

Unit 1 People

ACADEMIC SKILLS PLUS

Psychology: First impressions

Reading skills: Identifying the main idea in a paragraph

Writing skills: Writing a 'first impression' profile; Conjunctions *and* and *but*

1 VOCABULARY Adjectives and parts of the body

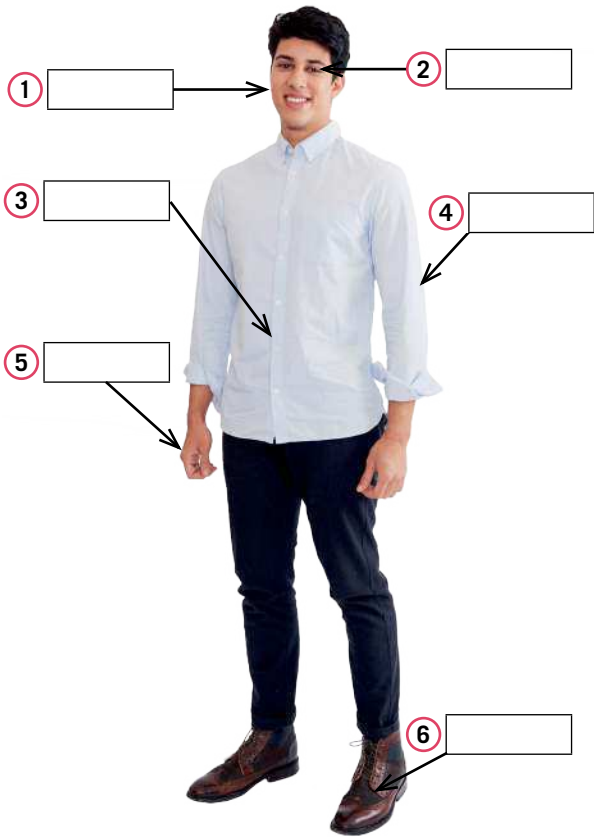
a Match adjectives 1–4 with adjectives a–d (with the opposite meaning).

- | | | |
|----------------------------|-------------|--------------|
| 1 <input type="checkbox"/> | interesting | a unfriendly |
| 2 <input type="checkbox"/> | happy | b unkind |
| 3 <input type="checkbox"/> | kind | c boring |
| 4 <input type="checkbox"/> | friendly | d sad |

b Write three sentences about people or things. Use different adjectives. Read your sentences to another student.

c Label the picture with the words in the box.

face body hands eyes arms feet



d Close your books. In pairs, point to parts of your body and ask your partner to say the word.

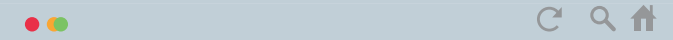
e The first time you meet someone, what do you look at? Why?

2 READING 1

a When you meet someone for the first time, what do you think about? The things that you ... ?

1 feel 2 see

Read the article and find out.



First impressions

¹ The first time we meet someone new, we decide what kind of person they are. In a few seconds, we decide if a person is kind, friendly and interesting. After we decide, it is often difficult to change our opinion. For example, we meet a new person at work on their first day and this person is worried and unhappy. After a month, the person feels comfortable in the new job. They are happy and maybe funny, but we still think the person is worried and not happy.

² How do we decide? We look at a person's face and decide if the person is happy, kind, interesting or maybe boring. We also watch a person's body language. Body language is about the way you stand and the things you do with your hands, your arms and your feet!

³ We also listen to the way a person speaks, and we look at the kind of jacket, trousers or dress a person wears, for example. If someone speaks in a loud way, we think the person has a strong personality. If a person wears a suit, we think they are a boss.

⁴ First impressions are very important. For example, on your first day at university, other people look at you and decide what kind of person you are. Maybe they are wrong, but it's difficult to change their first impression.




b Match sentences a–d to paragraphs 1–4.

- a We look at a person's clothes to decide what they are like.
- b We decide what we think about people quickly and we don't change our ideas.
- c When you begin a new job, people decide what kind of person you are.
- d A person's body and face tell us something about them.

c  **CRITICAL THINKING**
MAIN IDEAS

Answer the questions.

