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<td>Word list</td>
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</table>
Unit 1
Education

Key vocabulary

Art (n)
assignment (n)
Business Studies (n)
communicating (v)
compulsory (adj)
diagram (n)
draw (v)
evaluating (v)
exercise (v)
experiment (n)
explain (v)
flow chart (n)
Geography (n)
History (n)
IT (n)
keyboard skills (n)
knowledge (n)
Literature (n)
Mathematics (n)
Music (n)
nursery school (n)
photograph (n)
Physical Education (n)
pie chart (n)
prepare (v)
primary school (n)
Psychology (n)
Religious Studies (n)
Science (n)
secondary school (n)
skill (n)
subject (school) (n)
text (n)
tutorial (n)
Lesson 1: Listening

1. Leave home
   - Check time
   - Yes: Before 7 a.m.
   - No: Take bus, Take subway
   - Reach university

   - North America
   - Latin America
   - Europe
   - Asia
   - Africa and Middle East

3. The Pythagorean Theorem: \( c = a + b \)

Activities:

- Listen and point. Example: Mathematics

- Each picture is from a lesson.
  1. What subject is each lesson?
     Example: IT
  2. Predict some words from each lesson.
     Example: IT = flow chart, computer...

- Listen and complete the sentences.
  Example: Look at the flow chart. This is a very simple flow chart. It is about travelling to ... university.
### Objectives
- Listen and identify words connected with education
- Identify multi-syllable words from stressed sound
- Recognizing change of topic

<table>
<thead>
<tr>
<th><strong>John F. Kennedy</strong></th>
<th><strong>Christopher Columbus</strong></th>
<th><strong>Italy</strong></th>
<th><strong>Africa</strong></th>
<th><strong>Mount Kilimanjaro</strong></th>
<th><strong>The Moon</strong></th>
<th><strong>The Antarctic</strong></th>
<th><strong>The Sahara</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Americas</td>
<td>The Americas</td>
<td>Africa</td>
<td>Africa</td>
<td>Mount Kilimanjaro</td>
<td>The Moon</td>
<td>The Antarctic</td>
<td>The Sahara</td>
</tr>
<tr>
<td>1775</td>
<td>1775</td>
<td>1815</td>
<td>1815</td>
<td>1914-1918</td>
<td>1914-1918</td>
<td>1914-1918</td>
<td>1914-1918</td>
</tr>
</tbody>
</table>

#### D  You are going to hear the first part of a lecture about learning.

1. Look at the items above. What sort of information is in each box?  
2. Listen to the introduction to the lecture and check your ideas.
3. Answer these questions:
   a. What do we call all the items in the boxes above?
   b. What else do children learn at school nowadays in your country?

#### F  You are going to hear the second part of the lecture.

The lecturer talks about the skills below. Listen. Number the items in the order that the lecturer mentions them.

#### Table 1: Key skills for life

<table>
<thead>
<tr>
<th>Working with other people</th>
<th>Communicating</th>
<th>Evaluating information</th>
<th>Handwriting</th>
<th>Reading</th>
<th>Keyboard skills</th>
</tr>
</thead>
</table>

#### E  Look at the skills in Table 1.

1. Which skills are you good at? Which skills are you bad at?
2. What other skills are you learning at the moment?

**Examples:**

- I’m learning to drive.
- I’m learning to write a good business report.

#### Skills Check 1

**Predicting**
- Before a lecture, think:
  - What is the lecturer going to talk about?
  - During the lecture, think:
    - What is the lecturer going to say next?
    - Say the word or phrase in your head.

#### Skills Check 2

**Recognizing change of topic**
- Lecturers talk about different topics during a lecture. You must recognize the change of topic.
- Listen for numbers. Listen for next... then, finally... lastly.

**Examples:**

- So first, what do children learn at school?
- Secondly, they learn names and dates.
- We teach handwriting and then keyboard skills. Finally, we teach children to communicate.

#### Skills Check 3

**Identifying multi-syllable words**
- In English, words with two or more syllables have one strong sound.

**Examples:**

- 1st syllable
  - Formula
  - Triangle
  - Keyboard
  - Knowledge

- 2nd syllable
  - Communicating
  - Evaluating
  - Important
  - Discuss
Lesson 2: Speaking

A Look at the items above.
1. Name the subjects.
   Example: T = Geography
2. Listen and check.

