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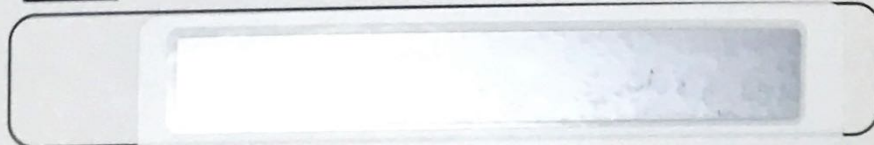


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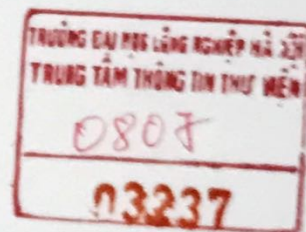
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Listening, Speaking & Critical Thinking

STUDENT'S BOOK WITH DIGITAL PACK

N.M. White, Susan Peterson and Nancy Jordan
with Chris Sowton, Jessica Williams,
Christina Cavage and Kimberly Russell



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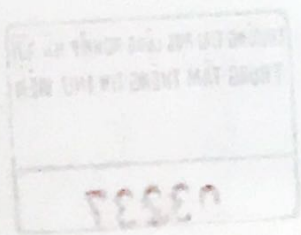
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MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY
1 PEOPLE Listening 1: Introductions (Communications) Listening 2: Presentations about famous people (Anthropology)	A clothes maker and a furniture maker in Johannesburg	<u>Key listening skills:</u> Understanding key vocabulary <u>Additional skills:</u> Using your knowledge Listening for main ideas Listening for detail <u>Pronunciation for listening:</u> Syllable stress	Family Jobs Countries and nationalities
2 SEASONS Listening 1: A talk about different seasons (Meteorology) Listening 2: Presentations about places (Geography)	How deserts are formed	<u>Key listening skills:</u> Predicting content using visuals <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Synthesizing <u>Pronunciation for listening:</u> Sentence stress	Seasons Weather Colours Adjectives
3 LIFESTYLE Listening 1: Conversations about different lifestyles (Sociology) Listening 2: An interview (Anthropology/Education)	Festival of the winds	<u>Key listening skills:</u> Listening for main ideas <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Listening for detail Synthesizing <u>Pronunciation for listening:</u> Intonation in questions and statements	Verb collocations
4 PLACES Listening 1: A presentation about a new smartphone app (History/Geography) Listening 2: Following directions (Geography)	Shanghai	<u>Key listening skills:</u> Listening for detail <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Synthesizing <u>Pronunciation for listening:</u> Stress in directions	Places

GRAMMAR	CRITICAL THINKING	SPEAKING
Subject pronouns and possessive adjectives The verb be	Choosing information for an ideas map	<p><u>Preparation for speaking:</u> Introducing and starting a talk</p> <p><u>Pronunciation for speaking:</u> Syllable stress</p> <p><u>Speaking task:</u> Tell your group about a famous person from your country.</p>
There is / There are	Using visuals in a talk	<p><u>Preparation for speaking:</u> Giving a talk Describing visuals</p> <p><u>Pronunciation for speaking:</u> Sentence stress Pauses</p> <p><u>Speaking task:</u> Describe photos of a place you want to visit.</p>
The present simple • Statements • Questions	Understanding surveys	<p><u>Preparation for speaking:</u> Prepositions of time</p> <p><u>Pronunciation for speaking:</u> Present simple -s and -es endings</p> <p><u>Speaking task:</u> Interview students for a survey.</p>
Prepositions of place The imperative	Interpreting maps and directions	<p><u>Preparation for speaking:</u> Giving directions Asking for directions</p> <p><u>Pronunciation for speaking:</u> Phrases</p> <p><u>Speaking task:</u> Ask for and give directions in a university town.</p>

