# 1 Character

# DISCUSSION POINT

#### Discuss with a partner.

- Which country had the most returned wallets? Which had the least?
- 2 How does this information change your opinion about these countries?
- **3** What could affect whether people return a wallet or not?
- 4 Do you think people are born honest or do they learn to be honest?



# BEFORE YOU WATCH



- Match the words in bold with the correct definition.
- **1**—interesting (adj)
- **2** solve (v)
- 3 test (v)
- 4 type (n)
- 5 flexible (adj)

- **a** to find an answer to a problem
- **b** able to change as a situation changes
- **c** not boring
- ${\boldsymbol{\mathsf{d}}} \quad \text{to find out if something works}$
- **e** a group of people, animals, or things

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# UNIT AIMS

LISTENING 1 Listening for key words LISTENING 2 Listening for main ideas ACADEMIC SKILL Interrupting nicely VOCABULARY Words to describe personality GRAMMAR Simple present questions SPEAKING Making introductions

Courageous and trustworthy

# WHILE YOU WATCH

## Watch the video. Answer the questions.

- 1 Where was the experiment?
  - **a** Outside, in a forest **b** In a room, in a university
- 2 Where did gray squirrels that now live in the UK come from?
  - a England b North America
- **3** What did the scientists in the study watch the squirrels do?
  - **a** Solve problems **b** Live in a tree
- 4 What are the gray squirrels good at finding?
  - a Food
- **b** Other squirrels

## AFTER YOU WATCH

#### Discuss the questions with a partner.

- 1 What is your favorite animal? My favorite animal is ...
- 2 Do you like watching animal documentaries? Yes, I like watching animal documentaries because ...
- 3 Is it important to study animals?
  Yes, it is very important because ...
  No, I don't think it is important because ...

# FIRST DAY ON CAMPUS

#### A VOCABULARY PREVIEW

- **1** Match the words in bold with the correct definition.
  - 1 birth order (n)
  - 2 character (n)
  - 3 describe (v)
  - 4 easy-going (adj)
  - 5 research (n)
  - 6 serious (adj)
  - 7 strict (adj)
  - 8 subject (n)

- **a** how you think and behave; your personal qualities
- **b** relaxed, calm
- c when you were born compared to your brothers and sisters
- **d** to give details about what someone or something is like
- e something that you learn or teach in school, e.g., mathematics
- f carefully following the rules for correct behavior or action
- **g** a detailed study of a subject to discover new information
- **h** someone who thinks carefully about things and doesn't laugh much

#### 2 Complete the sentences with the words in bold from Exercise 1.

- 1 I think my \_\_\_\_\_\_ is more like my mother's than my father's.
- 2 I can \_\_\_\_\_ my father as serious and strict, but also kind.
- **3** I like people who are \_\_\_\_\_, cheerful, and happy.
- 4 I'm very different from my friend even though our \_\_\_\_\_\_ is the same in our families.
- 5 Jt's difficult to make me laugh because I'm a \_\_\_\_\_ person.
- **6** My best \_\_\_\_\_\_ this semester is English.
- 7 I am doing a \_\_\_\_\_\_ project about birth order at college.
- 8 We have a \_\_\_\_\_\_ teacher who makes us follow the rules.

#### 3 Work with a partner. Which sentences in Exercise 2 are true for you?

## **B** BEFORE YOU LISTEN

#### Discuss these questions with a partner.

1 Which subjects in school are you most interested in? Which ones are difficult for you?

I'm most interested in ... I think the most difficult subjects are ...

**2** Do you sometimes visit your teachers or professors in their office? What do you talk about?

I often / sometimes / don't visit ... We talk about ...

#### Activating prior knowledge

# LISTENING 1

# C GLOBAL LISTENING

The key words and phrases in a conversation give you important information about the topics the speakers are talking about, and also some of the details. The key words are often:

- nouns: classes, professor, campus
- verbs: introduce, teach, ask
- adjectives: friendly, creative, younger

# **1.1** Listen to two people talking at Central University. Choose the best answer to complete each sentence.

- 1 Nina and Dilara are ...
  - **a** professors.
  - **b** students.
  - c co-workers.
- 2 Dilara and Nina talk to the professors ...
  - **a** in Nina's classroom.
  - **b** in the library.
  - **c** in the professors' offices.
- **3** Dilara and Nina talk to ...
  - a two professors.
  - **b** three professors.
  - c four professors.
- 4 Dr. Sperling asks Dilara questions ...
  - a because Dilara wants to take her class.
  - **b** to check Dilara's class work.
  - **c** for her research.
- 5 Dr. Sperling asks Dilara about ..
  - **a** her family and character.
  - **b** her classes and teachers.
  - c her hobbies and subjects.

# Listening for key words

# GLOSSARY

**campus (n)** the land and main buildings that make up a university or school

**freshman (n)** a student in their first year of university (college) or high school

**personality (n)** the part of a person that makes them behave in a particular way

**psychology (n)** the study of the mind and how it affects behavior Taking notes while listening

# **D** CLOSE LISTENING

1 1.2 Listen again to the first part of the conversation. Read Dilara's notes and choose the correct option.

Prof. Malik's office: <sup>1</sup> 6D / 6B	Dr. Sperling's office: 416D / 6D
Course: <sup>2</sup> English Literature /	Course: <sup>5</sup> Biology / Psychology
English Language	Great teacher: open-minded,
<sup>3</sup> Friendly / Unfriendly, easy-going,	creative, but strict
not too serious	*6Likes to ask questions /
*Can answer lots of questions	Doesn't like to ask questions

2 **1.3** Listen to Dr. Sperling's interview with Dilara. Complete her notes with no more than one word or a number for each blank.

Name: Dilara	[0]	
From: Ankara, Turke	ey	
Family: <sup>1</sup>	brother(s)	sister(s)
Birth order: <sup>2</sup>	~	
Personality: reliable	, hard-working, <sup>3</sup>	
Future job: 4		

# E CRITICAL THINKING

#### Discuss these questions in a group.

- 1 Which professor would you prefer to have for a class, Professor Malik or Dr. Sperling? Why?
  - I would prefer to have ... because he / she ...
- 2 Do you think Dilara's character will help her be a good teacher? Why?
- /think Dilara would / wouldn't be a good teacher because she is / isn't ...
- **3** Do you agree with this quote about teachers?

A teacher's personality is more important than their knowledge of the subject they teach.

I agree / disagree with this quote because ...

# PRONUNCIATION

# **PRONUNCIATION FOR LISTENING**

# Reduced final /t/ before a consonant

In spoken English, when a word ends with /t/, it is not always fully pronounced if the following word begins with a consonant.

Here are some examples from *First day on campus:* 

What job do you want? She's a great teacher. Are you the oldest child?

- 1 1.4 Identify the words that end with /t/ and come before a word that begins with a consonant sound. Listen and notice that the final /t/ is not fully pronounced.
  - 1 I'm the youngest child in my family.
  - 2 It is my first day in college.
  - 3 I want to be a doctor in the future.
  - 4 I have an important class in the morning.
  - 5 What subject do you study?
- 2 1.5 Listen to these sentences from *First day on campus*. Write the missing word you hear.
  - 1 Really? \_\_\_\_\_ would be great.
  - 2 How is your \_\_\_\_\_ day on campus?
  - 3 I'd like you to \_\_\_\_\_ Dilara. /
  - 4 Well, I \_\_\_\_\_\_ to be a teacher.
  - 5 It's all \_\_\_\_\_\_ birth order in the family.
- 3 Read the sentences in Exercise 2 with a partner. Use the reduced /t/ sound.



