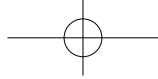


## Map of the book

	Unit	Inside view	Outside view
P1	<b>Unit 1 Live and learn</b>	Learning about memory and different learning styles <b>P2</b> <i>Correcting</i> <i>Talking about ability</i> <i>Generalizing</i> <i>Giving instructions</i>	Mind maps <b>P6</b>
P13	<b>Unit 2 A sporting chance</b>	Getting a place on the college team <b>P14</b> <i>Sympathizing</i> <i>Giving directions</i> <i>Congratulating</i> <i>Expressing concern</i> <i>Reassuring</i>	Popular sports in Britain <b>P18</b>
P25	<b>Unit 3 Breaking news</b>	Getting the news <b>P26</b> <i>Reporting speech</i> <i>Introducing the news</i> <i>Talking about habits</i>	The library of a popular British newspaper <b>P30</b>
P37	<b>Unit 4 Animal magic</b>	Finding a cat in college <b>P38</b> <i>Expressing likes</i> <i>Expressing dislikes</i> <i>Exclaiming</i> <i>Expressing fears</i>	The work of the WWF <b>P42</b>
P49	<b>Unit 5 Time off</b>	Going to the theatre <b>P50</b> <i>Persuading people to do something</i> <i>Talking about likes and dislikes</i> <i>Expressing regret about the past</i> <i>Expressing regret about the present and future</i>	What's on? <b>P54</b>
P61	<b>Unit 6 Body and soul</b>	Feeling depressed in a new environment <b>P62</b> <i>Asking about people's health</i> <i>Talking about medical complaints</i> <i>Sympathizing</i>	Alternative medicine <b>P66</b>
P73	<b>Unit 7 Crime wave</b>	Kate's bike is stolen <b>P74</b> <i>Expressing disbelief</i> <i>Expressing anger</i> <i>Expressing upset</i> <i>Reporting speech</i>	A visit to a British police station <b>P78</b>
P85	<b>Unit 8 Career move</b>	Going to a careers fair <b>P86</b> <i>Discussing possibilities</i> <i>Discussing plans</i> <i>Checking information</i> <i>Discussing job requirements</i>	The jobs teenagers do <b>P90</b>
P97	<b>Communication activities</b>		



	Listening in	Pronunciation	Unit task
	A reflection on the digital world <b>P8</b> Tips to help manage your time <b>P10</b> <i>Listening to natural English: using introductory phrases</i>	Syllable stress in words Falling intonation in questions Plosion <b>P11</b>	Carrying out a survey on study skills <b>P12</b>
	How do you define fair play? <b>P20</b> A joke about getting a place on the college team <b>P22</b>	Pronunciation of <i>ow</i> Sense groups Stress and intonation to express doubt or excitement Unstressed words <b>P23</b>	Planning a student sports event <b>P24</b>
	One of the most respected newsreaders of the 20th century <b>P32</b> A museum of news <b>P34</b>	Pronunciation of <i>c</i> Stressed words Speed, volume, intonation and pitch to tell a story <b>P35</b>	Making a news programme <b>P36</b>
	A debate on animal testing <b>P45</b> A quiz on animal facts <b>P46</b> <i>Listening to natural English: speaking formally in a debate</i>	Pronunciation of <i>o</i> Weak consonants Stress and intonation to express strong feelings and attitudes <b>P47</b>	Designing an animal rescue poster <b>P48</b>
	The best movie of the year <b>P56</b> How to spend an evening <b>P58</b> <i>Listening to natural English: making a speech</i>	Stressed syllables Stress and intonation to give praise and express surprise Intonation to express dislikes and disappointment Hesitation sounds <b>P59</b>	Organizing a social event <b>P60</b>
	Fears of flying <b>P68</b> Growing old <b>P70</b>	Linking sounds Sense groups Stressed words Unstressed words <b>P71</b>	Taking part in a radio discussion about health <b>P72</b>
	Who stole the <i>Mona Lisa</i> <b>P80</b> Criminal justice system in Britain <b>P82</b> <i>Listening to natural English: asking rhetorical questions</i>	Sense groups Linking sounds Plosion Speed, volume, intonation and pitch to tell a story <b>P83</b>	Giving a talk on crime prevention <b>P84</b>
	What is Oxfam doing? <b>P92</b> Tips on how to succeed in a job interview <b>P94</b>	Rising intonation for incomplete sense groups, and falling intonation for complete sense groups <b>P95</b>	Planning a careers fair <b>P96</b>



