

BEGINNING

LISTENING AND SPEAKING

GSE
Global Scale of English

CEFR
A1

GSE
22-32

University Success

Cynthia Fettig

 Pearson

MyEnglishLab
Online Practice and Resources

University Success

LISTENING AND SPEAKING

BEGINNING

Cynthia Fettig

University Success Listening and Speaking, Beginning

Copyright © 2020 by Pearson Education, Inc.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Education, 221 River Street, Hoboken, NJ 07030

Staff credits: The people who made up the University Success team, representing content development, design, multimedia, project management, publishing, and rights management are Pietro Alongi, Sheila Ameri, Stephanie Callahan, Tracey Cataldo, Dave Dickey, Gina DiLillo, Warren Fischbach, Sarah Henrich, Niki Lee, Agnieszka Leszkiewicz, Amy McCormick, Robert Ruvo, Katarzyna Starzynska-Kosciuszko, Paula Van Ells, and Joseph Vella.

Project management: Debbie Sistino

Instructional Design: Tim McLaughlin

MyEnglishLab author: Amy Renehan

Contributing editors: Eleanor Kirby Barnes, Linda Butler, Jaimie Scanlon, Leigh Stolle, and Sarah Wales-McGrath

Video development: Christen L. Savage

Video production: ITN Productions

Text composition: EMC Design Ltd

Library of Congress Cataloging-in-Publication Data

A catalog record for the print edition is available from the Library of Congress.

Printed in the United States of America

ISBN 10: 0-13-524594-X

ISBN 13: 978-0-13-524594-1

ScoutAutomatedPrintCode



Contents

Welcome to University Success.....	iv
Key Features	viii
Scope and Sequence.....	xviii
Acknowledgments.....	xx
UNIT 1 STRUCTURAL SCIENCE: ARCHITECTURE.....	1
Chapter 1 Building the World We Live In	2
Chapter 2 Interesting Places and Spaces	24
UNIT 2 NATURAL SCIENCE: GENETICS.....	49
Chapter 3 Who We Are	50
Chapter 4 How We Learn	74
UNIT 3 BUSINESS: BUSINESS AND TECHNOLOGY.....	101
Chapter 5 In-Store or Online	102
Chapter 6 Changing with the Times	130
UNIT 4 HUMANITIES: PSYCHOLOGY.....	157
Chapter 7 On Time.....	158
Chapter 8 The Habit Cycle.....	186
Index.....	212
Credits	216

Welcome to University Success

INTRODUCTION

University Success is a five-level academic series designed to equip beginning through transition level English learners with the language skills necessary to succeed in university courses. At the upper levels, the three strands, Reading, Writing, and Oral Communication, are fully aligned across content and skills and provide students with an inspiring collection of extensive authentic content. The series has been developed in cooperation with subject matter experts, all thought leaders in their fields. The upper levels are organized around five distinct content areas—The Human Experience, Money and Commerce, The Science of Nature, Arts and Letters, and Structural Science. By focusing on STEAM topics, University Success helps equip students with the critical thinking skills and creative innovation necessary for success in their future careers.

University Success levels from Intermediate to Transition model the type of real-life learning situations that students face when studying for a degree. The lower levels, Beginning and High-Beginning, lay the groundwork and build the support that students need to prepare them for the complexity and challenge of the upper levels.



BUILDING THE FOUNDATION








Beginning students face a daunting challenge as they build the English-language skills needed for academic success. The Beginning and High-Beginning levels support these students by providing the scaffolding to construct a strong linguistic core. The two integrated skills strands (Reading and Writing and Listening and Speaking) include four distinct content areas that link to the content areas of the University Success upper levels. This allows students to build a background in basic concepts and vocabulary in these STEAM content areas: Business, Humanities, Structural Science, and Natural Science. These levels fuse high-interest, engaging content with carefully scaffolded tasks to develop the language skills needed for managing complex and conceptually challenging content.

Task types are recycled across content areas to reinforce skills and give students the confidence they need to take on ever-more challenging material. By using Bloom's Taxonomy as a framework, University Success strongly emphasizes the learning process. The series's targeted approach to vocabulary instruction includes both academic and high-frequency vocabulary and provides the basic building blocks needed to construct meaningful speech and writing. A variety of level-appropriate input, as well as visuals, organizers, and critical thinking and discussion activities enable students to fully internalize the content and solidify their linguistic foundation.

TWO STRANDS SUPPORT THE PATH TO LEARNER AUTONOMY

The two lower-level strands are fully aligned across content areas and skills, allowing teachers to utilize material from different strands to support learning. The strands are complementary, providing the teacher with aligned content across all four skills to be utilized in an integrated skills classroom. This allows students to build a solid background in basic concepts and vocabulary in each of the four content areas.

BEGINNING LEVEL		CEFR A1	GSE 22–32
READING AND WRITING		LISTENING AND SPEAKING	
Architecture 	Genetics 	Architecture 	Genetics 
Business and Technology 	Psychology 	Business and Technology 	Psychology 
SKILLS <ul style="list-style-type: none"> • Identify the main idea • Understand compare and contrast • Express likes and preferences • Write basic descriptions • Write basic directions 		SKILLS <ul style="list-style-type: none"> • Understand the gist • Identify compare and contrast signposts • Express likes and preferences • Describe people, places, and things • Give basic instructions 	

HIGH-BEGINNING LEVEL		CEFR A2–A2+	GSE 33–42
READING AND WRITING		LISTENING AND SPEAKING	
Money and E-Commerce 	Cultural Anthropology 	Money and E-Commerce 	Cultural Anthropology 
Civil Engineering 	Sustainable Agriculture 	Civil Engineering 	Sustainable Agriculture 
SKILLS <ul style="list-style-type: none"> • Preview and predict • Scan for details • Recognize narratives • Follow steps in a process • Write a simple story • Describe visuals 		SKILLS <ul style="list-style-type: none"> • Predict • Listen for details • Identify events in a narrative • Understand steps in a process • Tell a story • Describe objects 	

BUILDING THE FOUNDATION FOR UNIVERSITY SUCCESS

Two integrated-skills strands with explicit skill development tied to specific learning outcomes establish the foundation for higher-level academic success.