# LISTENING 2

# CHARACTER AND PERSONALITY

## A VOCABULARY PREVIEW

- 1 Read the sentences. Select the best definition, explanation, or synonym for the bold words.
  - 1 I can **usually** stay calm in stressful situations. I don't get nervous or angry.
    - a almost never b most of the time c sometimes
  - 2 I'm a little bit shy. Sometimes I don't feel comfortable in new situations.a bad b worried c relaxed
  - 3 Drinks like coffee have a bad **effect** on me. They make me jumpy.
    - a reason **b** result **c** characteristic
  - 4 I can't work in a noisy room. I need to give all my **attention** to my work.
    - **a** imagination **b** focused thoughts **c** exercise
  - 5 Little children always make me smile. Their games are very **funny**. Something that makes you ....
    - **a** worry **b** think hard **c** laugh
  - 6 I am an organized person. I always put things in their correct places.
    - **a** neat **b** confused **c** lazy
  - 7 I love spending time in **social** situations like parties.
    - a quiet **b** large-group **c** private
  - 8 Tom is a talkative person and loves discussing serious topics. He likes to ... .
    - **a** think about problems **b** work alone **c** speak a lot
- 2 Work with a partner. Which sentences in Exercise 1 are true for you? Give examples.

# **B** BEFORE YOU LISTEN

- Work with a partner. Are character and personality similar or different? In what way? Share what you know with a partner.
- 2 Look at the list of words used to describe people. With your partner, discuss if / they are positive, negative, or both.

talkative	organized	social
boring	easy-going	honest
lazy	serious	strict

For me, talkative is usually a good thing. But sometimes talkative people make me tired.

**3** Work with a partner. Use the words from Exercise 2 to describe a friend.

*My friend Bryana is easy-going. But she's also a little lazy.* 

# Activating prior knowledge

# LISTENING 2

Listening for the

main idea

# C GLOBAL LISTENING

A listening passage will often include several ideas that all relate to one main idea. To identify the main idea, ask yourself "What is the connection between the different points and ideas that the speaker is putting forward? How do they support the one main idea?"

Words and phrases that often signal a speaker is introducing a new point include phrases like *to begin, let's start, next, and finally* and questions like *what is ..., why is ..., and what about ....* 

1 **(1)** 1.6 Read some of the main ideas from *Character and personality* below. Then listen and put them in the order you hear them.

- \_\_\_\_ a How we learn character \_\_\_\_
  - \_\_\_\_ **d** Example of character
- **<u>1</u> b** Meaning of personality
- **e** Research about personality
- \_\_\_\_ **c** Importance of character
- \_\_\_\_ f Meaning of character
- 2 Think about the topics in Exercise 1. Which sentence below gives the main idea of the whole podcast?
  - **a** Personality is the way people are. Character comes from what people believe.
  - **b** Character is the way people are. Personality comes from what people believe.
  - **c** We are born with our personality and our character, and they are difficult to change.

# GLOSSARY

**psychology (n)** the study of the mind and behavior

respectful (adj) showing polite behavior or attitude toward someone or something more important than you

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Listening for main ideas

# D CLOSE LISTENING

# **1.6** Read the ideas from *Character and personality*. Then listen to the podcast again. Choose *T* (True) or *F* (False) for each statement.

1	According to Dr. Nash, people often use the words "character"	
	and "personality" in the same way.	T / F
2	Everybody is born with 90% of their personality.	T / F
3	Studies show that, in most families, the oldest child is very funny.	T / F
4	Middle children are usually shy.	T / F
5	Our character has a powerful effect on our choices in life.	T / F
6	The "wallet test" is a famous example of personality.	T / F
7	At work, character is often more important than personality.	T / F

# E CRITICAL THINKING

1 Write four words that describe your personality. Then compare lists with a partner. How are your descriptions similar? How are they different?

2 Think of your family or another family you know well. Is the information about first-born, middle, last-born, and only children correct or incorrect?

I think the information is correct / incorrect because ...

- 3 Think about the "wallet test." In the listening, the narrator returned the wallet with the money. How about you? What would you do?
  - **a** return the wallet with the money
  - **b** keep the money but return the wallet
  - c keep the money and throw away the wallet
  - **d** take the wallet to the police station
  - **e** other:\_\_\_\_\_
- 4 In small groups, discuss your answer to Question 3. Why did you choose your answer? Does your answer depend on your culture, the law in your country, or something else?

# ACADEMIC SKILLS

# INTERRUPTING NICELY

In some cultures, it is not nice or polite to interrupt a person who is speaking. If you are the speaker, the listener will wait for you to finish. Children learn that they should never interrupt an older person. Students believe they should not interrupt their teacher. Workers do not interrupt their boss or supervisor.

Among English speakers, interrupting is very common, especially among friends and members of a family. In other situations, such as group discussions in school or meetings with coworkers, interrupting is acceptable, but it is important to learn how to do it politely.

Here are some common words and expressions English speakers use when they want to interrupt:

Informal

Formal

Sorry, but (I don't agree). Wait. (I have a question.) (Excuse me.) Can I interrupt? May I interrupt, please? Excuse me for interrupting, but (can Lask a question)?

## 1 Choose the people you are comfortable interrupting on this list.

Boss

Coworker

- Brother / Sister
   Classmate during groupwork
- Parent •
- Grandparent

Professor

- Close friend
- 2 Share your answers with a partner and explain. Use expressions like *never*, *always*, *sometimes*, *usually*, and *it depends*.

I never interrupt my grandmother because in Argentina, it is rude to interrupt an older person.

- 3 Work with a partner. Take turns speaking and interrupting in the following situations.
  - **a** You are having coffee with a friend. He / She is telling you a story about a vacation. Interrupt and ask a question about the hotel.
  - **b** In a talk to new students, an advisor is pointing to the cafeteria on a map. Interrupt and ask where the swimming pool is.
  - **c** Your teacher is talking very fast, and you don't understand well. Interrupt and ask him to slow down.
  - **d** A classmate is giving a presentation about personality. Interrupt and ask about the meaning of *birth order*. (Note: You should raise your hand before you interrupt in a presentation.)
  - e Your boss is talking about an important meeting next week. Interrupt and remind her you will be on vacation.



# **VOCABULARY DEVELOPMENT**

# WORDS TO DESCRIBE PERSONALITY

- 1 Read the sentences. Complete the definitions below using a word in bold from the sentences.
  - 1 My aunt is very **generous**. She sends me a big present for my birthday every year. She's also **polite**. She always says *"please"* and *"thank you."*
  - 2 My brother spends most of the day sitting on the sofa and watching TV. He's so lazy! However, he always gets excellent grades at school. I don't know how he does it. He must be very intelligent.
  - 3 I get really **shy** when I meet new people and I don't talk a lot to them. I want to improve this because it's important to be **confident** and believe in yourself more.
  - 4 My friend takes fantastic photographs. He is really **creative** and always has lots of new ideas for pictures. The problem is that he is quite **selfish**. He doesn't like to share his ideas or help other people.
  - a \_\_\_\_\_\_ people believe in their own ability to be successful.
  - **b** A \_\_\_\_\_\_ person doesn't like to do any activity that needs effort.
  - c \_\_\_\_\_ people are smart and usually do well in school.
  - **d** A \_\_\_\_\_\_ person does not talk about how they feel.
  - e A \_\_\_\_\_\_ person only thinks about themselves.
  - \_\_\_\_\_people say "please" and "thank you."
  - **g** A \_\_\_\_\_\_ person gives their time or money to other people.
  - **h** \_\_\_\_\_\_ people have lots of new ideas.
- 2 Choose the best personality adjective from Exercise 1 for each description.

1 Thave a new lab partner, David, who is social and friendly. The problem is that he doesn't work hard at all. It is very difficult because I have to do a lot of the work for him.

f

2 My friend, Marta, is an artist. She paints pictures of cities in the morning and they're really beautiful. I have two of her paintings in my living room. She always has lots of new ideas. 3 My classmate, Sophie, is really smart. She always gets the best grades in class and she works really hard. She knows lots of information about different subjects, including the subjects she doesn't study!

