

Appendices

UNIT 1

The Importance of Social Relationships

Exploring a Sample Speech

pp. 26-27

A

Good evening, everyone! My name is Dr. David Park, and I'm excited to talk to you today about the importance of social connections in schools.

First of all, people may be confused about what social connections actually are. They aren't just the number of friends you have or how often you interact with others. They're about the quality of your relationships and the sense of belonging that you have. Social connections create feelings of trust and acceptance in your community. They're about being appreciated for who you are and feeling like you belong.

B & C

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Now, why are these so important for students? Well, studies have shown that social connections affect learning. Executive function, which includes the skills that help you get things done, can be limited by the stress and cognitive load caused by a lack of social connections. This means that if you feel isolated, you may have trouble with organization, planning, and time management. You may also struggle with working memory and attention, which are essential for learning new information. You end up spending more of your cognitive energy focusing on the source of your stress than on what you are learning. This results in your being less able to listen, follow directions, and focus on

complex learning.

Furthermore, social connections can have an effect on your ability to creatively solve problems. This is because social connections are fundamental to human happiness, and when you are happy, your critical thinking skills are greatly enhanced. When you are unhappy, these skills suffer. That means that if you feel lonely or rejected, you may struggle to adapt to new information or find creative solutions to problems.

However, social connections aren't just important for academic success. They're also critical for mental and physical health. If you have weak social connections, you are more likely to experience depression and anxiety. This is because loneliness or rejection can lead to mental illness. A lack of social connections can also lead to substance abuse, as some individuals use alcohol or drugs to cope with the stress of being lonely. Social isolation and loneliness can lead to a variety of health issues, and a lack of social connections is actually a significant risk factor for death, even more than other risk factors like obesity, smoking, and heart disease.

You may be asking yourselves, "What can be done to promote social connections in schools?" First of all, you need to create a culture of inclusivity and belonging. Well, if possible, you need to encourage yourselves and your classmates to reach out to others and to be open to new friendships. Of course, teachers and staff can also play a role by fostering a sense of community. Moreover, you can use technology to your advantage. Social media and other online platforms can be powerful tools for connecting students. Of course, you need to be mindful of the potential downsides of social media as well, such as cyberbullying and the spread of misinformation. However, if used responsibly, social media can help to break down barriers and create new connections.

In summary, social connections are essential for academic success, mental and physical health, and overall well-being. As a society, we need to prioritize the promotion of social connections, particularly in schools. Let's create an environment where all of us feel valued, supported, and connected. Thank you all for listening.

Wrap Up

p. 39

A.

1. Good afternoon! My name is Dr. Jonathan Harris, and I have taught psychology to students at the university for the past 20 years. Today, I am excited to address a topic that affects each and every one of us: the lack of relationships among modern people.

In our fast-paced world, it's becoming increasingly evident that genuine connections between individuals are diminishing. As a researcher and observer of human interactions, I have dedicated my work to understanding this phenomenon and exploring potential solutions.

2. Hello, high school students! I'm Dr. Elizabeth Morgan, a communication expert passionate about uncovering the secrets of human connection. Today, I am thrilled to share insights on a topic that strongly connects with all of us: the secret of making true friends.

In our fast-paced, interconnected world, we often desire authentic connections that enrich our lives. As a communication researcher, my mission is to understand the complexities of friendship and guide others in fostering meaningful bonds.

UNIT 2

Tell Me a Story

Prepare to Listen

p.47

One hot day, a woman is riding a train with three young children who are her two nieces and nephew. A man is also in the train car. The children are noisy. The woman tries to control them, but they are running and spinning around like a tornado. The children are especially fond of asking "Why" questions. The aunt does not have good answers to these questions. The man in the train car is annoyed by the children and gives them an angry look.

Exploring a Sample Speech

pp. 49-51

B & C

Hello, everyone! Let me share an interesting short story with you all that I'm sure you'll enjoy, just as much as I did. Here it goes!

One hot day, a woman is riding a train with three young children who are her two nieces and nephew. A man is also in the train car. The children are noisy. The woman tries to control them, but they are running and spinning around like a tornado. The children are especially fond of asking "Why" questions. The aunt does not have good answers to these questions. The man in the train car is annoyed by the children and gives them an angry look.

The younger of the two girls begins to loudly recite the same line of a poem over and over about a million times, annoying the man further. The aunt calls the children over to tell them a story, and they sit down reluctantly because they don't think she is a good storyteller.

The aunt begins to tell a story about "a little girl who was good." The little girl makes a lot of friends, and some people save her from a wild bull because she is good. The children interrupt the story to ask more questions such as, "Would they have saved her if she hadn't been good?", which the aunt is again unable to answer well. The children call the story stupid.

Suddenly, the man speaks, saying to the aunt, "You don't seem to be a very good storyteller." The aunt tells him that it is hard to tell a story for children, and he sets out to prove her wrong by telling a story of his own.

In the man's story, there is a little girl named Bertha. He describes how good she was, saying, "She ate food that was good for her, got good grades in school, and showed good manners to everyone." When the older girl asks if Bertha was pretty, the man replies that she was not very pretty, but she was "horribly good," which the children think is a fascinating and enjoyable phrase. The man goes on to say that Bertha had been given three medals for being good and she wore them proudly.

One day, the prince of the country heard about how

good Bertha was and decided to let her walk in his park, which was normally reserved for adults. The bachelor explains that there were a variety of colored pigs in the park. Bertha also finds that there were no flowers in the park, which made her sad because she had promised not to pick any flowers and now was not even tempted. The man describes the rest of the park, which was full of colored fish, parrots, and “hummingbirds that could hum popular music.” Bertha entertained herself by walking around the park and listening to her medals clink together.

Suddenly, a wolf entered the park. He came to the park to find a pig to eat. However, because Bertha’s white dress was as clean and fresh as newly fallen snow, the wolf noticed her first. Bertha hid in a bush that made it hard for the wolf to smell her. However, she started to shake from fear, causing her medals to make noise. The wolf, who had started to leave, heard the medals and came back for Bertha. He spotted Bertha. He caught Bertha. He ate Bertha. Chomp!

The man finishes the story by noting, “The only things left were her shoes, pieces of clothing, and the three medals for goodness.” The children praise the man’s story, saying it is the most beautiful story they have ever heard. Their aunt, however, scolds the man for telling a story that is inappropriate for children. The man replies that the story kept them quiet, directly comparing his abilities to the aunt’s. The bachelor gathers his things and leaves the train. As he leaves, he thinks to himself with amusement that the children will keep hassling her in the future with demands for an inappropriate story!

This is the end of the story. In my opinion, the writer seems to value imagination more than goodness. You might, however, disagree with his priorities. Thank you for listening.

Wrap Up

p. 63

A.

A: Hey, have you ever thought about what makes a good story?

B: Hmm... Well, I believe a strong opening is crucial.

You need to grab the listener’s attention right from the start.

A: That’s a good point. The first few sentences can make or break a story. You need to set the stage for what’s to come.

B: Right. And using vivid language is another key aspect. Descriptive words and phrases help to bring the story to life.

A: That’s true. When you paint a vivid picture in the listener’s mind, it creates a stronger connection. It makes the story more memorable as well.

B: It’s also important to keep the listener engaged throughout the story. By employing suspense, humor, or other techniques, you can keep the listener interested.

A: Oh, and a satisfying conclusion is crucial. The ending should wrap up all loose ends and leave the listener feeling satisfied.

B: Yes, I love a well-crafted ending! It leaves me with a sense of closure and fulfillment.

A: So, it seems that we agree on a lot of points. A good story should start with a strong opening, use vivid language, keep the listener engaged, and end with a satisfying conclusion.

B: Precisely.

UNIT 3

A World Without Discrimination

Exploring a Sample Speech

pp. 72-73

A

Hello, my name is Derald Wing Sue, and I’m an Asian American professor who has been studying racial microaggressions for many years. Today, I’m going to talk about the racial microaggressions around us. Before we cut to the chase, I want to ask you this question. If you want to understand racism, do you ask White individuals or people of color? In fact, when a clash of racial realities occurs, it is highly likely that it is mainstream groups that possess the tools such

as education, mass media, peers, social groups, and institutions to define and impose realities on other groups. Researchers have found that: first, unconscious racial biases exist among dominant-group individuals; second, these biases often appear in the form of unintentional discrimination; and third, disempowered groups have a more accurate assessment of reality than do dominant groups, especially relating to whether discriminatory behavior is bias-motivated. Therefore, it is important to listen to the perspectives of people of color and the oppressed to gain a fuller understanding of racism and oppression.

— B & C

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Now I ask you again. If you want to understand racism, do you ask White individuals or people of color? In general, if you want to understand oppression, do you ask the oppressor or the oppressed? The answers seem obvious to us, and are evident, too, in this African proverb: *The true tale of the lion hunt will never be told as long as the hunter tells the story.* It means that the lion, who is the victim, never gets to tell its side of the

story—so the real truth can never be known, only the hunter's version of the truth. Furthermore, to talk about the clash of racial realities in detail, let me give you one example.

Fresh out of my doctoral program, I met a Nigerian scholar who was amused by my commitment to seeking knowledge through experimentation and experience. He shared with me a tale often told to children in his country about a female elementary school teacher who posed a math problem to her class: "Suppose there are four blackbirds sitting on a tree branch. You take a slingshot and shoot one of them. How many are left?" A White student answered quickly, "That's easy, Teacher ... four take away one is three." An equally eager Nigerian immigrant boy stated with equal certainty that the answer was zero. The teacher chuckled at the Nigerian youth, indicated the answer was wrong, and suggested he study more math. From that day on, the young boy seemed to withdraw from class activities and seldom spoke to his classmates or teacher.

If the teacher had pursued the reasons behind the Nigerian student's answer, she might have heard the following: "If you shoot one bird, the others will fly away." Herein lies a major worldview difference between that of the teacher and the African youth. From a Western science perspective, the math problem represents a hypothetical situation that requires a literal, task-based answer. From the perspective of the Nigerian student, however, his answer is based on lived experience, a known relationship with birds, and an understanding of how the real—that is, not hypothetical—world operates.

Seen from the perspective of the hunter and the lion, both answers may be considered correct, but, unfortunately, it is the hunter's tale that determines "truth" and can result in cultural oppression, imposing one reality over another, with devastating consequences. As for the Nigerian boy, he is left feeling dismissed, inadequate, and isolated from the curriculum and teacher. His school performance is likely to suffer. This is the invisible world of experiential microaggressions, unseen by the hunter.

Wrap Up

p. 85

B.

Microaggressions are subtle forms of discrimination or prejudice that can be communicated through seemingly harmless comments or actions. Moreover, microaggressions can be unintentional, which can make them difficult to recognize and address. Nevertheless, their impact can be significant and can lead to feelings of exclusion and frustration for those who experience them. Therefore, it's important to be aware of the ways in which microaggressions can manifest and to actively work to avoid perpetuating them. Furthermore, it's crucial to listen to and validate the experiences of those who have been affected by microaggressions. In conclusion, addressing microaggressions requires a commitment to continuous education, awareness, and empathy.

UNIT 4

Shaping a Sustainable World

Exploring a Sample Speech

pp. 94-95

A

We are all here today because the climate countdown has begun, and we are nowhere near where we need to be. Science tells us we must limit global heating to 1.5 degrees Celsius above pre-industrial levels. We are on track for three degrees at least.

Billions of people around the world are already suffering from our failure to act, a consequence of our outdated addiction to fossil fuels. Climate disruption is causing unprecedented wildfires, more intense and frequent cyclones, floods, droughts, and other weather extremes.

