

New  
**Headway**

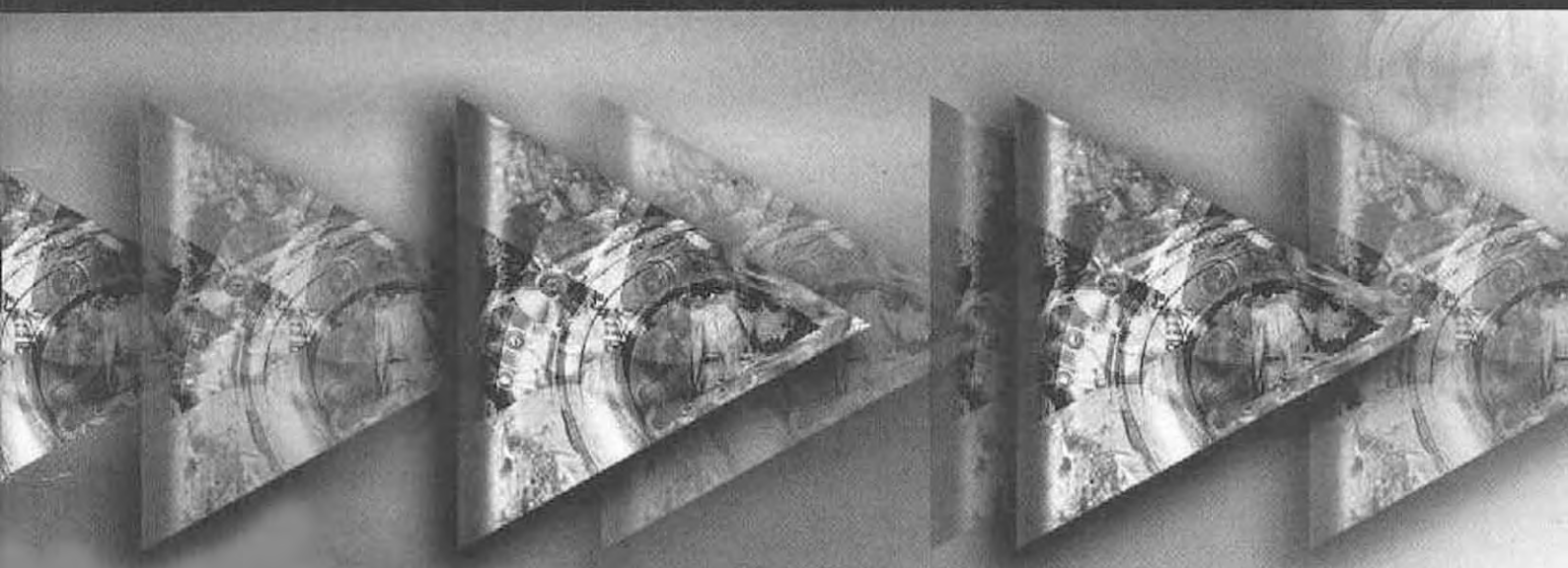
# Academic Skills

Reading, Writing, and Study Skills

**LEVEL 2** Teacher's Guide

Sarah Philpot

Series Editors: John and Liz Soars



OXFORD

<sup>New</sup>  
**Headway**

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# Introduction

## ***New Headway Academic Skills***

A multi-level course aimed at post-secondary students who need English in their academic studies. It comprises a Student's Book and Teacher's Guide for each level.

Each level consists of 10 units covering a variety of topics relevant to students in higher education. Units focus on a wide range of academic reading, writing, research, and/or vocabulary skills.

***New Headway Academic Skills*** can be used alongside ***New Headway*** and ***New Headway Plus***, or alongside any other general English course.

## ***Aims of New Headway Academic Skills***

The aims of ***New Headway Academic Skills*** are to help post-secondary students become more efficient and effective in their studies by:

- developing strategies to improve reading speed, and to improve the ability to comprehend complex academic texts;
- developing strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes from academic texts;
- encouraging them to adopt various approaches for dealing with new or unknown vocabulary by practising effective use of dictionaries, and through making effective vocabulary records;
- exploring and evaluating research techniques and resources, and crediting sources of information;
- promoting learner independence by encouraging students to return to earlier Study Skills to refresh their memories, or see how new skills build on and develop those previously presented.

Although the course primarily focuses on the skills of reading, writing, and research, students are given opportunities to practise their listening and speaking skills through brainstorming sessions, discussing issues, and sharing thoughts.

Ultimately, ***New Headway Academic Skills*** also aims to develop academic skills by being transferable to all areas of students' day-to-day academic studies.

## ***What's in the Student's Books?***

Each unit consists of 5 x 50–60 minute lessons. There are four or five sections: Reading, Writing, Vocabulary Development and/or Research, and Review. Each Reading, Writing, Vocabulary Development, and Research section has clear study skill aims presented in Study Skill boxes. These skills are practised through a series of controlled to freer practice exercises.

Rules boxes highlight any grammatical areas which students may need as additional support. There is a comprehensive word list at the back of each level.

## READING

Each reading section contains one or more texts which students use to develop different study skills. These study skills are clearly detailed in Study Skill boxes and are linked to specific practice exercises. The texts are of various types and styles which students will come across during the course of their academic studies, including scientific reports, articles, biographies, web pages, and data presented through graphics.

## WRITING

Each writing section has clear outcomes for the students in terms of the type of text they may be asked to produce in other subjects, including summary writing, a description of a graph, and writing from notes. Skills covered include brainstorming, paragraphing and organizing ideas, linking ideas, and error correction.

## VOCABULARY DEVELOPMENT

The vocabulary section contains skills and strategies which help students develop good vocabulary learning and recording techniques. It encourages them to become more autonomous learners by making them more effective users of dictionaries, helping them to work out meanings of new words, and encouraging them to keep coherent and well-organized vocabulary records.

## RESEARCH

The principal skills addressed in these sections are formulating efficient search plans, and finding and assessing reliable sources of information such as an encyclopaedia and the Internet. This section also deals with the importance of recording and crediting sources which students use in their academic work.

## REVIEW

In the review section, students are given the opportunity to reflect on skills learnt, to practise and develop them further, and to consider how these could be applied to their academic studies.

## WORD LISTS

A comprehensive list of words with a phonetic transcript from each level of the course can be found in the back of the Student's Book.

Please note that although the level of the vocabulary has been modified to some extent, it reflects the diverse and often more specialized vocabulary found in academic texts. It is not expected that students will learn or indeed need to learn these lists of words.

## IELTS and TOEFL

Whilst this course does not deal specifically with the questions which occur in public examinations such as IELTS and TOEFL, many of the skills taught in this course have a direct application to preparing for these exams.

## New Headway Academic Skills Teacher's Guide

The Teacher's Guide is an easy-to-follow resource for the teacher offering step-by-step guidance to teaching **New Headway Academic Skills**. As well as step-by-step procedural notes, the Teacher's Guide contains a summary of aims, lead-in tasks, background information, extension activities, and a comprehensive answer key.

## Why use a Teacher's Guide?

Both the Teacher's Guides and the Student's Books have been very carefully devised in order to develop specific academic skills. As such, the treatment of materials is often different from that in a general English course. For example, pre-teaching difficult vocabulary from a text before the students read it may interfere with subsequent skills work on drawing meaning from context, or on extracting only the essential information from a complex text. Teachers are therefore strongly encouraged to consult the Teacher's Guide.

## What's in the Teacher's Guide?

### AIMS

Each reading, writing, vocabulary development, research, and review section has a summary of the aims of that section.

### LEAD IN

Lead-in activities are devised to focus students' attention on the topic and skills of each section.

### PROCEDURE

Class management and step-by-step instructions.

### BACKGROUND INFORMATION

These notes give teachers background information to the development of a skill, or the topic.

### EXTENSION ACTIVITIES

Extension activities offer ideas on how to extend skills practice, or give students an opportunity to reflect on their learning.

### ANSWER KEY

For ease of use, the answer key is on the same page as the teaching notes for each exercise, but presented separately. The answer key for each exercise is clearly referenced in the procedural notes. For example, exercise 1 key is referenced



*We hope you and your students enjoy working with New Headway Academic Skills.*

# 1 International student

**READING SKILLS** Following instructions • Reading methods

**WRITING SKILLS** Checking your writing • An informal email

**VOCABULARY DEVELOPMENT** A dictionary entry • Recording vocabulary (1)

## READING Going abroad to study pp4-5

### AIMS

The aim of this section is to introduce students to the importance of following instructions (on forms, essay questions, etc.).

### LEAD IN

- Focus students' attention on the page. Ask students to identify the skill READING, and the topic (*Going abroad to study*). Ask:
  - *Has anyone been abroad to study?*
- If yes, ask:
  - *Where did you study?*
  - *What did you study?*
  - *How long did you study?*
  - *Did you enjoy it?*
- Ask:
  - *Is anyone planning to go abroad to study?*
- If yes, ask:
  - *Where?*
  - *Why?*

### PROCEDURE

- 1 Students read the instructions. Students discuss their answers in pairs or small groups. Write students' answers on the board. Ask students if there is any other information which appears on these documents. Add these answers to the board. ►►1
- 2 Students read the instructions. Give students two minutes to answer the questions. Students compare their answers in pairs. ►►2

### BACKGROUND INFORMATION

Students at university in the UK often have to live away from home. Many first-year undergraduate students and overseas students live in university halls of residence. These are similar to apartment blocks. Each student usually has their own study bedroom, but shares a kitchen and bathroom with a small number of other students. Students on shorter courses, or overseas students, may choose to live with a host family. Here they again have their own study bedrooms, but otherwise live as a member of the family: eating meals together, sharing the sitting room, etc. Some students prefer to rent a house together. Again, each student has his or her own room, but they share the kitchen, bathroom, and sitting room. There are over 300,000 overseas students currently studying in the UK.

- 3 Students read the instruction. Ask:
  - *What is the form for?* (applying for accommodation)
- 4 Students read the instructions and the **Study Skill**. Students work individually and complete the form. Students compare their completed forms in pairs. Tell students to check that the form has been completed in the correct way, e.g. in print or BLOCK CAPITALS where required. ►►4

## READING Answer key pp4-6

### ►►1

#### Possible answers

birth certificate: name, date of birth, parents' names, place of birth  
driving licence: name, address, driver number  
bank statement: name, address, account number  
exam certificate: name, grades, name of school or university

### ►►2

- 1 (a) formal letter; (b) application form; (c) informal letter; (d) passport
- 2 University of West London, UK
- 3 MSc (Master's degree) in Applied Biochemistry
- 4 a friend

### ►►4

Family name: ELLIOT  
First name: SIMON

#### Female

Single: ✓  
Children: No ✓  
Date of birth: 22/10/1985  
Nationality: BRITISH  
Passport number: 012234556  
Home address: APARTMENT 25, LAC DE LEMAN BUILDING, GENEVA, SWITZERLAND  
Email: simon.elliott@gen.com  
Course title: MASTER'S DEGREE (MSc) IN APPLIED BIOCHEMISTRY  
Start date: 10/10/??  
Host family: ✓  
Special diet: Yes ✓ VEGETARIAN



## How and why do you read? pp5-6

### AIMS

The aim of this section is to introduce students to different reading strategies. Students will be encouraged to reflect on how the skills presented and practised here can be applied to their other studies.

- 5 Students read the instructions. Explain any new vocabulary, e.g. *search engine find, manual, index*, etc. Students work individually and then discuss answers in pairs or small groups. ►►5
- 6 Students read the instructions and complete the exercise. Put students into pairs to compare their lists. Ask some students to read their lists to the class.
- 7 Students read the instructions. Set a time limit of five minutes. Students answer the questions. ►►7
- 8 Students read the text again and underline any new vocabulary. Do not explain or translate this new vocabulary at this stage, but explain to students that they will come back to it later in the unit. (See VOCABULARY DEVELOPMENT, EXTENSION ACTIVITY p9)
- 8 Students read the instructions and complete the task individually. Write the list of reading materials from exercise 5 on the board. Elicit and compare answers from students. If there are different answers, encourage students to explain their answer. (More than one answer is possible.) For example, student 1 may skim a magazine/journal to find an interesting article. Student 2 may scan the contents list to find an article in the magazine/journal. ►►8
- 9 Students read the instructions and the **Study Skill**. Tell students to discuss their answers in pairs or small groups. Elicit answers and explanations from students. ►►9

### EXTENSION ACTIVITY

Tell students to write a list of the titles and type of any reading matter in English they have used for their studies in the past week. For example, Introduction to Quantum Mechanics (textbook).

Get students to write what tasks they were required to do with these texts. For example, Introduction to Quantum Mechanics (textbook; read Chapter 1 and make notes).

Tell students to think about how they approached that task. For example, Did they read it all slowly/quickly? Did they underline word or phrases? Did they use a dictionary to check new vocabulary? Did they make a note (in their notebooks/on a computer file) of the new vocabulary?

Students work individually or in pairs and decide what reading method they used or should have used. For example:

Introduction to Quantum Mechanics: textbook; read Chapter 1 and make notes; method: skim for general idea then read intensively, highlighting important points. This task could be set as homework.

## WRITING A host family p7

### AIMS

The aim of this section is to encourage students to be critical of their own written work and to develop the habit of checking their own work systematically, in this case for errors of punctuation and spelling. Students will also produce their first piece of written work for this course: an informal email.

### LEAD IN

- Tell students to imagine they are going abroad to study for two months. Tell each student to write down three things that they would take with them, e.g. a laptop computer, a photograph of their family, etc. Put students in pairs and give them two minutes to explain to their partner what they would take and why. After two minutes, ask some students to explain to the whole class.

### ►►5

Students' own answers.

### ►►7

- 1 skimming, scanning
- 2 extensive reading
- 3 intensive reading

### ►►8

#### Possible answers

textbooks: to make notes; read intensively

novels: for pleasure; read extensively

emails: for messages from friends; mixed (scan to find a specific message, then read intensively)

search engine finds: to find a good site; scan

magazine/journals: to look for interesting articles; skim

reports: to find conclusions; skim initially then read intensively

timetables: to find times of trains/planes; scan

indexes: to find the right page; scan

dictionary: to find a word; scan

instruction manuals: to find out how something works; read intensively

### ►►9

exercise 2: skim to identify the type of document, then scan to find specific information

exercise 4: scan to find specific information

## PROCEDURE

- 1 Students work in pairs or small groups. Tell students to read the instructions. Elicit one example for each topic and write these on the board under the topic headings. For example, *dates* (time of arrival), *food* (allergic to dairy products), *personal information* (come from a large family), *transport* (is there a railway station nearby?), *computer access* (is there an Internet café nearby?), *hobbies* (play chess).

Give students five minutes to think of other examples. Add students' ideas to the board. ►►1

- 2 Students read the instructions. Tell students to skim the email.

Ask:

- *Who is the email to?* (Mr and Mrs Baker)
  - *Who is the email from?* (Burcu Sancak)
  - *What is the purpose of the email?* (accepting an offer/asking for information)
- Students do the task individually. Elicit answers and tick the topics (and specific examples) on the board that Burcu mentions. ►►2

- 3 Students read the instructions and the **Study Skill**. Remind students that some of these errors are particularly common to students whose mother tongue is written in a different script, e.g. Arabic. Students complete the task individually.

►►3

## Writing an informal email p7

- 4 Students read the instructions. Ask:

- *Will it be a formal or informal email?* (informal)

Explain the terms *formal* and *informal* if necessary (use formal language when you want to appear serious or academic; use informal language for friends and family).

Tell students to look at the first item. Get them to find and underline the language in Burcu's email that gives this information (I'm very happy to accept your offer of accommodation).

Students work in pairs and find and underline the language that introduces the other items from exercise 1 (I am in my last year of school and next year I want to go to university to study English Language and Literature. At the moment I am ..., I also enjoy sports, my plane arrives at ..., Is there a ...? Could you tell me ...?).

Students work individually and note down personal information and any information that they might need.

Students write the email (about 15 minutes, but allow longer if weaker students need more time). Tell students to write the email double-spaced, on every other line. This will provide room for marking corrections.

When students have finished writing, they read their emails and look for mistakes. Tell students to look for one type of mistake at a time, e.g. look for mistakes with capital letters, then with full stops, then with spelling. If possible, get students to mark the corrections in a different coloured pen.

Students work in pairs. They exchange emails and check their partner's work for any errors that were missed. Explain that this process of 'peer correction' is an opportunity to learn from each other, and not just to find fault. ►►4

## EXTENSION ACTIVITY

Get students to give examples of words that they had spelt incorrectly. Put these on the board. Tell students to make a personal list of the correct form of any words that they misspell. Students should be encouraged to learn the correct spelling (See **Study Skill**).

Remind students that checking their work is a skill that they should be employing in their academic studies of other subjects. For homework, get students to choose a piece of written work in English that they have done recently and ask them to check it for punctuation and spelling mistakes. Remind them to add the correct spellings to their personal list of mistakes.

This task could be set for homework or done in class.

## WRITING Answer key p7

►►1

Students' own answers.

►►2

dates, personal information, transport, hobbies

►►3

I'm very happy to accept your offer of accommodation (**accommodation**). I'm really excited about coming to London for the first time to do an English course.

I am in my last year of school and next year I want to go to university to study **english (English)** Language and Literature. At the moment I am preparing for my final exams so I'm working very hard. When I'm not so busy (**busy**) I spend a lot of time reading, but I also enjoy sports. I play basketball for my school team once a week. I also enjoy swimming (**swimming**). Is there a sports club with a pool near your house?

As I mentioned in my last email, my course starts on 24<sup>th</sup> July but I'm coming two days earlier and my plain (**plane**) arrives at Heathrow on the 22<sup>nd</sup> at 14.25. Could you tell me the best way of getting from the airport to your house?

I hope to **here (hear)** from you soon and I'm really looking forward to seeing you in London.

►►4

The email in exercise 2 is the model answer.

## VOCABULARY DEVELOPMENT Dictionary work p8

### AIMS

The aims of this section are to make students aware of how a dictionary can help with their studies in English, and to encourage them to keep effective and accessible vocabulary records.

### LEAD IN

- Ask students to brainstorm places where they will find information stored alphabetically in English (a dictionary, an encyclopaedia, a telephone book, an index etc.). Put students' ideas on the board.

### PROCEDURE

- Explain to students that using a dictionary in a foreign language is difficult, especially if they use a different script in their mother tongue. Explain that being aware of alphabetical order will help them become quicker and more efficient at using dictionaries and other sources that store information alphabetically.

Write these questions on the board:

- Who has an English–English dictionary?
- Who has a bilingual dictionary e.g. English/Arabic?
- Who has the dictionary in class with them now?
- Who uses their dictionary when they are writing?
- Who uses their dictionary when they are reading?