**UNIT 1**

# Live and learn

**Janet and  
Kate discuss  
learning styles**

**How would you  
like to think?**

**Join a class on how to  
create mind maps**

**What's happened to  
our brains?**

**We love the digital age – but do we still  
know how to read and think?**

**Where does the time go?**

**Tips to help manage your time**





## Starting point

Work in pairs and find the answers to the riddles.

- 1 What goes around the world but stays in a corner?
- 2 I have holes in my top and bottom, my left and right, and in the middle. But I still hold water. What am I?
- 3 Give me food, and I will live; give me water, and I will die. What am I?
- 4 You use a knife to slice my head and weep beside me when I am dead. What am I?
- 5 What gets wetter as it dries?

Now turn to Page 97 and check your answers.

## Inside view

### Conversation 1

1 Work in pairs and decide whether the statements in the table below are true or false.

- |   |   |
|---|---|
| 1 | Physical exercise improves your memory.                           |
| 2 | Thirty per cent of people have a visual memory.                   |
| 3 | When you're tired, it's more difficult to remember things.        |
| 4 | If you do one activity for a long time, your memory will improve. |
| 5 | Eating fruit and vegetables can improve your memory.              |

2 Watch Conversation 1 and check (✓) Mark's and the newspaper's answers in the table in Activity 1.





**Conversation 1****statement** /'steɪtmənt/ *n.* 陈述**physical** /'fɪzɪkl/ *a.* 身体的, 体力的**visual** /'vɪʒʊəl/ *a.* 看得见的, 视觉的

	You		Mark		The newspaper	
	True	False	True	False	True	False

**3 Watch Conversation 1 again and choose the best answer to the questions.**

- What is the title of the quiz?
  - How good is your memory?
  - How much is your memory?
  - How much do you know about memory?
  - Have you got a good memory?
- What does Mark say about his memory?
  - It's pretty bad.
  - It's very good.
  - It's OK.
  - It's pretty good.
- What does Mark say he can't do?
  - He can't always remember things.
  - He can't remember things when he's tired.
  - He can't do one activity for a long time.
  - He can't improve his memory.
- What does Janet say at the end of the conversation?
  - "What a bad memory you have!"
  - "Haven't you got a good memory?"
  - "You have a good memory."
  - "What a good memory you have!"
- Why does Janet laugh?
  - Because Mark forgot to go to a lecture.
  - Because Mark told her a joke.
  - Because Mark had to go somewhere quickly.
  - Because Mark forgot something while they were talking about memory.

**Language and culture**

**The Times** (《泰晤士报》) is a daily national newspaper in the UK. It is a serious newspaper and its readers are mostly well-educated.



Conversation 2

4 Work in pairs. Check (✓) the study skills that Janet might have difficulty with during her first term at Oxford.

- 1 asking questions during tutorials
- 2 memorizing information
- 3 critical thinking
- 4 having discussions during tutorials
- 5 having a large amount of work to do

5 Watch Conversation 2 and find out the answers to the questions.

- 1 "What's up?"
- 2 "You have to memorize a lot, don't you?"
- 3 "What do you mean by critical thinking?"
- 4 "Why do you say that?"
- 5 "Can you give an example of some research?"