B Listen to some words. What's the subject?
Example: country = Geography

Pronunciation Check
Pronouncing vowels:
- We can pronounce each vowel in English in many different ways.
- How do you pronounce the vowels in each of these words?

History  Business
Art         Geography
Education  Religious
Science    Psychology
Music      Studies

12. English Skills for University 3, Course Book, Unit 1
OBJECTIVES
- give a talk about own education.
- use learn with a variety of phrases.
- pronounce vowel sounds.

Look at the conversation.
1. Listen to the conversation.
2. Listen and repeat.
3. Practise the conversation in pairs.

Look at the table.
1. Write the correct word in each phrase.
2. Listen and check.

<table>
<thead>
<tr>
<th>learn</th>
<th>type</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>graphs</td>
</tr>
<tr>
<td>about</td>
<td>draw a graph</td>
</tr>
<tr>
<td>play the guitar</td>
<td></td>
</tr>
<tr>
<td>the Second World War</td>
<td></td>
</tr>
<tr>
<td>write a business letter</td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td></td>
</tr>
<tr>
<td>find countries on a map</td>
<td></td>
</tr>
<tr>
<td>use the internet safely</td>
<td></td>
</tr>
<tr>
<td>spreadsheets</td>
<td></td>
</tr>
</tbody>
</table>

Make true sentences about subjects at school. Use words from the box.
interesting boring difficult fun easy useful important exciting
Example: History is interesting.

Listen to a student's talk.
Complete the notes:

<table>
<thead>
<tr>
<th>Giving a talk (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember!</td>
</tr>
<tr>
<td>Make notes.</td>
</tr>
<tr>
<td>Practise difficult words and sentences.</td>
</tr>
<tr>
<td>Start your talk.</td>
</tr>
<tr>
<td>Stress important words.</td>
</tr>
<tr>
<td>Use good intonation.</td>
</tr>
<tr>
<td>Show enthusiasm — smile!</td>
</tr>
<tr>
<td>Don't read full sentences aloud.</td>
</tr>
<tr>
<td>Look up from your notes.</td>
</tr>
<tr>
<td>Don't speak too slowly or too quickly.</td>
</tr>
<tr>
<td>End your talk.</td>
</tr>
</tbody>
</table>

You are going to give a talk about your education.
1. Make notes.
2. Prepare the talk.
3. Give the talk in pairs or groups.
Lesson 3: Vocabulary and Pronunciation

3 Look at the photos of students on a university campus.
1 Where are the students in each photo? Use words from the box.
   canteen outside laboratory library resource centre park
2 Listen to students. They are describing the photos. Which ones are they talking about?

Read the sentences about the photos.
Complete each sentence with a verb from the box. You can use the same verb more than once. Put the verb into the correct form. Some verbs are negative.
   do explain have listen look at point at prepare read send sit smile at work

1 She's working in the laboratory. She's ________, an experiment.
2 Two students are studying in the library. They're ________ books.
3 Two students ________ in the canteen. They (not) ________.
   ________, coffee. They ________ the camera.
4 These students ________, a presentation for a tutorial. One student (not) ________, He ________, a text message.
   One girl ________, the camera. Two students are working on their laptops. Maybe they ________ some research on the internet.
5 This student ________, under a tree. He ________, hard on an assignment.
6 Two students ________, carefully to the teacher. The teacher ________, something. She ________, the screen.

Pronunciation Check
Saying -ing
- 12 Listen and practise the pronunciation of the -ing form of these verbs: -ing.
   reading writing working listening reading preparing printing
- 13 Listen to the sentences from Exercise 8 and practise.
OBJECTIVES

- develop vocabulary related to places on campus
- describe photographs
- use the present continuous

1. Work in pairs.

Choose a photograph on the opposite page. Describe it to your partner. Which photograph is your partner describing?

Skills Check 1

Describing photographs

In some English language exams, you describe a photograph to the examiner in the spoken English section. We use the present continuous to describe the actions in a photograph.

Examples:
- Two students are sitting in the canteen. They aren’t working. They’re having coffee.

