

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 / 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 / there are</i> • <i>it is / 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 / 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 vs these</i> • joining with <i>and / but / because / 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: /ɒ/ 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

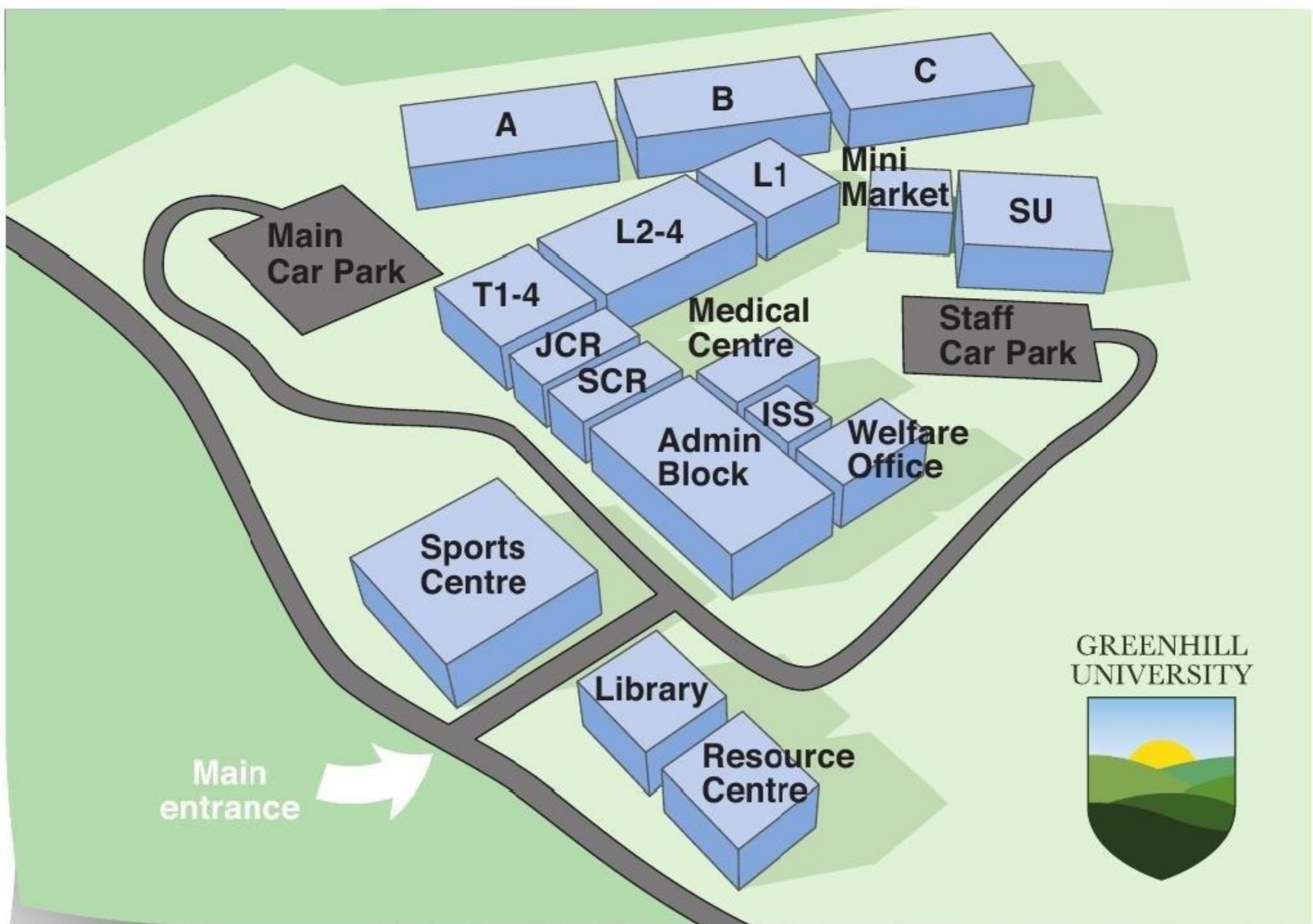
Bill Heel

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. 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 place with lots of diff. rest.
- 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__ | 9. __eo__le |
| 2. cam__us | 6. __ay | 10. __ersonal |
| 3. clu__ | 7. res__onsible | 11. __lace |
| 4. ex__lain | 8. __ursar | 12. __ro__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.	<u>be</u> gin			10.	g <u>i</u> ve		

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:

- the soft sound in *pen* – /p/. We write this sound with *p*.
- 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?



