

Level 2

PROGRESSIVE Skills

Listening & Speaking



Course Book & Workbook

Terry Phillips and Anna Phillips
with Nicholas Regan

Garnet
EDUCATION

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PROGRESSIVE Skills

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Listening

Knowledge area	Topic	Skills
1 Culture and civilization	Coming of age	<ul style="list-style-type: none"> understanding signpost language: following a sequence of events including <i>before / after doing</i>
2 Technology	Who? What? When?	<ul style="list-style-type: none"> understanding signpost language: recognizing the organization of a lecture
3 Arts and media	Arts and media	<ul style="list-style-type: none"> predicting content from linking words
4 Sports and leisure	Classifying sports	<ul style="list-style-type: none"> note-taking: classification
5 Nutrition and health	A balanced diet	<ul style="list-style-type: none"> revision

Grammar

Phonology

1	<ul style="list-style-type: none"> present simple: <i>he / she / it / they</i> <i>after / before doing</i> 	<ul style="list-style-type: none"> vowels – long: /u:/
2	<ul style="list-style-type: none"> grammar of dates <i>in ... vs ... ago</i> 	<ul style="list-style-type: none"> consonants: /tʃ/, /ʃ/ (<i>tion</i>)
3	<ul style="list-style-type: none"> grammar of lexical cohesion: verbs into nouns 	<ul style="list-style-type: none"> diphthongs: /eɪ/, /aɪ/
4	<ul style="list-style-type: none"> verb valency: prepositions after the verb 	<ul style="list-style-type: none"> diphthongs: /əʊ/, /aʊ/
5	<ul style="list-style-type: none"> revision 	<ul style="list-style-type: none"> revision

Speaking

Knowledge area	Topic	Skills
1 Culture and civilization	Festivals	<ul style="list-style-type: none"> • showing understanding: echo + comment • showing understanding: echo + question • showing lack of understanding: echo
2 Technology	Transport inventions	<ul style="list-style-type: none"> • talking about research
3 Arts and media	Advertising	<ul style="list-style-type: none"> • taking part in a tutorial
4 Sports and leisure	Sports in education	<ul style="list-style-type: none"> • giving a talk with slides
5 Nutrition and health	Portions	<ul style="list-style-type: none"> • revision

Grammar	Phonology	Everyday English
1 <ul style="list-style-type: none"> • present simple open questions • present simple negatives 	<ul style="list-style-type: none"> • vowels – short vs long: /ʌ/ vs /uː/ • consonants: /t/ vs /d/ • intonation: interest; surprise 	<ul style="list-style-type: none"> • the right things to say
2 <ul style="list-style-type: none"> • checking questions 	<ul style="list-style-type: none"> • consonants: /tʃ/, /ʃ/ (tion / tu) 	<ul style="list-style-type: none"> • using technology
3 <ul style="list-style-type: none"> • introductory phrases • asking for an opinion 	<ul style="list-style-type: none"> • diphthongs: /eɪ/, /aɪ/ 	<ul style="list-style-type: none"> • talking about the media
4 <ul style="list-style-type: none"> • modals: <i>must</i> / <i>should</i> 	<ul style="list-style-type: none"> • diphthongs: /əʊ/, /aʊ/ 	<ul style="list-style-type: none"> • talking about games
5 <ul style="list-style-type: none"> • revision 	<ul style="list-style-type: none"> • revision 	<ul style="list-style-type: none"> • revision



Introduction



This is Level 2 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, the **Everyday English** lessons present and practise survival English for everyday life.





Theme 1

Culture and civilization

- Coming of age
- Festivals

Listening: Coming of age

1.1 Vocabulary for listening **Coming of age**



A Activating knowledge

Discuss these questions.

In your culture, when do you ...

1. give presents?
2. send cards?
3. have parties?
4. say *Congratulations*?

B Understanding vocabulary in context

1. Study the list of words on the right. Find a synonym for each of the words and phrases below. 1.1 Listen to a talk about births, marriages and deaths, and check your ideas.

- | | |
|------------------------|-----------------|
| a. at the present time | <u>nowadays</u> |
| b. old | _____ |
| c. actions | _____ |
| d. beginning | _____ |
| e. party | _____ |
| f. method | _____ |
| g. disappear | _____ |
| h. age group | _____ |
| i. give | _____ |
| j. group | _____ |
| k. time | _____ |

2. Complete these sentences with information from the talk.

- a. Anthropologists study ...
- b. We have celebrations for ...
- c. We have rituals, for example, when ...
- d. Rituals often include ...
- e. A special day of celebration is called ...
- f. Nowadays, some traditions ...

C Developing critical thinking

Discuss in groups.

1. What festivals do you have in your country?
2. What does each festival celebrate or remember?
3. What rituals are involved in each festival?
4. Which festivals or rituals (if any) are dying out?

adult (n)
 ancestor (n)
 anthropologist (n)
 attend (v)
 birth (n)
 celebrate (v)
 celebration (n)
 ceremony (n)
 childhood (n)
 congratulations (n)
 death (n)
 die out (v)
 event (n)
 festival (n)
 generation (n)
 God (n)
 (the) gods (n)
 guest (n)
 influence (n)
 light (v)
 marriage (n)
 nowadays (adv)
 occasion (n)
 official (adj and n)
 origin (n)
 party (n)
 pass down (v)
 present (n)
 primitive (adj)
 procedure (n)
 religious (adj)
 ritual (n)
 set (n)
 special (adj)
 take place (v)
 tourist (n)
 traditional (adj)
 vote (n and v)

1.2 Real-time listening *Seijin no hi*

A Reviewing vocabulary

Study the photographs on the opposite page.

1. Where is each ceremony taking place?
2. What rituals are involved?

B Activating ideas

Juri Taku is an anthropology student. She is going to talk to her study group about a festival in Japan. Make a list of questions you expect to hear the answers to.

What is the festival called?

C Predicting the next word

1. **1.2** Listen to the talk once. Juri pauses a few times during her talk. Guess the next word on each occasion.
2. **1.3** Listen again and check your ideas.
3. Which questions in Exercise B does Juri answer?

D Making notes

Make notes about Juri's talk in the table on the right.

E Understanding spoken definitions

How does Juri define these words?

1. *Seijin no hi*
2. *seijin shiki*
3. town hall
4. kimono

F Identifying words from the stressed syllable

1. Mark the stressed syllable on these words from the talk.
 - a. gov ern ment
 - b. cel e brat ed
 - c. cer e mo ny
 - d. 'fes ti val
 - e. of fi cial
 - f. at tend
 - g. ad ult
 - h. tra di tion al
 - i. pre sent (n)
 - j. spe cial
2. **1.4** Listen to some sentences. Number the words above in order.

1. I'm going to talk to you today about a **festival**.



Where is the festival?	Japan
What is it called?	
Who is it for?	
When is it?	
Why is the occasion important?	
What happens on the day?	
Do the people wear special clothes?	
What happens after the ceremony?	



1.3 Learning new listening skills Following a sequence of events

A Reviewing key words

1. Study the pairs of words on the right.
2. 1.5 Listen. Tick the word you hear in each case.

B Identifying a new skill

1. Write one word in each space.
 - a. I'm going to talk _____ you today
_____ a festival in Japan.
 - b. _____, a government official makes a speech.
 - c. _____, he gives small presents to the new adults.
 - d. _____ going to the ceremony, the girls put on traditional dresses.
 - e. _____ attending the ceremony, the new adults go to special parties.
 - f. _____, the young people go home.
2. Read the Skills Check. Check your answers.

C Recognizing a sequence of events

You are going to hear about two more coming-of-age ceremonies. 1.6 Listen and number the events in order.

Sweet Sixteen in the USA

	changes shoes
	dances with father
	lights candles
	sits in a chair
	watches a video

Goyuje in Korea

	bows to the guest
	changes clothes three times
	drinks from a special cup
	is given a new name
	listens to advice
	receives good wishes
	visits the grave of an ancestor

D Identifying vowel sounds

Work in pairs.

1. What do all the words below have in common?
new few true blue suit you do who too shoe used move
2. Read the Pronunciation Check. Check your answers.
3. How do you pronounce all the other words in the Pronunciation Check?

- | | |
|---|--|
| 1. <input type="checkbox"/> festival | <input checked="" type="checkbox"/> first of all |
| 2. <input type="checkbox"/> sell | <input type="checkbox"/> celebrate |
| 3. <input type="checkbox"/> ceremony | <input type="checkbox"/> money |
| 4. <input type="checkbox"/> sent | <input type="checkbox"/> present |
| 5. <input type="checkbox"/> ritual | <input type="checkbox"/> written |
| 6. <input type="checkbox"/> part | <input type="checkbox"/> party |
| 7. <input type="checkbox"/> traditional | <input type="checkbox"/> dish |
| 8. <input type="checkbox"/> event | <input type="checkbox"/> evening |
| 9. <input type="checkbox"/> pass | <input type="checkbox"/> past |
| 10. <input type="checkbox"/> official | <input type="checkbox"/> officer |

Skills Check

Follow the signposts!