Skills Check 2

Using the present continuous

- We use the present continuous
  1. for actions that are happening now
  2. for actions that are happening around the present time

Examples:
- He’s having a cup of coffee. (1)
- I’m working on my computer. (2)
- She’s looking for a new job. (2)
- I’m reading a good book at the moment. (2)

2. Complete the conversations between two students.

1. Listen and check your answers.
2. Listen again. Notice the intonation pattern in each question.
3. Practise the conversations. Use the correct intonation.

   A. Hi! Where are you ______?
   B. I’m on my ______ to the canteen.
   A. Great, I’m going there ______. Can we talk ______ the presentation?
   B. Sure. But let’s ______ some coffee first.

   C. You’re studying hard! Are you working ______ your assignment?
   D. No, I’m ______. I’m reading the article from the last ______.
   C. I read that last ______. It’s ______ interesting.
   D. It’s very ______. Can you explain ______ to me?

3. Study the verbs and the nouns.

1. Match the words.

   Example: do some research

   do a presentation
   explain a subject
   give a text
   prepare a tutorial
   prepare for an answer
   study an assignment
   work on an exercise
   an experiment
   some research

   Example: I’m doing some research at the moment.
Lesson 4: Reading

A. Study the text opposite.
1. What is the heading?
2. What is the subheading?
3. What sort of information is in the text?
   - predictions
   - facts
   - advice
   - jokes
   - news

B. Read the text opposite.
What advice does it contain? Tick (✓) the advice in the text.
- ask lots of questions
- ask your friends for help
- ask your teacher for help
- look at the information again
- don’t try to understand everything
- learn Portuguese
- make notes during the lesson
- prepare for each lesson
- Study History
- read the information again after one week
- try to remember the main points in each lesson
- write a summary of each lesson

C. Read Skills Check 2.
Find and circle the main verb in each sentence below.
1. Before the lesson, ask a question.
2. After the lesson, write a summary of the important points.
3. In Geography last week, I learnt about Brazil.

D. Which kinds of words in English begin with a capital letter?
1. Tick (✓) the words or phrases below.
2. Write an example of each word or phrase in your notebook.
   - towns and cities
   - seas and oceans
   - names
   - days of the week
   - rivers and lakes
   - countries
   - study subjects
   - months
   - mountains
   - continents
   - kings and queens
   - nationalities
   - languages
   - religions
   - planets

Skills Check 1
Using subheadings
- Sometimes headings are difficult to understand.
  Example:
  Make the most of your lessons
- Look for a subheading. Sometimes this is easier to understand.
  Example:
  How can you learn more in lessons? Here are four ideas.

Skills Check 2
Finding the main verb
- We often begin sentences with phrases of time or place, or both.
  Examples:
  Yesterday,
  This morning,
  In Geography,
  Last lesson in Maths,
- Look for the subject and main verb after a comma.
- Sometimes writers do not use a comma in these sentences.
  Examples:
  Last week in History we studied the Second World War.
  At the moment in Psychology we are reading about memory.
- Find the main verb before you try to understand the sentence.
**Make the most of your lessons**

**How can you learn more in lessons?**

Here are four ideas:

- Firstly, prepare for a lesson. Before the lesson, ask a question: “What am I going to learn in this lesson?” Look at the next few pages in your book to get an idea.

- Secondly, after the lesson, write a summary of the important points. Then try to remember the summaries the next day. Ask yourself: “What did I learn in the lesson on Monday?” Be careful with your answer: Don’t say: “We did page 43 in Maths.” or “We studied the 16th century in History.” or ever: “We learnt about Brazil in Geography.” Those answers are not very good. They answer a different question. They answer the question “What did I study?” not “What did I learn?” Study means “to look at carefully”, but learn means “to know something new”.

- Lastly, go back to the root question: “What did I learn in the lesson?” A good answer is a fact, or a way of doing something. For example:

  **In History yesterday, I learnt about King Henry the Eighth of England. He was King from 1509 to 1547.**

  **In Geography last week, I learnt that most Brazilians speak Portuguese. Most Brazilians are Catholic. I also learnt that the capital of Brazil is Brasilia. The population of Brasilia is around two million but the biggest city in Brazil is São Paulo with a population of more than 20 million.**

  **In Maths yesterday afternoon, I learnt to calculate the area of a right-angled triangle. You multiply the base by the height. Then you divide by two.**

- Sometimes you don’t understand the information. Here’s the third idea. Ask your friends to explain the information to you. If they can’t tell you, ask the teacher in the next lesson.