B & C

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Billions of people around the world are already suffering from our failure to act, a consequence of our outdated addiction to fossil fuels. Climate disruption is causing unprecedented wildfires, more intense and frequent cyclones, floods, droughts, and other weather extremes. Toxic air pollution, a major concern in our cities, is choking our urban centers and posing severe health risks. Biodiversity, encompassing the rich ecosystems found on land and sea, is under growing pressure due to human activities.

No country is immune to the climate crisis. But in every country, it is the poorest and most vulnerable who are hardest hit, despite having done the least to cause the problem. Over the past 25 years, the richest 10 percent of the global population has been responsible for more than half of all carbon emissions, and the poorest 50 percent were responsible for just seven percent of emissions. Injustice and inequality of this scale is a cancer. If we don't act now, this century may be one of humanity's last.

That is why I'm urging governments to take six climate-positive actions to recover better together: invest in green jobs; do not rescue polluting industries, especially coal; end fossil fuel subsidies, and put a price on carbon; take climate risks into account in all financial and policy decisions; work together in solidarity; and most important, leave no one behind.

This is the course of action that thousands of companies, cities, states, regions, universities, and investors are already choosing by committing to net-zero emissions by 2050 at the latest. They are moving to protect people and our planet. Momentum is building.

We must make sure that each country, each city, company, bank, and international organization has a transition plan to reach net-zero emissions. We also need to see much greater efforts to build resilience in vulnerable countries, which do the least to cause climate change but bear the worst impacts. In the big coastal deltas, the islands of the Pacific and the Caribbean, and dry lands such as the African Sahel region, we must help people adapt to climate impacts.

To those who have already joined the race, I applaud you, but I also ask you to do more and much faster.

You have raised your ambition and your commitment. We need you now to also raise your voices and push governments to do better, especially those who emit the most. To those yet to join, my message is simple: We can only win the race to zero together. So I urge you all to get on board.

The countdown has begun.

Wrap Up

p. 107

A.

Welcome to this audio presentation, where we'll explore Republic of Korea's energy landscape. Join us as we investigate the sources that power the nation's electricity, heating, cooking, and transportation fuels, and uncover the trends shaping its energy future.

Let's begin by examining the foundation of Korea's energy mix: fossil fuels. These conventional sources—coal, oil, and fossil gas—combine to constitute a significant 77% of the country's energy makeup. Coal contributes 24%, oil takes the lead with 35%, and fossil gas accounts for 18%.

Beyond fossil fuels, Korea is actively diversifying its energy portfolio. Nuclear power emerges as a notable contender, contributing 14% to the overall mix. This shift towards nuclear signifies a strategic move towards cleaner energy sources, aiming to reduce carbon emissions and promote sustainability.

Additionally, renewables, including wind and solar, are playing an increasingly vital role, making up 9% of the energy mix.

Thank you for joining us in this exploration of Korea's energy mix.

UNIT 5

I'm Not Your Inspiration

Exploring a Sample Speech

pp. 116-117

A

I grew up in a very small rural town in Victoria. I had a very normal, low-key kind of upbringing. I went to school, I hung out with my friends, and I fought with my younger sisters. It was all very normal. When I was 15, a member of my local community approached my parents and wanted to nominate me for a community achievement award, and my parents said, "Hmm... That's really nice, but there's kind of one glaring problem with that. She hasn't actually achieved anything." (*Laughter*) And they were right, you know. I wasn't doing anything that was out of the ordinary at all. I wasn't doing anything that could be considered an achievement if you took disability out of the equation.

B & C

I grew up in a very small rural town in Victoria. I had a very normal, low-key kind of upbringing. I went to school, I hung out with my friends, and I fought with my younger sisters. It was all very normal. When I was 15, a member of my local community approached my parents and wanted to nominate me for a community achievement award, and my parents said, "Hmm... That's really nice, but there's kind of one glaring problem with that. She hasn't actually achieved anything." (*Laughter*) And they were right, you know. I wasn't doing anything that was out of the ordinary at all. I wasn't doing anything that could be considered an achievement if you took disability out of the equation.

Years later, I was on my second teaching round in a Melbourne high school, and I was about 20 minutes into a year 11 legal studies class when this boy put up his hand and said, "Hey, Miss, when are you going to start doing your speech?" And I said, "What speech?" You know, I'd been talking to them about a certain law for a good 20 minutes. And he said, "You know, like, your motivational speaking. You know, when people in wheelchairs come to school, they usually say, like,

inspirational stuff?” (*Laughter*)

And that’s when it dawned on me: This kid had only ever experienced disabled people as objects of inspiration. And it’s not his fault. I mean, for lots of us, disabled people are not our teachers or our doctors or our manicurists. We are there to inspire. And in fact, I am sitting on this stage looking like I do in this wheelchair, and you are probably kind of expecting me to inspire you. Right? (*Laughter*)

You may have seen posts or images featuring disabled people and slogans like “The only disability in life is a bad attitude.” Or “Your excuse is invalid.” And these images objectify one group of people for the benefit of another group of people. So, in this case, we’re objectifying disabled people for the benefit of nondisabled people. The purpose of these images is to inspire and motivate you so that you can look at them and think, “Well, however bad my life is, it could be worse. I could be that person.”

But what if you are that person? I’ve lost count of the number of times that I’ve been approached by strangers wanting to tell me that they think I’m brave or inspirational. They were just kind of congratulating me for managing to get up in the morning and remember my own name. (*Laughter*) It is objectifying. Those images objectify disabled people for the benefit of nondisabled people.

And life as a disabled person is actually somewhat difficult. We do overcome some things. But the things that we’re overcoming are not the things that you think they are. They are not things to do with our bodies. I use the term “disabled people” quite deliberately, because I subscribe to what’s called the social model of disability, which tells us that we are more disabled by the society that we live in than by our bodies and our diagnoses.

I really want to live in a world where disability is not the exception but the norm. I want to live in a world where we value genuine achievement for disabled people, and I want to live in a world where a kid in year 11 in a Melbourne high school is not one bit surprised that his new teacher is a wheelchair user. Disability doesn’t make you exceptional, but questioning what you

think you know about it does.

Thank you.

Wrap Up

p. 129

A.

Ladies and gentlemen, today we’re addressing a pressing matter: providing subsidies for assistive devices to those with disabilities. These devices, serving as lifelines, not only bridge gaps but also empower independence, enabling people to lead fuller lives. However, the significant costs associated with these devices can often create a barrier to access. Subsidies, in this context, represent more than just financial relief; they hold the key to unlocking opportunities, facilitating active participation, education, and employment. In an inclusive world, these subsidies are a moral necessity, investing in equity and opportunity. Let’s work together to advocate for them, shaping a future where everyone can thrive.

Thank you.

Getting Ready

Guidelines for Presentation

1 p. 8

A. [Check 1]

2. Interests
3. Formality
4. Diversity

2 pp. 9~10

B. [Check 2]

1. b 2. d 3. a 4. c

C. [Check 3]

Body / Conclusion / Introduction

3 p. 11

[Check 4]

Eye Contact: Maintain regular eye contact with different audience sections.

Facial Expressions: Use appropriate facial expressions matching the content.

Gestures: Include natural hand gestures for emphasis.

Posture: Stand tall with a straight back and relaxed shoulders.

Delivery: Speak clearly and at a steady pace.

Overcoming Stage Fright

[Check 5] p. 12

1. d 2. a 3. b 4. c

Guidelines for Debate

1 [Check 6] p. 13

controversial / persuade

2 [Check 7] p. 13

Chairperson: guides and assists in arranging the debate

Timekeeper: manages speaking time and keeps the debate on track

Affirmative Team: presents arguments supporting the statement

Negative Team: opposes the statement and presents counterarguments

Judge: evaluates arguments and decides which team wins

3 [Check 8] p. 14

1. Constructive Speeches
2. Negative Team
3. Affirmative Team
4. Rebuttal
5. Cross-Examination

4 [Check 9] p. 16

N's cross-examination: c

A's response: a

N's constructive speech: d

A's cross-examination: b

A's rebuttal speech: e

5

A. Prepare Speeches

■ **Affirmative Constructive Speeches**

[Check 10] p. 17

[3]-[2]-[5]-[4]

■ **Negative Constructive Speeches**

[Check 11] p. 18

[4]-[3]-[2]

[Check 12] p. 19

[1]-[3]-[2]

B. Join the Debate p. 19

[Check 13]

constructive / cross-examination / rebuttal

UNIT 1

The Importance of Social Relationships

Exploring the Topic and Language

A Background

p. 22

3 sample

I have a close group of friends that I'm really connected with. Quality matters more to me than quantity. These friends share my interests, and we've been through a lot together, supporting and having fun with each other. I'm satisfied with these relationships, though there's always room to improve in communication and resolving conflicts.

B Vocabulary Preview

p. 23

1. manipulate
2. decline
3. fundamental
4. depression

C Functions

1. sample

- ① Today I'm going to talk about the strength of positive relationships.
- ② The topic of my talk today is the strength of positive relationships.
- ③ I'm excited to talk to you today about the strength of positive relationships.

2. sample

- ① Thank you all for listening to my lecture on the strength of positive relationships.
- ② I'd like to thank you for your interest in this topic.
- ③ Thank you for your time and attention.

D Read and Think

p. 25

2 sample

1. Working memory is a cognitive system that allows us to hold and manipulate information in our minds for a short period of time.

2. Here are some everyday examples of how working memory is used: remembering someone's email address, asking for directions and keeping them in mind until you reach your destination, and learning the name of someone new and keeping it in mind throughout the conversation.

3. Working memory is important for students because it allows them to process and retain the information they are being taught while simultaneously solving problems, taking notes, and following their teacher's instructions. Students with good working memory are better able to learn new information and complete tasks.

3 sample

I think there are many different memory exercises that can help improve working memory. For example, you can try remembering a list of words, solving math problems in your head, following instructions, or playing memory games. Additionally, getting enough sleep, eating a healthy diet, and exercising regularly can also help improve working memory.

E Prepare to Listen

p. 25

e.g. / i.e.

Exploring a Sample Speech

A

p. 26

1. F
2. F
3. T
4. T
5. T
6. T

B

2 - 4 - 3 - 5

C

p. 27

Greeting and Presenting Today's Topic

- today's lecturer = Dr. David Park
- topic: the importance of social connections in schools

What is SC?

- about quality of relationships + sense of belonging

- create feelings of trust + acceptance in community
- about being appreciated + feeling like you belong

Why is SC important for students?

- affects learning
= executive function, working memory & attention, ability to creatively solve problems
- critical for mental + physical health
weak SC = depression, anxiety, substance abuse

What can be done to promote SC in schools?

- create culture of inclusivity + belonging
- reach out to others + be open to new friendships
- teachers + staff → foster sense of community
- use technology to your advantage: social media

Importance of SC

- SC = essential for academic success, mental + physical health, overall well-being
- need to prioritize SC in schools
- create an environment where all feel valued, supported, connected

— D

p. 28

1. A lack of social connections can limit executive function.
2. Happiness greatly enhances our critical thinking skills, while unhappiness significantly diminishes them.
3. When using social media for social connections, we should be mindful of potential disadvantages such as bullying and the spread of misinformation. It is important to use social media responsibly to break down barriers and create genuine connections.

— E

Step 1 sample

1. The topic of today's lecture is the importance of social connections in schools.
2. Social connections create feelings of trust and acceptance in your community. It's about being

appreciated for who you are and feeling like you belong.

3. Social connections are important for students because they can impact their learning, mental and physical health, and overall well-being.
4. There are a number of ways to promote social connections in schools, such as creating a culture of inclusivity and belonging, encouraging students to reach out to others, and using technology to connect students.