Speakers often help listeners with signpost words. The words help listeners to understand the organization of their talk.

Introducing the topic *I'm going to talk to you today about ...*

Talking about a sequence of events *First(ly) / Second(ly) / Third(ly) ...
Then / Next / Later ...
After (that / the speech), ...
Finally ...*

Pronunciation Check

Hearing vowels: /u:/

The vowel sound in *new* is written in many ways. But each way can make other sounds.

<i>ew</i>	<i>new, few</i>	<i>sew</i>
<i>ue</i>	<i>true, blue</i>	<i>colleague</i>
<i>u</i>	<i>used</i>	<i>cut, put</i>
<i>ui</i>	<i>suit</i>	<i>build</i>
<i>ou</i>	<i>you</i>	<i>about</i>
<i>o</i>	<i>do, who</i>	<i>go</i>
<i>oo</i>	<i>too</i>	<i>book</i>
<i>oe</i>	<i>shoe</i>	<i>does</i>
<i>o-e</i>	<i>move</i>	<i>love</i>

Always check the pronunciation of a new word with these letters.

1.4 Grammar for listening

Identifying singular and plural; *after* or *before* + gerund

The verb *be*

subject	verb	complement
The event	is	traditional.
The ceremony	is	very old.
The events	are	traditional.
The festivals	are	very old.

Other verbs

subject	verb	object
The girl	lights	16 candles.
The girl	wears	a special dress.
The adults	go	home.
The girls	put on	traditional dresses.

When you listen, it is quite difficult to decide if a **noun subject** is singular or plural.

Listen for other clues in the sentence or paragraph.

However, it is quite easy to decide if a **pronoun subject** is singular or plural.

Listen for the pronouns.

subject	verb
He / She / It	goes
They	go

A Identifying singular and plural

1.7 Listen. Is each subject singular or plural?

The house is very interesting.

Singular.

We can join two sentences in a sequence with *after* and *before*.

Sometimes the next word is a **gerund** = infinitive + *ing*.

first event	second event
The girl lights 16 candles.	Then she sits on a chair.
After lighting 16 candles, [pause] the girl sits on a chair.	
The girls put on special dresses.	Then they go to the town hall.
Before going to the town hall, [pause] the girls put on special dresses.	

Note:

- There is **no subject** in front of the first verb, e.g., *lighting*, *going*.
- The **subject** of both verbs comes after a small pause.

B Identifying the subject

1.8 Listen. Number the subjects in order. There are extra subjects you do not need.

1. After getting money from the bank, **the man** goes to the supermarket.

	the boy
	the boys
	the candidate
	the candidates

	the children
	the interviewer
	the light
	the lights

1	the man
	the manager
	the men
	the woman

	the official
	the officials
	the student
	the students

1.5 Applying new listening skills Quinceañera

A Reviewing vocabulary

Match each verb with words from the right column to make phrases about special events.

- | | | |
|--------------|-------------------------------------|----------------------|
| 1. give | <input type="checkbox"/> | a party |
| 2. make | <input checked="" type="checkbox"/> | presents |
| 3. wear | <input type="checkbox"/> | special events |
| 4. go to | <input type="checkbox"/> | special food |
| 5. eat | <input type="checkbox"/> | speeches |
| 6. spend | <input type="checkbox"/> | special music |
| 7. have | <input type="checkbox"/> | traditional clothes |
| 8. listen to | <input type="checkbox"/> | time with the family |

B Following a talk

Adriana Hernandez is going to talk about a special event in her country.

1.9 Listen to her talk. Make notes of the important points.

• where?

• when?

• who?

• why?

• what?



C Checking understanding

Ask and answer questions about the Quinceañera in pairs.

Where does it take place?

In Mexico.

D Transferring a new skill

Is there a special birthday for people in your country?
Who is it for? What happens on that day?

Speaking: Festivals

1.6 Vocabulary for speaking Birthdays



A Reviewing vocabulary

1. Look at each word in the box on the right. Is it a verb, an adjective or a noun? Mark the correct part of speech.
2. 1.10 Listen and repeat each word.
3. Make a sentence with each word.

ritual traditional symbol
modern event origin adult
official celebrate death
marriage light wear

B Understanding new vocabulary in context

1. Look at the photograph and discuss the questions.
 - a. What are the people in the photograph celebrating?
 - b. What traditional items can you see?
 - c. What's going to happen next?
2. Find at least five words from the list on the right in the photograph. Practise saying each word.

C Practising new vocabulary

1. 1.11 Listen to four short talks about birthday traditions: *presents*, *parties*, *candles* and *cards*. Make one or two notes about each topic.
2. 1.12 Listen to some words from the talk. How many syllables are there in each?
culture – 2
3. Work in groups of four. Choose one of the topics. Give the information to the rest of the group.

D Developing critical thinking

Discuss these questions in groups.

1. How important are birthdays in your culture?
2. What special songs do you sing at festivals or celebrations?
3. What special food do people cook for important events?
4. When do people send cards?

actually (*adv*)
birth (*n*)
birthday (*n*)
bonfire (*n*)
candle (*n*)
card (*n*)
colourful (*adj*)
conditions (*n*)
congratulations (*n*)
culture (*n*)
dancing (*n*)
dress (*n* and *v*)
during (*adv*)
each (*adv* and *pron*)
evil (*adj*)
fire (*n*)
guide (*n*)
huge (*adj*)
last (*v*)
local (*adj*)
luck (*n*)
lucky (*adj*)
meal (*n*)
nearly (*adv*)
original (*adj*)
originally (*adv*)
powder (*n*)
procession (*n*)
race (*n* and *v*)
reflect (*v*)
relative (*n*)
represent (*v*)
ring (*n*)
song (*n*)
spirit (*n*)
statue (*n*)
sunrise (*n*)
surprise (*n*)
symbol (*n*)
through (*prep*)
wreath (*n*)

.....
.....
.....
.....

1.7 Real-time speaking Local festivals

A Activating ideas

Tell your partner about five special days in the year in your country.

Mother's Day is special. July 9th is special because it's National Day.

B Studying a model

You are going to hear two students talking about a local festival.



1. Read the conversation. What are Speaker A's questions?

2. 1.13 Listen to the conversation. Complete A's questions.

A: Are there any traditional festivals in your country?

B: Yes, we have one in the summer. It's called *Noc Swietojanska* in Polish. I like it a lot.

A: _____?

B: Yes. It means 'night'. Saint John's Night. We celebrate the longest day of the year, and the shortest night. It's on 23rd June.

A: _____?

B: Well, people dress in colourful traditional clothes. There is music, dancing and fireworks. The young women make wreaths of flowers with candles on them.

A: _____?

B: If a woman is single, she makes a wreath – a ring of flowers. Then she puts the flowers on a lake or river. When a young man finds it, he falls in love with the girl – that's the tradition.

A: _____?

B: No, they don't. In some places, they make a fire and jump over it.

A: _____?

B: Because it shows that they are strong and brave.

A: _____?

B: We make the food during the day, too. The men prepare the music and the lights outside.

A: _____?

B: It starts at about eight o'clock. We dance and talk and eat. The party continues through the night – it doesn't stop until sunrise.

A: _____?

B: Yes, they do. But they're very tired!

C Practising a model

1. 1.14 Listen to the conversation again. What do you notice about the intonation of the questions?

2. Role-play the conversation in pairs.

3. Talk with your partner about a festival in your region or country.

D Developing critical thinking

Why are traditional festivals important for people?

Everyday English The right thing to say



A Activating ideas

Look at the photographs.

1. How does each person look?
2. Why does each person look this way?

B Studying models

1. 1.15 Listen and match each phrase with one of the conversations.
2. Practise each conversation.

Are you tired?	Has something happened?	Hi, there! Happy birthday!
I passed my test!	What's wrong?	You look a bit stressed.

<p>1 A: _____ B: Oh, I didn't get the job. A: Bad luck. I'm sorry. B: Thanks.</p>	<p>4 A: _____ B: Yes, I am. We've just had a new baby. A: Congratulations! Is it a girl or boy? B: A boy.</p>
<p>2 A: _____ B: Oh, thanks! A: And here's a card. B: That's really nice of you. Thank you!</p>	<p>5 A: _____ B: Yes. I've got an important exam tomorrow. A: Well, good luck. I'm sure you'll be fine. B: Thanks. I hope so.</p>
<p>3 A: What's the matter? _____ B: Yes. My grandmother has died. A: Oh, I'm so sorry. B: Thanks. We were really close.</p>	<p>6 A: _____ B: Sorry? Which test? A: My driving test. B: Well done! That's great!</p>

C Practising a model

Work in pairs. Role-play conversations for these situations.

One of you:

- got 78 per cent for the last assignment.
- is 21 today.
- has decided to get married.
- has an interview tomorrow.
- was not chosen for the sports team.
- has had a death in the family.
- stayed up late last night to revise.