- Sometimes you can’t remember the information. So, fourthly, look at the information again after one week.

- One final question. What did you learn from this text? Explain the advice to your partner.
Lesson 5: Writing and Grammar

A One letter is missing from each word.
1. What is the letter?
2. What do you notice about each row of words?
   - sk b_ll d_y m_n
   - rd b_pin wr__ teach_r
   - _an fr_end fr__ _r
   - br вне m__ing wr__ng a_
   - _ation st__y _versity s__gr

B Spelling vowel sounds
Remember!
We can spell different vowel sounds with the same vowel letter.
Examples:

<table>
<thead>
<tr>
<th>letter</th>
<th>sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>ask, bal, day, mat</td>
</tr>
<tr>
<td>e</td>
<td>end, brain, teacher</td>
</tr>
<tr>
<td>i</td>
<td>listen, find, girl</td>
</tr>
<tr>
<td>o</td>
<td>brown, morning, wrong, go</td>
</tr>
<tr>
<td>u</td>
<td>question, study, university, sugar</td>
</tr>
</tbody>
</table>

C Skills Check 1

Skills Check 2

The noun phrase (1)
Remember!
We often need an article with a noun.
Examples:

<table>
<thead>
<tr>
<th>article</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>triangle</td>
</tr>
<tr>
<td>an</td>
<td>apple</td>
</tr>
<tr>
<td>the</td>
<td>the</td>
</tr>
<tr>
<td>a person</td>
<td>person</td>
</tr>
<tr>
<td>an idea</td>
<td>idea</td>
</tr>
<tr>
<td>an apple</td>
<td>apple</td>
</tr>
<tr>
<td>an exercise</td>
<td>exercise</td>
</tr>
<tr>
<td>an capital</td>
<td>capital</td>
</tr>
<tr>
<td>an city</td>
<td>the city</td>
</tr>
<tr>
<td>an king</td>
<td>the king</td>
</tr>
<tr>
<td>a height</td>
<td>a height</td>
</tr>
</tbody>
</table>

D Complete this text with a suitable article.
Do you need a, the or – in each space?

In History yesterday, I learnt about Henry VIII of England. He was a king in the 16th century, from 1509 to 1547. In Geography, I learnt that most Brazilian people speak Portuguese. I also learnt that the capital of Brazil is Brasilia. The population of Brasilia is around two million, but the biggest city in Brazil is Sao Paulo, with a population of more than 20 million. In Maths yesterday afternoon, I learnt to find the area of a right-angled triangle. You multiply the base by the height. Then you divide by two.

E Look at the grey boxes and the green boxes.

1. Number the grey boxes in order. Where can you put the green boxes?
2. Copy the words to make sentences. Remember punctuation.

triangles studied we

in Maths last week

F Write three sentences about your studies.

In History yesterday, I learnt about the king of England. I learnt that most Brazilian people … The biggest city is Sao Paulo.
OBJECTIVES
• spell vowel sounds
• study the noun phrase: articles

Look at Table 1.
When do we use this pattern? Tick (√) one or more situations.

To talk about actions at the moment
To talk about past events
To talk about actions around now
To talk about habits

Look at Table 2. Compare it with Table 1.
1. How do we make yes/no questions with this pattern?
2. How do we make answers? Guess!

Look at Table 3. Compare it with Table 2.
1. Complete each question.
2. How do we make wh- questions with this pattern?
3. Work in pairs. Ask about your partner’s studies this week. Use yes/no and wh- questions.
4. Write about your partner’s studies this week.

Present simple or present continuous?
Study the sentences and questions below.
1. Which tense has the auxiliary is or are?
2. Which tense has the auxiliary do in questions and negatives?
3. When do we use the present simple?
4. When do we use the present continuous?

