

# Skillful

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# Reading & Writing

Teacher's Book

2

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**Series Consultant:** Dorothy E. Zemach

**Essays**

**The *Skillful* blend**

by Dorothy E. Zemach

**Teaching study skills**

by Stella Cottrell

**Teaching academic vocabulary**

by Pete Sharma

**Educational culture**

by Stacey H. Hughes

**Developing learner confidence and autonomy**

by Lara Storton

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		Reading texts	Reading skills	
UNIT 1	<b>Nourishment</b> Page 7	1 Food as communication <b>Cultural studies</b> 2 Farms of the future <b>Technology</b>	<b>Before you read</b> Previewing <b>Close reading</b> Scanning	<b>Global</b> Identifying the purpose of parts of a text
UNIT 2	<b>Community</b> Page 17	1 Living by the rules <b>Sociology</b> 2 Ants: master collaborators <b>Sociobiology</b>	<b>Global</b> Skimming	<b>Close</b> Mapping
UNIT 3	<b>Space</b> Page 27	1 Discovered by amateurs <b>Astronomy</b> 2 Close encounters <b>Astronomy</b>	<b>Close</b> Identifying definitions	<b>Global</b> Creating a text plan
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UNIT 6	<b>Pressure</b> Page 57	1 The stresses and strains of work <b>Business studies</b> 2 Rich and famous <b>Sociology</b>	<b>Close</b> Using your own words	<b>Global</b> Identifying tone <b>Close</b> Researching an essay
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UNIT 8	<b>Stories</b> Page 77	1 National hero <b>History</b> 2 Mixed memories <b>Psychology</b>	<b>Global</b> Fact and opinion	<b>Close</b> Identifying reasons
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Vocabulary skill	Grammar	Writing skill	Writing task	Digibook video activity	Study skills
Reporting verbs	Modals	Using compound sentences	Describing a special dish in your country	Living with supermarkets	Reflective learning journals
Suffixes that change verbs into nouns	Verbs of compulsion and prohibition	Brainstorming: Organizing your ideas in a chart	Describing your community's rules	Safety and freedom	Brainstorming and essay planning
Scientific terms with Latin and Greek roots	Passive voice	Using a variety of sentence types	Describing an amateur discovery	Crowding out our brains	Improving reading comprehension
Comparing and contrasting	Comparatives and superlatives	Complex sentences	Comparing consumer behavior	Living larger, living longer	Common features of all academic writing
Finding synonyms	The past progressive tense	Combining facts and dates	Writing a personal statement	Winning	Editing your own work
Opinion adverbs	Present conditionals	Expanding notes into summaries	Writing a summary	Life under pressure	Referencing and plagiarism
Verb and preposition collocations	The present perfect simple	Developing paragraphs	Describing a common fear	Fear of animals	Ways of working with others
Dictionary skills	Defining relative clauses	Definition paragraphs	Describing a study subject study	Bad news	Reviewing material
Cause and effect	The passive: present and past perfect	Using statistics	Writing about a water issue	Water politics	Forming a study group
Finding meaning from synonyms or antonyms	Indirect quotation	Presenting a claim	Writing a persuasive essay	Just say yes...	Critical thinking when writing

**VOCABULARY PREVIEW** Pre-teaching essential vocabulary which appears in both texts within the unit.

**BEFORE YOU READ** These introductions to the reading topics prepare students for the upcoming subject matter.

**GLOBAL READING** Global reading is the first time the students will read the text; encouraging them to engage with the big issues and the overall picture.

**SKILLS BOXES** These focus on the newly-presented skill, why it's important, and how to do it. They also highlight reading tips.

**CLOSE READING** Following on from Global reading is Close reading. This is an in-depth detailed analysis of the text.

Reading skills

**Vocabulary preview**

For each word in bold, cross out the word that is *not* a synonym.

- |                      |            |             |              |
|----------------------|------------|-------------|--------------|
| 1 <b>cheat</b>       | agree      | share       | cooperate    |
| 2 <b>compromise</b>  | give       | negotiate   | cooperate    |
| 3 <b>conflicting</b> | opposite   | worthless   | inconsistent |
| 4 <b>dictate</b>     | command    | determine   | announce     |
| 5 <b>function</b>    | exist      | work        | operate      |
| 6 <b>orderly</b>     | organized  | disciplined | tidy         |
| 7 <b>punishment</b>  | discipline | rejection   | penalty      |
| 8 <b>reward</b>      | reward     | prize       | award        |



**READING 1 Living by the rules**

**Before you read**

Work in groups. Do you agree with the quote? Why / why not? When is it acceptable for things to be unfair?

"Life is not fair. Get used to it." (Bill Gates, founder of Microsoft)

**Global reading**

**SKIM READING**

Skim reading is a useful skill to learn when you are preparing for academic study. You are likely to have a lot of texts to read, a lot of research to do, and not enough time to read everything on a topic. It is therefore often important to decide whether it is worth reading a text in greater detail. You can do this by skimming a text quickly to identify the main ideas using headings, sub-headings and topic sentences to help give you a bigger picture.

- Skim *Living by the rules* and check  what it is about.
  - how to make people's behavior fair
  - why we have to compromise
  - how to compromise in unfair situations
  - why we have rules in our communities
- Now read the text. Highlight the main points as you read. Then compare with a partner. Did you highlight similar points? What are the differences?

**Close reading**

Scan back over the text. Complete the sentences.

- A community is a group of people who are \_\_\_\_\_ by several factors.
- When a situation is unfair, our brains respond with \_\_\_\_\_ feelings such as \_\_\_\_\_ and \_\_\_\_\_.
- Social \_\_\_\_\_ are important in setting and following rules.
- Internal controls are determined by our \_\_\_\_\_ and \_\_\_\_\_.
- External controls include \_\_\_\_\_ and \_\_\_\_\_.
- If we didn't have social controls, our lives would be too \_\_\_\_\_.

18 UNIT 2 COMMUNITY

**READING EXCERPTS** Interesting and original topics make up the reading excerpts in *Skillful*.

**LIVING BY THE RULES** ○ △ □

Reading skills

**WHAT WOULD LIFE BE LIKE WITHOUT RULES?** A recent study by Thurner, Szall and Sinatra (2012) examined the behavior of avatars in an online world with no rules and found, perhaps surprisingly, that the lack of rules did not result in disorder. There was very little cheating or antisocial behavior. People organized themselves into groups and traded, communicated and moved around much like people in the real world.

However, almost every community in the real world has some form of rules and some way of enforcing them. A community is a group of people who are united by a number of factors, including geography, language, and values that dictate acceptable behavior. So why do we have rules, and what makes people follow them?

Studies have suggested that the reason we don't like cheating and rule-breaking is because fairness is programmed into our brain. Thurner et al (2010) have found that the brain reacts in a particular way when we feel we are being treated unfairly. The study identified a reaction in a specific part of the brain when test subjects were given less money than others. A fair situation makes our brain respond in ways that lead to feelings of comfort and even happiness, but unfairness causes our brain to respond with negative feelings such as anger and pain. The study found that this also happened when subjects saw other people being treated unfairly. They concluded that fairness is a basic human need along with food and social contact.

Our sense of fairness depends on the influences in our culture, the immediate situation we are in, and our own self-interest. Acting in a feeling of fairness means considering different, often conflicting, points of view. Regardless of the disagreement, people almost always need to compromise. But it can be difficult to arrive at a compromise when there are conflicting interests.

This is why communities have rules that everyone must follow. Social controls are an important factor in setting and following rules. They influence the way we behave, and can be internal or external. Internal controls come from within and are based on our values and fears. Most of us don't steal, for example, because we believe that theft is unfair and wrong. We also don't want to disappoint our family and friends. In other words, our internal controls keep us from behaving in ways that cause conflict.

External controls include rewards and punishments. They do not come from within but are implemented by an authority — this could be the national or local government, the police, a manager, a teacher or parents, depending on the situation. Rewards,



such as job promotions, awards, and praise, are designed to encourage people to behave and act in the interest of the whole community. Punishments, such as public embarrassment, fines, and even imprisonment can prevent people from acting against the community's best interests, regardless of their reasons.

People need their communities to function smoothly. Because of this, humans most often behave in orderly, fair, and predictable ways. If there were no rules, the majority of people would probably continue to interact positively, like the subjects in the online avatar study. However, there would always be a minority who would not, with serious consequences. This is why a society without rules is unlikely to become a reality any time soon — at least not in the real world.

**Developing critical thinking**

Discuss these questions in a group.

- If you could change the rules in at your school or place of study, which rules would you change? Why?

*I'd allow people to ...*  
*I'd change the rule that says ...*

- Would you like to live in a community with no rules? Why or why not?

*I'd like to live in a community with no rules, I think it would be ...*  
*I wouldn't like to live in this kind of community because I'd be afraid some people would ...*

encourage [v] /ɪn'kʌrɪdʒ/  
minority [n] /maɪ'nɒrəti/  
respond [v] /rɪ'spɒnd/

COMMUNITY UNIT 2 18

**DEVELOPING CRITICAL THINKING**

Developing critical thinking is a chance to reflect on issues presented in the text.

**SENTENCE FRAMES** Add support and help for students who lack confidence with their speaking skills.

**WRITING** Your community's rules

You are going to brainstorm ideas for writing with a chart and using verbs of obligation. You are then going to use these to write a paragraph describing rules in your community.

**Writing skill**

**BRAINSTORMING: ORGANIZING YOUR IDEAS IN A CHART**

After you brainstorm a list of ideas for writing, it's useful to make a chart to sort your ideas into categories. This will help you use a logical progression to write about your ideas. Begin with main ideas. Sort your list and think of 2-4 categories your ideas fit into. From those categories start categorizing your ideas, adding categories as your chart grows. Look at the example below of a chart for an essay about rules.

Why we have rules	How rules are made	How rules influence behavior
people need fair rules	rules are made	social controls
keep people from cheating	self-interest	(internal - external)
	interests of group as a whole	fear, embarrassment
		strict punishments
		rewards

Alternatively, you can think of some main points and then make a chart before you brainstorm. Then brainstorm ideas directly into your chart. There is no one correct way to make your chart.

1 Imagine you are going to write an essay describing the rules for a community you belong to. This could be your family, your college, a club or society you belong to, or even your city or country.

Choose three headings from the list below:  
How are the rules made?  
Why are there rules?  
What are the most important rules?  
What are the consequences of breaking the rules?

On a separate piece of paper, draw a chart and add your three headings.

2 Brainstorm ideas directly into your chart, writing your ideas under the correct heading.

3 Compare charts with a partner. Are there ideas you didn't think of?



Writing skills

**SECTION OVERVIEW** Giving students the context within which they are going to study the productive skills.

**SKILLS BOXES** Highlighting writing advice.

**FORM AND FUNCTION** Notes on form and function match up with Listening & Speaking grammar in the parallel unit.

**END OF UNIT TASK** Comprehensive end-of-unit task with a noticing exercise for students to identify key features.

Writing skills

**Grammar**

**VERBS OF COMPLETION AND PROHIBITION**

Verbs such as make, stop, keep and prevent are completion and prohibition verbs that can encourage, discourage and expect what we set to doing.

Verb	Example
make	What makes people follow rules?
stop + verb + to do sth	Social controls stop most people from breaking rules.
keep + verb + ing	We expect people to follow the rules.
prevent + verb + ing	

1 Circle the correct form of the verb.

- The fear of imprisonment can stop people to steal / from stealing.
- Rewards encourage individuals behaving / to behave in the interest of the target group.
- Our internal controls can prevent us breaking / from breaking the law.
- Most people control themselves, and expect others do / to do the same.
- The survival of the colony is what makes ants cooperate / cooperating.
- Most communities have rules that are designed to stop people from acting / to act in disorderly ways.

2 Complete the sentences with the correct form of the verbs. Use to or from if necessary.

- Internal controls keep people \_\_\_\_\_ the rules in their community. (discourage)
- Most people expect others \_\_\_\_\_ in ways that benefit the whole community. (behave)
- The fear of punishments such as imprisonment usually doesn't stop criminals \_\_\_\_\_ the law. (break)
- We can't make others \_\_\_\_\_ the rules; we can only choose to follow them ourselves.
- Rewards don't really encourage people \_\_\_\_\_ with each other. (cooperate)
- Rules in general prevent life \_\_\_\_\_ too chaotic. (become)

3 Work with a partner. Read the sentences in exercise 2. Do you disagree with any of them? Why?

**WRITING TASK**

Read the essay and take notes into a mind map of the main ideas. Circle the verbs of completion and prohibition, as detailed on page 24.



Rules help us live together in a community. At my local park, there is a sign that reads, "Keep off the grass." Why do park officials want to stop people from walking on the grass?

Because our community has a need for a nice green space to relax, we are all expected to keep our park clean and in good condition for everyone's enjoyment. If everyone walked on the grass, the grass would die. No one would be able to enjoy a beautiful green park. Sometimes, people disobey the rules and play soccer on the grass. Although it's not enough to destroy the grass, I feel that everyone should obey the rules. If one person breaks the rules, then more people expect to be able to do what they want.

In a community, rules are in place to protect everyone. What we do and how we act affect everyone, not just ourselves. We need rules in order to live safely. If there were no rules or laws, it would be difficult to prevent people from committing more serious crimes.

**BRAINSTORM**

You are going to write a 2-3 paragraph essay describing a special rule or rules in your community. Think about what it is, why it is in place, if it is valuable or not, if people always follow it, and if it is fair. Brainstorm a list of ideas and make a chart.

**PLAN**

Use your notes, look back at your brainstorm and decide how you want to organize your notes.

**WRITE**

Write an essay describing your community's rules. Pay attention to your use of verbs of completion and prohibition from a list.

**REVISE**

Exchange paragraphs with a partner. Look at the checklist on page 109 and give feedback to your partner.

**REWRITE AND EDIT**

Read your partner's comments and edit your paragraph.

Writing skills

**GUIDED PRACTICE** Guides students through the stages of a writing task.

**WRITING STAGES** Gives students support through the stages of the writing process.

**STUDY SKILLS WITH STELLA COTTRELL**

Information on study skills features at the end of every unit. Some of these pages showcase a task from Stella Cottrell's bestselling title *The Study Skills Handbook*.

**STUDY TIPS** Stella offers students useful and memorable tips to improve their studying methods through self-reflection and critiquing.

Study skills

**Improving reading comprehension**

by Stella Cottrell

**Do I understand what I read?**

Do you:

- understand most of what you read?
- know how much you understand?
- understand uninteresting material?
- actively monitor your understanding?
- know how to improve comprehension?

If you answered 'no' to one or more of these questions, experiment with the following active reading strategies to improve your comprehension.

**Active reading strategies**

**Start with something general**

Reading is easier if you have a sense of the context and a general overview. Read the most basic text you can find first. Familiarize yourself with the main issues and the vocabulary.

**Monitor your comprehension**

Read a few sentences, then stop. Without looking back at the text, sum up what you have read in just a few words. Say these words aloud, or jot them down. If you cannot do this, read back over what you have read, using an additional strategy from below.

**Guide your reading**

Set yourself specific questions to start off your reading. Write them down. Adapt the questions at your reading progress. The clearer you are about what you are trying to discover, the easier it is to find it in the text.

**Re-read difficult passages**

Academic texts often contain difficult passages. Don't panic! It's normal to need to re-read some passages slowly, several times.

**Highlight key words and phrases**

On your own text or a photocopy, underline in pencil the information you think may be relevant.

Look especially at headings, and first and last sentences of paragraphs. Select a few of the key words you underlined and highlight them in colour. Double-underline or star very important



points. Make a faint wavy line at the side of fairly important passages. Be selective! If you underline or highlight everything, nothing will stand out as important.

**Colour-code information**

Use different colours for different kinds of information – for example, one colour for reference names and dates, and one for each of the main schools of thought or major theories for the subject. Later, just seeing that colour combination on the page may remind you what the page was about.

**Ask 'depth questions'**

Look for the underlying issues:

- What point is the writer making?
- Why is this detail relevant?
- Is the writer trying to answer a particular question?
- What lessons can be learned from this text?

**Relaxed reading**

Reading comprehension is improved when the body is relaxed. Use appropriate lighting, have music or silence, as you prefer, and drink plain water.

**How do I approach reading texts now?**

**How could I spend my reading time more effectively?**

Study skills

**STUDY SKILLS Editing your own work**

**Getting started**

Discuss these questions with a partner.

- 1 Do you check your work after you have written it? What things do you look for?
- 2 Do you ask someone else to read your work? Who and why?
- 3 How many drafts or versions do you usually write? Why are drafts an important part of the writing process?

**Scenario**

Read this scenario and think about what Akiko did right and what she did wrong.

**Consider it**

Read the tips about editing your work. Discuss each one with a partner. Why do you think each one is important?

- 1 **Line of argument** Read your essay and check your main argument is clear in your introduction. Every paragraph should then refer back to your main argument. Try adding one sentence to show how each paragraph connects.
- 2 **Paragraphs** Read each paragraph and check it has one main point. Everything in the paragraph should be related to and support this main point. If there is more than one point in a paragraph, you will need to put the additional points into new paragraphs, making sure the connection to your main argument is clear.
- 3 **References** Check that you have referenced all your sources and listed them correctly in the bibliography.
- 4 **Academic style** Check your work is written in a formal and neutral style. Pay attention to differences between academic English and spoken/informal English. Exclamation marks, contracted forms (e.g. there's), and informal vocabulary (e.g. lots of instead of many) are some examples of informal style to look out for. It is often more appropriate to use passives in formal writing.
- 5 **Language** Check your work carefully for grammar, punctuation and spelling mistakes. Do not rely just on a spell checker – *use* and *lose* are both spelt correctly but they have completely different meanings.

**Over to you**

Discuss these questions with a partner.

- 1 What do you think is more important – accurate language or coherent structure?
- 2 How many drafts do you do of an essay?
- 3 Do you look at different things each time or do you try to deal with everything at once?



Akiko finished the first draft of her essay a week before the deadline. She was quite happy with it and had spent a long time researching and writing it. Once she had finished the first draft, she checked her grammar and spelling thoroughly and corrected the mistakes. She considered the style and decided that some of it was too informal, so she changed some of the words and phrases she'd used. Akiko was really pleased because she thought her English was excellent in the essay. The night before the deadline, she asked her friend to check it. To her surprise, her friend couldn't understand the essay. Akiko's friend told her the meaning wasn't clear and that the ideas were organized in a confusing way. When she read her essay more carefully she noticed that each paragraph had multiple topics. Her main argument wasn't clear and it wasn't obvious how her paragraphs linked back to it. She had only focused on her language at the draft stage and had forgotten to check for other key issues. She didn't have time to make changes now. Akiko got a low mark in the essay. The comment from the teacher said 'Lacks coherence'.

**STUDY SKILLS SCENARIOS** Using original material, the other end-of-unit study skills task gives students a positive or negative scenario to work through. This provides them with the opportunity for personal performance reflection.

**SKILLFUL VERSATILITY** Both student and teacher facing, the *Skillful* Digibook can be used for group activities in the classroom, on an Interactive Whiteboard, or by the student alone for homework and extra practice.

**DIGIBOOK TOOLBAR** The toolbar that appears on each page allows for easy manipulation of the text. Features such as highlighting and a text tool for commenting allow the teacher to add points as the class goes along, and functions like the zoom and grab tool means the teacher can focus students' attention on the appropriate sections.

The screenshot shows the Skillful Level 2 Reading & Writing interface. At the top, there's a navigation bar with 'Main menu', 'Skillful Level 2 Reading & Writing', 'My products', 'My profile', and 'Exit'. Below this is a toolbar with various icons for navigation and editing. The main content area is divided into several sections:

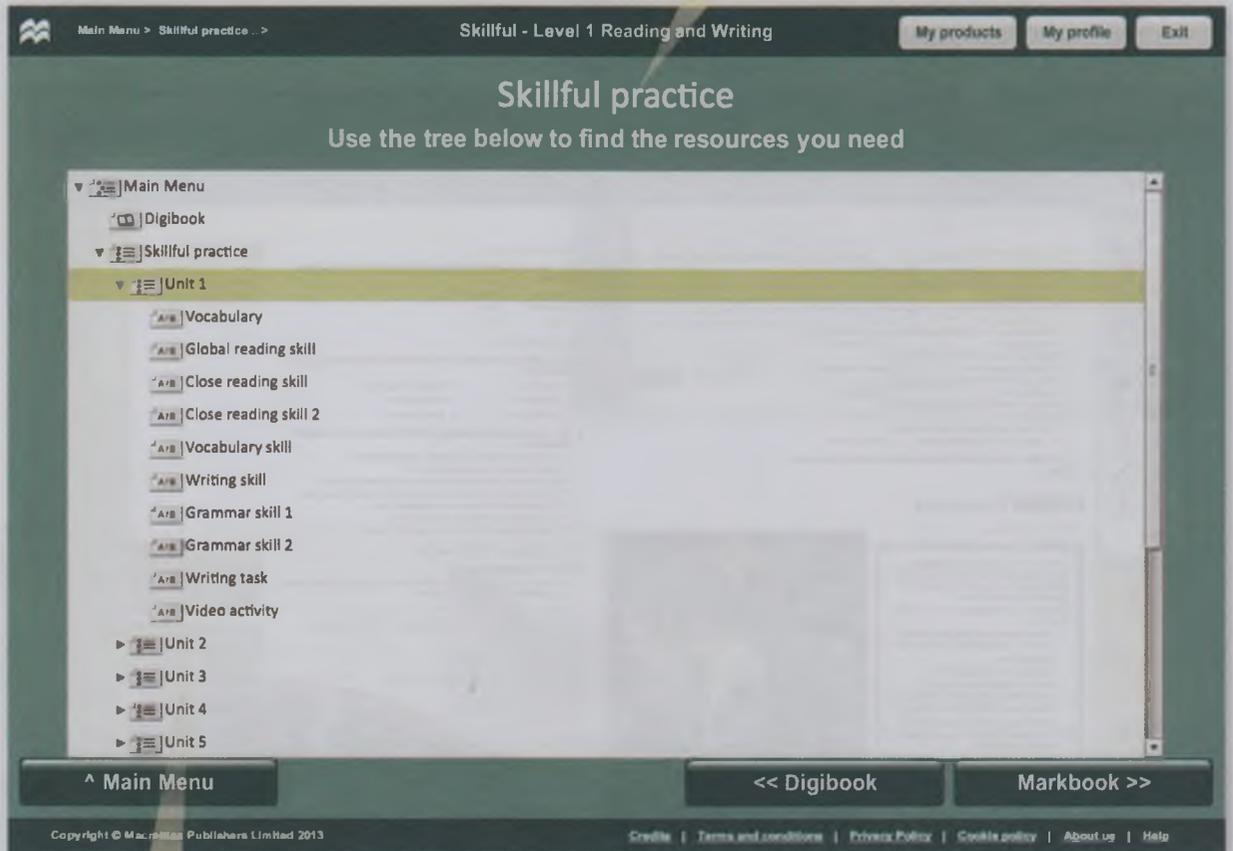
- Vocabulary preview:** A list of exercises for students to read sentences and circle the best definition for bold words.
- Global listening:** A section for listening exercises, including a task to listen to a radio interview about brain food and check if the teacher's statements are true or false.
- Close listening:** A section for listening exercises, including a task to listen to excerpts from a radio interview and match food with its benefits.
- Developing critical thinking:** A section for critical thinking exercises, including a task to discuss questions in a group.
- Listening 1 Brain food:** A section for a listening exercise, including a 'Before you listen' section with prediction tasks and a 'Predicting' section with a brain image and related questions.

At the bottom of the interface, there's a footer with 'Copyright © Macmillan Publishers Limited 2012', 'Level outline', 'Terms and conditions', 'Privacy notice', 'Cookie policy', 'Credits', and 'Help'.

**EMBEDDED AUDIO** For instant access to the audio for unit exercises, the Digibook has embedded files that you can reach in one click.

**PAGE-FAITHFUL** Provides a digital replica of the *Skillful* Student's Books while hosting additional, interactive features.

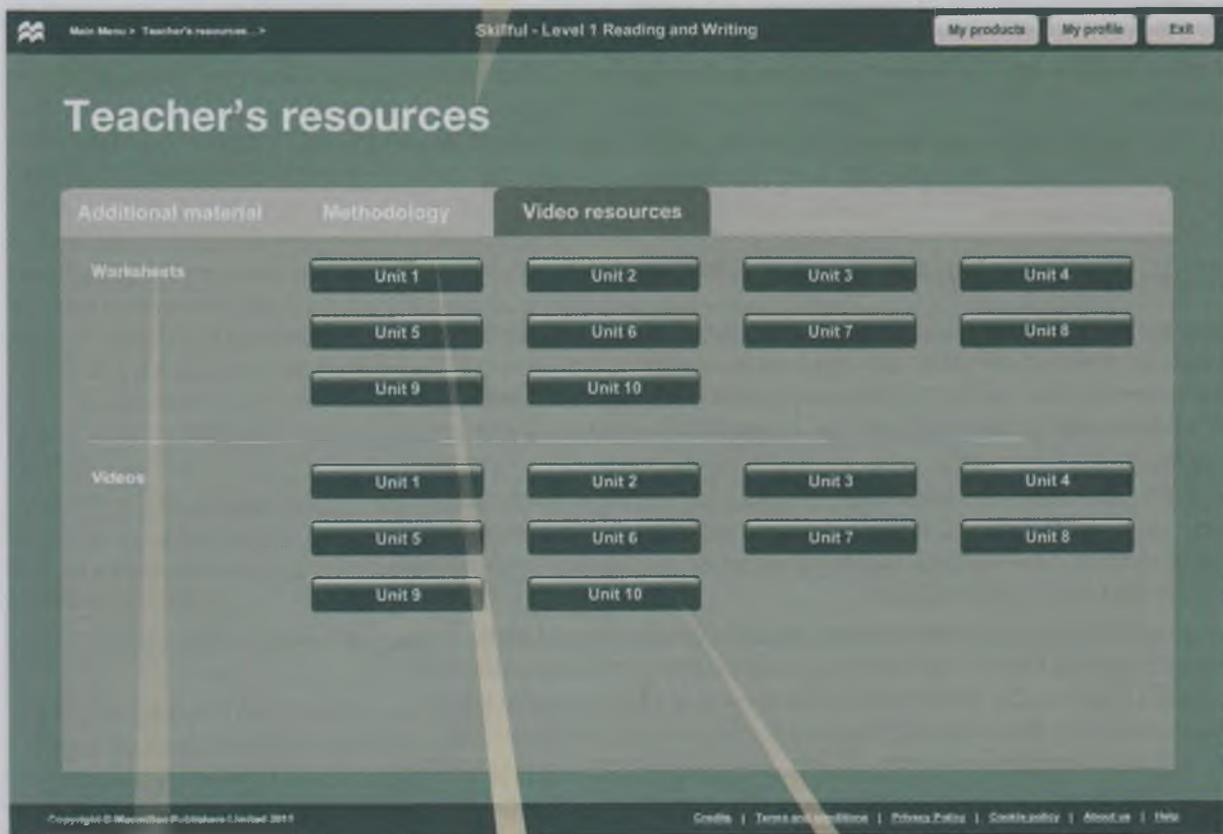
**WHAT IS SKILLFUL PRACTICE?** The *Skillful* practice area is a student-facing environment designed to encourage extra preparation, and provides additional activities for listening, vocabulary, grammar, speaking, and pronunciation as well as support videos for listening and alternative unit assignments.