Ask these questions and do a survey of the class by show of hands. Put the number of 'yes' answers against each question.

Students read the instructions. Tell students to start the task only when you say 'go', and to put up their hands when they have finished.

Students do the task individually.

Put students in pairs to compare their answers. If they have words in a different order, tell them to decide which is the correct order.

Ask one student to read out their list and write this on the board. The other students listen and indicate when they disagree. Discuss each point of disagreement with the whole class. ▶▶1

- Students read the instructions and the **Study Skill**. Explain any new terms, e.g. 'parts of speech' (whether a word is a noun, a verb, an adjective, etc.), 'stress' (the syllable of a word of two syllables or more which is pronounced more strongly, e.g. *preparation*).

Students complete the task.

Copy the dictionary entry onto the board. Elicit the answers from the students, or ask students to come to the board to label the entry. ▶▶2

- Students work in pairs and read the instructions. Elicit the answers. ▶▶3

Draw students' attention to the different ways of marking stress:

- a dictionary puts a mark before the stressed syllable, e.g. /ə kɒmə'deɪʃn/;
- the word card uses circles to show the number of syllables in a word, the big circle indicating the stressed syllable (e.g. study ●●, i.e. two syllables with the stress on the first syllable);
- other ways include underlining or highlighting the stressed syllable.

Encourage students to choose one way to mark the stress on new vocabulary. Tell them they should use this for all new vocabulary they record, from this course and from other courses they are studying in English.

- Students read the instructions and the **Study Skill**.

For this exercise, students may draw their word cards in their notebooks. However, tell them to keep real word cards. These can be file cards, bought from a stationer's, and stored in a file box alphabetically, by topic, or chronologically. Or, they can simply be scrap paper cut into the appropriate size and stored similarly.

Students work individually and complete the task. Ask some students to draw their word cards on the board. Other students can add further or different information. ▶▶4

### EXTENSION ACTIVITY

Students return to Reading exercise 7 on page 6, where they had underlined unknown/new vocabulary, and make word cards for these words.

## VOCABULARY DEVELOPMENT Answer key p8

### ▶▶1

accommodation  
biography  
brainstorm  
computer  
dictionary  
keyboard  
pronunciation  
punctuation  
question  
scan  
skim  
student  
study  
technology  
vocabulary  
voice  
writing

### ▶▶2

- stress mark
- pronunciation
- part of speech
- definition
- example sentence

### ▶▶3

pronunciation, stress, part of speech, definition, own example sentence

### ▶▶4

#### Possible answers

**chemical** /'kemɪkl/ ●●● adjective connected to chemistry:

If you add magnesium to water you get a chemical reaction.  
**scan** /skæn/ ● verb (*transitive*) to look at or read every part of something until you find what you are looking for: In this unit I have learnt how to scan.

**punctuation** /pʌŋktʃu'eɪʃn/ ●●●● uncountable noun the marks used to divide writing into sentences and phrases:

A full stop is an example of a punctuation mark.

**dictionary** /dɪkʃənri/ ●●● countable noun a book that contains a list of words in a language in the order of the alphabet and tells you what they mean, in the same or another language: I am going to buy an English–English dictionary tomorrow.

**biography** /baɪ'ɒɡrəfi/ ●●●● countable noun the story of a person's life written by somebody else: I like reading biographies.

**literature** /'lɪtəətʃə(r)/ ●●● uncountable noun writing that is considered to be a work of art, including novels, plays, and poetry: I enjoy reading French literature.



## AIMS

The aims of this section are to give students further practice in the skills learnt in this unit, and to give them the opportunity to review the work they have done. A further aim is to encourage students to apply what they have learnt to their other academic studies in English.

## PROCEDURE

### 1 Ask:

- *What is it important to think about when filling in official forms and documents?* (following instructions)

Tell students to go back and read the **Study Skill** on p5.

### Ask:

- *Why might someone have to complete a visa application form?* (they wish to go abroad)
- *Why might someone want to go abroad?* (e.g. to study, for business, to see members of their family, for tourism, for a holiday, etc.)

Pre-teach vocabulary that might cause difficulties. For example, issue date (when a document was produced), expiry date (when a document is invalid and can no longer be used), marital status (whether someone is married or single).

Students read the instructions and fill in the form.

This can be completed for homework. ►►1

### 2 Students read the instructions.

Tell students to look at sentence number 1 and to put up their hand if they know how to correct the error. Tell them not to give the answer at this point.

### Ask:

- *What word would you look up in a dictionary to check the spelling?* (pay)
- *What part of speech is the underlined word?* (verb – past simple form)

Tell students (including those who know the correct form) to look up the word 'pay' in a monolingual English dictionary. (If your students do not usually have their dictionaries with them, prepare some photocopies of a dictionary entry for 'pay' before the class. Remind your students to bring their dictionaries to all lessons in future.)

Draw students' attention to where the irregular form of the past simple tense is indicated. Students correct the first sentence.

Students work individually and complete the exercise. ►►2

### 3 Students read the instructions. Ask students what information goes on a word card. Write a list on board.

Tell students to look at the **Study Skill** on p8 and to check the answers.

Students work individually and select the words that are new for them.

Tell stronger students who know the vocabulary to select five new words from a text book or journal in English that they are currently studying.

For weaker students who may wish to record too many words, emphasize that the focus is on the skill of recording new vocabulary more than on the vocabulary in this unit itself. Encourage them to select a maximum of ten new words to record.

Making the word cards can be set as homework.

## EXTENSION ACTIVITY

Ask the students to list the skills they have learnt and practised in this unit. For example:

- how and what to skim/scan and read intensively
- how to check work for errors of punctuation and spelling
- how to peer correct
- how to get information from a dictionary
- how to record vocabulary

Tell them to apply these skills to the work they do in their academic studies.

### ►►1

Students' own answers.

### ►►2

- 1 She **paid** for her books with a credit card.
- 2 He **bought** a new car last month.
- 3 What subject are you **studying**?
- 4 My parents always give me good **advice**.
- 5 Have you **applied** to university yet?
- 6 Please put the books back on the correct **shelves**.

# 2 Where in the world...?

**READING SKILLS** Skimming and scanning

**WRITING SKILLS** Brainstorming ideas • Linking ideas (1) • A description of my country

**VOCABULARY DEVELOPMENT** Synonyms and antonyms • Recording vocabulary (2)

## READING Three countries pp10-11

### AIMS

The aims of this section are to give students further practice in skimming and scanning, and to get them to look at words that go together (collocations).

### LEAD IN

- Focus students' attention on the page. Ask students to identify the skill **READING**, and the topic (*Three countries*). Ask:
  - *What countries have you visited?*
- Get students to spell out the names of these countries and put a list on the board.
- If not many of the students have travelled, ask:
  - *What country/ies would you like to visit? Why?*
- Write a separate list on the board.

### PROCEDURE

- 1 Students read the instructions and the **Study Skill**. Ask:
  - *What is the task?* (matching photos with a title and text)
  - *Will you skim or scan the texts?* (skim)
  - *Why?* (because you just want the general idea)Students complete the task. You may wish to give them just 60 seconds to complete this task, to encourage them to skim quickly. >>>1
- 2 Students read the instructions. Ask:
  - *How do you scan a text?* (Go quickly through the text, using a finger or pencil to locate the information needed.)Alternatively, tell students to read the paragraph on scan reading in Unit 1, on page 6.
- 3 Tell students to look at the headings in the table to see what information to look for. Do an example with the whole class. >>>2
- 3 Students read the instructions and complete the task. Get students to work in pairs to compare answers. If students have different answers, tell them to show their partner the place in the text where they found their answer. >>>3
- 4 Students read the instructions. Ask a student to do the first one as an example for the whole class. Students work in pairs and complete the task. >>>4
- 5 Students read the instructions. Give students about five minutes to discuss similarities and differences in pairs. Then ask some pairs to share their ideas with the whole class.

### EXTENSION ACTIVITY

Get students to re-read the three texts and to underline any new vocabulary. Tell students to use a monolingual English dictionary to look up these words.

## READING Answer key pp10-11

### >>>1

Cities, Deserts, Sea; photo c, text 2  
A World on an Island; photo b, text 1  
Your Dream Castle?; photo a, text 3

### >>>2

Singapore location	Morocco	Wales
South-East Asia	North Africa	Northern Europe
<b>important date</b>		
1965	1956	1999
independence	independence	National Assembly
<b>economy</b>		
strong economy	mining	farming
tourism	tourism	tourism
<b>attractions</b>		
shopping, zoo, beaches	Fez, beaches, Sahara Desert	ancient castles, mountains, coastline
<b>languages</b>		
Malay, English, Mandarin, Tamil	Arabic, French	English, Welsh

### >>>3

Wales has a border with England.  
Morocco has a desert.  
Wales has a lot of ancient castles.  
Singapore is an island.  
Singapore has man-made beaches.  
Morocco is ruled by a king.  
Wales has a wild coastline.  
Singapore is in South-East Asia.  
Morocco has an ocean to the west and a sea to the north.

### >>>4

historic (2) city;  
(d) a place with a long and important history  
natural (5) resources;  
(b) coal, gas, oil, and fresh water are all examples of these  
tourist (3) destination;  
(c) a popular place to go on holiday  
national (6) assembly;  
(f) the group of people chosen to govern a country  
man-made (1) beaches;  
(a) beaches made by people, not by nature  
official (4) language;  
(e) the main language used in a country

## WRITING My country pp12-13

### AIMS

The aims of this section are to give students practice in brainstorming for ideas, and to look at ways of linking those ideas logically and clearly. Students will write a description of their own country.

### LEAD IN

- Write *France* on the board. Ask:  
– *What can anyone tell us about France?*
- Write all the information students give you on the board. Do not reject any. This will give students a model of uncritical brainstorming. Ask:  
– *Has anyone been to France?*
- If any have, get them to briefly describe their visit to the other students.
- Students look at the diagram on p12 and see if any of the information on the board is in the diagram.

### PROCEDURE

- 1 Students read the instructions and the **Study Skill**. Draw their attention to the layout of the diagram. Ask:  
– *What is the main topic?* (France)  
– *What are the sub-topics?* (geography, language(s), important date(s), attractions, blank space)

Students work in pairs and complete the task. Copy the diagram onto the board. Elicit answers from students, or ask students to come to the board to fill in the gaps. ►►1

- 2 Students read the instructions and do the task individually. Put students in pairs to compare their answers.

Get students to re-read the completed text and to underline any new vocabulary. Do not explain this vocabulary at this stage. ►►2

- 3 Students read the instructions and work in pairs to complete the task. ►►3

- 4 Students work in pairs and read the instructions. Put the diagram on the board and ask for one example for each sub-topic. Write these on the board. Tell students to re-read the **Study Skill** on p12. Remind them that at this stage they should write only notes not sentences, and they should write down all their ideas. Give students five minutes to brainstorm the topic. Ask some students to come to the board and write their ideas. Get the rest of the class to add any other ideas. Once the lists are complete, put students into small groups. Tell them to select the three or four most important points from each category: language, attractions, geography, important dates, and economy. Ask some groups to tell the rest of the class which information they selected and why. ►►4

- 5 Students read the instructions and the **Study Skill**. Focus students' attention on the linking words in bold: *but*, *however*, and *although*. Point out that they are similar in meaning (i.e. they are used to contrast ideas), but the sentence structure is different. Students discuss the differences in pairs. Ask some students to explain these differences to the rest of the class. Students complete the task. ►►Study Skill ►►5

- 6 Students read the instructions and work individually to complete the task. Go through the answers with the class. Get students to write the answers on the board. Draw their attention to the use of commas in the sentences. ►►6

## Writing a description of my country pp?-?

- 7 Students read the instructions. Ask a student to remind the class of the sequence of sub-topics, i.e. geography, important date(s), economy, attractions, and language(s). Tell students to look at their brainstormed diagram in exercise 4, and to remind themselves of the three or four points they selected.

Explain that they are going to use this information to write about their own country. Tell students to use the text on France on p12 as a model. Remind students to use *but*, *however*, or *although* at least once in their paragraph. Tell them to write their essay double-spaced (to facilitate making corrections). Students work individually. Give them about 15 minutes to write their paragraphs, or allow longer if needed. ►►7

## WRITING Answer key pp12-13

### ►►1

#### FRANCE

**attractions** Paris: Louvre, Eiffel Tower, Euro Disney, skiing in the Alps

**economy** tourism; farming; car manufacture

**languages** French

**geography** long coastline on the Mediterranean Sea and the Atlantic Ocean; in Europe; borders with Germany, Belgium, Switzerland, Italy, Andorra, Luxembourg, and Spain

**important dates** 1789 – the French Revolution

**natural resources** coal; water

### ►►2

#### Something for Everyone!

France is a large country in (1) **Europe**. It has (2) **borders** with many countries, including Germany, Italy, and Spain. It was ruled by a king. However, after the revolution in (3) **1789**, it became a republic. France has good natural resources, such as water and (4) **coal**. Farming, car manufacturing, and (5) **tourism** are other important parts of its economy. The capital of France is Paris, which lies on the River Seine. Many tourists stay in the city to see the (6) **Eiffel Tower**, or to visit the world-famous Louvre Museum and the many other attractions. There are lots of other things to do outside Paris. You can go skiing in the (7) **Alps**, visit (8) **Euro Disney**, or go swimming in the Mediterranean. Although the official language is French, many people speak a little English. So, whatever your interests and wherever you come from, France has something for you.

### ►►3

- 1 geography    2 important dates    3 economy  
4 attractions    5 languages

### ►►4

Students' own answers.

#### ►►Study Skill

'But' is used to join two sentences into **one**. There is a comma before 'but'.

'However' links two ideas in **two** sentences. 'However' is usually at the beginning of the second sentence. There is a comma after 'however'.

'Although' is used to join two sentences into **one**. It can occur at the beginning of the sentence, or at the beginning of the second clause. In both cases, there is a comma at the end of the first clause.

### ►►5

However, it developed a strong economy and is a popular tourist destination. (text 1)

Arabic is the official language, although French is often used for business. (text 2)

Wales was ruled by England for many centuries, but in 1999 its own National Assembly was created. (text 3)

Although most people speak English, both Welsh and English are the official languages. (text 3)

### ►►6

1 Many people think that Sydney is the capital of Australia, but Canberra is really the capital.

2 The Amazon is the longest river in South America. However, the Nile is the longest river in the world.

3 Mount Everest is the highest mountain in the world, although it is not the most difficult to climb.

Although Mount Everest is the highest mountain in the world, it is not the most difficult to climb.

4 Although it is very hot in the Sahara during the day, it can be very cold at night.

It is very hot in the Sahara during the day, although it can be very cold at night.

### ►►7

Students' own answers, but the text on p12 is a model answer.



## EXTENSION ACTIVITY

When students have finished writing, tell them to check that they have used linking words with the correct punctuation. Tell them to look for other errors such as capital letters and spelling. Students may refer to the **Study Skill** on p7. Put students into pairs to check each other's work for mistakes that were missed.

## VOCABULARY DEVELOPMENT

### Organizing vocabulary (1) p14

#### AIMS

The aim of this section is to help students make new vocabulary easier to record and recall by focussing on linking and grouping words.

#### LEAD IN

- Ask students what method they used to record new vocabulary in Unit 1 (word cards). Ask them what other methods they use, e.g. vocabulary note books, lists, etc.
- Explain that while listing new vocabulary can be useful, it can also be difficult to go back and find the words again, and that it is difficult to learn and remember words recorded in this way.
- Tell students that they are going to practise other ways of associating and recording new vocabulary. Get students to scan the page and find these methods (along a scale, antonyms, synonyms, labelled diagram or picture).

#### PROCEDURE

- 1 Students read the instructions. Tell them to first divide the eight items into two groups of four: one group that gets bigger (lake, sea, pond, ocean) and one group that gets faster (space rocket, bicycle, car, aeroplane). Do not explain any unknown words at this stage.

Draw a line on the board. Tell students to copy the line into their notebooks and to put the four words into the correct order, from the smallest to the biggest. Do not explain the word *pond* if it is not known. Tell students to put in the words they do know.

Get students to come to the board and add the words in the correct order (pond, lake, sea, ocean).

If students do not know the word *pond*, add it to the diagram on the board in the correct place. Elicit what it means from the students. For example, it must be an area of water like the others but it is smaller than a lake. Ask the students to give you the word in their own language.

Tell students that a scale such as this can be added to as they find new vocabulary. Adding a new word to a group of words that are already known, makes the new word easier to remember.

Students work individually and draw a scale for the other words. ►►1

- 2 Students read the instructions and the **Study Skill**. Ask:

- *What is a synonym?* (a word or phrase that has the same meaning as another word or phrase)
- *What is an antonym?* (a word or phrase that means the opposite of another word or phrase)

Students work in pairs and complete the task. ►►2

Tell students that they should add synonyms and antonyms to their vocabulary records.

- 3 Students read the instructions and complete the task. Ask one student to draw their labelled picture on the board. The class checks the answers. ►►3

- 4 Students read the instructions and the **Study Skill**. Students work individually and divide the words in the box into four groups.

- (a cottage, a house, an apartment block, a skyscraper)
- (clean, dirty, unpolluted, polluted)
- (the North Pole, the Earth, the South Pole, the Equator)
- (deserts, lakes, mountains, rainforests)

Elicit the answers from the students and put the four groups onto the board. Do not put them in any order at this stage.

## VOCABULARY DEVELOPMENT Answer key p14

### ►►1

Smallest to biggest: pond lake sea ocean  
Slowest to fastest: bicycle car aeroplane space rocket

### ►►2

border = a frontier  
coastline = seashore  
modern = new ≠ old  
large = big ≠ small  
loud = noisy ≠ quiet

### ►►3

	north	north	east
west	north-west	north-east	
	south-west	south-east	
	south		

Tell students to work in pairs and discuss the best way of recording each group of words (diagram, labelled picture, antonyms & synonyms, or a scale).

Elicit the answers. ►► 4a

Students make vocabulary records of these groups of words. ►► 4b

Ask students if they can add any other words to these groups, e.g. a castle, a mansion, filthy, Tropic of Capricorn, oceans, plains, etc.

## EXTENSION ACTIVITY

Students use their dictionaries to find synonyms and/or antonyms for the vocabulary they have recorded on their word cards from Unit 1. They should add this information to the word cards.

Remind students to bring their word cards to their lessons.

## REVIEW p15

### AIMS

The aims of this section are to give students further practice in the skills learnt in this unit, and to give them the opportunity to review the work they have done. A further aim is to encourage students to apply what they have learnt to their other academic studies in English.

### PROCEDURE

1 Students read the instructions. Draw their attention to the headings. Check that they understand the difference between individual mountains and a group of mountains, a range. Remind students to check whether the definite article *the* is needed with examples.

