

SECOND  
EDITION

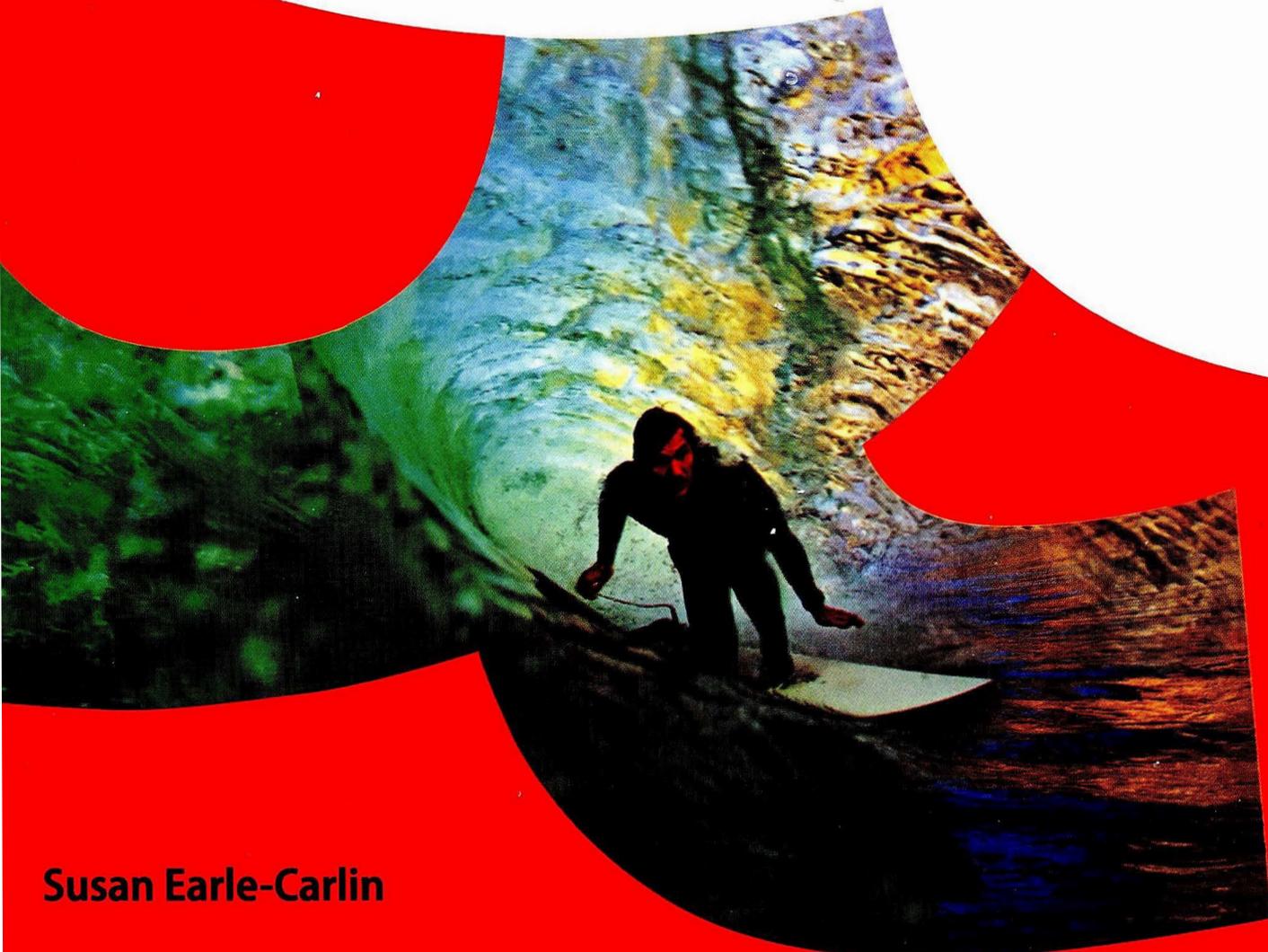
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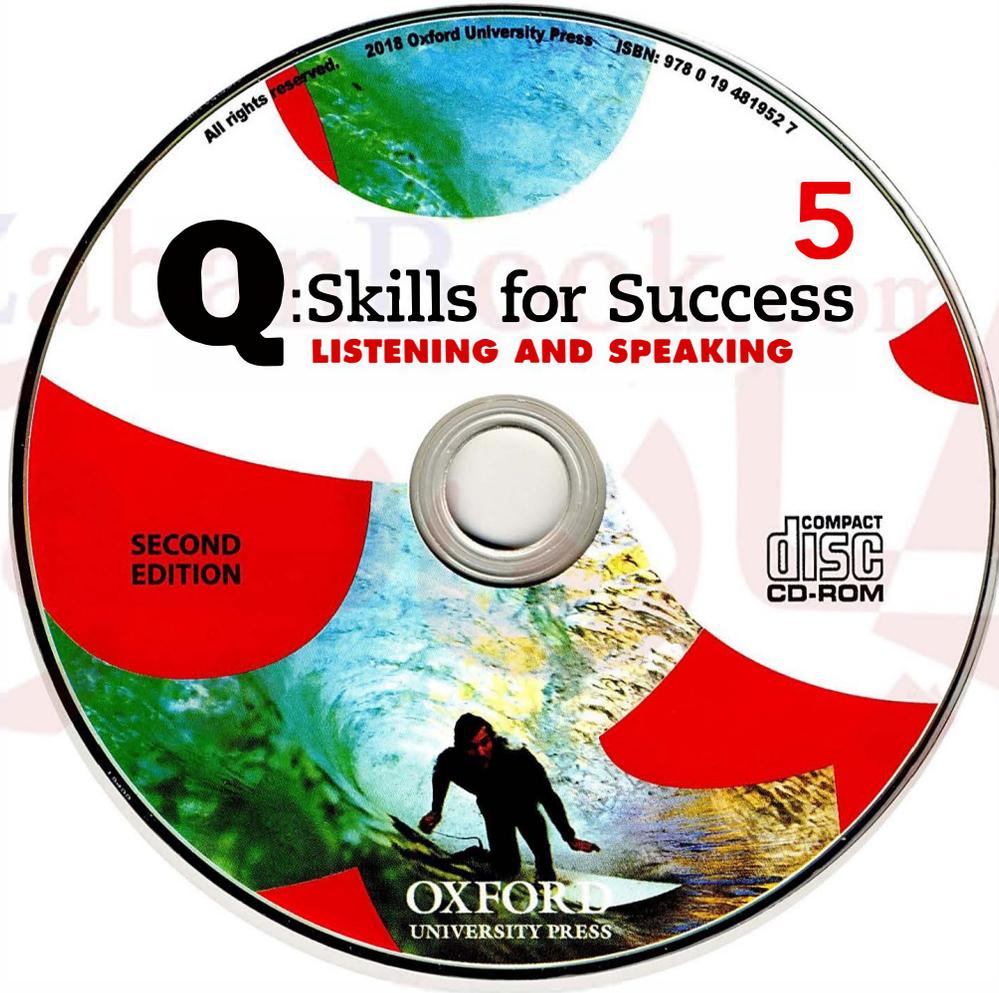
# Q: Skills for Success