<table>
<thead>
<tr>
<th>Present simple</th>
<th>Present continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children study English at primary school in some countries.</td>
<td>The children are studying English at the moment.</td>
</tr>
<tr>
<td>Children don’t learn to read at nursery school in Britain.</td>
<td>The children aren’t studying French.</td>
</tr>
<tr>
<td>Do children study English at primary school in your country?</td>
<td>Are the children studying English at the moment?</td>
</tr>
<tr>
<td>What do children study at primary school?</td>
<td>What are the children doing?</td>
</tr>
</tbody>
</table>

Complete each sentence. Use the words in brackets.
1. She lives at home, but this week (stay / friends) she is staying with friends.
2. I have coffee most mornings, but this morning (tea) ...
3. He doesn’t usually read novels, but at the moment (War and Peace) ...
4. They usually do assignments together, but this time (alone) ...
Lesson 6: Writing and Grammar

A Look at the photographs above.
1. What age do people start and finish each school in your country?
2. What skills for life do children learn at each school in your country? Write some words under each school.
3. Which subjects are compulsory at secondary school in your country? In other words, which subjects do all children study?

B Look at the grey boxes and the green boxes.

<table>
<thead>
<tr>
<th>learn</th>
<th>children</th>
<th>to read</th>
<th>words</th>
</tr>
</thead>
<tbody>
<tr>
<td>at 6</td>
<td>at primary school</td>
<td>in Britain</td>
<td></td>
</tr>
</tbody>
</table>

1. Number the grey boxes in order. Where can you put the green boxes?
2. Copy the words to make sentences. Remember punctuation.
3. Make more sentences with the same pattern. These sentences should be about your country. Think of new items for each box.

C Write about things you have learnt. Add the extra words in different places.
Examples: I learnt to read stories at 7. At 17, I learnt to drive a car.

Skills Check
Adding extra information
You can sometimes put words or phrases in two or three different orders.

Examples:
- Children learn to read words at six in Britain. OR
- In Britain, children learn to read words at six.
- Students at secondary school in Britain learn to use the internet. OR
- Students in Britain learn to use the internet at secondary school.

The basic pattern does not change: subject – verb – verb – object
But words and phrases can sometimes come in front of or between parts of the pattern.
Add extra information in different places to make your sentences more interesting.
OBJECTIVES
• Grammar: present simple vs present continuous
• Add extra information to a sentence
• Describe a system: education in your country

D. Read the sentences. Circle the correct word or phrase in each case.

1. Are you working at the moment?
2. What are you doing in this term?
3. In your country, do children study a foreign language at primary school?
4. When children learn to read in Mexico?
5. I like English because it is useful in your life.
6. Last week, we learnt to draw graphs.
7. We learnt about flow charts yesterday.
8. It is not a subject compulsory at secondary school in Germany.

E. Read about Australia. Complete the Australia column of Table 1 with the correct information.

F. Read the notes about Germany. Write three paragraphs.

G. Make notes about your country. Write three paragraphs about your country.

Table 1: Education in Australia and Germany

<table>
<thead>
<tr>
<th></th>
<th>Australia</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stages</td>
<td>nursery</td>
<td>S-6</td>
</tr>
<tr>
<td></td>
<td>primary</td>
<td>G-9</td>
</tr>
<tr>
<td></td>
<td>secondary</td>
<td>O-12</td>
</tr>
<tr>
<td>Knowledge</td>
<td>learn facts about Eng., Hist., and the world</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>life, read, write</td>
<td></td>
</tr>
</tbody>
</table>

Education in Australia
In Australia, children start nursery school at three. They stay for two years. At five, they go on to primary school. Primary school lasts seven or eight years. At 12 or 13, they start secondary school. They finish secondary school at 18.

At secondary school, there are six compulsory subjects: All students study English, IT, Mathematics, Science and Physical Education. They also study a foreign language. They can choose Japanese, French, German or Chinese. Religious Studies is not a compulsory subject.

Australian students learn knowledge and skills at school. They learn important facts about Australia, Oceania and the world. They also learn life skills. For example, they learn to work with other people.
Grade your progress (1 = poor to 5 = very good)

At the end of Unit 1, I can:

- [ ] listen and identify words connected with education
- [ ] give a talk about own education
- [ ] use the present continuous with good pronunciation
- [ ] use headings and grammatical features to read texts more easily
- [ ] write sentences with a variety of word order
- [ ] use the grammar of the unit accurately

Transfer
Find opportunities to talk about what you have learnt in other subjects using English.

Reflect
Think about the activities you did in this unit. Which ones did you find most enjoyable? Which ones did you find most useful? Think about your own place in the learning process and how you can affect the outcome.