Global Scale of English		10	20	30	40	50	60	70	80	90
CEFR		<A1		A1	A2 +	B1 +	B2 +	C1	C2	
BEGINNING LEVEL					HIGH-BEGINNING LEVEL					
		CEFR A1		GSE 22–32				CEFR A2–A2+		GSE 33–42
The Beginning level gives students the fundamental building blocks and confidence to take on academic challenges.					The High-Beginning level builds the support that prepares students for the rigor and challenges of the upper levels and beyond.					
INTENSIVE SKILL PRACTICE					INTENSIVE SKILL PRACTICE					
Intensive skill practice tied to learning objectives informed by the Global Scale of English					Intensive skill practice tied to learning objectives informed by the Global Scale of English					
ACADEMIC HIGH±INTEREST CONTENT					ACADEMIC HIGH±INTEREST CONTENT					
<ul style="list-style-type: none"> Academic content linked to STEAM disciplines provides a bridge to the upper levels. Introducing each unit is a video featuring an overview of the academic area. High-interest topics and a variety of genres increase motivation. Two chapters within each content unit include recycled tasks and vocabulary and give students a solid background in basic concepts. 					<ul style="list-style-type: none"> Academic content linked to STEAM disciplines provides a bridge to the upper levels. Introducing each unit is a video featuring a university professor, which gives students an academic perspective. High-interest topics and a variety of genres increase motivation. Two chapters within each content unit include recycled tasks and vocabulary and give students a solid background in academic concepts. 					
SCAFFOLDED APPROACH					SCAFFOLDED APPROACH					
<ul style="list-style-type: none"> Chapters are heavily scaffolded with multiple guided exercises that follow Bloom’s Taxonomy as a framework. Prediction and skill comprehension tasks accompany each reading and listening. Step-by-step application of all productive skills is practiced throughout each chapter. Readings and listenings are “chunked” and include accompanying visuals. Extensive integration of graphic organizers is included. 					<ul style="list-style-type: none"> Chapters are carefully scaffolded with multiple guided exercises that follow Bloom’s Taxonomy as a framework. Practical application of all productive skills is integrated in every chapter. Readings and listenings are “chunked,” with skill and comprehension tasks integrated throughout. Extensive use of graphic organizers aids in note-taking. 					
EXPLICIT VOCABULARY INSTRUCTION					EXPLICIT VOCABULARY INSTRUCTION					
<p>A targeted approach to vocabulary including</p> <ul style="list-style-type: none"> contextualized previews with pronunciation practice reviews in the Student Book and in MyEnglishLab collaborative tasks vocabulary tips a vocabulary building and expansion section an end-of-chapter vocabulary checklist 					<p>A targeted approach to vocabulary including</p> <ul style="list-style-type: none"> vocabulary tasks pre- and post-reading and listening vocabulary tips and glossing of receptive vocabulary a vocabulary strategy section in every chapter online reviews with pronunciation practice 					
GRAMMAR FOR WRITING / SPEAKING					GRAMMAR FOR WRITING / SPEAKING					
A dedicated grammar presentation with controlled practice tasks in the Student Book and in MyEnglishLab provide scaffolding for the writing and speaking tasks.					<ul style="list-style-type: none"> A dedicated grammar presentation prepares students for authentic writing and speaking tasks. Grammar practices in the Student Book and in MyEnglishLab move from controlled to practical application. 					
SOFT SKILLS					SOFT SKILLS					
Task-based strategies linked to chapter topics focus on academic success, life skills, and college readiness.					Task-based strategies linked to chapter topics focus on academic success, life skills, and college readiness.					

PUTTING STUDENTS ON THE PATH TO UNIVERSITY SUCCESS

Intensive skill development and extended application—tied to specific learning outcomes—provide the scaffolding English language learners need to become confident and successful in a university setting.

Global Scale of English		10	20	30	40	50	60	70	80	90
CEFR		<A1		A1	A2 +	B1 +	B2 +	C1	C2	
INTERMEDIATE TO HIGH-INTERMEDIATE LEVEL		ADVANCED LEVEL				TRANSITION LEVEL				
CEFR B1–B1+		GSE 43–58		CEFR B2–B2+		GSE 59–75		CEFR B2+–C1		GSE 68–80
Authentic content with careful integration of essential skills, the Intermediate to High-Intermediate level familiarizes students with real-world academic contexts.		Challenging, authentic content with level-appropriate skills, the Advanced level prepares students to exit the ESL safety net.				A deep dive for transition-level students, the Transition level mirrors the academic rigor of college courses.				
INTENSIVE SKILL PRACTICE		INTENSIVE SKILL PRACTICE				INTENSIVE SKILL PRACTICE				
Intensive skill practice tied to learning objectives informed by the Global Scale of English		Intensive skill practice tied to learning objectives informed by the Global Scale of English				Intensive skill practice tied to learning objectives informed by the Global Scale of English				
AUTHENTIC CONTENT		AUTHENTIC CONTENT				AUTHENTIC CONTENT				
<ul style="list-style-type: none"> Readings: 200–2,000 words Lectures: 15–20 minutes Multiple exposures and chunking 		<ul style="list-style-type: none"> Readings: 200–3,000 words Lectures: 20 minutes 				<ul style="list-style-type: none"> Readings: 200–3,500-words Lectures: 25 minutes 				
EXPLICIT VOCABULARY INSTRUCTION		EXPLICIT VOCABULARY INSTRUCTION				CONTENT AND FLUENCY VOCABULARY APPROACH				
<ul style="list-style-type: none"> Pre- and post-reading and listening vocabulary tasks Glossing of receptive vocabulary Recycling throughout each part and online 		<ul style="list-style-type: none"> Pre- and post-reading and listening vocabulary tasks Glossing of receptive vocabulary Recycling throughout each part and online 				<ul style="list-style-type: none"> No direct vocabulary instruction Online vocabulary practice for remediation 				
SCAFFOLDED APPROACH		MODERATELY SCAFFOLDED								
Multiple guided exercises focus on comprehension, application, and clarification of productive skills.		Guided exercises focus on comprehension, application, and clarification of productive skills.								
VOCABULARY STRATEGIES		VOCABULARY STRATEGIES								
Vocabulary strategy sections focus on form, use, and meaning.		Vocabulary strategy sections focus on form, use, and meaning to help students process complex content.								
GRAPHIC ORGANIZERS										
Extensive integration of graphic organizers throughout to support note-taking and help students process complex content.										

Key Features

A consistent and systematic format in every chapter enables students to build confidence as they master essential fundamental and critical thinking skills.

CHAPTER STRUCTURE

CHAPTER PROFILE

This overview establishes context with visuals to provide interest and schema-building.

OUTCOMES

Sequenced, recycled, and carefully integrated, outcomes focus on developing language skills and are informed by Pearson's Global Scale of English.

GETTING STARTED

An engaging, visual-based task activates learner schema and motivates students to engage with the content.

LISTEN

A variety of thematically-related listenings highlight key concepts. These are accompanied by skill presentation, critical thinking, collaboration, and practical application tasks.

SPEAK

Theme-related tasks with careful step-by-step instruction tied to learner outcomes prepare students to integrate content, grammar, and vocabulary as they move through the stages of the speaking process.

GRAMMAR FOR SPEAKING

Dedicated grammar presentation and practices prepare students for authentic speaking tasks.

BUILDING VOCABULARY

A targeted approach to vocabulary instruction with practical, high-frequency lexical sets gives students tools to expand their vocabulary.