1.8 Learning new speaking skills Echoing and commenting

A Saying consonants

- Read **Pronunciation Check 1**. Which sound is voiced and which is unvoiced?
- Circle one word in each pair below. Say the word that you circled. Tick the words you hear.

a. try	dry	e. site	side
b. three	tree	f. both	boat
c. write	ride	g. den	then
d. tie	die	h. cart	card

B Saying vowels

- Read **Pronunciation Check 2**. Which spellings have the sound /u:/?
- Mark these words /ʌ/ or /u:/ according to the (underlined> sound.

a. club	<u>ʌ</u>	f. <u>u</u> seful	_____
b. cool	_____	g. rude	_____
c. come	_____	h. run	_____
d. two	_____	i. <u>o</u> lour	_____
e. few	_____	j. cut	_____
- 1.16** Listen and check. Say the words.

C Identifying a new skill

- Read the **Skills Check**. How can you show interest?
- 1.17** Listen. Tick the reply you hear.
 - My cousin got married last week.
 - Your cousin? Did you go?
 - Married? But he's very young!
 - I got a present today.
 - That is not interesting for me.
 - A present? That's nice.
 - I'm taking my exam tomorrow.
 - Tomorrow? Are you going to pass?
 - Tomorrow? Yesterday was better.
- Which replies above are good?

D Practising a new skill

- 1.18** Listen to some sentences about traditional events.
- Work in pairs. Say some of the sentences. Give a reply to show you understand.

We eat delicious cakes at New Year.

Cakes? What kind?

At New Year? That's interesting.

Pronunciation Check 1

Saying consonants: /t/ and /d/

The sound /d/ is always voiced. It is always spelt *d* or *dd*.

Examples: *do, tradition, find, address*

The sound /t/ is always unvoiced. It is always spelt *t* or *tt*.

Examples: *town, meeting, separate, better*

Both sounds are made by touching the top of the tongue against the roof of the mouth.

Do not confuse /t/ and /d/ with /θ/ and /ð/.

Examples: *tin* for *thin*; *dis* for *this*

Pronunciation Check 2

Saying vowels: /ʌ/ and /u:/'

The sound /ʌ/ is short. When the letter *u* is stressed, it often makes the sound /ʌ/.

Examples: *luck, sun, just, but*

The sound /u:/ is long. The letters *ew*, *oo* and *ue* often make the sound /u:/.

Examples: *new, flew, blue, true, food, too*

Other common words with the sound /u:/ are: *you, who, do*.

Skills Check

Showing understanding

When a person gives us some new information, we must show that we understand. We can do this by echoing important words. We often add a question or a comment.

Examples:

A: *Originally it was in September, not July.*



B: *In September? Did they change it recently?*

OR

B: *In September? Why did they change it?*

A: *The children sing a special song.*



B: *The children? That's nice.*

Use your voice and your face to show the speaker you are interested or surprised.

1.9 Grammar for speaking Open questions and negatives

To make a question with the verb *be*, we use the verb followed by the subject.
For other verbs, we make a question with an **auxiliary** in front of the subject.

③

question	verb	subject	extra information	
What	is	the best part	of the day	?
Who	are	they		?

question	auxiliary	subject	verb	extra information	
Where	do	they	learn	the dance	?
When	does	it	start		?

A Asking questions

1. Complete the questions about your partner's country with the correct word from the box below.

Who ~~What~~ Why Where When Which How many

- What is the origin of the name of your country?
- do most people live – in the countryside or in the city?
- do you eat the biggest meal – at midday or in the evening?
- is the leader of your country?
- days in the year are holidays?
- days a week do children go to school?
- do people enjoy festivals?

2. Ask and answer the questions above in pairs.

To make a negative with the verb *be*, we add *not* after the verb.
For other verbs, we put an **auxiliary** after the subject and add *not*.

④

S	be		C	S	aux		V	extra information
You	are		happy.	You	do		need	money to get in.
She	is	not	here.	She	does	not	make	special foods.
It			difficult.	It			happen	every year.
We	are		ready.	We	do		celebrate	birthdays very much.
They			in the room.	They			send	cards.

B Producing negatives

Make negative sentences in the present simple. Use some of the words below.

sports	understand	easy
children	like	difficult
cars	drive	tall
vegetables	play	married
assignment	have	here
friend	be	ready
sister	eat	strong

My friend doesn't play sports.

My sister isn't married.

1.10 Applying new speaking skills Holi and San Fermin

A Reviewing sounds

1. Which (underlined) vowel sound is different in each line?

- | | | |
|---------|------------------|----------------|
| a. done | some | <u>h</u> uge |
| b. but | good | bu <u>l</u> |
| c. food | cu <u>l</u> ture | sho <u>e</u> |
| d. luck | co <u>v</u> er | loo <u>k</u> |
| e. hut | statu <u>e</u> | mus <u>i</u> c |
| f. new | co <u>l</u> our | coo <u>l</u> |
| g. just | ju <u>i</u> ce | yo <u>u</u> ng |
| h. move | w <u>o</u> uld | woo <u>d</u> |

2. Use some of the words above to talk about the pictures.

The people are covering the girl's face with colours.

B Activating ideas

Your partner is going to talk about a festival. Make eight questions to ask him/her, using these words.

- name?
- place?
- origin?
- clothes?
- who for?
- important?
- events on the day?

What's it called?

C Researching information

Work in two groups. Group A: Read the text on page 80, Group B: Read the text on page 82. Make notes to answer the questions in Exercise B.

D Using a key skill

1. In your group, prepare to talk about your festival. Check that you can answer all of the questions.
2. Make pairs – a student from Group A with a student from Group B. Talk about the festivals.

There's a bonfire.

A bonfire? Why do they have that?

The people carry a huge statue.

Sorry? I don't understand.

E Developing critical thinking

Make Groups A and B again. Compare what you heard. Are there any differences in the versions? Which is probably the correct version?





Theme 2

Technology

- Who? What? When?
- Transport inventions

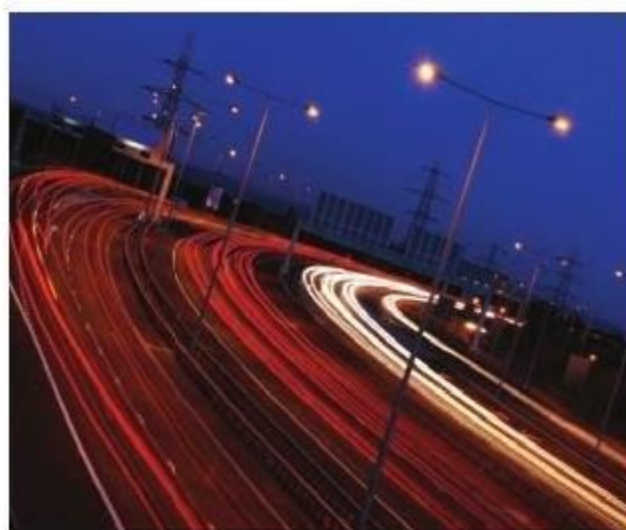
Listening: Who? What? When?

2.1 Vocabulary for listening Power sources for travel

A Revising vocabulary

How can you travel from one place to another? Complete this list of ways.

1. You can ride a *bicycle*.
2. You can sail a ...
3. You can drive a ...
4. You can fly a ...
5. You can go by ...
6. You can get on a ... or get in a ...



B Understanding vocabulary in context

1. Complete the table.
2. 2.1 Listen and check your ideas.

Table 1: Power sources for travel

power source	walking	boat/ship	bicycle	horse	car	train	plane	spacecraft
human	✓							
animal								
wind								
steam								
electricity								
petrol								
rocket								
jet								

C Developing critical thinking

Discuss these questions.

1. Why are there very few jet cars?
2. Why are very few cars powered by electricity?
3. Why are there no planes which use human power?
4. What will be the next power source for travel?



ago (*adv*)
 aircraft (*n*)
 astronaut (*n*)
 electricity (*n*)
 engine (*n*)
 field (*n*) [= area]
 helicopter (*n*)
 human (*n* and *adj*)
 in my opinion
 in the air
 invent (*v*)
 invention (*n*)
 inventor (*n*)
 jet (*n*)
 jumbo jet (*n*)
 later (*adv*)
 main (*adj*)
 method (*n*)
 motorcycle (*n*)
 on land
 on sea
 other (*adj* and *pron*)
 petrol (*n*)
 power (*n* and *v*)
 power source
 propeller (*n*)
 ride (*v*)
 rocket (*n*)
 sail (*n* and *v*)
 shuttle (*n*)
 source (*n*)
 space (*n*) [= universe]
 spacecraft (*n*)
 steam (*n*)
 track (*n*)
 transport (*n*)
 transportation (*n*)
 travel (*n* and *v*)
 wheel (*n*)

2.2 Real-time listening Transport inventions (1)

A Activating ideas

Look at the forms of transport on the opposite page.

1. Number the inventions in order – the earliest = 1.
2. Discuss in groups. Which of these inventions is the greatest in the history of transport?

B Understanding the organization of a lecture

You are going to watch a lecture on the history of transport. 🎧 2.2 [DVD] 7.A Watch the first part of the lecture. What is the lecturer going to talk about?