## LISTENING AND SPEAKING



Susan Earle-Carlin

OXFORD



LISTENING	▶ making inferences
NOTE TAKING	▶ organizing notes in chronological order using a timeline
VOCABULARY	▶ negative prefixes
GRAMMAR	▶ passive voice
PRONUNCIATION	▶ emphatic word stress
SPEAKING	▶ using figurative language



## UNIT QUESTION

# How does language affect who we are?

**A** Discuss these questions with your classmates.

1. What difficulties might an English speaker visiting your home country have while trying to communicate?
2. Do people who know two languages have different thoughts in each language or just different words for them?
3. Look at the photo. What are the people using to communicate? What are other non-standard forms of communication?

**B** Listen to *The Q Classroom* online. Then answer these questions.

1. Marcus and Felix believe that since language is tied to culture, it makes up part of our identity. What point can you add to the discussion to show you agree or disagree?
2. Sophy talks about ways to show respect in English, such as not using a lot of contractions. Can you think of any other ways you speak differently when talking to adults in English?

**C** Go to the Online Discussion Board to discuss the Unit Question with your classmates.

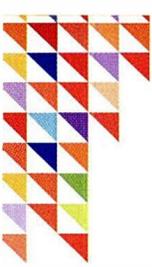


UNIT  
OBJECTIVE



Listen to a radio interview with a neuroanatomist and an excerpt from the audiobook of Hellen Keller's autobiography, *The Story of My Life*. Gather information and ideas to develop a narrative about language difficulties.