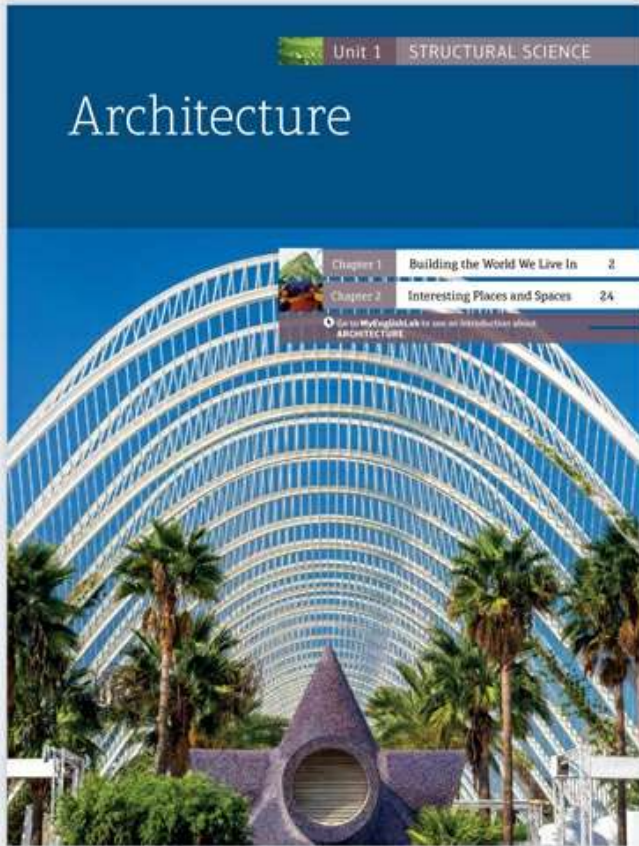
APPLY YOUR SKILLS

Extensive practical application allows students to practice the skills developed in the chapter.

DEVELOP SOFT SKILLS

Task-based strategies focus on college readiness, social and cultural awareness, and academic study.

Students are engaged from the first page, with unit openers that feature high-interest images related to the chapter themes. Chapter openers include a stimulating content-based image and an overview of the chapter's topics and skills.



A video introduction at the beginning of each unit gives students an academic perspective.



A chapter profile outlines the chapter content to prepare students for the listening and speaking they will do in the chapter.

Outcomes aligned with the Global Scale of English are clearly stated to ensure student awareness of skills.

Chapter 1 Building the World We Live In

CHAPTER PROFILE
Architecture is the style and design of buildings and spaces. Architects plan buildings where people live, study, work, and play. They also design outdoor spaces, like parks. This chapter is about places where people live, and ways architects help make them better.

You will listen to

- a lecture about artificial islands.
- a presentation about vertical gardens.

You will also

- role-play a conversation about living spaces.
- ask and answer questions about your living space.
- take a class survey about classmates' living spaces.

OUTCOMES

- Predict before you listen
- Ask and answer simple questions
- Form questions with wh-words
- Identify and use compound nouns
- Learn about how university students find places to live

For more about ARCHITECTURE, see Chapter 2. See also [iv] ARCHITECTURE, Chapters 1 and 2.

2 UNIT 1 ARCHITECTURE

Engaging and high-interest listenings allow students to connect with the academic content as they develop fundamental comprehension and critical thinking skills.

GETTING STARTED
Look at these photos and the photo on page 2. Answer these questions with a partner.

- Which photo shows the following?
 - an island made by people
 - a garden on a building
 - a building in a small space
- Why do you think architects built these places? Match these reasons to the pictures.
 - to make clean air
 - to save space in the city
 - to make places for people to live
 - to make a place more beautiful
 - to grow food
- Do you know where these places are?

Go to MyEnglishLab to complete a self-assessment.

LISTEN
SKILL: PREDICTING
When you **predict**, you think about what you are going to hear about the topic. Before you listen, think about the

- **speaker(s)**: Who is speaking? A teacher? A classmate? A friend? A family member?
- **situation**: Where is the speaker? In a classroom? At home? What is happening? Is the speaker teaching you something? Is it a friendly conversation?
- **topic**: What is the speaker talking about?

Then predict what you will hear.

- **words and phrases**: What words or phrases do you think you will hear about the topic?

Building the World We Live In 9

GETTING STARTED sections use visuals to build schema.

LISTEN sections provide structured presentation and practice of key listening skills.

Skill presentations provide clear explanations and examples.

Vocabulary and previewing exercises support the unique needs of beginning students as they work to build the necessary language skills that will enable them to manage challenging academic lectures in the future.

VOCABULARY PREVIEW
A. Read the sentences. Look at the boldfaced words. Do you know what they mean? Share your ideas with a partner.

- Don't drink the water. It is **dirty**.
- People need **air** to live.
- Living space is a big **problem** in cities like Tokyo and New York.
- My mother has many **plants** and flowers in her garden.
- That house is big. It takes up a lot of **space**.
- The **side** of that house is blue.
- Trees need sun and water to **grow**.
- I like that park. It has **beautiful** flowers and trees.

Exercises blend gist- and detail-focused tasks to help students develop extensive and intensive listening skills and top-down and bottom-up comprehension strategies.

C. Listen to the excerpts from the lecture. Read the sentences. Circle T (true) or F (false). Correct the false statements.

SECTION 1
T / F 1. Air pollution, or dirty air, is a big problem in big cities. _____
T / F 2. There are many green spaces in big cities. _____

SECTION 2
T / F 3. Trees, plants, and flowers help make the air clean. _____
T / F 4. Trees make oxygen which we need to live. _____
T / F 5. A vertical garden grows on the ground. _____
T / F 6. Vertical gardens need a lot of space. _____

SECTION 3
T / F 7. Not many cities are making vertical gardens. _____
T / F 8. The vertical gardens are only in the United States. _____

Good speaking skills are an essential component of communication. Developing speaking skills is necessary for students to succeed both inside and outside the classroom and to ensure their success in future careers. Speaking skills studied include asking and answering simple questions, expressing likes and dislikes, describing people and places, giving instructions for a process, comparing and contrasting, stating opinions, and expressing agreement and disagreement.

SPEAK

SKILL: ASKING FOLLOW-UP QUESTIONS

A conversation usually involves questions and answers. When someone gives us information or tells a story, we can ask follow-up questions to get more information and to continue the conversation. Use the examples to help you.

Follow-up Questions

What happened?	What do you think?	Where ... ?
How was it?	What about ... ?	When ... ?
What did you do then?	Who ... ?	Why ... ?
Tell me more about ...	What ... ?	How ... ?

TIP

When someone is speaking, it is important to show that you are listening. This lets the speaker know that you are interested in the conversation. Here are some phrases you can use to show that you are listening.

I see.	Really?	Yes.	I understand.
Of course.	Oh.	Uh-huh. / Mm hm.	Wow.

A. Read the conversation. Underline the follow-up questions. Circle the phrases that show that the listener is listening. Then practice the conversation with a partner.

A: Oh, no! I can't be late for class! Professor Smith will be angry.
 B: Why?
 A: Because I was late two times last week.
 B: Oh. What happened?
 A: Well, on Monday I was late because my alarm clock didn't work.
 B: I see. When was the next time?
 A: Wednesday. I was late again because of the traffic.
 B: Wow. Well, you better get to class on time today!



B. Choose one of these questions and ask your partner. Ask three follow-up questions to continue the conversation. Remember to use phrases to show that you are listening.

- | | |
|--|--------------------------------------|
| What do you do in your free time? | What is your school / work schedule? |
| Were you late for something this week? | What makes you angry? |
| Do you prefer to be on time? Why? | |
| Do you have a busy schedule this week? | |
| Do you have any meetings this week? | |

SPEAK sections provide clear presentations to help language learners focus on the skills they need to become successful speakers.

Tips throughout the chapter include helpful information and scaffolding to support beginning language learners.

