

PATHWAYS

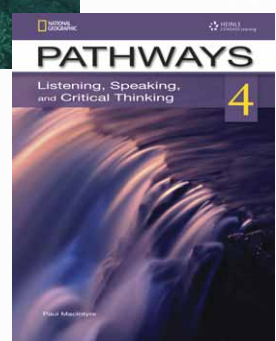
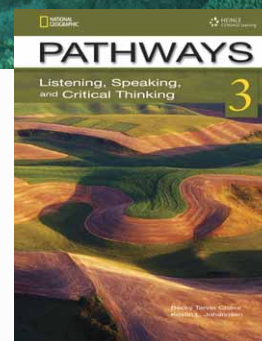
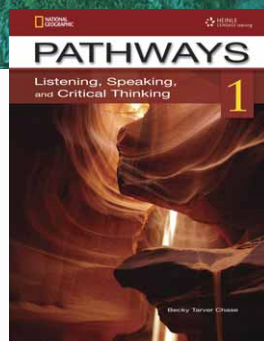
Listening, Speaking,
and Critical Thinking

2

Becky Tarver Chase
Kristin L. Johannsen

- Content and video from National Geographic
- Presentation skills in EVERY unit
- Ground-breaking technology

elt.heinle.com/pathways



TAKE A LOOK INSIDE for an innovative approach
to teaching Listening, Speaking, and Critical Thinking!

TEST-DRIVE kit included! Use the sample unit inside in your classroom!

The pathway to academic success!

With Pathways learners will:

DEVELOP academic literacy skills

CONNECT to the real world through **National Geographic** content

ACHIEVE academic success

PATHWAYS

Listening, Speaking, and Critical Thinking

1-4

Pathways is Heinle's new four-level academic skills series that features listening & speaking and reading & writing strands to help learners develop the language skills needed to achieve academic success. Learners develop academic literacy skills through content, images, and video from National Geographic. This innovative series provides learners with a pathway to success!

Key features:

- Meaningful and authentic content from National Geographic stimulates learners' curiosity and participation.
- A clear pathway from formal presentations to student-to-student interactions helps students become active, informed listeners in lectures and conversations.
- Communication skills are taught and practiced through realistic contexts that model the academic classroom.
- Presentation skills, including organization, preparation, and delivery techniques, are introduced and practiced in every unit.
- Opportunities for critical thinking throughout each unit prepare learners to succeed in the academic classroom.

PATHWAYS COMPONENTS

(learn more on pages 8-10)

FOR STUDENTS:

Student Texts

Online Workbooks

FOR TEACHERS:

Audio CDs

Teacher's Guides

Classroom Presentation
Tool CD-ROMs

Classroom DVDs

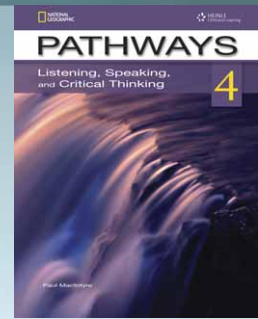
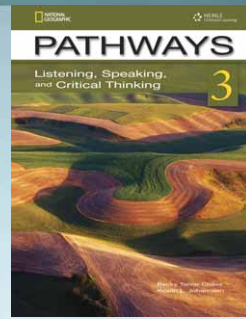
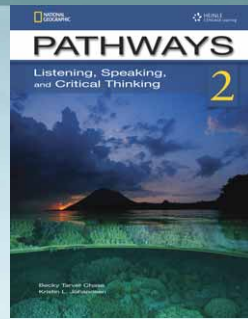
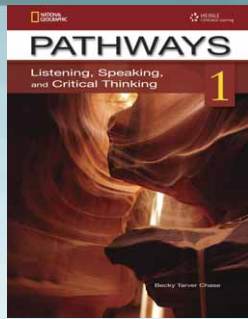
Assessment CD-ROMs
with ExamView®



To view a guided tour, visit elt.heinle.com/pathways

PATHWAYS

Listening, Speaking,
and Critical Thinking



low-intermediate to advanced

LESSON PROGRESSION PATHWAY

Formal Presentation (Lesson A) ➔ Student-to-Student Interactions (Lesson B)

Lessons A and B each consist of the following sections:

- Building Vocabulary
- Developing Listening Skills
- Speaking
- Using Vocabulary
- Exploring Spoken English
- Viewing

Scope and Sequence (Skills Overview)

Unit	Academic Pathways
1 Gender and Society Page 1 Academic Track: Interdisciplinary	Lesson A: Listening to a lecture Giving a presentation about a name Lesson B: Listening to a conversation between classmates Participating in a mini-debate

Scope and Sequence (Skills Overview)							
Unit	Academic Pathways	Vocabulary	Listening Skills	Grammar	Speaking Skills	Viewing	Critical Thinking Skills
1 Gender and Society Page 1 Academic Track: Interdisciplinary	Lesson A: Listening to a lecture Giving a presentation about a name Lesson B: Listening to a conversation between classmates Participating in a mini-debate	Understanding meaning from context Using new vocabulary in a survey Using new vocabulary to give reasons	Note-taking Listening for main ideas Listening for details Pronunciation: Consonant	Expressions used for talking about rules and expectations Using inclusive language Indefinite pronouns	Talking about rules and expectations Using inclusive language Student-to-Student: Greeting a friend after a long time Presentation Skill: Preparing notes for speaking	Video: Woodsie Note-taking while viewing Viewing for details	Interpreting information from a map Expressing and explaining opinions Relating information to personal experience Using a graphic organizer Arguing an opinion using reasons Critical Thinking Focus: Evaluating reasons
2 Reproducing Page 21 Academic Track: Life Science	Lesson A: Listening to a conversation about a documentary Discussing species conservation Lesson B: Listening to a conversation between classmates Creating and Presenting a Group Plan	Understanding meaning from context Using new vocabulary to complete an article Understanding suffixes Using a dictionary to learn new words	Listening for main ideas Listening for details Pronunciation: Stress patterns before suffixes Emphasis on key words	Adjective clauses Making suggestions	Explaining a process Making suggestions Student-to-Student: Asking for repetition Presentation Skill: Using specific details	Video: Turtle Excluder Understanding main ideas Taking notes while viewing	Identifying information Using new vocabulary in a discussion Organizing ideas for a presentation Analyzing information for relevance Preparing a research study Critical Thinking Focus: Judging the relevance of information
3 Human Migration Page 41 Academic Track: Sociology	Lesson A: Listening to a PowerPoint lecture Discussing case studies Lesson B: Listening to a small group discussion Giving a group presentation	Understanding meaning from context Using a dictionary	Predicting content Listening for main ideas Listening for details Pronunciation: Fast speech (contractions and linking sounds)	adjective + enough, too, not enough Past continuous	Asking for reasons Telling a personal history Student-to-Student: Asking sensitive questions Presentation Skill: Using visuals	Video: Turkish Germany Viewing for general concepts Viewing for specific information	Interpreting information on a map Understanding visuals (a line graph) Applying new grammar in discussions Proposing solutions to a problem Assessing information Critical Thinking Focus: Analyzing information
4 Fascinating Planet Page 61 Academic Track: Earth Science	Lesson A: Listening to a documentary Explaining causes and effects Lesson B: Listening to an informal conversation Doing and discussing Internet research	Using context clues Choosing the correct word	Tuning out distractions Taking notes on a documentary Pronunciation: Intonation for choices and lists	Simple past with past continuous tense so + adjective + that	Talking about historical events Responding to Suggestions Student-to-Student: Responding to suggestions Presentation Skill: Making eye contact	Video: Gard's Causeway Viewing for numbers Taking notes in a T-chart while viewing	Recognizing vocabulary words Practicing using words and phrases to indicate causes and effects Categorizing information using a T-chart Deducing meaning from context Synthesizing information from the unit Critical Thinking Focus: Using graphic organizers
5 Making a Living, Making a Difference Page 81 Academic Track: Economics	Lesson A: Listening to a guest speaker Making comparisons Lesson B: Listening to a class question and answer session Giving a presentation based on Internet research	Understanding meaning from context Using new vocabulary in a conversation	Understanding a speaker's purpose Taking notes on a lecture Pronunciation: Contractions	Making comparisons with all, a few Indirect questions	Using numbers and statistics Using indirect questions Student-to-Student: Showing interest in what a speaker is saying Presentation Skill: Practicing and timing your presentation	Video: The Business of Condemns Viewing for general concepts Viewing for specific information	Interpreting information from a chart Practicing using words and phrases to indicate causes and effects Planning a presentation Formulating sentences based on visuals Evaluating different charity organizations Critical Thinking Focus: Identifying the speaker's purpose

SAMPLE from level 3. View full TOCs for all levels at elt.heinle.com/pathways

Contact your local Heinle representative or visit elt.heinle.com/pathways for more information.