**D** Work with a partner. Read the following situations and discuss them. Then choose one and role-play it for the class.

Have you ever experienced one of these difficulties in communicating?

1. Two friends see each other across a large, crowded, noisy restaurant. They try to communicate different issues, such as the time (one person is late), where to sit, and whether or not to leave.

2. A tourist who doesn't speak the language is lost in a big city. He or she tries to get directions from a local resident to get to a specific location (such as a hospital, a train station, a restaurant, or a museum).

3. A patient in a doctor's office tries to explain to the doctor how he or she woke up with a terrible headache and weak muscles and now is unable to speak.

**E** With your partner, use this mind map to brainstorm causes and effects of communication difficulties such as those in Activity D or another situation. Then discuss the questions below using your mind map.

Physical Causes

Emotional Causes

Environmental Causes

Educational Causes

\_\_\_\_\_  
\_\_\_\_\_

shyness  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Physical Effects

Emotional Effects

Environmental Effects

Educational Effects

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

isolation  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

1. What do you think are the most common causes of communication difficulties?
2. What are the most harmful effects?



# LISTENING

## LISTENING 1

### My Stroke of Insight: A Brain Scientist's Personal Journey

#### UNIT OBJECTIVE

You are going to listen to an interview with Dr. Jill Bolte Taylor, a neuroanatomist who had a stroke and later wrote a book titled *My Stroke of Insight: A Brain Scientist's Story*. She describes the effects of her stroke in her book and in this interview with David Inge of the radio station WILL from the University of Illinois. As you listen to the interview, gather information and ideas about how language affects who we are.

#### PREVIEW THE LISTENING



Dr. Jill Bolte Taylor

**A. PREVIEW** How do you think Dr. Taylor's ability to think and communicate was affected when she had a stroke? Check (✓) your prediction.

- She could think using language, but could not speak.
- She could not think or speak using language.

**B. VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

boundary (n.)	overall (adj.) 🔑
consciousness (n.)	perception (n.)
external (adj.)	recovery (n.) 🔑
fascinating (adj.)	regain (v.)
function (n.) 🔑	structure (n.) 🔑
insight (n.)	tranquil (adj.)

🔑 Oxford 3000™ words

#### iQ ONLINE

**C.** Go online to listen and practice your pronunciation.



## WORK WITH THE LISTENING

- 🔊 **A. LISTEN AND TAKE NOTES** Read the key phrases in the chart that introduce important ideas. Listen to the interview and take notes on what the speaker says about them.

### Introduction

Key Phrases	Notes
1. The right hemisphere and the big picture	
2. The left hemisphere and language	

### Call-in Show

Key Phrases	Notes
3. Memories and a sense of identity	
4. Stroke victims and English speakers in a foreign country	

#### Tip for Success

Remember that main ideas are always complete sentences, whereas topics are just key words or phrases.

- B. Use your notes to write the main ideas about each key phrase that Taylor explains to her listeners. Compare your sentences with a partner.**

### Introduction

1. The right hemisphere and the big picture

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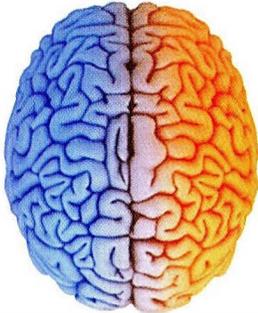


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2. The left hemisphere and language

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The right and left hemispheres of the human brain

### Call-in Show

3. Memories and a sense of identity

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4. Stroke victims and English speakers in a foreign country

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 **C. Listen again. Circle the answer that best completes each statement.**

### Introduction

1. When Jill Bolte Taylor had her stroke in 1996, she was working at ( Harvard / Indiana ) University.
2. Dr. Taylor describes her feeling during her stroke as one of ( peace and tranquility / panic and fear ).
3. The right hemisphere of the brain is concerned with ( overall perception / details ).
4. The right and left hemispheres ( have to / don't have to ) work together for people to have a normal perspective.
5. During Dr. Taylor's stroke, she lost use of the ( right / left ) hemisphere of her brain.

### Call-in Show

6. The behavioral psychologists mentioned by the caller believed that language could be lost only if a person ( remained conscious / lost consciousness ).
7. Dr. Taylor lost her perception of ( past and present / past and future ).
8. When Dr. Taylor lost the basic human ability to use language, she ( no longer saw herself / still saw herself ) as a human being.