Remember boxes allow students to demonstrate understanding of the skill.

REMEMBER

Think about how you predict. Complete the sentences.


Before you listen, think about the _____, _____, and _____.
 Then predict the _____ and _____ that you will hear.

Students are introduced to the speaking process with step-by-step speaking instructions. There is extensive use of graphic organizers throughout the process.

ROLE-PLAY A CONVERSATION ABOUT LIVING SPACES

STEP 1: LISTEN BEFORE YOU SPEAK

A. Look at the photo. Think about the speakers, the situation, and the topic. Then predict the words or phrases you will hear. Complete the chart.



Speakers	
Situation	
Topic	
Words and Phrases	

STEP 2: PREPARE TO SPEAK

A. Read the conversation. Underline all of the questions. Then practice the conversation with a partner. Take turns reading Alberto's and Ava's parts.

Alberto: Hello! I know you! You are in my class.

Ava: Oh, hi! I'm Ava. Yes, we are in English class together. What is your name?

Alberto: I'm Alberto. Nice to see you again. How do you know about this coffee shop? It is far from our school.

Ava: I live in an apartment near here.

Alberto: I see. Do you like it?

Ava: Yes. I like it a lot. There's a large living space, and it has a garden. Where do you live?

STEP 3: SPEAK

Practice your conversation with your partner. Then role-play your conversation in front of the class. Follow these tips:

- Look at your partner when you speak. (Make eye contact.)
- Try to break the sentences into smaller parts. Look up as you read each small part.
- Smile and speak naturally.

STEP 4: PEER FEEDBACK

Listen to your classmates' role plays. Choose two pairs to give feedback to. Write the students' names, the questions they ask, and the new vocabulary words they use. Check (✓) Yes or No for eye contact.

Students' Names	Questions and Vocabulary Words	Eye Contact
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

Step 1 scaffolds the task with prediction and vocabulary previewing.

Step 2 provides a model conversation and prepares students for the speaking task.

In Step 3, students integrate content, speaking skills, grammar, and vocabulary as they move through the speaking process.

Step 4 guides students through a peer review and discussion to expand their speaking skills.

Dedicated grammar presentation and practice prepare students for authentic writing tasks. Tasks focus on form, use, and meaning and move from controlled to practical application.

CONTRACTIONS WITH BE (NEGATIVE)		
Pronoun	Be	Contraction
I	am not	I'm not
You	are not	You're not / You aren't
He / She / It	is not	He's not / He isn't
I / He / She / It	was not	I wasn't
You / We / They	were not	You weren't

CONTRACTIONS WITH DO (NEGATIVE)		
Pronoun	Do	Contraction
I / You / We / They	do not	I / You / We / They don't
He / She / It	does not	He / She / It doesn't

CONTRACTIONS WITH OTHER WORDS + BE		
Word	Be	Contraction
That	is	That's
There	is	There's
What / Who / Where When / How	is	What's / Who's / Where's / When's / How's

GRAMMAR NOTE
We use contractions for informal speaking and informal writing. For example, we use contractions when we speak or write to a friend or a family member. We do not use contractions in formal writing, for example, a research paper or an email message to a professor.

58 UNIT 2 GENETICS

Grammar charts feature essential structures with content-based examples and provide support for speaking tasks.

Grammar Notes throughout the chapter focus on specific points of information relevant for beginning students.

Multiple grammar activities encourage application of the target grammar for a variety of linguistic contexts.

Chapter 3

A. Use the words at the end of each line to write a contraction to complete the sentences.

- My brothers _____ lazy. They work a lot. (are not)
- Martina _____ an adult. She's only 15 years old. (is not)
- I _____ like to travel. (do not)
- _____ your mother's name? (What is)
- My father _____ like movies. (does not)
- _____ your grandmother? (Who is)
- _____ tall like my grandparents. (I am)
- Li and Keiko _____ travel. (do not)
- You _____ like your mother. (are not)
- _____ very nice. (He is)

B. Circle the correct contraction to complete each sentence.

- (When's / Where's / There's) your mother in this picture?
- The sisters (aren't / isn't / don't) the same.
- My brother (aren't / don't / doesn't) travel.
- My grandparents (weren't / don't / isn't) very nice.
- (How's / Doesn't / You're) an adult now.
- (Aren't / That's / When's) my mother in the photo.
- My brother (isn't / doesn't / don't) lazy.
- My parents (aren't / isn't / don't) look the same.

C. Use the words at the end of each line to write a contraction to complete the conversation. Then practice the conversation with a partner.


A: _____ that in the photo? (Who is)
B: _____ my mother. (That is)

A: _____ she like? (What is)
B: _____ nice. She is a doctor. She helps many people. (She is)

A: How about your father? _____ he like? (What is)
B: _____ quiet. (He is) He _____ talk much. (does not)

A: What does he look like?
B: _____ very tall. (He is) He has short hair. _____ black. (It is)

Go to MyEnglishLab for more grammar practice.



A mix of academic and high-frequency vocabulary provides the fundamental building blocks with which students can construct comprehension and meaningful speech.

VOCABULARY PREVIEW

A. Read the sentences. Look at the boldfaced words and phrases. Do you know what they mean? Share your ideas with a partner.

1. I like the ocean. I want to live on an **island**.
2. Many **tourists** come to my city. It is very pretty.
3. That place is very **pretty**.
4. There are many **apartments** in my city.
5. My country is very **small**.

VOCABULARY REVIEW

Complete the sentences with words and phrases from the box.

apartment	build	island	living space	reason
area	famous	land	put	tourists

1. Amsterdam doesn't have much _____, so they find places for more houses.
2. My _____ is small. I live there with my mother.
3. An _____ is land with water all around it.
4. Many _____ go to see the artificial islands in Dubai.
5. To make an island you have to _____ a lot of sand and dirt into the ocean.
6. Many countries make artificial islands to make more _____ for people.
7. Many people know about the Palm Jumeirah island in Dubai. It is very _____.

Explicit vocabulary instruction includes Previews and Reviews that appear before and after each listening.

BUILDING VOCABULARY

UNDERSTANDING AND USING JOB-SEARCH VOCABULARY

These words and phrases are related to finding a job.

A. Look at the pictures and read the descriptions. Write the matching words from the box. Ask your classmates for help with any words you don't know.

application	employee	interview	résumé (curriculum vitae)
cover letter	employer	job search	

CULTURE NOTE

A résumé includes information about your education and your work experience. In China, Japan, and many European countries, it is common to add a photo. It is not common to include a photo with a résumé in Canada, the United Kingdom, or the United States.

1. _____: when a person looks for a job
2. _____: a paper you complete to ask for a job or get into school
3. _____: a list of the schools you went to, the jobs you had
4. _____: a letter or email you send with your résumé when you look for a job

5. _____: to ask someone questions to see if they are good enough for a job or a school
6. _____: a person you work for
7. _____: worker who gets paid for work

B. Read the conversations. Write the missing words.

1. A: My _____ is great. She lets us leave early on Friday afternoons.
B: I want a boss like that!
2. A: How is the _____ going? Do you have a job yet?
B: It's going well. But I don't have a job yet.
3. A: I go for my _____ on Monday.
B: Do you know what type of questions they ask?

