seeds from around the world.



Listen for Main Ideas

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

- T 1. Many plants may become extinct in the future.
- 2. People are only collecting seeds in England.
- 3. Seeds are stored in a very warm room in the seed bank.
- 4. The seeds can be used for medical research.
- 5. The seed bank is finished collecting seeds.

LISTENING SKILL

Understanding Spoken Numbers

LEARN

It can be difficult to hear and identify numbers when you are listening. Practicing listening for numbers will help you develop this skill. Review the information in the box below, which shows how numbers are spoken.

- 1,000,000,000 = one billion or a billion
- 6,700,000 = six million, seven hundred thousand (people, euros)
- 1,200 = one thousand, two hundred or twelve hundred
- 100 = one hundred or a hundred
- 346 = three hundred and forty-six or three hundred forty-six
- 25% = twenty-five percent
- the year 1995 = nineteen ninety-five
- 20° Fahrenheit = minus twenty degrees Fahrenheit


Make sure you can hear and pronounce the differences between numbers like these. Listen for the difference in stress.

13 / 30 = thirteen, thirty

14 / 40 = fourteen, forty

15 / 50 = fifteen, fifty

APPLY

-  **A.** Go online to watch the video and listen again. As you listen, complete the sentences below with the numbers you hear.

10%	2020	60,000 to 100,000
25%	one-fifth	a billion

- ___ 1. But, 60,000 to 100,000 species of plant could disappear.
- ___ 2. They have already saved seeds from over _____ of the world's plant species.
- ___ 3. Their goal is to collect seeds from _____ of the world's plants by _____.
- ___ 4. Right now, up to _____ of the world's plants are in trouble.
- ___ 5. Over a _____ seeds have been banked worldwide, an environmental savings account where each deposit could mean a cure for disease.

- B.** Work with a partner. Compare your answers. Then practice saying the sentences with the correct numbers. Which numbers are difficult to say and hear?

SPEAKING

Vocabulary Activities

- A.** Replace the words in parentheses with a target word from the box. Use the correct form of the target word. You may use words more than once.

grade initially issue partner research resource

This semester in Biology 101, you will work on a special project with a partner (1. classmate). You will choose a(n) _____ (2. problem) related to the natural world and _____ (3. study carefully) it. _____ (4. in the beginning), you will work together to decide on your topic. After you choose your topic, you will take about three weeks to do the _____. (5. careful study) I will give you a list of websites that you can consult; the library is also an excellent _____. (6. source of information) At the end, you will do a presentation with your _____. (7. classmate) This project will count for 50 percent of your final _____. (8. mark)

- B.** For the target words below, match the dictionary definitions on the left with the example sentences on the right.

grade (noun)

Definitions

- ___ ^C 1. a letter or number that is given for school work or on an exam
___ 2. one of the levels in a school
___ 3. the quality of a product or level of someone's ability

Example Sentences

- a. My brother is excited to start first grade tomorrow.
b. The wood used in the building is of the highest grade.
c. She studied a lot and got good grades last semester.

issue (noun, verb)

Definitions

- ___ 1. a problem or important topic for discussion
___ 2. one in a series of things that are published or produced
___ 3. to make something known or give out something to the public

Example Sentences

- a. Do you have the latest issue of this magazine?
b. The government issued a report on conservation work in the country.
c. Pollution is an issue in many cities.

- C.** Look at the projects and resources. Which resources are helpful for each project? Can you add any resources? Compare your answers with a partner.

Projects	Resources
1. how to start a garden	a. the Internet
2. a science report for school	b. the library
3. how to cook an unusual dish	c. a newspaper
4. how to learn or start a new hobby or sports activity	d. a TV program
	e. a textbook

The word *initial* means “happening at the beginning.” *Initially* is an adverb that means “at the beginning,” or at first.

The initial stages of the research project went well. (adj)

I liked the job initially, but then it got boring. (adv)



- D.** Work with a partner. Discuss answers to the questions. Then change partners and discuss again.

1. What is a form or a document that you need to initial?
2. What is something that you liked initially, but then didn't like?
3. What is something that you didn't like initially, but later liked?

The noun *resource* means something that a person, country, or organization, has or can use, especially to increase their wealth.

My country has a lot of natural resources, such as oil and minerals.