### UNIT AND TASK SELECTION

Handy drop-down menus allow students to jump straight to their practice unit and the exercise they want to concentrate on.

**TEACHER RESOURCES** The *Skillful* teachers have many more resources at their fingertips.



**ADDITIONAL MATERIAL** Along with the student add-ons there are a plethora of printable worksheets, test materials, and a mark-book functionality to grade and monitor student progress.

**METHODOLOGY** For teachers who may need a little extra help to effectively utilize all of the resources *Skillful* has to offer, there are course methodology notes.

**VIDEO RESOURCES** Teachers have access to the same videos as the students, and to complement these there are printable video worksheets to aid lesson planning.

## To the teacher

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Academic success requires so much more than memorizing facts. It takes skills. This means that a successful student can both learn and think critically. *Skillful* helps teachers prepare their students for academic work in English by teaching not only language—vocabulary and grammar—but the necessary skills to engage with topics, texts, and discourse with classmates.

### *Skillful* gives students:

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- engaging texts on a wide variety of topics, each examined from two different academic disciplines
- skills for learning about a wide variety of topics from different angles and from different academic areas
- skills they need to succeed when reading and listening to these texts
- skills they need to succeed when writing for and speaking to different audiences
- skills for critically examining the issues presented by a speaker or a writer
- study skills for learning and remembering the English language and important information.

### Teachers using *Skillful* should:

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- Encourage students to ask questions and interact. Learning a language is not passive. Many of the tasks and exercises involve pairwork, groupwork, and whole-class discussion. Working with others helps students solidify their understanding, and challenge and expand their ability to think critically.
- Personalize the material. Help students make connections between the texts in their book and their own world—home, community, and country. Bring in outside material from local sources when it's relevant, making sure it fits the unit topics and language.
- Provide a lot of practice. Have students do each exercise several times, with different partners. Review exercises and material from previous units. Use the *Skillful* Digibook to develop the skills presented in the Student's Book. Have students complete the additional activities on a computer outside of class to make even more progress. Assign frequent manageable review tasks for homework.
- Provide many opportunities for review. Remind students of the skills, grammar, and vocabulary they learned in previous units. Have students study a little bit each day, not just before tests.
- Show students how to be independent learners. Point out opportunities to study and practice English outside of class, such as reading for pleasure and using the Internet in English. Have them find and share information about the different unit topics with the class. The *Study skills* section in every unit gives students valuable tips for successfully managing their own learning.

Learning skills, like learning a language, takes time and practice. Students must be patient with themselves as they put in the necessary time and effort. They should set and check goals. Periodic assessments the teacher can print, such as the unit tests, progress tests, and end test on the Digibook let students see their own progress and measure how much they've learned, so they can feel proud of their academic and linguistic development.

## The *Skillful* blend by Dorothy E. Zemach

In some academic disciplines, students can begin by acquiring a lot of facts and general knowledge. In a language, however, students need far more than information—they need skills. They need to know how to do things: how to explain, persuade, ask for help, extend an invitation, outline and argue a thesis, distinguish between important and unimportant information, follow digressions, understand implied information, and more.

*Skillful* recognizes that skills such as these can't be learned by memorizing facts. To acquire these skills, students must notice them as they read or listen; break them down and understand them through clear explanations; and then rehearse and apply those skills in carefully scaffolded activities that lead to freer practice.

The listening and reading texts in each unit introduce students to one subject area explored through two different academic disciplines and two distinct genres. Students learn and practice both global skills, such as recognizing tone and identifying the main idea, and close skills, such as understanding pronoun references and figuring out vocabulary from context, to understand the texts on several levels.

These days, students must interact with both digital and printed text, online and offline, in the classroom and in the workplace. The *Skillful* textbooks are therefore supplemented with the *Skillful* Digibooks. These further develop, explain, and extend the skills work found in the printed textbooks. They provide additional exercises related to the skills, the grammar points, and the vocabulary areas. They can be accessed either via the Digibook or through the *Skillful* practice area. Scores are tracked and recorded and if students work offline, their markbook will be updated the next time they connect to the Internet.

Videos for each unit provide additional subject area content that review the skills and language taught in the unit. The videos can be shown in class to feed in additional content and the accompanying worksheets can be used to structure the lesson.

Unit checklists help students keep track of language in the unit and review for tests.

The Digibooks also help teachers with classroom organization and management by assigning and tracking homework and monitoring student progress using the markbook. A full suite of test materials can be used for placement into the appropriate level and then provide end-of-unit tests and end-of-course tests that can be used as both formative assessments (to evaluate progress) and summative assessments (to mark achievements and assign grades). Tests are provided in both editable and non-editable formats enabling teachers to manipulate the content, as desired. The format of these tests is similar to internationally recognized standardized tests.



Dorothy E. Zemach taught ESL for over 18 years, in Asia, Africa, and the US. She holds an MA in TESL and now concentrates on writing and editing ELT materials and conducting teacher training workshops. Her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, and testing.

## Teaching study skills by Stella Cottrell

There is a growing awareness that students' performance, even in higher education, can be improved through training in relevant academic skills. Hurley (1994) described study skills as "key skills for all areas of education, including advanced study" and argued that students benefit when these skills are taught explicitly. In other words, it should not be assumed that the skills a student brings from school, or even from the first year of university, are sufficient to carry them through their degree. Skills such as, task management, working with others, and critical thinking need to be fine-tuned and extended as students move from one level to another.

Globally, universities and colleges are giving far more attention to preparatory support for prospective students and to developing study skills once a student is on a programme. In some countries, there is a growing emphasis, too, on "employability skills," from soft skills such as communication, creativity, and working collaboratively to new attributes sought by employers, including business acumen, cross-cultural sensitivity, and enterprise. In addition, each institution tends to identify a range of skills and qualities that it wants to see embodied by its graduates.

One of the challenges is articulating what is meant by study skills in this changing environment. This has significance for students when trying to make sense of long lists of skills that they are expected to accumulate during their time in higher education. It also has a bearing on who teaches and supports study skills. In some colleges and universities this falls to study skills specialists; in others, it may be allocated to teaching staff. In each case, different approaches are used to make sense of the learning experience.

From the students' perspective, it helps to organize study skills into a few, relatively easy-to-remember categories. In the latest version of *The Study Skills Handbook*, I suggest using four basic categories:

### 1 Self 2 Academic 3 People 4 Task

The starting place for students is being able to manage themselves within a new learning environment with confidence and resilience. They need to understand the rationale for, and benefits of, independent study and the kinds of challenges that they will be set. This involves organizing their time, coping with deadlines, and recognizing what it means to take charge of their own learning. It also includes metacognitive skills in reflecting on how they think, learn, and manage themselves for study.

Academic skills consist of such skills as the core research skills (finding, recording, and using information), thinking skills (critical thinking skills, creative problem-solving, and synthesis); understanding academic conventions (the nature and integrity of academic study), and writing skills.

People skills are increasingly important as collaborative study becomes a feature of higher education. These include such skills as giving and receiving criticism, supporting others without cheating, group project work, and playing an active role in group sessions. These can be an especial challenge for international students who may be used to different kinds of learning interactions.

Task management skills within this learning context include such skills as meeting given requirements and using appropriate protocols and project management in order to achieve a given academic task such as writing an essay or report, undertaking research, conducting an experiment, or solving a problem.

An additional value of this framework is that the basic shell can be easily adapted to other contexts, such as employability. The "Self / People / Tasks" model is one that I used, for example, within *Skills for Success: Personal Development and Employability* (2010).



Stella Cottrell is Director for Lifelong Learning at the University of Leeds, UK. She is author of the bestselling *The Study Skills Handbook*, *The Palgrave Student Planner*, *The Exam Skills Handbook*, *Critical Thinking Skills*, *Study Skills Connected*, and *Skills for Success*, all published by Palgrave Macmillan.

Reference  
Hurley, J. (1994), *Supporting Learning* (Bristol: The Staff College and Learning Partners).

## Teaching academic vocabulary by Pete Sharma

It has been estimated that in an academic text, a quarter of the words are either "academic vocabulary" or "technical vocabulary." What is "academic vocabulary"? The term includes:

- concepts, such as *research*
- actions, such as *classifying* and *defining*
- nouns, such as *sources* and *references*
- collocations, such as *reading list*, and
- reporting language, such as *argue*.

Academic vocabulary is used across all disciplines. This essay will describe a range of activities for teaching academic vocabulary.

Students meet and practice new vocabulary in every kind of lesson, and especially in reading and listening lessons. In a listening lesson, you may pre-teach key vocabulary before students do the listening task. Similarly, in a reading lesson, you can pre-teach specific words to make the text easier to read. Throughout the *Skillful Students' Book*, there are "Vocabulary skill" boxes, and "Academic keyword" boxes which signal important words.

Giving presentations provides opportunities for students to use and practice new vocabulary, and for you to provide feedback on their pronunciation.

Similarly, writing essays allows learners to produce the new words they have learnt in context.

During the course, you will not only present and practice vocabulary, but also give advice on effective learning strategies. Explore the different ways students can record the new vocabulary they meet on the course. Many students merely jot down a word and write a translation next to it, so it is helpful to present alternatives, such as creating "word trees." Have students work together to create mind-maps on relevant topics, as we remember words when we meet them in concept groups. The *Skillful Teacher's Book* includes several ideas for using a vocabulary notebook. Point out that many words have a standard meaning and an academic meaning. Give examples: references; argument.

Students frequently start their academic course over-using their bilingual dictionary. They benefit from a lesson or lessons exploring the pros and cons of using a monolingual, English-English dictionary. A good way to start a dictionary lesson is to do a quiz to show some useful dictionary features in the dictionary. Part of a lesson can be spent introducing learners to electronic dictionaries, which allow students to listen to new words. You can demonstrate a CD-ROM and web-based dictionary using a data projector.

There are several important features of academic vocabulary that you will wish to focus on during the course. It is useful to provide practice on prefixes and suffixes, since noticing patterns in the language can help learners work out the meaning of new words. Also, focus on "collocation" or "word partnerships." Before students read a text, you can select some key collocations, write them on cards, and get students to match them. Students can then scan the text and highlight these collocations before moving to more intensive reading practice. There are several language exercises on prefixes, suffixes, and collocations in *Skillful* and the *Teacher's Book* also contains sets of photocopiable cards which can be used in many ways, as warmers for example, or for reviewing lexis.

There is no need to develop a new methodology for teaching academic vocabulary. Good practice involves students meeting new words in context, practicing them in speaking and writing, and recycling them in a variety of ways. Working through the units and different levels of *Skillful* will enable students to practice and review academic vocabulary systematically.



Pete Sharma is an associate Lecturer at Oxford Brookes University, UK. He has written books on technology in language teaching, and is co-author of *Blended Learning* (Macmillan: 2007) and *400 Ideas for Interactive Whiteboards* (Macmillan: 2010).

## Educational culture by Stacey H. Hughes

Most language teachers have an understanding of culture and the differences that can arise in culturally diverse situations. By extension, when it comes to the classroom, it is important to consider the mix of the culture that our students bring into the classroom, that teachers bring into it, and the cultural expectations of the institution itself. Each culture has its own expectations of the role of the teacher, the students, the material, and the aim of education. Unmet expectations can lead to frustration on the part of the teacher, and poor learning or lack of achievement and dwindling motivation on the part of the learners. It is therefore important to be acutely aware of behavioral and learning expectations.

### What is good learning? What is good teaching?

Every educational setting has an idea of what good education means. Teachers and students tend to assume that they share ideas about how to teach and how to learn, or about what good teaching and learning is. However, concepts of "good student" and "good teacher" vary widely from culture to culture. Consequently, students attending university in a foreign country for the first time often have to go through a difficult adjustment period as they learn to adapt to their new educational culture. There are a number of areas that students will need to adjust to. These include differences in teaching style and methodology, differences in what is expected of students in terms of output and behavior, and differences in the expectation of the university itself.

### Teacher / student roles and expectations

So, how do educational expectations vary across cultures? Firstly, teacher and student roles and expectations vary widely. For example, teachers in many East Asian classrooms expect their students to be active listeners, and what it means to be a good student is to listen carefully and reflect on the knowledge the teacher is imparting. In other words, they expect students to master the knowledge and skills that they and the coursebook impart. Similarly in many Middle Eastern cultures, the teacher expects the students to memorize what they present. By contrast, in the West, students are expected to ask questions and think critically. Accepting without question is not necessarily a sign of good learning. As to student expectations, in many countries, students expect the teacher to be the authority figure who knows all the answers, or even a moral leader. This expectation can contrast sharply with a culture such as that of the U.K. where teachers are not necessarily expected to have all the answers.

### Classroom organization and methodology

Classroom organization and teaching or methodological style can vary as well. In U.K. university classrooms, for example, the atmosphere tends to be less formal, with teachers using humor, emphasizing student participation and debate, and even encouraging students to disagree with them. Active participation is seen as evidence of learning. Teachers also feel students should reflect on their own work and be able to critique the work of their peers. Desks may be arranged in groups or in a semi-circle to facilitate interaction. These differences can feel quite strange to students who are used to a more formal classroom setting and who would not expect importance to be placed on their personal views. While group assignments may be given in Asian and Middle Eastern cultures as well, the classroom setting may tend to be more lecture-orientated.

In conclusion, it is clear that teachers and students bring educational expectations with them into the classroom and that critical thinking, evaluation, reflection, discussion, and learner autonomy are important elements. However, it may be difficult for teachers to know how to bridge the gap between themselves, the students, and the methodology. What is needed firstly is for teachers to be aware of their own underlying cultural expectations and how these are manifested in their teaching practice. They then need to consider whether this classroom practice incorporates the kinds of skills that will help students reach their educational potential in the twenty-first century. And finally, teachers need to spend class time on learner training. It is important for teachers and students to spend this time discussing teaching and learning expectations and roles. Students will most likely not have an awareness of their own educational expectations or that there are any other cultures of education. Teachers need to give a rationale for the skills necessary for EAP and anticipate such questions as, "Why are we doing this?" Stating aims may not be enough. Teachers need to think of how those aims are perceived at the cultural level and help students acculturate to the expectations and requirements of the educational culture they are in.



Stacey Hughes is a lecturer at Oxford Brookes University. Her main interests in ELT are learner engagement, active learning, critical thinking, and intercultural issues.

## Developing learner confidence and autonomy by Lara Storton

As a teacher, it is sometimes difficult to “take a back-seat” in the classroom. Your instinct is to “teach” your students, and indeed in many education systems a teacher-centered classroom is considered best practice. Around the world, much of English language learning focuses on rote-learning (memorization by repetition), detailed analysis of grammatical rules, and the direct translation of texts. Emphasis on regular testing means that receptive skills are prioritized, and few opportunities for interaction with peers or teachers arise. It goes without saying that students may feel at odds with some of the skills presented in this course at first, but they are vital to developing the learner confidence and autonomy required for successful academic study. So how can we help our students to become more autonomous? Some small, but consistent classroom techniques and homework suggestions can start them off on the right track.

### Encourage self and peer correction

Students will need to become comfortable with evaluating their own work, and the work of others. This may be a difficult concept for those from certain cultures, particularly in Asia, where admitting a mistake, or pointing out someone else’s mistake, causes “loss of face”—a great sense of public humiliation. It’s best to discuss such issues openly and explain how this skill is important in Western academic practice.

### Give the students some responsibility in the classroom

Try to be a facilitator who is always available to assist and support, but not over-relied upon. After completing an exercise, consider whether it’s necessary to check answers at all. You could simply ask if there are any answers that require clarification. Encourage them to ask each other and come to their own conclusions before confirming or correcting. This maximizes their opportunities to use English to explain rules, facts, statistics, and concepts—skills that will undoubtedly be required in an academic environment. It also teaches students that admitting uncertainty and asking for clarification or explanation is an integral part of academic study and not an admission of ignorance.

### Outside the classroom

Many students will be “cramming” for Academic English exams, and their independent study is likely to be very exam-focused. Try to encourage them to read widely, listen to the radio, and watch the news in English. Suggest that they choose a news story every week and exploit the text for independent study. Provide a list of suggestions that they can refer to. This could include: mining the text for linguistic features—tenses, sentence structure; text structure—discourse markers, main ideas and supporting details; and lexical features such as collocations, lexical sets, elegant repetition, and dependent prepositions. Set aside a time in class when students bring their text, with exploitation, to discuss with a partner. Ask them to give a verbal summary and a personal response to the story. Encourage critical thinking, suggesting that they consider different perspectives on the story or ask other class members for their opinions. During speaking exercises, monitor unobtrusively and take notes for the feedback session later, but allow students to lead their own discussions.

Learner autonomy isn’t about giving up control of the classroom, it’s about helping your students take control of their own learning.



Lara Storton has 14 years of experience in ESL, teaching English for Academic Purposes, IELTS, and Exam Preparation in Asia, Europe, Australasia, and the U.K. Her special areas of interest are testing, academic writing, and critical thinking skills. During the past seven years she has also worked as a freelance author and editor for several leading publishing houses.

## UNIT 1 NOURISHMENT

Reading	Previewing
	Scanning
	Identifying the purpose of parts of a text
Vocabulary	Reporting verbs
Writing	Using compound sentences
Grammar	Modals

Start the first class with a new group with a “getting to know you” activity. Ask students to interview each other in pairs to find out some key information: nicknames, hometown, hobbies, area of academic study, ambitions. Then ask individuals to report back to the class. Introduce yourself, and then take students through the aims of the course—to work on improving reading fluency and academic writing skills.

### Discussion point

Refer students to the picture on page 7 and ask them to comment on it.

To introduce the topic of nourishment, ask students what the staple diet is in their country, how it is used, and how often it is eaten. Ask students to discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 1 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the whole class.

### Vocabulary preview

#### Exam tip

This exercise is useful not only for introducing new vocabulary, but also as exam skills practice. Encouraging students to approach classroom tasks systematically will enhance their overall efficiency as language learners.

Ask the students to read the instructions and locate the texts on pages 9 and 11. Explain that this task requires them to scan the texts for vocabulary. Review the pronunciation of the words in bold and elicit their parts of speech. Point out that the purpose of the exercise is to practice the skill of being able to understand the meaning of a new word from its context. Explain that in an exam, being able to scan for information quickly is a useful skill—this exercise will help students develop their scanning techniques and increase their reading speed. Point out to students that sentences 1–8 are original sentences to add extra

context and are *not* paraphrases of sentences in the texts. Afterwards, encourage students to write the new words in their vocabulary notebooks along with pronunciation notes, part of speech, meaning, and example sentences.

#### ANSWERS

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

### READING 1 Food as communication

Word count 513

#### Before you read

Ask students to cover the *Previewing* box so they can't read it. Ask: *What should you do before you read a text?* Write some of their suggestions on the board. Then ask students to read the *Previewing* box to see if their suggestions match the advice given.

Ask students to answer the questions individually or with a partner. Afterwards, point out that being able to identify the style of writing will help them identify the quality of information in a text when they are deciding what to read. It can also help them to develop their own writing style, as they can try to mimic the style of academic texts.

Explain to students that they can enhance their reading experience by trying to relate the information in the text to their own knowledge, experience, and expectations. Suggest that students regularly discuss a wide range of topics in English to improve their confidence and general knowledge.

#### ANSWERS

1 b 2 a

#### Global reading

Ask students which strategies they would use to do the exercise. Tell them to skim read the text first, then read the sentences carefully and underline any key words. If necessary, do the first sentence with the class as an example. Ask students to identify and underline the key words, *New Year celebrations*, and then find the corresponding paragraph. Ask students to complete the exercise, and then compare answers with a partner before checking with the whole class.

#### ANSWERS

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

## Close reading

### Exam tip

Before directing students to the *Scanning* box, check what they already know about this skill. Ask: *What is the difference between skimming and scanning?* (Skimming is when your eyes pass over a text without reading every word in order to understand the gist of it. Scanning is searching quickly through a text for specific information, for example, when trying to find an answer to an exam question.) *When should you skim and scan?* (Before attempting to answer any exam questions. Scanning should never be done in isolation. Skimming is an essential part of the reading process that should always come first, especially in an exam situation.) Explain that when you skim read, the brain takes in more information than you first realize. Students may be surprised at how quickly they can find information when scanning if they have skim read first. Advise students to practice skimming and scanning regularly to improve their reading speed. Newspapers are especially useful for this as the text is organized into columns with each line containing just a few words.

Refer the students to the *Scanning* box, ask them to read it, and answer any questions they might have.

### EXTENSION ACTIVITY

To practice scanning skills, play a short scanning game with the class. Shout out a word for the students to find in the text as quickly as possible. Try this with several words and suggest that students test each other regularly in the same way. This is a fun game that really will improve their reading speed with practice.

Before reading, direct students' attention to the *Academic keywords* box. Make sure students can pronounce the words correctly. Encourage them to add the new words to their vocabulary notebooks.

Refer students to the chart. Check that they understand that *significance* is the same as *meaning*. Ask students to complete the chart individually using the scanning techniques. Give them time to compare their charts before checking the answers with the whole class.

### ANSWERS

Food	Culture or country	Significance or meaning
1 bread	worldwide	nourishment
2 (pieces of) cornbread	southern U.S.	prosperity or wealth
3 vasilopita	Greece	success in the new year
4 (red-colored) eggs	China	to welcome a new baby
5 butter and sugar	Afghanistan	cleansing
6 various foods/ grain of rice	Japan	to protect the baby from hunger
7 round foods	worldwide	unity

## Developing critical thinking

### SUPPORTING CRITICAL THINKING

The questions in this section require the students to draw on knowledge of their own culture, and then relate this to food traditions in general. For question 2, suggest that students work with a partner and draw a two-column table to write notes into. The first column should be labeled "Food tradition," and the second should be labeled "Function." They should then consider the functions of the foods in more detail, for example: Are they important within everyday family life, for serving to guests, on special occasions, or to show wealth? Is it just the food itself that is important, or the process of preparing and cooking it? Have them compare tables with another pair and consider why these functions are still important today. This should equip them well for the group discussion.

Read through the questions with the class. Divide students into small groups. Explain that you will give them a minute or two to prepare their answers individually before starting their group discussion. Due to the culture-specific nature of the topic, students may need extra support in describing traditions or foodstuffs that do not have English equivalents. Point out that this is a good opportunity to practice the new vocabulary in the unit so far. Refer them back to the *Vocabulary preview* section on page 8 and the chart on page 9, and suggest that they use some of the words and phrases in their discussions.

This is a good place to use the video resource *Living with supermarkets*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

## READING 2 Farms of the future

Word count 582

### Background information

The concept of vertical farming was first described in 1915 in a book by Gilbert Ellis Bailey. With the increase in mass food production, vertical farming has become popular to help meet the consumer demands of growing populations and to deal with the decrease in the amount of available agricultural land. One of the U.K.'s most well-known vertical farm projects is based on a concept by leading expert, Professor Dick Despommier. Alpha House, a disused office block in Manchester, has been transformed into Alpha Farm. It produces salad crops and vegetables, as well as housing chickens and a colony of bees.

### Before you read

Ask students to look at the picture on page 10 and describe what they see. Ask: *How is food transported in your country—by road or rail? Why?* Draw their attention to the *Think about* box, and check that they know the meaning and pronunciation of the words.

Have the students work in pairs or small groups to discuss the questions. Point out that in question 2, they are required to consider advantages/disadvantages, which is useful practice for speaking and writing exams.

### Global reading

#### Exam tip

Before directing students to the *Identifying the purpose of parts of a text* box, check what they already know about this skill. Say: *The parts of a text have different functions. What are they?* Write the students' ideas on the board, and then refer them to the *Identifying the purpose of parts of a text* box to check their ideas. Explain that being able to understand the purpose of each paragraph will improve their reading comprehension and their confidence with larger texts. Advise students to read regularly and make a note of the purpose of each paragraph.

Give students a few minutes to read the *Identifying the purpose of parts of a text* box. Check that they understand the gist of the box. Then ask students to complete the chart individually or with a partner. Tell them that they should think about the reasons they chose their answers. Explain that it is the process of doing the exercise that is most important because it practices a valuable skill. Afterwards, check the answers with the whole class, and ask the students to give reasons for their answers.