(Continued)

Changing with the Times 147

BUILDING VOCABULARY sections help students understand new words and phrases related to the themes. Engaging practice activities follow the presentation.

Culture Notes aid comprehension and expand understanding of a broad range of cultural topics.

APPLY YOUR SKILLS

Each chapter concludes with an Apply Your Skills section that includes practical applications. The section can also function as an assessment.

APPLY YOUR SKILLS

In this chapter, you listened to a podcast about different ideas of time. You did a role play about finding a good roommate. In Apply Your Skills, you will listen to a discussion about how different cultures think about time. Then you will have a group discussion about your opinions of time.

The introduction provides a recap of the chapter so far and a preview of what is to come.

PREDICT

Look at the pictures. Think about the speaker, the situation, and the topic. Then predict the words and phrases you will hear. Complete the chart.



Speaker	
Situation	
Topic	
Words and Phrases	

Predict activities activate students' background knowledge about the topic and context of the listening.

Think Visually provides an opportunity for students to analyze charts, graphs, photos, and other visuals.

THINK VISUALLY

There are different time zones in the world. On a map, the starting point for time zones is Greenwich, England. This is called Greenwich Mean Time (GMT).

For cities around the world, we write time zones with the number of hours difference from GMT and "+" (later) or "-" (earlier).

For example,

+ 2 = GMT + 2 hours, or two hours later than GMT.
- 5 = GMT - 5 hours, or five hours earlier than GMT.



Students apply new vocabulary and structures from the chapter to complete a practical, communicative assignment such as a class survey, a presentation, or a guided group discussion.

ASSIGNMENT

Write questions for a class survey about living spaces. Ask your classmates the questions and report on the survey.

Strategies for academic success, life skills, and career readiness skills—such as using graphic organizers, communicating with instructors, and giving peer feedback—appear in each chapter. These soft skills help increase students’ confidence and ability to cope with challenges of academic study and college culture.

DEVELOP SOFT SKILLS

UNDERSTANDING CULTURAL ATTITUDES ABOUT PERSONAL SPACE

Every country has a unique culture. Culture is the history, beliefs, and traditions of a place, and the attitudes and behaviors of the people who grow up there. Understanding different cultural attitudes is an important part of communication and relationships.

Glossary

- imagine: form pictures and ideas in your mind
- touching: putting your hand on something or someone
- hug: put your arms around someone and hold him or her to show love or friendship
- whisper: speak very quietly into someone’s ear
- aware: if you are aware of something, you know it is happening.

A glossary features challenging vocabulary items essential for understanding the text.

A. Look at the pictures. Who are the people? What is their relationship? Write your ideas. Then compare with a partner.



Visuals, including photos and realia, complement the article, supporting understanding and enhancing interest.

A: How do you study for an exam?

B: I study with a classmate. I sometimes cram the night before the exam. How about you?

A: I study at home. I review my notes.

2. How do you usually feel before / during / after an exam? Complete the sentences with adjectives from the box, or use your own ideas. Then tell a partner.

- I feel _____ before an exam.
- I feel _____ during an exam.
- I feel _____ after an exam.



Comprehension practice is followed by personalized reflection on the soft skill.

WHAT DID YOU LEARN?

At the end of each chapter, students complete a skill self-assessment checklist .

WHAT DID YOU LEARN?

Check (✓) the skills and vocabulary you learned. Circle the things you need to practice.

SKILLS

- I can listen for reasons.
- I can ask follow-up questions.
- I can use because and because of with reasons.
- I can tell time.
- I can understand cultural attitudes about personal space.

VOCABULARY

- | | | | |
|--------------------------------------|-------------------------------------|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> angry | <input type="checkbox"/> exercise | <input type="checkbox"/> midnight | <input type="checkbox"/> relationship |
| <input type="checkbox"/> at a time | <input type="checkbox"/> fixed | <input type="checkbox"/> most | <input type="checkbox"/> rely on |
| <input type="checkbox"/> club | <input type="checkbox"/> flexible | <input type="checkbox"/> noon | <input type="checkbox"/> schedule |
| <input type="checkbox"/> comfortable | <input type="checkbox"/> follow | <input type="checkbox"/> on time | <input type="checkbox"/> several |
| <input type="checkbox"/> culture | <input type="checkbox"/> half past | <input type="checkbox"/> organize | <input type="checkbox"/> situation |
| <input type="checkbox"/> end | <input type="checkbox"/> it depends | <input type="checkbox"/> personal | |
| <input type="checkbox"/> excited | <input type="checkbox"/> meeting | <input type="checkbox"/> prefer | |

A BLENDED APPROACH

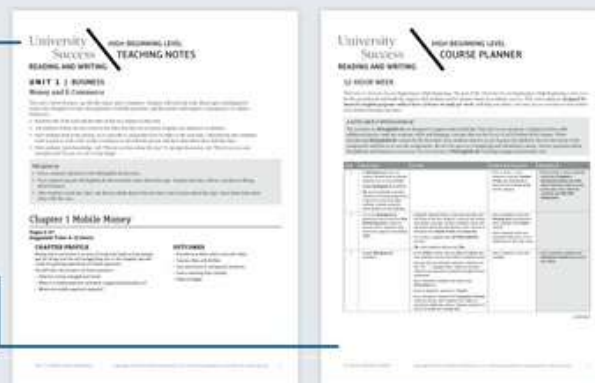
University Success integrates a tailored online lab populated with engaging multimedia content including videos, slide presentations, and audio, which can be used for presenting new content and skills, as well as practice and extension activities for students to complete in class or as homework. All MyEnglishLab activities are referenced throughout the Student Books.

MyEnglishLab includes an easy-to-use online management system that offers a flexible gradebook and tools for monitoring student success.

TEACHER RESOURCES

Downloadable step-by-step teaching notes for each chapter offer suggestions and a “library” of teaching tips for teaching skills and content

Essential tools such as audio scripts, answer keys, and course planners help in lesson planning



ASSESSMENT PROGRAM

University Success has several different types of assessments that provide opportunities for teachers to gauge learning. These assessments can be used as pre-course diagnostics, chapter achievement tests, mid-course assessments, and final summative assessments. The flexible nature of these assessments allows teachers to choose which assessments will be most appropriate at various stages of the program. These assessments are available in MyEnglishLab in both Word and PDF formats. There are formative assessments embedded in the Student Book.

HOW WOULD YOU LIKE TO ASSESS YOUR STUDENTS?