3 Do you know anyone like David, Marta, or Sophie? Describe them to a partner.

Yes, my brother is very ...

# ACADEMIC WORDS AND IDIOMS

#### **1** Match the words in bold with the correct definition.

- 1 believe (v)
- a anything that is good, wanted, and helpful
- 2 big picture (id)

5 happily ever

after (id)

- 3 goals (n)4 grades (n)
- **d** work that you do regularly to earn money

**b** directions on how to do something

**c** to think that something is true

- e almost the same
  - f general idea or situation, not the parts

**q** things that you hope to achieve in the future

**h** letters or numbers that show the quality of a

- 6 instructions (n)
- 7 job (n)
- 8 negative (adj)
- 9 positive (adj) i anything that is bad, not wanted, not helpful
- **10 similar** (adj) **j** in a content way forever

# 2 Complete each sentence with a word in bold from Exercise 1.

- 1 Do you usually remember to read the \_\_\_\_\_\_ when you are taking a test?
- 2 Does your personality help you to be a successful student who gets good \_\_\_\_\_?

student's work

- 3 If a talkative person marries someone who is very quiet, do you think they can live \_\_\_\_\_?
- 4 Would you like to change any \_\_\_\_\_ characteristics that you don't like about yourself?
- 5 What is one \_\_\_\_\_\_ characteristic that you would like to have?
- 6 In your country, do people ask about your personality when you are in a \_\_\_\_\_\_interview?
- 7 Are you the type of person who looks at the \_\_\_\_\_\_, or is it easier for you to focus on the details?
- 8 Do you \_\_\_\_\_\_ that your culture and your gender have an effect on your personality?
- 9 What are your career \_\_\_\_\_\_ for the future?
- **10** Are you and your parents \_\_\_\_\_\_ in personality? Or are you very different from each other?
- 3 Answer the questions in Exercise 2 and explain your answers to a partner.

# I think my personality helps / doesn't help me to be a successful student because I'm ...

# ACADEMIC IDIOMS BIG PICTURE

To see the big picture means to look at a whole story, idea, or problem instead of looking only at the small details. For example, We don't have time to worry about details. Let's try to focus on the big picture.

# SPEAKING MODEL

You are going to learn how to ask questions in the simple present tense, make introductions, and pronounce sentence stress. You are then going to use the questions to interview someone and introduce him or her to others.

# A ANALYZE

1 1.7 Complete the conversation below with the correct questions from the box. Then listen and check your answers.

What are three words that describe your character? Where are you from? What job do you want to have in the future? Are you the oldest? Do you have any brothers and sisters?

Jay:	What's your name?	
Yakub:	Yakub Mara.	
Jay:	1	?
Yakub:	I'm from Jordan.	
Jay:	2	?
Yakub:	Yes, I have one brother and two sisters.	
Jay:	3	?
Yakub:	No, I'm the second oldest.	
101/1	4	2
Jay:		
Yakub:	I'm serious, responsible, and organized.	;
	I'm serious, responsible, and organized.	?

2 Complete Jay's introduction of Yakub with the words from the box.

middle pleasure responsible first children

Hi everybody. It's my <sup>1</sup>\_\_\_\_\_\_ to introduce Yakub Mara to you. He's from Jordan. There are four <sup>2</sup>\_\_\_\_\_\_ in Yakub's family, and he's the second oldest. But his personality is not like a <sup>3</sup>\_\_\_\_\_\_ child. I think his personality is like a <sup>4</sup>\_\_\_\_\_\_-born child because he is serious, <sup>5</sup>\_\_\_\_\_\_, and organized. He wants to be a doctor when he graduates.

# **B** DISCUSS

#### Discuss these questions with a partner.

- 1 What other personality characteristics does a doctor need? *I think doctors should also be ...*
- 2 What other jobs fit Yakub's personality? I think other jobs that fit Yakub's personality are ...



Yakub

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# GRAMMAR

# Simple present tense questions

Form	Example	
Yes / no questions		
<i>ls / Are</i> + subject	Is the teacher strict? (Yes, he is. / No, she isn't.)	
	Are they brothers? (Yes, they are. / No, they aren't.)	
<i>Do / Does</i> + subject + verb (base form)	Does your sister enjoy sports? (Yes, she does. / No, she doesn't.)	
	Do your brothers go to the same school? (Yes, they do. / No, they don't.)	
Wh- questions		
Wh- + is / are	What is the baby's name? (Joseph.)	
	Who are your parents? (Mr. and Mrs. Enani.)	
<i>Wh- + do / does +</i> subject	What do you want to do when you graduate?	
+ verb (base form)	(I want to be a doctor.)	

# 1 Rearrange the words to form questions. Then ask and answer the questions with a partner.

# you / only child / are / an Are you an only child?

1	have / do / brothers / you / sisters / and / any?
2	good / you / student / a / are ?
3	your / strict / teacher / is / English?
4	person / you / are / funny / a?
5	enjoy / studies / your / do / you?
6	a / talkative / are / person / you?

# 2 Complete the *Wh*- questions with the correct form of *be* or *do*. Then ask and answer the questions with a partner.

W	here	_you from?	Where are you from?	I am from Dubai.
1	What	your full n	ame?	
2	Where	your fam	ily live?	
3	What	your hobb	oies?	
4	When	your birth	nday?	
5	Who	your best f	riends?	
6	What job	you wa	ant to have in the future	?
	<u> </u>			

# SPEAKING SKILL

#### Making introductions

English has many expressions for introducing people to each other. Some expressions are informal and some are formal. We often use informal phrases with friends, classmates, and people we know well. We often use formal phrases with teachers, family, and people in high positions.

Abdullah, this is my friend, Carlos.

I'd like you to meet my classmate, Sonya.

I'd like to introduce my teacher, Mrs. Kim.

It is my pleasure to introduce our director, Mr. Smith.

formal

informal

- **1** Complete the introductions with expressions from the skills box above.
  - 1 Hi Nasrin, I'd \_\_\_\_\_ meet my colleague, Soo-Mi.
  - 2 Richard, I'd \_\_\_\_\_\_ introduce my grandfather, Mr. Garcia.
  - **3** Hi Ali. I'd like you \_\_\_\_\_\_ my brother, Sami.
  - 4 Hello class. It's my \_\_\_\_\_ introduce our Dean, Mr. Dalman.
  - 5 Paul, \_\_\_\_\_ my friend, Miko.
- 2 Role-play in a group of three. Read the situations below. Take turns introducing your partners to each other. Use the expressions from the box that match the person you are introducing.

#### Possible situations

- 1 Your father to your teacher.
- 2 The director of your company to a visitor from Japan.
- **3** Your best friend to a new classmate.
- 4 Your brother to a work colleague.
- 5 Your uncle to your neighbor.

Introduce	Father, I would like you to meet my teacher, Mr. Jones.
From	Mr. Jones is from England.
Extra information	Mr. Jones teaches English at my school and I am in his class.
Meet	Nice to meet you Mr. Jones. My son says you are an excellent teacher.
♥ Reply	Nice to meet you, too. Thank you, your son is an excellent student.

# PRONUNCIATION

# **PRONUNCIATION FOR SPEAKING**

## Word stress in sentences

The important words in a sentence are stressed. This means they sound higher, louder, and clearer than the unstressed words in the sentence. A speaker can choose to stress any important words in a sentence.

Words that are normally stressed:

nouns, verbs (except *be*), adjectives, some adverbs, negative words, and *Wh*- question words.

Words that are normally unstressed:

auxiliary verbs, pronouns, articles, and prepositions.

Do you have any brothers and sisters?

Are you a serious person?

Where were you born?

## 1 (1) 1.8 Listen and notice the stressed words. Then listen again and repeat.

- 1 I can introduce you to some professors now.
- 2 My brother and sister are younger than me.
- 3 She's a great teacher, very open-minded and creative, but strict.
- 4 Birth order means your place or your position in the family.
- 5 Why is birth order important?
- 6 Last-born children are very sweet and oving.