### ANSWERS

1	present another side / report data / <u>introduce the topic</u>
2	<u>report data</u> / introduce the topic / present an argument
3	<u>explain facts</u> / give supporting information / present another side
4-5	<u>present an argument</u> / report data / explain facts
6-7	give supporting information / <u>present the other side</u> / report data
8	present an argument / report data / <u>explain facts</u>
9	(conclusion)

### Close reading

Direct students' attention to the *Academic keywords* box. Make sure students can pronounce the words correctly. Encourage them to add the new words to their vocabulary notebooks. Then refer the students to the exercise instructions. Ask them how they would usually approach a *True or False* task. Explain that, after skim reading, they should read the sentences carefully and underline the key words. Then they should scan for the corresponding information in the text, read it carefully, and select their answer. When the students have finished, check the answers with the whole class.

### ANSWERS

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

### Developing critical thinking

#### SUPPORTING CRITICAL THINKING

The exercises in this section require students to respond to the content of both texts in the unit. Being able to consider the "wider picture" when studying a topic is an essential academic skill. To help your students do this, suggest that they organize their ideas in the form of a word map. Ask them to work together to brainstorm and prepare word maps on the advantages and disadvantages of sourcing food both locally and by foreign import. Afterwards, ask the whole class to compare their word maps. They can refer to the ideas generated by this during the discussions.

Divide students into groups of three or four. Remind them that they discussed food transportation in the *Before you read* exercise on page 10.

- 1 Check that students understand the meaning of *consumption* (the amount someone eats or drinks). Give them a few minutes to read through the questions and consider their answers before starting the group discussion. Monitor and take note of any useful phrases and vocabulary students use to share with the class.
- 2 Give students a few minutes to look back at the texts *Food as communication* and *Farms of the future*. Tell them to use the useful language in the *Think about* boxes when discussing the questions. Give students time to read the questions and take brief notes before starting their discussion. Afterwards, ask groups to report their ideas to the class, and do some error correction on the board.

## Vocabulary skill

Ask students to cover the *Reporting verbs* box so that they can't read it. Ask them to tell you what a reporting verb does (present, support, or show uncertainty about facts or ideas).

### EXTENSION ACTIVITY

If your students already have some knowledge of reporting verbs, give them a short quiz. Put students into pairs and ask them to write the reporting verbs that you describe. For a less proficient class, you could give them the first letter of each verb as a hint.

- 1 Discover something. (find)
- 2 When someone says that something is true, but it may not be. (claim)
- 3 Tell someone how you think they could do something. (suggest)
- 4 When you end a presentation with a summary of its content. (conclude)
- 5 Draw someone's attention to something, with words or with physical actions. (point out)

Read the *Reporting verbs* box with the class. Check the meanings of the verbs and answer any questions. Give students time to do the exercise individually before checking with a partner. Then check the answers with the whole class.

### ANSWERS

1 L 2 M 3 M 4 L 5 M

Point out that most reporting verbs are followed by a *that* clause, i.e. *He concluded that ... They suggested that ...* Explain to students that noticing these verb patterns in texts is very useful for their language learning. Suggest that students keep separate sections in their vocabulary notebooks for verb patterns. They can add to these as they study.

## WRITING Describing a special dish in your country

### Writing skill

Read the *Using compound sentences* box with the class and answer any questions students may have.

- 1 Tell students to look back at the two texts again and count through the paragraphs to indicate what is required. Allow students to complete the exercise individually or with a partner before comparing answers with another student or other pairs. Then have them review the answers with the whole class. If necessary, prepare an OHT showing the answers highlighted—this way you can clarify any issues raised. Suggest that students keep a "Things to notice" list at the back of their vocabulary notebooks. This should be a list of lexical and grammatical features that they could regularly practice "noticing" in the articles they read. For example, they could include verb + *that* clauses, articles, dependent prepositions, and compound sentences—subject / verb / conjunction / subject / verb.

### ANSWERS

- 1 Indoor farming could produce crops constantly and crops would not suffer from weather-related problems like drought or flooding.
  - 2 Vertical and rooftop farms may be a small-scale answer, but the best ideas could be yet to come
  - 3 Nutrition is essential for life, so it is not surprising that food is such an important part of different cultures around the world.
  - 4 Unlike traditional farming, vertical farming would not force animals out of their habitats by taking over large areas of land, nor would it pollute the air with the use of heavy farming equipment.
  - 5 In addition, the human population could increase to 9.1 billion people during that time, yet the amount of land available for farming will be the same.
- 2 Ask students to complete the exercise individually. Give students time to compare their answers before checking them with the whole class.

### ANSWERS

- 1 yet
  - 2 but
  - 3 and
  - 4 nor
  - 5 yet
- 3 Ask students to work individually or with a partner. Monitor and give help if necessary.

## Grammar

## Background information

Modals present difficulties for many students learning English. The correct use of modals requires a speaker to be aware of differences in mood, attitude, or situation. In many languages, the notion of obligation and how it is acceptable to express it are very different from English. For example, in Arabic, there are no modal verbs. Therefore Arabic speakers may have difficulty using the form and function of modal verbs. Try to use regular "noticing" activities when modals are present in a lesson. Just asking students to describe the difference between modals, or asking why using a particular modal is correct, can build on their ability to recognize and use modals correctly and with confidence.

Have students read through the *Grammar* box and answer any questions they may have.

- 1 Ask students to read the sentences and underline the following: *consumption*, *observe*, *environmental impact*, *sustainable*, and *redress the balance*. Have them discuss or speculate with a partner about the meaning of the underlined words (no dictionaries allowed at this point!). Check their ideas with the whole class.

Read the instructions to the class and check they know the meaning of *certainty*, *possibility*, *recommendation*, and *obligation*. Ask them to work individually or with a partner to complete the exercise before checking their answers against the *Grammar* box.

## ANSWERS

1 R 2 O 3 P 4 C 5 O 6 P

- 2 Before doing the exercise, check that students know the meaning of *accept*. Ask them to work individually to complete the task before comparing their answers with a partner.

## ANSWERS

- 1 should accept it
- 2 have to / need to grow a lot more food
- 3 cannot continue to feed
- 4 might change
- 5 have to / need to find a solution

## WRITING TASK

## Cultural awareness

The paragraph refers to traditional foods around the world. Some other examples of traditional foods are:

**Saudi Arabia:** Traditional Saudi meals include lamb, stuffed vegetables, chicken, hummus, beans, rice, and *fatir* flat bread, which is used to scoop up other foods at every meal. Diners sit cross-legged on cushions on the floor or around a low table, and dishes of food are placed in front of them for sharing. Before and after eating, hands are ritually washed, according to Islamic law.

**Korea:** Many Korean celebrations are influenced by the seasons. At the hottest time of the summer, *bongnal*, Koreans might eat *samgyetang*. This is a whole chicken, stuffed with ginkgo nuts, ginseng, jujube, garlic, and rice. It is served in a large bowl with broth. It is a filling meal, traditionally intended to encourage perspiration and fill farmers before the hard work of fall.

**Morocco:** Morocco is an Islamic country. During the holy season of Ramadan, Muslims fast (do not eat) during daylight hours. After dark, bowls of *harira*, thick soup made with beans and lamb, are served with fresh dates (a sweet, nutritious fruit that is grown locally).

## Brainstorm

- 1 Ask students to complete the exercise at their own pace. Allow them to confer with others, if necessary. Then check answers with the whole class. Ask students to scan the texts for the words *applaud*, *host*, *glasses raised*, and *toast*. Check that they know the meanings of these words and phrases. Point out that this vocabulary may be useful for the *plan* section.

**ANSWERS**

Haggis is a traditional Scottish dish eaten on Burn's night, an annual celebration to remember a famous Scottish poet. As with any dish there are many different recipes: haggis for example. (may) be made with beef, but traditionally it is made with lamb.

The customary ingredients include sheep's stomach and the heart and lungs of a lamb. It is mixed with onions, oatmeal and different herbs and spices. Apart from the spices, all these ingredients are found in Scotland, but nowadays many imported ingredients are used as well. Haggis is difficult to make so it is usually prepared by a butcher or chef. At a traditional Burn's night a piper (has to) lead the haggis into the room and the guests (should) then applaud the haggis. The host welcomes the guests, but a different person addresses the haggis. This person reads a Scottish poem before glasses are raised and everyone toasts the haggis. The dish is eaten with turnips and potatoes.

may = possibility; has to = obligation; should = recommendation

- 2 Students could do this exercise individually or with a partner. Allow them to compare ideas afterwards. Monitor and assist where necessary. Because of the culture-specific nature of the content, students are likely to have questions about vocabulary.

**Plan and write**

Point out that thinking about questions that you want to answer is a good way to plan your writing. Students often tend to concentrate so much on what they want to write that they forget to consider what their reader will expect to learn.

Do this writing task in class so you can monitor progress and assist where necessary. Remind students that they can look back at the *Vocabulary preview* section on page 8, the *Food as communication* text on page 9, as well as the paragraph about haggis for ideas, vocabulary, and useful phrases. Students should aim to write around 100 words for their paragraph.

**Share, rewrite, and edit**

Explain that it is the process of writing that is most valuable to the learner as it enables the writer to learn which techniques work for them and how they can improve next time. Explain that it is important when evaluating another student's work not just to look for errors, but to consider how they could improve a rewrite of the essay, and to say what the student did well.

Ask students to exchange their paragraphs with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph.

Remind students that their partner should be seen as a valuable extra pair of eyes rather than a critic, even if their comments suggest many changes and corrections. Point out that a reader often notices errors in structure, coherence, and vocabulary that the writer is unaware of. Remind students to keep the first text, and then compare it with the final draft. They are almost certain to see their own improvement and gain greater confidence.

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner's feedback when rewriting.

Use the photocopiable unit assignment checklist on page 88 to assess the students' paragraphs.

**Extra research task**

Tell students that they are going to prepare to give a presentation (they could do this individually or in small groups—you must decide which would work best for your students at this stage of the course). Ask them to prepare a presentation of approximately four minutes on one of the following topics:

- A food or product that is produced in their country. What, where, by whom, why?
- A food or product that is produced in their local area. What, where, by whom, why?
- How the world's food supply could be better distributed—the problems and solutions.

Suggest that they use the writing plan model (of questions which can then be answered) to plan the structure of their presentations.

**STUDY SKILLS Reflective learning journals**

Stella Cottrell's *The Study Skills Handbook* offers students invaluable advice, study tips, and techniques on how to become an effective and successful learner.

For this first unit, it would be beneficial to read the page with the class to familiarize students with the format and encourage them to make use of this valuable resource. Explain to students that they should try to become disciplined, consistent, and autonomous learners—reviewing these *Study skills* sections regularly, and putting the suggestions and skills into practice will be of great benefit to them.

Put students into pairs. Give them a few minutes to discuss the questions in the *Start now* section and make notes of their answers. Afterwards, ask pairs to join together to make groups of four to discuss the questions further and compile a list of "action points" that will help them use reflective learning journals successfully during the course.

## UNIT 2 COMMUNITY

Reading	Skimming Mapping
Vocabulary	Word building: Suffixes that change verbs into nouns
Writing	Brainstorming: Organizing your ideas in a chart
Grammar	Verbs of compulsion and prohibition

### Discussion point

Refer students to the picture on page 17 and ask: *Who are the people? Where are they? What are they doing?* To introduce the subject of rules, ask: *Do you have any rules for eating in a family situation? Are there different rules when guests are visiting? On formal occasions?*

Ask students to discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 2 *Useful language* page to provide some extra support. Encourage partners to have a full discussion by adding extra examples and asking each other follow-up questions. After students have discussed the three questions, have them share their answers with the class.

### Vocabulary preview

The words in this exercise are likely to be new so students will benefit from a stage-by-stage approach. Give students time to read the exercise, mark any new words, and then discuss them with a partner. After that, if there are still some words that they do not know the meaning of, allow them to use their monolingual dictionaries. Ask students to complete the exercise with their partner, discussing the meanings and differences between the synonyms. Afterwards, encourage the students to write the new vocabulary in their notebooks.

#### ANSWERS

- |             |             |
|-------------|-------------|
| 1 hurt      | 5 earn      |
| 2 give      | 6 honest    |
| 3 worthless | 7 rejection |
| 4 announce  | 8 wealth    |

## READING 1 Living by the rules

Word count 561

### Before you read

Check that students understand the meaning of the quote. Ask if they know any similar quotes, either in English or in their own language.

## Global reading

Refer the students to the *Skimming* box. After they have read it, ask: *Do you skim read in your own language? What kind of texts? Why?*

#### Exam tip

In an exam situation, students often feel too pressured by time constraints to skim read. Emphasize that skim reading is an important time-saving strategy that will also improve the accuracy of their answers. Remind students that pre-reading skills work most effectively when practiced thoroughly and consistently, for example, by beginning to predict by looking at a picture, title, or headline, and then skim reading. Advise students to regularly skim read newspapers and academic texts to improve their reading speed.

- 1 After students have chosen their answer, have them check it with the whole class.

#### ANSWER

why we have rules in our communities

### Cultural awareness

The text refers to a study conducted in 2012 by Michael Szell and Stephan Thurner at the Medical University of Vienna. They studied the social interactions of over 350,000 players of an online virtual reality spaceship game that had no set rules. The results of the research showed that the players (or avatars) generally behaved in an organized and positive way despite the lack of rules and potential for war-like behavior. Researchers found that relationships and communication networks within the virtual reality society mirrored those in real life. It is hoped that the study will help to develop a tool that could predict changes in society in the future, for example, by helping governments prepare for potential outbreaks of political or social aggression.

- 2 Before reading, direct students' attention to the *Academic keywords* box. Make sure students can pronounce the words correctly. Encourage them to add the new words to their vocabulary notebooks. Ask students to read the text and highlight the main points. Point out that being able to identify the main points in a text is a crucial academic skill.

**POSSIBLE ANSWERS**

The text is about several studies of rules within communities, and of our perceptions of fairness and acceptable behavior; Every community in the world has rules and ways of enforcing them; There is evidence to suggest that fairness is pre-programmed in our brains; Being "fair" involves compromise; Social, external, and internal controls affect the way we behave within a society; People need their communities to function smoothly.

**Close reading**

Ask students which strategies they could use to complete the sentences. Elicit that they should underline key words in the sentences and predict the part of speech required to complete each sentence. When they have finished, check the answers with the class.

**ANSWERS**

- |                         |                        |
|-------------------------|------------------------|
| 1 united                | 4 values; fears        |
| 2 negative; anger; pain | 5 rewards; punishments |
| 3 controls              | 6 function             |

**Developing critical thinking****SUPPORTING CRITICAL THINKING**

Being able to formulate ideas and opinions based on written sources is an important academic skill which is practiced in question 2 of this section. It is a good idea to allow students to recap the content of a text in groups before starting any discussion activities. In "for" or "against" type discussions like this one, a debate could be organized. Try to ensure that no-one dominates the conversation and everyone who wants to has the opportunity to speak. Once your students are familiar and comfortable with debating, challenge them by asking them to argue "for" something they are "against" and vice versa. This forces them to see a topic from other people's perspectives.

Read the first question with the class. Give students a minute or two to take notes about their ideas individually before starting the group discussion. Encourage them to think of reasons that will make their arguments more convincing.

Explain to students that although they are required to give their own opinions in the second question, referring to information from the text will help them present their opinions more effectively. Remind them that being able to formulate ideas and opinions based on sources is an important academic skill. Refer them back to the *Vocabulary preview* section on page 18, and suggest that they use some of the words.

**EXTENSION ACTIVITY**

Write the following on the board:

*A time when I / someone I know:*

*cheated or broke a rule on purpose*

*broke a rule or law accidentally*

*had to compromise*

*was rewarded / punished for something*

Give them two minutes to plan their answers. Then ask them to take turns presenting their answers to a partner. They should speak for three to four minutes each.

**READING 2 Ants: master collaborators**

Word count 639

**Background information**

Ants are common around the world—they are found on every continent except Antarctica. They live in large colonies where every individual has an important role to play. Scientists often study the way that ant colonies are organized and compare them to human communities. They have found many similarities, including the fact that ants have specific jobs within their society; humans and ants are the only creatures that farm other animals; and surprisingly, ants, like humans, can be lazy!

**Before you read**

As a brief introduction to the topic, have students look at the picture on page 21. Ask them to share what they already know about ants with the class. Afterwards, ask them to discuss the questions with a partner or in small groups. Ask students to use the vocabulary in the *Think about* box to help them with the discussion.

**Global reading**

Ask students how they would determine what type of text this is. Explain that texts are structurally and grammatically different according to the type of audience that they are written for. For example, a popular lifestyle magazine is unlikely to use academic words; an academic journal will use technical language that may be difficult for people who are not experts to understand; a blog is likely to be short and more informal. Ask students to work in pairs to complete the exercise, discussing their reasons for their answers.

**ANSWER**

popular science magazine (Note: The language in this text is not academic enough to be a journal for researchers; it does not give any indication of the content being news-related; it does not match the shorter, informal format of a blog.)

**Close reading**

Refer students to the map in exercise 1. Ask them if they ever organize their work in this way, either in English or in their own language. If so, ask them to explain how it helps them. Refer students to the *Note taking: mapping* box. Explain that in order to read and understand academic texts, they will need to be able to identify key information, and organize their study notes clearly and logically. It is essential that they choose a system that works for them and use it consistently in order to complete their coursework successfully.

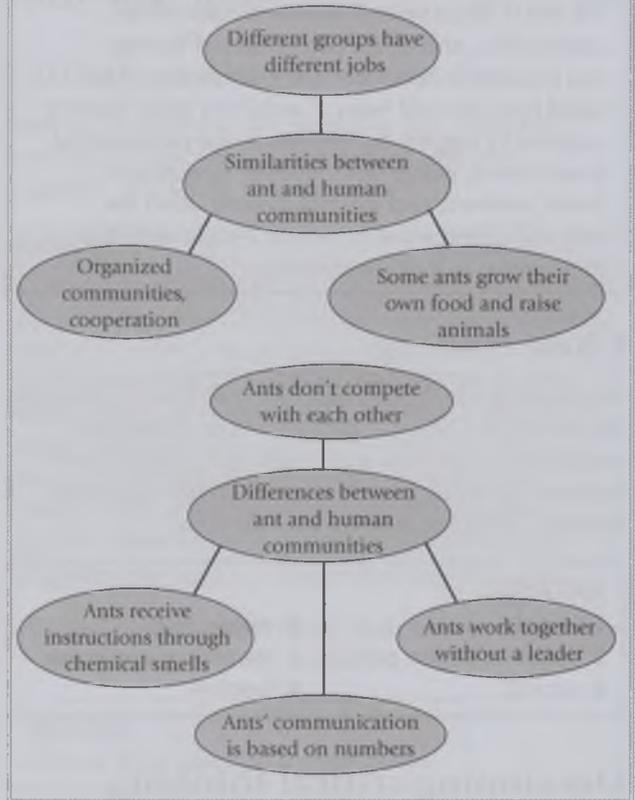
- 1 Before reading, direct students' attention to the *Academic keywords* box. Make sure students can pronounce the words correctly. Encourage them to add the new words to their vocabulary notebooks. Then refer students to the map. Remind them to consider which part of speech is required to fill in each blank. Do an example on the board before asking the students to complete the task individually. Allow them to compare their answers before reviewing them with the whole class.

**ANSWERS**

- |                 |              |
|-----------------|--------------|
| 1 organized     | 6 reproduce  |
| 2 together      | 7 new places |
| 3 collaboration | 8 eggs       |
| 4 special       | 9 maintain   |
| 5 soldiers      |              |

- 2 Students may find this task challenging if they have not had much experience organizing their ideas in this way. For extra support for this task, write one of the main ideas on the board and invite the students to offer phrases that summarize it. If they are confident, ask them to continue the exercise individually or with a partner. If they need extra support, complete the task on the board as a whole class.

**POSSIBLE ANSWERS**



- 3 Monitor unobtrusively while students compare their maps, taking note of any good techniques or areas to improve on. Review these on the board after students have completed the task.

**EXTENSION ACTIVITY**

For homework, suggest that students rewrite their maps, taking into consideration the points raised in the class feedback discussion. Next lesson, have students get partners and compare their maps. Ask students to display their maps on the classroom wall so that their classmates can read them.

**Developing critical thinking**

**SUPPORTING CRITICAL THINKING**

In this section, students are required to draw on their own knowledge as well as to refer to the content of the unit so far. In exercise 1, students are required to brainstorm advantages and disadvantages. This is a key academic skill, particularly for essay writing where a balanced argument is needed. To encourage students to improve their critical thinking skills, introduce them to ways that they can organize their ideas before beginning a discussion or essay. Every student has a different learning style—they may prefer tables, lists, notes, diagrams, or maps. Suggest that they try different techniques and compare the results in pairs.

- 1 Encourage students to give reasons and examples when they discuss the questions. The second set of questions refers back to the first reading, *Living by the rules*. Do a quick activity to refresh students' ideas about the article, e.g. in small groups, brainstorm three positive and three negative features of a community.
- 2 Remind students of the text *Living by the rules*. Ask them if they think there is a connection between this text and *Ants: master collaborators*. Then ask them to discuss the questions in groups. Give them time to read the questions and take notes to prepare for their discussion. During the discussion, monitor from a distance, taking note of any well-presented opinions and useful vocabulary to review on the board afterwards.

### EXTENSION ACTIVITY

Organize a class debate. One side considers ant communities to be the most effective; the other side considers human communities to be the most effective. Give students time to prepare their arguments.

## Vocabulary skill

Refer students to the *Suffixes that change verbs into nouns* box. Explain that when students learn a new word, it is always useful to research whether it has a corresponding noun, verb, adjective, or adverb. Suggest that they record word families in their notebooks and review them regularly to expand their vocabulary.

- 1 Give students time to read the verbs and discuss the meanings with a partner. Afterwards, check the meanings with the whole class. Then clarify or explain the meanings of any difficult verbs yourself, if necessary, and review the pronunciation of each verb. Then ask them to change the verbs into nouns.

### Exam tip

Explain that language learners often focus on memorizing verbs and learning verb patterns. Academic texts and newspapers tend to use a much higher proportion of nouns and noun phrases than students and informal texts do. Tell students that as their level of ability in English increases, they should begin to notice the distribution of verbs and nouns in a text, and try to mirror this in their own writing. To demonstrate this, photocopy two texts, one academic or from a good quality newspaper, and one informal, from a blog or lifestyle magazine. Ask students to circle all the nouns and compare the difference. Confident groups could try to transform some of the verb phrases in the informal text into noun phrases.

### ANSWERS

- |                 |                 |
|-----------------|-----------------|
| 1 promotion     | 6 embarrassment |
| 2 collaboration | 7 imprisonment  |
| 3 confusion     | 8 argument      |
| 4 information   | 9 disagreement  |
| 5 punishment    |                 |

- 2 Remind students to predict the part of speech that is required. Give them time to compare answers before reviewing them with the whole class. Encourage students to say full sentences to practice fluency and the pronunciation of each word in context.

### ANSWERS

- |               |                 |
|---------------|-----------------|
| 1 collaborate | 5 Promotion     |
| 2 argument    | 6 embarrassment |
| 3 confusion   | 7 Imprisonment  |
| 4 punish      | 8 inform        |

- 3 Suggest that students take brief notes to support their answers for the discussion. Point out that this is a good opportunity to practice using the target vocabulary in context.

### EXTENSION ACTIVITY

Explain that it is important not only to understand the meaning of a word, but also to know how to pronounce it. Tap the rhythm oOo on the board, and ask students to guess which noun or nouns from exercise 1 have that rhythm (*promotion, confusion*). Draw five vertical columns on the board with the following headings:

oOo	ooOo	oOoo	Ooo	oooOo

Ask students to say which column the words should be written in (column 1). Tell them to copy the table and decide which column each noun from exercise 1 should go in. Afterwards, ask them to compare their answers with a partner. Encourage them to say the words or even tap their rhythm on the table. Emphasize that in an academic environment they will be expected to be able to use some sophisticated vocabulary.

### ANSWERS

oOo	ooOo	oOoo	Ooo	oooOo
promotion	information	embarrassment	punishment	collaboration
confusion	disagreement	imprisonment	argument	

This is a good place to use the video resource *Safety and freedom*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

## WRITING Describing your community's rules

### Writing skill

Ask: *Do you plan your writing? Why or why not? If so, how do you do it? Why is it important to prepare before beginning to write?* Explain that being able to organize your ideas is an important academic skill.

- 1 Monitor and give guidance as necessary while students plan and draw their charts.
- 2 Ask students to work individually to brainstorm ideas on their chart.
- 3 Monitor as students compare their charts in pairs. Have pairs share their ideas with the class.

### Grammar

#### Background information

Students often find verb patterns frustrating as they do not follow general rules. The students may ask you for a grammatical rule, but the rules in this case are lexical. Explain that if they find a new word and want to know the verb pattern, they should look it up or ask a native speaker. The best way to memorize verb patterns is to record them with example sentences and to review them regularly. Before starting exercise 1, review the pronunciation of the verbs in the *Grammar* box with the class.

- 1 Ask students to underline the key verbs that inform the patterns in the sentences before completing the exercise. Ask them to review their answers with a partner, saying the full sentences aloud for fluency and pronunciation practice.

#### ANSWERS

- |                 |               |
|-----------------|---------------|
| 1 from stealing | 4 to do       |
| 2 to behave     | 5 cooperate   |
| 3 from breaking | 6 from acting |

- 2 Before beginning the exercise, check that students know the meaning of *disobey*. Remind students to locate the key verb before writing their answers.