UNIT	VIDEO	LISTENING	VOCABULARY
<p>5 JOBS</p> <p>Listening 1: A formal conversation asking for advice (Business/Management)</p> <p>Listening 2: A discussion about job applicants (Career Services)</p>	Burj Khalifa	<p><u>Key listening skills:</u> Using your knowledge to predict content Listening for opinions</p> <p><u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Listening for detail Synthesizing</p> <p><u>Pronunciation for listening:</u> Weak form <i>have to</i></p>	Vocabulary for jobs and workers (<i>work, job, fit, kind, earn, etc.</i>)
<p>6 HOMES AND BUILDINGS</p> <p>Listening 1: A radio interview about restaurants (Architecture)</p> <p>Listening 2: A discussion about buildings (Architecture)</p>	Monticello and Jefferson	<p><u>Key listening skill:</u> Listening for reasons</p> <p><u>Additional skills:</u> Using your knowledge Understanding key vocabulary Listening for main ideas Listening for detail Synthesizing</p> <p><u>Pronunciation for listening:</u> Linking words</p>	Furniture
<p>7 FOOD AND CULTURE</p> <p>Listening 1: A classroom discussion about food culture (History/Sociology)</p> <p>Listening 2: A student presentation on food culture and changing habits (History/Sociology)</p>	Luxury fruit	<p><u>Key listening skill:</u> Listening for numbers</p> <p><u>Additional skills:</u> Using your knowledge Understanding key vocabulary Listening for main ideas Listening for detail Predicting content using visuals Synthesizing</p> <p><u>Pronunciation for listening:</u> Numbers with <i>-teen</i> and <i>-ty</i></p>	Food
<p>8 TRANSPORT</p> <p>Listening 1: A talk about the London Underground (Engineering/Urban planning)</p> <p>Listening 2: Two student presentations about traffic problems (Engineering/Urban planning)</p>	China's modern roadways	<p><u>Key listening skill:</u> Listening for definitions Synthesizing information</p> <p><u>Additional skills:</u> Understanding key vocabulary Using your knowledge Predicting content using visuals Listening for main ideas Listening for detail Taking notes Synthesizing</p> <p><u>Pronunciation for listening:</u> Pronouncing years Consonant clusters</p>	Verbs for transport

GRAMMAR	CRITICAL THINKING	SPEAKING
<p><i>Have to / has to</i> <i>Should</i> Comparative adjectives</p>	<p>Identifying criteria</p>	<p><u>Preparation for speaking:</u> Comparing Asking for and giving opinions and reasons</p> <p><u>Pronunciation for speaking:</u> Weak sounds in comparatives Pronouncing consonants in <i>have to, have, has to, has</i> (e.g. /f/, /v/, /z/, /s/)</p> <p><u>Speaking task:</u> Choose a person for a job.</p>
<p>Giving an opinion with <i>should</i></p>	<p>Evaluating ideas</p>	<p><u>Preparation for speaking:</u> Reasons, opinions and agreement</p> <ul style="list-style-type: none"> • Giving reasons • Giving an opinion • Asking for an opinion • Agreeing and disagreeing <p><u>Speaking task:</u> Discuss ideas for a new café.</p>
<p>The past simple 1</p> <ul style="list-style-type: none"> • Statements • <i>Yes/No</i> questions and short answers • Irregular verbs 	<p>Understanding pie charts</p>	<p><u>Preparation for speaking:</u> Introducing a report Talking about surveys</p> <p><u>Pronunciation for speaking:</u> The letter <i>u</i></p> <p><u>Speaking task:</u> Report the results of a survey.</p>
<p>The past simple 2</p> <ul style="list-style-type: none"> • More irregular verbs <p><i>Because / So</i></p>	<p>Synthesizing and organizing information for a talk</p>	<p><u>Preparation for speaking:</u> Describing a topic Describing a problem Describing a solution Describing results</p> <p><u>Pronunciation for speaking:</u> <i>-d / -ed</i> in regular past simple verbs</p> <p><u>Speaking task:</u> Describe a transport problem, solutions and results.</p>

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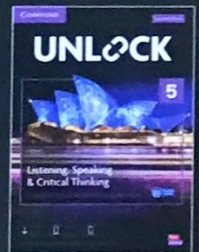
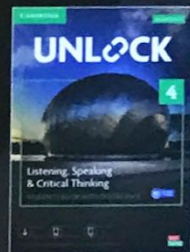
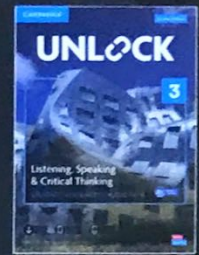
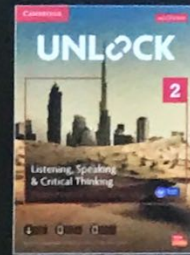
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A2	Level 2	3.0
A1	Level 1	
Pre A1	Basic	

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