Step 2 sample

Dr. David Park talks about how having friends at school is really important. Having friends means having good relationships, trusting each other, and feeling like you belong. Nobody can live all by themselves—we all need help from others. Having friends and people who care about you is really important for feeling good about yourself. Having friends also helps you learn better, think clearly, and stay mentally strong. When your connections with others are weak, it can be hard to stay organized, pay attention, and find creative solutions to problems. Making friends is important for doing well in school, staying healthy in your mind and body, and even for staying alive. To make more friends, it's good to be kind to everyone and reach out to others. Also, doing things together in class and using social media safely can help you connect with others. At school, it's really nice when everyone gets along and supports one another.

Presenting Yourself

— C Sample presentation

p. 30

be sharing insights / refer to /
matter as much / are not the same as /
wrap things up

Present Your Ideas

p. 31

Prepare

A sample

- ① Build trust and respect.
Trust and respect are the foundation of any relationship. When you trust and respect each other, you are more likely to be open and honest with each other, and you are more likely to be supportive and forgiving of each other's mistakes.
- ② Be kind and compassionate.
Kindness and compassion are essential for any healthy relationship. When you are kind and compassionate to each other, you create a safe and supportive space where you can be yourselves and feel loved and accepted.
- ③ Share interests and activities.
Sharing common interests and activities can help you to bond with each other and create a stronger connection. It can also be a lot of fun!

B sample

- **Title**
How to Improve Your Social Relationships
- **Introduction**
Hi, everyone. I'm excited to be here today to talk to you about how to improve your social relationships. Social connections are incredibly important in our lives. They provide us with happiness, support, and a sense of belonging. People with strong social relationships are more likely to be happy, healthy, and live longer. Today I will be introducing four ways to improve your social relationships. So please listen up!
- **Body**
There are numerous ways to enhance your social relationships. I'll be discussing four of them today.
First of all, build trust and respect by being honest and reliable. You should also listen to the other person's point of view. Second, be kind and compassionate. You can do this by being understanding and forgiving. Next, share interests and activities by finding things that you both enjoy

doing together. Finally, communicate effectively by being clear and concise. By following these tips, you can create strong and healthy relationships.

▪ Conclusion

Improving your social relationships takes time and effort, but it is worth it. When you have strong social relationships, you are happier, healthier, and more resilient. So if you are looking to improve your social life, start by following these tips.

From Presentation to Debate

Opinion Examples

p. 32

1.
[For] Social media enhances social connectedness by providing various ways to communicate and connect with others.
[Against] Social media does not enhance social connectedness but rather creates a false sense of it.
2.
[For]
 - Social media provides various ways to communicate and connect with others, including staying in touch with distant friends and family, as well as building new relationships.
 - Studies show that regular use of social media is associated with higher levels of social connectedness and support.
 - Social media facilitates the formation of online communities based on shared interests and values.
 - Social media can be a powerful tool for social activism and community organizing.
[Against]
 - Social media connections lack the richness and intimacy of face-to-face interactions.
 - Spending too much time on social media can lead to social isolation and loneliness.
 - Social media use is associated with increased levels of anxiety, depression, and stress.
 - Social media mechanisms can contribute to the breakdown of community and social unity.

Wrap Up

p. 39

A.

1. **Name:** Dr. Jonathan Harris
Job/Work: researcher and observer of human interactions; psychology professor
Topic: the lack of relationships among modern people

2. **Name:** Dr. Elizabeth Morgan
Job/Work: a communication expert
Topic: the secret of making true friends

B.

- Clara:** I'm not sure I agree with that because
Jason: Let me explain why I believe /
The evidence consistently shows that
Clara: I have a different perspective

E. **sample**

- (1) I'm not sure I agree with that because online friendships can't replace talking face-to-face.
- (2) I have a different perspective because having various friend groups can help students learn from each other.
- (3) My perspective is grounded in the idea that open communication leads to stronger friendships.
- (4) Here is why I'm confident in my stance that older students mentoring younger ones help unite the school.

UNIT 2

Tell Me a Story

Exploring the Topic and Language

— A Background

p. 44

2 **sample**

1. The Little Prince and a fox are gazing at the starry sky.

2. The Ugly Duckling is being treated unfairly by its family because it looks different from them.
3. The fox is turning away from the grapes on the vine and telling itself that they are sour.
4. One of Cinderella's shoes has fallen off while she is walking down some stairs.

— B Vocabulary Preview

p. 45

1. tornado
2. clink
3. notice
4. inappropriate
5. priorities

— C Functions

p. 45

sample

- Once upon a time, there was a big, friendly bear that lived in a forest.
- At that very moment, the phone rang, and Jane rushed to answer it.
- From that day on, Emily and Lily were best friends.

— D Read and Think

p. 47

2 **sample**

1. An analogy is a comparison between complex ideas and something familiar. It helps listeners understand these ideas better by relating them to something they already know.
2. Exaggeration makes a story more engaging for listeners by adding humor and excitement, making it more interesting.
3. Repeating a phrase or sentence can reinforce a message and help listeners remember it better.

Exploring a Sample Speech

— A

p. 48

1. (2) smaller (3) boy / Cyril (4) aunt (5) bachelor

Answer Key

2. sample

The atmosphere inside the railway carriage is hot due to the afternoon heat. It seems to be impacting the occupants, making them uncomfortable.

B

p. 49



C

p. 50

- 1 like a tornado
- 2 Why
- 3 a million times
- 4 reluctantly
- 5 hadn't been good
- 6 stupid
- 7 prove her wrong
- 8 horribly good
- 9 three medals
- 10 how good Bertha was
- 11 made her sad
- 12 was not even tempted
- 13 her medals clink
- 14 newly fallen snow
- 15 her medals to make noise
- 16 Chomp
- 17 have ever heard
- 18 inappropriate
- 19 an inappropriate story

D

p. 52

1. b 2. a 3. d 4. c

E

Step 1 sample

1. The characters introduced at the beginning of the story are a woman, her two nieces, and her

nephew. They are on a noisy train ride. And a man is also in the train car.

2. The aunt tells the children a story to calm them down as they are being disruptive and noisy. The children are reluctant to listen to her story.
3. The unknown man on the train is annoyed by the children's behavior and criticizes the aunt's storytelling skills.
4. The man's story is about a very good girl named Bertha who gets eaten by a wolf. The children find it fascinating.
5. The aunt scolds the man for an inappropriate story, while he defends it, suggesting it kept the children quiet, indirectly challenging the aunt's storytelling abilities.

Step 2 sample

On a noisy train ride, a woman with her nieces and nephew tries to calm them by telling a story, but the children don't find her storytelling engaging. A man on the train criticizes her skills and tells a story about a remarkably good girl, Bertha, who gets eaten by a wolf. The children find the man's story fascinating, while the aunt scolds him for it, leading to a debate about storytelling abilities.

Presenting Yourself

C Sample presentation

p. 54

was supposed to / tried our best / set them off / taken aback / put aside

Present Your Ideas

p. 55

B sample

Title

My Unforgettable Day at a K-Pop Concert

■ Introduction

Imagine standing in a stadium with thousands of other fans, all buzzing with excitement. That was me last summer at the Aurora concert in Seoul. On August 15, I was finally at the Olympic Stadium, ready to see my idols live.

■ Body

The atmosphere was electric. Fans waved light sticks and wore Aurora merchandise. When the music started and the lights dimmed, the crowd erupted. Seeing Aurora on stage was surreal. They performed hit after hit with incredible energy. The stadium lit up with light sticks, creating a sea of twinkling lights—a magical moment that made us all feel connected.

As the concert ended with their final song, I felt pure joy and contentment. My friends and I couldn't stop talking about it as we left, still thrilled from the show. We took pictures, bought souvenirs, and cherished every moment.

■ Conclusion

This concert was more than just a performance; it was an experience that united us with fellow fans and inspired me to pursue my passions with the same dedication Aurora shows. Whether you're into K-Pop or any other genre, I hope you get to experience something as incredible. Thank you for listening to my story.

From Presentation to Debate

Opinion Examples

p. 56

1.

[For] Literature is a powerful tool for conveying important moral lessons that can help shape the values and attitudes of readers.

[Against] While literature can certainly offer valuable insights into the human condition, insisting that all literature must have a moral lesson can be limiting and even problematic.

2.

[For]

- Stories with a moral lesson inspire readers to reflect

on their behavior and strive for a better world.

- *To Kill a Mockingbird* by Harper Lee is given as an example of a book that teaches the importance of empathy and standing up for what is right.
- Literature helps develop critical thinking skills by exploring ethical dilemmas and complex social issues.
- By presenting ethical challenges, literature encourages readers to consider different perspectives and how they would respond in similar situations.

[Against]

- The concept of a “moral lesson” in literature is subjective and open to interpretation, with different readers having varied views on what constitutes a valuable moral lesson.
- Some works of literature may be created purely for entertainment or artistic expression, without any instructive purpose.
- Enforcing a moral lesson in literary works can halt creativity and discourage authors from exploring diverse themes and topics.
- Readers may resist being told what to think or believe, and may reject imposed moral lessons.

Wrap Up

p. 63

A. 1. strong opening / attention

2. vivid language / to life

3. engaged / humor

4. satisfying conclusion / satisfied

B. 1. D

2. C

3. B

4. A

E. 1. evidence

2. aspects

3. stating

4. concern

5. position

UNIT 3

A World Without Discrimination

Exploring the Topic and Language

— A

p. 68

2 to understand the meaning of your answer

	If you checked 'YES'	If you checked 'NO'
1	You should think about how your words can hurt others and aim to be more respectful.	You act positively and encourage respect and inclusion.
2	Using words that belittle people creates a hostile environment. Avoid dehumanizing language.	You use respectful language and avoid harmful words.
3	Think critically about what you share online and its effect on marginalized groups.	You are careful online and avoid spreading harmful content.
4	Even silent negative thoughts can show bias. Reflect and learn about diversity and inclusion.	You don't have negative beliefs about any group.
5	Participating in hate speech shows support for discrimination. Speak up for respectful dialog.	You support respectful conversations and avoid discrimination.
6	Treating people unfairly based on their identity promotes inequality. Treat everyone fairly.	You treat everyone fairly, regardless of their identity.
7	Remaining silent against hate speech or discrimination allows it to persist. Speak out against injustice and support those targeted.	You speak out against injustice and support those targeted.
8	Seeking different views and questioning your biases shows a commitment to inclusivity.	You look for different perspectives and challenge your biases.
9	Learning how hate speech harms others helps you grow and fight discrimination.	You haven't learned about hate's impact but can start now.
10	You ensure that everyone feels valued and welcomed.	You should focus more on encouraging respect and tolerance for everyone.

B Vocabulary Preview

p. 69

1. discriminatory
2. indignity
3. perpetrator
4. dominant
5. oppressed

C Functions sample

p. 69

- It is important to treat others with kindness and respect, regardless of their background or beliefs.
- It goes without saying that combating hate speech requires collective effort.

D Read and Think

p. 71

2 sample

1. Racial microaggressions are assumptions about a person's intelligence or work ethic based on their race or ethnicity.
2. • Microaggressions result in harmful psychological consequences and create inequalities.
• Microaggressions make target groups feel unwelcome, isolated, and unsafe.

3 sample

1. • **Dismissing Diversity:** Making statements like "I don't see color; we're all the same" can dismiss a student's racial or ethnic identity and experiences.
• **Assumption of Incompetence:** Questioning a student's abilities based on their race, gender, or other identity, like assuming a female student isn't capable of excelling in a science or engineering field.
• **Cultural Insensitivity:** Making jokes or comments that belittle a particular culture or ethnicity, such as mocking someone's accent or traditional clothing.
2. Microaggressions in schools are problematic because they create an environment that is unwelcoming and hostile for marginalized students. These subtle and often unintentional acts of discrimination can lead to negative emotional

and psychological effects on the targets, such as increased stress, anxiety, and feelings of isolation. Moreover, microaggressions can hinder students' ability to fully engage in their learning, leading to decreased academic performance and hindered personal development.