C Making notes

1. 🎧 2.3 [DVD] 7.B Watch the second part of the lecture. Copy names and dates from the box on the right under the correct picture.
2. Which methods of transport are not mentioned in the lecture?

D Understanding an opinion

🎧 2.4 [DVD] 7.C Watch the final part of the lecture. Which invention does the lecturer think is the most important invention? Why does she have this opinion?

E Hearing short vowel sounds

Look at the words on the right. They are all from the lecture. They all have short vowel sounds.

1. Write each word in the correct column, according to the (underlined> vowel.
2. 🎧 2.5 Listen and check your answers.

F Hearing long vowel sounds

Look at the words below. They are all from the lecture. They all have long vowel sounds.

1. Write each word in the correct column, according to the (underlined) vowel.
2. 🎧 2.6 Listen and check your answers.

after called concerned course ~~each~~ far
flew last more move people source
steam transport use world

sea	car	first	horse	new
/i:/	/ɑ:/	/ɜ:/	/ɔ:/	/u:/
each				

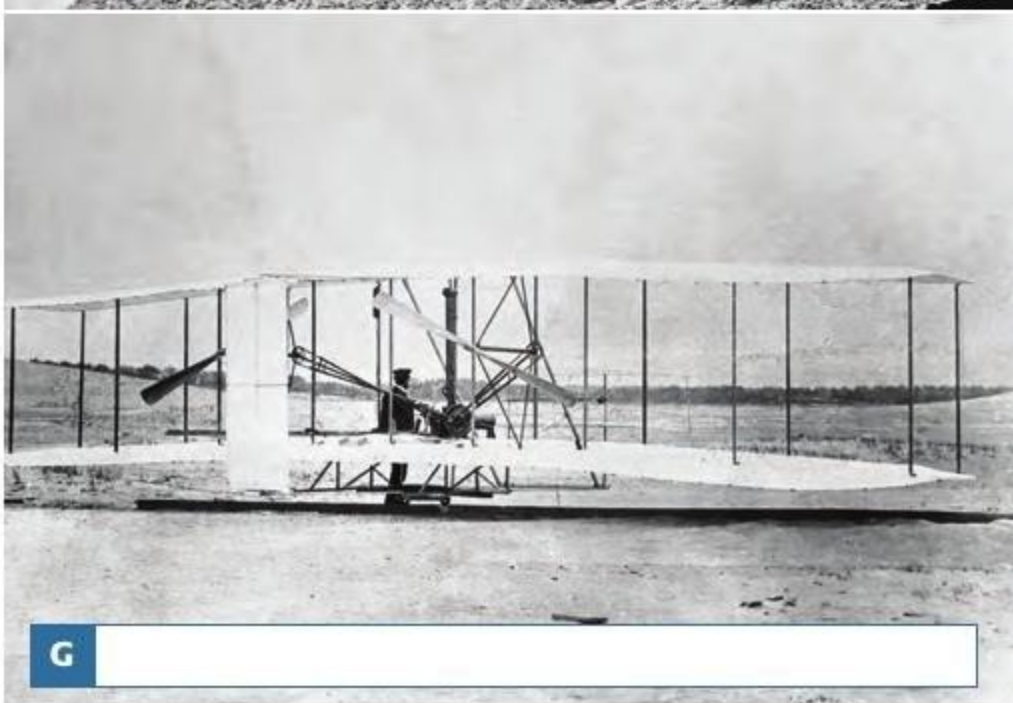


1903	Macmillan
Benz	1888
1839	Pener
Stephenson	1775
1830	Indonesian natives
Wright brothers	40,000 years ago

because engine ~~history~~ jet petrol rocket
that track transport was went what
when which wind

ship	land	tell	on
/ɪ/	/æ/	/e/	/ɒ/
history			





2.3 Learning new listening skills Recognizing change of topic

A Reviewing vocabulary

2.7 Listen to some sentences. Tick the best way to complete each sentence.

- | | |
|---|------------------------------------|
| 1. <input checked="" type="checkbox"/> inventions | <input type="checkbox"/> inventing |
| 2. <input type="checkbox"/> travelling | <input type="checkbox"/> transport |
| 3. <input type="checkbox"/> land | <input type="checkbox"/> ground |
| 4. <input type="checkbox"/> invented | <input type="checkbox"/> invent |
| 5. <input type="checkbox"/> air | <input type="checkbox"/> wind |
| 6. <input type="checkbox"/> track | <input type="checkbox"/> road |
| 7. <input type="checkbox"/> sky | <input type="checkbox"/> air |
| 8. <input type="checkbox"/> opinion | <input type="checkbox"/> mind |
| 9. <input type="checkbox"/> world | <input type="checkbox"/> place |
| 10. <input type="checkbox"/> civilizations | <input type="checkbox"/> cultures |

B Identifying a new skill (1)

- 2.8 Listen to the first part of the lecture in Lesson 2.2. What is the lecturer doing in this part?
- Read Skills Check 1 and check.
- 2.9 Listen to the introductions to some more lectures. Organize your notes.

Festivals

- origins
- most important
- best tourist attractions

C Identifying a new skill (2)

- 2.10 Read Skills Check 2 and listen to the extracts. What is the lecturer doing in each extract?
- 2.11 Listen to some extracts from the lectures in Exercise B. How does the lecturer signal the change of topic in each case? Number the phrases.
 - OK, now let's look at ... _____
 - Right, that's ... _____
 - So we have heard about ... _____
 - So we have seen ... _____
 - So, first ... _____
- Read Skills Check 3. What are the missing letters – *sh* or *ch*? 2.12 Listen and check your ideas.

a. fre_____	f. mu_____
b. ea_____	g. resear_____
c. relation_____ip	h. _____ange
d. mat_____	i. whi_____
e. _____uttle	j. _____eck



Skills Check 1

Recognizing the organization of a lecture

The introduction to a lecture often gives you the order of sub-topics. Use the introduction to pre-organize your notes.

First, I'm going to talk about ... = 1

After that, I'll tell you ... = 2

Finally, I'm going to say ... = 3

Skills Check 2

Recognizing change of sub-topic

Lecturers often indicate change of sub-topic very clearly.

So, first, what are the main methods of transport ...

So, there are several methods of transport. But when ...?

So, we have heard about the main inventions in the field of transport. But which invention ...?

In my opinion, ...

Skills Check 3

Hearing blends: *ch*, *sh*

The letters *ch* make the sound /tʃ/.

The letter *sh* make the sound /ʃ/.

change, match, which, each

ship, fresh, short, English

The final letters *-tion* often have the sound *ʃən*. The stress is always on the vowel before *-tion*.

in-'ven-tion, ce-le-'bra-tion,

con-gra-tu-'la-tions

The final letters *-ture* often have the sound /tʃ ə/.

lecture, picture

2.4 Grammar for listening Years and dates

Dates

5

in writing	in speech		
1 January	on the 'first of 'January	on 'January the 'first	on 'January 'first
April 10	on the 'tenth of 'April	on 'April the 'tenth	on 'April 'tenth
March 3	on the 'third of 'March	on 'March the 'third	on 'March 'third
11/9 or 9/11	on the e'leventh of Sep'tember	on Sep'tember the e'leventh	on 'nine e'leven

Years

in writing	in speech		
2000	in two 'thousand		
1815	in 'eighteen fif'teen		
1850	in 'eighteen 'fifty		
1901	in 'nineteen 'hundred and 'one	in 'nineteen oh 'one	in 'nineteen 'hundred 'one
1910	in 'nineteen 'ten		
1926	in 'nineteen twenty-'six		
2001	in two 'thousand and 'one	in 'twenty oh 'one	in two 'thousand 'one
2010	in two 'thousand and 'ten	in 'twenty 'ten	in two 'thousand 'ten
2020	in two 'thousand and 'twenty	in 'twenty 'twenty	in two 'thousand 'twenty

Time periods

In 1964, she arrived in the USA. Nine years **later** ... = in 1973

In 1964, he got married. Nine years **earlier** ... = in 1955

It's 2011 now. Ten years **ago** ... = in 2001

A Understanding years and dates

1. 2.13 Listen and write the year.

1. 1762
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2. 2.14 Listen and write the date.

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

3. 2.15 Listen and complete Table 1 below.

The first carts with wheels appeared around 3500 BCE.

Table 1: A transportation timeline

	The first wheeled carts
	The first horses for transportation
	The first horse-drawn bus
	The first steam-powered car
	The first hot-air balloon
	The first petrol-engine car
	The first motorcycle
	The first powered flight
	The first flight faster than sound
	The first man on the Moon



2.5 Applying new listening skills Transport inventions (2)

A Activating ideas


1. Can you name any of the flying inventions on the right?
2. In what order were they invented?

B Preparing to listen

1. How do you say these dates?
 - 1900
 - 1905
 - 1910
 - 1914
 - 1936
2. How do you say these names?
 - Whittle
 - Boeing
 - Wright
 - Sikorsky
 - Goddard

C Listening and note-taking

You are going to watch another lecture about transport inventions.