Students work alone and go through the unit, finding examples. Copy the table onto the board. Get students to come up and add the examples they found. Get the whole class to check that the definite article is used where necessary. ►► 1

2 Students read the instructions. They work in pairs to discuss and complete the rules for using the definite article with places and geographical features. ►► 2

3 Students read the instructions. Put students into pairs or small groups to brainstorm examples for each category in the table in exercise 1. Get a student from each group to add these words to the table drawn on the board for exercise 1. Remind students of where the definite article is needed. Students correct any errors in the use of the definite article on the board. ►► 3

4 Students read the instructions and complete the task. ►► 4

5 Students read the instructions. Remind them of the new vocabulary they underlined in the texts on pp11–12, and to look for any other new words in the other sections.

Ask students to recall the methods of recording vocabulary (individual words on word cards; associated vocabulary as diagrams, labelled pictures, on a scale, with antonyms and synonyms).

Students work alone to make their vocabulary records. ►► 5

## EXTENSION ACTIVITY

Ask the students to list the skills they have learnt and practised in this unit. For example:

- skimming and scanning texts
- brainstorming and linking ideas
- organizing a paragraph
- recording associated vocabulary

Put students into small groups to discuss how they could apply these skills to their other academic studies.

Tell students to select vocabulary from texts they are reading in their other academic studies and to record it, using one or more of the methods practised in this unit. You could ask students to present these vocabulary groups to the class.

This activity could be set as homework.

### ►► 4a

a scale: a cottage, a house, an apartment block, a skyscraper  
antonyms & synonyms: clean, dirty; unpolluted, polluted  
labelled picture: the North Pole, the Earth, the South Pole, the Equator

diagram: deserts, lakes, mountains, rainforests

### ►► 4b

#### Example answers

**smallest** → **largest**  
a cottage, a house, an apartment block, a skyscraper

clean = unpolluted

dirty = polluted

clean ≠ dirty

unpolluted ≠ polluted

Students' own answers.

#### geographical features

rainforests

deserts

lakes

mountains

## REVIEW Answer key p15

### ►► 1

**countries** Wales, the Republic of Singapore (Singapore), the Kingdom of Morocco (Morocco), Algeria, the United Kingdom, England, France, Spain, Italy, Switzerland, Germany, Belgium, Andorra, Luxembourg, Australia

**continents** Asia, Africa, Europe, (South) America

**rivers** the (river) Nile, the Amazon, the (river) Seine

**deserts** the Sahara Desert

**cities** Fez, (Singapore), Paris, Sydney, Canberra

**seas and oceans** the Atlantic Ocean, the Mediterranean Sea, the Irish Sea

**mountains/mountain ranges** Mount Everest, the Alps

### ►► 2

Use *the* with rivers, deserts, mountain ranges, seas and oceans. Do not use *the* with most countries, **continents**, mountains, and cities.

### ►► 3

Students' own answers.

### ►► 4

- 1 Asia is a large **continent**.
- 2 Morocco has beaches on the Atlantic **Ocean**.
- 3 Spain is **south** of France.
- 4 A **zoo** is where you can go to see lots of different animals.
- 5 An **ocean** is bigger than a sea.
- 6 Sydney is a very **modern/new** city.
- 7 Russia is a **big/large** country.
- 8 A village is **smaller** than a town.

### ►► 5

Students' own answers.

# 3 Newspaper articles

**READING SKILLS** Predicting content • Meaning from context

**WRITING SKILLS** Sentences • Paragraphs • Varying the structure • Writing an article

**VOCABULARY DEVELOPMENT** Antonyms from prefixes

## READING An unexpected journey pp16–17

### AIMS

The aims of this section are to show students how to get an overview of a text before reading it intensively, and to increase students' reading speed by practising strategies for dealing with unknown words in a text.

### LEAD IN

- Focus students' attention on the page. Ask students to identify the skill **READING**, and the topic (*An unexpected journey*). Ask:
  - *Does anyone read a newspaper everyday/every week/occasionally?*
- Elicit the different types of news that can be found in a paper, e.g. home news, international news, human-interest stories, financial/business news, sports news, etc.

### PROCEDURE

- 1 Students read the instructions. Ask:
    - *What is the title?* (A free flight to Dubai)Tell students to cover the article. Put students in pairs to look at the pictures and discuss what the story may be about. Elicit their ideas and put them on the board. Do not rule out any suggestions. If a suggestion seems particularly unlikely, ask the student to explain it. ►► 1
  - 2 Students read the instructions and the **Study Skill**. Put students in small groups. Each group should choose one person to be the secretary for the group. In their groups, the students write questions (based on the predictions from exercise 1) that they think the article might answer, or questions that they would like to know the answer to. Encourage students to ask more general questions (see model answers). Allow ten minutes for students to formulate their questions. The whole group should help in forming the questions correctly, and the secretary should write them down.  
Get the secretary of each group to read out the questions. Put a selection of these on the board. (You could use this exercise to do some revision of question forms if needed.) ►► 2
  - 3 Students read the instructions and skim the text to see if their predictions from exercise 1 were correct.  
Tell students to skim the text again to see if their questions from exercise 2 were answered.  
Do not explain or teach any new vocabulary at this stage.  
Draw students' attention to the predictions and questions on the board. The whole class checks to see which (if any) predictions were right and which (if any) questions were answered. ►► 3
- ### BACKGROUND INFORMATION
- Many university students in Europe take part-time jobs while they are studying to help to pay for their education. Often these are unskilled jobs such as washing-up in a restaurant, loading shelves in a supermarket, etc. This is seen as perfectly acceptable, even praiseworthy.
- 4 Students read the instructions. Ask the class question 1 as an example. Students work individually to read the text and answer the questions.  
Put students in pairs to compare their answers.  
Go through each question eliciting answers from the class. ►► 4

## READING Answer key pp16–17

### ►► 1

Students' own answers.

### ►► 2

Students' own answers, but model answers:

Why was it a free flight?  
Where did the flight go to?  
Who got the free flight?  
When did it happen?  
What happened?  
How did the story end?

### ►► 3

Students' own answers.

### ►► 4

### Possible answers

- 1 Frank Vreede (a Dutch student)
- 2 a passenger, a flight attendant, the pilot (captain), doctors, the Managing Director of a Dubai hotel, friends and relatives, his mother, reporters, his boss
- 3 Schiphol airport, aboard the plane, Dubai
- 4 last Friday night
- 5 Frank was tired and fell asleep in the hold of a plane. This was dangerous as the hold is very cold and he could have died.
- 6 He made a noise which a passenger heard. The pilot pumped hot air into the hold so Frank wouldn't die of cold.



**5** Students read the **Study Skill**. Explain that guessing at unknown words in a text, rather than stopping reading to look them up, will increase students' reading speed. This is particularly useful when students are faced with a lot of reading in a short time, e.g. in the IELTS exam.

Go through each step of the process outlined in the **Study Skill**, using the example in the table.

Students read the instructions and complete the task. Tell students not to use their dictionaries yet.

Put students in pairs to compare their answers.

Copy the table onto the board and ask students to write in the answers, explaining the process as they are doing so. Encourage the whole class to discuss both the process and the final guess. ►►5

**6** Students read the instructions and compare answers. Elicit some answers from the class. If there are disagreements or students are unable to guess the meaning, tell them to look the word up in a dictionary.

**7** Students read the instructions. Give students time to re-read the article and to underline new words.

Tell students to copy the table headings in their notebooks and to write the words they underlined in column 1 (word).

Students repeat each step of the process in the **Study Skill** for each word. (this could be completed as homework)

Ask some students to tell the whole class about a word or phrase they underlined and to explain the steps they made to guess its meaning. The rest of the class discusses whether they agree or disagree with the final guess. If there is disagreement, do not give students the correct answer. Tell students to look up the disputed word in the dictionary.

Students should record their new vocabulary, using dictionaries to get more information, either on word cards (individual words) or using one of the methods from Unit 2. ►►7

### EXTENSION ACTIVITY

Put students in small groups. Tell them to underline or mark all the words in the text that could be associated with 'airports', e.g. take off, arrive (verbs), a flight to, a regular flight, suitcases, baggage truck (nouns); passenger planes, an airline (planes); the hold, engines (parts of a plane), a passenger, a flight attendant, the pilot, the captain, a stowaway, a baggage handler (people), Schipol (airport name).

Tell students to draw a word diagram with the main topic 'Airports' and five sub-topics: name, verbs, nouns, planes, parts of a plane, people.

Students should add the words from the text that they underlined to the diagram.

Get students to add other words they know on this topic to the diagram.

### ►►5

**hold** *noun*

CONTEXT planes

GUESS part of plane for baggage

**took off** *verb*

CONTEXT the plane *took off*

GUESS leave the ground

**horrified** *adjective*

CONTEXT Frank was horrified

GUESS frightened/scared/terrified (because) plane was in the air

**banged** *verb*

CONTEXT He decided to make as much noise as possible.

GUESS He banged on the ceiling

GUESS hit noisily

**unhurt** *adjective*

CONTEXT Doctors examined him, but he was unhurt

GUESS not hurt, OK

**relatives** *noun plural*

CONTEXT his friends and relatives were overjoyed

GUESS family

**shift** *noun*

CONTEXT evening shift

GUESS part of a working day

**apologizes** *apologized* *intransitive verb*

CONTEXT he apologized to his boss for sleeping at work

GUESS to say sorry

**petrified** *adjective*

CONTEXT I was petrified. I thought I was going to die!

GUESS very, very scared

### ►►7

Students' own answers.

## WRITING Mistaken identity pp18-19

### AIMS

The aim of this section is to focus students' attention on the need for clarity in their writing, through good punctuation, good use of linking words, and good organization. Students will look at how similar ideas are grouped in a paragraph, and how one paragraph should lead logically on to the next.

### LEAD IN

- Ask:
  - *Who can tell us what 'mistaken identity' means?* (being thought to be someone else).
  - *Has anyone ever been mistaken for another person?*
  - *Has anyone mistaken a stranger for someone they knew?*
- If yes, tell them to describe what happened and how they felt.

### PROCEDURE

- 1 Students read the instructions and the **Study Skill**. If necessary, tell students to re-read the **Study Skill** on page 13 to remind themselves about linking words. Students work alone and complete the task. Get students to compare their answers in pairs.  
Write the unpunctuated text on the board and ask individual students to come up and mark where the sentences start and finish. Ask other students to come up and add the appropriate punctuation. ►►1
- 2 Students read the instructions and complete the task. They discuss the answers in pairs.  
Elicit the correct answers. Get students to explain how they chose the correct linking word. For example, *and* links two similar ideas, *after* gives the chronological sequence, *so* gives the result of the previous idea, *unfortunately* introduces some bad news, *but* shows contrasting information, *because* gives the reason for an action. ►►2
- 3 Students read the instructions. Do the first one as an example. Read out the first sentence of paragraph 3. Tell students to look at sentences a and b in line 1. Ask:  
– *Which of these two sentences follows the sentence in paragraph 3 the best?* (sentence a)

Ask a student to read out the first sentence of paragraph 3, followed by sentence a. See if the class agrees that they go together. Get another student to read out the first sentence of paragraph 4, followed by sentence b. Ask the class if they agree that these sentences go together.

Students work individually and complete the task.

Students compare their answers in pairs. Ask a student to read all of the completed paragraph 3 aloud while the rest of the class checks. Ask another student to read paragraph 4 aloud for checking. ►►3

- 4 Students work in small groups. They read the instructions and **Study Skill**. Students discuss the two paragraphs and decide which is paragraph 5, which is paragraph 6, and why. ►►4

- 5 Students read the instructions and the **Study Skill**. Students complete the task individually and then compare answers in pairs. Elicit one or two examples of each tense from the class. ►►5

### EXTENSION ACTIVITY

Students should re-read the whole story underlining new vocabulary. This should be guessed at, using the methods on p17 and then recorded appropriately.

## WRITING Answer key pp18-19

### ►►1

Have you ever been mistaken for someone else? Last week Mr John Taylor, an Australian businessman, went to Paris for an important meeting. He was sent by the Australian government to give a speech to French businessmen and women. It was to encourage more trade. It was, therefore, a very important speech and Mr Taylor had prepared it carefully. At the same time a Mr Paul Taylor was also travelling on the same flight to Paris.

### ►►2

It was a comfortable flight and his plane arrived on time. John Taylor was expecting a driver to pick him up from the airport.

After going through customs and immigration control, he went to find the driver. He saw a man who was holding a sign saying 'Mr Taylor', so he introduced himself. The driver replied in French. Unfortunately, Mr Taylor did not speak French, but he did understand the words 'hotel' and 'seminar'. Because the meeting was early that morning, John Taylor decided to go straight to the seminar. He nodded his head at the driver and repeated 'seminar'.

### ►►3

**Paragraph 3** While the car was speeding through Paris, Mr Taylor went through his notes one more time.

- 1 a Then the car stopped in front of a large conference centre.
- 2 a Mr Taylor jumped out of the car with his briefcase and rushed into the centre.

- 3 b There, to his relief, he was greeted in English by the conference organizer.

- 4 b 'Welcome to Paris, Mr Taylor,' said the smartly-dressed organizer and he led John Taylor down a long corridor and into a small room.

- 5 a After giving Mr Taylor a coffee, the organizer went off to make sure everything was ready.

**Paragraph 4** The organizer returned a few minutes later.

- 1 b He told John that everything was ready for him.

- 2 b 'Follow me, please,' he said.

- 3 a John Taylor got up, checked his tie was straight, and picked up his briefcase.

- 4 a He followed the organizer out of the room.

- 5 b The organizer opened a door and led John Taylor into a large hall full of ... schoolchildren!

### ►►4

The paragraph on the bottom is paragraph 5. (It follows on from paragraph 4, where John Taylor has just entered the hall.)

The paragraph on the top is paragraph 6. (It refers to 'both Mr Taylors', so follows on from paragraph 5, which first mentions the second Mr Taylor.)

### ►►5

#### Possible answers

Past Simple: Mr Taylor went to Paris.

Past Continuous: Mr Paul Taylor was also travelling on the same flight to Paris.

Present Perfect: Have you ever been mistaken for someone else?

Past Perfect: Mr Taylor had prepared it carefully.

# AIMS

The aims of this section are to make students aware of the use of prefixes to show negativity or opposition, and to encourage them to look for the antonym of a new word when they look it up in a dictionary. Some dictionaries mark the antonym clearly in the dictionary entry, e.g. the Oxford Student's Dictionary has OPP to show the opposite/antonym of a word. Get students to check in the dictionaries they are using for the symbol or abbreviation used.

## LEAD IN

- Write five common adjectives on the board, e.g. hot, full, heavy, strong, good. Ask:
  - *What are the opposites of these adjectives?* (cold, empty, light, weak, bad).
  - *What is another word for 'an opposite'?* (an antonym).

## PROCEDURE

- 1 Students read the instructions and the **Study Skill**. Draw students' attention to the fact that all of these words occurred in the texts they have read in this unit. If students do not understand the words, tell them to return to the texts to find them. Students work in pairs and complete the table.  
Copy the table onto the board. Elicit the answers from the students and add the word under the correct prefix. If there is disagreement, tell students to look up the word in the dictionary. >>>1
- 2 Students read the instructions and add these words to the table, working individually. Put students in small groups to compare answers. Get students to check in their dictionaries if they don't know the correct prefix, or there is disagreement. >>>1&2
- 3 Students read the instructions. Put students in pairs to discuss the general rules. For the prefixes 'un' and 'in' explain that there is no rule for deciding which prefix should be used with which words. This underlines the importance of students recording the opposite of a new word when they look it up in the dictionary. >>>3
- 4 Students read the instructions and complete the task. >>>4

### >>>1

un- unexpected uncomfortable unhurt unfortunately  
im- impossible

### >>>1&2

un- unexpected uncomfortable unhurt unfortunately  
in- inappropriate indirect inexperienced  
il- illegal illogical illegible  
im- impossible impatient immature immobile impersonal  
ir- irrelevant irresponsible

### >>>3

il- is used with words beginning with 'i'  
im- is often used with words beginning with 'm' and 'p'  
ir- is used with words beginning with 'r'

### >>>4

1g 2f 3a 4c 5e 6b 7d



## REVIEW p21

### AIMS

The aims of this section are to give students further practice in the skills learnt in this unit, and to give them the opportunity to review the work they have done. A further aim is to encourage students to apply what they have learnt to their other academic studies in English.

### PROCEDURE

- 1 Students read the instructions. Put students in pairs to discuss the possible answers. Elicit the questions from the students. Put their questions on the board. >>> 1a  
Students continue to work in pairs. Tell them to use the questions to guess what each story was about. >>> 1b
- 2 Students read the instructions. They work in pairs to complete the task. Go through the answers with the whole class. If there is disagreement, ask the students to explain how they found their answer, e.g. there was an article before the word, the word had an ending typical of a particular part of speech (-ical = adjective). >>> 2
- 3 Students remain in their pairs. They read the instructions and complete the task. Draw their attention to the example given. Students may remind themselves of the process by re-reading the **Study Skill** on p17. >>> 3  
Accept other answers if they make sense and fit the context.
- 4 Students read the instructions and complete the task. Put students in pairs to make notes about each picture. Remind students that notes should be words or phrases, not sentences.  
Students write up their notes into short sentences and then join their sentences and ideas using linking words. Encourage students to add details. Suggest they think about giving names to the people in the story (who), deciding the place (where), choosing the day/time (when), describing the problem (what happened), describing the solution (what happened in the end).  
Remind students to write out their story double spaced so that they can make corrections and changes more clearly.  
Tell students to give their article a title. >>> 4

### EXTENSION ACTIVITY

Put students in pairs. Tell them to exchange stories. Each student should mark errors of punctuation and spelling in their partner's essay. Tell students not to add the correct form, but just to underline where there is an error.  
Students return the story to their partner. Each student should try to correct the errors marked. Students should ask their partners for help if an error has been underlined, but they are unable to correct it.  
Remind students to check in their notebooks the correct spelling of words they usually misspell. (See **Study Skill** Unit 1 p7)

## REVIEW Answer key p21

### >>> 1a

#### Possible answers

**Article 1** Who found the balloon? Why has it got a label on it? Where did it come from? When was it released? What happened after it was found?

**Article 2** Whose violin was it? Why was the violin in a seat in first class? Did the owner have to pay for a ticket for it? Was it a famous or very valuable violin? Did something happen during the flight?

**Article 3** Can you really buy tickets to the moon? Who has done it? How much does it cost to go? How did the travellers feel? How long does the journey take?

### >>> 1b

#### Possible answers

There was a competition to see how far balloons would travel. A balloon was released in Scotland and found in the Libyan desert by a family having a picnic. The finder sent the label back to Scotland and received a prize – a free trip to Scotland.