Conversation 2

**memorize** /'memə'reɪz/ v. 记住, 熟记

**critical** /'krɪtɪkl/ a. 思辨的

**justify** /'dʒʌstɪfaɪ/ v. 证明, 辩明

**tutor** /'tju:tə/ n. (学院或大学里的) 导师, 助教

**starving** /'stɑ:vɪŋ/ a.

(非正式) 非常饿的, 饥饿难忍的

6 Watch Conversation 2 again and complete the sentences.

**Kate** You're looking a bit down, Janet. What's up?

**Janet** Well ... I'm finding studying at Oxford quite hard.

**Kate** You're telling me! There's so much work!

**Janet** It's not the amount of work – but everything's so different. In China, (1) \_\_\_\_\_ we have large classes, we don't have tutorials. And (2) \_\_\_\_\_, our teacher tells us what we should do. So I'm not used to asking questions or discussing things. (3) \_\_\_\_\_.

**Kate** You have to memorize a lot, don't you?

**Janet** Yes, but I'm good at that.

**Kate** You're lucky. There's so much to remember studying law! (4) \_\_\_\_\_ sometimes, I really do.

**Janet** Yes, well, we've been trained to do that. But we don't have so much training in critical thinking.

**Kate** What do you mean by critical thinking?

**Janet** Let me think ... I think it's giving your opinion and then justifying it.

**Kate** Yes, I suppose that's what our teachers have always encouraged us to do.

**Janet** I am (5) \_\_\_\_\_, I suppose.

**Kate** Hey! How about this? Let's pretend I'm your tutor. I'll make a statement. (6) \_\_\_\_\_ to examine it and then ask questions.

**Janet** OK.

**Kate** (7) \_\_\_\_\_ learning a second language. Go on, ask a question!

**Janet** Why do you say that?

**Kate** That's what the research tells us. (8) \_\_\_\_\_.

**Janet** Can you give an example of some research?

**Kate** Um ... No! Look, I'm starving and I can't think at all when I'm hungry.

Language and culture

A **tutorial** is a lesson in which a student or a small group of students discuss a subject with a tutor, especially at a university or college. At the University of Oxford, there are two main types of teaching: tutorials and lectures which are open to everyone studying the relevant course.



## Everyday English

Do you want to have a go?  
might as well  
Right.  
You're looking a bit down.  
What's up?  
Hey!

### 7 Work in pairs and answer the questions about Everyday English.

- 1 *Do you want to have a go?* Does this mean (a) do you want to try to do it, or (b) do you want to leave?
- 2 *might as well* Does this mean (a) you'll do it because you can't think of anything better to do, or (b) you might try it?
- 3 *Right.* Does this mean (a) you're right, or (b) OK?
- 4 *You're looking a bit down.* Does this mean (a) you're looking a bit sad, or (b) you're looking a bit tired?
- 5 *What's up?* Does this mean (a) what's the matter, or (b) why?
- 6 *Hey!* Does this mean (a) listen, or (b) I've got an idea?

### 8 Work in pairs and act out the conversation.

**Student A** Talk about the things you enjoy and are good at in the subject you are studying.

**Student B** Comment on what Student A has said.

**Student A** Say that the problem is there's a lot to remember in your subject and you're finding it difficult.

**Student B** Say that Student A is getting better at this. Tell Student A an interesting fact about memory.

**Student A** Make a comment.

**Student B** Tell Student A another fact.

**Student A** Contradict Student B.

**Student B** Tell Student A you read these facts in a newspaper article.

**Student A** Say that Student B must be right.

### Correcting

Wrong, I'm afraid.  
In fact, ...  
Actually, ...

### Talking about ability

I find it difficult.  
I'm good at ...  
I have difficulty ...  
I'm getting better at ...  
Everyone is capable of ...

### Generalizing

Physical exercise improves ...  
If / When you (do) ..., you (do / will) ...  
Mostly / Generally, ...

### Giving instructions

You have to ...  
Your task is to ... and then ...  
Now ...