- 1 Are the sentences in 2b the main ideas in each paragraph?
- 2 Do the sentences in 2b talk about details? Why / Why not?
- 3 How many main ideas does a paragraph usually have?

d  Do you agree with the article? Why / Why not?

3 LANGUAGE FOCUS *and, but*

a Read this sentence from the article and answer the questions.

They are happy and maybe funny, but we still think the person is worried and not happy.

Which underlined word shows that you add ... ?

- 1 a similar idea
- 2 a different idea

b Look at paragraph 4 and underline examples of *and* and *but*. Which word do we use a comma (,) before?

c Add *and* or *but* to these sentences. Add a comma if you use *but*.

- 1 We look at people's faces _____ their body language to decide what they are like.
- 2 Some people have an unfriendly face the first time you meet _____ after, you understand they are really nice and kind.
- 3 Some people look at a person's body language _____ other people listen to the way they speak.
- 4 First impressions are important when you begin a new course _____ when you start a new job.
- 5 All the students in the group have kind faces _____ some of them are a bit boring when they speak.

4 READING 2

a Read about Marcia. Which paragraph talks about first impressions? Which paragraph talks about personal information?

First impressions of my maths tutor

- ¹ Our new maths tutor is Australian. Her name is Marcia and she's from Palm Beach, a town near Sydney. She's married, but she doesn't have children. She likes surfing and Sudoku.
- ² I think Marcia is friendly and interesting. Her face is very friendly and her eyes are kind. Her body language is very clear and she uses her hands in a clever way so we understand maths. She's quiet and polite, but she is sometimes funny. She is my favourite tutor this year.



b Complete the information about Marcia.


	Marcia	My partner
Name	Marcia	
Nationality		
City/Town		
Job		
Likes	Sudoku	
First impressions	friendly, interesting	

c Underline more examples of *and* and *but* in Marcia's profile.

STUDY SKILLS: NEW LANGUAGE EXAMPLES

- 1 In 4c you looked at more examples of *and* and *but*. How does this help you?
- 2 After you study new language, is it a good idea to look for more examples when you read?

5 SPEAKING

a  Talk to your partner. Ask questions about their personal information to fill in the table in 4b.

b Write adjectives of your first impressions of your partner.

6 WRITING

a Write a 'first impressions' profile of your partner. Use the ideas below to help you.

My new classmate ... His/Her name ...
 ... is/isn't married He/She likes ...
 I think ... His/Her face is ...
 He's/She's ... He's/She's from ...

b Swap your profile with a new student – not your partner. Read each other's profile. Do you agree with the first impressions of the person in the profile?

Unit 2 Work and study

ACADEMIC SKILLS PLUS

Education: Learning preferences

Listening skills: Making and organising notes

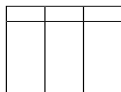
Speaking skills: Using personal information; Reason linkers (*because, so*)

1 VOCABULARY

a Match 1–6 with the verbs in the table. More than one answer is possible.



1 a graph



2 a table



3 a video



4 a podcast



5 online



6 a lecture

listen to	read	watch

b In a week, how often do you do these things? Do you do them for study or for your interest?

2 LISTENING

a 2.1 Listen to Elif's presentation about learning preferences. Choose the correct summary.

- Some students like studying together and need to work in the same groups.
- Everyone learns in different ways and we often change the ways we choose to learn.



b 2.1 Listen again and complete the notes. Put a word or number in each gap.

General information	Research	Elif's examples
<ul style="list-style-type: none"> learning preference = what students ¹ _____ doing when they ² _____ 	<ul style="list-style-type: none"> every learner is different students still like ³ _____ learning – ⁴ _____% more than online 	<ul style="list-style-type: none"> likes ⁵ _____ graphs & tables also likes reading ⁶ _____ and ⁷ _____ learning

STUDY SKILLS: ORGANISING NOTES

- Look at the student's notes in 2b. What do they use to organise the notes?
- It's a good idea to organise notes from reading and listening. Why?

3 PRONUNCIATION Syllables and word stress

a 2.2 These words are from Elif's presentation. How many syllables do they have? Listen and check.