— E Prepare to Listen

1. therefore / consequently
2. For example / For instance

Exploring a Sample Speech

p. 72

— A

- unconscious racial biases exist among dominant groups
- unconscious racial biases appear unintentionally
- disempowered groups assess reality more accurately

— B

1. T
2. F
3. F
4. T
5. F

— C

p. 73

understanding racism

- listening to the perspectives of White individuals + people of color

mainstream grps.

- leading to unconscious racial biases + unintentional discrimination

disempowered grps.

- more accurate assessment of reality
- particularly regarding bias-motivated discriminatory behavior

understanding of racism + oppression

- important to listen to the perspectives of people of color + the oppressed

African proverb:

- importance of listening to the oppressed > oppressor

math problem

- teacher = literal answer based on hypothetical thinking
- NS = based on lived experience + a real-world understanding

result in cultural oppression

- NS = dismissed, inadequate, isolated

— D sample

p. 74

1. It implies that the perspective of the oppressed is often overlooked by the dominant group's viewpoint.
2. It's because his response was based on his lived experience and understanding of the real world, rather than just a literal understanding of the hypothetical math problem.
3. The difference lies in their approaches to interpreting the math problem and their understanding of the situation presented.

— E

Step 1 sample

1. He said it's important because you can gain a fuller understanding of racism and oppression.
2. It highlights the impact of cultural differences on education and the importance of considering diverse perspectives.
3. It reveals how imposing one reality over another can lead to cultural oppression and microaggressions.
4. They are important in order to avoid unintentional microaggressions and to promote a more inclusive and respectful society.

Step 2 sample

I'd like to talk to you about Derald Wing Sue's lecture on racial microaggression in the classroom. He emphasizes the importance of listening to people of color and the oppressed to gain a fuller understanding of racism and oppression. This is crucial as mainstream groups often possess the tools to define and impose realities on other groups, and unconscious racial biases exist among those in dominant positions. He talks about a math problem posed by a teacher to her class, which highlights the impact of cultural differences on education and the importance of considering diverse perspectives. A Nigerian student's answer to the question illustrates the difference between a Western scientific perspective and an experiential worldview, and shows how imposing one reality over another can lead to cultural oppression and microaggressions.

In my opinion, it is important to recognize and understand cultural differences in order to avoid unintentional microaggressions and to promote a more inclusive and respectful society.

Presenting Yourself

C Sample presentation

p. 76

Firstly / Next / In addition to this /
Lastly / In conclusion

Present Your Ideas

p. 77

A

1. T 2. T 3. F

B sample

▪ Title

Creating Gender-Inclusive Environments

▪ Introduction

Hello everyone. Today, let's discuss the importance of creating gender-inclusive environments. Whether in schools, workplaces, or community groups, ensuring everyone feels respected and valued, regardless of their gender, is essential.

▪ Body

Firstly, gender inclusivity means recognizing and respecting all gender identities, ensuring everyone feels welcome and included. This goes beyond politeness; it's about equal opportunities and respect for all.

One of the simplest yet most impactful ways to promote gender inclusivity is through our language. Using gender-neutral terms, like "team" or "everyone" instead of "ladies and gentlemen," makes communication more inclusive. For example, starting an email with "Hello everyone" is far more welcoming than "Dear Sirs." These small changes can significantly enhance how included people feel.

Another key aspect is challenging gender stereotypes. Avoid assuming what roles or behaviors are appropriate for a particular gender. Encourage all students to explore interests in fields like STEM (science, technology, engineering, and mathematics) regardless of gender. Promoting diverse leadership in community groups and workplaces also helps foster a more inclusive culture.

▪ Conclusion

In summary, using mindful language, creating inclusive spaces, and challenging stereotypes are crucial for building gender-inclusive environments. These changes benefit everyone by fostering respect and inclusivity. Let's all contribute to a more inclusive world. Thank you.

From Presentation to Debate

Opinion Examples

p. 78

1.

[**For**] Hate speech laws are designed to protect individuals and groups from verbal attacks that are intended to incite hatred, discrimination, or violence.

[**Against**] While hate speech laws can be well-intentioned, they can also have unintended consequences that may exceed their benefits.

2.

[For]

- Hate speech laws can help prevent the spread of hate and prejudice in society.
- Hate speech laws can provide victims of hate speech with legal solution and a means of seeking justice.
- Hate speech laws can signal a commitment to equality and human rights, which can help to foster a more inclusive and accepting society.

[Against]

- Hate speech laws can restrict freedom of expression and violate individuals' rights to free speech.
- Defining hate speech can be a subjective and difficult task, and laws may be applied unequally or randomly.
- Hate speech laws can also create a "chilling effect" on speech, where individuals may self-censor out of fear of legal consequences.

Wrap Up

p. 85

A.

1. turn
2. consider
3. addition
4. mentioned
5. conclude

B.

Nevertheless / Therefore / Furthermore / In conclusion

C. **sample**

The chairperson, a leader committed to eliminating discrimination, addressed world leaders on fostering unity and cooperation among nations to promote equality for the collective improvement of humanity; their[his or her] passionate speech emphasized the importance of collaboration, urging collective action to ensure a brighter, fairer future for all of humanity.

E.

1. (a)
2. (b)
3. (a)
4. (a)

UNIT 4

Shaping a Sustainable World

Exploring the Topic and Language

A Background

p. 90

1

1. Be Water Wise
2. Save Energy
3. Eat for the Planet
4. Reduce Waste
5. Travel Green

B Vocabulary Preview

p. 91

1. emission
2. transformation
3. immune
4. vulnerable
5. resilience

C Functions

rise / increase / disastrous / upheaval

D Read and Think

p. 93

2

1. (e)
2. (c)
3. (d)
4. (a)
5. (b)

Exploring a Sample Speech

A

p. 94

1. 1.5 degrees Celsius
2. fossil fuels

B

1. T
2. T
3. T
4. F
5. F

C

p. 95

Climate countdown has begun

- must limit global heating to 1.5°C

Consequences of Climate Disruption

- unprecedented wildfires, cyclones, & other weather extremes
- toxic air pollution & biodiversity under growing pressure

Answer Key

Injustice of the Climate Crisis

- poorest & most vulnerable: hardest hit
- richest 10%: responsible for over half of carbon emissions
- poorest 50%: responsible for just 7% of emissions

6 Actions for Governments

1. invest in green jobs
2. do not rescue polluting industries
3. end fossil fuel subsidies & put a price on carbon
4. take climate risks into account in decisions

Momentum of Climate Action

- numerous entities: committing to net-zero emissions by 2050
- make sure to have a transition plan to reach net zero
- greater efforts to build resilience in vulnerable countries

Urging Action

- to those who have joined the race: do more & faster / raise voices & push governments to do better

— D p. 96

1. Science tells us that we must limit global heating to 1.5 degrees Celsius above pre-industrial levels.
2. Over the past 25 years, the richest 10 percent of the global population has been responsible for more than 50 percent of all carbon emissions, while the poorest 50 percent were responsible for just 7 percent of emissions.

— E

Step 1 sample

1. The main issue is the urgent need for global action to combat climate change and limit global heating to 1.5 degrees Celsius above pre-industrial levels.
2. Some of the negative consequences of climate disruption include unprecedented wildfires, more intense and frequent cyclones, floods, toxic air pollution in major cities, and pressures on biodiversity. The most affected by these

consequences are often the poorest and most vulnerable communities, despite having contributed the least to the problem.

3. The speaker urges governments to take six climate-positive actions so that we can recover better together.
4. The speaker praises those already committed to climate action, urging them to do more and raise their voices to push governments, especially high-emission ones, to do better. He also calls on those who have not joined climate action efforts to participate, emphasizing that achieving zero emissions requires collective action and collaboration from everyone.

Step 2 sample

In this urgent speech, the main focus is on the critical need for global action to combat climate change and limit global heating to 1.5 degrees Celsius above pre-industrial levels. The speaker emphasizes the unequal impact of climate disruption on vulnerable communities and calls for collective efforts to create a more sustainable and equitable future. Individuals are urged to take action by reducing their carbon footprints, supporting renewable energy, and advocating for climate-friendly policies. Together, we can make a powerful impact in the fight against climate change and build a brighter future for our planet.

Presenting Yourself

Nuts & Bolts of Presenting

— B sample

p. 97

- The graph presents the water usage for producing different foods in Australia.
- The information in the graph shows that plant foods like rice and tomatoes use much less water than meat and dairy.

Present Your Ideas

B sample

Title

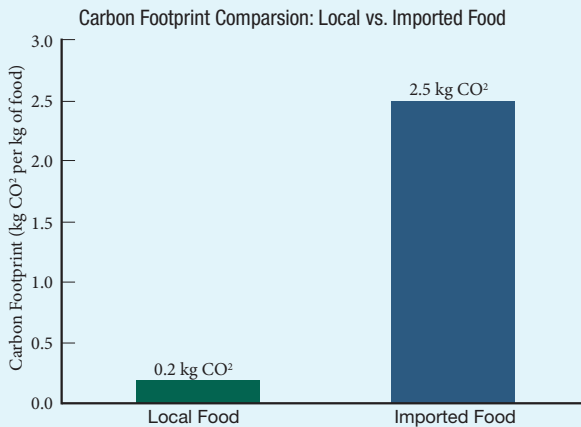
Simple Steps to Reduce Your Carbon Footprint

Introduction

Hello, everyone! Today, let's talk about how we can reduce our carbon footprint by making simple changes in our daily lives. I'll focus on two effective actions: buying local and seasonal food, and using public transportation. These small steps can make a big difference to our environment.

Body

Buying local and seasonal food supports farmers and reduces the environmental impact of long-distance transport. Local produce is fresher and has a smaller carbon footprint. Here's a chart comparing the carbon footprint of local vs. imported food: local food emits only 0.2 kg CO² per kg, while imported food emits 2.5 kg CO² per kg. Choosing local produce cuts transportation emissions significantly.



Using public transportation is another effective way to lower your carbon footprint. Buses, trains, and subways are more energy-efficient and produce fewer emissions than personal cars. The table below shows the emissions per passenger mile for different modes of transport.

Mode of Transport	CO ² Emissions (kg per passenger mile)	CO ² Emissions Category
Bus	0.4	Less
Train	0.2	Less
Subway	0.15	Less
Personal Car	0.9	More

Conclusion

In summary, choosing local and seasonal food and opting for public transportation are simple yet impactful ways to reduce our carbon footprint. These changes not only benefit the environment but are also easy to incorporate into our daily lives. Let's take these steps together to protect our planet. Thank you for listening!

Opinion Examples

1.

[For] Reducing meat consumption is an important strategy for combating climate change, as the livestock industry is a major contributor to greenhouse gas emissions.

[Against] While reducing meat consumption to mitigate climate change is often suggested, valid counterarguments should also be considered.

2.

[For]

- Plant-based proteins require fewer resources to produce compared to animal-based proteins.
- Sustainable agriculture practices are compatible with plant-based diets.
- Animal agriculture puts a huge strain on water resources, compromising water security.

[Against]

- Meat is a nutrient-rich food, providing essential proteins, iron, zinc, selenium, and other nutrients.
- Vegetarians may need to consume twice as much iron from plant-based foods as meat eaters do.

Wrap Up

A.

Coal 24% Fossil Gas 18% Renewables 9%

Answer Key

B.

biased / citations / perspective / up-to-date / ethical

C. **sample**

Cultural differences between the approaches to sustainable living in Canada and Kenya significantly affect the two countries' climate policies. Canadian culture, shaped by its history as a nation mainly composed of immigrants, stresses cooperation with local communities, investing in projects led by local communities, and improving access to funds for environmental matters. In contrast, Kenya has maintained a strong connection to its ancient cultural traditions, assuring the preservation of practices that have endured for centuries. Kenyan culture places a strong emphasis on community and family bonds. Kenya's focus is on climate resilience and sustainable development, accomplished through efforts such as planting more trees and adopting clean energy, with the aim of becoming a newly industrialized country by 2030.