## Talking point

### 1 Work in pairs and make a list of everyday objects. Here are some suggestions:

- a box
- a hat
- a bottle
- a paper clip

### 2 Talk about the alternative uses the objects could have.

*You could use a hat to carry things.*  
*You can hang a hat on the wall as a decoration.*  
*A hat can be used as a cover.*

### 3 Work with another pair and decide which is:

- the strangest idea
  - the most practical idea
  - the most creative idea
- The strangest idea is the cover.*

*I disagree. I think it's very strange to use a hat to carry things!*

# Outside view

1 Complete the sentences with the correct form of the words and expressions in the box.

brainstorm creative generate highlight issue  
think laterally noticeable overview radiate

- 1 He's a very \_\_\_\_\_ person and paints and writes poetry.
- 2 The manager said that he would like to discuss several important \_\_\_\_\_ at the meeting.
- 3 I used a yellow pen to \_\_\_\_\_ the things I wanted to remember.
- 4 It was \_\_\_\_\_ that Mike was very interested in the girl opposite him, as he kept looking at her.
- 5 The discussion was very helpful and \_\_\_\_\_ a lot of good ideas.
- 6 When you study a new topic, it's a good idea to begin with a(n) \_\_\_\_\_ of the subject.
- 7 If you \_\_\_\_\_, you think in a way that is different or unusual.
- 8 The lines in the picture \_\_\_\_\_ out from the centre.
- 9 To find the best ideas, the group spent five minutes \_\_\_\_\_, and everyone made lots of suggestions.

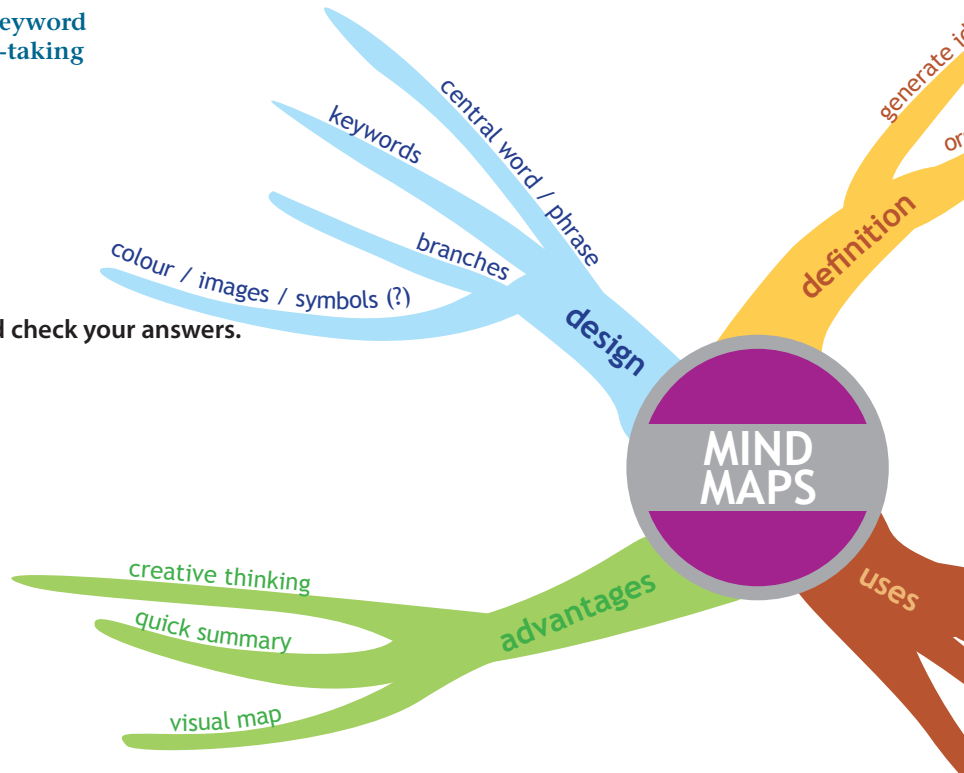
2 Work in pairs and answer the questions. Use the words and expressions in Activity 1 and below to help you.

diagram organize connection keyword  
creative thinking (il)logical note-taking  
problem-solving

- 1 What is a mind map?
- 2 Have you ever used one?
- 3 Why do we use them?
- 4 What are the advantages of using mind maps over writing notes?