# 2 (1) 1.7 Identify the words you think are stressed. Then listen to the conversation between Jay and Yakub again and check your answers.

Jay:	What's your name?
Yakub:	Yakub Mara.
Jay:	Where are you from?
Yakub:	I'm from Jordan.
Jay:	Do you have any brothers and sisters?
Yakub:	Yes, I have one brother and two sisters.
Jay:	Are you the oldest?
Yakub:	No, I'm the second oldest.
Jay:	What are three words that describe your character?
Yakub:	I'm serious, responsible, and organized.
Jay:	What job do you want to have in the future?
V-LAL	Normatika hara da atau

Yakub: I want to be a doctor.

3 Read the interview with a partner. Focus on your word stress.

# SPEAKING TASK

Interview someone and introduce him or her to the class. You must speak for at least 30 seconds.

#### Brainstorm

Complete the word map with one extra topic you can ask your partner about.

<b>Topic</b>	<b>Topic</b>
Birth order	Brothers and sisters
<b>Topic</b>	Interview Topic
Future job	Nationality
<b>Topic</b>	Topic
Personality	(Your idea)

# Plan

Look back at your word map. Write six questions to ask someone. Use the speaking model on page 20, the grammar box on page 21, and the vocabulary from this unit to help you.

#### **Speak**

Ask and answer your questions with a partner. Take notes on your partner's answers.

#### Review

Form a group. Introduce your partner to the other students. Use expressions for making an introduction on page 22 and remember to stress important words. Take notes on your group members' answers.

#### Reflect

Read the question.

Can people change their personality?

Choose the answer that matches your opinion. Explain why.

Yes, a lot. Yes, a little. No, not very much. No, not at all.

Is your opinion similar to or different from that of your classmates?

REVIEW

# WORDLIST

Vocabulary preview

\*\*\* very frequent \*\* frequent \* not frequent

vocabulary preview		
attention (n) ***	describe (v) ***	organized (adj)
birth order (n)	easy-going (adj)	research (n) ***
character (n) ***	effect (n) ***	serious (adj) ***
comfortable (adj) ***	funny (adj) ***	social (adj) ***
Vocabulary development		
confident (adj) **	generous (adj) **	lazy (adj) **
creative (adj) **	intelligent (adj) **	polite (adj) *
	attention (n) *** birth order (n) character (n) *** comfortable (adj) *** <b>Vocabulary development</b> confident (adj) **	attention (n) ***describe (v) ***birth order (n)easy-going (adj)character (n) ***effect (n) ***comfortable (adj) ***funny (adj) ***Vocabulary developmentconfident (adj) **generous (adj) **

#### Academic words and idioms

believe (v) ***	grades (n) **
big picture (id)	happily ever after (id)
goals (n) **	instructions (n) ***

polite (adj)

iob (n) \*\*\* negative (adj strict (adi) \* subject (n) \*\*\* talkative (adj) \* usually (adv) \*\*\*

selfish (adj) \* shy (adj)\*

positive (adj) \*\*\* similar (adj) \*\*\*

# ACADEMIC WORDS AND IDIOMS REVIEW

#### Complete the sentences with the words below.

big picture believe goals grades happily ever after job similar

- 1 One day I hope to fall in love, get married, and live \_
- 2 I \_\_\_\_\_\_ that birth order affects a person's personality.
- 3 I would like to have a \_\_\_\_\_\_ in design or engineering in the future.
- \_\_\_\_\_at a university to get a good job. 4 You need to get good \_\_\_\_\_
- 5 My \_\_\_\_\_\_ this year are to pass my exams and learn a new language.
- 6 We focus on the details so the boss can concentrate on the \_\_\_\_\_
- 7 I have a twin sister. We look different, but our personalities are

# UNIT REVIEW

Listening 1 Listening 2 Academic Skill Vocabulary Grammar. Speaking

I can listen for key words.

I can listen for the main ideas of a topic.

I can interrupt nicely.

I can use vocabulary to talk about personality.

I can use simple present tense questions.

I can make introductions.

# SCIENTIFIC AMERICAN

# **Atmospheric River**

Forecasts Are Giving Emergency Planners More Time to Prepare for Flooding

I'm eating breakfast on a Monday morning in San Francisco, and watching the local weather forecast. A little symbol shows a happylooking sun for the rest of the day. Wednesday has a friendly looking cloud and a few raindrops, and Thursday has a dark cloud with more raindrops. I know Thursday's weather will be much worse than the symbol shows. I study detailed satellite data and weather models, and they indicate that a major atmospheric river (AR) is likely to hit the city. The symbol is completely inadequate for communicating the danger of the coming storm.

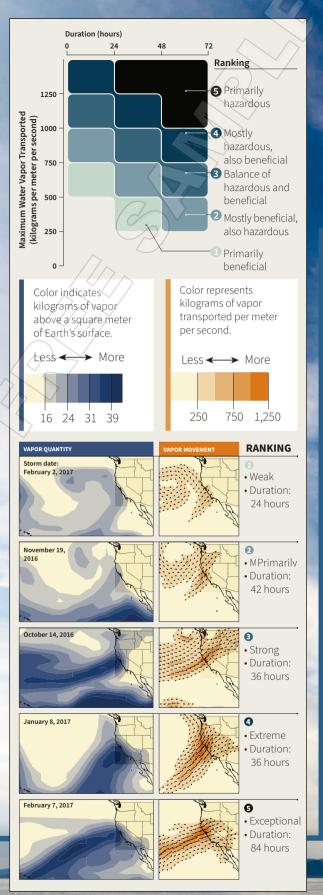
ARs are rivers of water vapor in the sky. They are pushed by strong winds, sometimes at hurricane speeds. These storms can form far out over the remote ocean. They can grow to 2,000 miles long, 500 miles wide, and two miles deep.

These storms can produce disastrous flooding. They can happen in families—a series of storms rolling in. Several times a year they hit the western coasts of the USA, Canada, Europe, Africa, South America, and New Zealand. They can also reach far inland.

ARs are not always bad; sometimes they bring welcome rain to dry regions. But it's hard to know more than a few days ahead of time where exactly a storm will land.

Because the TV weather icons were inadequate, I created an intensity scale for ARs. Rather than a simple icon of a sun or cloud, there's a yellow box with a storm system's category, from 1 to 5. This allows weather forecasters, emergency planners, and safety personnel to better prepare for flooding and other problems.

The scale runs from AR1 (primarily beneficial) to AR5 (primarily hazardous). Our team published the AR Scale in 2019. Over the past two years, researchers and weather forecasters have gotten better at telling emergency planners and water managers whether a storm will bring beneficial rain or floods and landslides. Better forecasting and communication can help western coasts everywhere be ready for large storms.



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# GLOSSARY

**flooding (n)** when there is too much water (e.g., from heavy rain) and it covers the land

inadequate (adj) not good enough

primarily beneficial / hazardous (adj) mostly good / useful; mostly dangerous

water vapor (n) tiny drops of water that stay in the air and make clouds

# **INTEGRATED SKILLS**

You will read a text about atmospheric rivers (AR) and analyze two diagrams. You will then hear a short audio related to the topic. There are some questions to help you with language and the main ideas. Finally, you will summarize the points in both texts.

### A CLOSE READING

Read the *Scientific American* text about atmospheric rivers and look at the diagrams. Choose *T* (true) or *F* (false).

- 1 The writer thinks Thursday's "dark cloud" symbol is good at showing the dangers of the storm.
- 2 ARs come from the oceans and hit western coasts around the world. T / F
- 3 ARs can produce both good effects and bad effects. T / F
- 4 The new AR symbols show a yellow cloud with a number inside.
- 5 There was an AR1 storm and an AR5 storm in February 2017.