#### ANSWERS

- |                   |                 |
|-------------------|-----------------|
| 1 from disobeying | 4 follow        |
| 2 to behave       | 5 to cooperate  |
| 3 from breaking   | 6 from becoming |

- 3 This exercise could also be done in small groups. Remind students to give reasons and examples for their opinions.

## WRITING TASK

Draw students' attention to the picture. Ask them how they feel about signs like this. Briefly discuss their reactions before moving on to the task.

### Brainstorm

- 1 Ask students to read the essay, and circle the verbs of compulsion and prohibition, then check the answers with the class.

#### ANSWERS

- |                   |                   |
|-------------------|-------------------|
| stop (line 2)     | expect (line 7)   |
| expected (line 3) | prevent (line 11) |

- 2 Refer students back to the *Brainstorming: organizing your ideas in a chart* box and their own chart from exercise 1 on page 23. Suggest that they compare their ideas afterwards.

### Plan and write

Suggest that students plan content and consider which tenses they will use. In this case, simple present and the second conditional [for hypothetical situations, i.e. *If everyone walked on the grass, the grass would die* (line 4) and *If one person breaks the rules, then more people expect to be able to do what they want* (line 7)].

It would be useful to do this writing exercise during class time rather than for homework. Valuing the writing process in class reinforces its importance as an academic skill—and not just a homework task. Students should aim to write about 150–200 words for their essay.

### Share, rewrite, and edit

Point out that getting someone else's opinion on the quality of their work is extremely valuable. They will not know if their writing is coherent and logical unless they receive feedback. Peer suggestions help to improve and extend their writing ability.

Ask students to exchange their paragraphs with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph.

Remind students that being able to evaluate and correct their own work is an essential academic skill. Tell them that they should work methodically as they evaluate, considering the textual structure and organization, use of grammatical structures, use of appropriate linkers (*and, so, but*) and discourse markers (*however, despite, in addition*), and range and appropriateness of vocabulary. Explain that it is important not just to look for errors, but to consider how they could improve a rewrite of the essay.

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner's feedback when rewriting.

Use the photocopiable unit assignment checklist on page 89 to assess the students' paragraphs.

## STUDY SKILLS Brainstorming and essay planning

### Cultural awareness

Writing is the area that students often find most challenging in an academic environment. Students will have very varied ideas about how writing should be structured due to cultural and educational differences. For example, students from a rote-learning background may prefer to copy or memorize a model answer, or they may produce very formulaic writing. Often students have not done much writing in English. Some students may not have much experience of the wider world (especially if they are from a country where media censorship is the norm). In addition, the brainstorming process can be slowed as they attempt to translate complex ideas in their own language into English. It is therefore important that you adopt a regular and consistent approach to teaching writing. This will facilitate the students' brainstorming, planning strategies, and writing skills, and encourage learner autonomy. It is important to emphasize that planning is essential in order to produce a logical and coherent text in English. Planning should apply to organization of ideas, and lexical and grammatical structure. It is advantageous to ask students always to submit their plan along with their essays for marking. This will give you insight into how they organize their ideas, and it enables you to assist them more effectively if they are having recurrent problems. It also ensures that students fall into the habit of planning their writing and valuing the whole process rather than just the final product.

### Getting started

Introduce the topic by asking students how they plan essays in their own language. Ask them to discuss questions 1–3 with a partner. Afterwards, discuss some of the answers with the whole class. Write some of the students' ideas on the board to refer back to after completing all of the *Study skills* section.

### Scenario

Ask students to do this task individually, and then discuss their ideas with a partner.

#### POSSIBLE ANSWER

Khalid planned and wrote his assignment in isolation without discussing it with a study partner, or his tutor. First, he should have checked the meaning of the essay title with his tutor to ensure that he stayed on topic when he wrote. Khalid was given a three-week time limit—he

could have compared and brainstormed ideas with his classmates for inspiration. After brainstorming, he should have planned his essay carefully, organizing his ideas logically, i.e., in a table or word map. These steps would have given him the knowledge and extra confidence to research the essay topic further online or in the library. Once he had gained greater background knowledge and ideas, he should have reviewed his essay plan, making any changes necessary before writing the essay.

### Consider it

Ask students to discuss the tips with a partner. Remind them that consistent and logical planning is the key to writing success, both in exams and in an academic institution, so it is very important to consider the tips carefully and discuss them, rather than just reading them and agreeing.

### Over to you

Emphasize the value of classmates here—they are likely to have a wide range of interests, knowledge, and experience to help each other develop ideas. Ask students to discuss the questions with a partner. Afterwards, check ideas with the whole class. At this point, you may want to return to the discussion from the beginning of the section. Encourage students to read articles, watch the news, listen to the radio, and discuss as wide a range of topics as often as possible.

#### POSSIBLE ANSWERS

- 1 The more people you discuss a topic with, the greater variety of ideas, examples, and opinions you will hear. This will help you form or consolidate your own opinions, and enable you to think of more evidence and examples to use when writing.
- 2 Any gaps in your knowledge will be exposed during the initial planning stages. You will want to find evidence to support your opinions. After planning, you will have more of an idea of how to focus your research. This will save time and ensure that you write on topic.
- 3 You should ask your classmates / friends their opinions or read about the topic.

#### Extra research task

Being able to transfer between reading, listening, and speaking is an important academic skill that will greatly benefit students' ability and confidence in all areas. Ask students to find out more about ant behavior and community by reading and listening online. Then they can present their findings to the class. They should prepare to speak for approximately two minutes to a group or to the whole class, if they are confident enough.

For an Internet search, type in the following key terms: *ants, ants and humans, ants lecture.*

## UNIT 3 SPACE

Reading	Identifying definitions Creating a text plan
Vocabulary	Scientific terms with Latin and Greek roots
Writing	Using a variety of sentence types
Grammar	Passive voice

## Discussion point

Direct students' attention to the picture on page 27 and ask them to comment on it. Ask if they know anything about astronomy or our solar system. This will give you a chance to gauge how much vocabulary they have on the topic. If necessary, refer to the *Background information* box below to stimulate further interest and conversation.

### Background information

Our solar system consists of eight planets that orbit (travel around) the sun. Of all the planets, Earth is the only one capable of sustaining life. The other planets in our solar system are Mercury, the closest planet to the sun; Venus, the hottest planet; Mars, also known as the "red" planet; Jupiter, the largest planet; Saturn, the ringed planet; Uranus, which has very faint rings around it; and Neptune, the furthest away from the sun and coldest planet. Pluto used to be considered a planet, but it was reclassified as a dwarf planet in 2006.

Have the students get partners or form small groups. Ask them to discuss questions 1 and 2, using the sentences frames to help them get started. Photocopy and cut out the unit 3 *Useful language* page to provide some extra support. Afterwards, ask students to report some of their answers to the whole class. Note any useful vocabulary or phrases on the board.

Question 3 requires students to give their opinions and is therefore good exam practice. This topic may be new to them, so it would be a good idea to support them by allowing some preparation time. Divide students into small groups. Ask them to brainstorm some ideas—they can do this individually or with a partner within their group. Allow approximately five minutes for this stage. Afterwards, ask students to discuss the question, giving reasons and examples. After the discussion, ask groups to provide feedback on their discussion.

## Vocabulary preview

### Exam tip

It is crucial that students learn to approach exam-style tasks effectively and consistently. The best way to achieve this is to be consistent in the teaching of exam techniques in class. Always ask students to read exercise instructions and identify the task type. Give them credit for the skills they already have—ask them how they would usually approach that task type, and give advice and guidance as necessary. The following exercise is a fill-in-the-blanks of the type that is common in academic exams such as IELTS. For this type of exercise, good training practice could involve skim reading a text to get the gist, as well as reading the words around each blank carefully for further clues to context and word patterns. Using the surrounding clues, such as time, context, and aims to determine which type of language—verb or noun, for example—best fills the sentence can help students achieve greater grammatical accuracy in exams as well as be more competent at self-evaluation. It's often helpful to do the first question as an example with the class before asking students to finish the exercise individually.

This exercise introduces new vocabulary as well as being good practice for fill-in-the-blanks tasks in an exam. Ask students to read the words in the box and then discuss any meanings they know with a partner. Clarify any words that the class doesn't know. Then label the students A and B. Give the A students half of the words to look up in a monolingual dictionary and the B students the other half. A and B students can then explain the meanings to each other in English.

Ask students to skim read the text and tell you the gist. Explain any new vocabulary if they ask, but do not allow them to use their dictionaries at this stage—the focus of the exercise is the vocabulary in the box. Ask students to read the instructions and identify the task type. Ask them how they would usually approach a fill-in-the-blanks exercise. Elicit that they should skim read the text to get the gist, and then read the words around each blank carefully and decide which part of speech is required to complete it. As an example, complete the first blank with the class before asking students to finish the exercise individually. Encourage them to compare answers with a partner before checking them with the whole class.

### ANSWERS

- |             |             |
|-------------|-------------|
| 1 speculate | 5 odds      |
| 2 chance    | 6 simulate  |
| 3 predicted | 7 scenario  |
| 4 estimates | 8 interpret |

## READING 1 Discovered by amateurs

Word count 533

### Before you read

Ask students to discuss the question with a partner. Encourage them to give answers that are as complete as possible and to try to ask their partner at least one follow-up question to expand their discussion.

Draw their attention to the words in the *Academic keywords* box and check that they know the meanings. Practice the pronunciation of the words and encourage students to record them in their vocabulary notebooks (with example sentences).

### Global reading

Check the meaning of *amateur* with the students, then ask them to look at the pictures and give their ideas about the topic of the text. Read the instructions with the class. Point out that the class looked at identifying the purpose of parts of a text in unit 1 (page 10). Remind them that being able to understand the purpose of each paragraph will greatly improve their ability to understand academic texts.

Ask students to complete the exercise individually. Tell them to underline the parts of the text that helped them make their choice. Afterwards, check the answers and ask for reasons why each answer is correct. If students are having difficulties with this skill, refer them back to the *Global reading* exercise on page 10.

#### ANSWER

Space discoveries made by non-professionals

### Close reading

Write the following sentence on the board:

*Kathryn had found a supernova, or an exploding star.*

Ask students to discuss the meaning of the sentence briefly with a partner before asking them to report their ideas. Point out that the use of *or* here can be misleading because language learners usually first learn that *or* presents a choice, i.e., *Would you like tea or coffee?* In academic texts, *or* is often used to explain topic-specific vocabulary which may be new to the reader.

Read the *Identifying definitions* box with the students. Explain that recognizing this style of writing is useful both for their understanding of more complex texts and for improving their own writing style. However, warn students that these features are used only for very specific technical or scientific terms. Overuse of this type of language, where it is not necessary, will make their writing appear immature.

Ask students to read the instructions, then check their understanding of what is required. Remind them that this exercise not only helps them to identify definitions, it also provides good scanning practice. Explain that before starting the exercise, they should read sentences 1–5 carefully and underline the keywords that they will scan for in the text.

#### ANSWERS

- 1 an exploding star
- 2 an enormous system of stars and gases
- 3 very interested in space, but isn't formally trained in astronomy
- 4 something that orbits / moves around the sun
- 5 small

### Developing critical thinking

#### SUPPORTING CRITICAL THINKING

Question 1 of this section requires students to evaluate the significance of the discoveries mentioned in the text. It is an essential academic skill to be able to analyze and evaluate information and data from academic sources, and to be able to give a personal response to it. Encourage your students to give their personal responses as often as possible. Always give them time to make notes or organize their ideas in a table, list, map, or any way that suits their learning style. Suggest that students regularly choose a newspaper article or listen to a news report or lecture, and then write a personal response to it. They can then share and discuss these with a study partner or group, or the whole class.

Direct students' attention to the *Think about* box. Check that they know the meaning of the words, and then practice their pronunciation, stress, and intonation. As a reminder, ask students to name the amateur astronomers and their achievements. If they find this difficult, allow them to scan the text again for their names (Kathryn Gray: youngest person to discover a supernova; William Herschel: discovered that Uranus was a planet; Clyde Tombaugh: built his own telescope, got a job at an observatory, and discovered Pluto; John Dobson: built a powerful, low-cost telescope). Read through the questions with the class, and then divide students into small groups. Give them a few minutes to take notes individually before starting their group discussion. Ask them to think of reasons and examples to extend their opinions and to keep the conversation flowing. As the students converse, monitor from a distance and take note of any useful phrases or vocabulary they use to share with the class afterwards.

## READING 2 Close encounters

Word count 628

### Before you read

- 1 Direct students' attention to the *Think about* box and read the events with them. Ask them to work with a partner to rank the events in order of probability. Then ask students to form groups of four to discuss their rankings.
- 2 Have students remain in their groups to discuss the question. Remind them to give reasons and examples. To check answers, ask groups for feedback on their discussions. Record any useful vocabulary and phrases the students use on the board to discuss with the class afterwards.

### Global reading

#### Exam tip

Being able to navigate a text is key to success in academic reading exams. A text plan acts like a map, allowing us to navigate through a text and find the information we need. In an exam situation, where time restrictions can cause stress and anxiety, students are often tempted to take short cuts, missing vital processes such as skim reading in order to "save" a few minutes. Remind students of the importance of skim reading and explain that it is advisable to skim read more than once if time allows. Having the skills to recognize the plan of the exam text increases confidence and speed, and leads to greater accuracy. Explain to students that as they become stronger readers, they should think about the structure of the texts that they are reading. Impress on them that it is not enough just to read a lot—they must practice reading skills if they want to improve.

Refer the students to the *Creating a text plan* box. Give them time to read the information before checking their understanding and reviewing it with them.

Give students a time limit of one to two minutes (depending on ability) to skim read the text. Have them discuss their ideas, and then check that the class understands the gist. Look at the notes with the students and elicit that they are a text plan. Ask students to complete the text plan individually or with a partner.

Point out to students that they may want to try filling in some of the answers they already know from their first skim reading, and then checking them against the text. Allow students time to discuss their answers before checking them with the whole class. Make sure you ask for reasons why each answer is correct.

#### ANSWERS

- |                      |                 |
|----------------------|-----------------|
| 1 Jupiter            | 8 risk          |
| 2 Earth              | 9 Pattern       |
| 3 comet              | 10 soon         |
| 4 Examples           | 11 Introduction |
| 5 Near Earth Objects | 12 examples     |
| 6 Odds               | 13 collisions   |
| 7 measuring          |                 |

### Close reading

Draw students' attention to the *Academic keywords* box. Review the meaning and pronunciation of each word. Encourage students to record them in their vocabulary notebooks, along with the definition, part of speech, pronunciation, word stress, and example sentences. Point out that it is worth reviewing the *Academic keywords* boxes regularly in order to improve their academic vocabulary.

Read the instructions with the class. Ask students to explain the difference between a main idea and a detail. Explain that they should read the sentences carefully and underline the key words before starting to scan the text for the answers.

#### ANSWERS

- 1 M 2 D 3 M 4 D

### Developing critical thinking

#### SUPPORTING CRITICAL THINKING

In this section, the students are required to speculate about hypothetical events. This is a key academic skill which some students may find challenging at first. When faced with a hypothetical situation, it may help students to brainstorm using a map. This could contain the "cause" or "event" in the middle, and the effects could be added to expand the map. Stronger students may be able to extend this type of task to using multiple maps which take the situation into consideration from several perspectives: personal, local, national, international, political, and economical. Encourage students to share and evaluate ideas.

- 1 Divide students into groups of three or four. Read the questions with the class and point out that students are required to speculate about a hypothetical event. Refer the class back to the *Vocabulary preview* section on page 28, and also to the *Academic keywords* box for the *Close encounters* text. Point out that this is a good opportunity for them to try using some of these words as they speak.

- 2 Remind students of the text *Discovered by amateurs*. Ask them if they think there is a connection between this text and *Close encounters*. Then ask students to form new groups of four to discuss the questions. Draw their attention to the *Think about* box to give them ideas. Give students time to read the questions and take brief notes before starting their discussion. Monitor unobtrusively as students speak. Take note of phrases for peer correction, and examples of accurately used language and vocabulary to share with the class afterwards. Ask groups to report their ideas to the class. Afterwards, do some error correction on the board and provide positive feedback.

This is a good place to use the video resource *Crowding out our brains*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

## Vocabulary skill

Ask students to read the *Scientific terms with Latin and Greek roots* box and answer any questions they may have.

- 1 Ask students to complete the exercise individually, and then have them compare answers with a partner.

### ANSWERS

- |                 |                      |
|-----------------|----------------------|
| 1 geo = earth   | 4 respir = breathing |
| 2 astro = stars | 5 psych = mind       |
| 3 thermo = heat | 6 photo = light      |

- 2 Students may want to use their dictionaries to look up words like *respirator* and *thermodynamics*, but explain that the sentences define the words and that they should try to answer the questions without using a dictionary. Many students become reliant on their electronic dictionaries for instant definitions, but they are less likely to remember the words than if they discover the meanings for themselves. Check any answers that the class isn't sure about afterwards.

### ANSWERS

- |                  |               |
|------------------|---------------|
| 1 Thermodynamics | 4 Photographs |
| 2 Geology        | 5 respirator  |
| 3 astronomer     | 6 Psychology  |

## EXTENSION ACTIVITY

Write *photo* on the board. Ask students for examples of words beginning with this root (*photograph, photography, photographer, photojournalist, photosensitive, photosynthesis*). Have students work in pairs. Tell them to write as many words as they can that begin with a particular root. The pairs with the most correct words win the competition. Set a time limit of four minutes and write the following roots on the board:

*geo astro psych thermo*

After the winning pair has been named, allow students to check their monolingual dictionaries to find more words to add to their lists.

### Exam tip

Having a large store of academic vocabulary, both active and passive, will help students to achieve better grades in exams. The only way that students can attain a high-level vocabulary is through consistent study and practice of vocabulary-learning techniques. Explain that it isn't enough to just recognize a word, or to be able to translate its meaning, they have to be able to use it when writing or speaking, or to understand it in context in a reading exam. Remind students that their vocabulary notebooks are an invaluable tool which they should always have to hand both in and out of the classroom. Their notebook should be organized into definite sections in order to maximize their effectiveness. Suggest that they keep a section in their notebook for word roots and their related vocabulary. Recording these together may aid memory and make vocabulary revision much easier.

## WRITING Describing an amateur discovery

### Grammar

Before looking at the *Grammar* box with the class, check what they already know about the passive voice. Write on the board:

*Someone stole my car.*

*My car has been stolen.*

Ask students which structure they would use and why. If they are unsure, ask: *Which is most important here—the person who did the action or the action itself?* Students will hopefully say that the action is most important and therefore the second sentence is most suitable.

Read the *Grammar* box with the class and answer any questions they may have.

- 1 Read aloud the exercise instructions and make sure that students understand that they have to look

back at the two reading texts to find the example sentences. Allow students to discuss their answers as they complete the exercise, and be ready to assist if necessary.

#### ANSWERS

The author chose to use the passive in these sentences because they want to focus on the action and not the person / thing doing the action. In sentences 3 and 5, the person doing the action is unknown / unimportant.

- 2 Ask the students to work with a partner to complete the exercise. Afterwards, ask pairs to check their ideas with the class. Be ready to correct and assist if necessary.

#### ANSWERS

- 1 was confirmed
- 2 had been observed
- 3 define
- 4 was discovered
- 5 struck
- 6 was struck

- 3 Allow pairs a minute or two to discuss their answers before writing the sentences individually. After students have written their sentences, ask them to compare answers and peer correct before confirming any sentences they aren't sure about.

#### ANSWERS

- 1 Science fiction is often confused with science fact.
- 2 The results will be analyzed by scientists.
- 3 A barometer is used for measuring atmospheric pressure.
- 4 It is thought another strike on Earth will happen soon.

## Writing skill

### Background information

Repetition in student writing happens for a variety of reasons. It may be due to lack of vocabulary—not having the ability or knowledge to produce more complex structures—or falling into the habit of producing “safe” formulaic writing to avoid making errors. Valuing writing as an in-class activity will allow students to develop their skills under your guidance. Encourage them to try new techniques and take risks. Impress upon them the importance of reading a variety of texts and “noticing” lexical, structural, and discourse features. If possible, use an OHT with relevant examples highlighted. As with all skills, they build quickly with a regular and consistent approach.

Read the *Using a variety of sentence types* box with the class and answer any questions they have.

- 1 This very useful exercise may at first be a bit daunting to students who may not be used to looking at text structure in detail. Ensure that students understand the meanings of the grammatical and lexical features, such as *conjunction*, *synonym*, and *descriptive phrase*. Allow them to complete the exercise individually or with a partner at their own pace. If possible, prepare an OHT showing the answers circled, underlined, or highlighted for clarification when reviewing the answers.

#### ANSWERS

a 4 b 2 c 1 d 3, 5

- 2 Students may need extra time or support if they are not used to this type of productive exercise. Do the first sentence as an example with the class and allow students to discuss their answers as they work. Monitor unobtrusively and be available to give guidance if necessary.

#### ANSWERS

- 1 Jupiter was struck by a comet in 1993.
- 2 The enormous system of stars and gases that we live in is called the Milky Way.
- 3 A 24-year-old farmer's son made a major discovery.
- 4 These scenarios are possible, but most people don't change their lifestyle to avoid these minimal risks.

## WRITING TASK

### Background information

Point out that this “noticing” task is extremely valuable as it makes students more aware of the use of the passive in academic writing. Suggest that students practice “noticing” grammatical and lexical features as often as possible. Newspapers and popular science and technology magazines are especially good sources of passive voice, as they frequently focus on recent events and their results. Remind students that they could work with a study partner: each does the same noticing activity, and then they compare answers. This process will help students gain confidence and greater autonomy in their learning.

## Brainstorm

- 1 Ask the students to complete the exercise at their own pace. Allow them to compare answers as they work if necessary. An OHT of the text with answers highlighted would reinforce the idea that “mining” a text for lexical or grammatical features is beneficial.

**ANSWERS**

The record for discovering the most supernovas is held by Robert Evans, an amateur astronomer from Australia. His skill at noticing changes in the sky is remarkable; it has been described as being able to spot a grain of salt that has been added to a table covered in salt. Evans doesn't generally have access to an observatory, nor does he use fancy equipment. Most professional astronomers use huge, high-tech telescopes to watch the sky, yet Evans's record was achieved with much smaller amateur's telescopes. In 1983, Evans discovered a previously unknown type of supernova, so in addition to discovering 42 supernovas to date, he has also contributed to our knowledge of them.

- 2 To raise students' schema (awareness and knowledge of the topic) and confidence, allow them to do the exercise verbally with a partner or in small groups before starting to write. Students should then take notes individually or with a partner. Monitor and assist where necessary.

**Plan and write**

Point out that students can use the who, how, what, and any other important details structure from *Brainstorm* exercise 2 as the structure for their plan. They can also look at the model text and refer back to the reading texts for ideas.

Ask students to write their article in class so you can monitor their progress and assist where necessary. Remind students that they can look back at the *Vocabulary preview* section on page 28 for useful vocabulary, and the *Using a variety of sentence types* box on page 34 for ways to avoid repetition. Students should aim to write about 150–200 words for their article.

**Share, rewrite, and edit**

Ask students to exchange their paragraphs with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph.

Encourage students to focus mainly on the use of grammar and skills that were presented in the unit (passive voice and using a variety of sentence types) when evaluating each other's work. Remind them to comment on good points as well as errors!

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner's feedback when writing. Remind students to keep their first text, and then compare it with the final draft so that they can see the improvements they have made, and gain greater confidence and enthusiasm.

Use the photocopiable unit assignment checklist on page 90 to assess the students' paragraphs.

**Extra research task**

Ask students to prepare a short presentation of approximately three minutes on a discovery they have made. This could be any of the following:

- A product that they have found that they really like. What is it? Where is it from? Why is it important to them?
- A hobby, person, or piece of information that has changed their life. What or who is it? Why? How did it change their life?

Remind students to write notes to prompt their speaking, rather than writing their presentation out in full and then reading it. Make sure that you allow plenty of practice time before asking students to present to the class. If they are less confident, they can do the presentations in small groups. Ask the class to listen and write at least two questions to ask at the end of each presentation—this helps to keep them listening and involved!

**STUDY SKILLS Improving reading comprehension**

Tell students to work through the exercises individually and try the techniques at home. Remind them to review these skills regularly. It would be a good idea to monitor the students' use of the *Study skills* sections by assigning them for homework, and then discussing them in class. Tell students that at the beginning of the next lesson they will be asked to discuss which techniques they already use, which techniques they need to try or practice more often, and any techniques that they need extra help with. This also gives you an opportunity to see whether your students are studying autonomously, and to answer questions and give further advice on the study skills presented.

## UNIT 4 SCALE

Reading	Summarizing Pronoun referents
Vocabulary	Comparing and contrasting
Writing	Complex sentences
Grammar	Comparatives and superlatives

The focus of the unit is on scale, so before you start, you may wish to get students interested in the theme by using the video resource *Living larger, living longer*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

### Discussion point

Ask students not to open their books yet. As a brief introduction to the topic, ask them to think of their favorite building; it can be their home, a building near where they live or work, or one that they have visited as a tourist.

Write on the board: *Where it is? What it is used for? Why do you like it?* Have the students work in pairs, and ask them to speak for approximately 30 seconds each. Afterwards, ask the partners to report back on some of the buildings mentioned.

#### Background information

The building in the picture is the Dubai Mall. Completed in 2008, it is the world's largest shopping mall, covering an area of approximately 50 international soccer fields. In addition to 1,200 retail outlets, the mall features two entertainment complexes, a 22-screen cinema, an Olympic-size ice rink, and a three-story aquarium.

Ask students to discuss questions 1 and 2 with a partner, using the sentence frames to help them get started. Photocopy and cut out the unit 4 *Useful language* page to provide some extra support. For question 3, check that students know the meaning of *consumer*. Divide them into small groups, and ask them to brainstorm the advantages and disadvantages. After students have discussed the three questions, have them share their answers with the whole class.