Resourceful is an adjective that means “good at finding ways of doing things.”

She is very resourceful in the kitchen. She can make a delicious meal with only a few ingredients.



- E.** Work with a partner. Give an example for each use of *resource* / *resourceful*.

1. what resources you use to do research *The Internet is my main research resource.*
2. a natural resource in your country _____
3. how to be resourceful with money _____

About the Topic

Bees are very important to agriculture. They pollinate plants such as fruits, vegetables, and nuts. This makes it easier and cheaper for farmers to grow crops. However, bee populations are becoming smaller, and scientists don't know exactly why.

Before You Listen

Read these questions. Discuss your answers in a small group.

1. What do you know about bees and their habits?
2. Can you name two ways bees are important in nature?
3. Why might bee conservation be necessary?

Listen

Read the Listen for Main Ideas activity below. Go online to listen to two students who are preparing a presentation on bees for their biology class. They are discussing what information to include in the presentation.



Listen for Main Ideas

Listen to the conversation and answer the questions. Then compare your answers with a partner.

1. What is the specific topic of the students' presentation?
2. What important, positive effect of bees do they want to talk about?
3. Are they going to include a lot of statistics?
4. Are they going to include any photos?

SPEAKING SKILL

Considering Audience for a Presentation

LEARN

Think about your audience when you prepare a presentation. This will help you to present the information in a way that is clear and interesting. Here are some points to help you prepare for a specific audience.

Consider:

1. How much information to include: for example, how long is the presentation?
2. How much knowledge of the topic they have: for example, if you and your classmates are all from the same country, you don't have to explain a lot in a presentation about your country. If your classmates are from different countries, you need to explain more.
3. How much technical information or special language to include: for example, if you're talking about biology, do you need to explain any words the audience might not know?
4. How to organize and present the information to make it clear: for example, is it helpful to include charts, diagrams, or pictures?
5. How formal / informal you should be: for example, are jokes appropriate or not?

APPLY

- A.** Go online and listen to four parts of the conversation again. Discuss which points from the box on page 32 each one refers to.
- B.** Work with a partner. Discuss what you would consider for each of these presentation topics. Give reasons for your answers.
1. your favorite vacation location *I would include background information about the location. For example, what activities you can do there, what food is good, and so on. I would explain why I like the place. There would not be specialized language. It would be informal.*
 2. a scientific report about plants
 3. your perfect job
 4. suggestions for how to grow plants
- C.** Work in small groups. Choose one of the topics from part B and give a three-minute presentation about it. As you listen to your classmates, think about how each person considered the audience in preparing their presentation.

PRONUNCIATION SKILL

Reduced Question Forms

LEARN

You can reduce a question that uses a question word + “do you.”

- A.** Go online to listen to the reduced questions and the example sentences in the chart.

Question word +	do you =	Reduction	Examples
What +	do you / are you =	Whaddaya	Whaddaya What do you study? Whaddaya What are you planning to research?
Who +	do you =	Whodaya	Whodaya Who do you like to study with?
Where +	do you =	Wheredaya	Wheredaya Where do you want to go?
When +	do you =	Whendaya	Whendaya When do you go home?
Why +	do you =	Whydaya	Whydaya Why do you always choose that topic?
How +	do you =	Howdaya	Howdaya How do you like the class?

You can also reduce a question that uses a question word + “did you.”



B. Go online to listen to the reduced questions and the example sentences in the chart.

Question word +	did you =	Reduction	Examples
What +	did you =	Whadija Whaja	Whadija What did you think of the expert's speech?
Who +	did you =	Whodija	Whodija Who did you meet yesterday?
Where +	did you =	Wheredija	Wheredija Where did you find that resource?
When +	did you =	Whendija	Whendija When did you learn so much about gardening?
Why +	did you =	Whydija	Whydija Why did you get a low grade in that class?
How +	did you =	Howdija	Howdija How did you like the video?

Be careful not to confuse these two reductions. If you hear only the “d” sound, it is the reduction “Whaddaya.” If you hear the “j” sound, it is the reduction “Whadija” or “Whaja.”