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.

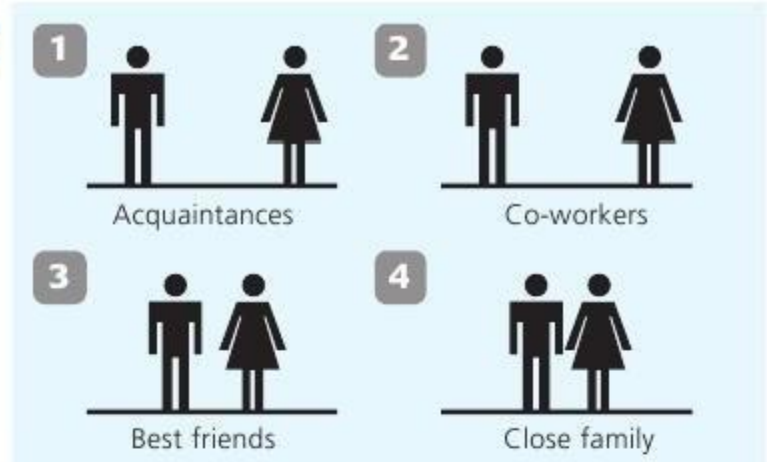
Table 1: *Some British customs*

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?

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



I agree. It's better.

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

B Practising new vocabulary

- 🎧 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.

- Practise the dialogues in pairs.
- 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 (/ /).

- What do the red symbols represent?
- 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)

1.7 Real-time speaking

Education in the UK

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.

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

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?

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.



Everyday English Asking about words and phrases


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

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

B Identifying a new skill (1)

- Read **Skills Check 1**. How is the talk in Lesson 1.7 organized?
- What can you remember about the talk in Lesson 1.7?
 - General facts?
 - Personal experiences?
- 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.

- Number the *G* sentences in a logical order.
- Number the *P* sentences in a logical order.

C Identifying a new skill (2)

- Read **Skills Check 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.

- 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.*
- 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.

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.

My country has three kinds of school.

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.

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.

I started school at four.

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

Listening: Concepts

2.1 Vocabulary for listening What groups do you belong to?



A Activating ideas

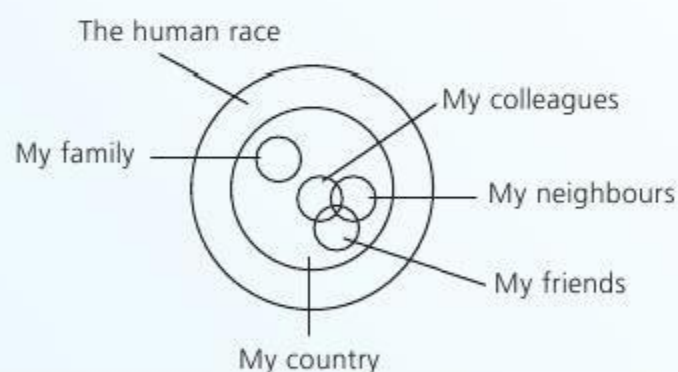
Look at the pictures above. What groups do they show?

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 _____.'

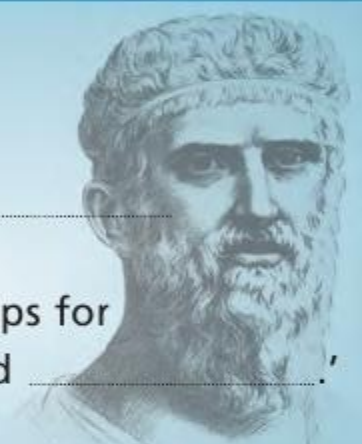


Plato

Key date: _____

'People live in groups for _____ and _____.'

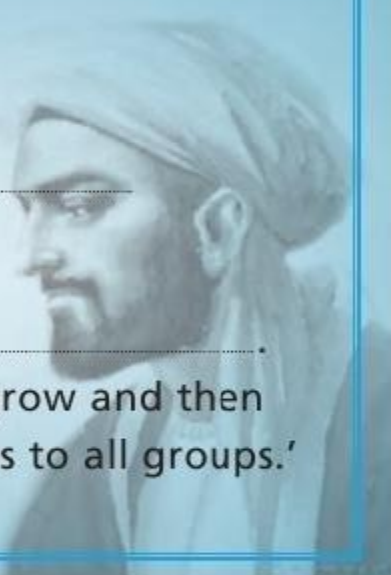
'Groups must have _____ of behaviour.'