- | | | |
|-------------|-------------|---------------|
| 1 classroom | 3 different | 5 information |
| 2 everyone | 4 research | 6 preference |

2 syllables	3 syllables	4 syllables

b 2.2 Listen again and underline the stressed syllable in each word.

c In pairs, practise saying these words.

4 LANGUAGE FOCUS *because, so*

a 2.3 These sentences are from Elif's presentation. Complete the gaps with *because* or *so*. Listen and check.

- I like reading graphs and tables _____ they present the information clearly and I find them easy to understand.
- But some people find graphs difficult _____ they don't like learning that way.
- People often think that students really like online learning _____ you can study when you want to.
- There's a lot of useful information online _____. I use the internet all the time.
- But I like classroom learning too _____. I like asking teachers lots of questions.

b Complete the rules with *because* and *so*.

- We use _____ before we talk about a reason.
- We use _____ before we talk about a result.

c Match 1–4 with a–d to make sentences. Join the two parts with *because* or *so*.

- | | |
|---|--|
| 1 I learn well watching online videos | a I read very quickly. |
| 2 I always go to lectures | b my laptop is important for my learning. |
| 3 I have a lot of reading to do for my course | c a lot of my classmates are also my friends. |
| 4 I really enjoy going to classes | d I always find them interesting to listen to. |

d Read a student's description of their learning preferences. Complete the gaps with *because* and *so*.

Sometimes I don't go to lectures ¹ _____ it's a bit difficult to understand them. The lecturer always puts the PowerPoint slides online ² _____ students can get important information from them. I also read books and articles in the reading list. I always write notes when I read ³ _____. I can remember useful information. I enjoy tutorials ⁴ _____. I like talking about ideas with other students. It also helps me understand new ideas. Sometimes no one in my class understands a new idea ⁵ _____ we ask the tutor to explain it. That's really useful.

5 SPEAKING

a CRITICAL THINKING YOUR EXAMPLES

Answer the questions.


1 Why does Elif use personal examples in her presentation? Choose different reasons:

- a to make it more interesting
 b she likes talking about her life
 c to help students understand her ideas
 d to tell her tutor how she wants to study

2 When does she use personal examples?

- a at the beginning c all the time
 b at the end d at the beginning and end

b Prepare a short talk on learning preferences. Make notes but don't write sentences. Use some of the information from Elif's presentation and add your own personal examples. Use *because* and *so*.

c  In small groups, tell each other about learning preferences. Were your examples the same or different?



Unit 3 Daily life

ACADEMIC SKILLS PLUS

Sociology: Modern life and stress

Listening: Listening for details

Speaking: Presentation introductions;
 Defining new ideas

1 SPEAKING

a How many hours a day do you spend doing these things?

- | | |
|--|------------------------------|
| studying _____ | working _____ |
| travelling to school/university/work _____ | helping family/friends _____ |
| cleaning/cooking at home _____ | free time activities _____ |



b Compare your answers. Do you think your life is busy? Do you sometimes feel stress? Why / Why not?

2 VOCABULARY Collocations

a Check the meaning of these words in a dictionary. Match 1–4 with a–d to make phrases.

- | | |
|-------------|-----------|
| 1 full-time | a disease |
| 2 daily | b study |
| 3 heart | c health |
| 4 mental | d life |

3 LISTENING



a Listen to Abby's presentation about daily life. Answer the questions.

- Which idea does Abby **not** talk about?
 - It's difficult to work and have a family life.
 - People need to exercise more so they don't feel stress.
 - Busy lives and stress mean people get sick.
- Is it the beginning or the end of Abby's presentation?

b Listen again and complete the detailed notes from Abby's presentation.

We live busy lives

- people work & ¹ _____
- e.g. Silvia studies ² _____, works 15 hours, helps ³ _____

Busy lives = stress problems

- people are worried & ⁴ _____ → don't do things ⁵ _____
 → feel stress
- stress = mental health ⁶ _____ & physical ⁷ _____ e.g. heart disease & diabetes

STUDY SKILLS: SYMBOLS AND ABBREVIATIONS FOR NOTES

- Match the symbols and abbreviations (1–4) with the words and expressions (a–d).
- | | |
|--------|------------------|
| 1 & | a for example, |
| 2 = | b and |
| 3 e.g. | c so |
| 4 → | d is the same as |
- Why is it a good idea to use symbols and abbreviations in notes? Do you know any others?

c Talk about the questions.