The pathway to academic success!

UNIT WALKTHROUGH

THE ACADEMIC PATHWAY

for each unit is clearly labeled for learners, starting with formal listening (e.g. lectures) and moving to a more informal context (e.g. a conversation between students in a study group).

“EXPLORING THE THEME”

sections provide a visual introduction to the unit and encourage learners to think critically and share ideas about the unit topic.

Inside the Brain

ACADEMIC PATHWAYS

Lesson A: Listening to a Documentary
Discussing Problems and Solutions

Lesson B: Listening to a Conversation between Students
Planning a Group Presentation

UNIT
5



Think and Discuss

1. What's happening in this photo?
2. Why do you think scientists want to study this man?
3. What would you like to know about the brain?

The wires on Tibetan Buddhist teacher and artist Chogyel Rinpoche's head are measuring his brain activity.

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**Exploring the Theme:
Inside the Brain**

Look at the photos and read the captions. Then discuss the questions.

1. What are some things your brain helps you do?
2. What happens to your brain when you learn something new?
3. What happens when you learn something new?



How Does Learning Affect Our Brains?



Studies show that when we learn something new, it changes the structure of our brains.

How Do We Remember Information?



Glen McNeill spends six or seven hours a day riding his motor bike through the streets of London, England so he can become a taxi driver. When he finishes his training, his hippocampus, the area of the brain used for memory, will be larger than most adults'.

A laurel maze at Cornwall's Glendurgall in Cornwall, England

INSIDE THE BRAIN 1 83

USING VOCABULARY

A Complete each sentence with the correct form of a word from exercise **B** on page 84. Use each word only once.

- The heart has a very important _____. It moves blood through the body.
- The new art museum is a very interesting _____. It's made of glass and shaped like a pyramid.
- Airplanes move at very high _____. Most planes fly at about 500 miles per hour.
- It's amazing that water, wind, and our brains can all _____ electricity!
- Brain cells are very _____. You can't see them without a microscope.
- When you are driving and you see a red traffic light, it's a _____ to stop.
- Allen seems like he's in a bad _____ today. I think it's because his team lost last night.
- Our landlord _____ the heat in our apartment. We can't change it ourselves.
- My hotel room doesn't have Internet _____, so I can't send email.
- Russian is a very _____ language. It has a different alphabet and the grammar and pronunciation are very difficult.

B Discussion. With a partner, discuss the questions below.

- Look at the facts on page 84. Which facts do you think are most interesting? Why?
- Your amygdala helps you "read" other people's faces and understand their moods. How can doing this be useful?
- What things put you in a good mood? What things put you in a bad mood?
- What are some signals you can give someone to show you're happy? To show you understand? To show you agree?



Your amygdala helps you "read" other people's faces and understand their moods.

INSIDE THE BRAIN | 85

KEY ACADEMIC AND HIGH-FREQUENCY VOCABULARY is introduced, practiced, and expanded throughout each unit. Lessons A and B each present and practice 10 terms.

"DEVELOPING LISTENING SKILLS" sections follow a before, during, and after listening approach to give learners the tools necessary to master listening skills for a variety of contexts.

LISTENING AND NOTE-TAKING ACTIVITIES encourage learners to listen for and consolidate key information, reinforcing the language and allowing learners to think critically about the information they hear.

LESSON A

DEVELOPING LISTENING SKILLS

Before Listening

Predicting Content. Discuss the question with a partner.

You are going to listen to a documentary about the human brain. Which of these topics do you expect to hear about in the report? Circle your ideas.

exercise neurons learning memory food intelligence



An image of the human brain

Listening: A Documentary

A Listen to the documentary and check your predictions.

B Listening for Main Ideas. Listen again and put a check (✓) next to the main ideas.

- ☐ Your brain is a very important and complex organ.
- ☐ Your brain tells your muscles what to do.
- ☐ Your brain is very powerful.
- ☐ Your brain can send messages very quickly.
- ☐ Your brain helps you protect your pets.
- ☐ Learning changes your brain.
- ☐ Exercise helps you learn.

C Listening for Details. Read the statements below. Then listen again and circle **T** for true or **F** for false.

- | | | |
|--|---|---|
| 1. Your brain weighs five pounds. | T | F |
| 2. Computers can process information more quickly than our brains can. | T | F |
| 3. Your brain contains about 100 million neurons. | T | F |
| 4. Motor neurons can send information at 200 miles per hour. | T | F |
| 5. Exercise can improve your mood. | T | F |
| 6. Exercise produces chemicals that make it easier to learn. | T | F |

After Listening

Discussion. With a partner, discuss the questions below.

- What are some activities or skills that were difficult for you at first, but are easy for you now (e.g., riding a bicycle)?
- Do you agree that exercise improves your mood? Explain.
- Do you think that exercise helps you study or solve problems more easily? Explain.

Pronunciation

Linking Sounds

When people speak quickly, they do not stop or pause after each word. In fact, you often hear words that are joined or linked together. Three common types of linking are:

Consonant sound → Vowel sound

It's _____ a fascinating job.

Vowel sound → Vowel sound

I know _____ it was the right answer.

The book will certainly be _____ interesting.

Consonant sound → Same consonant sound

What was your _____ reason for being late?

Collaboration. Work with a partner. Listen to the sentences. Then take turns saying the sentences. Identify the types of linking used in each sentence. Write **C-V** for consonant-vowel, **V-V** for vowel-vowel, and **C-SC** for consonant-same consonant.

- Your brain controls everything you do. C-V
- Your brain generates enough energy to power a light bulb. _____
- The activity in your brain never stops. _____
- Your brain sends a message to your foot to shake the bee off quickly. _____
- Any exercise that makes your heart beat faster can help your mood. _____
- Your body produces a chemical that makes it easier to learn. _____



INSIDE THE BRAIN | 87

The pathway to academic success!

UNIT WALKTHROUGH

“EXPLORING SPOKEN ENGLISH” sections allow students to examine and practice specific grammar points and language functions from the unit while enabling them to sharpen their listening and speaking skills.

“VIEWING” sections work as a content bridge between Lesson A and Lesson B and include two pages of activities based on a fascinating video from National Geographic Digital Media.

CRITICAL THINKING ACTIVITIES are integrated in every unit encouraging continuous engagement in developing academic skills.

LESSON A EXPLORING SPOKEN ENGLISH

Grammar

Infinitives after Verbs

We can use infinitives after certain transitive verbs.

*I'll try **to study** more tonight.*
*Last night I **needed to sleep**.*
*I forgot **to bring** my notebook to class.*

Note: Verbs cannot have other verbs as objects.
 ✗ Volkan and Begum **plan take** a vacation in August.
 ✓ Volkan and Begum **plan to take** a vacation in August.

A Ask and answer the questions with a partner. Notice the underlined words in each sentence.

1. What do you want to do next weekend?
2. What do you need to do tonight?
3. What do you always remember to do in the morning?


B Complete each sentence with an appropriate infinitive.

1. I promise not to spend too much money on my vacation.
2. Pablo tried to help his friend John with his homework.
3. My daughter sometimes forgets to brush her teeth in the morning.
4. If you want to learn a new vocabulary word, you should write it down.
5. The Norton family decided to buy a new car.
6. Lee is pretending to be sick so he can stay in bed all day.
7. Do you want to give our presentation this afternoon?
8. I really hope to see Amy next time she comes to New York.

C **Discussion.** Practice asking and answering the questions with a partner.

1. What do you try to do every day?
2. What do you need to do tomorrow?
3. What do you want to do this weekend?
4. What do you hope to do this summer?