 2.16 **DVD** 7.D While you watch the lecture, remember to:

- write the main topic at the top of your notes.
- make a note of the sub-topics.
- make a note of the key information as follows:
 - when?
 - what?
 - who?
- make a note of any opinions the lecturer gives.



1.		
2.		
3.		
when?	what?	who?

Speaking: Transport inventions

2.6 Vocabulary for speaking Automobile inventions

A Reviewing vocabulary

The words and phrases below are from the Listening section. Find pairs. Explain the connection.

aircraft astronaut electricity engine in space in the air jet
jumbo jet on land power propeller rocket sail sea shuttle
space spacecraft steam track

aircraft – propeller: Some aircraft have propellers.

	
Mary Anderson	Giuliana Tesoro
	
Grace Hopper	Stephanie Kwolek

B Understanding new vocabulary in context

- 2.17 Listen to a text about female inventors. Match each invention from the box to the photograph of the inventor above.

windscreen wipers Kevlar fire-resistant materials computer programs

- Discuss this question.
How does each invention make vehicles safer or faster?
- Study the words on the right. Which words did you hear in the talk? What is the pronunciation in each case? Listen to the talk again and check your ideas.

C Developing critical thinking

Read this statement: *There are more male inventors than women.*

- Was this true in the past? Why (not)?
- Is it true today? Why (not)?
- Will it be true in the future? Why (not)?

according to (prep)
apparently (adv)
brake (n)
break (v)
button (n)
click on (v)
coin (n)
control (n and v)
cover (n)
female (adj)
hard (adj) [= not soft]
industrial (adj)
insert (v)
(the) Internet (n)
machine (n)
male (adj)
material (n)
motorcar (n)
pardon?
practical (adj)
press (v)
product (n)
push (v)
record (n)
replace (v)
rider (n)
run out of (v)
safe (adj)
safety (n)
screen (n)
set (v) [= fix]
speed (n)
substance (n)
switch on (v)
technology (n)
vehicle (n)
work (v) [= operate]

2.7 Real-time speaking Over a billion in the world

A Previewing vocabulary

Put the words below into five groups, according to the (underlined> vowel sound.

believe drew sure more pardon world earlier
speed two who half record (v) read

/u:/	/i:/	/ɑ:/	/ɜ:/	/ɔ:/
drew				

B Activating ideas

- Look at the website on the right.
 - What is it about?
 - How many pieces of information does it give?
- Cover the conversation below. 2.18 Listen and complete the missing numbers and dates in the website.

C Studying a model

- Uncover the conversation. Complete the gaps.
- 2.19 Listen again and check.

A: Did you know there are over a billion
 bicycles in the world _____?

B: Only a million?

A: No, one billion, apparently. It says here that it was
 invented in the 19th century by Kirkpatrick Macmillan
 and now _____.

B: When was it _____?

A: In 1893 ... Wow!

B: What?

A: According to this, the speed record for a bicycle is two
 hundred _____ . It was set in 1995.
 Apparently he was riding _____.

B: Amazing.

A: But it seems that Leonardo da Vinci actually drew a
 picture of a bicycle more than three _____
 _____.

B: Pardon? Who _____?

A: Da Vinci. D-A and V-I-N-C-I. The famous Italian painter
 and inventor drew a bicycle.

B: No he _____! I read about
 that. Apparently, someone else drew the bicycle in
 Leonardo's notebook in 1970.

A: Are you _____? But it says here that
 _____.

B: Maybe – but you shouldn't believe everything _____
 _____.

- Role-play the conversation in pairs.

D Developing critical thinking

Why is information on the Internet sometimes wrong?

File Edit View Favorites Tools H

http://w

Four things you didn't know ... about the bicycle

There are over _____ bicycles in the world. Nearly _____ of them are in China.

The bicycle was invented by Kirkpatrick Macmillan in _____.

The speed record for a bicycle is _____ kilometres an hour. The rider was Fred Rempelberg in _____.

Leonardo da Vinci, the famous Italian painter and inventor, drew a picture of a bicycle in _____.

Everyday English Using technology



A Activating ideas

1. Look at the pictures above. What are the people doing?
2. Have you ever had a problem with these pieces of technology?

B Studying models

1. Which sentence below goes in each conversation?
 - a. The photocopier is broken.
 - b. Have you ever used the SPSS program?
 - c. How do you set the time?
 - d. How does this thing work?
 - e. Do you know how to use the book checkout?
 - f. I can't get the washing machine to work.

1 A: _____
 B: Put in the powder.
 A: I've done that.
 B: OK. Pull this thing out. Put the coins in here. Push it in. Switch it on.

4 A: _____
 B: No, it isn't. It's run out of paper.
 A: How do you put more paper in?
 B: It says here: 'Open cover. Insert paper. Replace cover.'

2 A: _____
 B: Press the 'Menu' button and go to 'Settings'.
 A: OK, and then I choose 'Date and time'?
 B: That's right. We're an hour behind Berlin.

5 A: _____
 B: Yes, I have. But I'm not very good at it.
 A: Do you know how to input new data?
 B: Click on 'Data view'.

3 A: _____
 B: Follow the instructions on the screen.
 A: 'Insert coins.' OK. 'Press Button A.'
 B: When the light flashes, it takes a picture.

6 A: _____
 B: Just put the book on the scanner.
 A: But it won't read my library card.
 B: Let's ask for help.

2. 2.20 Listen and check.

C Real-time speaking

1. Practise the conversations.
2. Role-play conversations about these pieces of technology.
 - camera
 - media projector
 - MP3 player
 - TV remote control
 - computer printer
 - ID swipe card
 - library catalogue
 - parking meter

2.8 Learning new speaking skills Talking about research

A Saying blends

- Put these words into two groups, according to the underlined sounds.

picture should information push choose
 researchch inventions sure lecture switch

- Read the **Pronunciation Check**. Check your answers.
- 🎧 2.21 Listen. Say the words you hear.

B Identifying a key skill

- 🎧 2.22 Listen and complete the sentences.
 - It seems that humans can never travel to other stars.
 - _____, people from Asia sailed across the Pacific 600 years ago.
 - _____ here that the motorcycle was invented in 1885.
 - _____ to this, the first cars were always black.
 - _____ you _____ the scientific name for a horse is *equus caballus*?
 - _____ bamboo sometimes grows a metre a day.
- Read the **Skills Check** and check your answers.
- Find more examples in the conversation in Lesson 2.7.

C Practising a new skill

Read each piece of information below. Tell your partner about it. Your partner replies.

Apparently, in most cities, a bicycle is faster than any other vehicle.

Really? Where did you read that?

Steam trains are still used all over Africa, Asia and South America.

It is not possible to travel faster than the speed of light.

If a person cycles every day, he/she feels ten years younger.

In the UK, they drive about 500 billion kilometres a year.

Flying is still the safest way to travel.

The Wright brothers were not the first people to fly.

Most people walk about three kilometres in half an hour.

People who fly in balloons don't know where they are going to land.

The average Formula 1 car has 80,000 parts.

Every year in Wales, a race is held between the local train and 1,000 people on foot.



Pronunciation Check

Saying blends: /tʃ/ and /ʃ/

/tʃ/ and /ʃ/ are pronounced with the lips forward and round. They are unvoiced sounds.

The sound /ʃ/ is the sound in English to ask for silence: *Shhh!* It is usually spelt *sh*, *-ti-* or *su*.

Examples: *ship, dictionary, location, sure*

The sound /tʃ/ is made by putting /t/ before /ʃ/. It is usually spelt *ch*, *tch* or *-tu-*.

Examples: *check, each, watch, picture*

Skills Check

Talking about research

We often want to tell another person about our research.

Learn these ways.

- To introduce information:

Did you know that ...?

It says (here) that ...

Apparently, ... It seems that ...

According to (this) ...

- To comment or show interest:

Amazing. That's interesting.

How did they do that? Really?