- Do you agree with Abby? Why / Why not?
- Do you think Abby's friend Silvia feels stress? Why / Why not?
- Who do you know who has a busy life and feels stress? Say why they are very busy and the possible reasons for their stress.

d **CRITICAL THINKING**
ORGANISING INFORMATION

Answer the questions.

- In her presentation, what does Abby do? Choose the best answer.
 - She talks about her main point and then gives detailed information.
 - She gives detailed information and then talks about her main point.
- Speakers and writers often organise their information in this way. How does this help you when you read and listen to new information?

4 LANGUAGE FOCUS 1 Defining things

a Look at the underlined expressions from Abby's presentation. Why does she use them?

They always feel tired and they feel they never do anything very well, so they have a kind of illness that we don't see. This illness is called stress. So stress is a type of mental health problem. But it's also a physical health problem.

- 1 To give examples and details.
- 2 To say what things are and what they mean.

b Which two expressions explain something? Which expression gives a name for something?

c Check in a dictionary that you understand the words in bold. Complete the gaps with one of the underlined expressions in 4a. More than one answer is sometimes possible.

- 1 **Pilates** is _____ exercise.
- 2 Doing exercise in a gym _____ a **workout**.
- 3 A careful choice of what you eat _____ a **diet**.
- 4 **Muesli** is _____ breakfast food.
- 5 The time when there is a lot of traffic _____ **rush hour**.



d Think of a word in English that you think your partner doesn't know. Explain the word.

5 PRONUNCIATION Joining words

a Listen and notice the way the words join together when we say them. Choose the correct rule.

they have a kind of illness
stress is a type of mental health problem

- 1 A vowel sound at the end of a word joins a vowel sound in the next word.
- 2 A consonant sound at the end of a word joins a vowel sound in the next word.

b Listen and repeat.

c Listen to these examples and put _ to show where two words join.

- 1 Often people try to work and study.
- 2 But she also works 15 hours a week in a shop.
- 3 But it's also a physical health problem.
- 4 People who have a lot of stress in their lives
- 5 I also want to look at different ways to help you have less stress in your daily life.

d In pairs, practise saying the examples.

6 LANGUAGE FOCUS 2 An introduction to a presentation

a Listen to the expressions that help introduce Abby's presentation. Complete each gap with one word.

- 1 Today my presentation is _____ modern life.
- 2 In my presentation today, I want to _____ you why people feel stress.
- 3 I also want to _____ different ways to help you.

b Answer the questions.

- 1 Which expression introduces the main idea of the presentation?
- 2 'tell' and 'look at' are important verbs in expressions 2 and 3. What's the other important verb in both expressions?

c Put the phrases in the correct order to make an introduction sentence.

- 1 exercise helps you / presentation is / this afternoon my / with stress / about how
- 2 to tell you / I want / about useful exercises / in my presentation
- 3 at how a good / I also want / diet helps you stay healthy / to look

7 SPEAKING

a Work alone. Use the notes below to prepare the introduction of a presentation. Check the name of your presentation in a dictionary and add your own idea as an example.

Student A – Traffic stress syndrome

my talk today ... kind of mental health problem ... called 'traffic stress syndrome'
... talk about the way people use their cars ...
... also ... look at ways to stop travelling at rush hour
for example, ...

Student B – Part-time work anxiety

my talk this afternoon/morning ... kind of study and work problem ... called 'part-time work anxiety'
... talk about students that study full-time and work part-time
... also ... look at ways to help students study and work at the same time
for example, ...

b Work in pairs (Student A and B). Take turns to introduce your presentation.