Now watch Part 1 of the video clip and check your answers.

- diagram /'daɪəgrəm/ n. 图表, 示意图
- generate /'dʒenəreɪt/ v. 引起, 引发
- relate /rɪ'leɪt/ v. (把……) 联系起来, 有关联
- brainstorm /'breɪnstɔ:m/ v. 自由讨论, 集体解决难题
- overview /'əʊvəvju:z/ n. 概述, 概观
- revision /rɪ'vɪʒn/ n. 复习
- capture /'kæptʃə/ v. 获得
- alternative /ɔ:l'tɜ:nətɪv/ n. 供替代的选择, 供选择的东西
- option /'ɒpʃn/ n. 选择, 供选择的东西
- perspective /pə'spektɪv/ n. 看法, 观点, 视角
- grasp /grɑ:sp/ v. 理解, 明白, 领会
- think laterally /'læt(ə)rəli/ 横向思维 (打破既有的思维模式)
- illogical /ɪ'lɒdʒɪkl/ a. 不合逻辑的
- aspect /'æspekt/ n. 方面, 特色
- noticeable /'nəʊtɪsəbl/ a. 显而易见的, 明显的
- striking /'straɪkɪŋ/ a. 引人注目的, 显著的
- concentrate /'kɒnsn'treɪt/ v. 集中注意力, 专注
- radiate /'reɪdiət/ v. 辐射, 发射
- spiral /'spɑɪrəl/ v. 螺旋形行进
- and so forth 诸如此类, 等等
- highlight /'haɪlaɪt/ v. 突出
- image /'ɪmɪdʒ/ n. 图像
- symbol /'sɪmbəl/ n. 符号, 记号
- bubble /'bʌbl/ n. (漫画中用于圈起人物所说的话的) 对话框
- identify /aɪ'dentɪfaɪ/ v. 识别, (经考虑) 确定





## Watching and understanding

**3** Watch Part 1 again and underline the correct way to complete the sentences.

- 1 Mind maps are diagrams which help us to *generate ideas / think clearly*, and also to organize or structure our ideas related to a topic.
- 2 OK, brainstorming is *one of the most important uses / the most important use* of mind maps.
- 3 Before an exam, after having studied for many, many days or even weeks, you might want to *check what you know / capture a very general understanding* about the subject.
- 4 They give us almost a picture, a different perspective in terms of a picture, or a diagram of understanding information or understanding connected ideas, which is very helpful for people who like to learn *from a different way / by making connections*.
- 5 As you can see, we have main ideas throughout our mind map, not *sentences / long texts*.
- 6 Mind maps are illogical and by being illogical they encourage us to think *creatively / differently*, you might say.

**4** Watch Part 2 of the video clip and find out the response to these sentences.

- 1 And then I'd just like you to have a look at this mind map and tell me what some of the most noticeable or striking features are that we can talk about.
- 2 What else do you notice about the design of this mind map?
- 3 What other aspects of design do you notice here?
- 4 Are there any other aspects of design which you notice in this particular map?

**5** Watch Part 2 again and choose the best way to complete the sentences.

- 1 In the centre of a mind map there is \_\_\_\_\_.
  - (a) a keyword
  - (b) a central word
  - (c) a central word or phrase
  - (d) a central word, phrase, sentence or question
- 2 The teacher says that the keywords help us to \_\_\_\_\_.
  - (a) think about the main ideas
  - (b) think about the main ideas and make connections
  - (c) concentrate
  - (d) think visually
- 3 The teacher says that colours \_\_\_\_\_.
  - (a) are a personal choice
  - (b) are very important
  - (c) should not be used too often
  - (d) help to plan your thinking
- 4 The teacher says that \_\_\_\_\_.
  - (a) people often use symbols
  - (b) people can use images or pictures related to the keywords
  - (c) she uses a speech bubble symbol with her keywords
  - (d) she uses thought bubbles a lot