Ibn Khaldun

Key date: _____

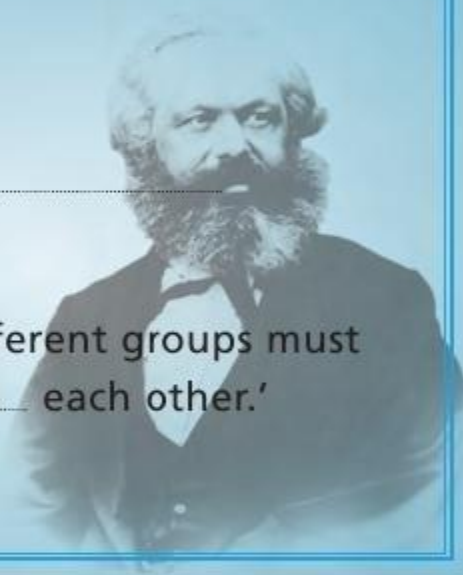
'Groups are like _____. They are born, they grow and then they die. This happens to all groups.'



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

1. Study the pairs of words on the right.
2. 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.

1. How do you say a in each underlined word?

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

2. Read the **Pronunciation Check**.
3. 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

<i>In</i>	<i>1984, ...</i>	dates
	<i>the 14th century, ...</i>	centuries
	<i>the 1960s, ...</i>	time periods
<i>In</i>	<i>those days, ...</i> <i>the past, ...</i>	expressions
	<i>At</i>	
	<i>Many years later, ...</i>	

Present

<i>At</i>	<i>the present time, ...</i>	expressions
	<i>Today, ...</i>	
	<i>Now(adays), ...</i>	
	<i>These days, ...</i>	

Pronunciation Check

Hearing vowels: /æ/ and /ɑ:/

The letter *a* has two common sounds:

1. the short sound in *have* – /æ/.
2. 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*

2.4 Grammar for listening Recognizing past-time sentences

5

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.

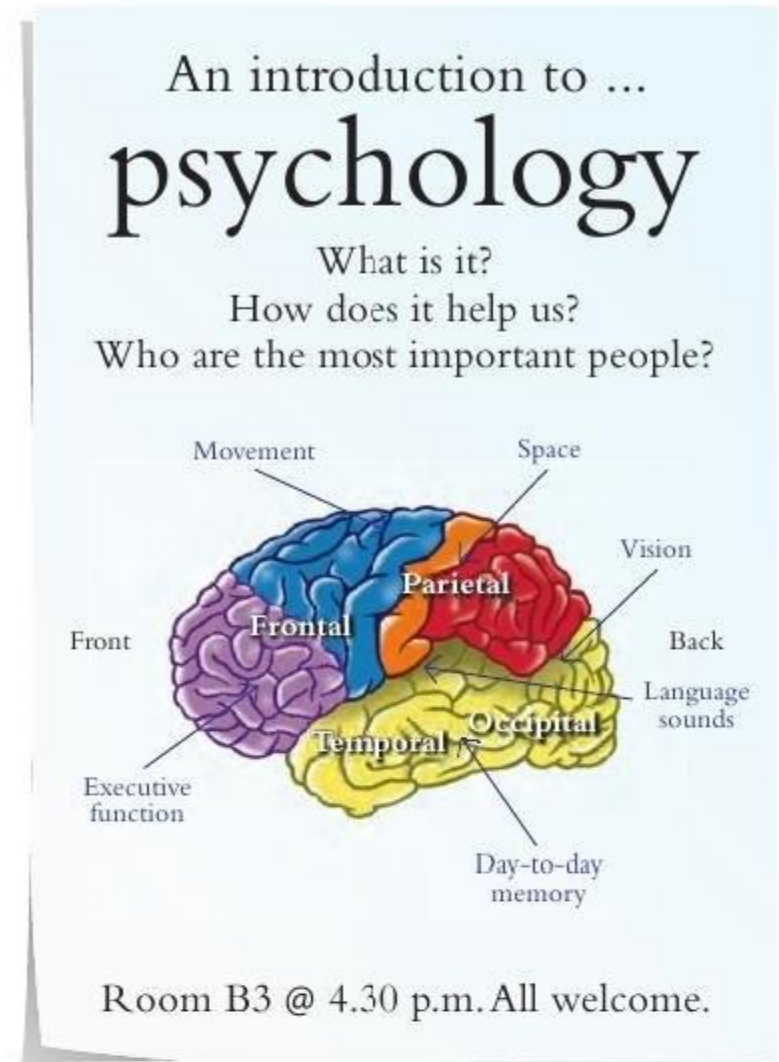
- | | | | |
|--------------|------------------|--------------|-------|
| 1. human | <u>behaviour</u> | 5. main | _____ |
| 2. modern | _____ | 6. famous | _____ |
| 3. important | _____ | 7. people in | _____ |
| 4. twentieth | _____ | 8. in the | _____ |