### Vocabulary preview

Ask students to read the words in the box and clarify any words the class doesn't know. Review the pronunciation, stress, and intonation of the words with the class.

Ask students to read the instructions. Elicit the technique that students should use (read the sentences carefully and consider the part of speech required to fill in the blank). Give the class time to compare answers, and only correct or assist where necessary to encourage their autonomy.

#### ANSWERS

1 consumers	4 debt
2 behavior	5 generation
3 demand	6 satisfaction

### READING 1 The superconsumer generation

Word count 526

#### Before you read

To introduce the topic, have students look at the picture. Ask: *Would you like to shop there? Why or why not?*

Have the students discuss the questions with a partner. Ask pairs to report some of their answers to the whole class. Write any useful vocabulary and phrases on the board for students to copy.

#### Exam tip

Discussion questions provide excellent practice for academic speaking exams and improve critical thinking skills. Encourage students to always give reasons and examples to support their answers, to ask for clarification or more information, and to challenge any opinions that they disagree with. During class discussion activities, monitor unobtrusively, allowing students to lead their own group conversations. Try not to interrupt unless students are struggling or they ask you for assistance. This fosters a greater sense of autonomy, and facilitates both grammatical and lexical improvement, as students search for ways to express their ideas and arguments clearly. As you listen to the students, take note of any useful vocabulary to teach or grammatical errors to review with the class during the feedback stage. It is most tactful to make corrections indirectly, for example, instead of saying *Fahim, you said ..., but you should have said ...*, take note of the type of grammatical error and write a new sentence containing the error on the board for students to correct. You can then use this as a basis for any further teaching required without damaging Fahim's confidence.

## Global reading

Before referring students to the *Summarizing* box, ask: *What is a summary? How do you write one?*

Refer students to the *Summarizing* box, read it with them, and answer any questions. Explain that in English-speaking academic institutions, plagiarism is considered very serious. Students must take extra care to ensure that they paraphrase an article or make adequate reference to its author when they produce their own written work. Place extra emphasis on the fact that they should do this even when note-taking to avoid accidentally plagiarizing when they use their notes for an assignment at a later date. Suggest that they practice summarizing newspaper or magazine articles. They should work with a partner, and swap texts to peer evaluate and rewrite. (Note: Be clear with students from the beginning of the course about how much writing you are prepared to mark.)

### Cultural awareness

The concept of plagiarism is ingrained in Western culture as being negative or immoral. Indeed, the word *plagiarism* is derived from the Latin ‘*plagium*,’ or ‘kidnapping’—suggesting a criminal act. Western values are centered around individualism and regard for an individual’s intellectual property, while the values of some cultures center around collectivism. This can present challenges with regard to students’ views on plagiarism. For example, educational institutions in Confucian-heritage cultures such as China, Japan, and Korea actively encourage students to memorize and reproduce the writings of influential figures—such abilities are seen as intellectual achievement. Plagiarism is understandably a fairly sensitive subject, and it should be dealt with in class in a supportive way. It is important to make students aware of the seriousness of plagiarism without worrying them too much. Fear of committing plagiarism can lead to other problems, such as students quoting too much or developing an over-cautious writing style. It can take time for students to feel comfortable with writing in a way that goes against their cultural and educational ideology, so try to support them by building their confidence in expressing their own opinions and arguments, and discussing appropriate academic writing practices.

- 1 Tell students that they are going to look at a summary of the first part of the text and determine what is good about it. To warm up, tell them that you are going to say some sentences—they must say *Yes* if you should include this in a summary, or *No* if you shouldn’t. Say the following:

*Describe the main points of an article. (Yes)*

*Include lots of details and statistics. (No)*

*Give examples. (No)*

*Give facts. (Yes)*

### POSSIBLE ANSWERS

Good: covers the most important points; the author generally uses his/her own words

Bad: factual error (*early eighties*—should be *early seventies*); extra detail about Walmart is unnecessary

- 2 Direct students’ attention to the *Academic keywords* box. Make sure students can pronounce the words correctly. Encourage them to add the new words to their vocabulary notebooks. Read the instructions with the class. Establish that they have to complete the summary, and ask how they think they should approach the task. Elicit that they should underline the main points in the text, and then look back at the summary and consider which information is required to fill in the blanks. They should then search the underlined text for a suitable word. When the students have finished, check the answers with the whole class.

### ANSWERS

1 choice	5 debt
2 online	6 demanding
3 explosion	7 understand
4 decade	9 loyalty

## Close reading

### Exam tip

*True, False, or Not given* is a common task in academic exams. It is useful to get your students into the habit of tackling the task methodically as practice does improve accuracy. However, it is even more important to emphasize that students should stay focused on improving their general reading skills alongside their exam techniques. Exam techniques alone will not improve their score—it is their combined level of linguistic ability and exam skills that will get them the grades they need. Point out that *True, False, or Not given* can be tricky at first. If your students have been used to doing the simpler *True or False* exercises, they are likely to choose *False* when an answer is *Not given*. Explain that they need to take extra care to select *Not given* if there is no mention of the content of the question in the text. Get into the habit of checking that your students know *why* an answer is correct, and are not simply guessing or cutting corners to finish a task quickly. Assure them that the more they read and practice the techniques, the greater their accuracy will become.

Ask students how they would usually tackle this type of task in an exam. Elicit that (after skim reading the text) they should read the questions carefully and

underline the key words. Then they should scan for the words or their paraphrases in the text, read the information carefully, and choose their answer. Do a whole-class check, and ask students to say the answer and where they found it in the text.

**ANSWERS**

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

## Developing critical thinking

### SUPPORTING CRITICAL THINKING

The questions in this section present students with the opportunity to consider a situation from other people's perspective. This is excellent practice for written exams and university assignments where other people's views need to be considered. Encourage students to consider any issue from others' perspectives. This could be individuals, the general public, different generations, employers or employees, the government, and many more depending on the topic.

Read the questions with the students and ensure that they understand them. Point out that these questions present students with the opportunity to consider a situation from other people's (in this case, the older generations') perspective.

Divide students into small groups. Refer them back to the *Vocabulary preview* section on page 38 and suggest that they try using some of the words. Allow them a minute or two to take notes for their answers individually before beginning the group discussion.

## READING 2 The sky's the limit

Word count 704

### Background information

The term *skyscraper* was first used in the U.S. in the 1880s after the first buildings of between 10 and 20 stories were built in New York. The invention of the modern skyscraper is attributed to George A. Fuller (1851–1900), an engineer who worked on solving the problems of how to make tall structures stable. Until the late 1800s, buildings were traditionally designed so that their weight was supported by the outer walls. However, in 1889, Fuller created steel cages that supported the weight of the *Tacoma Building* from the inside. By the twentieth century, skyscrapers dominated America's skylines and soon became a defining feature of many major cities throughout the world.

## Before you read

- 1 Have students work in pairs and look at the *Think about* box for ideas on what to include in their discussion. Explain that they will be expected to share ideas with another pair afterwards.
- 2 After the pairs have compared ideas, ask groups to report back to the class. Write any useful vocabulary and phrases on the board for students to copy into their vocabulary notebooks.

## Global reading

Give students a few minutes to skim read the text. Point out that this exercise builds awareness of text structure. Elicit that they should underline key words in the sentences before scanning for the corresponding information in the text. Ask students to complete the exercise individually, and then discuss their answers with a partner. Afterwards, have them check the answers with the class and ask them for reasons why each answer is correct.

**ANSWERS**

1 3   2 5   3 1   4 6   5 4   6 2

## Close reading

### Background information

For many students, noticing the use of pronoun referents may be a new concept. They will undoubtedly have come across incidences of pronoun reference in texts throughout their language-learning careers, however, actually focusing on recognizing this textual feature can revolutionize some students' reading comprehension and writing skills. Explain that being able to understand what a pronoun refers to will greatly improve their ability to understand academic texts. Noticing how writers use pronoun referents can assist them in improving their writing by avoiding unnecessary repetition.

Draw students' attention to the *Academic keywords* box. Review the meaning, pronunciation, and stress of the words and ask them to add them to their vocabulary notebooks.

- 1 Ask students to complete the exercise individually, and then compare their answers with the whole class. If the class is less confident, do this exercise with them.

**ANSWERS**

it = Empire State Building  
 these = previous world's tallest buildings  
 this = the world's tallest building

- 2 Ask students to complete the exercise individually, and then compare their answers with the whole

class. If possible, prepare an OHT of the text with the pronouns and their subjects circled and connected.

### ANSWERS

- 1 the Shard
- 2 the Shard's
- 3 the Burj Khalifa's
- 4 the X-Seed 4000
- 5 the idea that the Burj Khalifa is more than double the height of the Empire State Building

### EXTENSION ACTIVITY

Advise students to practice recognizing pronoun referents in newspaper and magazine articles. They can circle them, and draw a connecting line to the name or idea they refer to.

## Developing critical thinking

### SUPPORTING CRITICAL THINKING

Being able to consider a situation from others' perspectives is a key critical thinking skill that is essential to successful essay writing and improving students' ability to produce balanced, well-researched coursework. When covering the positives and negatives of a situation, as in exercise 1, question 1 of this section, suggest that students brainstorm positives and negatives in pairs or small groups, and write their ideas into a two-column table for easy comparison.

As a quick warm-up exercise, divide students into groups of three or four, and ask them to brainstorm the advantages and disadvantages of modern developments. Afterwards, ask the whole class to compare their lists.

- 1 Give students a minute or two to read the questions and take notes in preparation for their discussion. Ask them to discuss questions 1 and 2 in detail, giving reasons, examples, and opinions. Afterwards, ask groups to report their ideas to the class. Then do some error correction and write the feedback on the board.
- 2 Remind students of the text *The superconsumer generation*. Ask them if they think there is a connection between this text and *The sky's the limit*. Draw their attention to the *Think about* box to give them ideas. For variety, you may want to ask students to form new groups for this discussion. Point out that they should use their general knowledge and refer to the content of the two reading texts. Once again, give students time to read the questions and take notes. They may think it is unnecessary to do this, but it really does help them to focus and produce more

considered ideas and arguments during their discussion.

## Vocabulary skill

- 1 Read the *Comparing and contrasting* box with the class. Point out that the phrases used in this exercise are common in academic writing, and students should consider using them in their own writing, too. Some of the key vocabulary in sentences 1–7 may be new to students, but ask them not to use their dictionaries at this stage—they may be able to guess the meanings from context. Ask them to complete the task individually before discussing their answers with a partner. Afterwards, if they still have questions about vocabulary, review the meanings with the whole class.

### ANSWERS

1 D 2 D 3 S 4 D 5 D 6 S 7 D

- 2 Ask students to complete the sentences individually before comparing their answers with a partner. Allow the whole class to check answers and assist if necessary.

### ANSWERS

1 a 2 c 3 b 4 a 5 a 6 c

### EXTENSION ACTIVITY

Have students get a partner. Give them a five-minute time limit, and ask them to write some example sentences using the *Comparing and Contrasting* language. Students can then share their examples with the class (in the next lesson, if doing for homework).

### Exam tip

A strong vocabulary is essential for success in academic exams. For example, the marking criteria for the IELTS Writing Test includes a component on lexical range and accuracy. A good academic vocabulary will also allow students to speak more articulately and score more highly in speaking exams. The key to improving vocabulary is diligence, and successful study will arise from good vocabulary recording practices. A well-organized vocabulary notebook is a very valuable learning tool. Show the students how to record key vocabulary in a way that will make it easy for them to expand on and review. For example, the comparing and contrasting vocabulary from this *Vocabulary skill* section could be written under specific headings along with example sentences. Explain that when writing or planning a presentation, they can refer to their notebooks, and try out new words and phrases. It is a good idea to

regularly check your students' notebooks to ensure they are recording new vocabulary effectively. Encourage them to value their notes and review them regularly. Do vocabulary quizzes or tests that involve the students giving you definitions, pronunciation, word stress, example sentences, parts of speech, synonyms, or antonyms—the list is endless. Explain the difference between *active vocabulary* (words and phrases that you can use accurately when producing language) and *passive vocabulary* (words and phrases that you understand the meaning of, but either can't or don't use regularly).

## WRITING Comparing consumer behavior

### Writing skill

#### Background information

Students may require extra support with complex sentences to avoid making errors. Common errors are often due to incorrect use of punctuation.

Dependent clauses need to be separated from independent clauses by a subordinating conjunction. Examples of subordinating conjunctions include: *although, after, if, provided that, in order that, since, whereas, unless, though, because, as, even if*, and many more.

The subordinating conjunction provides the transition between the two ideas in a sentence. The transition indicates concepts such as *time; place; hypotheticals; cause and effect*. For example:

Time: *Kim bit his nails nervously while he waited for the exam to start.*

Hypothetical: *If he gets the position, he'll have to work overseas.*

Cause and effect: *Citizens were evacuated from their homes because of the rising floodwater.*

Common student errors include:

Sentence fragments:

These occur when a dependent clause is used as a complete sentence. For example: *The study was discredited. Because someone had miscalculated the results.*

A full stop should not be used here—the second *dependent clause* must be joined to the first *independent clause* with the conjunction *because*: *The study was discredited because someone had miscalculated the results.*

Fused sentences:

This occurs when students do not use punctuation between two independent clauses. For example: *The course has been very informative I've learned a lot.*

Here, punctuation is needed to separate the two *independent clauses*: *The course has been very informative. I've learned a lot.* or *The course has been very informative, I've learned a lot.* *The course has been very informative; I've learned a lot.*

Comma splice:

This happens when students use a comma between two independent clauses. For example: *I'm enjoying this book, it's really interesting.*

Here the two clauses need to be separated by a full stop: *I'm enjoying this book. It's really interesting.*

- 1 Direct students' attention to the *Complex sentences* box. Ask them to complete the exercises individually, and then compare their answers in pairs.

#### ANSWERS

- |          |         |
|----------|---------|
| 1 Before | 4 Since |
| 2 Since  | 5 if    |
| 3 While  |         |

- 2 Ask the students to complete the sentences, then compare their answers in pairs.

#### ANSWERS

- |            |         |
|------------|---------|
| 1 Although | 4 While |
| 2 When     | 5 if    |
| 3 because  |         |

- 3 Ask pairs to discuss the statements from exercise 2 and say which are true for them. Afterwards, ask students to report some of their partner's answers to the class.

#### EXTENSION ACTIVITY

Ask students to stay with their partners from exercise 3. Tell them to fix the false sentences so they are true for them. Ask pairs to report some of their sentences to the class afterwards.

## Grammar

- 1 Read the *Grammar* box with the class and answer any questions students may have. Ask students to complete the exercise individually, and then compare their answers with a partner.

#### ANSWERS

- |                  |                |
|------------------|----------------|
| 1 most famous    | 6 cheaper      |
| 2 smaller        | 7 busiest      |
| 3 larger         | 8 quieter      |
| 4 most luxurious | 9 younger      |
| 5 most expensive | 10 more formal |

- 2 Ask students to work individually, and then compare their answers with a partner.

### ANSWERS

- 1 **The** better your products are, **the** easier it will be to attract consumers.
- 2 Taller and **taller** buildings are constructed every decade.
- 3 Consumers are getting **better and better** at finding the cheapest prices online.
- 4 **The more important Internet shopping becomes**, the more flexible retailers will need to be.

## WRITING TASK

### Brainstorm

- 1 Ask students to read the paragraph and say what is being compared. Then ask them to scan the paragraph and underline the complex sentences. Have them check their answers with the class.

### ANSWERS

The differences in the way that men and women shop. While men tend to make their buying decisions based on immediate needs, women are more likely to purchase something because it can be used again and again over time. Although men also consider the usefulness of the product for the long term future, this factor is less important for them.

- 2 Students should do this exercise individually. Afterwards, encourage them to compare ideas with a partner or in small groups.

### Plan and write

Remind students that they only need to plan one paragraph. However, it is still important that they plan the paragraph so that their message is clear to the reader. Give students time to discuss their ideas for planning and to ask you for extra support if they need to.

Do this writing task in class so you can assist students as necessary. Remind students that they can look back at the *Vocabulary preview* on page 38 and the text on consumer behavior in *Vocabulary skill exercise 1* on page 42 for vocabulary and examples. Students should aim to write about 100–150 words for their paragraph.

### Share, rewrite, and edit

Ask students to exchange their paragraphs with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph. Encourage students to focus on

errors made with comparatives and superlatives, check whether they have used any complex sentences, and also to consider what their partner has done well.

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner's feedback when rewriting. If time allows, ask students to do their rewrite in class.

Use the photocopyable unit assignment checklist on page 91 to assess the students' paragraphs.

### EXTENSION ACTIVITY

Tell students that they are going to prepare a short presentation in groups of three. They should speak for around six minutes (approximately two minutes each).

Write on the board:

*You are experts in consumer behavior. Your task is to:*

- *Imagine a business that is failing (Say: where it is, what it sells, who its target consumers are).*
- *Analyze why it is failing in today's market (Think about: product, consumers, how the business markets itself, where and how it sells its products).*
- *Suggest some key changes that could save the business.*

Tell students to divide their presentation into three clear sections (one for each student):

1 Introduction 2 Problems 3 Solutions

Allow plenty of planning and practice time before asking groups to present. To keep the class listening, tell them that, at the end, they will vote for the best presentation and give reasons for their choice.

## STUDY SKILLS Common features of all academic writing

Ask the students to read the *Study skills* section for homework. Point out that writing styles often vary between cultures and academic backgrounds, and this page offers great insight into what is required in academic writing in English. Tell them that at the beginning of the next lesson, they will be asked to discuss which techniques they already use and which they need to use more often. Tell them to take notes that they can use to discuss their ideas in detail. Emphasize that being able to evaluate their own study techniques is extremely empowering, and greatly improves their autonomy and confidence as learners.

## UNIT 5 SUCCESS

Reading	Identifying main ideas Identifying cause and effect
Vocabulary	Finding synonyms
Writing	Combining facts and dates
Grammar	The past progressive

## Discussion point

## Background information

The students may be interested in the following information on the featured quotes:

*"Discouragement and failure are two of the surest stepping stones to success."* Dale Carnegie

Dale Carnegie was an American who became famous for his writing, lectures, and training courses in self-improvement. His work in the early 1900s covered areas such as public speaking, corporate training, and interpersonal skills. His methods and courses are still popular today.

*"Success is simply a matter of luck. Ask any failure."* Earl Wilson

Earl Wilson was an American Major League Baseball player whose career spanned the 1960s. He played for major teams, including the Boston Red Sox and the Detroit Tigers.

*"Winning isn't everything, it's the only thing."* Vince Lombardi

Vince Lombardi is considered by many to be the greatest American football coach of all time, after successfully leading the Green Bay Packers in five NFL Championships in the 1960s.

Have students get a partner, and ask them to read the quotations. Check that students understand that *failure* in the second quotation refers to a person. Ask them to discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 5 *Useful language* page to provide some extra support. Ask the students to try to define the difference between *success* and *luck*. After students have discussed the questions, have them share their answers with the class.

## Vocabulary preview

Make sure that students understand that they are matching sentences 1–6 with their definitions—letters a–f. Tell students to work individually, and then compare their answers with a partner. If necessary, allow students to use a good monolingual dictionary to look up the meaning of any words they do not

know. Afterwards, confirm any answers the class is unsure about. Review the pronunciation, stress, and intonation of the words with the class, and encourage students to write the new vocabulary in their notebooks.

## ANSWERS

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

## READING 1 What does it take to be successful?

Word count 615

## Before you read

Ask students to look at the pictures and say what they know about each person.

To introduce the topic, ask the class: *How would you describe success—is it being happy, wealthy, famous, or something else?* Invite students to answer your question immediately, or ask them to discuss your question in small groups or with a partner, and then report their ideas to the class.

Ask students to work with a partner to complete the exercise.

## ANSWERS

1 fashion	5 Sony®
2 Microsoft®	6 Facebook
3 basketball	7 movies
4 eBay™	8 television

## EXTENSION ACTIVITY

This activity will get the students thinking about what makes people successful while activating any vocabulary and knowledge they already have on the topic.

- 1 Divide students into small groups and ask them to share any information they know about the people in the pictures. Ask groups to briefly report back to the class.
- 2 Ask students to work with a partner. Tell them to brainstorm a list of the qualities that a person needs to become successful. Ask partners to compare lists, and then report back to class.

## Global reading

Before referring students to the *Identifying main ideas* box, check what they already know. Ask: *How do you identify the main ideas in a text?* Refer them to the *Identifying main ideas* box. Read it with them and answer any questions they may have. Explain that it is very important that they develop a consistent approach to reading and understanding texts, both in class and during independent study. Remind students that they looked at the topic of identifying main points in order to write a summary in unit 4 (*Global reading* section, page 38).

- 1 Tell students to skim read the text and identify the four main sections. Check that they know the meaning of the section headings: *Vision* (the ability to think and plan for the future using intelligence and imagination, especially in politics and business), *Persistence* (the attitude or behavior of someone who continues to do, or try to do something in a determined way), *Creativity* (the ability to create new ideas or things using your imagination), and *Passion* (a powerful emotion such as love or anger). Explain that these are called *personality traits*.
- 2 Tell students to do the exercise individually, and then have them compare their ideas with a partner.

### ANSWERS

- |               |              |
|---------------|--------------|
| 1 Persistence | 3 Vision     |
| 2 Passion     | 4 Creativity |

## Close reading

Look at the *Academic keywords* box with the class. If they don't know the meaning of the words, teach them, or allow them to look them up in a monolingual dictionary and teach each other. Review the pronunciation and stress of the words, and ask students to add them to their vocabulary notebooks.

Ask students how they would usually complete this type of task. Elicit that they should read the statements carefully, underline the key words, and scan the text to find the corresponding information. Then they should decide which words and numbers are required to fill in the blanks. Ask the class to discuss the answers. Provide clarification where necessary.

### ANSWERS

- 1 a picture in
- 2 from your mistakes
- 3 possibilities and opportunities
- 4 love

## Developing critical thinking

### SUPPORTING CRITICAL THINKING

The questions in this section require students to evaluate factors related to success. Evaluation is a crucial academic skill and an area of critical thinking that many students need extra support with. This is particularly relevant to students from rote-learning and Confucian-heritage backgrounds who may not have been encouraged to criticize or evaluate the work of others during their formative education. To support students in completing tasks such as deciding on the most important factor, it may be useful to ask them to work in pairs or groups. Ask groups to rank and rate the factors, and discuss their rankings with another group in order to reach a consensus.

Read the questions with the students. If the class did the *Extension activity* in which they brainstormed the personal qualities needed for success, remind them that they can use some of their ideas along with the information from the text to inform their discussion. Divide students into groups of four. Refer them back to the *Vocabulary preview* section on page 48 and suggest that they use some of these words. Allow students a minute or two to take notes individually before beginning the group discussion. Monitor the discussion unobtrusively and make note of any useful corrections, or well-used vocabulary and phrases to discuss with the class afterwards.

## READING 2 Did they just get lucky?

Word count 486

### Before you read

- 1 Have students work in pairs. Tell them that they should prepare to speak to their partner about the topic for approximately two minutes. Point out that this exercise is excellent practice for speaking exams or short presentations. Give the students two or three minutes to prepare their short talks. During this time, go around the classroom and assist them where necessary. Ask students to take turns giving their talks. Afterwards, ask students to report back some of the stories that their partners told them.
- 2 Ask students to form groups of three or four to discuss the question. Remind them to use the sentence frame to help them get started. Then ask students to report some of their ideas to the class.

## Global reading

Draw students' attention to the *Academic keywords* box. Ask students if they know the meaning of the words and teach them if necessary. Review the pronunciation

and stress of the words, and tell students to add them to their vocabulary notebooks.

- 1 Before students read the text, ask them if they know the answers to the exercise. If so, ask if they know anything else about the inventors or inventions. Give students a time limit of one to two minutes to skim read the text and complete the exercise.

#### ANSWERS

1 c      2 b      3 a

- 2 Ask students to scan the text for the information, and then compare their answers with a partner.

#### ANSWERS

a John Pemberton    b William Perkin

## Close reading

Refer the students to the *Identifying cause and effect* box. Give students time to read the information before checking their understanding and reviewing it with them.

As a quick warm-up, have students get in pairs. Tell them to write down two significant events in their lives where an incident or event had an effect on them. They should write the incident (cause) and effects that it had on their lives. Suggest that they do this in the form of a map to hone critical thinking strategies. When they are ready, ask pairs to discuss the events. Afterwards, have them report some of the more interesting answers to the class.

- 1 Ask students to complete the task individually, and then compare their answers with a partner.

#### ANSWERS

1 b      2 c      3 a

- 2 Read the instructions with the class. Check that students know the meaning of *lucrative* (bringing a lot of money) and *barely* (used for saying that something almost does not happen). Ask students to complete the exercise individually, and then check their answers with the whole class.

#### ANSWERS

a E    b C    c C    d E    e C    f E

### EXTENSION ACTIVITY

Ask students to scan the text for the sentences in exercises 1 and 2, find the words that signal cause and effect, and highlight them. Have them compare answers with a partner afterwards. If possible, prepare an OHT with the cause and effect language highlighted to review with the class.

## Developing critical thinking

- 1 Give students time to read the questions and prepare for their discussion. Remind them to give reasons and examples, and to ask follow-up questions to keep the conversation flowing. Afterwards, ask groups to report some of the most interesting points from their discussion to the class.
- 2 You may want to divide students into new groups or vary the group size for variety. Remind them of the text *What does it take to be successful?* Ask them if they think there is a connection between this text and *Did they just get lucky?* Draw their attention to the *Think about* box to give them ideas.