### Developing critical thinking

**6** Work in pairs and discuss the questions.

- 1 What do you think of the teacher's explanation of mind maps?
- 2 In what situations aren't mind maps helpful?
- 3 Has the talk persuaded you to use mind maps? Why / Why not?
- 4 How do you think your mind works – creatively or logically?

ideas  
organize ideas

brainstorming  
note-taking  
revision  
problem-solving  
eg travel plans  
eg essay topics  
eg reasons for an argument

# Listening in

## Short conversations

### 1 Listen to the five short conversations and choose the best answer to the questions.

- 1 (a) She needn't use the library.  
(b) She should use the library.  
(c) She isn't very intelligent.  
(d) She is very intelligent.
- 2 (a) In a classroom.  
(b) In a computer shop.  
(c) In an Internet café.  
(d) In a bookshop.
- 3 (a) The woman would like more information.  
(b) The woman doesn't believe the results are correct.  
(c) The speakers don't really have an opinion.  
(d) The speakers disagree with each other.
- 4 (a) The music is too loud.  
(b) She doesn't like the music.  
(c) She thinks the music is great.  
(d) She's a little deaf.
- 5 (a) He hopes her lessons are good.  
(b) He hopes the woman won't do the same thing again.  
(c) He expects the woman will probably do the same thing again.  
(d) He hopes the woman will get a better grade next time.

## Short conversations

**assignment** /ə'saɪnmənt/ *n.* 作业, 分派的任务

**artificial intelligence** 人工智能

**claim** /kleɪm/ *v.* 声称, 主张, 断言

## Lecture

### 2 Work in pairs and answer the questions.

- 1 To what extent do you use the digital world (the Internet) in order to obtain information? Do you prefer to use the Internet rather than books?
- 2 Do you find that obtaining information so easily helps you to think in a creative and original way?
- 3 Do you sometimes think that there is too much information online?

## Listening and understanding

### 3 Listen to the lecture and check (✓) the true statements.

- 1 We should think about the digital world and its effect on how we read, think and learn.
- 2 Many people think that the digital revolution doesn't greatly help our formal education.
- 3 Reading is a skill that needs to be learnt and has changed our brains.
- 4 The speaker wonders if the fact that we can get information very quickly prevents real thought.
- 5 It may not be important to teach young people to read well before they begin using computers.
- 6 Some people may think that it's more important to take in large amounts of new information online than to think in new ways.
- 7 The speaker believes that the best thinkers of our time will be destroyed by the digital world.

## Lecture

**academic** /ækə'demɪk/ *year* 学年

**digital** /'dɪdʒɪtl/ *a.* 数字的, 数码的

**formal** /'fɔ:ml/ *a.* 正规的

**keyboard** /'ki:bɔ:d/ *n.* (计算机) 键盘

**miracle** /'mɪrəkl/ *n.* 奇迹



**4 Listen to the lecture again and complete the sentences.**

At the start of the new academic year, it's a good chance to think about the digital world we live in, and its effect on how we read, how we think, how we learn, and how we use knowledge (1) \_\_\_\_\_.

Many claim that the digital revolution can bring benefits to our formal education as well as to our lifelong learning. With a few (2) \_\_\_\_\_ on our keyboards, we can call up huge amounts of information.

But you see, sometimes (3) \_\_\_\_\_ two points. Firstly, no human was born to read. It's a skill that needs to be taught. Secondly, the act of reading is a miracle which, over 5,000 years, (4) \_\_\_\_\_ our brains and influenced our thought processes.

The question I ask is this: Does getting information quickly and easily have an effect on the traditional reading process? Does reading online get in the way of real thought? There is a huge difference between getting information and getting to the heart of (5) \_\_\_\_\_.

In fact, it may even (6) \_\_\_\_\_ to make sure our young people develop expert reading skills before we let them use their computers for study.