D. **sample**

The infographic demonstrates the urgent problem of plastic pollution. It shows that 8 to 10 million metric tons of plastic are thrown into the ocean each year and that 80% of marine pollution is plastic. There is a concern that by 2050, plastic may weigh more than all the animals in the sea combined. In the last ten years, we have made more plastic than ever before, but most of it still exists. Plastic takes 500 to 1000 years to break down into harmful microplastics, which means that 50 to 75 trillion pieces of plastic are in our oceans. Only 10% of plastic is recycled today. Additionally, plastic poses a threat to our health, leading to various disorders. This crisis needs to be solved as soon as possible to reduce plastic consumption and encourage proper recycling.

E.

1. R 2. W 3. R 4. R 5. W

UNIT 5

I'm Not Your Inspiration

Exploring the Topic and Language

— A Think about the Topic p. 112

(a) — 3 (b) — 4 (c) — 1 (d) — 2

— B Vocabulary Preview p. 113

1. ordinary 2. inspiration 3. objectify
4. disabilities 5. norm

— C Functions **sample**

Creating a society without barriers is not just the right thing to do, but it's essential for equality and inclusion. Imagine a future where we empower those with disabilities, fostering independence and dignity by removing obstacles.

— D Read and Think p. 115

2

	Cultural Model	Social Model
Disability is a result of social and environmental barriers.		✓
Disability is viewed as a part of human diversity.	✓	
The focus should be on removing barriers to full participation in society.		✓

3 **sample**

The social model of disability has had a significant impact on disability rights and advocacy, supporting the idea that people with disabilities should have equal access and opportunities.

— E Prepare to Listen **sample**

I assume this talk is going to be about society's tendency to view people with disabilities as

“inspirational” simply for living their lives with a disability.

Exploring a Sample Speech

— A

p. 116

1. T 2. F 3. F 4. T 5. F

— B

[3] - [2] - [5] - [4]

— C

p. 117

▪ Key points

[Introduction]

- had normal & low-key upbringing
- nominated for a community award at the age of 15
- ordinary if her disability is taken out of the equation

[Body]

- a boy asked her to give a motivational speech
- recognized people see DP as objects of inspiration
- certain images objectify DP for the benefit of non-DP
- subscribe to the social model of disability
- DP: more disabled by society than by physical condition

[Conclusion]

- wants to live in a world where:
 - disability is not the exception but the norm
 - genuine achievements of DP are valued
 - what makes you exceptional:
- not disability but questioning your ideas about it

— D

p. 118

1. She grew up in a very small rural town in Victoria, and her childhood was very normal.
2. According to the speaker, society often views disabled people as objects of inspiration, expecting them to inspire others.
3. She agrees with the social model of disability, which states that people are disabled by society, not by their bodies or diagnoses.

— E

Step 1 sample

1. A member of her community wanted to nominate her for a community achievement award.
2. She realized that many people see disabled individuals only as sources of inspiration.
3. The speaker believes that the images intended to inspire non-disabled people often objectify disabled individuals for the benefit of others.
4. The speaker believes that society disables people more than their physical conditions or diagnoses do.
5. The speaker envisions a world where disability is not the exception but the norm and where genuine achievements by disabled individuals are valued.

Step 2 sample

Growing up in a small country town, her life was ordinary until the community wanted to nominate her for an achievement award when she was 15. Her parents rightly pointed out that she hadn't achieved anything extraordinary. Later, when she was a teacher, a student expected her to give a motivational speech. This situation highlighted how disabled individuals are often seen as mere sources of inspiration. She disputes the idea that disabled people are primarily meant to be inspirational. Overcoming societal barriers is the key. Disabled people are capable contributors, not objects of inspiration. She envisions a world where disability is the norm and genuine achievements by disabled people are valued. Disabled individuals deserve equal recognition and opportunities. Society must stop objectifying them and embrace their true potential. In her view, disability doesn't make you exceptional, but questioning misunderstandings does.

Presenting Yourself

Nuts & Bolts of Presenting

p. 120

C sample Presentation

Picture the difficulties / take the first step towards /
join us in making a difference /
We should speak out for /
Together, we can create a world / let's take action to

Present Your Ideas

p. 121

A sample

What the infographics show:

- According to the infographic, 75% of the disabled people surveyed said they feel anxious about visiting a new place and 76% said they have chosen not to visit a place due to a lack of accessibility information. In addition, almost everyone, 98%, said they are more likely to visit a place if accessibility information is available.
- The social model of disability points out several barriers in society affecting disabled individuals: physical and environmental, institutional and organizational, attitudinal, and information and communication barriers. Essentially, the infographic emphasizes that societal barriers are the root issue.

B sample

▪ Title

Creating a Barrier-Free Society for Individuals with Disabilities

▪ Introduction

Building a society without barriers for individuals with disabilities is not just a dream; it's the foundation of a truly inclusive world. I am going to show why this effort is important and to explore ways to make it happen.

▪ Body

Challenges Faced by People with Disabilities:

Individuals with disabilities often face many

challenges, from physical barriers to societal attitudes that limit their opportunities. These challenges make it harder for them to get an education, find a job, and participate in society.

Empathy and Understanding:

It's crucial to develop empathy and understanding to build an inclusive society. Raising awareness through campaigns, sharing personal stories, and creating a culture of empathy can create an environment where everyone feels valued and respected.

Prompting Support and Call to Action:

We must move beyond awareness and into action. It's about advocating for policies that promote accessibility, encouraging businesses to adopt inclusive practices, and empowering individuals through education and support systems.

▪ Conclusion

In short, a barrier-free society requires recognizing challenges, nurturing empathy, and taking active measures. Let's work together to break down barriers, advocate for change, and create a world where every individual, regardless of ability, can thrive equally. Thank you for joining this journey towards a more inclusive society.

From Presentation to Debate

Opinion Examples

p. 122

1.

[For] Government funding for disability support is a fundamental right protected by law.

[Against] Increasing funds for disability support requires the careful consideration of alternative approaches and the proper allocation of public resources.

2.

[For]

- Proper budget allocation creates job opportunities, self-sufficiency, and reduces societal burden.

- Adequate funding ensures access to critical services and facilities.
- Investing in disability support programs benefits both individuals and society, fostering a diverse, productive workforce.
- Enabling active community participation reduces the burden on social assistance and promotes independence.
- Allocating a higher budget empowers disabled individuals to lead fulfilling lives and makes society more inclusive and supportive.

[Against]

- The existing budget may already be substantial, and additional funding could lead to waste of social resources.
- Responsibility for disability support should not solely rely on government funding but should also involve private organizations and individuals.
- Further funding may have negative consequences such as higher taxes or reduced support for other essential programs.
- Personal accountability and self-reliance should be considered alongside necessary support services.
- Striking a balance between meeting the needs of disabled individuals and considering the overall well-being of society is crucial.
- Exploring public-private partnerships and community involvement can provide more diverse and customized solutions while addressing pressing societal issues.

Wrap Up

pp. 129-130

A.

d.

B. sample

I think the man appeals to emotions. I feel this way because he tells a touching story focusing on talent and determination over limits, making us feel connected and inspired. And the woman is appealing to reason. It's because she argues against quotas, supporting hiring based on skills, explaining how it makes sense and works effectively.

D. sample

The infographic shows the necessity of better health care for people with disabilities. According to it, over 1 billion people globally experience disability, which means 1 in 6 people around the world has a disability.

However, they are twice as likely to find health care providers' skills and facilities inadequate, three times as likely to be denied health care, and four times as likely to be treated poorly in the health care system, even though they deserve the same general health care as others.

To provide them with better health care, rehabilitation and assistive devices can be of great help by enabling people with disabilities to be independent. However, the situation is not favorable to them. To be more specific, 970 million people need glasses and low vision aids. In addition, 75 million people need a wheelchair, but only 5 to 15 percent of them have access to one. Additionally, 466 million people suffer from disabling hearing loss, but the production of hearing aids only meets 10 percent of the global need and 3 percent of developing countries' needs.

A better health care system, including provisions for rehabilitation and assistive devices, should be designed to support and improve the health and lives of people with disabilities.

E.

1. sake
2. obligation
3. impact
4. notion
5. community

Focus on Form

[Unit 1]

1. the subject of an *-ing* form

The subject of an *-ing* form can be found in the possessive form of a noun or pronoun.

- This results in ***your*** being less able to listen, follow directions, and focus on complex learning.
- Anita envied ***her younger sister's*** getting more attention than she did.

In an informal style, it is more common to use the object forms (like *me, John*) instead of possessives (*my, John's*) with *-ing* forms.

- Do you mind ***me sitting*** here?
- She was angry at ***Tom lying*** to her.
- John is thinking about ***him going*** on a road trip.

[A] Using the given words, write all the appropriate options that can be put in the blanks.

1. Tom insists on _____ attending the party. (she)
2. There is no possibility of _____ passing the exam. (Joshua)
3. Anita resented _____ receiving more attention than she did. (her brother)

2. leaving words out: subject + *be*

Subject pronouns with forms of *be* can be left out after certain joining words such as *when, while, if, after, and before*.

- However, ***if*** (it is) ***used*** responsibly, social media can help to break down barriers and create new connections.
- ***When*** (you are) ***matching*** colors, you should consider the color scheme, contrast, and overall style.

[B] Write the missing words in the blanks.

1. When _____ at the store, he bought some groceries.
2. While _____ jogging in the park, I noticed a group of birds flying overhead.
3. When _____ followed correctly, the recipe will yield light and delicious cupcakes.

[Unit 2]

1. unreal past situations

To talk about past situations that did not happen, we use the past perfect tense in the *if*-clause, and *would have + past participle* in the other part of the sentence.

- If she **had asked** for my help, I **would have assisted** her.
- If he **had worked** harder, he **would have passed** his exam.
- Would they **have saved** her if she **hadn't been** good?

[A] Fill in the blanks with the right verb forms to describe things that didn't happen in the past.

1. If I _____ (know) the answer, I _____ (raise) my hand and responded.
2. What would you have said if he _____ (offer) you the job?
3. If she had taken the medicine, she _____ (recover) sooner.

2. Which referring to a previous clause

Which can refer not only to a noun, but also to the whole or part of a previous clause.

- She cycled from Denver to Colorado Springs, **which** is pretty good for a woman of 65.
- The children interrupt the story to ask more questions such as, "Would they have saved her if she hadn't been good?", **which** the aunt is again unable to answer well.

[B] Use the words in the box to complete the sentences. You can use the words more than once.

it what which

1. I'm not sure if I understand _____ you're saying, _____ is why I'm asking for clarification.
2. The movie was very long, _____ made _____ a bit boring.
3. The teacher explained the lesson very clearly, _____ helped me to understand _____ better.

[Unit 3]

1. participles after nouns

We often use past participles after nouns, especially when certain phrases provide additional information. This can help us be more concise and provide richer detail.

- The document **written in the 19th century** contains valuable historical information.
- He shared with me a tale often **told to children in his country**.
- This is the invisible world of experiential microaggressions, **unseen by the hunter**.

[A] Underline the describing parts that come after the nouns.

1. She shared her experiences with microaggressions faced in the workplace.
2. The concert attended by thousands of enthusiastic fans from around the world showcased the band's remarkable talent and energy.
3. The movie directed by a famous director and featuring excellent actors received positive reviews and many awards.