2.9 Grammar for speaking Checking questions

We can check statements if we don't hear them correctly, or if we don't believe them. ⑥

1. With *be*

	subject	verb	complement
checking ...	Kevlar	is	a very hard material.
the subject	<i>What is a very hard material?</i>		
the complement	<i>What is Kevlar?</i>		

2. With other verbs

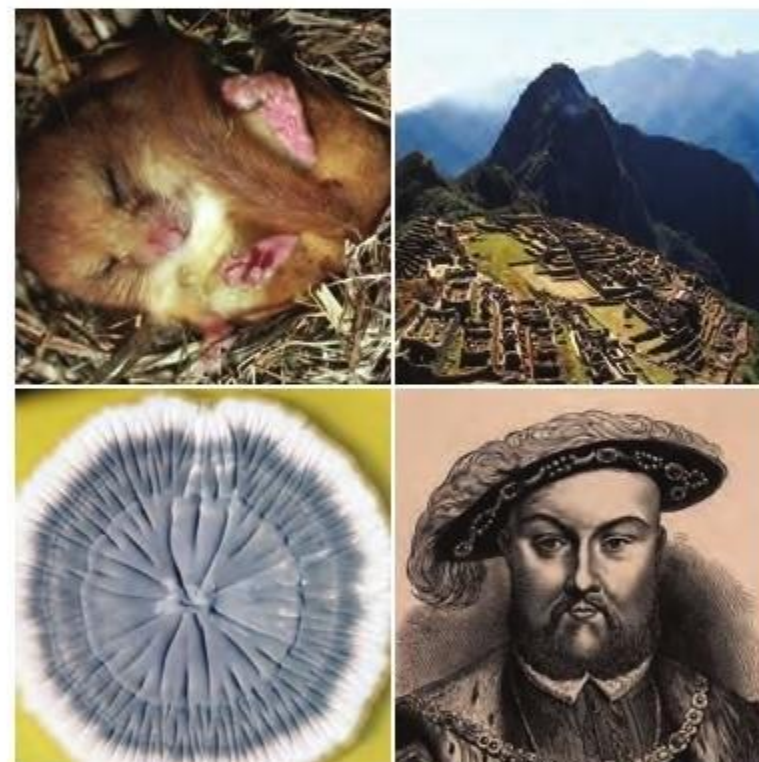
	subject	verb	object	extra information
checking ...	Fred Rompelberg	rode	a bicycle	at 268 kilometres an hour.
the subject	<i>Who rode a bicycle at 268 kilometres an hour?</i>			
the object	<i>What did he ride at 268 kilometres an hour?</i>			
the extra information	<i>How fast did he ride a bicycle?</i>			

We stress the question word. We use a rising intonation.

A Completing checking questions

1. Complete the checking question in each case.

- The French Revolution was in 1789.
When _____?
- The Incas built a city on a 2,000-metre mountain.
_____ a city on a mountain?
- Apparently, penicillin comes from a fungus.
Pardon? _____?
- It seems Henry the Eighth had six wives.
Pardon? _____ many wives did he have?
- It says here that too much water makes you ill.
Sorry? _____ you ill?
- Some animals sleep in winter to save energy.
Sorry? Why _____ in winter?



2. 2.23 Listen and check.

3. Role-play the conversations. Remember to use the correct stress and intonation.

B Asking questions

Ask checking questions for each of these statements.

Student A

- Steam trains are still used all over Africa, Asia and South America.
- They found an important shipwreck under the sea.
- The force of gravity makes things fall.

Student B

- Animals use different colours to hide from each other.
- The Polynesians discovered America first.
- Chinese New Year starts between 21st January and 20th February.

2.10 Applying new speaking skills

The helicopter and the motorcar

A Reviewing sounds

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

	A	B
1.	she's	cheese
2.	ship	chip
3.	shoes	choose
4.	shop	chop
5.	shore	chore
6.	wash	watch
7.	wish	which
8.	dish	ditch

2.  2.24 Listen. Then practise saying these sentences.

- Which cheese did she choose?
- You wash the dishes. I'll watch TV.
- Is that a chip shop?
- Was the ship near the shore?



shop



chop



shore



chore



dish



ditch

B Researching information

Work in groups.

Group A: Read about the invention of the helicopter on page 80.

Group B: Read about the invention of the motorcar on page 82.

Learn the information about your invention. Do not take notes!

C Using a key skill

Work in pairs, with one from Group A and one from Group B. Tell your partner about your research. Use the language you have learnt in this section.

It said that he began work on helicopters in 1910.

When did he begin work on helicopters?

Apparently, he called his car a 'motor carriage'.

Sorry? What did he call it?





Theme 3

Arts and media

- Arts and media
- Advertising

Listening: Arts and media

3.1 Vocabulary for listening The mass media

A Revising vocabulary

What do all the items in the box below have in common?

television radio newspapers magazines mobile phones the Internet

B Understanding vocabulary in context

1. Use a word or words from the list on the right to complete the text below. Make any necessary changes.

Nowadays there are many information organizations. For example, we have television, radio, newspapers and, of course, the Internet. They all provide _____ and information to the general public. The word for all of these organizations is _____. It is an unusual word because it is a plural. The singular word is *medium*. This word has different meanings in everyday English. But here it means *a way of communicating*. For example, we can say 'The Internet is the most important _____ today.'

We often talk about the *mass media*. The word _____ means *a large amount*. So we use the phrase for media that _____ a large number of people.

The mass media have a lot of influence on the _____. This is because modern technology can give the news very fast to millions of people. So the media have a very big _____. In television and radio, we say information is _____ to viewers and listeners. This means it is _____ over a very wide area, perhaps over the whole world at the same time. People in many different countries often watch the same _____ events _____ on television, for example.

2. 🎧 3.1 Listen and check.



C Using new vocabulary

1. 🎧 3.2 Listen. Make notes about each event.
2. What point is the speaker making with these two examples?

D Developing critical thinking

What *kind* of events are in the news every day? Name three main kinds.

advertisement (n)
 advertising (n)
 appear (v)
 as a matter of fact
 audience (n)
 bias (n)
 breaking news (n)
 broadcast (n and v)
 channel (n)
 character (n) [= letter]
 crowd (n)
 distribute (v)
 distribution (n)
 explanation (n)
 (the) general public (n)
 in fact
 in many cases
 incidentally
 influence (n)
 literacy (n)
 live (adj)
 (the) mass media (n)
 medium (n)
 [= way of communicating]
 message (n)
 [= what you want to say]
 (the) news (n pl)
 printing (adj and n)
 privacy (n)
 product (n)
 reach (v)
 [= get to a target]
 reporter (n)
 scene (n)
 service (n)
 terrorist (n)
 therefore (adv)
 transmission (n)
 transmit (v)

3.2 Real-time listening The early history of mass-media news

A Activating ideas

Look at the illustrations on the opposite page.

1. What does each illustration show?
2. 3.3 Listen and check your ideas.

E. This is one of the first newspapers.

B Understanding the organization of a lecture

You are going to watch a lecture on the early history of the mass media.

Study the student notes on the right. 3.4 DVD 8.A Watch the introduction to the lecture. What is the lecturer going to talk about in the lecture? Correct the student notes.

Mass media for news and entertainment: history

1. Spoken news
2. Written news – Rome, China
3. Printing, early newspapers

C Understanding the key information

1. 3.5 DVD 8.B Watch the rest of the lecture. Is each sentence true (T) or false (F)?

a.	People did not get news of events in early history.	F	They got news in speech.
b.	The first written news appeared in Ancient Greece.		
c.	The first printed text appeared in Ancient China.		
d.	Gutenberg invented the printing machine in 1464.		
e.	Gutenberg's machine made printing easy but expensive.		
f.	Printed books were not popular at first.		
g.	The first advertisements appeared in 1477.		
h.	There was a link between printing and literacy.		
i.	The lecturer thinks the mass media is linked with advertising.		
j.	We can only advertise products and services in the mass media.		

2. Correct the false statements above.
3. What is the assignment?

D Identifying words from the stressed syllable

1. 3.6 Listen to some sentences. Number the words below in order.

1. When did the mass media for news begin?

- | | | | |
|----------------|-------|----------------------|-------|
| a. 'his to ry | _____ | f. ap peared | _____ |
| b. lit e ra cy | _____ | g. com mu ni cate | _____ |
| c. me di a | 1 | h. com mu ni ca tion | _____ |
| d. pro cess | _____ | i. dis trib u ted | _____ |
| e. pub lic | _____ | j. trans mit ting | _____ |

2. Mark the stressed syllable in each word.

E Developing critical thinking

Study the graph on the right. How do you feel about the information?