**D. Circle the best answer for each question.**

1. What main purpose did Dr. Taylor have for agreeing to a radio interview?
  - a. to help sell more copies of her book
  - b. to teach listeners about neuroanatomy
  - c. to explain the effects of a stroke
  - d. to raise money for brain research
  
2. Which phrase explains what Dr. Taylor was referring to when she said “that person went offline.”
  - a. her loss of the ability to use a computer
  - b. her loss of consciousness
  - c. her loss of the ability to use language
  - d. her loss of data connected to memories
  
3. Which quotation supports the concept that Jill Bolte Taylor did *not* picture herself as less than perfect.
  - a. “. . . I was now an infant in a woman’s body.”
  - b. “. . . there’s a whole part of us that is non-language . . .”
  - c. “. . . I lost all of the consciousness of the language center.”
  - d. “. . . the rest of my left hemisphere was, was swimming in a pool of blood.”

**E. Read the statements. Write whether you would use the left hemisphere or right hemisphere of your brain. Explain your answer.**

1. You call your friends by their names. \_\_\_\_\_  
\_\_\_\_\_
  
2. You go outside and think it’s cold. \_\_\_\_\_  
\_\_\_\_\_
  
3. A picture reminds you of when you were younger. \_\_\_\_\_  
\_\_\_\_\_
  
4. You remember your home address. \_\_\_\_\_  
\_\_\_\_\_
  
5. You enjoy the movie you’re watching. \_\_\_\_\_  
\_\_\_\_\_

**F. VOCABULARY** Here are some words from Listening 1. Read the paragraphs. Then fill in the blanks with the correct words from the list.

boundary (n.)	function (n.)	recovery (n.)
consciousness (n.)	insight (n.)	regain (v.)
external (adj.)	overall (adj.)	structure (n.)
fascinating (adj.)	perception (n.)	tranquil (adj.)

**Vocabulary Skill Review**

Using new words after you learn them will help ensure that they become part of your active vocabulary.

The brain is one of the most \_\_\_\_\_<sub>1</sub> organs in the human body, partly because it is such a mystery. It is studied by doctors called neurologists and neuroanatomists, who hope to gain a(n) \_\_\_\_\_<sub>2</sub> into the way the brain works. The \_\_\_\_\_<sub>3</sub> of the brain is important: it is divided into two equal sections called hemispheres. One part, the cerebral cortex, coordinates what we think and feel with what we see and our \_\_\_\_\_<sub>4</sub> of the outside world. Each part of the brain has a specific \_\_\_\_\_<sub>5</sub>, and if injured, it may become unable to perform this role.

A stroke occurs when blood flow to part of the brain is cut off due to a hemorrhage (heavy bleeding); this can result in an inability to speak or move. Stroke victims sometimes lose \_\_\_\_\_<sub>6</sub> and later have no memory of what has happened. They may not be aware of \_\_\_\_\_<sub>7</sub> events or things around them. The line between what is real and unreal may become unclear, and the inability to understand this \_\_\_\_\_<sub>8</sub> may cause confusion. However, some patients experience the opposite feeling of \_\_\_\_\_<sub>9</sub> euphoria, a sense of calm when they are disconnected from the real world. For all stroke victims, \_\_\_\_\_<sub>10</sub> depends on the seriousness of the stroke, but with a lot of physical and speech therapy, patients can \_\_\_\_\_<sub>11</sub> their ability to walk and communicate. Although the \_\_\_\_\_<sub>12</sub> survival rate for stroke victims is not bad, on the whole, 40 percent have some resulting disability.





## SAY WHAT YOU THINK

Discuss the questions in a group.

1. Do you think you focus more on “the big picture” and general ideas or details? Would you say that you are more “right-brained” or “left-brained,” according to the ideas in the Listening?
2. Which effect of a stroke would upset you more, the loss of the ability to speak or the loss of your past memories? Why?
3. Look at one of the pictures below and describe your overall perception. This will engage the right hemisphere of your brain, the side that looks at the big picture. Then, describe the details of the other picture. This will engage the left hemisphere of your brain, the side that looks at details.

Which description was easier for you? What would Dr. Taylor say?



Picture A



Picture B

### Listening Skill

### Making inferences

Speakers do not always state their ideas or opinions directly. They may give facts or examples and expect the listener to draw a logical conclusion, or *make an inference*. It is important, however, to make sure you don't make inferences that were not suggested by the information.

If you are not sure what someone is implying, here are some phrases to check your understanding.