A passenger on a long-haul flight was furious because the flight was very busy. There was no room, but one whole seat was taken up by a violin. The airline said that the owner had paid a full first-class fare for the violin to travel with him because the violin was very precious.

Russian and American space rockets are now taking 'tourists' up for a ride into space, if they can afford the \$1m return ticket.

### >>> 2

1 noun 2 verb (gerund) 3 verb (infinitive) 4 noun (plural)  
5 noun (plural) 6 adjective 7 adjective

### >>> 3

#### Possible answers

1 morning/afternoon/evening 2 being/arriving/starting  
3 talk/speak/lecture 4 countries 5 years  
6 agricultural/horticultural/veterinary  
7 interesting/useful/enjoyable/worthwhile

### >>> 4

Student's own answers, but model answer:

#### Lost and found

When Takahito Sato arrived at London's Heathrow airport for the first time, he had a shock. He waited for his luggage with other passengers from the Tokyo flight.

An hour later, Takahito was still waiting. All the other passengers had picked up their bags and left. However, his luggage did not appear. He was very worried.

He went to the 'lost baggage' office and explained the problem. He described his bag, but the official didn't have it and didn't know where it was. He told Takahito to fill in a form and his bag would be sent to him.

Mr Sato went out of the airport to look for a bus or train to take him to his host family in the city. Because it was his first visit, he was not sure where to go.

He was looking for signs to the bus stop and did not notice a group of young English students standing near him. However, they noticed him. They all had identical bags – the same type as Mr Sato's – but they had one bag too many! One student had found Mr Sato's student card in a side pocket of the bag. He looked at the photograph, looked up, and saw Mr Sato.

The student rushed over to Takahito with his bag and student card. He apologized for picking the bag up by mistake. Mr Sato was very happy to have his bag back. The young students offered to take him into the city with them, and that made Takahito even happier.

# 4 Modern technology

**READING SKILLS** Identifying the main message – topic sentences  
**WRITING SKILLS** Organizing ideas (1) • Linking ideas (2) • A discursive essay  
**VOCABULARY DEVELOPMENT** Avoiding repetition (1)

## READING Innovations pp22–23

### AIMS

The aim of this section is to help students get a better understanding of a text when skimming, by drawing their attention to the position and role of topic sentences. This skill will help them select the parts of a text that they need in their academic studies more quickly and efficiently.

### LEAD IN

- Focus students' attention on the page. Ask students to identify the skill **READING**, and the topic (*Innovations*). Put the students in pairs. Allow them 30 seconds to make a joint list of the modern devices that they own, e.g. mobile phone, MP3 player, etc.
- Elicit their answers and put them on the board. You can return to this list later in the lesson.

### PROCEDURE

- 1** Students read the instructions. Ask:
  - *How do you skim?* (read quickly, looking at the headings and pictures, glancing at the text)
  - Give students a maximum of 60 seconds to skim the page. Elicit the answers from the whole class. ▶▶1
- 2** Students read the **Study Skill**. Get students to underline the topic sentences in the text, *The Silent Plane*, and the three letters. (Annoyance from aeroplane noise could be a thing of the past as plans are announced to design a silent aircraft.) (Is anyone else fed up with their home computer?) (I strongly disagree with the previous correspondent about the quality of photographs from digital cameras.) (I am writing to ask for some advice about memory sticks.) Students read the instructions and answer the questions. Students compare their answers in pairs. ▶▶2
- If students have problems with any new vocabulary in the topic sentences, tell them to use the skills they practised in Unit 3 to guess the meaning, or to look up the word(s) in their dictionaries.
- 3** Students read the instructions. Ask a student to read out the four topic sentences. Check that students understand the vocabulary, e.g. *drawbacks* (problems, disadvantages), *devices* (equipment, tools). Students work in pairs and complete the task. ▶▶3
- 4** Students read the instructions and complete the task individually. Get students to compare their answers. ▶▶4

### EXTENSION ACTIVITY

- Tell students to read the three letters more slowly. Ask:
- *What is the problem with the home computer?* (it's difficult to set up, it crashes, it's time-consuming)
  - *What do you think the previous correspondent had said about the quality of digital photographs?* (it's not as good as photographs from 'old-fashioned' cameras)
  - *What could be the problems with a memory stick?* (it's unreliable, easily damaged)
- Put students into small groups. They discuss whether they think these are problems or not, from their own experience.
- Ask each group to feed back to the class.

## READING Answer key pp22–23

### ▶▶1

- 1 (possible answers) in a magazine or journal
- 2 two
- 3 a silent plane; a car that drives itself
- 4 three
- 5 a home computer; digital cameras; memory sticks

### ▶▶2

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

### ▶▶3

a 4 b 2 c 3 d 1

### ▶▶4

1 A 2 D 3 C 4 B

Draw students' attention to the list on the board from the lead-in exercise. Students remain in their groups and discuss the good things and bad things (problems) about the devices in the list. This could be done as a whole class discussion.

## WRITING Technology – good or bad? p24

### AIMS

The aims of this section are to encourage students to organize their ideas for an essay in a logical way, and to link those ideas with the appropriate type of linking device. Many examinations such as IELTS and TOEFL require candidates to write an essay in which they present two sides of an argument, with examples, and give their own personal opinion.

### LEAD IN

- Ask students to put up their hands if they have a mobile phone. Do a quick head count.
- If you did the extension activity from the previous section, ask students to remind you what ideas they had about the good things and bad things (pros and cons) about mobile phones. If you didn't do the extension activity, go straight on to exercise 1.

### PROCEDURE

- Students read the **Study Skill**. Ask:
  - *How many paragraphs does the box mention?* (4)
  - *What are they?* (introduction, paragraph for, paragraph against, conclusion)
 Students read the instructions. Check that they remember what 'brainstorm' means. Put students in small groups. Each group should select a secretary to write down all the ideas of the group uncritically. Put the headings 'arguments for mobile phones' and 'arguments against mobile phones' on the board. Elicit students' ideas and write these on the board. Or, ask the secretary from each group to come to the board to add their group's ideas. **▶▶ 1**
- Students read the instructions. Students read the essay and compare their group's list of ideas and those on the board with the ideas in the essay. Draw students' attention to the list on the board from exercise 1. Go through the list checking which ideas (if any) also appeared in the essay. **▶▶ 2**
- Students read the instructions and complete the task individually. Put students in pairs to compare their answers. **▶▶ 3**
- Students read the **Study Skill**. Draw students' attention to the position of commas immediately after most of these linking words. Point out that with *despite*, the comma occurs after the clause or phrase containing *despite*, e.g. Despite the advantages, ... Students read the instructions, complete the task and then compare their answers in pairs. **▶▶ 4**
- Students read the instructions. Students work in pairs and discuss the essay title. Tell students to raise their hands if, on the whole, they agree or disagree with the title. Tell students to say why. Write their ideas on the board. **▶▶ 5**
- Students read the instructions and divide the arguments into those for and those against satellite and Internet TV. Check answers with the whole class. **▶▶ 6**

## Writing a discursive essay p25

- Students read the instructions. Draw their attention to the notes and information in the box. Point out that the introduction has been written for them. Students read the introduction. Ask:
  - *Which is mentioned first, the harm Internet TV does or the good?* (the harm)
  - *What should the next paragraph be about?* (the good)
 Remind students to go through the process for writing:
  - 1 Use their ideas to write simple sentences.
  - 2 Join those sentences into a paragraph using linking words.
  - 3 Write a clear topic sentence for each paragraph.
 Encourage students to use their own ideas(s) as well as those in exercise 6. **▶▶ 7**

## WRITING Answer key pp24–25

### ▶▶ 1

Students' own answers.

### ▶▶ 3

Paragraph B says why mobile phone use can be a good thing. Paragraph A introduces the subject. Paragraph D concludes and gives the writer's opinion. Paragraph C says why mobile phone use can be a bad thing.

### ▶▶ 4

**sequence** *firstly* secondly finally in the first place lastly  
**contrast** *in spite of* however on the other hand despite  
**examples** e.g. for example for instance  
**endings** *to conclude* in conclusion

### ▶▶ 6

for satellite TV: 2, 3, 5  
 against satellite TV: 1, 4, 6

### ▶▶ 7

Student's own answers, but model answer:

Many people have strong feelings about the value of television, especially now programmes are available through satellite and over the Internet. There are those who suggest that increased access to these programmes does more harm than good. However, there are those who insist that it is a good thing.

There are four main reasons why it can be argued that unlimited access can be harmful. Firstly, people, especially children, may watch programmes that have unsuitable content. For example, children may accidentally watch a film that is very violent. Secondly, the programmes available may not be culturally appropriate. They might, for instance, show behaviour that is not acceptable in their own country. Another argument against these programmes is that people could be encouraged to watch more television. This can lead to people taking less exercise, but also becoming less sociable. Lastly, the world is becoming more closely linked and many things are similar in all parts of the world. As a result, some important traditional customs may be lost. International television increases this possibility.

On the other hand, there are equally strong arguments in favour of greater access to television. In the first place, cable television can give people access to programmes around the world and therefore, the opportunity to learn about other cultures. In addition, these programmes are often in English and this can help people to improve their language skills. Thirdly, a huge choice of programmes is available, something for every interest, e.g. sport or history programmes. Finally, it can be useful to see how people form different places see the world.

In conclusion, I believe that despite the drawbacks to unlimited access to satellite and Internet television, the arguments in its favour are much stronger.



## EXTENSION ACTIVITY

Ask:

– *What issues are important in your university? city? country?*

Put these on the board in the form of a discursive essay title, e.g. asking for arguments for and against.

Divide the class into two groups. Half the class brainstorm ideas for the subject, the other half brainstorm ideas against it.

Elicit these ideas and put them on the board.

The whole class debates the topic, one student from each half explaining and defending one idea.

Students should be reminded that this is an exercise in developing and discussing ideas. They do not have to agree entirely with the suggestions they are making.

## VOCABULARY DEVELOPMENT

### Varying vocabulary (1) p26

#### AIMS

The aim of this section is to make students aware of the importance to good writing of varying the vocabulary they use. For example, both the IELTS and TOEFL examinations use this as a criterion in the marking of essays.

#### LEAD IN

- Ask:
  - *What is the opposite of antonym?* (synonym)
- Write *It was a difficult problem* on the board. Students work in pairs. Give them 60 seconds to write the sentence again in as many ways as they can so that it has the same meaning (e.g. It was a hard problem. It was a complicated problem. It was a complex problem. It was a difficult question/issue/situation.)

#### PROCEDURE

- 1 Students read the instructions and complete the task individually. Get students to compare their answers in pairs. ►►1
- 2 Students read the instructions and complete the task individually. Point out that all of these words and phrases have been used in the texts in this unit. If students are unsure about the meanings of any of the words, encourage them to return to the texts to find them used in context. ►►2
- 3 Students read the **Study Skill**. If students are using the Oxford Student's Dictionary, tell them to find the entry for 'finally' and to look for the indication of a synonym, e.g. SYN. Tell students that if there is not a direct synonym, the example sentence will often give an alternative way of expressing the meaning of the word.  
Students read the instructions and complete the task. Put students in pairs to discuss their answers. These may vary depending on the dictionaries they are using. ►►3
- 4 Students read the instructions. Students work in pairs to complete the exercise. ►►4

## EXTENSION ACTIVITY

Tell students to go through their word cards and other vocabulary records. They use their dictionaries to add synonyms to these records where possible.

Ask some students to present a word card to the whole class. They draw the word card on the board and explain they information they have now recorded about that word i.e. meaning, pronunciation, part of speech, example sentence, antonym, and synonym.

#### ►►1

1e 2d 3b 4a 5f 6c

#### ►►2

- 1 drawbacks
- 2 made illegal
- 3 essential
- 4 immediately
- 5 rise

#### ►►3

##### Possible answers

ideal: perfect

wonderful: marvellous/super/great

manufacture: make/build/construct

automobile: car/vehicle

accelerate: go faster

steal: rob/take

rude: impolite/not polite

discover: find/find out

#### ►►4

##### Possible answers

very small: tiny

manufactured: made/produced/created

store: keep/record

data: information

grown: developed/become

business: industry

## REVIEW p27

### AIMS

The aims of this section are to give students further practice in the skills learnt in this unit, and to give them the opportunity to review the work they have done. A further aim is to encourage students to apply what they have learnt to their other academic studies in English.

### PROCEDURE

- 1 Students read the instructions. Put the first essay title *Using computers saves a lot of time* on the board. The whole class brainstorm arguments for and against this proposal. ►► 1a  
Students work in small groups and discuss the other three essay titles. Elicit some ideas and put these on the board. Encourage students to discuss these issues as a class. ►► 1b
- 2 Students read the instructions and complete the task. Ask some students to read out their topic sentences. Put these on the board. Let the whole class decide which is the best topic sentence and why. ►► 2
- 3 Students read the instructions. Students work in pairs and complete the task. ►► 3
- 4 Students read the instructions and complete the task in pairs. ►► 4  
Tell students to look back at p14 to remind themselves which methods they could use to record the vocabulary (e. g. labelled picture, word diagram, scale, synonyms & antonyms). Students select the best method (word diagrams are probably best for both sets of vocabulary).

### EXTENSION ACTIVITY

Tell student to choose one of the essay topics in exercise 1 to write a discursive essay about.

Elicit the process for writing from the class:

- put notes into short sentences
- join ideas into paragraphs using linking words
- write topic sentences for each paragraph
- check writing for mistakes

If appropriate, students could choose a title from their academic studies and write their essay on this.

This could be set for homework.

## REVIEW Answer key p27

### ►► 1a

Students' own answers, but possible answers:

*Arguments for*

easy to correct work  
don't have to write essays, etc. again  
can do research without going to a library  
easy to find your data

*Arguments against*

people spend too much time on the appearance (font, bold, etc.) of their work  
there's so much information available you spend too much time finding good information  
it's easy to lose files, misname them, etc.

### ►► 1b

Students' own answers, but possible answers:

**Cars should be banned from city centres.**

*Arguments for*

cars cause pollution  
many accidents  
many traffic jams – time consuming

*Arguments against*

public transport isn't designed for individuals  
many people need to carry things with them  
people pay tax on cars + pay for parking, etc. so they have the right to use them

**Young people spend too much time playing computer games.**

*Arguments for*

computer games make young people less sociable  
some games very violent and competitive

young people are taking less exercise – getting fat and unfit

*Arguments against*

computer games teach good keyboard skills  
some games very educational  
games can be sociable – many games played with others

**People have become too dependent on modern technology.**

*Arguments for*

people use calculators, so are becoming innumerate  
people use mobile phones, so don't write anymore  
people use computers, so become antisocial

*Arguments against*

mobile phones connect people  
technology frees people's minds to think about more important things

a country can't compete in the world unless its people are good with modern technology

### ►► 2

**Possible answers**

Laptop computers have become essential for business people.  
Voice-controlled technology is the home technology of the future.

### ►► 3

cars: motorways, rear-view mirror, steering wheel, traffic  
aeroplanes: airport, fly, plane, wing, (traffic)

### ►► 4

cars: accelerator, brakes, clutch, tyres  
aeroplanes: brakes, cockpit, emergency exit, pilot, take off, tyres

# 5 Conferences and visits

**READING SKILLS** Purpose and audience (1) and (2)

**WRITING SKILLS** Using formal expressions • A formal email

**VOCABULARY DEVELOPMENT** Suffixes • Prefixes

## READING A conference in Istanbul pp28-30

### AIMS

The aim of this section is to improve students' ability to assess a text for its usefulness by identifying its purpose and for whom it has been written.

### LEAD IN

- Focus students' attention on the page. Ask students to identify the skill **READING**, and the topic (*A conference in Istanbul*). Ask:
  - *Has anyone been to a conference?*
- If yes, ask:
  - *Where did you go? – What was the conference about?*
- If not, ask:
  - *What conferences have been held at your college or university?*
- Ask:
  - *What is the purpose of a conference?* (exchange of academic information, presenting new data/theories, etc.)

### PROCEDURE

- 1 Students read the instructions. Tell students to skim the documents quickly to label them. Get students to compare their answers in pairs. ►►1
- 2 Students read the instructions and the **Study Skill**. Students work in pairs and answer the questions. ►►2
- 3 Students read the instructions. Ask:
  - *How do you scan read?* (go through the documents quickly, perhaps using a pencil or finger to go over the words, looking for specific information)Go through each question with the whole class. Ask them to guess which document they should look at first for the information (the programme: the programme of events/the invitation; the people: the programme/the invitation/the email; Dr Khuffash: all documents).
- Do not explain or translate this new vocabulary at this stage, but explain to students that they will come back to it later in the unit. (See **EXTENSION ACTIVITY** p24)
- 4 Students work individually. Stop them after three minutes. Put students in small groups to compare their answers.
- Go through the answers with the whole class. If students need more time to complete the task, allow them another 60 seconds. ►►3
- 4 Students read the instructions. Remind students that if a word or phrase is new to them, they should use the context to guess at its meaning, then check against the definitions in this exercise.
- Students complete the task individually and compare answers in pairs. ►►4
- 5 Students read the instructions. Check that students understand the book types mentioned in the box. Ask:
  - *What might help you decide the type of text?* (specialized vocabulary, layout, punctuation etc.)Give students 60 seconds maximum to complete the task.
- Check the answers with the whole class. ►►5

## READING Answer key pp28-30

### ►►1

- a) an invitation
- b) a programme of events
- c) an itinerary
- d) an informal email

### ►►2

- 1 a) an invitation – to invite someone (Dr Khuffash) to something (a conference)  
b) a programme of events – to show what is happening and when  
c) an itinerary – to give travel information  
d) an informal email – to contact a friend or get information
- 2 a) an invitation – a speaker at a conference  
b) a programme of events – a speaker at a conference  
c) an itinerary – a passenger  
d) an informal email – a friend

### ►►3

#### The programme

Istanbul City Hotel  
Teachers of English Language and Literature  
5th October–8th October  
14.00  
20.00

#### The people

Dr Laura Khuffash  
Dr John Bryan  
Dr Meral Soyer  
Nancy  
Laura (Dr Laura Khuffash)

#### Dr Khuffash

11.00  
15.40  
Birzeit University  
visiting the Blue Mosque

### ►►4

- 1 Sightseeing
- 2 plenary (session)
- 3 venue
- 4 exhibition
- 5 familiar face
- 6 Criticism
- 7 look forward to
- 8 chair
- 9 lecturer
- 10 Farewell

### ►►5

- a) a novel
- b) a history textbook
- c) a poem
- d) a note
- e) a medical textbook
- f) a student essay

**6** Students read the instructions and the **Study Skill**. Ask:  
– *Who might read the text types in exercise 5?*

(e.g. a novel: a literature student, a general reader; a history textbook: a history student, a history teacher, a general reader; a poem: a literature student, a general reader; a note: the person who it is addressed to; a medical textbook: a medical student, a doctor, a patient; a student essay: the student, the teacher, other students)

Ask:

– *Which texts are read for pleasure? Which for study?*

Students work in pairs and complete the exercise. Elicit answers from the class. If possible, make an overhead transparency of the text extracts. Ask student to come to the overhead projector (OHP) and mark the vocabulary or punctuation which helped them decide the style of each extract. If an OHP is not available, work through each text discussing the features. ►► 6

### EXTENSION ACTIVITY

Get students to go through the texts in this unit, making a note of any new vocabulary that was not dealt with. Encourage students to be selective about the vocabulary they record. They should only choose words that will be useful to them. For example, the word *bower* from the poem on p30 would not be important to a medical student, but might be to a literature student; and vice versa for the word *lesion* from the extract from the medical textbook.