Unit 4 Food

ACADEMIC SKILLS PLUS

Biology: The food vegan people eat

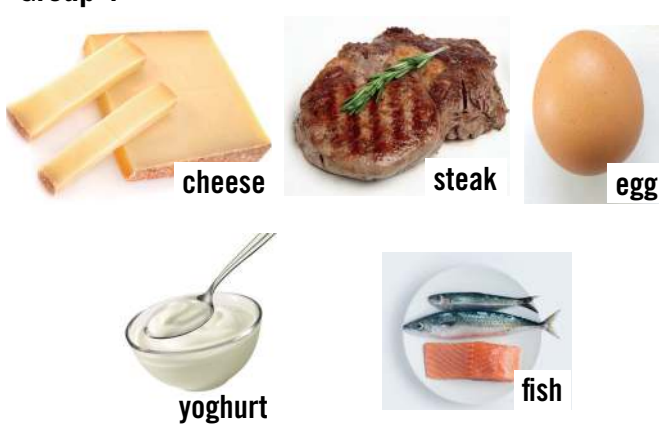
Listening skills: Listening for facts and opinions

Speaking skills: Making generalisations

1 SPEAKING

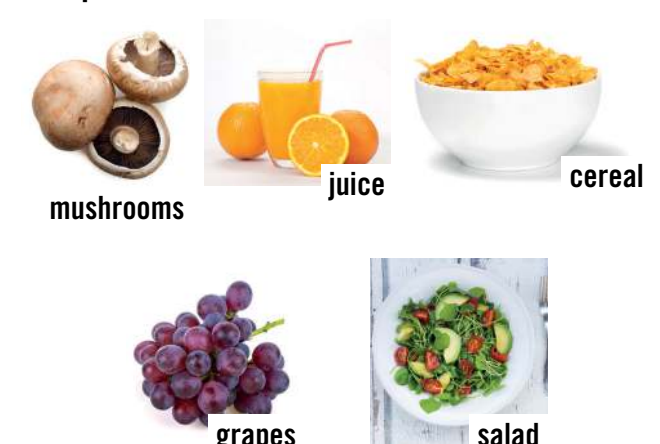
a What's the difference between the food in groups 1 and 2?

Group 1



cheese, steak, egg, yoghurt, fish

Group 2



mushrooms, juice, cereal, grapes, salad

b Add these foods to group 1 or 2.



seeds, chicken, nuts, honey

Think of one more food for each group and add.

c Talk about the kind of food you eat. Do you enjoy it? Why / Why not?

- 1 all food 2 vegetarian food 3 vegan food



2 LISTENING



a Do you agree with these ideas? Why / Why not?

- 1 Vegans help the environment.
- 2 Vegan food is nice to eat.
- 3 Vegans save animals.
- 4 Vegan food is expensive.

b **4.1** Listen to Enrico talk about vegans. Does he talk about all the ideas in 2a?

STUDY SKILLS: USING WHAT YOU KNOW TO HELP YOU UNDERSTAND

- 1 In 2a you talked about the ideas in the listening. How does this help you to understand?
- 2 What can you do if you don't know a lot about the topic of a presentation? Choose more than one answer.
 - a read about it before the presentation
 - b ask questions in the middle of the presentation
 - c ask other students about it before the presentation
 - d study vocabulary linked to the topic

c **4.1** Listen again. Are the sentences true (T) or false (F)?

- 1 Every person who is vegan helps save about 20 animals a year.
- 2 Making meat products means we use a large amount of water and energy.
- 3 Vegans often have health problems because they don't get some vitamins.
- 4 It doesn't cost a lot of money to be a vegan.
- 5 Everyone thinks that vegan food isn't good to eat.

- 3 Vegans _____ say they want to get healthy.
- 4 But _____ people think that being vegan isn't healthy.
- 5 They _____ say vegans don't get important vitamins.
- 6 _____ people think it's expensive to be a vegan.
- 7 But vegan food is _____ delicious and very good to eat.

d **CRITICAL THINKING**
IDENTIFYING FACTS AND OPINIONS

Read the notes from Enrico's presentation. Which are facts and which are opinions?