- So, do you mean that ... ?
- So, are you saying that ... ?
- So, would you say that ... ?

**A. Listen to the excerpts from Listening 1. Circle the best inference for each one.**

1. a. People have no idea how the brain works.  
b. People don't understand the exact functions of the different parts of the brain.
2. a. A normal, healthy person uses both hemispheres of the brain.  
b. Different people prefer to use different hemispheres of the brain.
3. a. Dr. Taylor found an advantage in the consequences/effects of her stroke.  
b. Dr. Taylor was very upset about losing some of her brain's abilities.
4. a. Dr. Taylor feels that foreign tourists function somewhat as if they were brain-damaged.  
b. Dr. Taylor feels that foreign tourists make up for the lack of language skills by increasing other communicative abilities.

**B. Choose two of the situations below or use your own ideas. Write some sentences that imply the ideas, but do not state them directly.**

*Your concerns about learning English*

*Your communication difficulties with grandparents*

*Your thoughts on teenage slang and text abbreviations*

*Your feelings about your language classes*

*Your fears about a miscommunication with a best friend*

Your sentence: \_\_\_\_\_

Your sentence: \_\_\_\_\_

**C. Work with a partner. Take turns reading the sentences about your situation. Can your partner infer what you are trying to say?**



**D. Go online for more practice making inferences.**

In classes such as literature and history, reports or lectures often follow chronological, or time, order. The title of Listening 2, “The Story of My Life,” suggests that you will listen to part of an autobiography.

When preparing to take notes, it is always a good idea to write down key words you expect to hear, leaving room to add information. For information you expect to be given in chronological order, think about the words you might hear the speaker use to indicate time order, such as:

at first	then	later
before	in the beginning	during that time
first, second, last	after that	soon
while	in 1954	on Monday

These words and phrases are important and you should write them down as you hear them, even if you have to go back and fill in some information.

A good note-taking tool for a lecture that will present information chronologically is a vertical or horizontal timeline. As you are listening, write dates or time phrases on one side of the timeline. On the other side, write corresponding key events and details. Remember you can always finish the timeline later.

- A. Listen to a lecture on early childhood language development. Which set of words would you use in a timeline about this lecture? Check (✓) the best answer.**
- first year of language instruction, second year, third year, fourth year
  - 0–12 months, 18 months, 24 months, 30 months
  - childhood, teenage years, adulthood
  - age 1, age 2, age 3, age 4
- B. Add the time words you chose in Activity A to the timeline below. Then listen again and complete the timeline with the corresponding events and details. Compare your answers with a partner.**



children learn words  
from parents

**C.** Go online for more practice organizing notes in chronological order using a timeline.

## LISTENING 2 | The Story of My Life

**UNIT OBJECTIVE**

You are going to listen to an excerpt from an audiobook of Hellen Keller’s autobiography, *The Story of My Life*. Helen Keller (1880–1968) lost her sight and her hearing from an illness when she was 19 months old. She learned to communicate through hard work with her teacher, Annie Sullivan. As you listen to the excerpt, gather information and ideas about how language affects who we are.

### PREVIEW THE LISTENING



Anne Sullivan and Helen Keller

**A. PREVIEW** In what ways do you predict that a child who lost her sight and hearing at such a young age would try to communicate? Write your ideas and then share them with the class.

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**B. VOCABULARY** Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