Allow students time to take notes before starting their discussion. This valuable preparation time allows students to think more carefully about what they want to say and how they want to say it, allowing for greater confidence and accuracy. During the discussion, monitor unobtrusively, and take note of any useful phrases and vocabulary students use to share with the class afterwards.

This is a good place to use the video resource *Winning*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

## Vocabulary skill

Read the *Finding synonyms* box with the class and answer any questions they may have. Point out that researching the synonyms of words they learn in class is an excellent way to expand their vocabulary. Encourage students to write words along with their synonyms in their vocabulary notebooks. They can test a study partner by saying a word and asking their partner to say its synonym.

- 1 Ask students to look back at *What does it take to be successful?* on page 49, find sentences 1–5, and complete the task. Tell students to work individually, but allow them to compare ideas with a partner if necessary. Afterwards, review the pronunciation and stress of the words in bold and their synonyms. Remind students that when they learn a new word, they should always try to pronounce it and make a sentence with it to aid their memory.

#### ANSWERS

- 1 qualities
- 2 have a picture in your mind
- 3 persist
- 4 failures, mistakes
- 5 barriers

- 2 Tell students to complete the sentences, and then compare their answers with a partner. Allow the whole class to check answers by saying the full sentences aloud.

**ANSWERS**

- 1 potential    2 attribute    3 visualize  
4 limitations    5 setbacks    6 persevered

It is a good idea to get into the habit of asking students to say full answers instead of just giving you the words that go in the blanks. This allows them to practice the pronunciation and intonation of new words and phrases, and improves fluency. Encourage the class to check answers independently. It prevents students becoming bored or “switching off” when you are checking answers with them. Tell the first student to say an answer, and then choose the next student to give the next answer—this way, everyone has to pay attention! Listen and be ready to confirm, correct, or give advice if necessary.

**EXTENSION ACTIVITY**

Divide students into groups of three. Tell them you are going to do a synonyms quiz. Write *A B C D*, etc. along the top of the board (as team names), leaving a space to tally scores below. You say a word from exercises 1 and 2, and groups must say *Yes!* if they know the synonym. Give one point to the groups that give the synonym first, then ask them to attempt to make a sentence using the synonym (you can give the whole class a one-minute time limit to do this). If the sentence is grammatically correct, they get another two points, and the game continues with a new word. If their sentence is incorrect, allow each of the other teams to try to make a correct sentence. Only award points to the teams that produce correct sentences the first time around. The team with the most points at the end wins.

**WRITING Writing a personal statement**

**Writing skill**

Direct students’ attention to the *Combining facts and dates* box. Emphasize that these examples add variety and adopt a more academic style of writing.

- 1 Students may find this task challenging if they have not done this type of exercise before. If you feel it is necessary, do the first sentence on the board with the class. When students are confident, ask them to complete the exercise individually or with a partner. Do not check answers at this stage—ask students to move on to exercise 2.

**ANSWERS**

- 1 When the web took off in the mid-1990s, Pierre Omidyar, a computer programmer, worried that big business would be a barrier to individual commerce.  
OR When the web took off in the mid-1990s, computer programmer Pierre Omidyar worried that big business would be a barrier to individual commerce.
  - 2 Paul Ehrlich, a German scientist in the 1870s, used Perkin’s dyes to do groundbreaking work in chemotherapy.  
OR Paul Ehrlich, a German scientist, used Perkin’s dyes to do groundbreaking work in chemotherapy in the 1870s.
  - 3 In the late 1800s, pharmacist John Pemberton was trying to find a cure for headaches.  
OR In the late 1800s, John Pemberton, a pharmacist, was trying to find a cure for headaches.
  - 4 Pemberton started selling his drink in 1887, at a local drugstore soda fountain, and it remained there for eight years before his business finally took off.  
OR Pemberton started selling his drink at a local drugstore soda fountain in 1887, and it remained there for eight years before his business finally took off.
  - 5 The penicillin mold that Fleming discovered by chance became the first antibiotic and is still one of the most widely used antibiotics today.
- 2 Give students a few minutes to compare and correct their answers against the sentences in the texts. Then have them check their answers with the whole class.

**Grammar**

Read the *Grammar* box with the class and answer any questions the students may have. Before having students do exercise 1, you may want to do a quick review of past tense for completed action vs. past progressive for past continuous action.

- 1 Ask students to complete the exercise individually, and then compare their answers with a partner.

**ANSWERS**

- 1 The students were waiting for the professor to begin the presentation.
- 2 Fareed was writing his assignment when the phone rang.
- 3 I’m sorry, I didn’t hear what you said. I was reading this article for my essay.
- 4 I saw Cristina yesterday. She was studying in the library.
- 5 The students were discussing the results of the experiment when the bell rang.

- 2 Ask students to complete the exercise individually, then check the answers with the class.

### ANSWERS

- 1 was trying; created
- 2 were hiking; noticed; invented
- 3 was working; was looking; discovered
- 4 was looking; was working; spilled

### EXTENSION ACTIVITY

Students often find it challenging to use the past progressive tense correctly. To help them memorize its functions, get them to use the past progressive to describe events in their own lives.

Write on the board:

- An event that was happening in the past and was interrupted:

*While I was ...*

*I was ... when ...*

- Two events in the past that were happening at the same time:

*While ...*

Ask students to write sentences that are true for them, and then share them with a partner. Students can report some of their partner's most interesting examples to the class.

## WRITING TASK

### Cultural awareness

Students from group-oriented or "collectivist" cultures may feel uncomfortable writing about personal matters, especially if they involve describing success or result in "loss of face." Loss of face happens in these cultures when individuals are given attention, for example, when a teacher calls upon a student to give an answer or when a mistake is made public. Conversely, revealing achievements can be seen as "gaining face," causing "loss of face" to peers. In this situation, it might be useful to explain that evaluating success and failure, and learning from these experiences, is an integral part of Western critical thinking and therefore a useful skill to practice. Generally, it is important to try to be aware of any issues which may affect the success of an activity or the classroom dynamic. This knowledge may inform the way you choose to approach activities and help you to assist your students in achieving their potential.

Read the writing task with the class. Ask the students if they have ever had to write a personal statement, either in their own language or in English.

## Brainstorm

- 1 Tell students to complete the exercise individually or with a partner. Then have them check their answers with the whole class. If possible, use an OHT of the text to clearly illustrate which parts of the text should be circled or underlined.

### ANSWERS

My determination to succeed has been met with many challenges. My first challenge came when I decided to go to college. None of my friends decided to go to college, and while I was applying and preparing to go, we grew apart. During the first year of my master's program, I changed jobs, and my wife and I had twins. While I was writing my master's thesis, I also had to deal with a lot of pressure in my new job. While I was working hard to meet all my targets in my job, and help my wife take care of our children, I completed my master's program with top grades. Last year, I completed my Ph.D. When I was walking across the stage to receive my diploma, I realized with great pride that accomplishing any dream takes a lot of perseverance and determination.

- 2 Students may benefit from the opportunity to discuss their obstacles and setbacks before beginning the task (this very much depends on your individual students' personalities—some students may prefer not to share personal stories with classmates). Students should complete the chart individually and compare their ideas if they feel it would be beneficial.

## Plan and write

Remind students that they only need to plan one paragraph. Give students time to discuss their ideas for planning and to ask you for extra support if necessary.

Do this writing task in class so you can assist students where necessary. Remind them that they can look back at the synonyms in the *Vocabulary skill* section on page 52. Students should aim to write about 100–150 words for their paragraph.

## Share, rewrite, and edit

Ask students to exchange their paragraphs with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph.

Remind students that this stage of the writing process is very valuable, as the process of finding errors in another person's work helps them to become more grammatically aware of their own writing. Point out that they should pay particular attention to the use of past tenses and check for use of new vocabulary from the unit.

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner's feedback when rewriting.

Encourage students to discuss the errors in detail, and attempt to think about how they could improve their level and accuracy the next time around.

Use the photocopiable unit assignment checklist on page 92 to assess the students' paragraphs.

### Extra research task

Tell students that they are going to prepare a short presentation about a successful person. They should speak for approximately three minutes. They could do this individually, if they are confident enough, or with a partner or in small groups. They can choose one of the people in the *Before you read* section on page 48, or someone else they admire. If they have access, they could use the Internet to research their subject. They should say:

- who the person is
- what they are successful at
- how they became successful
- which personal attributes have led to their success

Allow plenty of planning and practice time before the presentations. To keep students listening, ask them to write at least two questions to ask at the end of each presentation.

## STUDY SKILLS Editing your own work

### Background information

In many English language classrooms, writing has traditionally been a homework task to be marked by the teacher. Your students may not have been asked to evaluate or error correct their own work before. It may not have been a part of language instruction in their own country's education system, or it may simply be viewed as the "teacher's job." Self-editing is becoming an increasingly popular way of raising students' awareness of good writing techniques, and improving the grammatical accuracy, textual structure, and lexical range in their written work. Students need consistent guidance in editing techniques, self-evaluation, and peer correction to become proficient, but when this happens, excellent results can be achieved.

### Getting started

Introduce the topic by asking students if they edit their own writing in their first language, and if so, how they do it. Ask them to discuss questions 1-3 with a partner. After they have finished, ask them to report some of their ideas to the class. Write some of the ideas on the board to refer back to after completing the *Study skills* section.

## Scenario

Students could do this exercise individually, and then discuss their ideas with a partner.

### POSSIBLE ANSWER

Akiko researched her essay, and checked the grammar and spelling. She checked the style of her essay and changed some of the vocabulary she used. However, she didn't check that the argument of her essay was clear, and that each paragraph only had one main topic and linked back to her main argument. Also, she didn't leave enough time to change her essay.

## Consider it

Ask students to read the tips with a partner. Remind them that consistent and thorough editing is vital in order to ensure that they have completed an assignment correctly and produced the best piece of writing possible. Remind them that the discussion process will help them develop a consistent approach to editing. Therefore, they should discuss the questions carefully rather than just read through them and agree.

## Over to you

Ask students to discuss the questions with a partner. Afterwards, review ideas with the whole class. At this point, you may want to return to the discussion from the beginning of the section. Encourage students to take self-editing and peer editing seriously, and point out that they can work with a study partner to evaluate written work any time.

## UNIT 6 PRESSURE

Reading	Using your own words Identifying tone Researching an essay
Vocabulary	Opinion adverbs
Writing	Expanding notes into summaries
Grammar	Present conditionals

### Discussion point

#### Background information

Stress is the body's natural physical response to events that make you feel upset or threatened. At the first sign of danger, our automatic stress response, known as the "fight-or-flight" reaction, is activated. In an emergency situation, stress can save your life—providing extra strength to run away or defend yourself. However, too much stress can cause damage to your physical and emotional health, and to your quality of life.

Refer students to the picture on page 57 and ask them to comment on it. Explain that the man works at the stock exchange. Ask students what they know about the stock exchange and the world markets / economy. Have students work in pairs to discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 6 *Useful language* page to provide some extra support. When they have finished their discussions, ask pairs to share some of their ideas with the class.

This is a good place to use the video resource *Life under pressure*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

### Vocabulary preview

To activate further vocabulary, ask students to look at the picture and describe what they see. Read the instructions with the class and point out that the text deals with the same topics that they have just discussed. Ask them to skim read the text to see if any of the examples they discussed are mentioned. Students could complete the exercise individually or with a partner.

#### ANSWERS

- |            |            |
|------------|------------|
| 1 Stress   | 5 impact   |
| 2 pressure | 6 desire   |
| 3 strain   | 7 ambition |
| 4 satisfy  | 8 achieve  |

### READING 1 The stresses and strains of work

Word count 503

#### Background information

In their survey of August 2012, Randstad, the U.K. specialist recruiter, concluded that employees in the finance and accountancy sectors are squeezing 6.5 days of work into their five-day work week. In their survey of over 2,000 British employees, Randstad reported that British workers in the financial sector believed that they were expected to do 30% more work than they could cope with. Nearly one in five workers claimed that tiredness and stress from the increased workload was causing them to make more mistakes at work.

### Before you read

Refer students to the *Jobs* box and check that they understand the meaning of *taxidermist*. Ask them to rank the jobs individually, and then discuss their rankings with a partner. Then ask the students to form groups of four to try to agree on a ranking. Remind them to give reasons and evidence to support their choices.

### Global reading

Ask the class to review the features of a good summary. Then tell students to complete the exercise. Get the class to reach a consensus on which summary is best. Remind students that they looked at summarizing in unit 4 (*Global reading* section, page 38) and identifying main points in unit 5 (*Global reading* section, page 48), so they should refer back to these independently to consolidate their skills.

#### ANSWER

summary 2

Draw students' attention to the *Academic keywords* box. Ask students if they know the meaning of the words. If they do, ask them to give a definition, if not, explain the meanings yourself or allow them to look them up in a monolingual dictionary.

### Close reading

Before referring students to the *Taking notes: using your own words* box, ask them why it is important to paraphrase when they take notes. Remind them that you discussed plagiarism in unit 4 (*Global reading* section, page 38).

**Exam tip**

Notes are the building blocks of a student's academic assignments, and therefore, the skill of note taking should be highly valued and regularly reviewed. In class, discuss ways to paraphrase, quote, and make reference to the authors' work as regularly as possible. Assign the students homework where they have to write a summary of published text. Mark students' written work consistently; in addition to concentrating on the content and accuracy of their essays, remember to give feedback on what's missing from their writing, and what they are doing well or improving in. If possible, use an OHT to compare writing styles and to show effective ways to paraphrase or summarize.

- 1 Ask the students to do the exercise individually, and then compare their ideas in pairs.

**ANSWERS**

According to a poll of over 3,000 people, conducted by SWNS for SkillSoft, 97 percent of IT professionals feel the impact of stress every day. Eighty percent feel stressed before getting to work, and 25 percent have taken time off work because of stress.

- 2 This exercise helps students practice note taking in a controlled situation where you can monitor and advise. Ask students to complete the task individually. Afterwards, have partners read and discuss each other's notes. Tell students that they should take note of any questions they want to ask you during the feedback stage. Monitor unobtrusively and take note of anything you want to review afterwards on the board. Discuss your feedback points and answer the students' questions. If necessary, write some example sentences on the board for students to correct or paraphrase.

**Developing critical thinking****SUPPORTING CRITICAL THINKING**

Question 1 requires students to draw on their own knowledge and opinions of what makes a good working environment.

Question 2 requires the students to consider how the type and method of research, and the demographic of its participants can alter results. This is a key academic skill which takes students further into the role of observer, critic, and analyst. Be aware that students from certain cultures—especially Confucian-heritage (as in many Asian countries, such as China, Japan, and Korea) and rote-learning backgrounds—may not be accustomed to this kind of questioning or analysis of published materials, and therefore, may require greater support and practice during the exercise.

As an introduction, ask students to form small groups to discuss the causes and effects of stress in the workplace from both their own experiences or from the text.

Read question 1 with the students. Draw their attention to the *Useful language* box, check that they know the meaning of the words, and review their pronunciation and stress. Divide students into groups of three or four. Remind them that the *Vocabulary preview* section on page 58 contains some useful topic-related vocabulary. Give students a minute or two to take notes individually before beginning the group discussion.

If the groupings worked well for the discussion in question 1, do not change them, otherwise divide students into new groups to discuss question 2. Monitor during the discussions and take note of any points to discuss during feedback.

**READING 2 Rich and famous**

Word count 480

**Background information**

Julian Rotter was born in the U.S. in 1916 and is considered to be one of the most prominent psychologists of the twentieth century. Rotter's work is widely published, however, he is perhaps best known for his Social Learning Theory, which suggests that social context and environmental factors have a strong influence on human behavior. This theory had a significant impact on research and education in clinical psychology.

**Before you read**

As a quick warm-up, ask the class the first question of the exercise. Ask the students for reasons why they think that children would want the jobs. Afterwards, have the students work in pairs or small groups to discuss the jobs in the box and question 2. Ask students to report some of their ideas to the class.

**Global reading****Exam tip**

Identifying the author's tone is an essential critical thinking skill required for many tasks in academia. For this reason, it is also one of the task types in the IELTS Test. The following exercises give students the valuable opportunity to practice assessing whether an author views certain topics in a positive or negative light.

Suggest that students work with a study partner or a small group to read the same text, discuss the author's perspective—positive, negative, or neutral—and then respond to the text, taking into account their views, the views of the author, and any other knowledge they have of the topic. If your students aren't able or willing to meet outside of class, set aside some class time to practice these skills.

Direct students' attention to the *Identifying tone* box. Give them time to read it themselves before checking that they understand the meaning of the paragraph.

- 1 Ask students to complete the exercise individually, and then discuss their answers with a partner. Do not check answers with the class at this stage: have students move on to exercise 2.

#### ANSWERS

1 negative    2 negative    3 negative    4 positive

- 2 Ask the students to complete the exercise, and then compare their answers with a partner. Then check the answers with the whole class, and ask students which information in the text made them choose their answers. Use an OHT with answers underlined in the text if possible.

#### ANSWERS

- 1 A recent study has highlighted a dramatic and rather worrying shift in children's ambitions.
- 2 According to the survey, children desire these jobs largely because of the excessive wealth associated with them.
- 3 People unrealistically believe that a celebrity lifestyle is easily obtainable and leads to great satisfaction.
- 4 In the past, people had more modest, sensible aims such as earning a steady income, not being unemployed, and enjoying their work.

Direct students' attention to the *Academic keywords* box. Check students' understanding of the words, review their pronunciation, and ask them to add the words to their vocabulary notebooks. It would be useful to point out that *despite* is often used in academic writing to express a contrast. It can be used in the following ways: *despite* + noun (in this text: *the drawbacks*); *despite* + verb + *-ing*; *despite* + *the fact that*.

## Close reading

Draw students' attention to the *Taking notes: researching an essay* box. Give them time to read it themselves before checking their understanding of the content. Ask: *How do you usually research an essay in your language? Are there any differences between how you research in your language and in English?*

### Exam tip

Students are often anxious to just get writing as quickly as possible, and as a result they miss, or neglect, the valuable research, note taking, and planning stages that could really help them improve the quality of their written work. This may be due to eagerness to "do better this time" or if they are from a rote-learning background, they may already have a stock essay "frame" memorized for that particular topic. Despite time constraints in an exam, it is vital that students still plan their essays for better results. Encourage students to regularly review their note taking, planning, and writing techniques in order to build on their skills and confidence. It is a good idea to ask them to always submit their notes and plan, along with their essays, for marking. This will give you an idea of how each student organizes their written work and how you can help them to improve at the earlier stages of the process.

- 1 Ask the students to discuss the question with a partner. Then ask pairs to report some of their ideas to the class.
- 2 Ask the students to complete the exercise with the same partner, and then compare answers with other pairs. Afterwards, ask the groups to report their sentences to the class. Write some of their sentences on the board for the class to copy.
- 3 Ask the students to complete the exercise individually, and then compare their ideas with the whole class.

## Developing critical thinking

### SUPPORTING CRITICAL THINKING

Exercise 1 of this section requires students to analyze the conclusions of a well-known psychologist, and judge whether they agree or disagree with them. In order to do this, they must have a sound understanding of the content of the text. It may be necessary to review Professor Julian Rotter's findings as a class. An OHT of the text with relevant parts underlined would be useful here, so that students can clearly see which part of the text contains the relevant information.

- 1 Read the questions with the class. Give students time to take notes about their opinions so that they feel confident before starting their discussion.
- 2 Remind students of the text *The stresses and strains of work*. Ask them if they think there is a connection between this text and *Rich and famous*. Then ask them to discuss the questions in groups. Check that they know the meaning of *associated with*. Monitor unobtrusively during the discussion, and take note of any useful phrases and vocabulary to discuss with the class at the feedback stage.

## Vocabulary skill

Read aloud the *Opinion adverbs* box with the class. Point out that learning adverbs is an excellent way for students to expand their higher-level vocabulary, and improve their ability to express more complex concepts and opinions. Encourage them to write adverbs in their notebooks under the heading *Adverbs* and review them regularly.

- 1 Ask students to work individually, but allow them to compare their ideas with a partner if necessary. Afterwards, review the answers, and practice the pronunciation and stress of the adverbs 1–8.

### ANSWERS

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

- 2 Read the instructions with the class. If necessary, do question 2 with them on the board. Tell students to complete the sentences individually, and then compare their answers with a partner. Ask the class to check answers by saying the full sentences aloud. Be ready to do any necessary error correction on the board.

### ANSWERS

*Answers with a different word order are possible, but the most natural ones are given here.*

- 1 People are likely to be happier in less pressured jobs.
- 2 Unfortunately, most people won't be rich and famous. / Most people won't be rich and famous, unfortunately.
- 3 IT professionals typically have to deal with people who do not understand computers.
- 4 People undoubtedly want more money nowadays. / Undoubtedly, people want more money nowadays.
- 5 Movie stars are perhaps the wealthiest entertainers.
- 6 Constant goal setting apparently leads to more disappointment and pressure. / Apparently, constant goal setting leads to more disappointment and pressure.
- 7 In the future, employers will hopefully implement measures to make their employees' lives less stressful. / Hopefully, in the future, employers will implement measures to make their employees' lives less stressful.
- 8 Children's career aspirations are largely based on becoming rich rather than finding job satisfaction.

### EXTENSION ACTIVITY

Have the students get partners, and label them A or B. Ask pairs to work together to write one example sentence for each of the adverbs in the word box in exercise 2. Afterwards, ask A students to find another A student and B students to find another B student to form a new pair. The new partners must tell each other their sentences and error correct if necessary.

## WRITING Writing a summary

### Writing skill

Read aloud what the students are going to do, and then refer them to the *Expanding notes into summaries* box. Remind students again that they can review previous notes on summarizing in unit 4 (*Global reading* section, page 38) and identifying main points in unit 5 (*Global reading* section, page 48).

- 1 Ask the students to complete the exercise with a partner, and then compare their answers with other pairs. Monitor and take note of any synonyms to review on the board with the class at the feedback stage.

### POSSIBLE ANSWERS

achieve—meet / fulfil / accomplish  
 satisfaction—happiness / contentment / fulfilment  
 stressful—pressured / high-pressure / demanding  
 job—work / employment / profession / occupation  
 range—variety / assortment  
 wealth—money / earnings / riches  
 pressure—stress / strain

- 2 Give students time to read the paragraph and the notes. Ask them to complete the task individually, and then compare their answers with a partner.

### ANSWERS

People working in all of these jobs have a range of targets to achieve and deadlines to meet in order to satisfy their employers. If you work in sales and marketing, you will almost certainly have to meet sales targets. If you are a teacher, you will have to meet deadlines for handing in students' grades. Or, if you are an engineer, you will have to meet project deadlines. A shortage of time seems to cause pressure in a wide range of professions.

- 3 Ask the students to work with a partner to answer the questions. Then check the answers with the class.

### ANSWERS

- 1 It is much shorter and uses different language wherever possible.
- 2 no

- 4 Give students time to complete this writing task in class. Monitor and assist where necessary. Encourage the students to look back at the *Expanding notes into summaries* box for ideas.
- 5 This exercise offers students an excellent opportunity to evaluate each other's writing and consolidate their understanding of how a good

summary is composed. Ask student to answer the questions as they read their partner's summary.

## Grammar

Read the *Grammar* box with the class and answer any questions students may have.

- 1 Ask the students to complete the sentences individually, and then compare their answers with a partner. Encourage students to say the full sentences aloud rather than just saying the words that complete the sentences.

### ANSWERS

- 1 work; will / may / might get
  - 2 graduate; will / may / might have
  - 3 will / may / might be; change
  - 4 is; will / may / might be
  - 5 don't work; will / may / might feel
- 2 Ask the students to write their sentences, and then compare their ideas with a partner. Afterwards, review some of their sentences with the class and write some of the best examples on the board for students to copy.
  - 3 Students could have this discussion with a partner or in small groups. Monitor unobtrusively, and take note of any errors for correction and good examples to review with the class at the feedback stage.

## WRITING TASK

### Brainstorm

- 1 Read the instructions with the class. Ask students to complete the exercise individually or with a partner if necessary. Check the answers with the class using an OHT of the text if possible.

### ANSWERS

A survey by SWNS for SkillSoft has identified the IT sector as the most stressful to work in. [paragraph 2] Apparently, the stress comes from having to deal with other people's lack of IT skills on a daily basis, but also from doing the job under time pressure. [paragraph 3] All of the top five most stressful professions have these common features. [paragraph 4] If you have to meet deadlines, you will feel stressed. [real conditional, paragraph 5] This is especially true when you have limited time. [paragraph 5/6] Many people hope to solve their stress issues by becoming self-employed. [paragraph 7] However, self-employment carries its own stresses and strains. [paragraph 7]

- 2 As a quick refresher, ask students to work with a partner to discuss the gist of *Rich and famous*. Ask them to re-read the text and underline the main ideas individually. Encourage students to compare their ideas with their partner at this stage, and to ask you for help if necessary.

## Plan and write

Remind students that they should always write a plan before writing, even if they are summarizing a text. Encourage students to discuss and evaluate their plans before moving on to the writing stage.

Do this writing task in class so you can monitor and assist students where necessary. Students should aim to write about 100–150 words for their summary.

## Share, rewrite, and edit

Ask students to exchange their paragraphs with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph. Remind students that this stage is very beneficial to them and that they should take their role as evaluator seriously.

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner's feedback when rewriting. Encourage students to discuss the errors in detail, and attempt to think about how they could improve their level and accuracy next time around.

Use the photocopyable unit assignment checklist on page 93 to assess the students' paragraphs.