APPLY



A. Go online to listen to the sentences. Circle the reduction that you hear.

1. Whaddaya Whodaya Whendaya
2. Whodaya Howdaya Whaddaya
3. Whydaya Wheredaya Whendaya
4. Howdaya Whendaya Whaddaya
5. Whaddaya Whydaya Whodaya
6. Wheredaya Whodaya Howdaya



B. Go online to listen to the sentences. Write the reduction that you hear.

1. Howdija work and go to school at the same time?
2. _____ start taking biology classes?
3. _____ think of the presentation?
4. _____ study with after class?

5. _____ choose him as your partner?

6. _____ move here from?

- C.** With a partner, talk about different ways you can protect the environment. Use reduced question forms with “do you” to ask your partner what he / she is doing.

A: *Whaddaya want to do for Earth Day this year?*

B: *There's a celebration at the library where they are planting a tree.*

A: *Whodaya think will be interested in starting a garden at school?*

B: *I think many students from our class are interested.*

- D.** With a partner, talk about trips you have taken to national parks or other outdoor places. Use reduced question forms with “did you” to ask your partner questions about these trips.

A: *My parents and I went to the Grand Canyon.*


B: *Whendiya go?*

A: *We went two years ago.*

B: *Whadiya learn about how the Grand Canyon was formed?*

End of Unit Task

In this unit, you learned about seed and bee conservation. You practiced listening for numbers, and you learned about considering audience when preparing a presentation. Apply these skills by listening to some presentations.

-  **A.** Go online to listen to extracts from three different presentations about butterfly conservation. Which presentation is for each audience below? Discuss what you think each person considered in preparing the presentation.

1. a group of scientists who all study butterflies *Presentation 3: Her audience has a lot of knowledge about the subject, so she doesn't have to explain specialized language. The presentation is probably quite formal.*
2. a group of school children at a nature center
3. a group of adults who are not scientists

-  **B.** Listen again. Write down the numbers that you hear in each presentation.

Presentation 1

- There are about 24,000 different species of butterflies in the world.
- Butterfly size can range from less than _____ in size to almost _____ inches.
- One type of butterfly can fly _____ miles per hour.

Presentation 2

- There are _____ teams of volunteers in _____ different regions of the country.
- The average life span of a butterfly is only _____ days.
- Butterflies can't fly if their body temperature is less than _____ degrees Fahrenheit.

Presentation 3

- There were a lot of Karner blue butterflies a hundred years ago, but the population went down _____ in the past century.
- This butterfly lived only in an area between _____ and _____ degrees north latitude.
- We find the Karner blue butterfly in _____ different areas of the United States.

- C.** Work with a partner to prepare a short presentation on butterflies. Choose an audience for your presentation: classmates in a biology class, classmates in a general class, or grade school children. Remember to think about the points from page 32 for considering the audience.
- D.** Work in small groups. Give your presentation. Take notes on your classmates' presentations. Pay attention to how they considered the audience.
- E.** Using your notes, discuss the presentations. How did your classmates consider or not consider the audience when giving their presentations?

Self-Assessment

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I can identify relevant points for various audiences.
<input type="checkbox"/>	<input type="checkbox"/>	I successfully considered the audience when preparing a presentation.
<input type="checkbox"/>	<input type="checkbox"/>	I understand and can identify spoken numbers.
<input type="checkbox"/>	<input type="checkbox"/>	I can pronounce reduced question forms.
<input type="checkbox"/>	<input type="checkbox"/>	I can correctly use the target vocabulary words from the unit.

Discussion Questions

With a partner or in a small group, discuss the following questions.

1. What are some conservation projects in your city or country?
2. What are some natural resources that need to be helped by conservation?
3. What is a topic that you would like to do research on?

UNIT

4

Connected

In this unit, you will!

- learn about research into social networks.
- increase your understanding of the target academic words for this unit.

LISTENING AND SPEAKING SKILLS

Selective Note-Taking

Opinion Surveys

PRONUNCIATION Tag Questions and Intonation



Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS

AWL

- 🔑 achieve
- 🔑 couple
- 🔑 data
- 🔑 document
- 🔑 income
- 🔑 link
- 🔑 objective
- 🔑 status

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.

🔑 Oxford 3000™ keywords

LISTENING

Vocabulary Activities

A. Read the sentences. Cross out the word in parentheses with a different meaning from the other two choices. Use a dictionary to help you understand new words. Compare your answers with a partner.