Assessment	Where to Find	How to Use
Skill Self-Assessments	MyEnglishLab	<ul style="list-style-type: none"> At the beginning and end of every chapter for students to identify skill areas for improvement To provide data that can inform lesson planning
Achievement Tests	MyEnglishLab	<ul style="list-style-type: none"> As a summative assessment at the end of each chapter
Apply Your Skills	Student Book	<ul style="list-style-type: none"> As a diagnostic assessment to inform students’ strengths and weaknesses before they complete a chapter As a formative assessment, in which students complete this section or parts of this section after they complete the chapter
Mid-Term Exam	MyEnglishLab	<ul style="list-style-type: none"> As a summative assessment at the end of Units 1 and 2
Final Exam	MyEnglishLab	<ul style="list-style-type: none"> As a summative assessment at the end of Units 3 and 4
Writing / Speaking Skill Assessment	Student Book	<ul style="list-style-type: none"> Writing and Speaking Tasks: As formative assessments to evaluate practical application of skills presented
Vocabulary Quiz	Student Book	<ul style="list-style-type: none"> Vocabulary Previews / Reviews: As a diagnostic to inform teaching and lesson planning As formative assessments to assess student understanding of vocabulary
Grammar Quiz	Student Book	<ul style="list-style-type: none"> Grammar tasks: As a diagnostic to identify student understanding of grammar points As formative assessments to assess student understanding of grammar points
Skill, Vocabulary, Grammar Assessments	MyEnglishLab	<ul style="list-style-type: none"> Any activity in MyEnglishLab to be used as formative assessments to assess student understanding of chapter-related content

Scope and Sequence

LISTENING SKILLS SPEAKING SKILLS

Unit 1 Architecture

STRUCTURAL SCIENCE

Chapter 1 Building the World We Live In

LISTENINGS

- A lecture about artificial islands
- A conversation about living spaces
- A presentation about vertical gardens

Predict

Ask and Answer Simple Questions

Role-play a conversation about living spaces

Take a class survey about living spaces

Chapter 2 Interesting Places and Spaces

LISTENINGS

- A presentation about hotels around the world
- A conversation about a school campus and classrooms
- A lecture about a new kind of classroom

Listen for details

Describe places

Describe your campus and classroom

Describe ideas for changing your classroom

Unit 2 Genetics

NATURAL SCIENCE

Chapter 3 Who We Are

LISTENINGS

- A podcast about genetics and personality
- People describing their roommates
- A class discussion about how hobbies connect to genetics

Listen for gist

Describe people

Give a short presentation about a roommate

Describe three relatives

Chapter 4 How We Learn

LISTENINGS

- A lecture about genetics and learning
- Short presentations about learning styles
- A discussion about genetics and language learning

Listen for examples

Express degrees of like and dislike

Give a short presentation about your learning style

Suggest language learning activities

Unit 3 Business and Technology

BUSINESS

Chapter 5 In-store or Online

LISTENINGS

- A panel discussion about in-store and online shopping
- People comparing stores and websites
- A lecture about how e-commerce ideas can help local stores

Understand words and phrases for comparing and contrasting

State an opinion / Express agreement and disagreement

Give a short presentation comparing two stores or websites and their products

Give a presentation about products

Chapter 6 Changing with the Times

LISTENINGS

- A sales presentation about 3-D printing
- A talk about how to start a business
- A presentation about how to find a job

Listen for instructions and steps

Ask for and give instructions

Give instructions for an activity or a process

Give instructions for a skill

Unit 4 Psychology

HUMANITIES

Chapter 7 On Time

LISTENINGS

- A podcast about different ideas of time
- Conversations about finding a roommate
- A discussion about time in different cultures

Listen for reasons

Ask follow-up questions

Role-play a conversation about finding a roommate

Have a group discussion about your opinions of time

Chapter 8 The Habit Cycle

LISTENINGS

- A podcast about how we can start and stop a habit
- A conversation about helping a friend do better in school
- A talk about habits of successful people

Ask for clarification and repetition

Make and respond to suggestions

Give suggestions to classmates for changing their habits

Give a presentation about how you spend and manage your time

GRAMMAR SKILLS

BUILDING VOCABULARY


SOFT SKILLS

MYENGLISHLAB

Video: An Introduction about Architecture

Form questions with Wh-words


Identify and use compound nouns

Find a place to live
 Compare living spaces on and off campus

Skill self-assessments
 Online practice:
 • listening • grammar • vocabulary

Understand and use prepositions of location

Understand and use reaction expressions


Find people, places, and things on campus
 Talk about common places on a college campus

Skill self-assessments
 Online practice:
 • listening • grammar • vocabulary
 Challenge listening: Madrid's Vertical Gardens

Video: An Introduction about Genetics

Understand and use contractions


Understand and use antonyms

Learn how to give great presentations
 Give a presentation about a famous person

Skill self-assessments
 Online practice:
 • listening • grammar • vocabulary

Use like + infinitive verb forms

Identify and use collocations


Know your personal learning style
 Compare your learning style with a classmate's

Skill self-assessments
 Online practice:
 • listening • grammar • vocabulary
 Challenge listening: Genetics and Academics

Video: An Introduction about Business and Technology

Understand and use comparative adjectives


Understand and use large numbers

Stay safe online
 Make a list of tips for staying safe online

Skill self-assessments
 Online practice:
 • listening • grammar • vocabulary

Understand and use imperatives

Understand and use job-search vocabulary


Use graphic organizers to study vocabulary
 Create a graphic organizer for studying vocabulary

Skill self-assessments
 Online practice:
 • listening • grammar • vocabulary
 Challenge listening: Social Media and Business

Video: An Introduction about Psychology

Use because and because of with reasons


Tell time

Understand cultural attitudes about personal space
 Talk about personal space in your culture

Skill self-assessments
 Online practice:
 • listening • grammar • vocabulary

Use should / shouldn't for suggestions

Recognize and use -ed adjectives

Study for exams
 Give suggestions for studying for an exam

Skill self-assessments
 Online practice:
 • listening • grammar • vocabulary
 Challenge listening: The Coffee Habit

Acknowledgments

I am grateful for everyone's hand in University Success—from the beginning visionary stages to the final edits. Many thanks to Amy McCormick for bringing me on to this project and Debbie Sistino for keeping us on track. Special thanks to my dear colleague and friend, Jaimie Scanlon, for her help with direction and ideas. It was a wonderful collaborative project that I was happy to be a part of. Thank you.

—Cynthia Fettig

Reviewers

We would like to thank the following reviewers for their many helpful comments and suggestions:

Jamila Barton , North Seattle Community College, Seattle, WA; Joan Chamberlin , Iowa State University, Ames IA; Lyam Christopher , Palm Beach State College, Boynton Beach, FL; Robin Corcos , University of California, Santa Barbara, Goleta, CA; Tanya Davis , University of California, San Diego, CA; Brendan DeCoster , University of Oregon, Eugene, OR; Thomas Dougherty , University of St. Mary of the Lake, Mundelein, IL; Bina Dugan , Bergen County Community College, Hackensack, NJ; Bonnie Duhart , Lone Star College, University Park, TX; Priscilla Faucette , University of Hawaii at Manoa, Honolulu, HI; Lisa Fischer , St. Louis University, St. Louis, MO; Kathleen Flynn , Glendale Community College, Glendale, CA; Mary Gawienowski , William Rainey Harper College, Palatine, IL; Sally Gearhart , Santa Rosa Junior College, Santa Rosa, CA; Carl Guerriere , Capital Community College, Hartford, CT; Vera Guillen , Eastfield College, Mesquite, TX; Angela Hakim , St. Louis University, St. Louis, MO; Pamela Hartmann , Evans Community Adult School, Los Angeles Unified School District, Los Angeles, CA; Shelly Hedstrom , Palm Beach State University, Lake Worth, FL; Sherie Henderson , University of Oregon, Eugene, OR; Lisse Hildebrandt , English Language Program, Virginia Commonwealth University, Richmond, VA; Barbara Inerfeld , Rutgers University, Piscataway, NJ; Bessie Karras-Lazaris , California State University, Northridge, CA; Zaimah Khan , Northern Virginia Community College, Loudon Campus, Sterling, VA; Tricia Kinman , St. Louis University, St. Louis, MO; Kathleen Klaiber , Genesee Community College, Batavia, NY; Kevin Lamkins , Capital Community College, Hartford, CT; Noga Laor, Long Island University, Brooklyn, NY; Mayetta Lee , Palm Beach State College, Lake Worth, FL; Kirsten Lillegard , English Language Institute, Divine Word College, Epworth, IA; Craig Machado , Norwalk Community College, Norwalk, CT; Cheryl Madrid , Spring International Language Center, Denver, CO; Ann Meechai , St. Louis University, St. Louis, MO; Melissa Mendelson , Department of Linguistics, University of Utah, Salt Lake City, UT; Tamara Milbourn , University of Colorado, Boulder, CO; Debbie Ockey , Fresno City College, Fresno, CA; Diana Pascoe-Chavez , St. Louis University, St. Louis, MO; Raymond Purdy , ELS Language Centers, Princeton, NJ; Kathleen Reynolds , William Rainey Harper College, Palatine, IL; Linda Roth , Vanderbilt University ELC, Greensboro, NC; Minati Roychoudhuri , Capital Community College, Hartford, CT; Bruce Rubin , California State University, Fullerton, CA; Margo Sampson , Syracuse University, Syracuse, NY; Elena Sapp , Oregon State University, Corvallis, OR; Sarah Saxer , Howard Community College, Ellicott City, MD; Anne-Marie Schlender , Austin Community College, Austin, TX; Susan Shields , Santa Barbara Community College, Santa Barbara, CA; Barbara Smith-Palinkas , Hillsborough Community College, Dale Mabry Campus, Tampa, FL; Sara Stapleton , North Seattle Community College, Seattle, WA; Lisa Stelle , Northern Virginia Community College Loudon, Sterling, VA; Jamie Tanzman , Northern Kentucky University, Highland Heights, KY; Ariana Van Beurden , Oregon State University, Corvallis, OR; Jeffrey Welliver , Soka University of America, Aliso Viejo, CA; Mark Wolfersberger , Brigham Young University, Hawaii, Laie, HI; May Youn , California State University, Fullerton, CA



Architecture



Chapter 1

Building the World We Live In

2



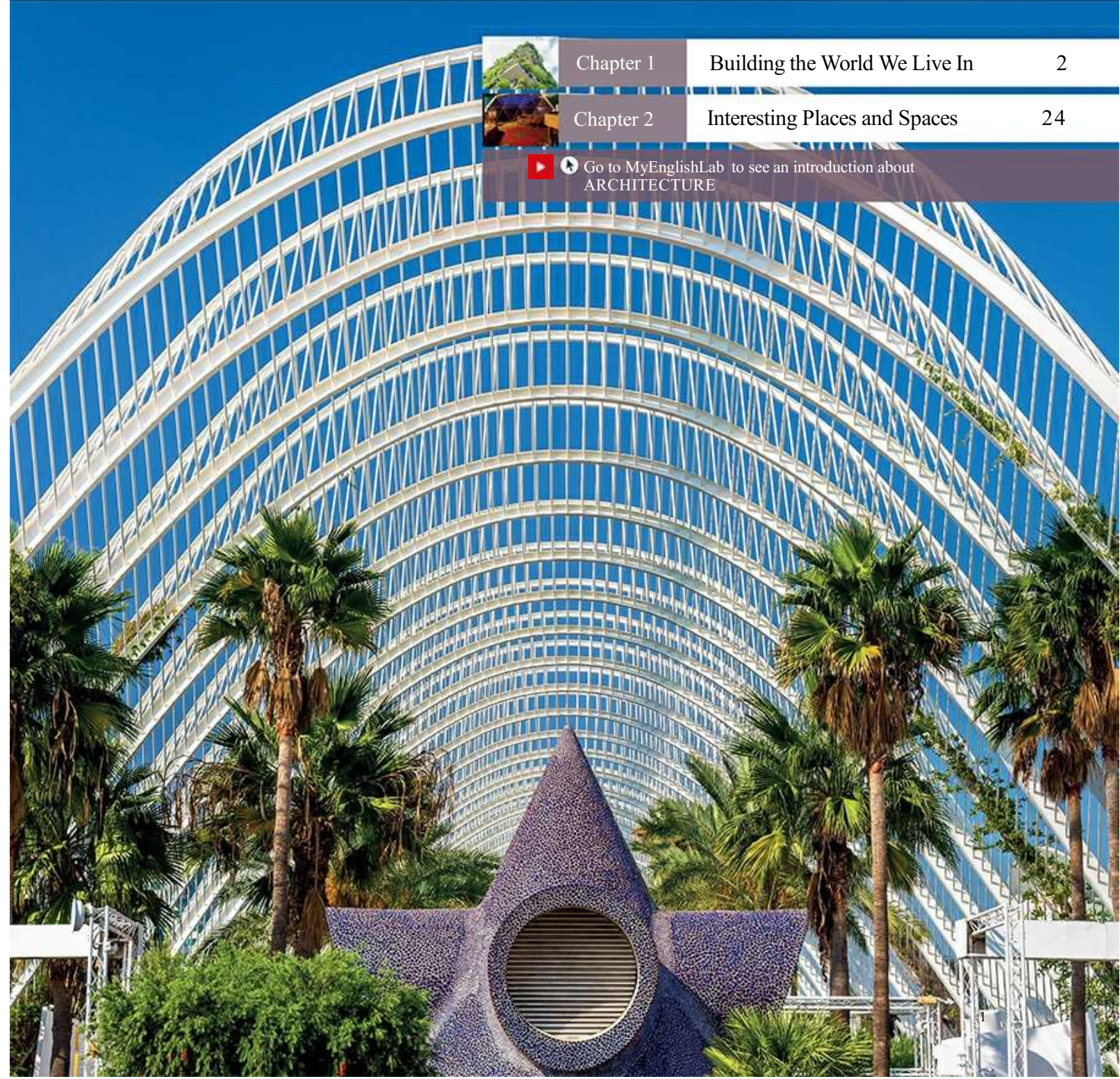
Chapter 2

Interesting Places and Spaces

24



Go to [MyEnglishLab](#) to see an introduction about ARCHITECTURE





Chapter 1 Building the World We Live In

CHAPTER PROFILE

Architecture is the style and design of buildings and spaces. Architects plan buildings where people live, study, work, and play. They also design outdoor spaces, like parks.


This chapter is about places where people live, and ways architects help make them better.

You will listen to

- a lecture about artificial islands.
- a presentation about vertical gardens.

You will also

- role-play a conversation about living spaces.
- ask and answer questions about your living space.
- take a class survey about classmates' living spaces.

For more about ARCHITECTURE, see Chapter 2. See also  ARCHITECTURE, Chapters 1 and 2.