- 1 ~~Vegans eat no animal products~~
- 2 Vegans want to save animals, get healthy & save the planet
- 3 ~~Being a vegan isn't healthy — not enough vitamins~~
- 4 Expensive to be a vegan
- 5 Vegans save about 20 animals / year
- 6 Meat eating is expensive
- 7 Vegan food is usually delicious
- 8 9,500 litres of water per half kilo of meat
- 9 Vitamin B12 in cereals

Facts	Opinions
1 Vegans eat no animal products	3 Being a vegan isn't healthy – not enough vitamins

e **Skills focus** Speaker's opinion

- 1 What is Enrico's opinion of veganism?
 - a He thinks it's a good thing.
 - b He's not sure if it's a good thing.
- 2 How does he show his opinion?
 - a He tells listeners what his opinion is.
 - b He talks about facts that agree with his opinion.

3 PRONUNCIATION Sound and spelling

/i:/

a **4.2** Listen to the pronunciation of the underlined vowels in the words from the presentation. Which two words have a different pronunciation?

vegan eat cheese eeds beef ee
need heealthy meeat cereeal reeason

b Which rule is correct?

- 1 All words with *ee* and *ea* we pronounce /i:/.
- 2 Many words with *ee* and *ea* we pronounce /i:/.

c **4.2** Listen and repeat. Practise the words in pairs.

4 LANGUAGE FOCUS Generalisations

a **4.3** Listen to the sentences from the presentation. Write one or two words in each gap.

- 1 _____ vegans say they want to save animals.
- 2 _____ vegans also want to save the planet.

b Choose the correct word in *italics*.

- 1 The information in the examples is *always* / *usually* true.
- 2 The information is true for *everyone* / *most people*.
- 3 Information in research reports is *sometimes* / *usually* true.

c Order sentences 1, 2, 4 and 6 from 4a according to quantity.

all ←————→ no one

Order sentences 3, 5 and 7 according to frequency.

always ←————→ never

d Choose the words in *italics* that you think are true.

Most / *Many* / *Some* / *A few* people in my country take vitamin pills. They think they need extra vitamins to be healthy. They *usually* / *often* / *sometimes* take two or three pills a day. But *most* / *many* / *some* / *a few* doctors think vitamin pills don't help and people need to eat healthy food like fruit and vegetables and nuts. *Most* / *Many* / *Some* / *A few* vitamin pills are expensive, but people are *usually* / *often* / *sometimes* happy to pay extra for them.



e Cover the text and tell your partner what you think about vitamins. Do you have the same opinion? Why / Why not?

5 SPEAKING

a Choose one of these topics to talk about.

- fast food
- the typical diet in your country
- vegetarians
- a special food you know about

b Make notes about the topic. Include facts you know and opinions. What is your opinion?

c In pairs, tell each other about your topic. As you listen to your partner, write down the facts and opinions you hear. Discuss each student's topic and give your opinion.

Unit 5 Places

ACADEMIC SKILLS PLUS

Urban design: Holiday and city accommodation

Reading: Reading for key information; The writer's point of view

Writing: Description of a neighbourhood; Classifying

1 SPEAKING

a On holiday, where do you usually stay? Do you like this accommodation? Why / Why not?

- 1 hotel
- 2 apartment/house
- 3 hostel
- 4 camping ground

b What different kinds of holiday accommodation are there in your town/city? Which is the most popular?

2 VOCABULARY Building materials

a Put the words in the box in the gaps.

brick wood mud concrete



1 a house made of _____ 2 a house made of _____

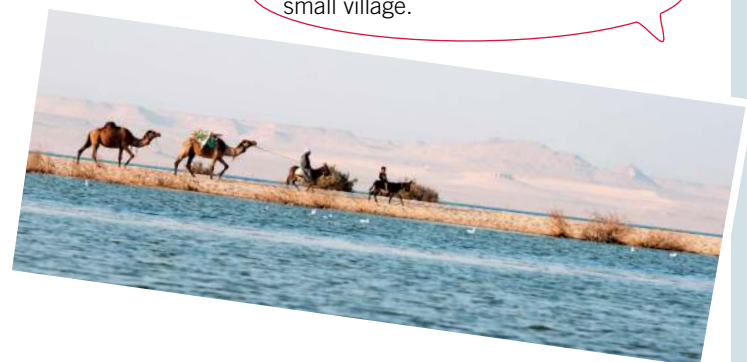


3 a house made of _____ 4 a house made of _____

b What kind of house / apartment building do you live in? What is it made of? Where is it?

I live in an apartment building made of concrete in the centre of town.