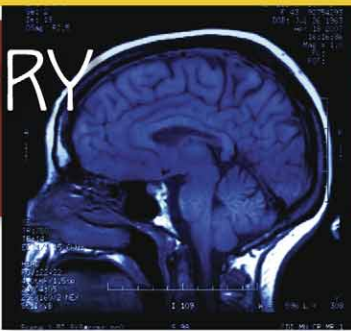
What do you try to do every day?
 I try to go to the gym every day.



88 | UNIT 5

LESSON A AND B VIEWING


MEMORY MAN




Before Viewing

A **Using a Dictionary.** Look at the photos and read the captions. Use your dictionary to help you understand any words you do not know.

Nature vs. Nurture: Where do we get our abilities?



Heredity is a natural process. We inherit genes from both our parents. The genes contain DNA. This genetic information has a great effect on a child's body and health.



Children have an enormous capacity for learning. Their environment—the situation in which they grow and learn—has a great effect on them.

B **Self-Reflection.** Discuss the questions below with a partner. Think about the information you learned about the brain in Lesson A and the information from page 93 as you discuss the questions.

1. What can you do very well? (e.g., sing, write, draw pictures)
2. Did you inherit this ability from your parents, or did you learn it?

While Viewing

A Read the questions below. Then write answers while you watch the video.

1. Where is Gianni Goffera from? _____
2. Goffera says, "It's a kind of memory that's connected to what I _____."
3. What are some examples of things Goffera remembers? _____
4. At what age did Goffera start trying to remember more and more? _____
5. What are some reasons for Goffera's excellent memory? _____

B Read the sentences below. Then watch the video again and circle **T** for true or **F** for false.

1. Goffera can remember sixty numbers after he hears them once. **T F**
2. Goffera says he can remember the days of his life in detail. **T F**
3. Dr. Antonio Malgaroli is a microbiologist. **T F**
4. Scientists understand why some people lose their memories. **T F**
5. Research shows that a great memory depends on DNA. **T F**
6. Goffera wrote a book to teach people to improve their memories. **T F**

After Viewing

A **Critical Thinking.** Discuss the question below with a partner.


Did Goffera inherit a special kind of memory, or can any person have a memory like Goffera's?

B To test your memory, follow the instructions below, then switch roles.

1. Write down six numbers between 1 and 100 in any order across a piece of paper.
2. Show your partner the paper and read the numbers aloud.
3. Take the paper away and ask your partner to repeat the numbers.

C **Discussion.** In Lesson B, you will learn about the mental versus emotional abilities of the brain. Discuss your opinions about the following statements with a group.

1. The brain is responsible for creating our emotions.
2. Our memory affects both our mental (thinking) and emotional abilities.



92 | UNIT 5

INSIDE THE BRAIN | 93

SPEAKING

Discussing Problems and Solutions

A | Read the information about the different problems people have.



Josh

"My wife and I are from different countries. We can't decide where to live after our children are born."



Maya

"I already speak English. Now I want to learn Japanese, but I don't have time to take classes because of my busy work schedule."



Toby

"I spend too much money on video games, music, and electronics. Every time I see a new game, I want to buy it. I'm spending too much money!"



Lin

"Every time I want to leave my apartment, I have to look for my keys. I never remember to put my keys in the same place so I can find them."



Renata

"I don't want to live alone in this house anymore. My husband died five years ago, and my son and daughter are married now and have their own houses and families. This house feels too big for me now."

B | **Brainstorming.** What should these people do? Brainstorm possible solutions to each person's problem in your notebook.

C | Form a group with four other students. Choose one of the people from exercise A to role-play. Take turns talking about your problems and making helpful suggestions. Use your own words and the expressions from page 90.

My wife wants to be closer to her family when the children are born.

You could spend a few years in one country and then move.

Or try to convince your wife to live in your country.

INSIDE THE BRAIN | 91

Lesson A closes with a FULL PAGE OF SPEAKING ACTIVITIES including pair and group work activities, increasing learner confidence when communicating in English.

A VARIETY OF UNIQUE ACTIVITIES simulate the academic classroom where multiple skills must be applied simultaneously for success.

"ENGAGE" sections challenge learners with an end-of-unit presentation project and offer speaking tips for formal and informal group communication, instructing students to interact appropriately in different academic situations.

BUILDING YOUR VOCABULARY

Independent Vocabulary Learning Tips

Keep a vocabulary journal

- If a new word is useful, write it in a special notebook. Also write a short definition (in English if possible) and the sentence or situation where you found the word (its context). Write a sentence that uses the word.
- Carry your vocabulary notebook with you at all times. Review the words whenever you have a minute.
- Choose vocabulary words that will be useful to you. Some words are rarely used.

Experiment with new vocabulary

- Think about new vocabulary in different ways. For example, look at all the words in your vocabulary journal and make a list of only the verbs. Or list the words according to the number of syllables (one-syllable words, two-syllable words, and so on).
- Use new vocabulary to write a poem, a story, or an email message to a friend.
- Use an online dictionary to listen to the sound of new words. If possible, make a list of words that rhyme. Brainstorm words that related to a single topic that begin with the same sound (student, study, school, skills, strategies, students).

Use new words as often as possible

- You will not know a new vocabulary word after hearing or reading it once. You need to remember the word several times before it enters your long-term memory.
- The way you use an English word—in which situations and with which other words—might be different from a similar word in your first language. If you use your new vocabulary often, you're more likely to discover the correct way to use it.

Use vocabulary organizers

- Label pictures.



- Make word maps.



- Make personal flashcards. Write the words you want to learn on one side. Write the definition and/or an example sentence on the other.

ENGAGE: Planning a Group Presentation

5

In this section, you are going to work in a group and plan a presentation that you will give during another class.

A | Form a group with three other students. Assign a role to each member of your group. Then read the assignment below. (See pages 211–212 of the Independent Student Handbook for more information on doing group presentations and doing research.)

Leader—Makes sure the assignment is done correctly and that all group members do their work.

Secretary—Takes notes on the group's ideas and plans.

Expert—Understands the topic well and checks the group's ideas.

Manager—Makes sure the work is done on time; chooses place and time to meet outside of class.

B | **Planning a Presentation.** As a group, choose one of the topics from the chart below for your presentation.

Brain Function	Brain Chemistry	Learning Styles and Strategies
What happens when parts of the brain are injured?	What happens when young children don't receive enough love?	What is the best way to measure intelligence?
How can people improve their brain function?	How does exercise affect brain chemistry?	What are some important study skills for language learners?

C | **Discussion.** With your group, discuss the following questions. The group's secretary should take notes.

1. Which topic did you choose? Why?
2. Where can you find easy to understand information about your topic?
3. Where and when can your group meet outside of class to do your research and practice your presentation?
4. What kind of visuals will you use to support your presentation?

D | **Organizing Ideas.** Prepare to present your group's plans for your presentation to the class. Use your notes from exercise C.

E | **Reporting to the Class.** Report your group's ideas to the rest of the class.

Presentation Skills: Pausing to Check Understanding

When you present ideas, it's important to check to make sure your audience understands you. You can do this by pausing occasionally and looking at your audience. If they look confused, ask them if they need you to repeat any information or give clarification. Stop occasionally and ask your audience if they have any questions.

F | **Presentation.** Your teacher will tell you when you will give your presentation to the class.

The "INDEPENDENT STUDENT HANDBOOK" provides helpful self-study strategies and tips for students to become better independent learners.