Of course some people may say it's better to be able to process vast amounts of new information in our digital world than to go beyond (7) \_\_\_\_\_ and think new thought.

I don't know. But the point I want to make is this: It would be a shame if the great minds which created our digital world could (8) \_\_\_\_\_ by it.

**Listening to natural English: using introductory phrases**

The language of lectures is generally formal and the ideas presented can be difficult to follow. When speakers are about to ask an important question or make an important point they often use an introductory phrase that signals to listeners that they are going to do this. The effect is that people listen carefully to the next sentence.

*The question I ask is this: Does getting information quickly and easily have an effect on the traditional reading process?  
But the point I want to make is this: It would be a shame if the great minds which created our digital world ...*



## Interview

## 5 Do the questionnaire.

## EXAMS – how do you prepare?

- 1 When you are preparing for an exam, do you \_\_\_\_\_?  
 (a) make a study plan with detailed tasks  
 (b) make a study plan but not a detailed one  
 (c) prefer not to have a study plan
- 2 Do you find that your study plans are \_\_\_\_\_?  
 (a) practical and you are able to keep to them  
 (b) quite practical but you don't always keep to them  
 (c) impractical and you're unable to keep to them
- 3 In the month before the exam, do you \_\_\_\_\_?  
 (a) spend most of the time working, with very little time to relax  
 (b) allow yourself time to relax  
 (c) allow yourself plenty of time to relax as you find you work better that way
- 4 Do you spend a lot of time reviewing \_\_\_\_\_?  
 (a) past exams  
 (b) notes you took in class  
 (c) textbooks

Now work in pairs and compare your answers.

## Listening and understanding

### 6 Listen to the interview and number the steps in the order you hear them.

- Put your plan somewhere you can see it.
- Put your detailed tasks into the available hours on your daily plan.
- Make a plan of what you need to do by the dates when the exams take place.
- Get a daily plan.
- Mark out all the times when you won't be working.
- Make a more detailed plan.

## Interview

**deadline** /'ded,laɪn/ *n.* 最后期限

**objective** /əb'dʒektɪv/ *n.* 目标

**highlighter** /'haɪ,laɪtə/ *n.* 荧光笔

### 7 Listen to the interview again and choose the best way to complete the sentences.

- 1 The first step is to \_\_\_\_\_.  
 (a) manage your time at college  
 (b) write down the dates when the exams take place  
 (c) realize you have to manage your time  
 (d) know when the exams take place
- 2 Step four is to make sure \_\_\_\_\_.  
 (a) you organize your work into smaller tasks  
 (b) you achieve results  
 (c) your tasks can be expressed as results  
 (d) you work for four hours at a time
- 3 Step seven is to \_\_\_\_\_.  
 (a) look at recent exams  
 (b) add in time for relaxation  
 (c) add in time for reviewing past exams  
 (d) make sure you have enough time to review your work
- 4 Step nine is to \_\_\_\_\_.  
 (a) make sure your plan is practical  
 (b) accept that your plan won't always be practical  
 (c) accept that sometimes something which you didn't expect will slow you down  
 (d) make sure you put in social events you expect to take place
- 5 The last step is to \_\_\_\_\_.  
 (a) keep checking your plan so you know what you have to achieve  
 (b) cross things off on your plan when you've achieved them  
 (c) make sure you keep to your plan  
 (d) try and keep to your plan so you make real progress

# Pronunciation

## 1 Listen and repeat. Check (✓) the words in which the stressed syllable changes.

<input type="checkbox"/>	visual	visualize
<input type="checkbox"/>	tutor	tutorial
<input type="checkbox"/>	memorize	memorization
<input type="checkbox"/>	critical	critique
<input type="checkbox"/>	justify	justification
<input type="checkbox"/>	starve	starvation
<input type="checkbox"/>	generate	generation
<input type="checkbox"/>	contribute	contribution
<input type="checkbox"/>	creatively	creativity
<input type="checkbox"/>	radiate	radiation
<input type="checkbox"/>	concentrate	concentration
<input type="checkbox"/>	symbol	symbolic
<input type="checkbox"/>	identify	identification
<input type="checkbox"/>	miracle	miraculous

### Syllable stress in words

We have already seen that we stress the word which we consider to be the most important in a sentence. But syllable stress in words is not a matter of personal interpretation. There is a correct and an incorrect way to stress syllables in words of more than one syllable. It's important to learn which syllables are stressed when we learn the meaning of the word.