New vocabulary should be recorded using an appropriate method.

►► 6

### Possible answers

novel – literary  
a history textbook – academic/formal  
a poem – literary  
a note – informal  
a medical textbook – medical/formal  
a student essay – academic/formal

The chicken farm had been his idea, after Charles came back from the East with malaria. Work in the open air, Rivers had advised. He was paying for it now. As he left the shelter of the hedge and set off across two-acre field, a great gust of 'open air' almost lifted him off his feet.

+ use of first name or family name without title for people

Some of the features of the typical (medieval) village were inherent in the essential needs of agriculture and of social life, and may therefore appear too obvious to be worth specifying.

The most obvious characteristic of the village was its topography.

A thing of beauty is a joy for ever;

Its loveliness increases; it will never (sentence continues onto next line.

Pass into nothingness: but still will keep

A bower quiet for us, and a sleep ...

+ the lay-out in short lines

Paul, can't come to the lecture today – not feeling well. Can you explain to the prof. and can I look at your notes?!! Cheers, Tom

+ paper it is written on/handwritten

Dysphagia This term includes both difficulty with swallowing and pain on swallowing. The former symptom is more prominent in obstruction and the latter with inflammatory lesions. The patient can sometimes point to the site of the obstruction.

In conclusion, it is clear that the arguments in favour of reducing carbon gases through the increased use of renewable sources are stronger than those supporting the increased building of nuclear power stations.

handwritten = essay



## WRITING Invitations p31

### AIMS

The aims of this section are to highlight the differences between formal and informal writing, and to help students realize the importance of choosing the most appropriate style for their written work.

### LEAD IN

- Ask:
  - *Who has sent an email written in English? Who to?* (this can be very general, e.g. a friend in Australia, a chat room, a college or university)
- Put students' answers on the board. Ask:
  - *Would you use the same style and grammar for each one?* (e.g. very chatty/friendly/informal to a friend and in a chat room; more polite/distant/formal to a college or university)
- Ask:
  - *Why might there be these differences?* (you know a friend better than a stranger at another university; you don't want anything from your friend, but you might need information from the college or university, etc.)
- Put students' ideas on the board.

### PROCEDURE

- 1 Students read the instructions and decide which email is formal and which informal. Ask them to explain how they made their decision. Compare their answers to the information on the board from the lead-in exercise.  
Draw students' attention to the use of a person's title (Dr) in the formal email and the use of first names (Nancy, Mark, Laura) in the informal email. ►►1
- 2 Students read the instructions and do the task individually. Check answers with the whole class. ►►2
- 3 Students read the instructions and the **Study Skill**. Draw students' attention to the grammatical constructions that follow these fixed expressions. For example, – *have pleasure in doing*, *I would like to ...*, *I look forward to doing ...*  
Students work individually and then compare answers with a partner. ►►3
- 4 Students read the instructions. Put students in small groups to brainstorm the topic. Get a student to remind the others of the procedure for brainstorming. (a secretary for each group, accept all ideas at this stage, do not be critical of ideas)  
Elicit ideas and suggestions from students and put these on the board. ►►4
- 5 Students read the instructions. Students continue working in small groups. Tell them to:
  - decide on a theme for the seminars e.g. technology, agriculture, etc.
  - consider meal times, opening times of museums, etc.Draw students' attention to the list on the board. Students work in pairs and decide on two or three important things to see or do in their town.  
Get some students to present their programme to the rest of the class.  
Encourage the rest of the class to ask questions and to be politely critical of suggestions or timing they disagree with.  
You could have a class vote on the best programme. ►►5

## Writing a formal email p31

- 6 Students read the instructions. Remind them to use some of the formal expressions from exercise 3. Students write the email. ►►6

### EXTENSION ACTIVITY

Tell students to visit a tourist website, for example:  
<http://www.oxford.gov.uk/tourism>  
and to select two things they would like to do or see in that town.  
Students work in pairs and describe and explain their choices.  
This could be done as a whole class discussion.

## WRITING Answer key p31

### ►►1

A is informal  
B is formal

### ►►2

- 1 I have great pleasure in accepting your kind invitation
- 2 Please find attached ...
- 3 It would be greatly appreciated if you could send me ...
- 4 I look forward to meeting you ...
- 5 Yours sincerely

### ►►3

1 e, f 2 a 3 d 4 c 5 e, f 6 b

### ►►4

Students' own answers.

### ►►5

Students' own answers.

### ►►6

#### Possible answer

Dear (title and name),

I am writing to inform you that your visit to (name of town) has now been organized. Please find attached a detailed programme of your activities and details of your accommodation. As you will see, we have included a visit to the National Museum and Zoological Park. Please feel free to suggest changes if you wish to do so.

I very much look forward to meeting you, and to welcoming you to our town.

Yours sincerely,

(name)

## VOCABULARY DEVELOPMENT Word-building (2) p32

### AIMS

The aim of this section is to develop students' understanding of the effects of adding prefixes and suffixes to a root word. This will help expand their understanding of vocabulary in texts, and widen their range of vocabulary in writing.

### LEAD IN

- Put students in pairs. Tell them you are going to give them a 'root' word, i.e. one that forms the basis of other words. Tell them that they will have to write down as many derivatives of that word as they can in 60 seconds. Give them the root word *act* and one derivative *actor*. Give them one minute to complete the task.
- Ask each pair to say how many words they wrote. Get the pair who wrote the most words to come to the board and write their words. The rest of the class checks. Any words that other pairs have got can be added to the list (possible answers: actor, actress, acting, acted, react, reacted, reaction, active, actively, overactive, underactive, activated, inactive, action, etc.).

### PROCEDURE

- Students read the instructions and complete the task individually. Check the answers with the whole class. ►►1
- Students read the instructions and **Study Skill**. Students work in pairs to complete the task. Remind students of the different ways of recording word stress (see Student's Book p8). ►►2
- Students read the **Study Skill** and the instructions. Students work individually and complete the task. ►►3
- Students read the instructions and complete the task individually. Check the answers with the whole class. ►►4

## VOCABULARY DEVELOPMENT Answer key p32

### ►►1

invitation: noun  
international: adjective  
forget: verb  
renewable: adjective  
criticism: noun  
really: adverb  
enjoy: verb  
greatly: adverb

### ►►2

verb	noun	adjective	adverb
think	thought	thoughtful/ thoughtless	thoughtfully/ thoughtlessly
hope	hope	hopeful/hopeless	hopefully/hopelessly
pain	pain	painful/painless	painfully/painlessly
please	pleasure	pleasing/pleased	
criticize	criticism	critical	critically

### ►►3

1b 2e 3d 4g 5c 6i 7j 8h 9a 10f

### ►►4

1 transform  
2 microphone  
3 bilingual  
4 antiseptic  
5 submarine  
6 review  
7 autobiography  
8 postgraduate  
9 Multimedia  
10 misprint



## AIMS

The aims of this section are to give students further practice in the skills learnt in this unit, and to give them the opportunity to review the work they have done. A further aim is to encourage students to apply what they have learnt to their other academic studies in English.

## PROCEDURE

- Students read the instructions and do the task in pairs. Check the answers with the class. ►►1

Ask:

– *What features helped you decide what each document was?* (e.g. letter layout, advertisement style with job title, etc.)

- Students read the instructions and complete the task. Get students to skim the unit to find the appropriate formal expressions. ►►2

- Students read the instructions. Get students to work in pairs and to decide what part of speech is required for each gap. (For example, *Dr Khuffash is (gap) a ...* The gap is after the verb *be*, but before the indefinite article *a*, so it has to be an adverb.)

Look at the remaining gaps. Ask students to tell the class what part of speech is missing. The rest of the class listen and check (noun, noun, adverb, adjective, noun).

Students remain in pairs and fill in the gaps with the correct form of the word. Encourage them to use dictionaries if they are unsure. ►►3

## EXTENSION ACTIVITY

Get students to add at least two more words for each prefix in exercise 3 on p32.

Encourage them to select vocabulary from their area of academic studies where possible (e.g.

– a medical or biology student: microscope;

– a physics student: subatomic, etc.)

Students may use their dictionaries if needed.

### ►►1

- a formal letter
  - a job advertisement (newspaper/Internet)
  - an official notice
- a student
  - the organization/school looking for an employee
  - the head of department at a school or university
- Dr Stone/the person in charge of the bursary
  - an Arabic speaking student
  - all chemistry students taking the exam

### ►►2

Dear Mrs Bateman,

**Thank you** for your letter. **I have great pleasure in accepting** your invitation to the exhibition. **It would be greatly appreciated** if you could send me some information about transport between the airport and the exhibition hall. I have written a brief biography **as requested**. **Please see attachment.** / **Please find attached a brief biography as requested.**

**I look forward to meeting you soon.**

Yours sincerely,

Frank Baker

### ►►3

- currently
- lecturer
- development
- particularly
- interested
- novelist

# 6 Science and our world

**READING SKILLS** Making notes • Interpreting meaning  
**WRITING SKILLS** Paraphrasing & summarizing • Writing a summary  
**VOCABULARY DEVELOPMENT** Noun/Verb + preposition • Using numbers

## READING Air pollution pp34–35

### AIMS

The aims of this section are to introduce students to different techniques for making notes, and to help them determine what is key information in a text by distinguishing between speculation and fact.

### LEAD IN

- Focus students' attention on the page. Ask students to identify the skill **READING**, and the topic of the unit (*Science and our world*). Tell students to work in small groups and brainstorm how science affects our daily lives (e.g. new medicines, new medical treatments, etc.).

### PROCEDURE

- 1 Students read the instructions. Students discuss their answers in pairs. Write *Causes and Effects* on the board. Elicit students' ideas and write them on the board under the headings.  
Students skim the text. Go through the list of ideas on the board and check which, if any, were mentioned in the text. ►►1
- 2 Students read the instructions and complete the task individually. Get students to compare their answers in pairs. If students disagree with their partner's answer, encourage them to each show their partner the part of the text they used to get the answer. ►►2
- 3 Students read the instructions and complete the task. ►►3
- 4 Students read the instructions and **Study Skill**. Ask students how they usually make notes when they are reading, e.g. underlining information, copying phrases, etc. Put these ideas on the board. Ask: *What are the three stages to making notes?* (deciding what information is needed, finding it and highlighting it, rewriting the information as notes)  
Remind students that they should only use a highlighter pen in their own books. If they are using a library book, they should underline the information lightly in pencil and remember to erase it before returning the book.  
Draw students' attention to the types of words that can be excluded from notes (articles, *be*, auxiliary verbs, prepositions)  
Ask students to tell the class about other symbols or abbreviations they already use in their note-making.  
Students compare their methods of note-making (from the beginning of this exercise) to the ones in the **Study Skill**. Ask:  
– *Are they the same? Are there some new ideas?*  
Put students in pairs to compare the notes with the highlighted sections in the first paragraph in the text. Students should also match the notes with the suggestions in the **Study Skill**. ►►4
- 5 Students read the instructions. Set a time limit of five minutes. Students make their notes using symbols and abbreviations. Put students in pairs to compare their notes.  
Ask a student to write their notes on the board. Ask the rest of the class to comment. For example, ask:  
– *Has all the relevant information been noted?*  
– *Have the unnecessary words been left out?* ►►5

## READING Answer key pp34–35

### ►►1

Students' own answers.

### ►►2

- 1 the motor vehicle
- 2 volcanoes and forest fires
- 3 Beijing, Mexico City, Athens, Moscow, and Mumbai
- 4 Cairo (suburb)
- 5 long-term health problems (heart attacks and lung cancer)
- 6 Ottawa, Canada
- 7 asthma

### ►►3

- 20 a 20-year study
- three times the increase in long-term health problems
- two decades (the length of the study)
- 25,000 the number of residents studied
- 250 the number of children studied
- second the group of researchers in Ottawa
- 2.5 the size of the particles in microns

### ►►5

#### Possible answer

increased pollution → more studies on health  
tiny particles → 3 × long-term health problems

No. particles = health problems

Study – 25,000 people 20 years

No. particles > 2.5µm ↑ = risk death – heart attack/lung cancer

- 6** Students read the instructions and highlight the key information. Students compare what information they have selected with a partner. Ask a student to tell the rest of the class which information they have chosen. The rest of the class compares with their own work. **▶▶6**
- 7** Students read the instructions and complete the task individually. **▶▶7**
- 8** Students read the instructions and the **Study Skill**. Students work individually to complete the task. Tell students to circle the words expressing uncertainty and speculation as they are reading.  
Elicit answers from students. **▶▶8**

## WRITING Trends p36

### AIMS

The aims of this section are to show students how to use their own words by paraphrasing and summarizing, and to show the use of synonyms when writing up notes using other people's work. The importance of not plagiarizing should be stressed.

### LEAD IN

- Ask students what they understand by *primary school*. Ask:  
– *What age are the children that go there?* (5 to 11 years old)
- Students can discuss difference and/or similarities with the primary education in their own country.

### BACKGROUND NOTE

Primary schools in the UK start at 9 or 9.30 in the morning. Pupils have a lunch break in the middle of the day and finish at 3 or 3.30 in the afternoon. Many of the children stay at school to eat their lunch. They either eat food that their parents have prepared for them, a 'packed lunch', or they have a cooked meal prepared at the school.

### PROCEDURE

- 1** Students read the instructions and work individually. Put students in pairs to compare what information they have highlighted or underlined. **▶▶1**
  - 2** Students read the instructions. Students work in pairs and match the words and phrases. Draw students' attention to the fact that the summary has used synonyms or has rephrased the original vocabulary from the text. **▶▶2**
  - 3** Students read the instructions and complete the task individually. Put students in pairs to compare the information they have selected. Go through the text with the whole class. **▶▶3**
  - 4** Students read the instructions. Tell them to look back at **Study Skill** on p34 to remind themselves of the ways of writing down notes. **▶▶4**
  - 5** Students read the **Study Skill** and the instructions, and complete the task. Emphasize that students should not look at the text again, but should write sentences based on their notes alone. **▶▶5**
- Students should compare their sentences with the parts of the text they had underlined. Tell them to think of synonyms for, or ways of rephrasing, some words or phrases if they are exactly the same as the original text.

## Writing a summary p37

- 6** Students read the instructions. Remind them to think of a topic sentence to introduce their paragraph and to use linking words and phrases to link their ideas within the paragraph. **▶▶6**
- Remind students to check their work for mistakes in spelling, punctuation, and grammar.

### EXTENSION ACTIVITY

Tell students to read the texts on pp 36–37 and to circle the words that indicate uncertainty or speculation.

### ▶▶6

#### Possible answers

Other studies show a similar link between traffic pollution and ill health. A second group of researchers in Ottawa, Canada, reported that children living near busy roads were more likely to develop asthma. They studied the health of 250 children in different Canadian cities. The results suggest a strong connection between how close a child lives to traffic and the possibility of that child developing asthma and other similar diseases.

### ▶▶7

#### Possible answers

Where? in Canadian cities  
What ... studied? health of children near roads  
Who? children  
How many? 250  
Where ... live? living near busy roads  
What result? they get asthma & other diseases

### ▶▶8

1F 2F 3S 4S 5S 6F

## WRITING Answer key pp36–37

### ▶▶1

#### Possible answers

The results of a study into what 10,000 primary school children, that is, children aged five to eleven, ate in a day shocked the researchers. They believe it shows that children's diets are getting worse and that this might cause health problems in the future. It shows that 49 per cent of the children had eaten chips, which had been cooked in oil. Less than half had eaten a vegetable or a piece of fruit in 24 hours and, most shockingly, only one in ten children had eaten fish. As Dr G. Bennett, the author of the study, concluded (2006, p191) 'Poor eating habits in early childhood can lead to health problems in later life. It is therefore essential to ensure that children eat properly.'

### ▶▶2

research = a study  
pupils = school children  
daily diet = what they ate in a day  
revealed = shows  
just under half = 49 per cent  
fewer than 50% = less than half  
10% = one in ten

### ▶▶3

#### Possible answers

As science becomes increasingly important in our daily lives, so the shortage of scientists gets greater. The number of students going to university to study pure and applied sciences is decreasing by about five per cent each year. This, in turn, leads to a drop in the number of people able to be science teachers in schools. This shortage of science teachers, unsurprisingly, leads to fewer school children studying science, and even fewer going on to university. Prominent scientists believe that one of the reasons is that science is undervalued in society: people do not discuss the latest scientific breakthrough in the same way they would discuss the latest bestseller. It could also be because scientists starting their professional lives are often poorly paid. However, some scientists think that the reason is a distrust of scientists because of the claims for 'breakthroughs' and 'cures' for diseases which do not actually happen. Whatever the reason, young people must be encouraged to study science. The world needs scientists.



## VOCABULARY DEVELOPMENT

### Words that go together p38

#### AIMS

The aims of this section are to draw students' attention to the help dictionaries give in showing the use, as well as the meaning, of vocabulary, and to help them express quantity and numbers.

#### LEAD IN

- Ask students to quickly list the information available about a word in a dictionary (e.g. meaning, pronunciation, stress, part of speech, irregular parts, example sentences, synonyms and antonyms).
- Tell them to open their dictionaries and look up the word *source*. Tell them to look at the example sentences. Ask:
  - *What words come immediately after source?* (the prepositions *of* and *in*)

#### PROCEDURE

- 1 Students read the instructions and **Study Skill**. Give students three minutes to scan the texts and locate the prepositions that go with these nouns.  
Check the answers with the whole class. >>> 1
- 2 Students read the instructions and complete the task working individually. Put students in pairs to compare answers. >>> 2  
Tell students that they should always read the example sentences of any new words they are looking up. These show how a word is used. They should note the words that are associated with their new word in their vocabulary record. This will help them to use the word correctly in their written and spoken work.