OUTCOMES

- Predict before you listen
- Ask and answer simple questions
- Form questions with wh-words
- Identify and use compound nouns
- Learn about how university students find places to live

GETTING STARTED

Look at these photos and the photo on page 2. Answer these questions with a partner.

- Which photo shows the following?
 - an island made by people
 - a garden on a building
 - a building in a small space
- Why do you think architects built these places? Match these reasons to the pictures.
 - to make clean air
 - to save space in the city
 - to make places for people to live
 - to make a place more beautiful
 - to grow food
- Do you know where these places are?



Go to [MyEnglishLab](#) to complete a self-assessment.

LISTEN

SKILL: PREDICTING

When you predict, you think about what you are going to hear about the topic.

Before you listen, think about the

- speaker(s): Who is speaking? A teacher? A classmate? A friend? A family member?
- situation: Where is the speaker? In a classroom? At home?
What is happening? Is the speaker teaching you something? Is it a friendly conversation?
- topic: What is the speaker talking about?

Then predict what you will hear.

- words and phrases: What words or phrases do you think you will hear about the topic?

For each photo, think about the speaker, the situation, and the topic. Then predict the words and phrases you will hear. Complete the charts.



Speaker	
Situation	
Topic	
Words and Phrases	



Speaker	
Situation	
Topic	
Words and Phrases	



Speakers	
Situation	
Topic	
Words and Phrases	

REMEMBER

Think about how you predict. Complete the sentences.

Before you listen, think about the _____, _____, and _____.
Then predict the _____ and _____ that you will hear.

CULTURE NOTE

People in different cultures show that they are listening in different ways. Some people nod their heads up and down when they are listening. Some people make a sound. Others close their eyes or look down. Some people ask questions or add to the conversation. How do you show you are listening?

VOCABULARY PREVIEW

A. Read the sentences. Look at the boldfaced words and phrases. Do you know what they mean? Share your ideas with a partner.

1. I like the ocean. I want to live on an **island**.
2. Many **tourists** come to my city. It is very pretty.
3. That place is very **famous**. Many people go there.
4. There are many **reasons** to build an island.
5. My country is very small. It does not have much **land**.
6. The country **put** a lot of houses on that island.
7. We need more **living space**. There are not a lot of houses for all the people.
8. In the city, most people live in **apartments**.
9. I go to that **area** often. It is a nice place.
10. John knows how to **build** houses.

B. Write the boldfaced words and phrases from Part A next to their definitions.

- | | |
|-------|---|
| _____ | 1. places where people live with bedrooms, a living room, a kitchen |
| _____ | 2. land with water all around it |
| _____ | 3. people who travel to visit a place |
| _____ | 4. put pieces together to make something |
| _____ | 5. known by many people; popular |
| _____ | 6. an area where people live |
| _____ | 7. a part of a place |
| _____ | 8. why something happens |
| _____ | 9. a piece of ground that people own |
| _____ | 10. placed or moved something |


C. You will hear these sentences in the listening. Read them aloud with a partner. Do you remember the meanings of the boldfaced words and phrases?

1. This is an **artificial island** in Dubai.
2. Many countries make islands for **tourists** to visit.
3. Other countries also have **famous** artificial islands.
4. What are some other **reasons** for making an island?
5. Some countries are small and do not have much **land**.
6. The Japanese made an island next to Osaka. They **put** a large airport there.
7. Other countries use islands to make more **living space**.
8. In Amsterdam, they needed more houses and **apartments**.
9. There was an area with many rocks in the ocean near San Francisco.
10. One last reason to **build** an artificial island is for energy.

🔗 Go to [MyEnglishLab](https://www.myenglishlab.com) to complete a vocabulary practice.

PREDICT

Look at the photo. Think about the speaker, the situation, and the topic. Then predict the words or phrases you will hear. Complete the chart. Then share your ideas with a partner.

	Speaker	
	Situation	
	Topic	
	Words and Phrases	

LISTEN

- 🔊 A. Listen. Check (✓) if your predictions are correct or incorrect. For any that are incorrect, write the correct information.

	Correct	Incorrect	Correct Information
Speaker			
Situation			
Topic			
Words and Phrases			

- B. Check (✓) the main idea of the lecture.

- 1. artificial islands for tourists
- 2. reasons people build artificial islands
- 3. living space in big cities
- 4. artificial islands in Canada

- 🔊 C. Listen to the excerpts from the lecture. Circle the correct word or phrase.

SECTION 1

1. The speaker is talking about a(n) (famous park / artificial island / apartment) in Dubai.
2. It is the shape of a(n) (island / flower / tree).
3. Some countries build islands that are (interesting / living spaces / dangerous) for tourists.

SECTION 2

4. Some small countries build islands to have more (people / land / airplanes).
5. In Osaka, there was no land for an (airport / apartment building / park).

SECTION 3

6. Some countries want to make more (people / living space / islands).
7. The city of Amsterdam made six islands for (tourists / houses / cars).
8. The city of Montreal put (dirt / trains / rocks) in a river to make an island.
9. In an area of San Francisco, it was dangerous for (people / ships / trains).
10. Many countries build islands to make (land / houses / energy) from the wind or sun.

LISTEN AGAIN

- A. Listen again. Read the sentences. Circle T(true) or F(false). Correct the false statements. Use the example to help you.

T / F 1. Dubai does not have any artificial islands.

Dubai has artificial islands.

T / F 2. Some countries make artificial islands for tourists.

T / F 3. Osaka has an artificial island for houses.

T / F 4. Some countries make artificial islands to add more living space.

T / F 5. Amsterdam made three islands to add houses for 30,000 people.

T / F 6. It is easy to make an artificial island in deep water.

T / F 7. Many countries build islands to make energy.

- B. Complete the chart with the information about each island.

Island Name	Where It Is	Reason to Build	Other Information
Palm Jumeirah			
IJburg			
Notre Dame			
Treasure Island			

C. Circle your opinion. Then practice the conversation with your partner.

Take turns with A and B roles.

A: What do you think about artificial islands?

B: I think they are (good / bad).

A: Why?

B: I think they are good because (people need more land for houses / tourists come / they make the area safe).

OR

B: I think they are bad because (they are not real / too many tourists come / they cost a lot of money).

VOCABULARY REVIEW

Complete the sentences with words and phrases from the box.

apartment	build	island	living space	reason
area	famous	land	put	tourists

1. Amsterdam doesn't have much _____, so they find places for more houses.
2. My _____ is small. I live there with my mother.
3. An _____ is land with water all around it.
4. Many _____ go to see the artificial islands in Dubai.
5. To make an island you have to _____ a lot of sand and dirt into the ocean.
6. Many countries make artificial islands to make more _____ for people.
7. Many people know about the Palm Jumeirah island in Dubai. It is very _____.
8. One _____ people make an artificial island is to make a place for tourists.
9. The _____ around San Francisco was not safe for ships.
10. It is not easy to _____ an artificial island in the ocean.

🔗 Go to [MyEnglishLab](#) for more listening practice.

SPEAK

SKILL: ASKING SIMPLE QUESTIONS

People ask questions to get more information. When we ask a question, it also shows that we are interested in the conversation.

Questions often start with

- What (What is that?)
- Where (Where do you live?)
- Who (Who do you live with?)
- How (How do you get to school?)