## 2 Listen and notice how the speaker's voice falls at the end of the questions.

- 1 You're looking a bit down, Janet. What's up? ↘
- 2 Hey! How about this? ↘
- 3 Why do you say that? ↘
- 4 What are some of the reasons for using mind maps? ↘
- 5 What else do you notice about the design of this mind map? ↘
- 6 Have any of you actually used mind maps in the past? ↘
- 7 Are there any other uses that you can think of for mind mapping? ↘
- 8 Are there any other advantages you can think of? ↘

Now read the questions aloud. Make sure you use a falling intonation.

### Falling intonation in questions

When we use a question word (*who, what, why, how*), we use a falling intonation at the end of the question. We can also use a falling intonation with *Yes / No* questions when we know the answer.

## 3 Listen and notice the /t/, /d/, /k/ and /p/ sounds in the underlined words.

I perhaps use too many colours. I have used different colour to show the different keywords or different aspects of mind mapping. You might like to use different colours to highlight different sections of a mind map or key information. Or you may, you may choose to have it all in one colour. It's very much a personal choice, depending on how you like to, to think and, and, and plan your thinking. You might also like to use images or pictures related to some of the keywords. Or you might even use symbols. We'll put a question mark because this again is a personal choice and how you like to design mind maps. For example, I might choose to use a thought bubble as a symbol, highlighting or identifying my central phrase, mind maps. This could be a, a feature of my own mind maps. Whenever I design a mind map, I highlight my central thought using a speech bubble symbol.

Now read the passage aloud. Make sure you pronounce the /t/, /d/, /k/ and /p/ sounds correctly.

### Plosion

When words finish with /t/, /d/, /k/ or /p/, the final sounds in some words disappear completely or almost completely when the first consonants of the next words are /t/, /k/, /d/, /f/, /s/, /m/, or /b/.



## Unit task

### Carrying out a survey on study skills

1 Work in groups and carry out a survey on the kinds of study skills students have. Think about:

- essay writing
- research
- revising for exams
- attending lectures

2 Think of questions to ask about study skills for each area of work.

*At lectures, do you take notes or just listen?*

*When you're writing an essay, how much time do you spend planning it?*

*How do you learn vocabulary?*

*Do you use mind maps?*

Now think of questions to ask students about what new study skills they would like to develop.

3 Interview some other students and make notes of their answers.

4 Work in groups. Compare the answers you got to the survey and prepare for a report.

*Most people take quite detailed notes during lectures. People spend about one-third of their time planning their essay.*

*Two people have vocabulary notebooks.*

*Chung finds mind maps very useful.*

5 Work with the whole class and give your report on the survey.

6 Discuss your reactions to the survey.

## Unit file

### FUNCTIONS

#### Correcting

Wrong, I'm afraid.

In fact, ...

Actually, ...

#### Talking about ability

I find it difficult.

I'm good at ...

I have difficulty ...

I'm getting better at ...

Everyone is capable of ...

#### Generalizing

Physical exercise improves ...

If / When you (do) ..., you (do / will) ...

Mostly / Generally, ...

### Giving instructions

You have to ...

Your task is to ... and then ...

Now ...

### EVERYDAY ENGLISH

Do you want to have a go?

might as well

Right.

You're looking a bit down.

What's up?

Hey!

### PRONUNCIATION

#### Syllable stress in words

#### Falling intonation in questions

#### Plosion

### UNIT TASK

#### Carrying out a survey on study skills