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 ...



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.

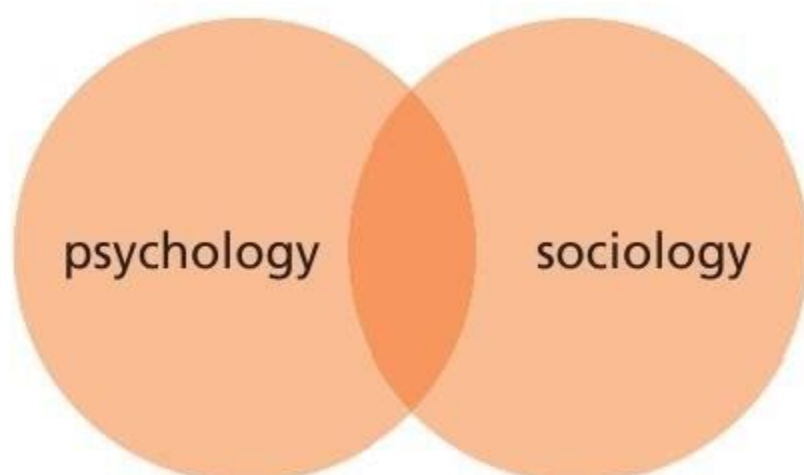
She **teaches** / **taught** psychology in the USA.

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?

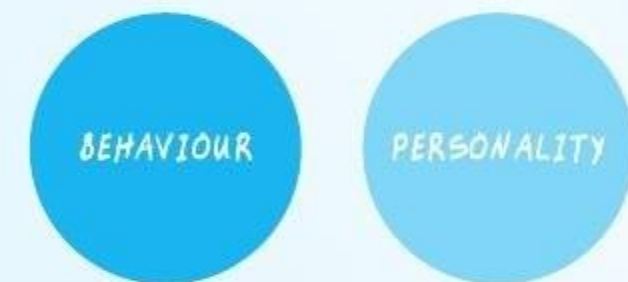


Social Studies

(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.

1. Look at the first line of each conversation on the right. How could each conversation continue?
2. 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.

<p>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.</p>	<p>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.</p>
<p>2 A: When does the library tour start? B: Ten o'clock, I think. A: How long does it last? B: An hour.</p>	<p>5 A: How much does this book cost? B: It's on the back. A: Oh, yes. Thank you. B: No problem.</p>
<p>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.</p>	<p>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.</p>

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 /ɑː/

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

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 / 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. ⑥

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 Psychologists can predict individual behaviour.
- sociologists / predict / group behaviour _____
- leave school / Britain / 16 _____
- babies / talk / three years old _____
- drive / Britain / 17 _____