#### B READING ANALYSIS

#### Discuss these questions with a partner.

- 1 Who needs to know about ARs before they hit?
- 2 What two things are special about AR5 storms?

# C CLOSE LISTENING

- Listen to two students talking about ARs.
   Put the topics (a-e) into the order (1-5) that they talk about them.
- a Water managers and reservoirs \_\_\_\_\_
- **b** The risk of landslides
- **c** Going for a walk along the cliffs \_\_\_\_\_
- d Flooding and emergency planners \_\_\_\_\_
- e The meaning of AR3

T/F

T/F

T/F

#### D LISTENING ANALYSIS

#### Discuss these questions with a partner.

- 1 Why is water management so important in parts of the USA?
- 2 What is the connection between fires and landslides?

#### E INTEGRATED SPEAKING

# Work with a partner. Summarize the information from the reading text, the diagrams, and the audio. Answer the questions.

- 1 Why is information from the AR scale useful for water managers? (Think about: reservoirs)
- 2 How can it help emergency planners? (Think about: flooding, landslides)

# 2 Time

# DISCUSSION POINT

# Study the infographic and answer the questions.

- 1 Who gets more sleep, day people or night people?
- 2 Are night people older or younger?
- **3** Who gets jet lag going east?
- **4** Based on the information, are you a day person or a night person?

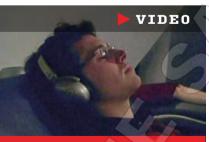




# ARE YOU A

# "DAY PERSON" OR A "NIGHT PERSON"

late morning	Time	late afternoon, evening
not necessary	Alarm clock	necessary
happy, full of energy	Feeling in the morning	tired
tired	Feeling at night	happy, full of energy
gets jet lag going west	Travel	gets jet lag going east
many people over 60	Age	teens and young adults
enough	Amount of sleep	often not enough



# SLEEP BREAK

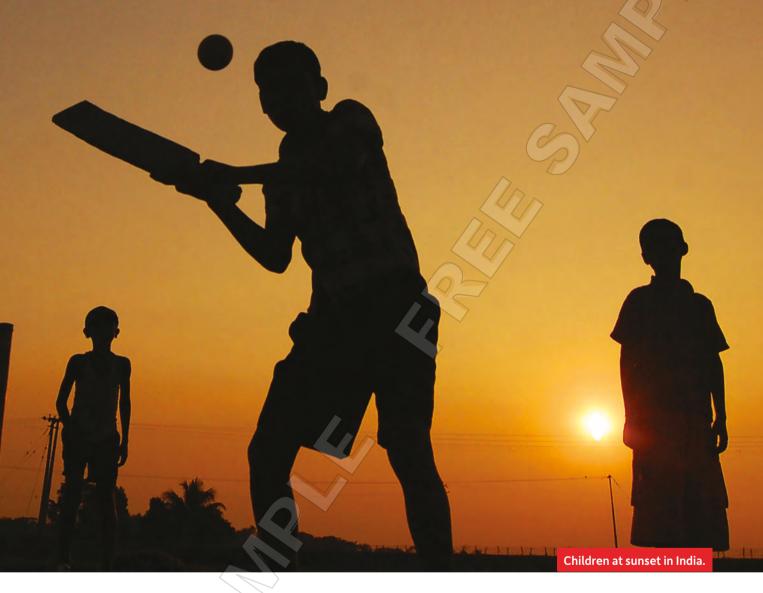
# BEFORE YOU WATCH

# Discuss these questions with a partner.

- 1 How do you relax after a busy day?
- 2 What time of day do you usually feel tired?
- **3** What time of day do you usually have the most energy?
- 4 When you are tired, what do you do to give you energy?

# UNIT AIMS

LISTENING 1 Listening for specific information LISTENING 2 Listening for effects ACADEMIC SKILL Signposts for important information VOCABULARY Words to describe waking and sleeping GRAMMAR Adverbs of frequency SPEAKING Getting attention and asking for permission



# WHILE YOU WATCH

- Watch the video. Choose the correct options.
- 1 The sleeping pods are in Los Angeles / New York.
- 2 The sleeping pod wakes you up after 20 / 30 minutes.
- 3 The writer, Ben, uses the sleeping pod because he drinks too much coffee / it gives him energy.
- 4 The businessman, Ed, uses the pod to sleep / think and be creative.

# AFTER YOU WATCH

## Discuss these questions with a partner.

1 Do you think sleeping pods are a good idea? Why / why not?

I think it's a good / bad idea because ...

- 2 What is the best time of day to use a sleeping pod? I think ... is the best time of day to use a sleeping pod.
- 3 Where is a good place to put sleeping pods? A good place to put sleeping pods is ...

# THE BIOLOGY OF SLEEP

## A VOCABULARY PREVIEW

- 1 Match the sentence halves. Use the words in bold to help you.
  - 1 Experts say we can make our **brain** healthier ...
  - 2 It's difficult for me to stay awake in the afternoon ....
  - 3 Many animals are naturally active at night, ...
  - 4 Bears and other animals have a yearly cycle ...
  - 5 Stretching my muscles is part of my daily routine....
  - 6 My boss expects workers ...
  - 7 My grandparents still read a print newspaper in order to find out ...
  - 8 Checking your spelling and grammar should be a regular part of ...
  - a if I eat a large, heavy lunch.
  - **b** to come to work on time.
  - c that makes them sleep all winter and wake up in spring.
  - **d** by eating fish or taking fish oil.
  - e writing essays for school and reports for work.
  - f I do it every morning before breakfast.
  - g such as cats and some kinds of birds.
  - **h** what is happening in the world.
- 2 Complete the definitions with the words from Exercise 1.
  - 1 \_\_\_\_\_(adj) happening every day
  - 2 \_\_\_\_\_(v) to think or believe something will happen
  - 3 \_\_\_\_\_ (v) to discover or learn
  - (adj) usual

5

7

8

- (adj) busy; doing a lot of different activities
- 6 (adj) not sleeping
  - \_\_\_\_\_ (n) the part of our body that controls thinking, feeling, etc.
    - \_\_\_\_\_ (n) something that repeats many times in the same order

## **B** BEFORE YOU LISTEN

#### **1** Work with a partner. Discuss if these sentences are true or false for you.

- **1** A regular sleep schedule is very important for me.
- 2 It is hard for me to wake up in the morning.
- 3 It's usual for me to check my phone messages before I go to sleep.
- 4 I almost never sleep during the day.
- 2 Discuss with a partner how your biological clock (*circadian rhythm*) might control what you do every day.

# C GLOBAL LISTENING

# **2.1** Listen to *The biology of sleep*. Choose the best answer to complete each sentence.

- 1 The presentation is about ...
  - **a** electronic devices.
  - **b** our biological clock.
  - c people who work at night.
- 2 Our circadian rhythm responds to ...
  - a light.
  - **b** noise.
  - **c** temperature.
- **3** Blue light comes from ...
  - a darkness.
  - **b** the sun.
  - **c** our brain.
- 4 Using phones or computers at night can ...
  - **a** help you feel more energetic in the morning.
  - **b** cause you to have trouble falling asleep.
  - **c** make you feel sad the next day.
- 5 Scientists found out that people who don't sleep enough get sick ...
  - a more than people who get enough sleep.
  - **b** less than people who get enough sleep.
  - c as often as people who get enough sleep.
- 6 If you have trouble falling asleep, you should ...
  - **a** take medicine.
  - **b** exercise at night.
  - c not use electronic devices.