### Extra research task

Tell students that they are going to prepare a short presentation about a method of stress relief, for example, taking up exercise or an alternative therapy, such as acupuncture or meditation. They should speak for approximately two minutes. If they have access to the Internet, they should research their subject, reading from at least three sources and taking notes. They should say:

- what the method of stress relief is
- how it is supposed to work (mention some research results and statistics)
- why they recommend this as a good way to relieve stress

## STUDY SKILLS Referencing and plagiarism

### Cultural awareness

Plagiarism is first discussed in unit 4 (in the *Cultural awareness* box on page 37 of this book). It is important to remember that students do not always consider plagiarism cheating—copying a recognized, learned author can be acceptable in some learning cultures (particularly in Confucian-heritage cultures, such as China, Japan, and Korea). In some cases, students may deliberately plagiarize due to immense pressure from family or educational sponsors. In other cases, students plagiarize because they are unsure about how to paraphrase or correctly quote sources. Whatever the reasons for plagiarism, it is best that students are aware of its seriousness in Western academia. Due to the culture-sensitive nature of the topic, it is advisable to explain how plagiarism is negatively viewed in Western cultures rather than suggesting that it is simply “wrong.” It is important to regularly discuss plagiarism with your students and ensure that they are confident about how to reference and quote sources either from books or websites. A lack of confidence in how to quote a source can lead to stilted, under-qualified work as students are frightened to attempt to quote or reference. Building your students’ confidence in expressing their own ideas and opinions should encourage them to produce their own work and give them the skills to reference correctly. As suggested in tip 6 of this *Study skills* section, academic institutions may have different rules regarding referencing, and it is best if a student talks to their course tutor to establish these.

### Getting started

Introduce the topic by asking students if they ever write assignments which require references in their first language. If so, how do they do it? Ask them to discuss the questions with a partner. After a few minutes, pairs should join other pairs to form a group of four. After they have finished, ask them to share some of their ideas with the whole class. Write some of the ideas on the board to refer back to after completing the *Study skills* section.

### Scenario

Ask students to complete this exercise individually, and then discuss their ideas in pairs or small groups.

#### POSSIBLE ANSWER

Lok researched her essay and used reliable academic sources to support her arguments. However, she copied someone else’s work rather than using her own words or putting the information in quotation marks, and she forgot to list her sources.

### Consider it

Ask students to discuss the tips with a partner. Remind them that the discussion process will help them develop a consistent approach to referencing, so they should discuss the tips carefully in order to retain the information.

### Over to you

Tell students to discuss the questions with a partner or in small groups. Afterwards, ask them to share their ideas with the whole class. At this point, you may want to return to the discussion from the beginning of the lesson. Point out that students can work with a study partner to evaluate each other’s written work and check that they have referenced correctly.

## UNIT 7 FEAR

Reading	Using topic sentences Identifying supporting details
Vocabulary	Verb and preposition collocations
Writing	Developing paragraphs
Grammar	The present perfect simple

### Discussion point

Have students work in pairs. Ask them to look at the picture on page 67 and discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 7 *Useful language* page to provide some extra support. To activate some fear-related vocabulary, write *scared* on the board and ask students to create a list of adjectives which describe fear. (Possible answers: *afraid, frightened, terrified, petrified*). Ask students to tell you which adjectives are the strongest. Point out that these adjectives describe how a person feels. Elicit the adjectives that describe the source of fear, for example, *fearful, frightening, and terrifying*. You could also elicit their related nouns, such as *fear* and *terror*. Practice the pronunciation and stress of the words. When pairs have finished discussing the questions, ask some students to report their partner's most interesting answers to the class.

### Vocabulary preview

To activate additional vocabulary, ask students to look at the pictures and comment on them. Ask them to complete the exercise individually, and then discuss their answers with a partner. Afterwards, review the answers, and practice the pronunciation and word stress of the target vocabulary. Encourage students to record the new vocabulary, along with the pronunciation and stress, in their notebooks, and suggest that they write an example sentence with each word for homework.

#### ANSWERS

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

This is a good place to use the video resource *Fear of animals*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

## READING 1 Fears, reactions, coping

Word count 321

### Background information

Many people have a fear of a particular thing—this is described as a *phobia*. Phobias can be logical (an understandable fear) or irrational (an unusual fear of something that is not naturally harmful). Whatever the reason, it can be distressing for the sufferer.

#### List of common phobias:

Fear of flying—*aerophobia*  
 Fear of heights—*acrophobia*  
 Fear of snakes—*ophidiophobia*  
 Fear of dentists—*odontophobia*  
 Fear of public speaking—*glossophobia*  
 Fear of open spaces—*agoraphobia*  
 Fear of enclosed spaces—*claustrophobia*

#### Some more unusual phobias:

Fear of flowers—*anthrophobia*  
 Fear of clowns—*coulrophobia*  
 Fear of long words—  
*hippopotomonstrosesquippedaliophobia*  
 Fear of butterflies—*lepidopterophobia*

### Before you read

Refer students to the *Common fears* box. Ask them to rank the fears with a partner. After pairs have finished, ask them to form groups of four to discuss their rankings. Remind them to give reasons to support their opinions. Afterwards, ask groups to debate as a class. Record any useful vocabulary on the board for students to copy. At this stage, you may wish to share some of the common phobias from the *Background information* box above to generate further class discussion.

### Global reading

#### Exam tip

It is a vital exam skill to be able to identify and use topic sentences accurately. The IELTS Reading Test tests skills such as identifying information and matching paragraph headings. Without these skills, students struggle to understand a text and to produce coherent essays in written exams. Texts are a very rich educational tool that you can use to build your students' competence in approaching exam tasks. A well-written newspaper article or academic text serves as a useful writing model which can be used as a learning tool both in class and during independent study.

Ask the class to tell you what they know about the function of topic sentences. Ask students to read the *Using topic sentences* box carefully. Give them approximately one minute to skim read the text, and then discuss the gist with a partner. Ask a confident student to briefly explain the gist to the class. Remind students that they looked at topic sentences and identifying main points in unit 5 (*Global reading* section, page 48).

- 1 Read the instructions with the class. Ask students to complete the exercise individually, and then compare their ideas with a partner. Check their answers before asking them to move on to exercise 2.

#### ANSWERS

1 paragraph 2    2 paragraph 4    3 paragraph 1  
4 paragraph 5    5 paragraph 3

- 2 Remind students that being able to understand how a text is structured is extremely beneficial. Explain that it is not enough to *think* an answer is correct; students should *know* it is correct from evidence in the text and be able to identify which part of the text proves this.

#### POSSIBLE ANSWERS

Paragraph 1: If many people have the same fears, how do we all develop them?

Paragraph 2: We have developed a response to situations that might cause us harm, such as a bite from a poisonous snake or a bite from a dog.

Paragraph 3: Of course, not all fears are innate. (at end of previous paragraph); For example, if you see someone almost drown, you may react by developing a fear of water.

Paragraph 4: To answer this question, we have to define what is meant by phobia.

Paragraph 5: It might not cure the fear completely, but it will probably help people to cope better.

## Close reading

- 1 Draw students' attention to the *Academic keywords* box. Ask them if they know the meaning of the words, and teach them if necessary. Explain that *whether* can be used to express a doubt or a choice. Ask students to scan the text to locate *whether* and tell you which of the definitions is used. Review the pronunciation and stress, and tell students to add the words to their vocabulary notebooks. Ask students to work in pairs to do the task. Then check the answers with the class.

#### POSSIBLE ANSWERS

- 1 topic sentence; introduces the main idea of the paragraph
  - 2 gives a supporting example of a cause or source of a fear trigger
  - 3 gives a second supporting example
  - 4 concluding sentence; gives an explanation for why the previous examples might occur
- 2 Point out that this exercise is not only designed to check understanding of the text; it demonstrates how the author has used several aspects of the topic to present a full and interesting article, and how a good text is organized—beginning with the general introduction, and moving on to more specific information and examples. Ask students to complete the exercise individually, and then compare their answers with a partner.

#### ANSWERS

- 1 snakes / spiders / heights / water / small enclosed spaces
- 2 bite from snake or dog
- 3 fear of water or heights
- 4 crossing bridges, going through tunnels
- 5 public speaking

## Developing critical thinking

### SUPPORTING CRITICAL THINKING

Exercise 1 requires the students to draw on their own opinions as well as the content of the text. The text explains how fears develop and provides statistics related to the number of sufferers of specific types of phobia. Before starting the exercise, it would be useful to build on this by discussing fears and phobias from an individual's perspective. For example, how they might feel, what their symptoms are, and how their phobia might limit their life. Note: This subject could be sensitive, especially if a student has a particularly pronounced fear. They may feel uncomfortable revealing or talking about it in class—monitor accordingly, giving support or steering the conversation away from anyone who appears uncomfortable. Give students a few minutes to take notes individually before having the group discussion.

Read question 1 with the students. Divide the class into groups of three or four. Remind them that the *Vocabulary preview* section on page 68 contains some useful topic-related vocabulary. Monitor unobtrusively, and take note of any useful corrections or vocabulary to discuss with the class at the feedback stage.

As a warm-up for question 2, ask students to tell you how they feel about public speaking. Ask: *Have you ever done any public speaking? How do you feel about it? How do you prepare for it?*

## READING 2 Superhuman powers

Word count 511

### Background information

The amygdala is the part of the brain which becomes activated during times of strong emotion, for example, when experiencing anxiety or fear. Information is received through the eyes or ears, passes to the thalamus, and is immediately transferred to the amygdala. This is the part of the brain that allows our survival "fight or flight" reactions to be activated in an emergency situation. The amygdala causes the logical "thinking" part of our brain to shut down so that the body can react to save itself. This is known as the *Amygdala Hijack*. In a person with a phobia, strong fear overwhelms their logical thoughts, so that they cannot convince themselves that the fear is unnecessary. Thousands of years ago, when real dangers were present, this was a very useful function, but in modern life it can cause distressing symptoms.

### Before you read

As a quick warm-up, ask the class to name some superheroes and their powers. Have the students work in pairs to discuss which superpower they would like to have. Ask pairs to report some of their ideas to the whole class.

Ask the students to discuss the questions with a partner. Afterwards, ask willing students to relate their experiences to the class. (Note: Some students may not wish to share their fears with the whole class, so ask for volunteers for this.)

### Global reading

Draw students' attention to the *Academic keywords* box and teach the words if necessary. Explain that *tend* is an intransitive verb which is usually followed by *to*. It means *to usually do a particular thing*. *Tend to* is often used by authors and lecturers in academia to highlight that something often or usually happens, but that they are not quoting it as a fact.

- 1 Give students one minute to skim read the text and then discuss what they can remember. It's a good idea to ask students to close their books after skim reading to prevent them from trying to look at the text or look up new vocabulary afterwards!

ANSWER  
b

- 2 Ask the students to complete the task individually, and then compare answers with a partner. Then have them check their answers with the whole class, and ask them which sentences in the text made them choose their answers. Use an OHT with answers underlined if possible.

### ANSWERS

1 paragraph 2    2 paragraph 5    3 paragraph 1  
4 paragraph 6    5 paragraph 3    6 paragraph 4

- 3 Ask students to answer the questions individually, and then compare their answers with a partner. Allow the class to check answers together, but be ready to confirm or correct where necessary.

### ANSWERS

- 1 The brain has a natural fast response to danger.
- 2 Possibly, the brain creates a more detailed memory when we are faced with danger so when we look back at the event the details make it feel like it lasted a long time.
- 3 No; fear can be positive as well as negative.
- 4 Extreme danger can make many people feel completely calm with no emotional reaction at all.
- 5 We become stronger in certain situations, and physical skills like running and jumping improve.
- 6 The brain releases chemicals that make the mind more alert and active when attention is needed.

## Close reading

### Exam tip

Supporting details reinforce and consolidate the topic of a paragraph. They usually consist of reasons, examples, and evidence in the form of results or statistics. Being able to recognize supporting details will greatly improve students' chances of scoring well in tasks such as *True, False, Not given*, or table completion in the IELTS Reading Test. The same skills can be utilized when writing—point out to students that in a written exam they are unlikely to have accurate statistics memorized, but they should always include supporting details in their essays to ensure that their text is well-organized and informative.

Direct students' attention to the *Identifying supporting details* box. Give them time to read it themselves before checking their understanding of the content.

This exercise could be done as a group discussion or as a written task. Afterwards, ask students to share their ideas with the whole class.

**ANSWERS**

- 1 skills like putting a key in a door
- 2 We normally use 65% of our strength, but we can use 85% in dangerous situations.
- 3 speaking in front of 200 people
- 4 It's possibly because part of the brain creates a more detailed memory of the situation, so it seems like time has passed more slowly.
- 5 We often panic and feel nervous.
- 6 We may become stronger.
- 7 the feeling of time slowing down

## Developing critical thinking

**SUPPORTING CRITICAL THINKING**

In exercise 2, students are required to evaluate information from both of the reading texts. Being able to refer to more than one written source is a key academic skill. Before beginning the exercise, have the students get a partner or form groups of four. Ask half of the partners or groups to re-read *Fears, reactions, coping* and the other half to re-read *Superhuman powers*. They can then review the main ideas from each text together to reawaken useful ideas and vocabulary.

- 1 After groups have finished their discussion, ask them to report some of the most interesting points to the whole class.
- 2 Remind students of the text *Fears, reactions, coping*. Ask them if they think there is a connection between this text and *Superhuman powers*. Then ask them to discuss the questions in groups. Draw their attention to the *Think about* box to give them ideas. Monitor unobtrusively during the discussion, and take note of any useful vocabulary to discuss with the class at the feedback stage.

## Vocabulary skill

Read the *Verb and preposition collocations* box with the class. Point out that learning collocations is an important skill which will expand their higher level vocabulary, and increase their accuracy in both writing and speaking. Explain that the only way to learn collocations is to "notice" them in texts and when listening to English. Encourage students to record collocations on specific pages of their vocabulary notebooks and review them regularly.

- 1 Point out that this exercise is very useful as it practices the skill of "noticing" collocations in a text as well as guessing meaning from content. Practicing these skills helps to develop learner autonomy. Ask students to work individually, and then compare their ideas with a partner. Afterwards, confirm the answers, and review the pronunciation and stress of the collocations.

**ANSWERS**

comment on something = make a written or spoken remark about something, especially giving an opinion  
 focus on something = concentrate on something and pay particular attention to it  
 associate something with somebody / something = form a connection in your mind between people or things  
 depend on something = be changed or affected by something  
 react to something = behave in a particular way because of something  
 benefit from something = get help or an advantage from something  
 attribute something to somebody / something = believe that something is the result of a particular situation, event, or person's actions

- 2 Read the instructions with the class and make sure they understand that they may need to change the grammatical form. If necessary, do the first sentence with the class on the board. Ask students to complete the sentences individually, and then compare their answers with a partner.

**ANSWERS**

- 1 The way she **reacts to** feedback is very negative.
  - 2 He **depends on** other people a lot for help.
  - 3 People with phobias **benefit from** visiting a doctor.
  - 4 Fear is often **associated with** something we have learned from our experiences in life.
  - 5 She always **comments on** the ideas of others.
  - 6 He **attributes** his success **to** luck rather than hard work.
- 3 Ask the students to write their example sentences, and then compare and evaluate their sentences with a partner.

## WRITING Describing a common fear

**Cultural awareness**

The concept of what constitutes a good paragraph structure varies greatly between cultures. In Middle Eastern countries, students are taught to use a more parallel structure, while students from Asia tend to write around the main idea without stating the purpose until later in the text. In academic English, paragraphs tend to progress from a main idea to specific supporting details, including examples and evidence. Understandably, students may have difficulties mirroring the structure of an English paragraph as their ingrained writing conventions take over. The following exercises are designed to help students identify the organizational features of a paragraph.

## Writing skill

Read aloud what the students are going to do, and then refer them to the *Developing paragraphs* box. Remind students again that they can review previous notes on identifying main points in unit 5 (*Global reading* section, page 48).

- 1 Ask the students to complete the exercise individually, and then compare their answers with a partner. If possible, use an OHT of the text to review answers with the class.

### ANSWERS

Our response not only becomes faster, but another benefit of fear is that we also become stronger when we are faced with danger. [*topic sentence*] Under pressure skills such as putting a key in a door usually become worse, but physical skills such as running and jumping tend to improve. [*specific information*] If an angry dog is chasing you, you are probably going to run faster. [*example*] In a normal situation we often only use 65% of our strength, but studies have shown that this can increase to as much as 85% in more dangerous situations. [*specific information*]

- 2 Ask the students to complete the exercise individually, and then compare their topic sentences with a partner. Ask students to evaluate, error correct, and then rewrite their topic sentences. Afterwards, have students give you some examples to write on the board. If necessary, improve the examples on the board with the class.

### POSSIBLE ANSWERS

Paragraph 1  
Phobias affect people in different ways.  
Paragraph 2  
Many phobias are learned at an early age.

## Grammar

Read through *Grammar* box with the class and answer any questions students may have. Emphasize that this tense is often used in academic English to present research findings.

- 1 Ask the students to complete the sentences individually, and then compare their answers with a partner. When checking answers, encourage students to say the full sentences aloud.

### ANSWERS

- |                |                 |
|----------------|-----------------|
| 1 've been     | 4 've given     |
| 2 've heard    | 5 Have you had  |
| 3 haven't felt | 6 Have you seen |

- 2 Ask the students to write their sentences individually, and then compare their answers with a partner. Afterwards, check the answers with the class.

### ANSWERS

- 1 I haven't flown since I was a child.
- 2 I haven't taken an elevator for five years.
- 3 I haven't been to the dentist since I was ten years old.
- 4 I haven't spoken in public for two years.

- 3 Ask students to work individually, and then discuss their answers with a partner. Invite volunteers to give you examples. This is for information and interest only—do not error correct in this instance as the volunteers have just shared some rather personal information.

## WRITING TASK

### Brainstorm

- 1 Read the instructions with the class. Ask students to complete the exercise, and then discuss their answers with a partner. Ask the class to give you examples and say where in the text they found them.

### ANSWERS

Have you ever felt afraid in an enclosed space like an elevator? You may have what is known as claustrophobia. This is a fear of being in a space you feel you cannot leave. [*explanation*] If somebody with claustrophobia enters a small space like an elevator, they will probably panic when the doors close. [*example*] Many situations, such as traveling in an elevator, subway train, or airplane, cause claustrophobic people to panic, but in the worst case, even closing the door to a room can cause this feeling. [*example*]

- 2 As a review, ask students to discuss the topic with a partner or in small groups before writing their own notes. At this stage, encourage them to compare their ideas and ask you for help if necessary.

## Plan and write

Remind students that they can refer back to the *Writing skill* section on page 73 to help them with planning the structure of their paragraph. Encourage students to discuss and evaluate their plans with a partner before moving on to the writing stage.

Do this writing task in class so you can monitor and assist. Refer students to the conditional sentence in the text—line 2: *If somebody with claustrophobia enters a small space like an elevator, they will probably panic when*

the doors close. Remind them that they studied present conditionals in unit 6 (*Grammar* section, page 64). Encourage students to try to provide an example containing a conditional sentence. Students should aim to write about 100–150 words for their paragraph.

## Share, rewrite, and edit

Ask students to exchange their paragraphs with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph.

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner's feedback when rewriting. Have students discuss the errors in detail and ask for clarification if necessary. Remind them to keep their first draft of the paragraph to compare after they have rewritten it.

Use the photocopiable unit assignment checklist on page 94 to assess the students' paragraphs.

### Extra research task

Ask students to write an article of 250–300 words about one of the following topics:

- a fear or phobia that they have: when and how it started; how they cope with it
- a phobia: what it is; reasons for it; how it could be dealt with
- the effects of fear on the brain: the processes and chemical reactions
- how people can become addicted to fear (for example, in extreme sports): the effect of extreme sports on the body; why it can become addictive; how people can cope with the addiction

If students have access to the Internet, they should research their subject, reading from at least three sources and taking notes. Remind students that they should make a detailed plan and submit this along with their text for marking. They should also remember to reference correctly using the methods discussed in unit 6.

## STUDY SKILLS Ways of working with others

### Cultural awareness

This page deals specifically with how to work and study effectively with others. Students may come from cultures in which they are actively discouraged from working together in class, or from discussing opinions freely. In collectivist cultures, the individual's opinions have little value in an educational setting. In addition, many cultures place greater emphasis on the teacher as the authoritative figure and expert, so the concept of valuing a peer's feedback may be new or strange. If this is the case, it is important to encourage the practice of collaborative study to increase your students' autonomy and confidence. Such skills will also better equip them for university life in an English-speaking country where seminars and focus groups often require collaboration and in-depth discussion.

If possible, read this *Study skills* section in class. Read it aloud with the students and encourage them to discuss the following:

- Whether they already do some of the things that are suggested.
- What the benefit of doing them might be for them personally.
- How they think they could start to take some of the advice immediately and work it into their regular study practices.
- How they think they could use some of the techniques in class.
- How these skills might help them if they were studying at a university in an English-speaking country. Tell students that you will ask them to report what "supportive working" techniques they have used at the end of next week.

## UNIT 8 STORIES

Reading	Fact and opinion Identifying reasons
Vocabulary	Dictionary skills
Writing	Definition paragraphs
Grammar	Defining relative clauses

### Discussion point

As a warm up, ask students to comment on the picture on page 77. Ask: *Where do you think this is? What does it show? Are they people?* Ask the class if storytelling is traditional in their country. If so, ask: *Who tells / told the stories? Are they written or oral?* Ask students about how modern stories are told (for example, in the media or through social networking sites), and if they feel there are any similarities between storytelling styles now and in the past. (Possible answers: Both modern and ancient stories are prone to exaggeration and distortion of the truth to make for more “interesting” storylines. Stories spread very quickly even in ancient times, and similar versions of popular stories appear in many cultures.)

Have the students get a partner, and ask them to discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 8 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share some of their ideas with the class.

### Vocabulary preview

Ask the students to skim read the text. Some of the vocabulary in the box may be new to the students. Ask them to discuss the meanings of the words with a partner. Do not allow dictionary use—if there are any words the students don’t know, they should try to guess the meaning from the context as they complete the exercise. Tell students to complete the exercise individually, and then discuss their answers with their partner. Afterwards, review the answers, and practice the pronunciation and word stress of the target vocabulary. Encourage students to write the new words in their notebooks along with the pronunciation and stress.

#### ANSWERS

- |              |               |
|--------------|---------------|
| 1 biography  | 5 consciously |
| 2 narrative  | 6 myth        |
| 3 elaborates | 7 plot        |
| 4 recall     | 8 protagonist |

## READING 1 National hero

Word count 604

### Background information

Robert Falcon Scott’s team may not have managed to reach the South Pole first, but their tragic expedition did make significant achievements for the scientific world. It played a key role in pinpointing Antarctica as an important area for further scientific research. The way specialist equipment was used has informed expeditions for decades since—sadly the mechanical sledges that Scott used on his expedition failed, but their failings were well-documented, and this information was crucial to future expeditions. In addition, the techniques of expedition photographer Herbert Ponting transformed how cameras were used on future expeditions. The expedition’s 59 experts provided 15 large volumes of reports of their groundbreaking research. Perhaps the most incredible discovery of the expedition was a fossil of a small fragment of the *Glossopteris fern*—a plant with large feather-shaped leaves. It may have been small, but it was a significant find. The plant was already extinct, but as similar fossils had already been found in South America, Australia, and India, its discovery provided evidence of the possibility that these continents had once been joined together.

### Before you read

As a warm up, ask the students what *hero* means. Elicit the corresponding adjective *heroic*. Divide students into groups of three; give them a time limit of one to two minutes, and ask them to brainstorm adjectives that describe a hero. Afterwards, ask students to compare their lists, and then share them with the class. Write any useful vocabulary on the board for students to copy later.

Ask students to discuss the question in their groups of three. Remind them to give reasons and examples, and to ask each other follow-up questions. Afterwards, ask groups to report some of their ideas to the class.

Draw students’ attention to the *Academic keywords* box. If they don’t know the meaning of the words, teach them, or allow students to look them up and teach each other. Review the pronunciation and stress of the words, and ask students to add the words to their vocabulary notebooks.

## Cultural awareness

The ability to distinguish between fact and opinion is an important aspect of critical thinking, and an area that many students have difficulty with at first. For students from certain educational backgrounds, particularly those from collectivist cultures, the concept of voicing personal opinion in an academic text will be new, and therefore extra support will be required with both reading and writing. Try to help your students "notice" how writers express fact and opinion in academic texts, rather than teaching them directly. This will enhance their learner autonomy and confidence. Suggest that they keep a specific section in their notebooks for fact and opinion phrases that they can add to as the course continues, and encourage them to review regularly.

Have the students get a partner, and ask them to discuss the difference between a fact and an opinion. Afterwards, refer students to the *Fact and opinion* box, and ask them to read through it to check whether they were correct. Explain that being able to identify facts and opinions is a crucial academic skill which is tested in exams, such as the IELTS Reading and Writing Tests. Ask students to write the phrases in their vocabulary notebooks. As a warm-up, refer students to the pictures in the text and ask if they can guess its content. Give them a time limit of approximately one minute to skim read the text, and then discuss the gist with a partner. Ask a confident student to briefly explain the gist to the class.

Ask students to complete the exercise individually, and then compare their answers with a partner. Encourage them to say which evidence in the text helped them to decide on their answers.

### ANSWERS

- 1 fact    2 opinion    3 fact    4 opinion  
5 fact    6 opinion

## Close reading

Remind students that they should read the sentences carefully and decide which part of speech is required to fill in the blanks. Ask them to underline and number the part of the text that gave them each answer. Emphasize that it is important to know where an answer comes from rather than just assuming the answer is right. Being able to do this will increase their chances of accuracy in academic exams.