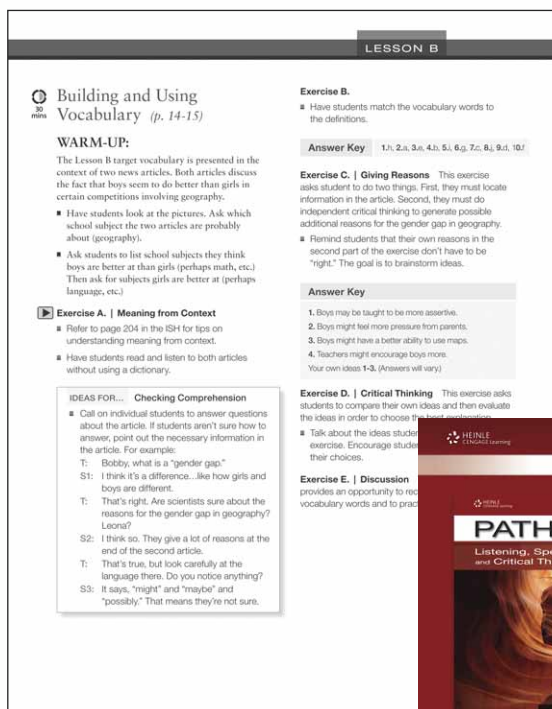
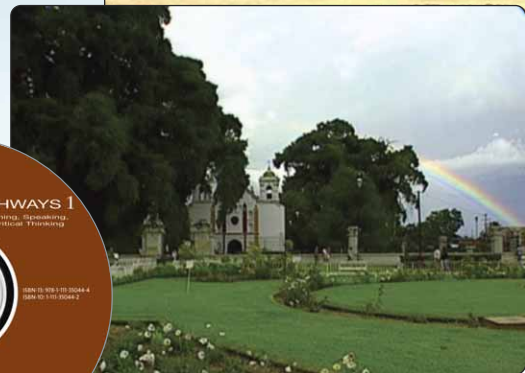
Teacher and Student Resources

FOR THE TEACHER:

DVDs

Perfect for integrating language practice with exciting visuals, video clips from National Geographic Digital Media bring the sights and sounds of our world into the classroom.

These video clips are the perfect bridge from Lesson A to Lesson B, covering a range of engaging topics and providing students a platform for interesting in-class communication and discussions.



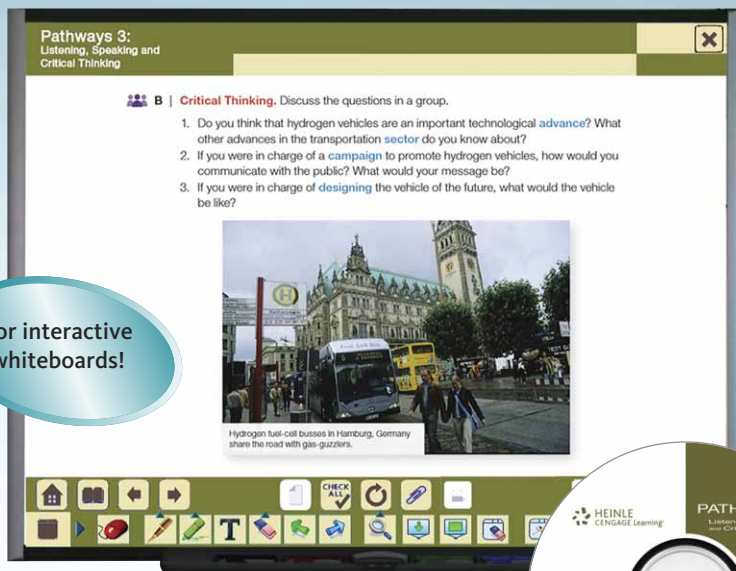
Teacher's Guide

The Teacher's Guide is available for each level in an easy-to-use design and includes teacher's notes, expansion activities, and answer keys for activities in the student book.



PATHWAYS

Listening, Speaking,
and Critical Thinking



Unit 1 Presentation Worksheet: Preparing Notes for Speaking

1 | Read the Presentation Skills box on page 11 of your student book. Then, look at a student's presentation notes below. Check the boxes.

I am named after my great-grandfather, Raul. I never met him, but I have heard many stories about his courage and honesty. For example, he was a soldier in World War II. I am proud to be named after a great man and feel that I must also live my life with courage.

1. Notes are short ☐ Yes ☐ No
2. Notes are written in large letters ☐ Yes ☐ No
3. Notes use complete sentences ☐ Yes ☐ No

2 | Use the information from Raul's presentation notes to complete the notes below. Use one word only for each gap.

Name	Notes
RAUL	GREAT- MANY STORIES COURAGE / EXAMPLE: (IN WORLD WAR II) LIVE LIFE WITH

3 | Tell your partner about Raul. Use the notes in exercise 2.

4 | Write your notes from page 11 of your student book, exercise B. Use the same style as in exercise 2.

Name	Notes

5 | Evaluate your notes. Check one of the boxes below.

	Yes	No
My notes are short.		
My notes are written in large letters.		

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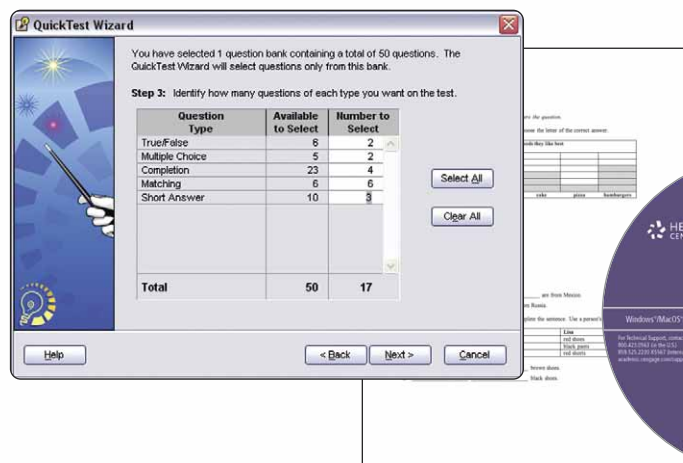
Classroom Presentation Tool CD-ROM

Bringing a new dimension to the language learning classroom, the Classroom Presentation Tool CD-ROM for each level makes instruction clearer and learning simpler. The CD-ROMs feature **interactive activities** from the Student Book, **audio and video clips**, and **Presentation Worksheets** that help practice and reinforce the presentation skills taught in the book. These can be used with an interactive whiteboard or computer and projector.



Assessment CD-ROM with ExamView®

The Assessment CD-ROM with ExamView® is a test generating software with a data bank of ready-made questions designed to allow teachers to carry out assessment quickly and conveniently.



ExamView®
Assessment Suite

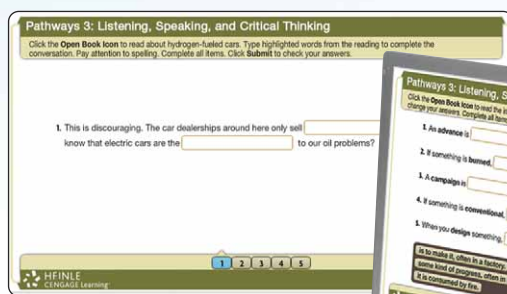
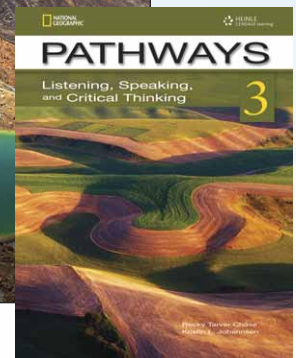
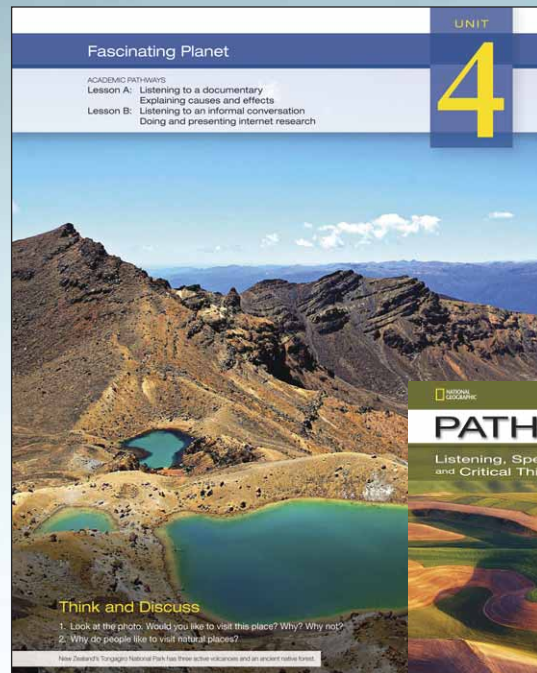
Teacher and Student Resources

FOR THE STUDENT:

Student Book

The Student Book helps students achieve academic success in and out of the classroom supported by content, images, and video from National Geographic Digital Media.