2. *that*-clauses after *suggest*

It is common to use *should* with the base form of a verb in *that*-clauses after *suggest* when indicating what people should do. This structure is often used to express recommendations or advice. However, using *should* is not mandatory. You can also use the base form of the verb without *should* to express the same meaning.

- The teacher chuckled at the Nigerian youth, indicated the answer was wrong and **suggested that he (should) study** more math.
- She **suggested that we (should) go** for a walk along the beach.

cf. The research findings suggest that stress **causes** cancer.
(Here 'suggest' means to show that something is likely or true.)

[B] Complete the sentences using the given words.

1. The doctor suggested that Sarah _____ adopting healthier habits. (consider)
2. The committee suggested that the company _____ in new technology to enhance productivity. (invest)
3. The counselor suggested that the student _____ additional help from an instructor for academic support. (seek)

[Unit 4]

1. *where* as a relative word

Where can introduce relative clauses after nouns referring to places. It is used in the same way as *preposition + which*.

- This is the room **where** the children sleep. (= in which)
- Do you know a shop **where** I can find sandals? (= at which)
- Vulnerable countries **where** they do the least to cause climate change suffer the worst impacts. (= in which)

Even when we're not talking about real places, we still use *where* to describe ideas that can be thought of as locations, like points, situations, or cases.

- The project is at a point **where** the end is in sight.
- There are many cases **where** the rule does not apply.

[A] Rewrite the underlined parts of each sentence using the word *where*.

1. The restaurant which we often go to overlooks a beautiful beach.
2. That's the point at which you're wrong.
3. This is the palace in which King George lived and died.

2. emphasis: *It is ... that[who] ...*

We can emphasize particular words and expressions by using the “it is ... that ...” structure. This structure works by putting everything into a relative clause except the words we want to emphasize, which makes them stand out.

- My assistant sent the bill to Mr. Smith yesterday.
- **It was** the bill **that** my assistant sent to Mr. Smith yesterday. (*not something else*)

Who is possible instead of *that* when a personal subject is emphasized.

- The poorest and most vulnerable are hardest hit.
- **It is** the poorest and most vulnerable **who** are hardest hit. (*not someone else*)

[B] Emphasize the underlined parts of each sentence using the “it is ... that[who] ...” structure.

1. The speaker stressed the importance of education.
2. Tom saw Della Jones at the awards party last night.
3. The students are responsible for their own learning.

[Unit 5]

1. the present perfect passive

The present perfect passive is used in English when we want to talk about an action that happened at some point in the past by a doer who is unknown or not important, and the focus is on the result or the situation that exists in the present because of that action.

The present perfect passive tense is formed by using the following structure:

has/have been + past participle (verb)

- The room **has been cleaned**. (*action in the past with a result in the present*)
- My bike **has been stolen** recently. (*unknown or unspecified doer*)
- The document **has been reviewed**. (*emphasis on the action*)

[A] Make sentences using the present perfect passive form with the given words.

1. The documents _____ by the manager yet. (not / sign)
2. The news about the accident _____ to the police. (not / tell)
3. The old building _____, so it looks amazing now. (restore)

2. not A but B [B, not A]

“Not A but B” or “B, not A” is a structure used to emphasize a contrast or difference between two things, actions, or ideas. It’s often used to show that one thing is true or correct, while the other is not. When you use “not A but B”, you are essentially saying, “The correct choice or true situation is B, and not A as you might have assumed.

- I really want to live in a world where disability is **not** the exception **but** the norm. (*emphasizing the second option*)
- She is **not** a teacher **but** a doctor. (*correcting misunderstandings*)
- I wanted to go to the beach, **not** the mountains. (*contrasting two options*)

[B] Complete the sentences using the “not A but B” structure and the given words.

1. Success is _____ just about winning _____ personal growth and development. (about)
2. Effective communication is _____ speaking fluently _____ and understanding others. (listen)
3. He came _____ to complain _____ us. (help)

Answers for the Focus on Form

[Unit 1]

[A]

1. her
2. Joshua [Joshua's]
3. her brother [her brother's]

[B]

1. he was
 2. I was
 3. it is
-

[Unit 2]

[A]

1. had known, would have raised
2. had offered
3. would have recovered

[B]

1. what, which
 2. which, it
 3. which, it
-

[Unit 3]

[A]

1. faced in the workplace
2. attended by thousands of enthusiastic fans from around the world
3. directed by a famous director and featuring excellent actors

[B]

1. (should) consider
 2. (should) invest
 3. (should) seek
-

[Unit 4]

[A]

1. The restaurant where we often go overlooks a beautiful beach.
2. That's the point where you're wrong.
3. This is the palace where King George lived and died.

[B]

1. It was the importance of education that the speaker stressed.
 2. It was at the awards party that Tom saw Della Jones last night.
 3. It is the students who[that] are responsible for their own learning.
-

[Unit 5]

[A]

1. have not been signed
2. has not been told
3. has been restored

[B]

1. not, but about
2. not, but listening
3. not, but to help

Useful Expressions

You can use the following expressions for the presentation and the debate in each unit. The ► mark indicates basic expressions recommended by the Ministry of Education.

- Look at the expressions and check the ones you want to use.

Expressions for Presentation

A. Introduction

Welcoming the audience

- Hello, everyone. I'm very happy to be speaking with you today.
- Good morning/afternoon, ladies and gentlemen.
- First of all, let me thank you all for coming here today.
- I'm happy/delighted that so many of you could make it today.

Saying what your topic is

- Today, I'd like to talk about ...
- We will discuss ...
- I am going to talk about ...
- The purpose of this presentation is ...
- Today's topic is ...
- What I'd like to present to you today is ...
- The subject of my presentation is ...
- As you can see on the screen, our topic today is ...
- In this presentation, I will be discussing ...

Saying how your talk is organized

- There are three things to consider. First, ... Second, ... Third, ...
- There are two kinds of ... The first is ... The second is ...
- I've divided my presentation into three parts: X, Y, and Z.
- In my presentation, I'll focus on ...
- First, I'll be looking at ..., second ..., and third ...
- I'll begin by explaining ... Then, I'll go on to ... Finally, I'll offer some solutions.
- My presentation will take about 10 minutes.
- It should take about 10 minutes to cover this issue.

B. The Main Part

Introducing personal experience

- Let me tell you about one of my experiences ...
- One of my best/worst experiences was when ...
- I remember when ...
- There was this time (when) I was ...

Describing visuals

- First, let me quickly explain the graph.
- Let's now look at the next chart, which shows ...
- To illustrate this, let's have a closer look at ...
- According to this graph, ...
- As you can see here, ...
- The information in the bottom left-hand corner shows you ...
- You can see that different colors have been used to indicate ...

Describing Trends

- The data shows a **sharp** increase in ...
- There has been a **sudden** shift in ...
- There's a need for a **rapid** response to ...
- It had an **enormous** impact on ...
- The data highlights a **severe** decline in ...
- We're witnessing **major** changes in ...
- There's been a **substantial** rise in ...
- There's been a **gradual** increase in the numbers of ...
- The data reflects a **moderate** growth of ...
- There's a **slight** increase in ...
- There's been a significant **fall** in ...
- We're observing a **decline** in ...
- There's been a noticeable **decrease** in ...
- The data exhibits signs of **recovering** from ...
- The **rise** in temperatures is ...
- The figures show a **gain** in...

- The data shows an **encouraging** increase in ...
- These numbers indicate a **promising** rise in ...
- The data reflects a **disastrous** drop of ...
- There's a significant **improvement** in ...
- These numbers indicate an **upheaval** in ...

Referring to research

- The work of Q shows that ...
- Q points out that ...
- In a study of ..., Q found that ...
- Q has drawn attention to the fact that ...
- According to Q, ...
- In an article by Q, ...

Giving examples

- ▶For example, ...
- ▶A good example of this is ...
- ▶To illustrate this point, ...
- ▶This reminds me of ...
- ▶To give you an example, ...

Transitioning

- ▶By the way, ...
- ▶Let's move on to ...
- ▶I'd like to say something else ...
- Let's now turn to ...
- Now, turning to ...
- Next we come to ...
- My next point is ...
- So, first of all, ...
- I'd like to begin by ...
- This leads me to the point (that) ...
- Now, what about ...?
- I'd like to conclude this point by saying ...

Highlighting information

- ▶It is important to/that ...
- ▶I want to stress ...
- ▶My point is ...
- ▶This is important because ...
- ▶I'd like to emphasize that ...
- I'd like to start by drawing your attention to ...

- I'd like you to focus your attention on ...
- Let me point out that ...
- What's really important here is ...
- What I'd like to point out here is ...
- Let's look more closely at ...

C. Conclusion

Indicating the end of your talk

- I'm now approaching the end of my presentation.
- As a final point, I'd like to ...
- And finally, ...
- Well, this brings me to the end of my presentation.
- ▶That's all I want to say about ...
- OK, I think that's everything I wanted to say about ...

Summarizing points

- ▶In short, ...
- ▶In brief, ...
- ▶To sum up, ...
- To conclude, I'd like to ...
- In conclusion, I'd like to ...
- Just to summarize the main points again ...

Thanking the audience

- ▶Thanks for listening.
- ▶Thank you for your attention/time.
- Thank you all for listening.
- Thanks, everyone, for being such a wonderful audience!
- Thank you for your time and attention.
- I really appreciate you all paying attention during this presentation.
- It has been a pleasure to speak to you all today.
- A special thanks to my classmates for ...
- I'd like to thank you for your interest in ...

Expressions for Debating

A. Starting the debate

- ▶Let's get started.
- ▶We will discuss ...
- Today, we're talking about ...
- Today, we're discussing ...

- Today, we are gathered here to discuss ...
- I'd like to begin by addressing the topic of ...

B. Engaging in debate

1. Agreeing

Expressing positive agreement

- ▶(Yes,) I agree.
- ▶Exactly!/Certainly!
- ▶That's right.
- ▶That's a good idea.
- That's a good point.
- I agree with Q's point because ...
- I think Q has the right idea.
- I'd like to add something to that.
- I completely/totally agree.
- I fully support that stance.
- That's exactly what I'm saying.

Expressing partial agreement

- I agree with part of what you said, but ...
- I agree with you to some extent, but ...
- Your point of view is reasonable, but ...
- What you're saying may be right, but ...

2. Disagreeing

Expressing disagreement

- I completely/totally disagree.
- ▶That isn't true.
- ▶That's not right/correct.
- ▶I don't think/believe so.
- ▶I don't agree (with you).
- No, I don't think that's true because ...

Raising objections

- I see your point, but ...
- I take your point, but ...
- I'm afraid I don't agree because ...
- I'm sorry, but I have to disagree because ...
- I'm sorry, but I have a different opinion.
- That certainly is one possibility, but ...
- I'm not so sure about that because ...

- That might be true, but ...
- I understand your point, but...
- A lot of people might agree with that, but ...
- While that's a valid point, it overlooks ...

3. Stating and clarifying positions

Taking a position

- My position is that ...
- I think that ...
- I believe that ...
- Looking at all the options, it is best to ...
- The reality is that ...

Clarifying a position

- ▶That's not (exactly) what I meant to say.
- I think the point I'm trying to make here is ...
- What I'm trying to emphasize is ...
- What I meant was ...
- What I was trying to say was ...
- Well, I think the answer is ...

4. Managing the flow of topics

Changing the topic

- ▶Let's move on to ...
- The next point is ...
- Can we turn to ...?
- Moving forward, let's focus on ...
- Your comment reminds me of ...

Staying on topic

- I think we're getting off topic.
- I'm afraid that was off topic.
- I think your statement is not on point.
- Could we go back to ...?
- Perhaps we should return to the topic at hand.
- Let's not get distracted by ...

5. Opinion

Contributing ideas

- ▶What/How about ...?
- ▶I suggest (that) we ...
- Maybe we could ...