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

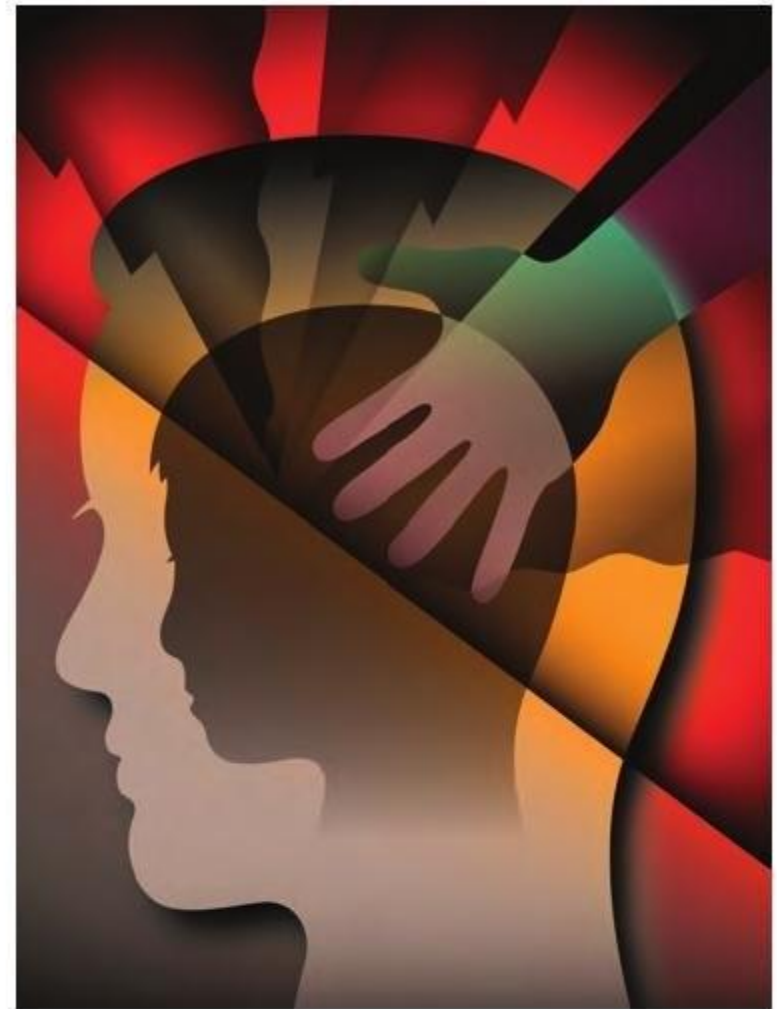
- Read the note on the right. What is the study group going to do?
- Work in four groups.
 - Group A: Read the text on page 83.
 - Group B: Read the text on page 84.
 - Group C: Read the text on page 80.
 - Group D: Read the text on page 87.
- Look at your information.
- Add your own ideas.

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
↑	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

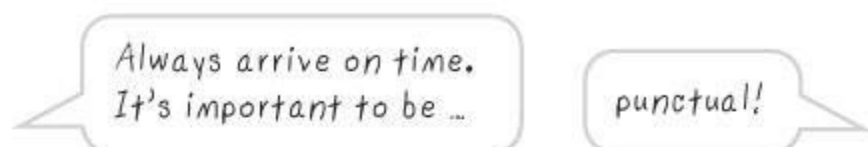


8

3.3 Learning new listening skills Recognizing sentence stress

A Reviewing key words

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



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/
	<i>good</i>	<i>manager</i>	<i>you</i>
change		✓	
begin			
get			
job			
university			
young			
wage			

- 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.	<i>reason</i>
	Why? Because (pause)		
		They mustn't get angry.	<i>new point</i>

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

- Cover the second and third columns below. How can you complete the phrases?
 - If you are ill and can't work, stay in bed, but phone. do your work at home.
 - The company doesn't want to lose money. waste money.
 - It's important to respect your managers and colleagues. colleagues and customers.
 - You're responsible for your office equipment. the quality of your work.
 - Organize your files in alphabetical order. chronological order.
 - Make sure your workspace is tidy and comfortable. organized.
- 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
advertising	advertize
advisor	
impression	
organization	
preparation	
recruitment	

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.*

The screenshot shows a web browser window with the URL <http://www.find-a-job.com>. The page title is "find-a-job.com The summer job finder for students". There are navigation links for "Find Jobs", "About Us", and "Contact". Below the navigation is a photo of two students looking at a book. The main content area asks: "Do you want a summer job? What kind of job would you like? Answer the questions, press **FIND** and Find-a-job.com will do the rest!". There is a dropdown menu for "I live in" set to "All". Below that, it asks "I would like a summer job:" with checkboxes for "in my own country", "abroad", "alone", "with other people", "inside", and "outside". The "inside" and "with other people" options are checked. A "FIND" button is visible. At the bottom, it says "A good job for you is: nursery school assistant, shop assistant".



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.

2. 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.*