The **Student Handbook** at the back of every Student Book provides helpful self-study strategies for students to become better independent learners. See page 31 of this sampler for more information about the Student Handbook.



Speech
recognition
with recorded
playback!

Online Workbook

Powered by MyELT, the Online Workbook has both teacher-led and self-study options. It contains:

- All video clips
- Automatically graded activities
- Video note-taking capabilities
- Speech recognition technology including recorded playback



The Audio CDs

The Audio CDs contain audio recordings for all of the listening exercises in the *Pathways Listening, Speaking, and Critical Thinking* Student Book.

Inside the Brain

ACADEMIC PATHWAYS

Lesson A: Listening to a Documentary
Discussing Problems and Solutions

Lesson B: Listening to a Conversation between Students
Planning a Group Presentation

5



Think and Discuss

1. What's happening in this photo?
2. Why do you think scientists want to study this man?
3. What would you like to know about the brain?

The wires on Tibetan Buddhist teacher and artist Dru-gu Choegyal Rinpoche's head are measuring his brain activity.

Exploring the Theme: Inside the Brain

Look at the photos and read the captions. Then discuss the questions.

1. What are some things your brain helps you do?
2. What happens to your brain when you learn something new?
3. What happens when you learn something new?

How Does Learning Affect Our Brains?



Studies show that when we learn something new, it changes the structure of our brains.

How Do We Remember Information?



Glen McNeill spends six or seven hours a day riding his motor bike through the streets of London, England so he can become a taxi driver. When he finishes his training, his *hippocampus*, the area of the brain used for memory, will be larger than most adults'.

A laurel maze at Corwall's Glendurgal in Cornwall, England





A | Meaning from Context. Read and listen to the information. Notice the words in **blue**. These are words you will hear and use in Lesson A.

Facts to Make You Think about Your Brain

1. Every time you have a new thought or recall a memory, your brain creates a new **connection** or pathway.
2. Even without words, you can understand when someone is happy, sad, or angry. There is a small area in your brain called the *amygdala* that helps you “read” other people’s faces and understand their **moods**.
3. The belief that we only use a **tiny** amount (10 percent) of our brains is false. Each part of the brain has a **function**, so we use 100 percent of our brains.
4. Learning something new can change the **structure** of the brain in just seven days. If you want to change your brain quickly, you should try learning a new skill like juggling, or playing a musical instrument.
5. The things you do, eat, smell, and touch every day all **generate** thoughts. The average person experiences approximately 70,000 thoughts a day.
6. Your brain is an amazing, **complex** organ. It contains more than 100 billion neurons¹ that are always sending messages. But not all neurons are the same: different neurons send messages at different **speeds**.
7. Every time you think, laugh, or sneeze, it’s because chemical **signals** are moving from neuron to neuron. Your brain is a very powerful organ. In fact, when you are awake, your brain generates between 10 and 23 watts of electricity—or enough electricity to power a light bulb.
8. The *hypothalamus* is the part of your brain that **controls** your body temperature. It knows your correct body temperature (98.6 degrees Fahrenheit/37 degrees Celsius). When you get too hot it makes you sweat.² When you get too cold, it makes you shiver.³

Sources: www.nursingassistantcentral.com, www.tastyhuman.com/30-interesting-facts-about-the-human-brain/

A juggler balances 6 basketballs in Xing Qing Park, Xi'an, China. Studies show that juggling can change the structure your brain in just seven days.



¹A **neuron** is a cell that is part of the nervous system.

²When you **sweat**, water or sweat comes through your skin.

³When you **shiver**, your body shakes slightly.

B | Write each word in **blue** from exercise **A** next to its definition.

1. _____ (v.) to cause something to begin
2. _____ (n.) things that carry information
3. _____ (v.) makes someone or something do what you want
4. _____ (adj.) having many parts
5. _____ (n.) the rates at which things move
6. _____ (n.) something that is made of parts that are connected
7. _____ (adj.) very small
8. _____ (n.) a use or purpose
9. _____ (n.) the ways you are feeling at a particular time
10. _____ (n.) the place where two things are joined together

USING VOCABULARY

A | Complete each sentence with the correct form of a word from exercise **B** on page 84. Use each word only once.

1. The heart has a very important _____. It moves blood through the body.
2. The new art museum is a very interesting _____. It's made of glass and shaped like a pyramid.
3. Airplanes move at very high _____. Most planes fly at about 500 miles per hour.
4. It's amazing that water, wind, and our brains can all _____ electricity!
5. Brain cells are very _____. You can't see them without a microscope.
6. When you are driving and you see a red traffic light, it's a _____ to stop.
7. Allen seems like he's in a bad _____ today. I think it's because his team lost last night.
8. Our landlord _____ the heat in our apartment. We can't change it ourselves.
9. My hotel room doesn't have Internet _____, so I can't send email.
10. Russian is a very _____ language. It has a different alphabet and the grammar and pronunciation are very difficult.

B | **Discussion.** With a partner, discuss the questions below.

1. Look at the facts on page 84. Which facts do you think are most interesting? Why?
2. Your *amygdala* helps you "read" other people's faces and understand their **moods**. How can doing this be useful?
3. What things put you in a good **mood**? What things put you in a bad **mood**?
4. What are some **signals** you can give someone to show you're happy? To show you understand? To show you agree?

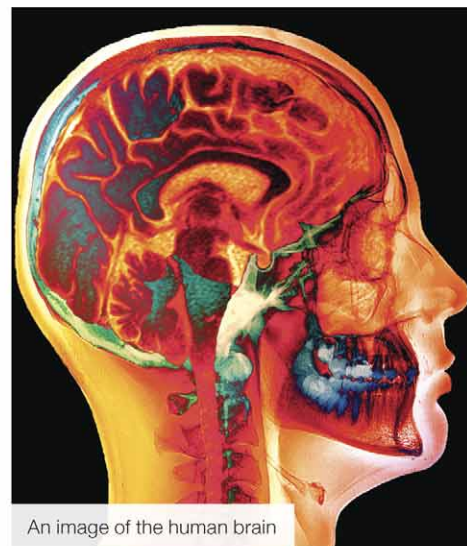


Before Listening

 **Predicting Content.** Discuss the question with a partner.

You are going to listen to a documentary about the human brain. Which of these topics do you expect to hear about in the report? Circle your ideas.

exercise	learning	food
neurons	memory	intelligence



An image of the human brain

Listening: A Documentary

 **A** | Listen to the documentary and check your predictions.

 **B** | **Listening for Main Ideas.** Listen again and put a check (✓) next to the main ideas.

- ☐ Your brain is a very important and complex organ.
- ☐ Your brain tells your muscles what to do.
- ☐ Your brain is very powerful.
- ☐ Your brain can send messages very quickly.
- ☐ Your brain helps you protect your pets.
- ☐ Learning changes your brain.
- ☐ Exercise helps you learn.

 **C** | **Listening for Details.** Read the statements below. Then listen again and circle **T** for *true* or **F** for *false*.

- | | | |
|--|----------|----------|
| 1. Your brain weighs five pounds. | T | F |
| 2. Computers can process information more quickly than our brains can. | T | F |
| 3. Your brain contains about 100 million neurons. | T | F |
| 4. Motor neurons can send information at 200 miles per hour. | T | F |
| 5. Exercise can improve your mood. | T | F |
| 6. Exercise produces chemicals that make it easier to learn. | T | F |

After Listening

 **Discussion.** With a partner, discuss the questions below.

1. What are some activities or skills that were difficult for you at first, but are easy for you now (e.g., riding a bicycle)?
2. Do you agree that exercise improves your mood? Explain.
3. Do you think that exercise helps you study or solve problems more easily? Explain.

Pronunciation

Linking Sounds

When people speak quickly, they do not stop or pause after each word. In fact, you often hear words that are joined or linked together. Three common types of linking are:

Consonant sound → Vowel sound

It's a fascinating job.

Vowel sound → Vowel sound

I knew it was the right answer.

The book will certainly be interesting.

Consonant sound → Same consonant sound


What was your reason for being late?



track 2-4



track 2-5

 **Collaboration.** Work with a partner. Listen to the sentences. Then take turns saying the sentences. Identify the types of linking used in each sentence. Write **C-V** for consonant-vowel, **V-V** for vowel-vowel, and **C-SC** for consonant-same consonant.