### Using numbers p38

- 3 Students read the instructions. Put students in pairs to discuss what the numbers represent. Elicit students' answers. Tell students to scan the texts to check their answers. >>> 3
- 4 Students read the instructions and the **Study Skill**.  
Students do the exercise and then compare their answers with a partner. Ask some students to read out their answers. The rest of the class should listen and check that they agree with the answer, and that the number is being read out correctly, e.g. 37 degrees Celsius /selsias/ or centigrade /sentigred/, not '37 degree'. >>> 4

#### >>> 4

##### Possible answers

No. science students ↓ about 5% a year  
→ ↓ science teachers  
→ ↓ children learning science  
→ ↓ students learning science  
∴ science not valued much  
→ poor start pay/distrust (e.g. cures claimed but don't happen)

#### >>> 5

##### Possible answers

There is an annual fall of around five per cent in the number of people studying science in higher education.  
There are fewer science teachers in schools.  
There are fewer children learning science in schools.  
There are fewer students going to university to study science.  
Science is not valued much.  
Scientists are poorly paid at the start. Scientists are distrusted.  
They announce 'cures' but these do not happen.

#### >>> 6

##### Possible answer

There is an annual fall of around five per cent of people studying science in higher education. This has led to a drop in the number of teachers of science in schools. As a result, the number of children studying science at school and at university has also dropped. The reason for this is that science is undervalued. Scientists are not paid much when they start work. Also, scientists are distrusted because they announce 'cures' which do not actually occur.

## VOCABULARY DEVELOPMENT Answer key p38

#### >>> 1

- 1 a source of
- 2 the problem of
- 3 an increase in
- 4 a connection between
- 5 a link between
- 6 a level of
- 7 a shortage of
- 8 a distrust of

#### >>> 2

- 1 lead to
- 2 contribute to
- 3 protect themselves from/against
- 4 decreased by
- 5 looking at/for ways

#### >>> 3

25,000 the number of residents studied (p35)  
2.5 the size of the particles in microns (p35)  
49% the number of children who had eaten chips (p36)  
one in ten the number of children who had eaten fish (p36)

#### >>> 4

1 b 2 i 3 e 4 a 5 h 6 c 7 g 8 d 9 j 10 f



## AIMS

The aims of this section are to give students further practice in the skills learnt in this unit, and to give them the opportunity to review the work they have done. A further aim is to encourage students to apply what they have learnt to their other academic studies in English.

## PROCEDURE

- 1 Students read the instructions. In pairs, students discuss and agree on which parts of each text are either fact or speculation. They highlight the texts. Ask one student from a pair to read each sentence from the first text. Their partner should tell the class whether they thought it was fact or speculation. Choose two other pairs to do the same with the second and third texts. ►►1
- 2 Students read the instructions and complete the task. ►►2
- 3 Students read the instructions and complete the task. Put students in pairs to compare their answers. ►►3

## EXTENSION ACTIVITY

Ask the students to list the skills they have learnt and practised in this unit. For example:

- how and what to note from a text
- how to look for words that distinguish speculation from fact
- how to paraphrase and summarize using their own words and avoiding plagiarism
- how to get information from a dictionary on how to use a word
- how to express quantity and numbers

Put students in small groups and tell them to discuss how they might apply these skills to the work they do in their academic studies.

### ►►1

Fact is underlined; speculation is in *italic*

### Old shoes

Scientists believe *the first shoes were worn about 30,000 years ago*. When shoes are worn, the toe bones get weaker. There is evidence that humans 30,000 years ago had toes which were weaker than their ancestors'. *This, the scientist claim, is because they started wearing shoes.*

### Bright veggies

*Brightly-coloured fruit and vegetables, like carrots and oranges, could protect against diseases such as arthritis. These vegetables and fruit contain vitamin C and other elements which work against the disease. So, if you enjoy eating lots of oranges, you could also be helping your body to fight disease.*

### The Ancient Origins of tuberculosis

Scientists used to believe tuberculosis (TB) was just tens of thousands of years old, but *studies of ancient skeletons suggest the disease existed in East Africa three million years ago*. Scientists hope to use this new information in their fight against TB, as *this disease kills three million people a year*.

### ►►2

#### verbs

apply to/for  
concentrate on  
consist of  
depend on  
search for  
suffer from

#### nouns

reason for  
demand for  
cause of  
solution to  
rise in/of  
reaction to

### ►►3

- 1 Today is his **fortieth** birthday.
- 2 More than **6 million** people watched the final.
- 3 There was an increase of five point two **oh** six.
- 4 They received a pay rise of four per **cent**.
- 5 Today's temperature is 7 degrees **below** zero.

# 7 People: past and present

**READING SKILLS** Using original sources

**RESEARCH** Using the Internet • Developing a search plan

**WRITING SKILLS** Adding extra information • Organizing ideas (2) • Writing from research

## READING Three famous writers pp40–41

### AIMS

The aim of this section is to improve students' use of original sources on the Internet. Students are shown that they need not understand everything on the site, and that there are many sites for information, some of which may be easier to understand.

### LEAD IN

- Focus students' attention on the page. Ask students to identify the skill **READING**, and the topic (*Three famous writers*). Tell each student to write down the three most famous writers they know. Put students in pairs. The pairs discuss their choices and produce a list of the three writers they agree on. Put the students in small groups and repeat the procedure. Get each group to tell the class about their choices.

### PROCEDURE

- 1 Students read the instructions and discuss the books with their partners. Ask:  
– *What have you been reading, in English or your own language, recently?* ►►1
- 2 Ask students what they can tell you about Shakespeare, Christie, and Shawqi. Put this information on the board.  
Students read the instructions. Give students one minute to skim the texts and answer the questions. Students compare their answers in pairs. ►►2
- 3 Students read the instructions and the **Study Skill**. Give students time to look at the **Study Skill** on predicting content (p17), if they need to.  
Remind them that they are scanning for specific information and not to worry about vocabulary they don't understand at this stage. Do not pre-teach or explain any vocabulary. ►►3
- 4 Students read the instructions. Tell students to look at the first word in bold, *playwright*. Ask:  
– *What part of speech is it?* (noun),  
– *What is the context?* (... and poet),  
– *What does that tell you?* (it must be similar in some way to poet)  
Ask students to guess what it means. Tell students to look at the sentences in exercise 4. Ask them to choose the correct one for this word.  
Tell students to repeat this process with each new word. Students work individually and complete the task.  
Put students in pairs to compare answers. ►►4

### EXTENSION ACTIVITY

Put students in small groups to brainstorm famous people from their own country or region.

Elicit fields in which people might achieve fame and put them on the board. For example:

- science
- travel/exploration
- politics/leadership
- literature
- sport
- music
- the arts

Students add names of famous people (dead or alive) to these categories.

Get students to tell the class about the people they have chosen. Add their names under the correct category on the board.

Remind students to copy the list as they will need it in a later class. (See Writing Extension Activity)

## READING Answer key pp40–41

### ►►1

Students' own answers.

### ►►2

William Shakespeare: a, f

Agatha Christie: c, g

Shawqi: b, d, e

### ►►3

#### Shakespeare

country: England

born: 1564 in Stratford-upon-Avon

early life and family: grammar school; in 1582 married Anne Hathaway

profession: playwright & poet (dramatist, actor)

famous for: plays (tragedies, comedies)

death: 1616

#### Agatha Christie

country: England

born: 1890 in Torquay

early life and family: father died when she was young; educated at home; at 16 went to Paris; studied singing & piano; in 1930 married Sir Max Mallowan

profession: novelist (author)

famous for: plays, mystery stories, Hercule Poirot, Miss Jane Marple

death: January 12 1976

#### Ahmed Shaqwi

country: Egypt

born: 1868 in Cairo

early life and family: raised by grandmother; related to royal family; law school – degree in translation; job in court of Khedive Abbas II; studied law at Montpellier and Paris 3 years

profession: poet & dramatist

famous for: poetic plays, Al Shawkiyat

death: 1932

### ►►4

1 poet

2 ill-documented

3 bestseller

4 published

5 tragedy

6 author

7 playwright

8 comedy

## AIMS

The aims of this section are to draw students' attention to the importance of checking the reliability of information obtained on the Internet, and to help them find information more efficiently.

## LEAD IN

- Ask:
  - *Who surfs the Internet for information?*
  - *How do you do it? Do you use 'Google' or other search engines?*
  - *Does your university have its own research facility available on computers?*

## PROCEDURE

- 1 Students read the instructions and the **Study Skill**. Students compare the two extracts. Ask what they notice about them. If students are unsure, tell them to look at the first extract again. Ask: *Is there a lot or a little information about Shakespeare?* (a lot)

Tell them to look at the second extract and repeat the question. This time the answer is 'a little'.

Ask:

- *What conclusion can you draw from these two extracts from the Internet?* (information can be contradictory)

- 2 Students read the instructions and the **Study Skill**. Students look at the first question. Ask:
  - *What is the key word?* (Chopin)

Repeat the question for numbers 2 (Jane Austen, Persuasion) and 3 (Angola, export).

Students complete the task individually and compare answers in pairs. >>> 2

- 3 Students read the instructions. Students work in pairs. Tell the students to underline the key word(s) or phrase, i.e. the words they will use for their search. Elicit answers from the class. >>> 3a

Ask students what type(s) of search they will make. >>> 3b

- 4 Students read the instructions. Put students in pairs to complete the task. Ask students which facts they think are wrong. Put their ideas on the board. Do not correct them at this stage.

- 5 Students read the instructions. Students work individually and underline the key words or phrases to search for. Put students in pairs to compare their selection.

Students complete the task. >>> 5

## &gt;&gt;&gt; 2

- 1 writing (composing) piano music
- 2 1816
- 3 oil/oil derivatives

## &gt;&gt;&gt; 3a

## Possible answers

- 1 Amman, summer temperature
- 2 How far, Sun, Earth
- 3 Dickens, born
- 4 percentage water, human body
- 5 Amazon, average rainfall
- 6 butterfly, life cycle

## &gt;&gt;&gt; 3b

## Possible answers

- 1 search engine
- 2 online encyclopaedia/whole question search engine
- 3 online encyclopaedia/search engine
- 4 whole question search engine
- 5 online encyclopaedia/search engine
- 6 online encyclopaedia/search engine

## &gt;&gt;&gt; 5

Marie Curie

born in **Poland**

Nobel Prize for **Physics** in 1903

**1911**, won the Nobel Prize for Chemistry.

Zinédine Zidane

born in **1972** in **Marseilles**

1998 World Cup final v. **Brazil**

## WRITING Biographies p43

### AIMS

The aim of this section is to develop students' writing style by using relative clauses to add extra information, and to draw their attention to how to organize a paragraph, in this case chronologically.

### LEAD IN

- Ask:
  - *Who enjoys playing or watching tennis?*
- Write *Roger Federer* on the board. Put students in small groups to brainstorm what they know about him. Put this information on the board.

### PROCEDURE

- 1 Students read the instructions. Ask students to check the information on the board. Ask: *Are any of the questions 1–5 answered?*  
Students read the text and answer the questions. >>> 1
- 2 Students read the instructions and the **Study Skill**. Draw their attention to the need to omit *there* when adding extra information with the relative pronoun *where* (e.g. ... in Basle, where Roger Federer was born ~~there~~ ...).  
Students work individually and complete the task. Students compare their answers in pairs. >>> 2
- 3 Students read the instructions and complete the task individually. >>> 3
- 4 Students read the instructions and the **Study Skill**. Ask: *What other texts might be organized chronologically?* (an historical text, a report of events in a newspaper, etc.)  
Students complete the task individually. >>> 4
- 5 Students read the instructions and complete the task. >>> 5

### EXTENSION ACTIVITY

Students return to list of famous people from their country or region. (see Reading – Extension Activity).

Each student decides which person they wish to research and write about.

Get each student to make a search plan. For example:

- What information do they need?
- Students write the questions, e.g.
- Where was he/she born?
  - What are the key words in each question?
  - What type of Internet site would be best for this research?

## Writing from research p44

- 6 Students read the instructions and complete the task. If you have done the extension activity above, students should follow the search plan they made.

>>> 6

## WRITING Answer key pp43–44

>>> 1

- 1 Basle, Switzerland 1981
- 2 2003
- 3 the Australian Open, Wimbledon, the US Open
- 4 Pete Sampras
- 5 the Roger Federer Foundation

>>> 2

Roger Federer is probably the best and most famous tennis player in the world today. He was born in Basle, in Switzerland in 1981. His parents, **(1) who met when Roger's father was in South Africa on business**, encouraged him to start playing tennis when he was eight years old. He won his first Wimbledon title, the Wimbledon Junior, at the age of sixteen. Over the next few years he played all over the world, including in Australia, **(2) where he represented Switzerland in the 2000 Olympic Games**. However, it was in the year 2003 that he really began to show just how good he was. He started the year by winning two tournaments in a row, in Dubai and Marseilles. He also won his first Grand Slam title at the Wimbledon Championships. In 2004 he won three out of four Grand Slam titles, in the Australian Open, Wimbledon, and the US Open. In 2006 he equalled Pete Sampras's record of winning Wimbledon four times in a row. However, he is still one championship behind Bjorn Borg, **(3) who won five consecutive finals at Wimbledon**. When he is not playing tennis, Roger Federer is busy with his special project, the Roger Federer Foundation, **(4) which helps disadvantaged children**. He is also a Goodwill Ambassador to Unicef, which also helps poor children around the world.

>>> 3

- 1 Arthur Conan Doyle, who was a Scottish doctor, wrote the Sherlock Holmes stories.
- 2 The film *Amadeus*, which is about the life of Mozart, won eight Oscars.
- 3 Stratford-upon-Avon, where Shakespeare was born, is a beautiful little town.

>>> 4

### Nelson Mandela

born in South Africa in 1918 – became the most famous statesman in the world  
actively involved in the African National Congress and the fight against apartheid – the separation of black and white people  
was released from prison after 27 years in 1990, won the Nobel Peace Prize – shared with President de Klerk  
became first democratically elected president of South Africa in 1994  
retired from politics in 2004, moved back to Qunu – he was born there

>>> 5

Students' own answers, but model text:

Nelson Mandela, who became the most famous statesman in the world, was born in South Africa in 1918. He was actively involved in the African National Congress, and the fight against apartheid, which is the separation of black and white people. He was imprisoned for 27 years. He was released from prison in 1990 and won the Nobel Peace Prize, which he shared with President de Klerk. He became the first democratically elected President of South Africa in 1994. In 2004 he retired from politics and moved back to Qunu, where he was born.

>>> 6

Students' own answers, but the text on Nelson Mandela is a model.



## REVIEW Organizing vocabulary (2) p45

### AIMS

The aims of this section are to give students further practice in the skills learnt in this unit, and to give them the opportunity to review the work they have done. A further aim is to encourage students to apply what they have learnt to their other academic studies in English.

### PROCEDURE

- 1 Students read the instructions. Put students in pairs. Tell them to try and fill in the gaps without referring to p41.

Students refer to p41 to check their answers. ►►1

- 2 Students read the instructions and the **Study Skill**. Ask:

– *What other methods for recording vocabulary have you seen?* (word cards, labelled pictures, scales, antonyms/synonyms, word diagrams)

Students work in pairs and complete the task. Students should use their dictionaries to look up unknown words. They should be encouraged to make word cards for any individual words that may be useful to their academic studies. ►►2

- 3 Students read the instructions and complete the task individually. Students check their answers in pairs. ►►3

- 4 Put students in small groups. Students read the instructions. Students discuss each sentence, underlining the key words that helped them find their answer.

Ask students to give their answers and their reasons. The rest of the class listens and checks. ►►4

### EXTENSION ACTIVITY

Students make a topic-based record of some vocabulary they use in their academic studies.

## REVIEW Answer key p45

### ►►1

- 1 ill-documented
- 2 playwright
- 3 tragedy
- 4 published
- 5 author/writer
- 6 bestsellers
- 7 poet
- 8 comedies

### ►►2

art: a landscape a portrait a sculpture an abstract  
an art gallery

music: a composer a conductor a songwriter jazz opera  
literature: a novel an author a short story poetry prose  
cinema: a director a movie a role a star an actor

### ►►3

- 1 designed
- 2 wrote
- 3 directed
- 4 composed
- 5 starred
- 6 painted
- 7 played
- 8 conducted

### ►►4

- 1 a sculpture
- 2 an abstract (painting)
- 3 a film
- 4 a novel
- 5 an opera

# 8 The world of IT

**READING SKILLS** Rephrasing and explaining • Avoiding repetition (2)  
**WRITING SKILLS** Linking ideas (3) • Coherent writing • Writing from notes  
**VOCABULARY DEVELOPMENT** Abbreviations (1) and (2)  
**RESEARCH** Acknowledgements

## READING Computers pp46–47

### AIMS

The aims of this section are to help students identify ways of explaining words or rephrasing language in a text, and to show how understanding how pronouns work can help with understanding the text and with avoiding repetition.

### LEAD IN

- Focus students' attention on the page. Ask students to identify the skill **READING**, and the topic of the unit (*The world of IT*). Put these questions on the board:
  - *Who has a computer at home?*
  - *Who has a laptop computer?*
  - *Who has Internet access at home?*
  - *Who has WiFi access?*
- Do a quick class survey by asking the questions and counting a show of hands.

### PROCEDURE

- Students read the instructions. Students discuss their answers in pairs. You can put the following expressions on the board to help students answer more precisely:
  - *once or twice a week, from time to time* (not very often)
  - *every now and again* (sometimes, not often)
  - *two or three times a day*
  - *hardly ever* (nearly never)

Ask some students to tell you their answers. ►►1

- Students read the instructions. Tell students to label the diagram with the words they already know. Students read the text and complete the labelling.

Do not deal with what the abbreviations stand for at this stage. Students will work with these on p49.

Go through the answers with the whole class. ►►2

- Students read the instructions and the **Study Skill**. Students work individually to find and underline the examples. Students work in pairs and compare their answers. ►►3

- Students read the instructions. Tell students to read the text slowly, underlining unknown words, but not stopping to look them up. They may need to read the text more than one time. Explain that the definitions for the words 1–5 are all contained within the text, and students should look for words or phrases that indicate an explanation or rephrasing.

Students compare their answers in pairs. ►►4

- Students read the instructions and the **Study Skill**. Tell students to replace the pronoun in each sentence with the noun or noun phrase it stands for. If the sentence still makes sense, then they have probably chosen the correct noun or noun phrase.

Do the first two as examples with the class.

In line 1 *it* refers to *an attack*. Replace *it* with the words *an attack* in the sentence: *An attack could come via an email from a friend ...* Ask students if the sentence still makes sense.