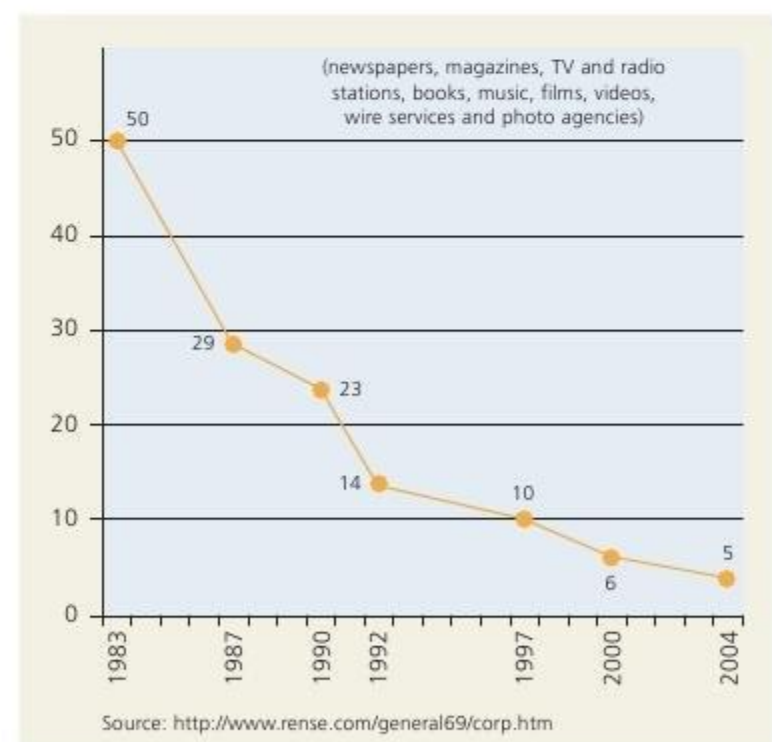


Figure 1: Number of corporations that control a majority of US media



A



B

天如祖師云十法界者四聖六凡之十法界也四聖者諸佛菩薩
 本無自種皆惟一心之所造也所言心者如太虛空本未清淨
 我因一念發生或因外境相觸故曰因緣境有因緣成法界
 因達你受果是以善行惡行世間之因也三界六道世間之
 生死海中念佛第一今有欲快樂人天而不修福欲出離生死而
 福為助道福慧雙修成等正覺所以因緣果海果徹因源因果
 終是果作惡而惡境現前念佛而佛界自至豈不見 華嚴經
 修行得佛法界答曰當知六道眾生皆有佛性真如平等一
 法而修即佛法界也 問曰何法修行得佛法界答曰古
 能依法修即到聲聞法界答曰小乘之人惶怖生死如犛獨跳
 依何法修即到聲聞法界答曰小乘之人惶怖生死如犛獨跳
 善作有漏因止生天法界 問曰何法修復得人倫 答曰五
 戒勝負嗔慢之心墮在傍羅法界 問曰造何惡業墮落餓鬼
 問曰造何惡業墮畜生道答曰造作惡業即見貪愛不怠和想
 造作悖逆十惡一切諸不善法定墮地獄法界是以廣而論之
 生之所造造此心也聖賢諸佛之所悟悟此心也故曰一切善
 用所以者何佛由心造道由心學德由心積功由心修福由心
 心邪成魔心慈是天人心惡是羅刹心貪是餓鬼心癡是畜生
 行持立佛行願佛就是人必定成佛矣
 道光元年歲在重光大荒落浴佛節前五日石鳳臺

C



D

Relation:
Aller Fürnemmen vnd gedencfwürdigen
 Historien / so sich hin vnd wider
 in Hoch vnd Nieder Teutschland / auch
 in Frankreich / Italien / Schottland / Engelland /
 Hispanien / Hungern / Polen / Sichenburg /
 Wallachen / Moldau / Turcken / &c. Jahr
 dieses 1607. Jahr verlauffen
 vnd gantzzen nützlich.
 Alles auff das treulichst wie
 ich solche bekommen vnd in Druck
 bringen mag / in Druck ver-
 E

E

A PROFITABLE INVESTMENT TO ALL
\$25.00
LANTERN
FOR \$12.00
50% \$100 PER NIGHT
EASILY EARNED

THE WORLD'S
MAGIC LANTERN
ELECTRO-RADIANT
SILENCE & ART COMBINED
TO THE BABY AMUSING
YOUTH INSTRUCTIVE
OLD FOLKS ENTERTAINING

SIMPLE READY
SURE RELIABLE
PRODUCES
PRETTY

READ LANTERN FOR \$12.00
 We will put it Against any \$100 Lantern Made of Our Own Factory.

F



G



H

3.3 Learning new listening skills Predicting content from linking words

A Reviewing key words and phrases

3.7 Listen to some sentences. Tick the word you hear.

- | | |
|------------------------------------|--|
| 1. <input type="checkbox"/> fine | <input checked="" type="checkbox"/> define |
| 2. <input type="checkbox"/> news | <input type="checkbox"/> new |
| 3. <input type="checkbox"/> two | <input type="checkbox"/> to |
| 4. <input type="checkbox"/> two | <input type="checkbox"/> too |
| 5. <input type="checkbox"/> each | <input type="checkbox"/> reaches |
| 6. <input type="checkbox"/> even | <input type="checkbox"/> event |
| 7. <input type="checkbox"/> round | <input type="checkbox"/> around |
| 8. <input type="checkbox"/> boards | <input type="checkbox"/> bored |
| 9. <input type="checkbox"/> how | <input type="checkbox"/> however |
| 10. <input type="checkbox"/> four | <input type="checkbox"/> therefore |

B Identifying a new skill

- Read these extracts from the lecture in Lesson 3.2. What sort of information is the lecturer going to give next, in each case?
 - Mass means 'big', so ...
 - Mass media reaches a large number of people. In fact, ...
- Read the Skills Check and check.

C Practising a new skill

3.8 Listen to some extracts from a lecture. Predict the next part from the linking word.

- There are advertisements during most mass-media news programmes because ...

	mass-media news companies are very big.
	one minute of TV news could cost the company \$20,000.
1	the mass-media companies do not make money from the news itself.
	they add the sound.
	they employ people to link the news items.

D Identifying vowel sounds

- Put the words below into two groups, according to the (underlined>) vowel sound.

case	de <u>fi</u> ne	expl <u>ai</u> n	kind	make	rad <u>i</u> o
time	way	wh <u>y</u>	ass <u>ig</u> nement		

- Read the Pronunciation Check. Check your answers.

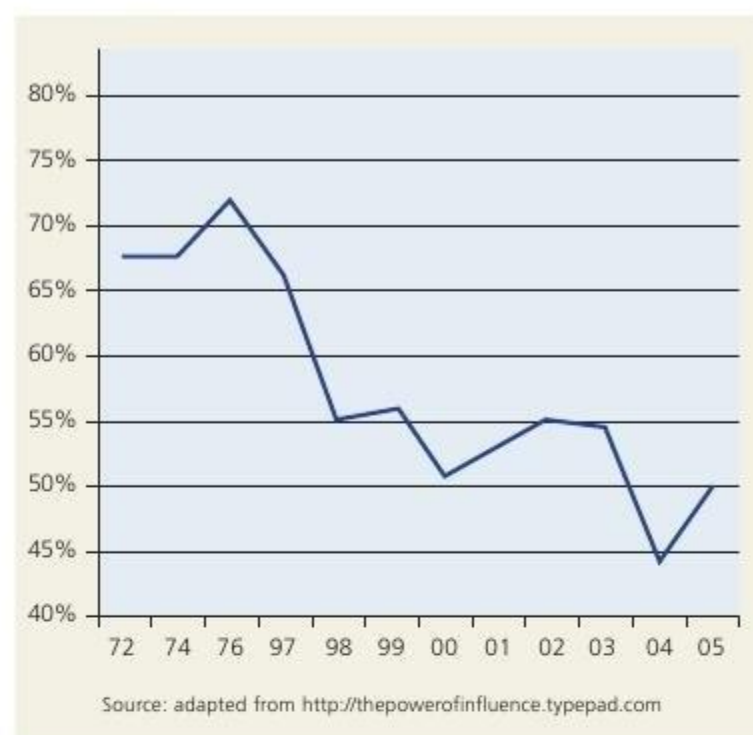


Figure 1: Percentage of people who trust media news 'a lot' or 'quite a lot'

Skills Check

Predicting content from linking words

Speakers often introduce the next piece of information in a talk.

Examples:

Mass means 'big', so ...

Mass media reaches a large number of people. In fact, ...

Listen for words and phrases to help you predict the function of the next information.

word / phrase	next information
<i>but / however</i>	contrary, opposite point
<i>and / in addition</i>	more information
<i>so</i>	result
<i>because</i>	reason
<i>in fact, / actually</i>	extra information same subject

Pronunciation Check

Hearing vowels: /eɪ/ and /aɪ/

These are two diphthongs (or double vowels). They end in the /i:/ sound.

/eɪ/ – way, same, explain, ancient

/aɪ/ – time, kind, China

3.4 Grammar for listening

Word-building: verbs into nouns

We can often make verbs into nouns by adding letters. Speakers often use related verbs and nouns in the same section of a talk.

- Sometimes, it is easy to **hear** that these words are related. They have the same stress and almost the same sound.
- Sometimes, it is harder to hear the relationship, because the stress moves, or because the stressed syllable sounds different.

Examples:

1. About 60 BCE, the first newspaper **appeared** in Ancient Rome. However, its **appearance** was not the start of mass-media news.
2. They **communicated** a message to a large number of people. Let's look at the early development of this kind of **communication**.
3. There was no method of **transmitting** speech to a large number of people. **Transmission** of speech ... started with the invention of the radio in the late 19th century.

1. Same stress

⑦

a'ppear	a'pearance
a'ppoint	a'ppointment
be'have	be'haviour
se'lect	se'lection

2. Different stress

co'mmunicate	communi'cation
ex'plain	expla'nation
dis'tribute	distri'bution
'advertise	ad'vertisement
pre'fer	'preference

3. Different syllable sound

trans'mit	= /m ɪ t/	trans'mission	= /m ɪ j/
pro'duce	= /d ʒ uː s/	pro'duction	= /d ʌ k/
o'ccur	= /k ɜː/	o'ccurrence	= /k ʌ/
de'scribe	= /s k r aɪ b/	de'scription	= /s k r ɪ p/

A Identifying words from the stressed syllable

🎧 3.9 Listen to some sentences. Each sentence contains one of each pair of words on the right. Do you hear the noun or the verb in each case?