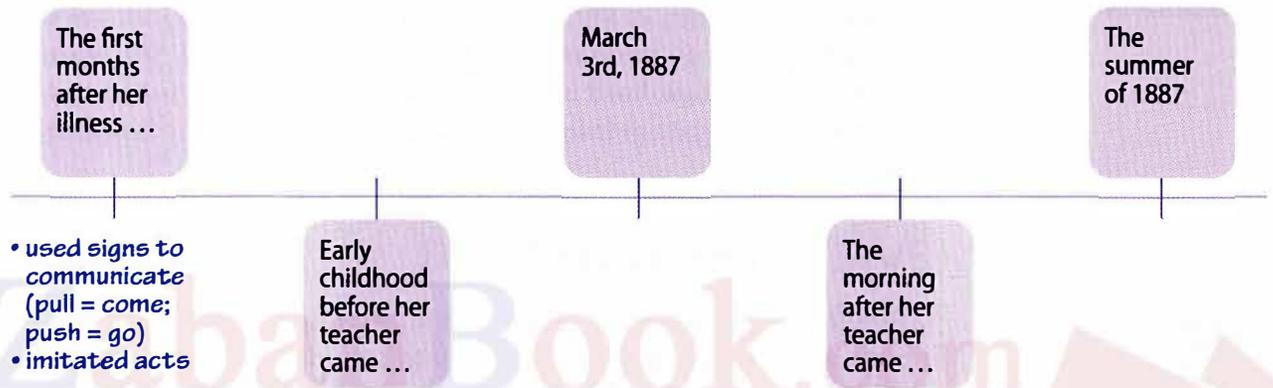
adequate ( <i>adj.</i> ) 🔑	invariably ( <i>adv.</i> )
fragment ( <i>n.</i> )	outburst ( <i>n.</i> )
gesticulate ( <i>v.</i> )	persist ( <i>v.</i> )
imitate ( <i>v.</i> )	reveal ( <i>v.</i> ) 🔑
incident ( <i>n.</i> ) 🔑	sentiment ( <i>n.</i> )
intense ( <i>adj.</i> ) 🔑	tangible ( <i>adj.</i> )

🔑 Oxford 3000™ words

**C.** Go online to listen and practice your pronunciation.

## WORK WITH THE LISTENING

- 🔊 **A. LISTEN AND TAKE NOTES** Listen to Helen Keller's story. As you listen, add main events from the story to the timeline. Then compare your timeline with a partner.



### Critical Thinking Tip

In Activity B you are asked to number the descriptions in chronological order. **Identifying** the logical order of events is an important critical thinking skill.

- B. Read these descriptions of Helen Keller's emotions during periods of her childhood. Use your notes to number the described events in chronological order from 1 (the earliest) to 7 (the last). Check your answers with a partner.**

- \_\_\_ Helen could make finger signs to spell many words but became impatient because she didn't understand how the actions connected with the words.
- \_\_\_ Helen used her hands, touched every object, and felt protected by her mother who understood her crude signs to communicate.
- \_\_\_ Helen's desire to communicate grew so strong that she was often angry and had passionate outbursts.
- \_\_\_ Helen began to grow confident as she explored with her hands and learned the names and uses for objects.
- \_\_\_ Helen was able to figure out what was going on around her and could imitate actions, but she felt different from others.
- \_\_\_ Helen touched people's lips and imitated their movements, but became frustrated when it did not produce any result.
- \_\_\_ Helen felt free and hopeful once the mystery of language was revealed to her, and she was eager to learn.

## CHECK AND REFLECT

**A. CHECK** Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak fluently about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner, group, and class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used adverb clauses to express my ideas.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit to express my ideas.
<input type="checkbox"/>	<input type="checkbox"/>	I stressed the correct syllables and words in sentences.
<input type="checkbox"/>	<input type="checkbox"/>	I agreed and disagreed with opinions appropriately and politely.

**iQ ONLINE**

**B. REFLECT** Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—Where should the world's energy come from? Is your answer different now than when you started this unit? If yes, how is it different? Why?



## TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

### Nouns

bill   
 center   
 commission  **AWL**  
 convert **AWL**  
 current   
 emission  
 fracking  
 generation  **AWL**

power   
 priority  **AWL**  
 state   
 stretch 

### Verbs

harness  
 retrofit  
 tap 

### Adjectives

catastrophic  
 conflicted **AWL**  
 efficient   
 free   
 intermittent  
 present 

### Adverb

potentially  **AWL**

 Oxford 3000™ words  
**AWL** Academic Word List

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Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

<b>NOTE TAKING</b>	<input type="checkbox"/>	I can organize notes to prepare for a debate (p. 203)
<b>LISTENING</b>	<input type="checkbox"/>	I can listen for cause and effect. (p. 209)
<b>VOCABULARY</b>	<input type="checkbox"/>	I can recognize some Greek and Latin word roots. (p. 217)
<b>GRAMMAR</b>	<input type="checkbox"/>	I can use adverb clauses. (pp. 219–220)
<b>PRONUNCIATION</b>	<input type="checkbox"/>	I can say a sentence with a natural rhythm. (p. 221)
<b>SPEAKING</b>	<input type="checkbox"/>	I can debate opinions. (p. 223)
<b>UNIT OBJECTIVE</b> 	<input type="checkbox"/>	I can gather information and ideas to participate in a class debate on the future of energy.