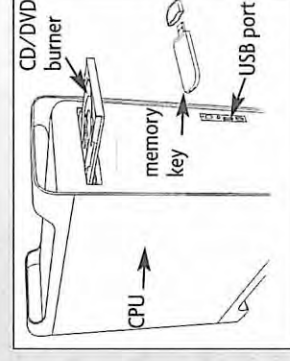
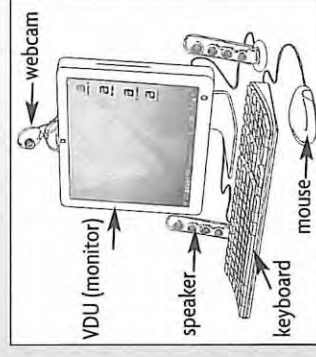
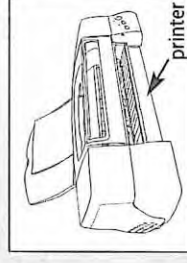
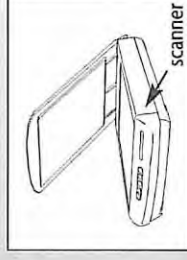
Look at *these* in line 5. Ask students if *these* refers to a singular or plural (plural). Ask students which phrase it replaces (attacks your computer). Replace *these* with the plural noun *attacks* in the sentence: *Sometimes, attacks are not too serious*. Ask students if this sentence still makes sense.

## READING Answer key pp46–47

### ►►1

Students' own answers.

### ►►2



### ►►3

A computer is made up of several main parts. Obviously, the most important is the CPU, or central processing unit. This is the part that houses the computer memory and processing chips, in other words, the computer's brain. Most CPUs now have a CD and/or DVD burner, that is, a device for recording onto a CD or DVD, already built into the unit. They also have USB ports, that is to say, sockets where you plug in other devices, e.g. your scanner or memory key. Most CPUs have software, i.e. computer programs, already loaded when you buy the computer, but many people like to add other programs to personalize their computer. Other necessary parts of a good computer system are the monitor, or screen, the mouse, and the keyboard.

### ►►4

1d 2c 3e 4b 5a

Students work in pairs and complete the task. Elicit answers from students. The rest of the class checks by putting a noun or noun phrase into the sentence to replace the pronoun. ►►5

### EXTENSION ACTIVITY

Tell students to go back over the text on p47 and to find:

- 4 verbs with prepositions (connect to, steal (money) from, worry about, take (money) from)
- 2 nouns with prepositions (possibility of, source of)
- 3 examples of words or phrases that introduce rephrasing or explanations (that is, in other words, or)

Students look back at the unknown words in the text that they underlined in exercise 4. Tell students to guess the meaning of the unknown words from the context. Refer students back to the **Study Skill** on p17 if necessary.

## WRITING IT – benefits and drawbacks p48

### AIMS

The aim of this section is to help students write with more clarity through using features that produce coherence, e.g. pronouns to avoid repetition, and linking words and phrases that show result, e.g. *as a result*.

### LEAD IN

- Write this sentence on the board:  
– *Many children in poorer parts of the world do not have access to computers or the Internet.*
- Put students in small groups to brainstorm the reasons for this and the possible consequences. Get a student from each group to tell the rest of the class their ideas. (e.g. reasons: too expensive, no telephone lines; consequences: they get left behind, have poor communication with the rest of the world).
- Put students' ideas on the board.

### PROCEDURE

- 1 Students read the instructions. Tell students to read the text and to underline any unknown words, e.g. *a handle*. Put these words on the board. Ask if any students can explain them. If not, put students in pairs to try to guess the meaning or to look the words up in their dictionaries.

Students complete the task individually and then compare their notes in pairs. Ask one or two students to write their notes on the board. The rest of the class can compare and discuss. ►►1

- 2 Students read the instructions and work individually to complete the task.

►►2

- 3 Students read the instructions and the **Study Skill**. Draw students' attention to the use of commas with linking words and phrases indicating result.

Students work individually and then compare answers in pairs. ►►3

- 4 Students read the instructions and complete the task individually.

Put students in pairs and tell them to exchange their paragraphs. Tell the students to check their partner's work and, if necessary, to correct the use of linking words and phrases. Tell them to pay particular attention to the use of commas. ►►4

## Writing from notes p48

- 5 Students read the **Study Skill** and the instructions. Go through the notes with the whole class, explaining any symbols or abbreviations students don't know. Students complete the task individually. ►►5

### EXTENSION ACTIVITY

Students should make notes from the text on p47 and use these to write a paragraph summarizing the article.

►►5

### pronoun

it (line 1) possibility of an attack  
these (line 5) attacks (on your computer)  
they (line 8) companies and even government departments  
This (line 8) finding and destroying the virus  
it (line 10) a Trojan horse  
it (line 10) this information  
it (line 13) spyware  
it (line 15) spam or unwanted advertising  
This (line 18) using spam messages to trick people and to get money from them

### refers to

## WRITING Answer key p48

►►1

IT company → **laptop computer** \$100

Low price ∴ good for children in **poor/poorer** countries

All functions, e.g. WiFi + 1GB storage

Powered **turn handle** ∴ no electricity/**batteries** required

►►2

Students' own answers, but possible answers:

An IT company has produced a laptop computer for just \$100.

The low price is good for children in poor countries.

It has all functions, for example WiFi and 1GB of storage.

It is powered by turning a handle.

No electricity or batteries are required.

►►3

- 1 Many people do not backup their computer files, so they lose a lot of data.

- 2 Many users don't empty their mailboxes. As a result, they may have problems downloading their mail.

- 3 Because there is a serious threat from viruses, many people install an anti-virus program.

Many people install an anti-virus program because there is a serious threat from viruses.

- 4 Many employees do not know how to use basic programs effectively. Consequently, many companies offer IT training.
- 5 Since people use copies of programs, manufacturers put in secret codes to detect copies.

Manufacturers put in secret codes to detect copies since people use copies of programs.

►►4

Students' own answers, but model answer:

An IT company has produced a laptop computer for just \$100.

Consequently, it is hoped that children from poorer countries will be able to afford it. It has all the functions, for example, WiFi and 1GB of storage. Since it is powered by turning a handle, no electricity or batteries are required.

►►5

### Possible answer

The number of computers and computer networks has grown enormously over the past few years. Consequently, there has been an increased opportunity for computer crime. For example, more people are using their computers to buy things online, so criminals have more chances to steal things such as credit card numbers. One result of the increase in cyber crime is that organizations such as banks employ IT experts to make their networks secure. However, this has led to criminals hiring experts to break these systems. The need for greater online security is growing rapidly and, as a result, computer manufacturers are having to develop better systems to protect users.



## VOCABULARY DEVELOPMENT e.g. etc. p49

### AIMS

The aim of this section is to help students understand the function abbreviations have in academic texts. This will help students to understand texts.

### LEAD IN

- Ask students to give you examples they know of any abbreviations used in English texts. Put these on the board.

### PROCEDURE

- Students read the instructions and the **Study Skill**. Tell students to look at the list of abbreviations in the table. Draw students' attention to the use and position of full stops with abbreviations. Students check the list in the book against the students' list from the lead-in exercise.  
Students work in pairs and complete the exercise. Students should use their dictionaries to check their answers.  
Go through the answers with the whole class. ►►1
- Students read the instructions and complete the task individually. Put students in pairs to compare answers. Remind them to check for the correct use of full stops. ►►2
- Students read the instructions and the **Study Skill**. Put students in small groups to exchange what they already know. Students work individually or in pairs to complete the task. Remind students that it is important to know how to say the abbreviation and so to make a note of this. This does not have to be in phonemic script if students are unused to this. ►►3
- Students read the instructions. Allow students one minute to go through the abbreviations. Ask students for their answers. ►►4

## RESEARCH Crediting sources p50

- Students read the **Study Skill**. If your school or university has a set style for writing bibliographies, this section may be omitted and work on the department's own style can replace it.  
Students read the instructions and complete the task individually. Put students in pairs to compare answers. This skill requires paying great attention to details. Give the students plenty of time to check their answers with their partners before going through the answers with the whole class. ►►1a
- Tell students to correct the false statements so that they are true. ►►1b
- Students read the instructions and complete the task individually. Students work in pairs and exchange their bibliographies. Tell students to check each other's work for the correct punctuation and alphabetical order. ►►2
- Draw students' attention again to the section in the **Study Skill** that deals with website references.  
Work through the example in the **Study Skill** with the whole class, drawing students' attention to the punctuation in the reference.  
Students work individually to complete the task. Elicit the mistakes and the corrections from the class. ►►3

### EXTENSION ACTIVITY

Students should prepare a list of at least three books they have used recently or are using at the moment in their academic studies. Tell students to write these as a bibliography.

## VOCABULARY DEVELOPMENT Answer key p49

### ►►1

1b 2f 3g 4e 5h 6d 7c 8a

### ►►2

1 etc. 2 c./ca. 3 p. 4 e.g. 5 N.B.

### ►►3

- |            |                                 |                       |
|------------|---------------------------------|-----------------------|
| 1 CPU      | central processing unit         | /, si: pi 'ju: /      |
| 2 CD       | compact disc                    | /, si: 'di: /         |
| 3 CD-Rom   | compact disc – read only memory | /, si di: 'rom /      |
| 4 RAM      | random access memory            | /ræm /                |
| 5 WiFi     | wireless fidelity               | 'wai fai /            |
| 6 GB       | gigabyte                        | /dʒi: 'bi: /          |
| 7 www      | world wide web                  | /dʌblju: dʌblju: /    |
| 8 R/W      | read/write                      | /a: dʌblju: /         |
| 9 USB      | universal serial bus            | /ju: es 'bi: /        |
| 10 user ID | user identification             | /ju: zə(r), ɔ: 'di: / |
| 11 IP      | Internet provider               | /a: 'pi: /            |
| 12 VDU     | visual display unit             | /, vi: di: 'ju: /     |

### ►►4

ROM  
RAM  
Wifi

## RESEARCH Answer key p50

### ►►1a

1T 2F 3T 4T 5F 6T 7T 8F

### ►►1b

- The author's first name is written as **an initial letter**.
- There is a **full stop** after the year of publication.
- There is a **full stop** at the end of the reference.

### ►►2

- Campbell, H. (2005) *I is for Information*.  
University of Ashford Press.  
Daniel, F. (2004) *A History of the Periodic Table*.  
Crawford Press.  
Dix, C. (2001) *A Student's Guide to Study Skills*.  
Edinburgh Book Press.  
Naylor, S. (2005) *What Is Information Technology?*  
Rogers and Sons.  
Reading, J. (2001) *The Greatest Inventions of all Time*.  
Aminster University Press.

### ►►3

- underlining of the source BBC is missing**  
"History Trail: Archaeology" BBC  
<http://www.bbc.co.uk/history/lj/archaeology/jj/preview.shtml>  
(1 May 2006)
- address was underlined incorrectly**  
"Periodic Table" Webelements <http://www.webelements.com/>  
(6 November 2006)
- brackets around date are missing**  
"United Arab Emirates" WorldAtlas.com  
<http://worldatlas.com/webimage/countries/asia/ae.htm>  
(22 October 2006)



## AIMS

The aims of this section are to give students further practice in the skills learnt in this unit, and to give them the opportunity to review the work they have done. A further aim is to encourage students to apply what they have learnt to their other academic studies in English.

## PROCEDURE

- 1 Students read the instructions and complete the task individually. Tell students to compare answers in pairs. >>>1
- 2 Students read the instructions and complete the task. Remind them to look back at the **Study Skill** on p48. >>>2
- 3 Students read the instructions and complete the task. Put students in pairs to compare their answers. >>>3

## EXTENSION ACTIVITY

Ask the students to list the skills they have learnt and practised in this unit. For example:

- noticing rephrasing and explanations
- understanding the role of pronouns in a text
- how to link ideas in terms of cause and result
- understanding the function of some common abbreviations
- how to write acknowledgements of sources used

Put students in groups to discuss how to apply these skills to the work they do in their academic studies.

## >>>1

### A Digital television UK

it the UK government  
it digital television  
This a stand-alone receiver

### B Laser dentistry

They the latest generation of laser drills  
them the latest generation of laser drills  
they dentists

### C Dancing phones

it a mobile phone  
They four feet

This vibrate in different directions and intensity  
it the phone

## >>>2

### Possible answers

- 1 Children are learning to use computers at school. Consequently, many young people are better at computers than their parents.
- 2 Many people have a password to open programs on their computers because they don't want other people to see their data.
- 3 Since receiving spam can cause problems, people install anti-spam programs.
- 4 Most businesses want their employees to be able to use computers. As a result, there has been an increase in the number of computer courses available.
- 5 Because computer chips are smaller and more powerful than ever before, computers can be smaller but faster.

## >>>3

1 d 2 k 3 h 4 g 5 j 6 b 7 i 8 e 9 l 10 c 11 a 12 f

# 9 Inventions, discoveries, and processes

**READING SKILLS** Intensive reading • Linking ideas (4)

**WRITING SKILLS** The passive voice • Clarifying a sequence • Writing about a process

**RESEARCH** Using indexes

## READING How things work pp52–53

### AIMS

The aim of this section is to introduce students to techniques to improve their intensive reading, including the use of discourse markers to indicate steps in a process.

### LEAD IN

- Focus students' attention on the page. Ask students to identify the skill **READING**, and the topic of the unit (*Inventions, discoveries, and processes*). Put students in small groups to discuss what they consider to be the three most important recent inventions or discoveries. Ask each group to tell the rest of the class what they decided and why.

### PROCEDURE

- 1 Students read the instructions. Pre-teach any unknown vocabulary, e.g. *plug into, a button, wherever*. Students discuss their answers in pairs. Elicit students' answers. >>> 1
- 2 Students read the instructions. Before they skim, ask students if they know or can guess what makes these devices work. Put their ideas on the board. Students skim the title and paragraph 1. >>> 2  
Ask students to read the text more slowly and to underline any new vocabulary. Get students to try to guess the meaning of these words and phrases.  
(Possible new words:  
– *widespread* found or happening over a wide area/common  
– *undetectable* not noticeable by sight, smell, touch etc.  
– *cordless* without a physical wire connection)
- 3 Students read the **Study Skill**. Go through each step with the whole class. Draw students' attention particularly to the fact that students should know what they are reading for, and should not stop at unknown words or phrases.  
Students read the instructions and answer the questions individually. Put students in pairs to compare their answers. >>> 3
- 4 Students read the instructions and complete the task. >>> 4
- 5 Students read the instructions. Put students in small groups to describe and discuss the diagram. >>> 5
- 6 Students read the instructions and label the diagram. Students compare their diagrams in pairs. >>> 6
- 7 Students read the instructions and the **Study Skill**. Students work individually to find and underline the sequencing words or phrases. >>> 7  
Draw students' attention to the use of commas after **most** sequencing words. Point out that there is **not** a comma after *then*.

## READING Answer key pp52–53

### >>> 1

- 1 mobile phone
- 2 WiFi
- 3 garage door remote control
- 4 baby alarm
- 5 iPod/i3 player

### >>> 2

radio waves

### >>> 3

- 1 an amplifier
- 2 (large) aerials
- 3 a receiving aerial
- 4 voice waves

### >>> 4

So, how does it work? Let's take a radio programme as an example. Firstly, in the studio the voices and music are turned into electronic signals, called 'voice waves'. Next, they are made stronger by passing them through an amplifier. These stronger waves are called 'carrier waves' and they are passed to large aerials. Then the aerials send out these waves, which are now called 'radio waves'. These are subsequently picked up by a receiving aerial, in this case, the one on your radio. After this, the radio waves go through a reverse process. They are first turned back into voice waves, then passed through another amplifier, and finally sent out through speakers or headphones. The result is your favourite music or the latest news!

### >>> 5

Students' own answers.

### >>> 6

- 1 voice waves
- 2 amplifier
- 3 large aerial
- 4 radio waves
- 5 receiving aerial
- 6 voice waves
- 7 headphones

### >>> 7

So, how does it work? Let's take a radio programme as an example. Firstly, in the studio the voices and music are turned into electronic signals, called 'voice waves'. Next, they are made stronger by passing them through an amplifier. These stronger waves are called 'carrier waves' and they are passed to large aerials. Then the aerials send out these waves, which are now called 'radio waves'. These are subsequently picked up by a receiving aerial, in this case, the one on your radio. After this, the radio waves go through a reverse process. They are first turned back into voice waves, then passed through another amplifier, and finally sent out through speakers or headphones. The result is your favourite music or the latest news!

## WRITING How things are made p54

### AIMS

The aims of this section are to make students aware of the need to write in a neutral and objective style when describing scientific or technological processes, and to draw their attention to how the passive voice is used to this end.

### LEAD IN

- Ask if students can remember any of the inventions and discoveries they discussed in the lead-in to the reading section. If so, put these back on the board and ask:
  - *Who are the people associated with these inventions and discoveries?*
- Alternatively, ask:
  - *Who invented the radio?* (Guglielmo Marconi)
- Write on the board the sentence *Marconi invented the radio*.

### PROCEDURE

- 1 Students read the **Study Skill**. Get a student to read out what it says about Marconi. (Radio was invented by Guglielmo Marconi.) Put this sentence under the one from the lead-in.  
Elicit the differences between the two sentences. (The first sentence is in the active voice/form and focuses on the person – Marconi; the second is in the passive voice/form and focuses on the object – radio.)  
Students read the instructions and work individually to complete the task.  
Students compare answers in pairs. >>>1
- 2 Students read the instructions and complete the task individually. Go through the answers with the whole class. >>>2
- 3 Students read the instructions. Go through the notes with the whole class helping with new vocabulary. Students work in pairs and write the sentences together.

Ask some students to read out their sentences (or write them on the board). The rest of the class listens (or reads) and checks them for the correct use of the passive form. >>>3

## A description of a process p54

- 4 Students read the **Study Skill** and the instructions. Students work individually to complete the task. >>>4

### EXTENSION ACTIVITY

Put students in small groups to brainstorm other chemical or industrial processes, for example making paper or refining oil.

Put their ideas on the board.

Get students to prepare a search plan to research the topic of their choice.

Students research the process and write a summary of it.

Students could read out their summaries to the rest of the class without mentioning the topic itself and see if the rest of the class can guess what the process is.

For example: This was probably made by the Egyptians about 5,000 years ago. It is made from silica, which comes from sand, limestone, and soda ash. (glass)

This task could be set for homework.

## WRITING Answer key p54

### >>>1

- 1 The telephone was **invented** by Alexander Graham Bell.
- 2 A man was **sent** into space for the first time in 1961.
- 3 X-rays were **discovered** by William Roentgen.
- 4 Penicillin was first **manufactured** in the 1940s.
- 5 Paper is **made** from trees.
- 6 A lot of paper is **recycled** these days.
- 7 Water and fats are **used** to make soap.
- 8 Glass is **made** from silica and limestone.