# Listening for main ideas

# GLOSSARY

biological (adj) related to the study of living things such as plants and animals cell (n) the smallest living part of a plant or animal

nap (n) a short sleep

Listening for specific information

# **D** CLOSE LISTENING

Specific information means facts and details that speakers give to support a main idea. To recognize specific information, listen closely for:

- Words such as names of people, places, or things
- Numbers, including dates and statistics
- Facts
- 1 Read the sentences below. Which sentences need a word to complete them and which need a number?
  - 1 The biological clock is a group of around \_\_\_\_\_\_ cells in our brain.
  - 2 Our circadian rhythm is our daily \_\_\_\_\_ of activities.
  - 3 Our biological clock depends on \_\_\_\_\_ light.
  - 4 In modern life, we can have light \_\_\_\_\_ hours a day.
  - 5 Many of us spend a lot of our time looking at computers, phones, and other electronic devices which have \_\_\_\_\_\_ screens.
- 2 **1** 2.2 Listen again to the first part of the presentation. Complete the sentences in Exercise 1 with words or numbers from the presentation.
- 3 **1** 2.3 Listen to the last part of the presentation. Select the correct option to complete each piece of advice that Adam gives.
  - 1 Try to turn off electronic devices at least **90** / **60** / **30** minutes before you go to bed.
  - 2 It's best to go to sleep and get up at **the same** / **a new** / **a different** time each day.
  - 3 If you have to nap, only sleep for a maximum of 20 / 40 / 60 minutes.
  - 4 Don't take a nap in the **early** / **late** / **middle of the** afternoon.
  - 5 If possible, it is best to exercise indoors / outside / in a gym.
  - 6 Don't exercise before bedtime; it can make you feel **awake** / **hungry** / **sleepy**.

## E CRITICAL THINKING

#### Discuss these questions in a group.

- 1 Do you think the information about the circadian rhythm is helpful? Why? I think the information about circadian rhythm is / isn't helpful because ...
- **2** Is the information about blue light and LED screens important for everybody or just some people? Why?

I think this information is important for ... because ...

Adam gave four tips for improving your sleep. Which other tips can you add?
 It's a good idea to ...
 We should / shouldn't ...

# ACADEMIC SKILLS

# SIGNPOSTS FOR IMPORTANT INFORMATION

In speaking, signposts are words and phrases that tell the listener where the speaker is going and what the listener can expect next. Signposts can be as short as a word or as long as a sentence. There are many types. Here are a few.

Signpost meaning	Examples
Торіс	Today we will talk about My topic today is
Sequence or order	To begin, first of all, next, then, after that, finally
Examples	For example, like, such as
Definition	This means That's a Another name for X is
Contrast	But, on the other hand, however
Conclusion	In conclusion, to conclude, in summary

# 1 (1) 2.4 Choose the best way to complete the sentences. Then listen to the extracts from the presentation and check your answers.

- 1 For example, / To conclude, / First of all, as Sharon said, I'm going to explain a little about the biology of sleep.
- 2 At night, **although** / **but** / **on the other hand**, there is no blue light, and we start to feel sleepy.
- **3** Have a regular sleep schedule. **First of all** / **This means** / **In conclusion** going to bed and getting up at the same time every day, especially on weeknights.
- 4 So now, **my topic is** / **in conclusion**, / **on the other hand**, Adam will give you some tips to help you improve your sleep.

# 2 12.5 Listen to the first part of the presentation. Write the signposts you hear.

Thank you professor. Our topic today is sleep. <sup>1</sup>\_\_\_\_\_\_, Adam will explain about the biology of sleep. The question is, how does our brain know when it is time to sleep? <sup>2</sup>\_\_\_\_\_\_, I will talk about the effect of modern life on sleep. <sup>3</sup>\_\_\_\_\_\_, Adam will share some tips ...

# 3 2.6 Listen to five extracts from the presentation. Match the signposts the speakers use (1–5) with what they say next (a–e).

- 1 Today we will have another presentation
- 2 Our topic today is
- **3** The question is,
- 4 The answer is
- 5 Now, the most important thing to understand
- **a** how does our brain know when it is time to sleep?
- **b** because of our biological clock.
- **c** about our biological clock is that it depends on blue light.
- **d** in our unit on the biology of the brain.
- e sleep.

# TIME TO SLEEP

### A VOCABULARY PREVIEW

- **1** Read these sentences. Match the words in bold with the correct definition.
  - 1 In the winter, bears sleep for a **period** of several months.
  - 2 In the USA, it is **typical** for college students to live in a dormitory during their first year.
  - 3 My sleep pattern never changes: I go to sleep at ten and wake up at six.
  - 4 Max spends a total of about 30 hours a week online.
  - a \_\_\_\_\_ (n) the regular way that something happens
  - **b** \_\_\_\_\_ (adj) common or usual
  - c \_\_\_\_\_ (n) the number you get when you add all the other numbers
  - d \_\_\_\_\_ (n) an amount of time
  - 5 Rana hates shopping in large stores because there are too many choices.
  - 6 Please don't interrupt me. Wait until I'm finished speaking.
  - 7 It is **natural** for babies to start smiling when they are 6 to 12 weeks old.
  - 8 Fish oil is a very **healthy** food. It helps the brain work better.
  - e \_\_\_\_\_ (adj) good for the body
  - f \_\_\_\_\_ (n) things you choose
    - \_\_\_\_\_ (adj) the usual way something happens
  - h \_\_\_\_\_(v) to stop something or someone before they finish

## **2** Discuss the questions with a partner.

1 Is it typical for students to live in a dormitory during the first year of university in your country, or do they live at home?

It is / isn't typical for students in my country to live ...

- 2 How many hours do you spend online in total each week?
- Ispend a total of ... hours online each week.
- **3** What healthy food do you eat?

∠l'eat ...

q

## **B** BEFORE YOU LISTEN

#### Activating prior knowledge

## Work with a partner. Ask and answer the questions. Then find another classmate. Tell him or her about your first partner.

- 1 How many hours do you usually sleep at one time?
- 2 Do you wake up during the night?
- **3** Do you ever take a nap during the day?

I talked to Gina. She usually ... She doesn't ... She never ...

# LISTENING 2

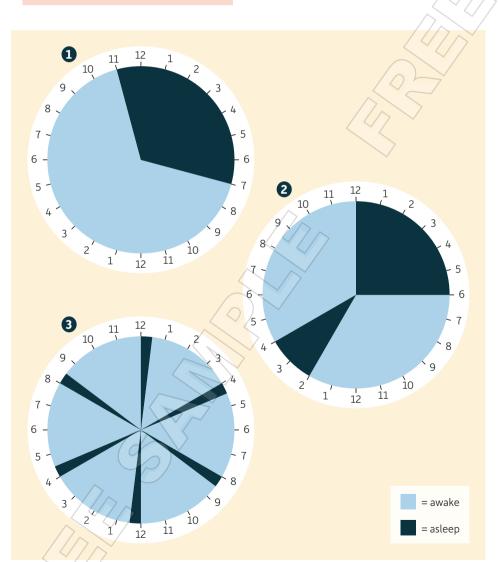
# C GLOBAL LISTENING

- 1 (1 2.7 Listen to *Time to sleep*. Complete the sentences by matching the beginnings with the endings.
  - 1 The lecture
- **a** is not healthy.
- 2 Monophasic sleep
- **3** Biphasic sleep
- 4 Multiphasic sleep
- c is about three sleep patterns.d is typical for most people.