1. The festival **is celebrated** in August.

B Predicting related word forms

🎧 3.10 Listen to a sentence. Try to hear the important verb. Which noun do you expect the speaker to use later in the text? Say the noun.

1. In this talk, I'm going to tell you how to **apply** to university.

application

verb

1. celebrate
2. combine
3. produce
4. compete
5. explore
6. motivate
7. qualified
8. describe
9. participate
10. prepare

noun

- celebration
- combination
- production
- competition
- exploration
- motivation
- qualification
- description
- participation
- preparation

	advertisement		measurement
1	application		organization
	attendance		situation
	decision		transmission
	explanation		behaviour

3.5 Applying new listening skills

Advantages and disadvantages of mass-media news

A Reviewing vocabulary

- 3.11 Listen to each sound. It is the stressed syllable of a word connected with the mass media. Can you identify the word?
- 3.12 Listen and check your ideas.
 - me media / medium
 - tel _____
 - chan _____
 - me _____
 - miss _____
 - mun _____
 - vert _____
 - port _____
 - ven _____
 - news _____



1



2



3

B Preparing to listen

The news is everywhere nowadays. Is mass-media news a good thing or a bad thing? Use the table below to list advantages and disadvantages.

C Listening and note-taking

You are going to watch another lecture about mass-media news. 3.13 DVD 8.c While you watch, remember to:

- write the main topic at the top of your notes.
- make a note of the sub-topics.
- make a note of key information under each sub-topic.
- predict the next communicative purpose.

Mass-media news: advantages and disadvantages	
+	-
1. fast - many reporters / good comms	1. needs stories all the time = not really news?

Speaking: Advertising

3.6 Vocabulary for speaking Stereotypes



A Reviewing vocabulary

1. Ask your partner for another form of these words from the Listening section.

appearance distribute explanation privacy behave

appearance - appear

2. Make a sentence with each word.

B Understanding new vocabulary in context (1)

1. 3.14 Listen. Complete each conversation with a word from the list on the right. Make any necessary changes.

- 1 A: What's a _____?
B: It's the main article in a magazine.
- 2 A: What's the difference between _____ and *advert*?
B: There's no difference. They're both short for *advertisement*.
- 3 A: Does _____ mean people at a concert?
B: Yes. And it means the people who see an _____.
- 4 A: Do you spell _____ with *-ise* or *-ize* at the end?
B: You can use either. The pronunciation is the same.

2. Practise the dialogues in pairs.
3. Discuss the following questions.
 - What is a stereotype? What is wrong with stereotypes?
 - What's the difference between a *stereotype*, a *generalization* and an *impression*?

C Understanding new vocabulary in context (2)

1. 3.15 8.D Watch a tutorial about groups of people. Number the words below in the order you hear them.

_____ impression _____ stereotype _____ issue
 _____ reality _____ generalization _____ community

2. Mark the stress on the words above.

D Developing critical thinking

Which photos above show / go against stereotypes?

ad (n)
 advert (n)
 advertisement (n)
 audience (n)
 avoid (v)
 biased (adj)
 community (n)
 cosmetics (n)
 critic (n)
 definitely (adv)
 design (n and v)
 disabled (adj)
 documentary (n)
 ethnic (adj)
 exhibition (n)
 feature (n)
 generalize (v)
 image (n)
 impression (n)
 issue (n)
 magazine (n)
 minority (n)
 mostly (adv)
 otherwise (adv)
 persuade (v)
 portray (v)
 purpose (n)
 reaction (n)
 reality (n)
 report (v)
 review (n)
 sexist (adj)
 shocking (adj)
 show (v)
 sort (n)
 stereotype (n)
 stereotypical (adj)
 stuff (n)
 target (adj and n)

3.7 Real-time speaking Magazine advertisements

A Activating ideas

Look at the magazine advertisements on the right. Discuss these questions.

1. What is each advertisement selling?
2. What stereotypes does each advert show?

B Studying a model

Look at this conversation from a tutorial about advertising in magazines.

1. Discuss the meanings of the words in bold in the conversation.
2. Complete each gap with a suitable adjective.

🎧 3.16 Listen and check your ideas.

A: Where do you think the first advert is from?

B: I think it comes from a women's magazine.

A: And who is the **target audience**?

B: Young women.

C: I agree. Maybe _____ women, too.

A: What is the **purpose** of the ad?

C: To sell cosmetics.

A: Why is the target audience interested in adverts like this?

C: Because most women want to look _____.

They feel it's _____.

B: That's a stereotype!

C: Maybe. But it's _____.

A: And how does the ad **persuade** them to buy the product?

C: The woman is very _____. The message is: if you use this make-up, you will look _____, too.

A: Do you think it's a _____ advert?

B: I don't like it. In my opinion, the **image** doesn't represent reality.

A: And how about you?

C: I don't believe it's a _____ advert. It's not reality, but I think it's very _____.

A: Who **created** the ad? Who **designed** it?

C: I think an advertising agency designed the image.

B: I agree. And the cosmetics company paid for it. I think it was very _____.

3. Role-play the conversation in threes.

C Practising a model

Talk about the other advertisements on this page. Use A's questions from the conversation above.



Everyday English Talking about the media



A. _____ B. _____ C. _____ D. _____ E. _____ F. _____ 1

A Activating ideas

1. Look at the pictures above. Which areas of the media are they examples of?
2. How often do you use each area?

B Studying models

1. Which question below goes with each conversation?
 - a. Have you seen the new *Vogue*?
 - b. Did you see that documentary last night?
 - c. What sort of media do you work with?
 - d. Have you read the review of the book?
 - e. Do you read the papers?
 - f. Are you going to see the Rembrandt exhibition?
2. 3.17 Listen and check.

1 A: _____
 B: No. The shop has run out.
 A: There's an article on the Milan Fashion Week.
 B: I'll get one tomorrow.

4 A: _____
 B: TV and film mostly. How about you?
 A: Photography.
 B: That's interesting.

2 A: _____
 B: Yes, I saw it in the literature magazine.
 A: What do you think?
 B: I think it was a bit biased.

5 A: _____
 B: Yes, every day.
 A: Do you have a favourite?
 B: No, I like to read all the different styles.

3 A: _____
 B: That awful thing on Channel 7 about cinema?
 A: Yes. Didn't you like it?
 B: No. I didn't think much of it.

6 A: _____
 B: Yes. When is it on?
 A: It starts tomorrow for three months.
 B: Good. I really like his stuff.

C Practising a model

1. Practise the conversations.
2. Role-play conversations beginning with these questions.
 - Have you seen the *Computer* magazine?
 - What did you think of the photo exhibition?
 - Do you listen to the radio much?
 - Do you think advertising to children is wrong?
 - Are you going to see the new film at the Showcase?
 - What news websites do you read?
 - What do you think of advertising by e-mail?

3.8 Learning new speaking skills **Taking part in a tutorial**

A Saying diphthongs

- Put these words into two groups according to the (underlined> vowel sound.

while my case way change otherwise buy
 maybe always find fight paper like they wife

- Read the **Pronunciation Check**.
- 🔊 3.18 Listen. Say the words.

B Identifying a key skill

- Read the **Skills Check**. Answer these questions.
 - What should you do before a tutorial?
 - What should you do during a tutorial?
- Why are these things important?

C Practising a key skill (1)

- Study the statements at the bottom of the page and complete the table. Compare your ideas in pairs.
- Form your opinion about each statement. Add more examples and ideas.

D Practising a key skill (2)

- 🔊 3.19 Listen to an extract from a tutorial. Practise the conversation.
- Turn the other statements in Exercise C into questions. Then discuss them in groups.

What is the most important subject at school?

In my opinion, Maths is the most important subject because you need it for every job. For example, in a shop or a bank.

I agree. But I think English is also very important. It's an international language.

Pronunciation Check

Saying diphthongs: /eɪ/ and /aɪ/

A **diphthong** consists of **two sounds**. The first sound is stronger than the second.

Examples:

/eɪ/: like, my, fight, buy, find

/aɪ/: say, they, paper, weigh, great

Note that there are many different spellings for these two sounds.

Skills Check

Taking part in a tutorial

You must take part in discussions with tutors and other students.

Before a tutorial, you must:

- research the topic, e.g., *The influence of television on children.*
- form an opinion about it, e.g., *It is bad.*

During the tutorial, you must:

- give your opinion, e.g., *I think television is a bad influence on children ...*
- give reasons for your opinion, e.g., *... because children often copy bad behaviour.*
- give an example, e.g., *For example, if they watch a violent programme, they might copy it.*

statement	for	against
Maths is the most important subject at school.	You need maths in every job.	English is an international language so it is more important.
TV is a bad influence on children.	Children copy bad behaviour.	Some TV is educational.
Boys and girls should go to mixed schools.	Boys behave better with girls in the class.	
It is better to be an extrovert than an introvert.		Extroverts can sometimes bully other people.
Sociology is more useful than psychology.		
Some people can't find a job because they are lazy.		At the moment, there are not many jobs.