### >>>2

- 1 is made
- 2 is added
- 3 are mixed
- 4 is melted
- 5 is pressed

### >>>3

- 1 Hot water and oil or fat are mixed together.
- 2 The/This mixture is distilled.
- 3 Alkali and perfume are added and mixed well.
- 4 The mixture is rolled, dried, and compressed.
- 5 The soap is cut, wrapped, and packed.

### >>>4

Students' own answers, but model:

Firstly, hot water and oil or fat are mixed together. Then, the mixture is distilled. After that, alkali and perfume are added and mixed well. Next, the mixture is rolled, dried, and compressed. Finally, the soap is cut, wrapped, and packed.

## RESEARCH Reference books p55

### AIMS

The aim of this section is to help students use indexes more quickly and effectively by reviewing alphabetical order and by looking at key words to search by.

### LEAD IN

- Ask:
  - *Who has an encyclopaedia at home?*
  - *What type is it?* (general, medical, historical, biographical etc.)
- If no one has an encyclopaedia, ask:
  - *Who uses encyclopaedias from the library?*
  - *What for?*

### PROCEDURE

- 1 Students read the instructions and the **Study Skill**. Students complete the task and compare their answers with a partner. Go through answers with the whole class. Discuss any disagreements about the key word – there may be more than one correct answer. >>> 1
- 2 Students read the instructions and look at the index page from an encyclopaedia. Tell students to time how long it takes them to complete the task. Students do the task and note the time it took them. Put students in pairs to compare their answers and their timing. >>> 2
- 3 Students read the instructions. Ask:  
What do you need to look at to be able to put these words in the correct place in the index? (first letter or first two letters of the word) Students complete the task individually and compare their answers in pairs. >>> 3
- 4 Students read the instructions. Put students in pairs to decide which is the key word to search on and to guess when the items were invented.  
Ask some students to tell the class what words they have chosen to search on.  
Ask other students to say when these items were invented. Put their ideas on the board.  
Students work individually or in pairs to research the items. Compare their answers with the whole class as there are a number of possible dates for some items.  
When discussing the dates, remind students of the **Study Skill** on p42 (reliability of sources). >>> 4
- 5 Students read the instructions and work in pairs to discuss the inventions. Get some pairs to share their ideas with the whole class.

### EXTENSION ACTIVITY

Tell students to return to the index on p56. Tell each student to choose an entry, e.g. Disease – antibiotics.  
Get students to do some primary research on their chosen topic, using either the Internet or reference books.  
Students can either write a short paragraph summarizing what they have found out, or give a short presentation to the rest of the class.

## RESEARCH Answer key p55

### >>> 1

#### Possible answers

- 1 Daniel Defoe
- 2 the Eiffel Tower
- 3 the South American country, Ecuador
- 4 deoxyribose nucleic acid (DNA)
- 5 the Earth's atmosphere
- 6 the Sahara (or) Desert
- 7 the Dead (or) Sea
- 8 total eclipses of the sun
- 9 extinct animals such as dinosaurs and dodos
- 10 how the diesel (or) engine works
- 11 how long the river Danube is
- 12 Durban, South Africa

### >>> 2

- |                              |     |
|------------------------------|-----|
| Daniel Defoe                 | 198 |
| the Eiffel Tower             | 272 |
| Ecuador                      | 262 |
| DNA                          | 230 |
| the Earth's atmosphere       | 255 |
| Sahara desert                | 205 |
| the Dead Sea                 | 195 |
| the pyramids of Egypt        | 265 |
| total eclipse of the sun     | 260 |
| dinosaurs                    | 221 |
| dodos                        | 231 |
| how diesel engines work      | 291 |
| how long the river Danube is | 192 |
| Durban, South Africa         | 250 |

### >>> 3

- |            |                                     |
|------------|-------------------------------------|
| 1 Ecology  | between Eclipse and Economics       |
| 2 Dynamite | between Dye and Dynamo              |
| 3 Drum     | between Drug and Dubai              |
| 4 Dominica | between Dome and Dominican Republic |
| 5 Diet     | between Dictionary and Digestion    |
| 6 Egg      | between Edison and Egypt            |
| 7 Dragon   | between Double bass and Dragonfly   |
| 8 Elephant | between Einstein and Engines        |

### >>> 4

#### Possible answers

- |                                  |                 |
|----------------------------------|-----------------|
| a the television                 | 1924            |
| b the telephone                  | 1876            |
| c flight                         | 1903            |
| d the wheel over                 | 5,500 years ago |
| e the internal combustion engine | 1860            |
| f the microwave oven             | 1946            |
| g the computer                   | 1936            |
| h the steam engine               | 1769            |



# AIMS

The aim of this section is develop students' vocabulary by increasing their awareness and understanding of compound vocabulary (nouns and adjectives).

## PROCEDURE

- 1 Students read the **Study Skill**. Emphasize the importance of using a dictionary to find out how a word is written. Remind students they should record this information in their vocabulary records.  
Students read the instructions and complete the task individually. ▶▶1
- 2 Students read the instructions and complete the task individually. Put students in pairs to compare their answers. ▶▶2
- 3 Students read the **Study Skill**. Point out that compound adjectives beginning with *well* are usually hyphenated before a noun (e.g. a well-dressed man), but are usually not hyphenated when they follow the verb (e.g. He is well dressed).  
Students read the instructions and complete the task. Tell students to use dictionaries if there is new vocabulary. Students compare their answers in pairs. ▶▶3
- 4 Students read the instructions and complete the task. To encourage students to scan for the information they need, tell them they have five minutes to find as many compounds as possible. The 'winner' is the one who finds the most in the time. Put the answers on the board and tell the class to check that they are all compound adjectives. Tell them to check for the correct use of hyphens. ▶▶4

## EXTENSION ACTIVITY

Tell students to look at some of the other words in exercise 3 that are used to start compound adjectives, for example, *long* or *high*.  
Students use their dictionaries to make word diagrams for each of these words, listing as many compound adjectives as they can.

Tell students to write their own example sentence for each compound adjective.

### ▶▶ Extension

### ▶▶1

- 1 transistor radio
- 2 laptop computer
- 3 radio waves
- 4 voice waves
- 5 radio programme

### ▶▶2

- 1 g information technology
- 2 e DVD player
- 3 d answer phone/machine
- 4 c fax machine
- 5 f word processor
- 6 h cable television
- 7 a satellite dish
- 8 b physics laboratory

### ▶▶3

- 1 highly-qualified
- 2 remote-controlled
- 3 voice-powered
- 4 small-scale
- 5 Well-written/Poorly-written
- 6 high-speed
- 7 long-term
- 8 hard-working/self-motivated

### ▶▶4

#### Possible answers

**self** -assured -confident -conscious -employed  
-important -sufficient

**highly** -educated -paid -strung -trained

**well** -balanced -behaved -dressed -informed -known -read

### ▶▶ Extension

#### Example answer

long-distance Long-distance telephone calls are getting cheaper.

-haul

-standing

-lived

-range

-sighted

# 10 Travel and tourism

**READING SKILLS** Interpreting data

**WRITING SKILLS** Illustrating data • Describing a graph or chart • Writing about data

**VOCABULARY DEVELOPMENT** Avoiding repetition (3)

## READING International tourism pp58-59

### AIMS

The aims of this section are to help students to interpret data in the form of a graph or chart, and to use that data to better understand a written text.

### LEAD IN

- Focus students' attention on the page. Ask students to identify the skill **READING**, and the topic (*International tourism*). Ask:
  - *Who has been abroad on holiday? Where did you go?*
- Put a list of the destinations on the board. Get students to briefly explain why they went to these places, or what they liked/disliked about the place (e.g. member of the family lives there/they liked the food).

### BACKGROUND INFORMATION

Most British families take their main annual holiday during the school holidays in July and August. Many, if not most, choose a seaside destination. There are a number of traditional seaside resorts in the UK such as Brighton, Blackpool, and Southend-on-Sea, but more and more people are choosing to go abroad to a country where warm weather is guaranteed. Spain and France are the most popular holiday destinations for British holidaymakers.

### PROCEDURE

- 1 Students read the instructions. Put students in pairs to discuss the questions. Ask the students for their ideas. Put these on the board. If there are disagreements (e.g. Question 1 one pair think that August is the busiest time for tourists and another pair think it is July), tell students to research the question and find the correct answer. ►►1
- 2 Students read the instructions. Draw students' attention to the text and two illustrations on p59. Ask:
  - *Which illustration is a graph? Which is a bar chart?* (the first is a graph, the second is a bar chart)Students work individually. Give students 60 seconds to complete the task. Put students in pairs to compare answers. ►►2
- 3 Students read the instructions and the **Study Skill**. Tell students to read through the text once without worrying about the gaps. Get them to underline any new vocabulary, but do not explain it at this stage. Students work individually to complete the task. Put students in pairs to compare their answers. If students disagree about an answer, remind them to refer to the text and graphs again to check. Go through answers with the whole class. ►►3
- 4 Students read the instructions and work in pairs. Ask some students to give their answers and explain them to the rest of the class.

## READING Answer key pp58-59

### ►►1

Students' own answers.

### ►►2

1 F Paragraph 1 of the text describes the **graph**.

2 T

3 T

4 F The bar chart shows the top 10 tourist destinations in the world.

5 T

### ►►3

1 F tourists

2 20,000

3 February

4 August

5 over 140 million

6 November

7 August

8 November

9 December

10 France

11 third

12 Italy

13 Mexico

14 20 million

15 18 million

## VOCABULARY DEVELOPMENT

### Varying vocabulary (2) p60

#### AIMS

The aim of this section is to encourage students to think about the vocabulary they use in their writing and how to vary it. Examiners for IELTS and TOEFL look for students' texts that demonstrate a variety and range of vocabulary.

#### PROCEDURE

- 1 Students work in pairs. Tell students to read the instructions. Elicit one answer for the 'go up' column, e.g. *rise*.  
Students complete the task. Copy the table onto the board. Ask some students to write their answers on the board. The rest of the class watches and checks. >>>1
- 2 Students read the **Study Skill** and the instructions. Students complete the task. Encourage students to use dictionaries if they are not sure. Remind them to record new vocabulary.  
Go through the answers with the class. >>>2
- 3 Students read the instructions. Students complete the task individually and compare their answers in pairs. >>>3
- 4 Students read the instructions. Put students in pairs to discuss the graphs. Students complete the task. >>>4
- 5 Students read the instructions and complete the task individually. Check answers with the whole class. >>>5

## WRITING Graphs and bar charts p61

#### AIMS

The aims of this section are to make students aware of the different functions graphs and charts may have, and to practise the appropriate language needed to describe them.

#### LEAD IN

- Ask:  
– *Do you use graphs or bar charts in your academic studies?*
- If yes, ask:  
– *What type of information is illustrated on the graphs you use?*
- For example, a medical student might study graphs showing patients' temperatures over a given period. Put some of their answers on the board.
- Ask students if they can think of the difference in use between a bar chart and a graph. Put their ideas on the board. Do not worry if they do not know. This point is dealt with in the **Study Skill**.

#### PROCEDURE

- 1 Students read the **Study Skill**. Get students to compare what the box says about the difference in use between bar charts and graphs with their ideas on the board. Students read the instructions and complete the task in pairs.  
Elicit students' answers and ask them to explain their reasons. >>>1
- 2 Tell students to look just at the bar chart, not the text.

Ask:

- *What does the bar chart show? (nationality of tourists)*
- *What nationalities are recorded? (French, Russian, Japanese)*
- *What information is given along the horizontal axis? (years 1995–2000–2005)*
- *What information is given along the vertical axis? (percentage of tourists)*

Write these questions on the board:

- *Which nationality is the biggest percentage in 1995? (Russian)*
- *Which nationality is the biggest percentage in 2005? (Japanese)*
- *Which nationality is the smallest percentage in 1995? (Japanese)*
- *Which nationality is the smallest percentage in 2005? (Russian and French)*

Tell students to answer these questions as quickly as possible only looking at the bar chart, not the text.

#### >>>1

go up	go down	go up and down	stay the same
rise	fall	fluctuate	remain steady
increase	drop		remain stable
grow	decrease		

#### >>>2

- 1 *rise, increase, fall, drop, and decrease* are nouns and verbs
- 2 *increase, decrease, remain, and fluctuate* are regular verbs  
*drop* is a regular verb, but the final *p* is doubled (*dropped*)  
*rise* is an irregular verb (*rose/risen*)  
*fall* is an irregular verb (*fell/fallen*)

#### >>>3

adjectives + nouns	verbs + adverbs
a steady growth	grow/grew steadily
a slight increase	increased slightly
a dramatic rise	rose dramatically
a sudden drop	drop/dropped suddenly
a steady fall	fell steadily

#### >>>4

##### Possible answers

- 1 a dramatic rise
- 2 a steady fall
- 3 a slight increase
- 4 a sudden drop
- 5 a steady growth

#### >>>5

- 1 A dramatic rise (or fall) is both large and fast.
- 2 A steady growth (or drop) is small, slow, and regular.
- 3 A slight increase (or decrease) is small.
- 4 A sudden drop (or rise) is fast and unexpected.

## WRITING Answer key pp61–62

#### >>>1

a graph  
a bar chart

#### >>>2

- 1 largest
- 2 fewer
- 3 smallest
- 4 more
- 5 than
- 6 same

- Students read the instructions and complete the task individually. Put students in pairs to compare their answers. ►► 2
- 3 Tell students to look just at the graph, not the text.

Ask:

- *What does the graph show?* (number of students at university)
- *What information is given along the horizontal axis?* (years 2000, 2001, 2002, 2003, 2004, 2005)
- *What information is given along the vertical axis?* (number of students)

Write these questions on the board:

- *What was the number of students in 2000?* (10,000)
- *What was the number of students in 2005?* (33,000)
- *What happened to the number of students in the period 2000–2003?* (it rose/increased/grew dramatically)

Tell students to answer these questions as quickly as possible only looking at the graph, not the text.

Students read the instructions and complete the task individually. Put students in pairs to compare their answers. ►► 3

- 4 Students read the instructions and the **Study Skill**. Students work in pairs and decide on the best diagram. ►► 4a

Ask a student to draw a rough sketch of graph (a) on the board. The rest of the class checks it is generally right. ►► 4b

Ask:

- *What is the main change/trend?* (a steady decrease in the time it takes to earn the money for 1kg rice)

Ask:

- *Are there any unusual falls or rises?* (yes, small rise in 2000)

Ask another student to draw a rough sketch of the bar chart (b) on the board.

►► 4c

Ask students:

- *What three languages have approximately the same number of speakers?* (Hindi, Spanish, English)
- *What two pairs of languages have approximately the same number of speakers?* (Bengali and Arabic, Russian and Portuguese)

Students read the instructions again and complete the tasks individually.

►► 4d

## Writing about data p 62

- 5 Students read the instructions and complete the task. ►► 5

### EXTENSION ACTIVITY

Students may prefer to present a graph or bar chart and a written description from one of the academic subjects they are studying.

►► 3

This graph shows the number of students at university **between** 2000 and 2005.

In 2000 there were about 10,000 people studying at university. There was a slight **decrease** in 2001 to about 8,000. This was followed by a dramatic **increase** to 22,000 in 2002. After this, the number **remained stable** at around 23,000 people for two years. Then, the number **rose dramatically** to approximately 32,000 by 2005.

Overall, the number of student continued to rise between 2000 and 2005, apart from a slight fall in 2001.

Accept synonyms of these words, e.g. decrease/fall/drop

►► 4a

a) line graph (information is a change over a period of time)

b) bar chart (information is a comparison)

►► 4b



►► 4c



►► 4d

Students' own answers, but model answers:

- a) **Time needed for an average worker to earn enough money for 1 kilo of rice.**

This graph shows the amount of time in minutes needed by an average worker to earn the money to buy 1 kilo of rice from 1900 to 2000. In 1900 it would take a worker 75 minutes to earn sufficient money to buy 1 kilo of rice. The length of time needed fell steadily over the next 80 years to an all-time low of just 12 minutes in 1980. However, in 2000 there was a slight increase in the length of time to 15 minutes.

Overall, the graph shows a steady decrease in the length of time needed to be worked in order to buy a kilogram of rice.

- b) **The Major Languages of the World**

This bar chart shows the number of speakers, in millions, of eight major world languages. Mandarin Chinese is spoken by the largest number of people, approximately 840 million. The second most spoken language in the world is Hindi, which has 333 million speakers, less than half the number of Chinese speakers. Spanish (332 million speakers) and English (322 million speakers) are the next most-spoken languages. The next two languages, Bengali and Arabic, each have less than a quarter of the number of Chinese speakers, around 190 million. Lastly, Russian and Portuguese have about 170 million speakers each.

Overall, this bar chart clearly demonstrates that Mandarin Chinese is, by far, the most spoken of the major languages of the world.

►► 5

Students' own answers.



## AIMS

The aims of this section are to give students further practice in the skills learnt in this unit, and to give them the opportunity to review the work they have done. A further aim is to encourage students to apply what they have learnt to their other academic studies in English.

## PROCEDURE

- 1 Students read the instructions and complete the task individually. Put students in pairs to compare their answers. ►►1
- 2 Students read the instruction. Encourage them to look back at the **Study Skill** on p62. Students work individually to complete the task. ►►2
- 3 Students read the instructions. Put the list of languages on the board. Ask: – *Where are these languages spoken?*  
Put students' ideas on the board.  
Students complete the task. Add the information they have found to the list (and remove any wrong answers). ►►3

### ►►1

increased: rose/grew  
stable: steady  
drop: fall/decrease  
rise: increase/growth  
rose: grew/increased  
an increase: a rise/a growth  
fall: drop/decrease

### ►►2

#### Possible answer

The graph shows the change in the number of tourist hotels on Rock Island between 1945 and 2005.

In 1945, there were only three hotels on the island, and this number remained steady until 1955. In 1965, the number rose slightly, to four. The number of hotels grew to ten in 1975, but then remained stable until 1985. Between 1985 and 2005 there was a dramatic increase with the number rising to 30 in 2005.

Overall, the graph shows that the number of hotels remained relatively steady until 1965, and it has risen steadily since then, except for the period between 1975 and 1985, when it remained stable.

### ►►3

Hindi: India  
Spanish: Spain, Argentina, Chile, Venezuela, Mexico, etc.  
English: UK, USA, Canada, New Zealand, Australia, etc.  
Bengali: Bangladesh  
Arabic: Saudi Arabia, UAE, Jordan, Syria, Egypt, etc.  
Russian: the Russian Federation  
Portuguese: Portugal, Brazil, Angola, Mozambique, etc.

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