**b** refers to two sleep periods per day.

# 2 Match the three different types of sleep patterns in the box with the diagrams.

Biphasic Monophasic Multiphasic



# Listening for main ideas

# GLOSSARY

**nap (n)** a short sleep, often in the afternoon

phase (n) a period of time

**rhythm (n)** a regular pattern of activity, sound, etc.

# **LISTENING 2**

	D CLOSE LISTENING	$\langle Q \rangle \sim$
GLOSSARY	1 <b>2.8</b> Listen to the first part of the lecture again. Cor the notes.	rect the four mistakes in
<pre>@ = "at" ppl = "people" hrs = "hours" + = "plus"</pre>	Monophasic cycle (Mono = 2) Ppl sleep 6–8 hours in 1 period of time, awake 6–18 Biphasic cycle (Bi = 2) 2x sleeps = Sweden Sleep 5–6 hrs @ night + nap in afternoon	hours
Listening for effects	A result, or <i>effect</i> , is what happens because of a cause. To listen for these signals: As a result, so, this means. Mika drinks coffee at 10 p.m. <u>As a result</u> , she is awake me sister and I are "night people," <u>so</u> we often talk on the ph When you take notes, you can use an arrow to show the causes and effects. <b>cause</b> Mika drinks coffee @ 10 p.m. <b>effect</b> She is awake <b>2 @</b> 2.9 Listen to the second part of the lecture again. with the effects (a-c).	ost of the night. My none after 1 a.m. relationship between e most of the night.
	<ul> <li>many naps so</li> <li>2 Multiphasic sleep makes you tired all b they long</li> <li>3 Multiphasic sleep for weeks or c as a months means that</li> <li>E CRITICAL THINKING</li> <li>Discuss these questions with a partner.</li> <li>1 Which sleep pattern do you have? Is it always the same</li> </ul>	
$\sim$	<ul> <li>Which sleep pattern do you think is best for these jobs:</li> <li>airplane pilot athlete teacher writer</li> </ul>	

**3** Why do you think a multiphasic sleep cycle can make people sick?

# PRONUNCIATION

# **PRONUNCIATION FOR LISTENING**

# Intonation in statements

Intonation means the way a speaker's voice moves up and down. Statements in English have *falling intonation*. At the end of a sentence, the speaker's voice goes up on the last stressed syllable of the sentence. Then the voice goes down lower than before. This fall tells listeners that the statement or idea is finished.

The last stressed syllable can be in the last word in the sentence or in an earlier word.

Today we're going to continue talking about circadian rhythm.

The time difference between New York and Beijing is 12 hours.

# 1 (1) 2.10 Listen to the following pairs of statements. Choose the statement which has the correct intonation.

- **1 a** I'm feeling a little tired.
  - **b** I'm feeling a little tired.
- **2 a** Daniel usually studies at night.
  - **b** Daniel usually studies at night.
- **3 a** Dinner is at 6 o'clock.
  - **b** Dinner is at 6 o'clock.
- **4 a** I have an appointment.
  - **b** I have an appointment.
- **5 a** It's really cold today.
  - **b** It's really cold today.
- 6 a Please work with a partner.
  - **b** Please work with a partner.
- 2 Predict the final intonation in these sentences. Draw rising and falling arrows.
  - 1 Dina never eats breakfast.
  - 2 After lunch I often feel sleepy.
  - 3 Sam always uses an alarm clock.
  - 4 If the weather is nice, I take the bus to school.

# **VOCABULARY DEVELOPMENT**

#### WORDS FOR WAKING AND SLEEPING

**1** Match the words in the box with the correct definition.

early fall asleep get up go to bed late stay up tired wake up

- 1 \_\_\_\_\_ (adj) near the beginning of a time period, or before the usual time
- 2 \_\_\_\_\_ (adj) the feeling that you need to rest and want to sleep
- 3 \_\_\_\_\_ (v) to finish your day and enter your bed
- 4 \_\_\_\_\_ (v) to get out of bed
- 5 \_\_\_\_\_ (v) to go from being awake to being asleep
- 6 \_\_\_\_\_ (v) to go to bed later than usual
- 7 \_\_\_\_\_ (v) to open your eyes in the morning
- 8 \_\_\_\_\_ (adj) after the correct or usual time
- 2 Complete the questions with the words and phrases from Exercise 1. Some sentences have more than one correct answer.
  - 1 What time do you normally finish your activities and \_\_\_\_\_\_ at night?
  - 2 What time do you normally \_\_\_\_\_\_ in the morning?
  - 3 If you are \_\_\_\_\_\_ in the afternoon, do you take a nap?
  - 4 Do you usually \_\_\_\_\_\_\_ as soon as you wake up in the morning?
  - 5 Are you often early or \_\_\_\_\_\_ for lectures or meetings with friends?
  - 6 Do you prefer to eat dinner \_\_\_\_\_, around 6, or late, around 9 or 10?
  - 7 Do you usually \_\_\_\_\_\_ as soon as you close your eyes at night? If not, how long does it take you?
  - 8 Is it easy or difficult for you to \_\_\_\_\_\_ late if you need to study?
- 3-Work with a partner. Ask and answer the questions in Exercise 2.

# ACADEMIC WORDS AND IDIOMS

# **1** Match the words in bold with the correct definition.

1 bad news (id)

- 2 biology (n)
- 3 culture (n)
- 4 energy (n)
- 5 environment (n)
- 6 experts (n)

7 label (n)

something it is fixed to

**d** a piece of paper that gives information about

**a** people who work for no money

**b** something we do not want to hear

**e** the ideas and beliefs of a group of people

**c** the study of living things

- **f** the thing that makes people active
- 8 volunteers (n)
- **g** people who know a lot about a subject
- $\boldsymbol{h}$  the area around us

# 2 Complete the sentences with the words in bold from Exercise 1-

- 1 In American \_\_\_\_\_\_, it is common for people to eat dinner at 10 p.m.
- 2 In 2023, \_\_\_\_\_\_ was the most popular university subject in the UK.
- 3 Around the world in 2020–2021, more than a billion people spent time as \_\_\_\_\_.
- 4 Studies show that most people have the most \_\_\_\_\_\_ during the early evening.
- 5 According to \_\_\_\_\_, only one half of a dolphin's or a whale's brain sleeps at a time.
- **6** To avoid legal problems, companies making pillows in the USA must include the \_\_\_\_\_\_ "Do not eat."
- 7 For the best sleep, the temperature in your sleep \_\_\_\_\_\_ should be between 15 and 19 degrees Celsius.
- 8 The \_\_\_\_\_\_ for many people who love coffee is that drinking coffee at night can keep you awake.
- 3 Work with a partner. Read the sentences in Exercise 2. Decide if they are true or false.

	T / F T / F		T / F T / F
	, Т / F		, T / F
4	T / F	8	T / F
		A	

# ACADEMIC IDIOMS

# BAD NEWS

The idiom *bad news* is used to talk about an unpleasant or unwelcome person, thing, or situation. We use it with a form of *be* or, sometimes, by itself.

Stay away from the coffee at the cafeteria. It's bad news.

It will be bad news if I lose my job, because I just got a new car.

Bad news. I have to get up at 6 a.m. tomorrow.

# SPEAKING MODEL

You are going to learn about adverbs of frequency, getting attention and asking for permission, and pronouncing word stress and intonation in questions. You are then going to use these to conduct a survey about people's sleeping and waking routine.

## A ANALYZE

#### Complete the conversation with the questions in the box.

- 1 When do you usually wake up in the morning?
- 4 How do you feel if you stay up late?
- 5 When do you usually go to bed?
- **2** How do you usually feel in the morning?
- 6 Are you a day person or a night person?

7 How often do you take naps?

- **3** Can I ask you some questions?
- A: Excuse me. I'm doing a survey for my class.
- **B:** Sure, no problem.
- **B:** I usually wake up around 6:30 or 7 a.m. I have early classes almost every day.
- A: And \_

A: \_\_\_\_\_

- B: Around 11 p.m.
- A: OK. Next question. \_
- **B:** I never take naps. It's impossible for me to fall asleep during the daytime.
- A: All right.
- **B:** I always feel good in the morning. I have a lot of energy then.
- A: \_\_\_\_
- B: Not good.
- A: Finally,
- B: I am definitely a day person.
- A: Well, thanks for your time.
- B: You're welcome.

# B DISCUSS

#### Work with a partner. Answer the questions.

- 1 How does Speaker A ask for permission? What else could they say?
- 2 Which question does Speaker A ask first about Speaker B's routine? Which one is last? Is it possible to change the order of the questions?
- 3 How does Speaker A end the conversation? How does Speaker B respond?