1. Your brain controls everything you do. C-V
2. Your brain generates enough energy to power a light bulb. _____
3. The activity in your brain never stops. _____
4. Your brain sends a message to your foot to shake the bee off quickly. _____
5. Any exercise that makes your heart beat faster can help your mood. _____
6. Your body produces a chemical that makes it easier to learn. _____



Grammar

Infinitives after Verbs

We can use infinitives after certain transitive verbs.

*I'll try **to study** more tonight.*


*Last night I needed **to sleep**.*

*I forgot **to bring** my notebook to class.*

Note: Verbs cannot have other verbs as objects.

✗ Volkan and Begum **plan take** a vacation in August.

✓ Volkan and Begum **plan to take** a vacation in August.

 **A** | Ask and answer the questions with a partner. Notice the underlined words in each sentence.

1. What do you want to do next weekend?
2. What do you need to do tonight?
3. What do you always remember to do in the morning?

B | Complete each sentence with an appropriate infinitive.

1. I promise not to spend too much money on my vacation.
2. Pablo tried _____ his friend John with his homework.
3. My daughter sometimes forgets _____ her teeth in the morning.
4. If you want _____ a new vocabulary word, you should write it down.
5. The Norton family decided _____ a new car.
6. Lee is pretending _____ sick so he can stay in bed all day.
7. Do you want _____ our presentation this afternoon?
8. I really hope _____ Amy next time she comes to New York.

 **C** | **Discussion.** Practice asking and answering the questions with a partner.

1. What do you try to do every day?
2. What do you need to do tomorrow?
3. What do you want to do this weekend?
4. What do you hope to do this summer?

What do you try to do every day?

I try to go to the gym every day.



D | Look at the photos and read the captions. Notice the verbs in **bold**.



E | **Self-Reflection.** Finish the sentences about yourself. Then read your sentences to a partner.

1. I plan to _____.
2. In this class, I'm learning to _____.
3. I really want to _____.
4. Yesterday, I remembered to _____.
5. I've decided to _____.
6. In the future I hope _____.

F | Say any verb from the box below to your partner. Your partner must quickly say a correct sentence using that verb. Then switch roles. Repeat the process as many times as possible in two minutes.

remember	learn	plan	want	decide	need
choose	hope	prepare	promise	try	forget

forget

I forgot to bring my notebook to class today.

Language Function

Making Suggestions

We use the modal *could* to make suggestions.

You **could** talk to the professor and explain the problem.

Here are some other expressions we use to make suggestions.

(You) might want to take the exam again.

Let's study after class.

Why don't you/we do the worksheet at home?

You could try to imagine the situation in a different way.

Maybe you should study with a friend.



A | Work with a partner. Complete the conversation between two college students. Then practice the conversation. Switch roles and practice it again.



Mike: I have to pick my cousin up at the airport on Friday, so I can't go to class. Do you think Professor Harris will let me hand my paper in on Monday instead?

Eric: I'm not sure. (1) _____ you hand it in on Thursday instead?

Mike: I don't think I can finish it by then.

Eric: Well, you (2) _____ email it to her on Friday.

Mike: Good idea. I'm going to (3) _____ talk to her after class.

Eric: Yeah, you (4) _____ want to tell her before class starts, because I think she has a class right after ours.

Mike: OK, thanks. (5) _____ stop at the student center before class and get something to eat.

Eric: Sounds good. I haven't eaten lunch yet.



B | Write three situations you need help with. Then take turns reading your situations and giving suggestions to your partner.

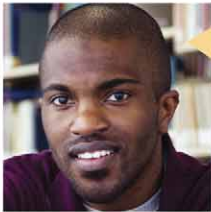
1. _____
2. _____
3. _____

I missed class and don't have any notes to study for the test.

We could study together tomorrow.

Discussing Problems and Solutions

A | Read the information about the different problems people have.



Josh

"My wife and I are from different countries. We can't decide where to live after our children are born."



Maya

"I already speak English. Now I want to learn Japanese, but I don't have time to take classes because of my busy work schedule."



Toby

"I spend too much money on video games, music, and electronics. Every time I see a new game, I want to buy it. I'm spending too much money!"



Lin


"Every time I want to leave my apartment, I have to look for my keys. I never remember to put my keys in the same place so I can find them."



Renata

"I don't want to live alone in this house anymore. My husband died five years ago, and my son and daughter are married now and have their own houses and families. This house feels too big for me now."

B | **Brainstorming.** What should these people do? Brainstorm possible solutions to each person's problem in your notebook.

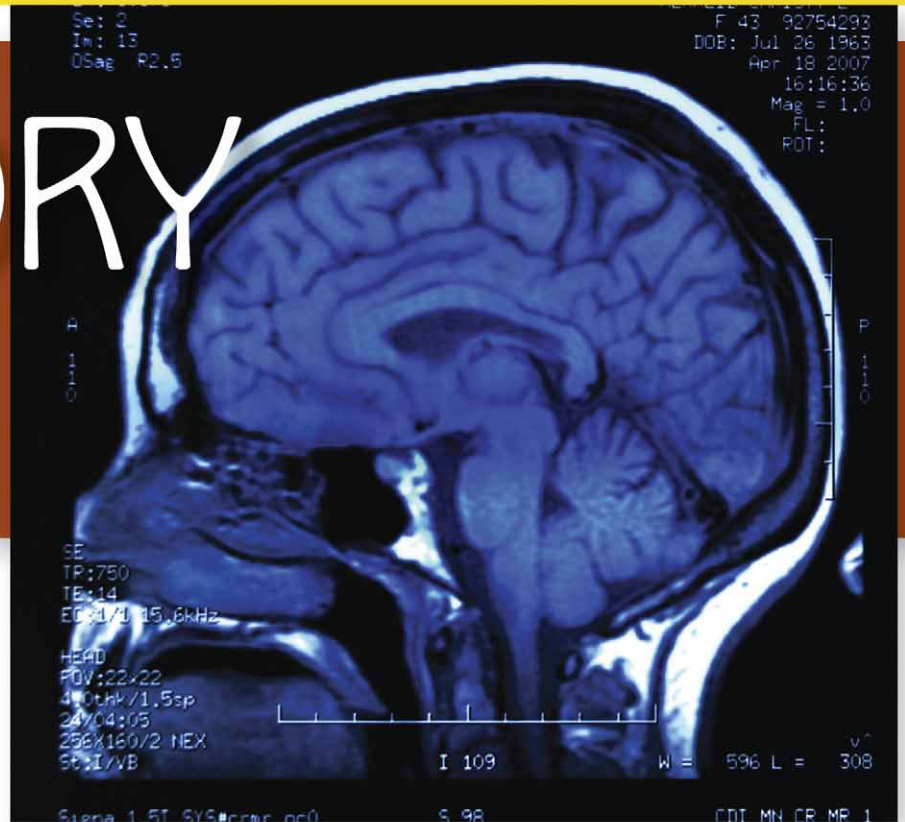
 **C** | Form a group with four other students. Choose one of the people from exercise **A** to role-play. Take turns talking about your problems and making helpful suggestions. Use your own words and the expressions from page 90.

My wife wants to be closer to her family when the children are born.

You could spend a few years in one country and then move.

Or try to convince your wife to live in your country.

MEMORY MAN



Before Viewing

- A | Using a Dictionary.** Look at the photos and read the captions. Use your dictionary to help you understand any words you do not know.

Nature vs. Nurture: Where do we get our abilities?



Heredity is a natural process. We inherit genes from both our parents. The genes contain DNA. This genetic information has a great effect on a child's body and health.



Children have an enormous capacity for learning. Their environment—the situation in which they grow and learn—has a great effect on them.

B | Self-Reflection. Discuss the questions below with a partner. Think about the information you learned about the brain in Lesson A and the information from page 93 as you discuss the questions.

1. What can you do very well? (e.g., sing, write, draw pictures)
2. Did you inherit this ability from your parents, or did you learn it?

While Viewing

A | Read the questions below. Then write answers while you watch the video.