I live in a house made of wood in a small village.



3 READING

a Read the case study and complete the information.

Name of place? _____
 Where? _____
 Kind of accommodation? _____
 Room size? _____
 Room made of? _____

Eco-friendly Travel Case Study: El Mandara Eco-Lodge

Many tourists want to have a holiday in a quiet and private place that is close to nature. They also want to stay in a hotel or maybe a house that is good for the environment. These days there are many eco-friendly places to stay.

One example is El Mandara Eco-Lodge in Fayoum, Egypt. Fayoum is about 100 kilometres away from Cairo, the capital. El Mandara sits on Lake Qarun and all the rooms have a view of the lake.

The lodge consists of a group of old houses. In the past, they were in bad condition, but now they are comfortable places to stay. Guests at El Mandara feel they live close to nature and away from the stress of their daily life.



There are seven different places to stay at the lodge. You can have a room that is 29 metres square or you can have a small house that is 100 metres square. The rooms are made of mud and wood and the roof is made of palm leaves. There is no concrete or brick in the rooms at the lodge. However, there are modern facilities to make guests comfortable. Each room includes air conditioning and television.


El Mandara is a very clear example of a different kind of tourism. These days, a lot of people are choosing a holiday that gets them close to nature because it means they get away from their normal, daily lives.

b Read the case study again and answer the questions.

- 1 Why do some tourists like places such as El Mandara?
- 2 How do guests feel when they stay at El Mandara?
- 3 The houses at El Mandara are old. What things are new?

c  **CRITICAL THINKING****THE WRITER'S POINT OF VIEW**

Answer the questions.

- 1 Does the writer say clearly that he/she likes El Mandara?
- 2 How do you know the writer likes El Mandara? Choose the best answer. The writer ...
 - a tells people to visit El Mandara.
 - b describes El Mandara in a positive way.
 - c talks about a recent holiday at El Mandara.
- d  You win a free holiday. You can choose where you go. Do you want to go to El Mandara or somewhere different? Why? Tell your partner.

4 LANGUAGE FOCUS Classifying**a** Answer the questions about the underlined expressions. Does it mean a or b?

- 1 The lodge consists of a group of old houses.
 - a it's a group of old houses
 - b it has some old houses and some new ones
- 2 Each room includes air conditioning and television.
 - a it only has air conditioning and a TV
 - b it has air conditioning and also other things
- 3 The rooms are made of mud and wood
 - a used to describe the room
 - b used to say what's in the room

b Choose the correct form of the verb in *italics*.

- 1 The house is *made of / made on* wood and brick.
- 2 All the rooms *includes / include* a small kitchen.
- 3 The gym *consists in / consists of* many different exercise machines.

c Put a word in the gap if you need to. If you don't, put X.

- 1 The house consists _____ five rooms.
- 2 All the furniture is made _____ wood.
- 3 The apartment building includes _____ a swimming pool and a gym.
- 4 The apartment building consists _____ 12 small apartments.

STUDY SKILLS: GRAMMAR NOTES

Answer the questions.

- 1 What kind of word comes after the verbs 'consist' and 'made' in the expressions?
- 2 Do all verbs have a preposition after them? Give an example.
- 3 Where can we find out if they do?
- 4 When you learn a new verb, what do you need to do?

d Complete the paragraph with *is/are made of, consist of, include*. Use the correct form of the verb.

There are a lot of different types of buildings in my neighbourhood. It's an old neighbourhood so many of them are houses. Most of them ¹ _____ wood, but some ² _____ brick and concrete. Most of the buildings ³ _____ homes for one or two families, but there are some larger buildings that are three to six floors high. These buildings ⁴ _____ 12 to 50 apartments and ⁵ _____ homes for single people and families. All the apartment buildings are quite new and they ⁶ _____ facilities such as cars parks, security cameras and a small gym.

5 WRITING**a** Make notes about the neighbourhood you live in. Use these headings to help.

kinds of buildings? buildings made of? old/new or both?
families / single people? building facilities?

b Write a paragraph about your neighbourhood. Use the example in 4d to help.**c** Show your paragraph to a student who lives in a different part of town. Are your neighbourhoods similar or different?