# GRAMMAR

# **Adverbs of frequency**

Adverbs of frequency tell us how often something happens.

100%			50%		0%
always	usually	often	sometimes	rarely ne	ever
almost	t always			almost never	. /

- Adverbs of frequency come after *be* and before other verbs in simple present statements.
- Sometimes and usually can also come at the beginning of a sentence.
- Adverbs of frequency come after the subject in simple present questions.
   Affirmative: Sandra always wakes up early. Carlos is rarely late to class.
   Negative: Joseph doesn't always eat breakfast. We don't usually stay up late.
   Question: Are you often hungry at night? When does she usually eat dinner?

# 1 Complete the sentences and questions with the adverb of frequency in parentheses. Some sentences have more than one correct answer.

(always) Aynur wakes up early. Aynur always wakes up early.

- 1 (never) Attila uses an alarm clock to wake up.
- 2 (sometimes) I forget to eat breakfast.
- **3** (rarely) Katya is in class before 10 a.m.
- 4 (often) Do you stay up late to study?
- 5 (usually) When do you study in the library?
- 6 (almost never) My roommate and I eat lunch together.
- 7 (almost always) Dan falls asleep quickly.

# 2 Look at the weekly schedule for a student named Ali. Use adverbs of frequency to describe his routine. Some sentences have more than one correct answer.

		Su	м	Т	W	Th	F	Sa
1	go to bed early	$\searrow$						
2	wake up early	~	×	×	×	×	×	X
3	eat breakfast	X						
4	take a nap		×			×		
5	walk to school		×		×	×	×	
6	study with a friend	×		×		×		

3 Write five sentences about your daily routine. Use adverbs of frequency.

# SPEAKING SKILL

Getting attention and asking permission

English has informal and formal ways of asking for permission. Use informal expressions for talking with friends, family, or classmates. Use formal expressions for talking with people you do not know well or with people in a high position. You may need to get your listener's attention before you ask for permission.

Getting attention	Asking for permission	Č,		
Excuse me.	Is it OK if I sit here?	informal		
May I interrupt?	Can I ask you a question?	•		
	Could I use your book?	formal		
2.11 Listen and complete the sentences.				

- 1 It's raining. \_\_\_\_\_use your umbrella? Sure, no problem.
- 2 \_\_\_\_\_ interrupt, Professor. \_\_\_\_\_ talk to you for a minute?

I'm sorry, I have a meeting now. But I can talk to you later.

3 \_\_\_\_\_\_ if I sit here?

I'm sorry. I'm saving the seat for my friend.

4 \_\_\_\_\_ use your tablet?

Sure, go ahead.

1

\_\_\_\_\_borrow your dictionary?

5

2 Work with a partner. Discuss if the sentences in Exercise 2 are formal or informal.

3 Role-play with a partner. Get attention and ask for permission in these situations.

1 You are in a crowded cafeteria. Ask some students if you can sit at their table.

#### A: Excuse me. Is it OK if I sit here? B: Of course. Have a seat.

2 It's cold in your office. Ask the other workers if it's OK to close the window.

- **3** Your teacher is working in his office. You have a question. Ask for permission to enter.
- **4** You have a doctor's appointment. Ask your professor if you can leave class early.
- 5 You are doing a survey. You want to ask your classmate a question.
- 6 You want to use your friend's phone because you left yours at home.

2

Yes, of course.

# PRONUNCIATION

# **PRONUNCIATION FOR SPEAKING**

# Stress and intonation in questions

*Yes/no* questions have rising intonation. This means the voice rises on the last stressed syllable and then keeps on rising until the end of the sentence.

*Do you have a problem with* **jet** *lag*? Sometimes the last stressed syllable is the last word in the sentence.

Do you need to take a **nap**?

*Wh*- questions have a rising–falling intonation. The voice goes up on the last stressed syllable and then goes down.

Why do some people experience **jet** lag?

- 1 (1) 2.12 Listen to the questions. Draw arrows to show rising and falling intonation. Then listen again and repeat the sentences.
  - 1 Can I ask you some questions?
  - 2 What time do you go to bed?
  - 3 What time do you wake up?
  - 4 Do you feel tired now?
  - 5 How much sleep do you need?
- 2 Rearrange the words to form questions. Identify the last stressed syllable. Draw arrows to show rising and falling intonation.
  - 1 you / need / alarm clock / do / an Do you need an alarm clock?
  - 2 what / to study / your / is / best / time of day
  - 3 jet lag / problem / is / for you / a
  - 4 how often / you / take / do / naps
  - 5 are / morning person / a / you

Work with a partner. Ask and answer the questions in Exercise 2.

# SPEAKING TASK

You work for an organization that conducts surveys. You will conduct a survey about people's sleeping and waking routines.

#### Brainstorm

Write four more topics you could ask about. Use the information from the unit and your own ideas.

wake up

eat breakfast take a nap

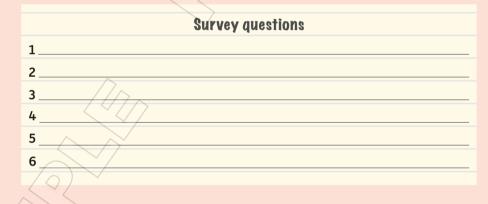
/ go

go to sleep

#### Plan

Look back at your brainstorm and write six survey questions. Be sure to include:

- expressions for getting attention and asking permission
- questions in simple present
- adverbs of frequency
- vocabulary from pages 34, 38, and 39



## Speak

Work with a partner. Conduct your survey. Take notes of your partner's answers.

## Review

Sit in groups. Tell your classmates about the person you surveyed. Tell the group if the person is a "day person" or a "night person."

I surveyed (person's name). She wakes up ... She doesn't eat ... She often feels ... She never ... I think she is a day / night person.

## Reflect

Discuss these questions with a partner:

- When is the best time to go to sleep?
- When is the best time to study?

REVIEW

volunteer (n) \*\*

# WORDLIST

biology (n) \*

Vecebulary proview

\*\*\* very frequent \*\* frequent \* not frequent

vocabulary preview			
active (adj)***	cycle (n)**	healthy (adj)***	period (n)***
awake (adj)*	daily (adj)***	interrupt (v)**	regular (adj)***
brain (n)***	expect (v)***	natural (adj)***	total (n)***
choices (n)***	find out (v)	pattern (n)***	typical (adj)***
Vocabulary development		C	$(\mathcal{A})^{\vee}$
early (adj)***	get up (phr v)	late (adj)***	tired (adj)***
fall asleep (phr)	go to bed (phr)	stay up (phr v)	wake up (phr v)
Academic words and idioms		DD	
bad news (id)	culture (n) ***	environment (n) ***	label (n) ***

expert (n)

# ACADEMIC WORDS AND IDIOMS REVIEW

#### Complete the sentences with the words in the box.

bad news	believe	energy	environment	expert	positive	volunteer	
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energy (n) \*\*\*

- 1 Many people \_\_\_\_\_\_ that watching TV helps you fall asleep.
- 2 Professor Malik is an \_\_\_\_\_ on sleep patterns. She knows everything.
- 3 I am a/an \_\_\_\_\_\_ at my local school. I teach English and biology.
- 4 I'm a pretty \_\_\_\_\_\_ person, I'm not one of those negative types.
- 5 I have lots of \_\_\_\_\_\_ in the morning and not so much at night.6 A comfortable sleep \_\_\_\_\_\_ includes a good mattress and a
- 7 I bought a new e-reader. The \_\_\_\_\_\_ is that it keeps me awake if I use it at night.

# UNIT REVIEW

comfortable pillow.

Listening 1	I can listen for specific information.
Listening 2	I can listen for effects.
Academic Skill	I can use signposts for important information.
Vocabulary	I can use words to describe waking and sleeping.
Grammar	I can use adverbs of frequency.
Speaking	I can get a person's attention and ask for permission.