- In my opinion/view, ...
- From my point of view, ...
- As I see it, ...
- The way I see it, ...
- As far as I can tell, ...
- To get a range of ideas, why don't we ...?
- Thinking outside the box could lead us to ...
- To challenge conventions, let's assume ...
- Let's consider the issue from a new angle.

Requesting opinions

- ▶What do you think of/about ...?
- What are your feelings on the issue of ...?
- Could you give me some input on ...?
- I'd like to know Q's opinion about ...
- Let's hear what Q has to say about this.
- You've clearly thought about this topic. What else have you considered?
- What you say is interesting. What else do you see/think?
- Your ideas sound great. Please tell me more.

Expressing beliefs or certainty

- It seems to me ...
- I imagine ...
- As far as I know, ...
- I believe ...
- I'm pretty sure ...
- I'm positive/certain that ...

Stating values

- To me, X is more important than Y.
- To me, that doesn't matter.
- To me, that is really important.
- What we should really focus on is...
- It is easy to miss ...
- In the long run, we should care most about ...
- Over time, what will become apparent is ...

Persuasion

- Please hear me out on this.
- In my view, it is more ...
- You might find it better to ...

- Let me show you why ...
- This is a rational choice because ...
- Consider the logical implications of ...
- Here are some compelling reasons to ...
- Can you imagine the benefits of ...?
- Can you envision a future where ...?
- Picture a community where everyone ...
- It is important that we take action to ...
- Imagine the negative/positive outcomes if ...
- Think about the change we could make if ...

Making additional remarks

- Besides, ...
- In addition, ...
- I have something to add to this.
- There is one more thing to say.
- Just one more thing ...
- I'd like to add ...
- Likewise, it is also crucial to consider ...
- Moreover, it is essential to see ...

Asking or giving time

- ▶Let me see/think.
- ▶Just a moment (while I think).
- ▶May I think about that for a moment?
- ▶Take your time.
- ▶You have five minutes.
- ▶I'll give you five (more) minutes.
- Let's think about it.
- Would you give me more time to think about it?

Pointing out mistakes

- ▶(Sorry.) That's not right.
- ▶(I think) you've made a mistake.
- I don't think you have it quite right.
- It's unreasonable to say ...
- I'm afraid your view is contrary to the popular sentiment.

6. Comprehension and misunderstandings

Expressing understanding

- I can catch the point of what you're saying.
- I see what you mean.

- I see your point.
- I understand what you mean.
- I can make sense of ...

Checking understanding

- ▶ Do you understand?
- ▶ Do you see/know what I mean?
- ▶ Is this/everything clear (now)?
- ▶ Do you follow me?
- ▶ Are you with me?

Expressing difficulty in understanding

- ▶ It (still) isn't clear to me what this means.
- ▶ (Sorry/I'm afraid) I don't know what you mean.
- ▶ I'm sorry, did you say "..."?
- ▶ I'm not sure I understand. Are you saying that ...?
- ▶ Do you mean ...?
- What do you mean?
- What does that mean?
- I'm not following you.
- I don't get it.
- I can't make out what you're saying.
- Could you say that again, please?
- It's beyond my understanding.
- It is difficult to understand.
- It is hard to make out.
- I'm sorry, but I can't hear you.
- Your question/answer is vague.
- I think your statement is ambiguous.
- Could you clarify ...?
- What's the difference between X and Y?

Asking for information to be repeated

- ▶ Excuse me?
- ▶ I'm sorry?
- ▶ What did you say?
- ▶ I beg your pardon?
- ▶ Would you say that again, please?
- ▶ Can/Could you repeat that?
- Say that again, please.
- Can/Could you speak up, please?

Following up on a question

- That's not really what I was asking. My question is about ...
- Perhaps I didn't make my question clear. In fact, what I asked was ...
- I think you've answered a slightly different question. What I would like to know is ...
- I understand that, but what I actually had in mind was ...

Resolving misunderstandings

- ▶ That's not (exactly) what I meant to say.
- That's not what I mean.
- That's (quite) different from what I said.
- I'm sorry. I think you misunderstood what I meant.
- I didn't mean it quite that way.
- Something seems to have gone wrong between us.

Expressing the same idea differently

- In other words, ...
- That is to say, ...
- To put it another way, ...
- The point I'm making is ...
- What I'm suggesting is ...
- What I meant to say ...
- Let me put it another way.

C. Concluding remarks

- After considering all the main points, ...
- Taking everything we've discussed into account, ...
- All these points lead to ...
- In conclusion, the core point is ...
- To finalize the debate, ...

Expressions for Numbers and Figures

* AmE = American English, BrE = British English

1. 소수

- **0.5** zero point five (AmE)
nought point five (BrE)
- **9.02** nine point zero two (AmE)
nine point oh two (BrE)
- **15.25** fifteen point two five

2. 분수

- $\frac{1}{2}$ a half
- $\frac{1}{4}$ a quarter
- $\frac{1}{3}$ a third
- $\frac{2}{5}$ two-fifths
- $\frac{3}{4}$ three-quarters
- $1\frac{1}{2}$ one and a half

3. 퍼센트

- **50%** fifty percent
- **25%** twenty-five percent
- **33%** thirty-three percent
- **40%** forty percent
- **75%** seventy-five percent
- **150%** a hundred and fifty percent

When there is a dash between two percentages, it is pronounced *to*.

- **20-30%** from twenty **to** thirty percent

4. 큰 수

- **630** six hundred thirty (AmE)
six hundred and thirty (BrE)
- **1,000** a thousand (also: one thousand)
- **4,583** four thousand five hundred eighty-three (AmE)
four thousand five hundred and eighty-three (BrE)
- **£2,000,000** two million pounds (£2m)
- **2,450,000** two million four hundred (and) fifty thousand
- **\$5,000,000,000** five billion dollars (\$5bn)

5. 서수

- 1st the first
- 2nd the second
- 3rd the third
- 4th the fourth
- 5th the fifth
- 6th the sixth

6. 날짜

- **11/05/2025** (AmE)
November fifth, two thousand twenty-five
- **05/11/2025** (BrE)
the fifth of November, two thousand and twenty-five

7. 비율

(A)

Instead of saying:

Only 25% of customers preferred the new line.

we can say:

- Only one **in** four customers preferred the new line.
- Only one **out of** four customers preferred the new line.

(B)

- Round numbers for everyday figures:

Say "about eight" instead of "7.95" for easy understanding.

- Be precise for key figures:

Especially for new research findings, use exact numbers like "7.95% increase" to show importance and accuracy.

Body Language and Culture

Eye Contact

Eye contact customs vary from culture to culture. In some East Asian cultures, such as Korea and Japan, it's customary for people to lower their eyes when speaking with figures in positions of control, like parents, bosses, or government officials. However, in many Western cultures, making eye contact is an essential part of effective communication.



Good eye contact fosters effective communication by:

1. Conveying sincerity and honesty: Looking away often suggests insincerity or discomfort. Direct eye contact signals genuine engagement and openness.
2. Demonstrating confidence: Keeping your eyes on someone shows you believe in yourself and what you're saying.
3. Enhancing listener engagement and respect: When you look someone in the eye, they feel important and respected, so they're more likely to listen to you.
4. Checking how people react: Watching people's heads nod, their hands move, and their mouths smile tells you if they understand what you're saying and if they're interested.

Note that effective eye contact does not mean staring at a person. It means shifting your focus to and from a person's eyes.

Facial Expressions

Facial expressions can convey different meanings in different cultures. For example, in the United States, a smile often indicates confidence and kindness, while in Russia or Finland, excessive smiling might come across as insincere or overly friendly. In cultures like Korea and Japan, people often manage their facial expressions to be polite and keep their feelings under control. In contrast, raised eyebrows generally signal surprise in many cultures, but they can also express disagreement in Bulgaria or serve as a greeting in parts of Nigeria. These differences emphasize the importance of cultural context in interpreting nonverbal communication.



Gestures

You can emphasize important points in your speech by using gestures—finger, hand, and arm movements. Gestures are used to illustrate a wide range of concepts. The gestures below are examples of how symbolic gestures can be effectively used in presentations.

1. asking a question



So what are some solutions to this problem?

2. indicating one of two points of view



On the other hand, ...

3. considering two different points at the same time



So it's important to consider both of these factors before making a decision.

4. combining different points or information



Now, I want to bring all these ideas together.

5. showing that something is a personal view



In my opinion, ...

6. listing important factors



I think there are three main issues here.

Keep in mind that gestures can carry different meanings across cultures. For instance, the “OK” gesture, made by forming a circle with the thumb and forefinger in the US, is considered impolite in Brazil when the palm faces outward. The thumbs-up gesture is generally seen as a positive sign of approval or agreement in many cultures. However, in some Middle Eastern countries, such as Iran, it is considered offensive.

Key Word List

The marked words (♦) are among the fundamental 3000 words recommended by the Ministry of Education for advanced high school students. Words without the mark are not part of this list.

• Check yourself on the important words you learned in each unit.

Getting Ready

<input type="checkbox"/> academic♦	9
<input type="checkbox"/> accuracy	9
<input type="checkbox"/> additional	12
<input type="checkbox"/> adequate♦	18
<input type="checkbox"/> advocate♦	17
<input type="checkbox"/> affirmative	13
<input type="checkbox"/> anticipation♦	12
<input type="checkbox"/> brainstorm	9
<input type="checkbox"/> burden♦	18
<input type="checkbox"/> captivate	8
<input type="checkbox"/> citation♦	17
<input type="checkbox"/> collaborate♦	19
<input type="checkbox"/> concise	10
<input type="checkbox"/> conclusion♦	10
<input type="checkbox"/> confidence♦	11
<input type="checkbox"/> consequence	17
<input type="checkbox"/> constructive♦	14
<input type="checkbox"/> continually	12
<input type="checkbox"/> controversial♦	13
<input type="checkbox"/> convey♦	11
<input type="checkbox"/> corresponding♦	8
<input type="checkbox"/> counterargument	13
<input type="checkbox"/> counter♦	14
<input type="checkbox"/> credible♦	9
<input type="checkbox"/> defend♦	15
<input type="checkbox"/> delivery	11
<input type="checkbox"/> democracy♦	16
<input type="checkbox"/> designate♦	15
<input type="checkbox"/> different♦	8

<input type="checkbox"/> difficulty	18
<input type="checkbox"/> disposal	17
<input type="checkbox"/> diversify♦	9
<input type="checkbox"/> diversity♦	8
<input type="checkbox"/> domain♦	9
<input type="checkbox"/> efficient♦	9
<input type="checkbox"/> embrace♦	12
<input type="checkbox"/> emphasis♦	11
<input type="checkbox"/> enhance♦	16
<input type="checkbox"/> environmental♦	17
<input type="checkbox"/> evaluate♦	13
<input type="checkbox"/> exaggerate♦	11
<input type="checkbox"/> format♦	15
<input type="checkbox"/> fuel♦	18
<input type="checkbox"/> geographic♦	17
<input type="checkbox"/> guideline♦	8
<input type="checkbox"/> implement♦	16
<input type="checkbox"/> important♦	17
<input type="checkbox"/> initial♦	9
<input type="checkbox"/> interpretation♦	9
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<input type="checkbox"/> publication	9