1. Where is Gianni Golfera from? _____
2. Golfera says, "It's a kind of memory that's connected to what I _____."
3. What are some examples of things Golfera remembers? _____
4. At what age did Golfera start trying to remember more and more? _____
5. What are some reasons for Golfera's excellent memory? _____

B | Read the sentences below. Then watch the video again and circle **T** for *true* or **F** for *false*.

- | | | |
|--|----------|----------|
| 1. Golfera can remember sixty numbers after he hears them once. | T | F |
| 2. Golfera says he can remember the days of his life in detail. | T | F |
| 3. Dr. Antonio Malgaroli is a microbiologist. | T | F |
| 4. Scientists understand why some people lose their memories. | T | F |
| 5. Research shows that a great memory depends on DNA. | T | F |
| 6. Golfera wrote a book to teach people to improve their memories. | T | F |

After Viewing

A | Critical Thinking. Discuss the question below with a partner.

Did Golfera inherit a special kind of memory, or can any person have a memory like Golfera's?

B | To test your memory, follow the instructions below, then switch roles.

1. Write down six numbers between 1 and 100 in any order across a piece of paper.
2. Show your partner the paper and read the numbers aloud.
3. Take the paper away and ask your partner to repeat the numbers.

C | Discussion. In Lesson B, you will learn about the mental versus emotional abilities of the brain. Discuss your opinions about the following statements with a group.

1. The brain is responsible for creating our emotions.
2. Our memory affects both our mental (thinking) and emotional abilities.





A | Prior Knowledge. Discuss the questions below with a partner.

1. Who are some of the people you love?
2. What do you think makes people fall in love?



track 2-6

B | Meaning from Context. Read and listen to the article about love. Notice the words in **blue**. These are words you will hear and use in Lesson B.



A newly married couple dances on Mendenhall Glacier.

Romantic Love vs. Long-Term Attachments

There are many different kinds of love. There is the strong **emotion** we feel when we fall in love. There is the **attachment** between parents and children, and the quiet feeling of **security** that develops slowly in **long-term** relationships, when couples are together for many years.

Your brain knows the difference between **romantic** love and other attachments. When we're in love, the amount of a brain chemical called *dopamine* increases. This increase in dopamine gives us the extra energy we feel when we're in love.

At the same time, this increase in dopamine can make the brains of people who are “lovesick” **similar** to the brains of people with OCD—

Obsessive Compulsive Disorder.¹ People with OCD cannot stop thinking about something, and these thoughts can cause compulsive behaviors—actions the person cannot control, such as washing their hands again and again. Similarly, people who are in love often cannot stop thinking about the person they are in love with. Both people with OCD and people in love may sometimes find it difficult to **function** normally in their daily lives because of their thoughts.

Fortunately, this “lovesickness” is a **short-term** condition. With time, strong romantic feelings decrease, and we can **concentrate** on “real life” again. As time passes, couples have higher levels of oxytocin—a brain chemical connected with calm feelings of happiness and trust.

So is love only a matter of brain chemistry? In fact, while chemicals do affect the way we feel, **psychological** factors are also important. We might be attracted to someone who likes the same things we like, for example, or someone who makes us feel safe and secure.

¹According to research by Donatella Marazziti at the University of Pisa in Italy

USING VOCABULARY

- A** | Read the information below. Then work with a partner to find the words in **blue** from the article on page 94 that have good context clues. Underline the context clues you find.

Critical Thinking Focus: Using Context Clues

Context clues can help you understand the meanings of words you read or hear. Here are some clues from the article on page 94.

Type of Context Clue	Explanation
A definition	Sometimes the text or the speaker gives a definition of a word or term. For example: ... and these thoughts can cause compulsive behaviors— <u>actions the person cannot control</u> , ...
Other words nearby	Sometimes other words nearby a new word or expression help explain its meaning. For example: ... , and the quiet feeling of security that develops in long-term relationships, when couples are <u>together for many years</u> . <i>long-term</i> = for many years
Your knowledge of the world	The article mentions the attachment <u>between parents and children</u> . I feel love for my parents, so I understand that <i>attachment</i> may be a kind of love.

- B** | Form a group with another pair of students. Compare the context clues you found from exercise **A**.

- C** | Fill in each blank with one of the words in **blue** from exercise **A** on page 94.

- They have a _____ relationship. They've been married for 29 years.
- They have _____ tastes in music, both like classical music.
- My teenage daughter has a strong _____ to her best friend. They have been friends since they were three years old.
- I can't _____ on my homework when you're talking loudly.
- Couples can feel all types of _____ for each other—love, sadness, anger, and happiness.
- Your brain and body cannot _____ well if you do not eat and sleep enough.
- If something is _____, it involves thoughts.
- Marc wanted to be _____, so he wrote a song and sent roses to Laura.
- He got a _____ job in an office. It only lasts for six weeks.
- Charlene likes living near the police department. She says it gives her a feeling of _____.



Oxytocin levels increase when a woman has a baby.

Before Listening



A | Read and listen to part of a conversation. What are the classmates talking about?

Cathy: Did you understand everything Professor Wong said yesterday about short-term memory?

Toshi: Yeah, I think so.

Cathy: I'm not sure that I did

Toshi: Well, here's what I got from the lecture: Your short-term memory only lasts a few seconds, right? Information enters the brain through the senses—things we taste, touch, smell, and so on... and we remember it long enough to function normally.

Cathy: Sorry,... but what do you mean by “function normally”?

Toshi: Well, for example, if I ask you a question, you can remember the question long enough to answer it.

Liz: Right, but you might not remember the question tomorrow.



B | **Understanding Visuals.** Look at the flow chart. Then discuss the questions below with a partner.

The Memory Process

Sensory Information

Information enters the brain through our senses (what we taste, smell, touch, see, and hear), and it is stored¹ for a very short time—less than a second.

Some of the information moves to our short-term memory.

Short-Term Memory

Only the information we need to use immediately moves to our short-term memory, such as a classmate's name or an email address.

Long-Term Memory

Only information that we try to remember or that the brain decides is important moves to our long-term memory. This information, such as the name of our first teacher or the lyrics to a song, can last a lifetime.

Memories become stronger when they are sent down the same pathway in the brain many times. These memory pathways or connections become our longest-lasting memories.

¹When you **store** something, you keep it until you need to use it.

1. How does information enter the brain? What are some examples?
2. What information from short-term memory moves to long-term memory?
3. What are some things you have difficulty remembering (names, new vocabulary, etc.)?
4. In your opinion, what's the best way to remember something you want to remember?
 - a. Repeat it to yourself.
 - b. Write it down.
 - c. Pay extra attention to it.
 - d. Other

Listening: A Conversation between Students



- A | Listening for Main Ideas.** Listen to the conversation. What conclusions do the students make about short-term and long-term memory?

Short-term memory: _____

Long-term memory: _____



- B | Listening for Details.** Listen again and complete the sentences.

1. To create a long-term memory, your brain has to _____.
2. To learn new information, you have to _____.
3. To learn how to ride a bicycle, you have to _____.

After Listening



- A |** Take turns asking and answering the questions below with a partner.

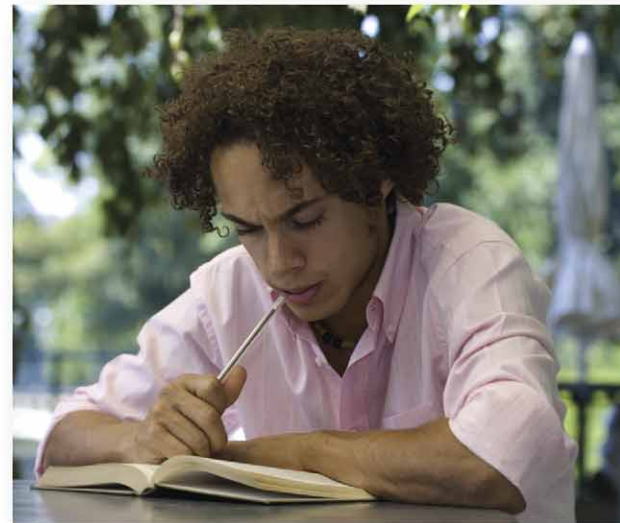
1. In your own words, what's the difference between short-term and long-term memory?
2. What kinds of information can you remember easily (e.g., names, songs, directions, etc.)?