# HOW TO USE iQ ONLINE

iQ ONLINE extends your learning beyond the classroom. This online content is specifically designed for you! *iQ Online* gives you flexible access to essential content.

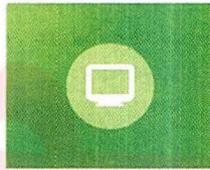
Activities include

- Additional **practice** and support
- **Videos**—watch anytime, anywhere
- **Online tests** assigned by your teacher.

Progress reports show what skills you have learned and where you still need more practice.

**Q**: Skills for Success  
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Home Edit Profile Log out Help



Activities



Progress



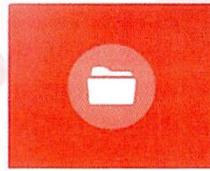
Email



Discussion Board



Media Center



Resources

Email your teacher and your classmates.

Use the Class Discussion Board to discuss the Unit Question and more.

The *iQ Online* icon **iQ ONLINE** can direct you to resources linked to a Student Book activity.

The audio icon  directs you to the Media Center to listen to the audio.

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SEE THE INSIDE FRONT COVER FOR HOW TO REGISTER FOR *iQ ONLINE* FOR THE FIRST TIME.

# VOCABULARY LIST AND CEFR CORRELATION

🔑 The keywords of the **Oxford 3000™** have been carefully selected by a group of language experts and experienced teachers as the words which should receive priority in vocabulary study because of their importance and usefulness.

**AWL** The **Academic Word List** is the most principled and widely accepted list of academic words. Averil Coxhead gathered information from academic materials across the academic disciplines to create this word list.

The **Common European Framework of Reference for Languages (CEFR)** provides a basic description of what language learners have to do to use language effectively. The system contains 6 reference levels: **A1, A2, B1, B2, C1, C2**. CEFR leveling provided by the Word Family Framework, created by Richard West and published by the British Council. <http://www.learnenglish.org.uk/wff/>

## UNIT 1

adequate (adj.) 🔑 AWL, B1  
external (adj.) AWL, B1  
function (n.) 🔑 AWL, A1  
incident (n.) 🔑 AWL, A2  
insight (n.) AWL, B1  
intense (adj.) 🔑 AWL, B1  
invariably (adv.) AWL, B2  
overall (adj.) 🔑 AWL, A2  
perception (n.) AWL, B1  
persist (v.) AWL, B2  
recovery (n.) 🔑 AWL, B1  
reveal (v.) 🔑 AWL, A1  
structure (n.) 🔑 AWL, C2

## UNIT 2

atmosphere (n.) 🔑, B1  
coordinator (n.) AWL, C1  
diverse (adj.) AWL, B2  
exhibit (n.) 🔑 AWL, B2  
impact (n.) 🔑 AWL, B1  
interactive (adj.) AWL, C1  
prompt (v.) 🔑, B2  
range (n.) 🔑 AWL, B1  
resource (n.) 🔑 AWL, A1  
restore (v.) 🔑 AWL, C2  
site (n.) 🔑 AWL, A1  
validate (v.) AWL, C2

## UNIT 3

accurate (adj.) 🔑 AWL, B1  
adapt (v.) 🔑 AWL, B1  
capability (n.) AWL, B1  
enhance (v.) AWL, B1  
infinite (adj.) AWL, B1  
manipulate (v.) AWL, B2  
mature (v.) AWL, C2  
objective (n.) 🔑 AWL, B1  
obvious (adj.) 🔑 AWL, A2  
operation (n.) 🔑, B2  
revolution (n.) 🔑 AWL, B2  
survival (n.) AWL, B1  
utilize (v.) AWL, B2  
virtually (adv.) 🔑 AWL, A2

## UNIT 4

activist (n.) 🔑, C1  
afford (v.) 🔑, A2  
commodity (n.) AWL, B2  
exploit (v.) AWL, B2  
guarantee (v.) 🔑 AWL, B1  
massive (adj.) 🔑, A2  
roughly (adv.) 🔑, B1  
transform (v.) 🔑 AWL, B1

## UNIT 5

adjacent (adj.) AWL, B2  
clarify (v.) AWL, C1  
crucial (adj.) 🔑 AWL, B1  
domain (n.) AWL, B2  
engage in (phr. v.) 🔑, C2  
framework (n.) AWL, C2  
gender (n.) AWL, B2  
modify (v.) AWL, B2  
profile (n.) 🔑, B1  
propose (v.) 🔑, B1  
remarkable (adj.) 🔑, B1