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<input type="checkbox"/> refute	14
<input type="checkbox"/> regulation♦	17
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<input type="checkbox"/> script	12
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<input type="checkbox"/> solution	18
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<input type="checkbox"/> thoroughly♦	12
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<input type="checkbox"/> verify	9
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<input type="checkbox"/> ambiguity	33
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<input type="checkbox"/> authentic♦	39
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<input type="checkbox"/> breakdown	32
<input type="checkbox"/> capacity	24
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<input type="checkbox"/> compassion	31
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<input type="checkbox"/> phase [♦]	33
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<input type="checkbox"/> preview	23
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<input type="checkbox"/> resilient	31
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<input type="checkbox"/> stance	33
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<input type="checkbox"/> trait	25
<input type="checkbox"/> uncover	33
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<input type="checkbox"/> unique [♦]	25
<input type="checkbox"/> unity	32
<input type="checkbox"/> upcoming	23
<input type="checkbox"/> verbal [♦]	24
<input type="checkbox"/> viewpoint	33
<input type="checkbox"/> vital [♦]	24
<input type="checkbox"/> vocabulary [♦]	23

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<input type="checkbox"/> analogy	46
<input type="checkbox"/> author [♦]	48
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<input type="checkbox"/> bull [♦]	49
<input type="checkbox"/> captivating	48
<input type="checkbox"/> carriage	48
<input type="checkbox"/> celebrate [♦]	64
<input type="checkbox"/> chomp	46
<input type="checkbox"/> clink	45
<input type="checkbox"/> clothing	49
<input type="checkbox"/> comparison	47
<input type="checkbox"/> compartment	48
<input type="checkbox"/> competition	54
<input type="checkbox"/> comprehend [♦]	65
<input type="checkbox"/> conviction [♦]	61
<input type="checkbox"/> craft [♦]	63
<input type="checkbox"/> criticize [♦]	52
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<input type="checkbox"/> depiction [♦]	58
<input type="checkbox"/> digest	61
<input type="checkbox"/> dilemma	56
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<input type="checkbox"/> duckling	44
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<input type="checkbox"/> exaggeration [♦]	46
<input type="checkbox"/> exclaim	48
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<input type="checkbox"/> fable	64
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<input type="checkbox"/> famous [♦]	44
<input type="checkbox"/> fond [♦]	47
<input type="checkbox"/> friendly	45
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<input type="checkbox"/> halt [♦]	56
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<input type="checkbox"/> highlight [♦]	57
<input type="checkbox"/> hinder	56
<input type="checkbox"/> horrible	49

<input type="checkbox"/> housefly	48
<input type="checkbox"/> hum	49
<input type="checkbox"/> hummingbird	49
<input type="checkbox"/> imitate [♦]	46
<input type="checkbox"/> impose [♦]	56
<input type="checkbox"/> incorporate [♦]	46
<input type="checkbox"/> inspire [♦]	56
<input type="checkbox"/> intonation	61
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<input type="checkbox"/> meanwhile [♦]	45
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<input type="checkbox"/> mockingbird	56
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<input type="checkbox"/> nephew [♦]	47
<input type="checkbox"/> niece	47
<input type="checkbox"/> nonverbal	63
<input type="checkbox"/> occupant	48
<input type="checkbox"/> occupy [♦]	48
<input type="checkbox"/> opposite	48
<input type="checkbox"/> option [♦]	64
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<input type="checkbox"/> pave [♦]	57
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<input type="checkbox"/> popper	54
<input type="checkbox"/> praise [♦]	49
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<input type="checkbox"/> railway	48
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<input type="checkbox"/> reinforce [♦]	46
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<input type="checkbox"/> repetition	46
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<input type="checkbox"/> ridicule [♦]	48
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<input type="checkbox"/> smack	48
<input type="checkbox"/> storyteller	43
<input type="checkbox"/> streamer	54
<input type="checkbox"/> stupid	49
<input type="checkbox"/> suspense	53
<input type="checkbox"/> tempt [♦]	49

<input type="checkbox"/> theme [♦]	46
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<input type="checkbox"/> universal [♦]	57
<input type="checkbox"/> valid [♦]	57
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<input type="checkbox"/> visualization [♦]	47
<input type="checkbox"/> vivid [♦]	47
<input type="checkbox"/> weaken	63
<input type="checkbox"/> wolf	45

Unit 3 —————

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<input type="checkbox"/> accusatory	79
<input type="checkbox"/> adolescent [♦]	68
<input type="checkbox"/> aggressive [♦]	76
<input type="checkbox"/> alternative [♦]	71
<input type="checkbox"/> automatic	70
<input type="checkbox"/> behave [♦]	68
<input type="checkbox"/> belittle	71
<input type="checkbox"/> beneficial	78
<input type="checkbox"/> bias [♦]	72
<input type="checkbox"/> blackbird	72
<input type="checkbox"/> broaden	87
<input type="checkbox"/> censorship [♦]	78
<input type="checkbox"/> certainty	72
<input type="checkbox"/> chilling [♦]	78
<input type="checkbox"/> chuckle	72
<input type="checkbox"/> clash [♦]	72
<input type="checkbox"/> commitment [♦]	72
<input type="checkbox"/> commonplace	70
<input type="checkbox"/> competitive	83
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<input type="checkbox"/> consequently	71
<input type="checkbox"/> contrast [♦]	71
<input type="checkbox"/> critic [♦]	78
<input type="checkbox"/> curriculum [♦]	72
<input type="checkbox"/> decrease [♦]	71
<input type="checkbox"/> default	76
<input type="checkbox"/> degrade	68

Key Word List

<input type="checkbox"/> devastating	72	<input type="checkbox"/> insult*	68	<input type="checkbox"/> safety	68	<input type="checkbox"/> applaud	94
<input type="checkbox"/> difference*	72	<input type="checkbox"/> intelligence	70	<input type="checkbox"/> scholar*	72	<input type="checkbox"/> appliance	90
<input type="checkbox"/> dignity*	70	<input type="checkbox"/> invisible*	72	<input type="checkbox"/> scientific	74	<input type="checkbox"/> attribute*	96
<input type="checkbox"/> discrimination*	66	<input type="checkbox"/> legislate*	77	<input type="checkbox"/> seldom	72	<input type="checkbox"/> audio	107
<input type="checkbox"/> discriminatory	68	<input type="checkbox"/> lesser	70	<input type="checkbox"/> signpost	67	<input type="checkbox"/> biodiversity	90
<input type="checkbox"/> disempowered	69	<input type="checkbox"/> likewise*	79	<input type="checkbox"/> silence	78	<input type="checkbox"/> boost*	100
<input type="checkbox"/> dismiss*	70	<input type="checkbox"/> mainstream	72	<input type="checkbox"/> slingshot	72	<input type="checkbox"/> broccoli	100
<input type="checkbox"/> dominant*	69	<input type="checkbox"/> manifest*	69	<input type="checkbox"/> stereotype	71	<input type="checkbox"/> bulb	90
<input type="checkbox"/> eager*	72	<input type="checkbox"/> mankind	85	<input type="checkbox"/> stewardess	76	<input type="checkbox"/> cancer*	94
<input type="checkbox"/> elaboration*	67	<input type="checkbox"/> marginalized*	71	<input type="checkbox"/> stunning	70	<input type="checkbox"/> capture*	109
<input type="checkbox"/> elderly	69	<input type="checkbox"/> marriage	77	<input type="checkbox"/> subtle*	69	<input type="checkbox"/> carbon	90
<input type="checkbox"/> elimination*	70	<input type="checkbox"/> medication	70	<input type="checkbox"/> sustainable*	77	<input type="checkbox"/> cautious*	107
<input type="checkbox"/> encounter*	85	<input type="checkbox"/> microaggression	67	<input type="checkbox"/> symbolic*	68	<input type="checkbox"/> cereal	98
<input type="checkbox"/> endure*	69	<input type="checkbox"/> motivate	72	<input type="checkbox"/> transitional*	75	<input type="checkbox"/> choke	94
<input type="checkbox"/> environment*	69	<input type="checkbox"/> neutral*	76	<input type="checkbox"/> trend*	77	<input type="checkbox"/> cite*	101
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<input type="checkbox"/> ethnic*	68	<input type="checkbox"/> norm*	80	<input type="checkbox"/> unspecified	76	<input type="checkbox"/> compromise*	100
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<input type="checkbox"/> excel*	86	<input type="checkbox"/> offline	68	<input type="checkbox"/> validate	85	<input type="checkbox"/> contender*	107
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<input type="checkbox"/> exclusion*	85	<input type="checkbox"/> oversimplify	86	<input type="checkbox"/> web	68	<input type="checkbox"/> credibility*	101
<input type="checkbox"/> firefighter	76	<input type="checkbox"/> overstate	69	<input type="checkbox"/> western	72	<input type="checkbox"/> cyclone	94
<input type="checkbox"/> freedom	78	<input type="checkbox"/> parliament*	77	<input type="checkbox"/> whereas*	77	<input type="checkbox"/> dairy*	90
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<input type="checkbox"/> genderism	70	<input type="checkbox"/> perpetrator	69	<input type="checkbox"/> witness*	68	<input type="checkbox"/> decade*	108
<input type="checkbox"/> hatred	68	<input type="checkbox"/> perpetuate	85	<input type="checkbox"/> workplace	77	<input type="checkbox"/> decimal	93
<input type="checkbox"/> hockey	86	<input type="checkbox"/> persist*	77	<input type="checkbox"/> worldview	72	<input type="checkbox"/> delta	94
<input type="checkbox"/> hostile*	69	<input type="checkbox"/> pose*	72	<input type="checkbox"/> worsen	78	<input type="checkbox"/> device*	99
<input type="checkbox"/> hypothetical	72	<input type="checkbox"/> prejudice*	78			<input type="checkbox"/> dimension*	92
<input type="checkbox"/> immigrant*	72	<input type="checkbox"/> proficient	87	Unit 4		<input type="checkbox"/> dinosaur	89
<input type="checkbox"/> impairment	70	<input type="checkbox"/> prohibit*	78	<input type="checkbox"/> absorb*	92	<input type="checkbox"/> disastrous*	91
<input type="checkbox"/> imperative	69	<input type="checkbox"/> pronoun	76	<input type="checkbox"/> accompany*	91	<input type="checkbox"/> disruption*	94
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<input type="checkbox"/> inferior	76	<input type="checkbox"/> religion*	68	<input type="checkbox"/> allot	104	<input type="checkbox"/> emission*	89
<input type="checkbox"/> infographic	77	<input type="checkbox"/> restrain*	78	<input type="checkbox"/> ambition*	94	<input type="checkbox"/> emit*	94
<input type="checkbox"/> institution*	72	<input type="checkbox"/> reveal*	74	<input type="checkbox"/> analyze*	109	<input type="checkbox"/> encompassing	94

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Texts

Unit	page(s)	sources
1	24	<i>Everything You Need to Know About Working Memory</i> . (2022). InnerDrive. https://blog.innerdrive.co.uk/everything-you-need-to-know-about-working-memory
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Graphs & Infographics

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3	77	Infographic: Gender Equality https://www.un.org/sustainabledevelopment/gender-equality
4	91	Extreme Weather in a Warming World https://www.climatesignals.org/climate-signals/extreme-heat-and-heat-waves
	98	How Thirsty is Our Food? https://www.statista.com/chart/9483/how-thirsty-is-our-food

4	100	Liters of fresh water used to produce 1kg of food in Australia https://veganaustralia.org.au/wp-content/uploads/2023/10/WaterUsedGraph_900.png Meat is Nutrient-rich https://www.medicpresents.com/infographics/357_health-benefits-of-eating-meat-infographic
	107	Korea's Total Energy Consumption https://keia.org/the-peninsula/south-koreas-economic-rationale-for-nuclear-energy https://www.climate-transparency.org/4-energy-mix-south-korea
	108	Plastic Ocean https://oceanliteracy.unesco.org/plastic-pollution-ocean
5	121	Accessibility and You https://www.accessable.co.uk/articles/new-survey-highlights-major-accessibility-gap-for-uk-s-20-million-disabled-people-and-carers The Social Model Understanding of Disability https://disabilityarts.online/magazine/opinion/a-basic-interpretation-of-the-models-of-disability
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