- B | Self-Reflection.** Read the statements below. Then circle the number that shows how much you agree with each statement.

1. It was easier to learn something new when I was younger.
strongly disagree 1 2 3 4 5 strongly agree
2. Even with practice, there are some things I just can't learn how to do.
strongly disagree 1 2 3 4 5 strongly agree
3. I learn from mistakes more quickly than I learn in other ways.
strongly disagree 1 2 3 4 5 strongly agree
4. It's easier for me to learn how to do something new if someone shows me rather than tells me how to do it.
strongly disagree 1 2 3 4 5 strongly agree
5. It's easier for me to remember information if I write it down.
strongly disagree 1 2 3 4 5 strongly agree



- C | Discussion.** Compare and discuss your answers from exercise **B** with a partner.





A group of students work together on a project. Cooperative learning makes students an active part of their own education.

A | Self-Reflection. Look at the photo and read the caption. Then discuss the question below with a partner.

What experiences have you had with group projects?

B | Brainstorming. With your partner, brainstorm a list of the good things about doing group work and possible problems. Write your ideas in the T-chart below.

(+) Good Things	(-) Problems
<i>more people to share ideas</i>	<i>some people don't do any work</i>

C | Critical Thinking. Work with a partner, look at your list of problems. Think of ways to solve each of the problems in your T-chart.

If some people don't do any work, the group could give each person a role.

D | Discussion. Form a group with another pair of students. Share some of your ideas from exercise C. Use phrases from the Student to Student box below to help you explain your ideas.

Language Function

Making Suggestions during Group Work

Here are some expressions you can use to make polite suggestions during group work.

Why don't we write our ideas on the board?

Let's make a list of possible ideas first.

I suggest we talk about our ideas first, then write them down . . .

Student to Student: Presenting Your Ideas in a Small Group

Here are some phrases you can use when sharing your ideas with the class or small group:

We believe that . . . *Amy and I think that . . .* *It seems to us that . . .*


A | A group of students in a psychology class has to do a group project. Read their assignment.

Psychology 302: Professor Morgan

Group Project Assignment: (Due: October 23rd)

For the past two weeks we have studied attachment theory, beginning with Harry Harlow's experiments with monkeys. In those experiments, researchers took baby monkeys from their mothers. The monkeys had many emotional problems without their mother's love. We also studied John Bowlby. His work showed us that human babies need a sense of security, too. Without this security from an adult, they have problems in future relationships. Finally, we looked at Phillip Shaver's recent ideas about attachment theory and romantic love.

Assignment: You will plan a class presentation of 10–15 minutes. First, select two of the researchers we studied. You will briefly summarize their research and then explain which scientist's work you think will have the greatest impact on people today. Be sure to support your opinion with reasons.

 **B** | **Critical Thinking.** Now that you know about the assignment, follow the steps below with your group.

1. Read the information about each group member. Discuss what each person would probably say about the assignment.
2. Complete each person's statement or question. Use expressions from the chart in the Language Function section on page 98 as well as the information about the assignment on this page.
3. Practice saying the group members' statements and questions.



Todd Olivier studies veterinary science and loves animals.

"I suggest doing the presentation about Harlow and _____."



Gloria Santos has an adopted daughter, Amy. Amy's parents died when she was only two years old.

"Why don't we talk about _____ and _____?"



Dara Ebadi studies early childhood education and writes for the campus newspaper.

"_____ I do the summaries? I understand the research pretty well."



James Day hopes that things work out with his girlfriend, Laurel. He wants to have a big family some day.

"_____ decide which scientist will have the greatest impact today. I think _____'s work is very interesting."



Robbie Chang prefers not to work very hard on school projects.

"I _____ choosing Rose to speak. She's very easy to understand."




Rose Baldari loves to speak in front of the class.

"_____ we choose one person to do the talking?"

5

In this section, you are going to work in a group and plan a presentation that you will give during another class.

-  **A** | Form a group with three other students. Assign a role to each member of your group. Then read the assignment below. (See pages 211–212 of the *Independent Student Handbook* for more information on doing group presentations and doing research.)

Leader—Makes sure the assignment is done correctly and that all group members do their work.


Secretary—Takes notes on the group's ideas and plans.

Expert—Understands the topic well and checks the group's ideas.


Manager—Makes sure the work is done on time; chooses place and time to meet outside of class.

-  **B** | **Planning a Presentation.** As a group, choose one of the topics from the chart below for your presentation.

Brain Function	Brain Chemistry	Learning Styles and Strategies
What happens when parts of the brain are injured?	What happens when young children don't receive enough love?	What is the best way to measure intelligence?
How can people improve their brain function?	How does exercise affect brain chemistry?	What are some important study skills for language learners?

-  **C** | **Discussion.** With your group, discuss the following questions. The group's secretary should take notes.


1. Which topic did you choose? Why?
2. Where can you find easy-to-understand information about your topic?
3. Where and when can your group meet outside of class to do your research and practice your presentation?
4. What kind of visuals will you use to support your presentation?

-  **D** | **Organizing Ideas.** Prepare to present your group's plans for your presentation to the class. Use your notes from exercise **C**.

-  **E** | **Reporting to the Class.** Report your group's ideas to the rest of the class.

Presentation Skills: Pausing to Check Understanding

When you present ideas, it's important to check to make sure your audience understands you. You can do this by pausing occasionally and looking at your audience. If they look confused, ask them if they need you to repeat any information or give clarification. Stop occasionally and ask your audience if they have any questions.

-  **F** | **Presentation.** Your teacher will tell you when you will give your presentation to the class.

Student Handbook

Presentation Outline

When you are planning a presentation, you may find it helpful to use an outline. If it is a group presentation, the outline can provide an easy way to divide the content. For example, someone could do the introduction, another student the first main idea in the body, and so on.

1. Introduction

Topic: _____

Hook/attention getter: _____

Thesis statement: _____

2. Body

First step/example/reason: _____

Supporting details: _____

Second step/example/reason: _____

Supporting details: _____

Third step/example/reason: _____

Supporting details: _____

3. Conclusion

Major points: _____

Any implications: _____

Closing comment: _____

BUILDING YOUR VOCABULARY

Independent Vocabulary Learning Tips

Keep a vocabulary journal

- If a new word is useful, write it in a special notebook. Also write a short definition (in English if possible) and the sentence or situation where you found the word (its context). Write a sentence that uses the word.
- Carry your vocabulary notebook with you at all times. Review the words whenever you have a minute.
- Choose vocabulary words that will be useful to you. Some words are rarely used.

Experiment with new vocabulary

- Think about new vocabulary in different ways. For example, look at all the words in your vocabulary journal and make a list of only the verbs. Or list the words according to the number of syllables (one-syllable words, two-syllable words, and so on).
- Use new vocabulary to write a poem, a story, or an email message to a friend.
- Use an online dictionary to listen to the sound of new words. If possible, make a list of words that rhyme. Brainstorm words that related to a single topic that begin with the same sound (*student, study, school, skills, strategies, studious*).

Use new words as often as possible

- You will not know a new vocabulary word after hearing or reading it once. You need to remember the word several times before it enters your long-term memory.
- The way you use an English word—in which situations and with which other words—might be different from a similar word in your first language. If you use your new vocabulary often, you're more likely to discover the correct way to use it.

Use vocabulary organizers

- Label pictures.



- Make word maps.



- Make personal flashcards. Write the words you want to learn on one side. Write the definition and/or an example sentence on the other.

THE STUDENT HANDBOOK

at the back of every Student Book provides helpful resources for:

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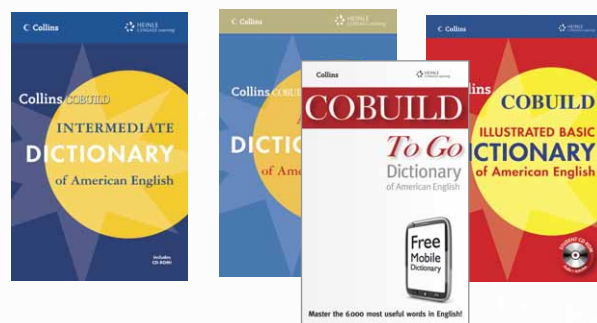


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