## UNIT 6

compound (n.) AWL, B2  
consistently (adv.) AWL, B2  
container (n.) 🔑, B2  
convert (v.) 🔑 AWL, B1  
convince (v.) 🔑 AWL, B1  
deny (v.) 🔑 AWL, B2  
grant (n.) 🔑 AWL, B1  
implement (v.) AWL, B1  
incentive (n.) AWL, C1  
infrastructure (n.) AWL, C1  
periodically (adv.) AWL, C2  
protocol (n.) AWL, C1  
reluctant (adj.) AWL, B2  
submit (v.) AWL, B2  
substantial (adj.) 🔑, A2

## UNIT 7

cope (v.) 🔑, B1  
critical (adj.) 🔑, B2  
evolved (adj.) AWL, B1  
marginal (adj.) AWL, C2  
roots (n.) 🔑, B2  
settle (v.) 🔑, B2  
stability (n.) AWL, B2  
subsidy (n.) AWL, B2  
sustain (v.) AWL, B1

## UNIT 8

bill (n.) 🔑, B1  
center (n.) 🔑, A1  
commission (n.) 🔑 AWL, A2  
conflicted (adj.) AWL, C1  
convert (n.) AWL, C2  
current (n.) 🔑, B1  
efficient (adj.) 🔑, B1  
free (adj.) 🔑, A2  
generation (n.) 🔑 AWL, C1  
potentially (adv.) 🔑 AWL, B1  
power (n.) 🔑, A2  
present (adj.) 🔑, A1  
priority (n.) 🔑 AWL, A2  
state (n.) 🔑, B1  
stretch (n.) 🔑, B2  
tap (v.) 🔑, B1

# Q: Skills for Success

SECOND EDITION

Think critically. Succeed academically.

**Q: Skills for Success, Second Edition is a six-level series with two strands, *Reading and Writing* and *Listening and Speaking*.**

## Academic Readiness

New note-taking skills, an extended writing syllabus, and authentic video in every unit equip students for academic success.

## Measurable Progress

Clearly stated unit objectives motivate students to achieve their language learning goals, while online tools enable teachers to track class progress.

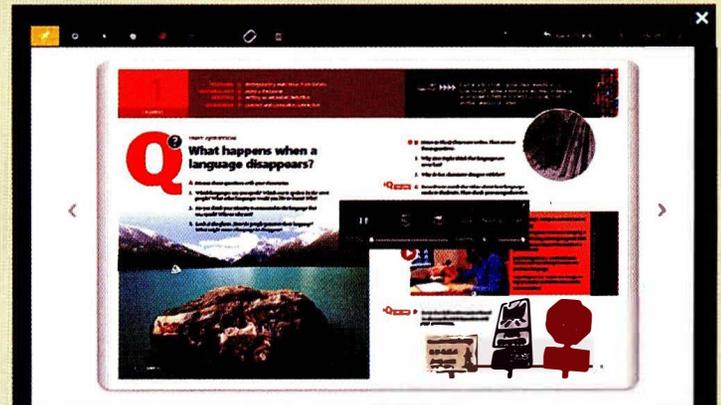
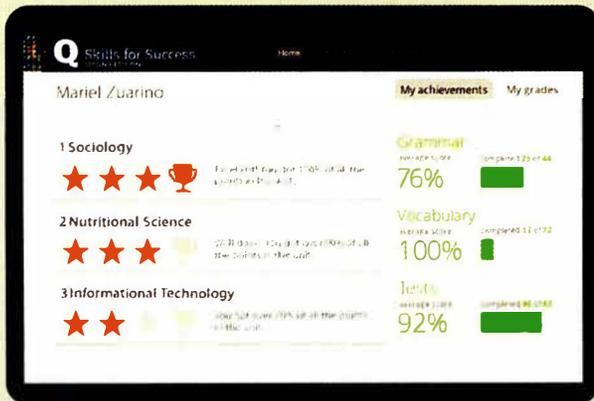
## Blended Learning

### For Students

iQ Online course content has been researched, developed and tested to fit the needs of English language learners.

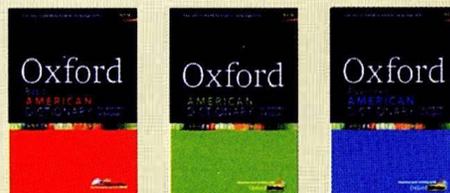
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