1. Jun completed his degree. He's very proud of his (*success* / *achievement* / *time*).
2. Kaylee and Lars are my next-door neighbors. They are a very nice (*couple* / *pair* / *group*).
3. The team's (*practice* / *goal* / *objective*) is to win every game this season.
4. The researchers are collecting (*data* / *information* / *textbooks*) on health.
5. The goal was to raise \$2,000 and we have (*met* / *lost* / *achieved*) that goal.
6. A scientific report needs to be (*unclear* / *fair* / *objective*).

The verb *achieve* means to reach a particular goal or status.

*You have **achieved** great success in your career.*

It also means to complete or accomplish something.

*We have **achieved** a lot in a short time.*

The noun is *achievement*.

*Winning the award for best director was her greatest **achievement**.*



B. Use one of the collocations with *achieve* or *achievement* below to complete each sentence. Use the correct form of the verb.

academic	a dream	remarkable	success
----------	---------	------------	---------

1. Every parent wants their child to achieve success in school.
2. Climbing Mount Everest at 75 years old is truly a _____.
3. This school has very high _____. The children's test scores are very good.
4. When they bought their own house, my parents _____ that they had for many years.

A *couple* can mean two people who are in a relationship.

*Lucy and Phillip are getting married! They are such a nice **couple**!*

A *couple of* usually refers to two, or a small number of, things.

*I forgot a **couple of** things.*



- C.** Work in pairs. Ask and answer the questions. In your answer, use the phrase *a couple of* and one of the words in the box.

blocks dollars minutes months

1. A: Do you live far from your school?
B: No, my house is only a couple of blocks away.
2. A: How long have you been living here?
B: Not long. Just _____.
3. A: I don't have enough money for a coffee.
B: Do you want me to lend you _____?
4. A: Are you ready to go?
B: Yes. I'll be there in _____.

The word *data* means facts or information, and is usually used in research. It is a plural noun, but is often used in the singular.

The researchers interviewed many people and collected a lot of data.

The data is / are very interesting.



- D.** Work with a partner. Discuss the best way to get data on each of the following. Use the ideas in the box.

medical records observation school records surveys

1. how much money students spend each week *To get data on how much money students spend, you could use surveys.*
2. why people go to the doctor's office
3. students' performance on examinations
4. how teenagers spend their free time

The adjective *objective* means "not influenced by personal feelings or opinions." If you are objective, you consider only facts when making a decision.

Please try to give an objective report of what happened.

An *objective* is an aim, goal, or purpose.

My objective is to graduate next year.



- E.** Work with a partner. Talk about the objectives of each item below.

1. recycling paper *The objective of recycling paper is to save trees and have less trash.*
2. dieting
3. playing a game
4. studying English

About the Topic

Social networks are your family, your friends, and your acquaintances. Most people belong to several social networks such as their family and their friends from work or school friends. Sociologists have discovered that these networks have an important influence on our feelings and behavior. Even people we do not know can affect us more than we realize.

Before You Listen

Read these questions. Discuss your answers in a small group.

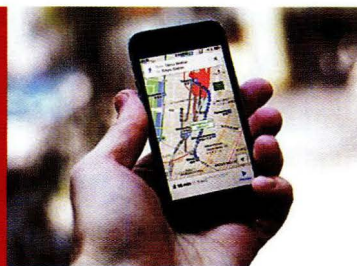
1. Do you think feelings are contagious? In other words, do your friends' or family's moods and emotions affect you?
2. Do you think your friends can change your behavior, for example, how much you exercise or what you eat?
3. Does your behavior affect your friends and family? If so, how?



Listen

irLanguage.com

Read the Listen for Main Ideas activity below.
Go online to listen to a sociology professor give
an informal lecture about social networks.



Listen for Main Ideas

Circle the best answer to complete each sentence.

1. The researchers found that feelings and behavior _____.
 - a. cannot be passed between people
 - b. can only be passed between people you know well
 - ☒ c. can be passed between people you don't know well
2. Our emotions are affected more by people who _____.
 - a. are nearby
 - b. live far away
 - c. are both nearby and far away
3. Information for this study came from _____.
 - a. a long-term study about people's health
 - b. people visiting doctors' offices
 - c. people's social networks on the Internet
4. According to the scientists who did the study, we should all try to be happy and healthy because _____.
 - a. we will live longer
 - b. we will not gain weight
 - c. we affect many other people