### ANSWERS

- 1 funeral  
2 race  
3 changed  
4 North Pole  
5 better prepared

## EXTENSION ACTIVITY

Arrange the class in groups of four. Ask them to discuss the following questions:

*Which opinions are the strongest and why?*

*Do you think Scott was a hero? How about Roald Amundsen?*

*Do you think people who break records are heroic, or does it take more than that to be a true hero?*

*Do you know anyone heroic? What did they do?*

Ask groups to share some of the most interesting points from their discussion afterwards.

## Developing critical thinking

### SUPPORTING CRITICAL THINKING

The questions in this section require students to draw on their own knowledge of heroism, both now and in the past, as well as the information in the text (particularly about Britain's political state at the time of Scott's death). Before discussing question 1, ask students to draw a table with two columns labeled *Now* and *Past*. Ask them to work with a partner to brainstorm the type of person who is / was considered heroic and write them in the corresponding column in their table. They should also include information, such as their job, position in society, and personal "heroic" qualities. Having this information on hand will help students make a more informed contribution during the discussion tasks. It will also act as a reminder of various "heroes" past and present to be referred to when discussing question 2. Remind students that this kind of brainstorming can help them to see how present events can be linked to the past and even future. Suggest that they set up a discussion group, if possible, where they practice brainstorming and other critical thinking skills that they have learned in class.

Read question 1 with the students. Monitor unobtrusively, and take note of any well-used vocabulary and phrases or useful corrections to discuss with the class afterwards.

If the groupings worked well for question 1, do not change them, otherwise divide students into new groups to discuss question 2. Afterwards, ask groups to report some of their ideas to the class.

This is a good place to use the video resource *Bad news*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

## READING 2 Mixed memories

Word count 555

### Background information

One of the most influential factors in awakening memories is smell. Odors are processed in the olfactory bulb, which is part of the brain's limbic system. The limbic system, also known as the "emotional brain," contains the amygdala, which processes emotions, and the hippocampus, which controls associative learning. The first time a person smells a new scent, they link it to a place, person, situation, or experience, and the brain creates a strong connection between the smell and the memory. The next time you encounter that smell, a memory or emotion is evoked. We first meet most new smells as young children, and that is why smells are so commonly associated with childhood memories.

### Before you read

As a quick warm-up, refer students to the picture at the top of page 80 and ask them to comment on it. Ask the students to get a partner and describe their first memory to each other. Have them briefly report some of their partner's memories to the class.

- 1 Give students time to read the question and memories in the speech bubbles. Ask: *What situation are the mother and son describing?* Elicit that they are describing the son's first day at kindergarten or school. Ask them how they felt on their first day. Or if they have children themselves, how their children reacted to their first day at school. Ask students to discuss the differences with their partner.

#### ANSWERS

He remembers being excited, but she says he was scared and crying.

He thinks he made lots of friends, but she says he wouldn't talk to the other children.

He says he really liked his teacher, but she remembers that he cried when the teacher spoke to him.

- 2 After students have finished their discussion, ask them to report some answers to the class. Write any useful vocabulary from the discussions on the board for students to copy.

Draw students' attention to the *Academic keywords* box. If they don't know the meaning of the words, teach them or allow them to look them up and teach each other. Point out that *tendency* is the corresponding noun to the verb *tend*, which was an academic keyword in the *Superhuman powers* text in unit 7. *Tendency* is also used in academia to express something that usually happens. It is used in writing or presentations to show that something

is usually true, but is not a definite fact. Review the pronunciation and stress of the words, and ask students to add them to their vocabulary notebooks.

### Global reading

- 1 Read the exercise instructions with the class. Give students a time limit of one to two minutes to complete the task.

#### ANSWER

3

- 2 Point out to students that paragraph matching is a commonly tested skill in academic IELTS. If students are training for an exam, set them a time limit to complete the task. Ask them to check answers thoroughly as a class, saying the correct answers and where they found them in the text.

#### ANSWERS

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

### Close reading

#### Exam tip

Being able to recognize reasons and evidence, or to give them in an essay or presentation, are key academic skills. Without these, an exam text has no coherent structure, and any ideas the student has remain unsubstantiated. To get students into the habit of giving reasons and evidence, do lots of brainstorming activities in class and always insist that they support their statements in a discussion. Encourage them to include reasons and evidence in their essay plans—you can check their progress when they submit their plans along with their essays for marking.

Draw students' attention to the *Identifying reasons* box. Give them time to read it themselves before checking their understanding. Encourage students to copy the useful phrases into their notebooks under the heading *Identifying reasons*. It is advisable that students keep two notebooks: one to note new vocabulary in class as it is presented, and another "master copy" with more defined, detailed sections where they can copy and expand on class vocabulary, as well as use it for independent research and review.

Ask students to complete the task and compare their answers with a partner. Have the class check and discuss answers together, but be ready to advise or correct if necessary.

**ANSWERS**

- 1 they enjoy strong family relationships
- 2 their parents spend more time reading to them
- 3 there are so many firsts during the teenage years
- 4 the relative importance of events in our twenties is always changing
- 5 we tell these stories most frequently to other people
- 6 to give logic to our lives

**Developing critical thinking****SUPPORTING CRITICAL THINKING**

The exercises in this section require students to draw on the content of both texts as well as their own experiences. Before beginning the discussion, briefly review the content of both texts with the class. For exercise 2, ask students to get a partner. Label one student 1 and the other student 2. Ask the pairs to focus on answering the question with their corresponding number. Give them time to take notes about their opinions, and then discuss their question. Afterwards, ask pairs to join with other pairs with a different number from them. Tell the groups of four to discuss their ideas for both questions together.

- 1 Ask students to give reasons and examples, and to ask follow-up questions to keep the discussion flowing. Remind them that giving reasons for their opinions is an essential evaluation skill. Encourage them to use the ideas in the *Think about* box to support their discussion.
- 2 Remind students of the text *National hero*. Ask them if they think there is a connection between this text and *Mixed memories*. Then ask them to discuss the questions in groups. Draw their attention to the *Think about* box to give them ideas. Monitor unobtrusively during the discussion, and take note of any useful phrases and vocabulary to discuss with the class at the feedback stage. After the discussions, ask groups to share their ideas with the class.

**Vocabulary skill**

Ask: *How often do you use a dictionary in class? Do you always remember the meaning of a word you've looked up? Why or why not? Do you use a bilingual or a monolingual dictionary?* Read the *Dictionary skills* box with the class. Emphasize that translation isn't an effective way to learn a word. Often a word doesn't have a direct translation. Context plays a huge part in vocabulary learning, too, as many words in English may have multiple meanings and subtle connotations. Explain that it is very important not to become dictionary-reliant as this can slow your vocabulary learning. Developing good dictionary skills, however, is

extremely beneficial to a student's language learning as it empowers them, enabling them to learn words in a meaningful way and to systematically build on their store of both active and passive vocabulary. Encourage students to write new words and stock phrases in an organized manner in their vocabulary notebooks. Ask them to hand in their notebooks for you to review regularly. This will enable you to see how (and if) they record and review vocabulary, and advise them further.

- 1 Ask students to work individually to complete the sentences, but allow them to compare ideas with a partner if necessary.

**ANSWERS**

- a /kən'dɪkt/ (phonetic transcription)
- b \*\*\* (the 2,500 most common and basic English words)
- c [T] (transitive verb)

- 2 Read the instructions with the class and review the pronunciation of the words. Tell students to think about the meaning of the words in the sentences individually, and then compare their answers with a partner. Then check the answers with the whole class.

**ANSWERS**

- 1 a the legal position of a person, country, etc.  
b a high social position that makes other people respect and admire you
- 2 a continuing at the same rate, level, or amount over a particular period of time  
b continuous or regular over a long period of time
- 3 a to say that something is true, even though there is no definite proof  
b to win something such as a prize or a top position in sport
- 4 a to influence the way that a person, idea, or situation develops  
b to form something into a particular shape
- 5 a to continue existing or happening for or until a particular time  
b to continue to stay alive or be well, or to continue to be able to do a job, in spite of difficulties

**EXTENSION ACTIVITY**

Bring some old tissue boxes to class and put them on the tables. For each lesson, provide each student with a small piece of paper about 1" x 2". Ask them to write one new word from the lesson on the paper, fold it, and drop it into the box. Before the next lesson, ask students to take turns taking a word out of the box and testing the others in the group. They should say the pronunciation, stress, give a definition, and make sentences with the word. Once all the students are happy that they know the word, they can throw it away (this ensures that the words in the box are always challenging and intriguing). This fun and beneficial activity can be used to review many aspects of vocabulary, for example: word families—students draw out a word and name the corresponding verb, noun, adjective, or adverb; say the opposite of a word, say its synonyms and antonyms, name extreme adjectives; give comparatives or superlatives; give its collocations or dependent prepositions; the list is endless!

**WRITING Describing a study subject**

**Writing skill**

Read aloud what the students are going to do and then refer them to the *Definition paragraphs* box. Explain that the skills mentioned are important in academic writing, but that they must only give a definition if it is essential to a reader's understanding of the content of their essay.

- 1 Ask the students to complete the exercise with a partner, and then compare their answers with other pairs. Point out that this type of "noticing" exercise is very valuable, and they can use this technique when studying independently to analyze the way an academic text is structured.

**ANSWERS**

One way of defining people, which was used by psychologists in the past, was to divide people into pessimists and optimists. [*topic sentence*] A pessimist is someone who takes a negative approach to life, while an optimist is someone who approaches life positively. [*definitions*] For instance, a pessimist would view a glass as half empty while an optimist would see a glass as half full. [*examples*] From a psychological perspective, optimists would believe that they have control over their own life and destiny while pessimists would feel that they had no control over their own destiny. [*further details*]

- 2 Ask students to look at the sections of the paragraph and to decide on the best order. When the students have finished, check the answers with the class.

**ANSWERS**

2, 1, 4, 3

**Grammar**

Read through the *Grammar* box with the class and answer any questions students may have.

- 1 Ask the students to complete the exercise individually, and then compare their answers with a partner. Encourage students to say the full sentences aloud rather than just saying the words that fit in the blanks. Remind them that this helps improve their fluency, pronunciation, and intonation.

**ANSWERS**

- |         |         |
|---------|---------|
| 1 whose | 5 why   |
| 2 where | 6 when  |
| 3 where | 7 whose |
| 4 why   |         |

- 2 Ask the students to complete their sentences, and then discuss their answers with a partner. Afterwards, review some of their sentences with the class and write some of the best examples on the board for students to copy.

**ANSWERS**

- 1 whose
- 2 why
- 3 where
- 4 when

**WRITING TASK**

**Brainstorm**

- 1 Read the instructions with the class. Ask students to complete the exercise individually. If possible, use an OHT of the text when checking answers with the class.

**ANSWERS**

main topic: stories  
 what is being defined: moral stories  
 defining relative clause: In particular, stories that have a moral show what is considered right and wrong in a society.

- 2 Ask students to discuss the study of a subject in small groups before brainstorming on paper. Encourage them to ask you for help if necessary.

## Plan and write

Remind students that they can look back at the *Writing skill* section on page 83 for ideas on how to write their definition. Suggest that they write their own definition first before looking up how their subject is defined in a monolingual dictionary. Encourage students to discuss and evaluate their plans before moving on to the writing stage.

Do this writing task in class so you can monitor and assist students where necessary. Students should aim to write about 100–150 words for their paragraph.

## Share, rewrite, and edit

Ask students to exchange their paragraphs with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph.

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner's feedback when rewriting. Encourage students to discuss the strengths and errors in detail, and to think about how they could improve their level and accuracy next time around. Remind them to keep their first draft to compare with their rewrite so that they can see their improvement.

Use the photocopiable unit assignment checklist on page 95 to assess the students' paragraphs.

### Extra research task

This task could be done as a presentation to the class, a group, or if students are preparing for the IELTS Test or similar, a long turn. Tell students that they are going to prepare a short presentation. They should speak for approximately two minutes about one of the following topics:

- a national hero—who they are; why they're considered a hero; their opinion of that person
- a childhood memory—how old they were; where, when, with whom; what happened
- a favorite word or phrase in English—what it is; when, where and in what situation they learned it; why they like it

Allow plenty of planning and practice time before giving the presentations. To keep students listening, ask them to write at least two questions to ask at the end of each presentation.

## STUDY SKILLS Reviewing material

### Getting started

To introduce the topic, ask: *How do you feel about taking exams in your country / language and in English? How do you prepare for an exam?* Ask students to discuss the questions with a partner. After a few minutes, the pairs should join with other pairs to form a group of four. After they have finished their discussion, ask students to report some of their ideas to the class. Write some of the ideas on the board to refer back to after completing the *Study skills* section.

### Scenario

Ask students to discuss their ideas with a partner or in small groups. Suggest that they draw a two-column chart with columns labeled *Right* and *Wrong*, and fill it in to focus their discussion. Afterwards, ask groups to join another group to share their ideas. Review some of the ideas with the class.

#### POSSIBLE ANSWER

Manuel attended all the classes and made notes. He organized his notes, but they were too long and unfocused when he came to review them. He used revision cards, key word triggers, and used past papers, but he didn't work with others and so couldn't think of different points of view.

### Consider it

Ask students to discuss the tips with a partner. Remind them that the discussion process will help them learn a consistent approach to reviewing notes and study materials, so they should discuss the tips carefully in order to retain the information.

### Over to you

Ask students to discuss the questions with a partner or in small groups. Afterwards, review ideas with the whole class. At this point, you may want to return to the discussion from the beginning of the lesson. Emphasize that students should work with a study partner or partners for more effective study and retention of information. If your students are unable to meet outside of class, it would be advisable to set aside some study time during class where you can monitor and assist students with developing effective study techniques.

## UNIT 9 WATER

Reading	Reading charts and graphs Finding supporting evidence for main ideas
Vocabulary	Cause and effect
Writing	Using statistics
Grammar	The passive: present and past perfect

### Discussion point

As a warm up, ask students to comment on the picture on page 87. Ask: *Why is water such a precious resource? Are there any restrictions on water usage in your country?* On the board, write any useful vocabulary that arises from these questions to assist students in subsequent tasks.

Have students work with a partner to discuss questions 1 and 2. Give them time to consider their answers and take notes before beginning the discussion.

Question 2 presents the opportunity for students to think quite deeply about the topic from a variety of perspectives. Suggest that they think of reasons related to the following topics: weather and climate, geography, politics, economics, and infrastructure. Afterwards, ask pairs to join with other pairs to form a group of four, and have them compare answers. At the feedback stage, write any topic-related vocabulary on the board for students to copy.

Ask the students to remain in their groups of four to discuss question 3. Tell them to rank the problems 1–3, with 1 being the most serious. Ask them to think of reasons for their rankings. Afterwards, allow the class to review and compare the rankings of each group.

### Vocabulary preview

#### Background information

Icebergs are found mainly in Greenland, the Arctic, and the Antarctic. Those from the northern hemisphere are usually shaped like large pinnacles, while those in the Antarctic tend to be large and flat. Generally, only one tenth of an iceberg can be seen above water. Global warming has caused icebergs to melt at an increasingly fast rate, raising concerns about rising sea levels.

Ask students to look at the picture. Elicit that it shows an iceberg and ask students what they know about glaciers, for example, where they can be found and what is happening to them. Refer to the *Background information* box for further points for discussion.

Have students get a partner and ask them to discuss the meanings of the words. Do not allow dictionary use—remind them that if there are any words they don't know, they should try to guess the meaning from the context in the sentence. Ask students to complete the exercise individually, and then discuss their answers with a partner. Afterwards, review the answers, and practice the pronunciation and word stress of the target vocabulary. Encourage students to write the new words in their notebooks along with the pronunciation and stress.

#### ANSWERS

- |              |             |              |
|--------------|-------------|--------------|
| 1 originated | 2 desperate | 3 simulation |
| 4 concede    | 5 forecast  | 6 deprived   |

### READING 1 Freshwater delivery

Word count 601

#### Background information

Saudi Arabia, like many countries on the Arabian Peninsula, has a hot, dry climate with little rainfall. Desalination has proven to be the most effective way to solve its shortage of fresh water. More than 20 desalination plants currently supply 70% of the country's drinking water. The desalinated water is carried to Saudi cities by 2,500 miles of water pipes. The desalination plant which is mentioned in the *Freshwater delivery* text is the world's largest. Located in the Jubail II Industrial Zone, it cost \$3.8 billion and creates 800,000 cubic meters of fresh water for residents in Saudi's Eastern Province. It also generates around 2,750 megawatts of electricity for local homes and businesses.

### Before you read

Read the exercise instructions with the class and direct students' attention to the word box. Explain the meaning of *reservoir* and *persuade*, and review their pronunciation. Ask students to complete the task with a partner. After they have ranked the potential solutions, ask students to form groups of four to discuss their rankings. This is a good opportunity for students to practice presenting their ideas clearly and arguing a point. Remind them to give reasons and evidence to support their opinions, and to ask questions to keep the conversation going.

**POSSIBLE ANSWERS**

- 1 build reservoirs
- 2 persuade people to use less water
- 3 transport ice from the polar regions
- 4 drink salt water

Draw students' attention to the pictures and diagrams in the text, and ask them to tell you what they think it is about. Give them a time limit of one to two minutes to skim read the text and confirm their ideas. Check that they know the meaning of the words in the *Academic keywords* box. Review the pronunciation and stress of the words, and ask students to add them to their vocabulary notebooks.

**Global reading**

Direct students' attention to the notes. Ask: *In number 1, what does "bn ppl" mean? (billion people) What about "dr. water" in question 3? (drinking water).* Point out that each note summarizes the content of one paragraph in the text. Ask students to complete the exercise individually, and then compare their answers with a partner.

**POSSIBLE ANSWERS**

- 2 French engineer—idea—drag icebergs to dry areas for dr. water.
- 4 Mougín—1975—plan to bring iceberg fr. N. Pole to Red Sea. Failed.
- 6 1st goal—1 iceberg from Canada across Atlantic. Need right kind iceberg, surround with "skirt."
- 7 Method v expense—est. \$11.5m to tow iceberg > approx. 3x cost of desalination.

**Close reading**

Draw students' attention to the *Reading charts and graphs* box. Give them time to read it themselves before checking their understanding.

**Exam tip**

The IELTS Writing Test 1 tests a student's ability to read and interpret data from charts, tables, diagrams, or graphs. Encourage your students to read texts that contain statistics and data presented in a variety of ways (a good quality newspaper or a magazine is likely to contain a range of these texts). Try to include diagram analysis in lessons, allowing students plenty of time to discuss and evaluate their interpretations. The more practice students have, the better they will cope in the time-pressure situation of an exam.

Ask students to complete the task, and then compare their answers with a partner. Ask the class to check and discuss answers together, but be ready to advise or correct if necessary.

**ANSWERS**

- |              |              |
|--------------|--------------|
| 1 salt water | 4 two thirds |
| 2 97%        | 5 \$0.30     |
| 3 31%        |              |

This is a good place to use the video resource *Water politics*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

**Developing critical thinking****SUPPORTING CRITICAL THINKING**

The questions in this section require students to form opinions based on the information in the text, both written and in diagram form. Being able to interpret data from visuals such as diagrams, tables, and graphs is a crucial academic skill that students of many subjects will need in order to fulfil their coursework. Ask students to discuss the diagrams and statistics first to give them some ideas and evidence before beginning the exercises. Suggest that students work with a study partner outside of class to analyze and discuss visual data. Set aside some regular class time when students can ask you questions about aspects of their independent study.

Give students some time to take notes about their ideas before starting to discuss question 1. Monitor unobtrusively, and take note of any good techniques, vocabulary and phrases, or useful corrections to discuss with the class during the feedback stage.

If the groupings worked well for question 1, do not change them, otherwise divide students into new groups to discuss question 2. Ask students to first brainstorm alternative water sources before making a chart and writing the positives and negatives in two columns. This will add focus to their discussion and allow them to give evidence for their ideas with greater confidence.

**EXTENSION ACTIVITY**

Arrange a class debate. Ask students about their answers to question 2 of the previous exercise. Establish which students think alternative water sources should be found and which students think that people should be more careful in their water usage. Divide students into groups depending on their preferred answer. Give them time to form their arguments. Suggest that they think of at least three main points and supporting ideas, and evidence for each. During the debate, monitor to ensure no particular student dominates. Take notes of any useful language to discuss with the class at the feedback stage.

## READING 2 The world's largest garbage dump

Word count 823

### Background information

Most man-made products do not break down, or decompose, quickly like natural materials do. During the decomposition process, many items release harmful substances and gases which cause contamination, and in some cases, irreparable damage to the environment. Oil leaks can completely devastate marine life for many years; leaks from garbage dumps can contaminate drinking water with chemicals, including highly toxic mercury from light bulbs and batteries.

Below are some average decomposition times for common household objects:

Milk carton: five years

Plastic bag: 10–20 years

Plastic cup: 50 years

Plastic container: 50–80 years

Aluminum can: 80–200 years

Plastic beverage bottles: 450 years

Glass bottle: 500 years

Styrofoam (the kind used to make disposable coffee cups!): never

### Before you read

As a quick warm-up, refer students to the picture on page 90 and ask them to comment on it. Look at the *Recyclable materials / objects* box with the students. Ask if they can add any other objects to the list.

Have students get a partner, and ask them to discuss questions 1 and 2. Ask individual students to briefly report some of their partner's answers to the class.

Ask the pairs to join with other pairs to form groups of four to discuss question 3. Afterwards, ask the groups to report their suggestions to the class. Write any useful vocabulary from the discussions on the board for students to copy.

Draw students' attention to the title of the text and the picture, and ask students to use them to predict the content. Give them a time limit of approximately one to two minutes to skim read the text and discuss the gist with a partner. Look at the *Academic keywords* box with the class. If they don't know the meaning of the words, teach them or allow them to look them up and teach each other. Review the pronunciation and stress of the words, and ask students to add them to their vocabulary notebooks.

## Global reading

### Exam tip

Read the exercise instructions with the class. Remind students that this presents the opportunity to practice scanning—a key academic skill. They should always read the question carefully to ensure they don't waste time reading the wrong part of the text and predict the part of speech to ensure greater accuracy. If students are studying for an exam, give them a time limit of one to two minutes to complete the task. Practicing exam tasks under pressure is challenging and excellent practice, however, you should use your personal knowledge of the students to decide whether they are ready to do this. The most important thing is to build your students' confidence and aptitude in exam skills before testing under pressure.

Ask students to work individually to complete the sentences, then check the answers with the class.

### ANSWERS

1 Pacific 2 land 3 ocean currents 4 harm

## Close reading

### Exam tip

Being able to recognize supporting evidence in texts is especially useful when completing exam tasks such as *True, False, or Not given*, and sentence and summary completion. The following exercises provide practice of these essential reading skills. Students often become too exam-focused—repetitious exam practice may improve their speed, but not necessarily their accuracy. Constantly remind them that the skills and materials practiced in class are usually transferable. For example, studying a text in a reading task helps them to realize how to structure an academic text of their own. Studying a listening script from exam practice could help them to structure their speaking tasks. Any academic input informs students, building on their knowledge, and providing opportunities for improved analysis and critical thinking.

Draw students' attention to the *Finding supporting evidence for main ideas* box. Give them time to read it themselves before checking their understanding.

- 1 Look at the exercise with the students. Point out that the sentences in the left-hand column are statements from the text and those on the right are the supporting evidence. Ask students to complete the task and compare their answers with a partner.

## ANSWERS

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

- 2 Remind students to read the sentences carefully, underline key words, and predict the parts of speech required for each blank. Have the class check and discuss their answers together, but be ready to advise or correct if necessary.

## ANSWERS

a 84 d fish; crabs  
 b ten e 3.5 million  
 c 80; 20 f food chain

## Developing critical thinking

### SUPPORTING CRITICAL THINKING

The exercises in this section require students to discuss their opinions on complex environmental problems, taking into account the content of both texts as well as their own knowledge. If you did the debate in the *Extension activity* following *Freshwater delivery*, remind students to think about some of the arguments and solutions that were raised.

- 1 Before beginning the discussion, briefly review the content of both texts with the class. Ask students to get a partner. Suggest that they draw a chart with two columns, one labeled *Human impact* and the other *Ways to change behavior*. For each point in the *Human impact* column, they should think of corresponding ways to change behavior. Afterwards, ask partners to form groups of up to six (depending on your class size). The new groups should discuss their charts—pairs take turns presenting their ideas while the others take notes. At the end, the groups should discuss the ideas further. Then ask them to discuss the questions.
- 2 Remind students of the text *Freshwater delivery*. Ask them if they think there is a connection between this text and *The world's largest garbage dump*. Then ask them to discuss the questions in their groups. Give them time to take notes about their ideas to prepare for the discussion. Monitor unobtrusively during the discussion, and take note of any useful phrases and vocabulary to discuss with the class at the feedback stage. After the discussions, ask groups to share their ideas with the class.

## Vocabulary skill

Read through the *Cause and effect* box with the class. Remind students that they studied identifying cause and effect in unit 5 (*Close reading* section, page 50). Encourage students to write the useful words and phrases in an organized manner in their vocabulary notebooks under a specific *Cause and effect* heading. Point out that native speakers tend to use a greater number of adverbs than language learners. This is mainly because native English-language instruction tends to focus on the verb phrase in lower levels. Encourage your students to research adverbs, and use them in their speaking and writing. You could introduce *subsequently* as a synonym for *consequently* to get them started.

- 1 Ask the students to complete the exercise individually, and then compare their answers with a partner. Afterwards, ask the class to check their answers by saying the full sentences aloud.

## ANSWERS

1 b 2 a 3 d 4 c

- 2 Read the instructions with the class and review the pronunciation of the expressions. Tell students to complete the sentences individually, and then compare their answers with a partner. Ask the class to check answers by saying the full sentences aloud.

## ANSWERS

1 result in 2 cause of 3 As a result,  
 4 As 5 One effect

## WRITING Writing about a water issue

### Writing skill

Read aloud what the students are going to do, and then refer them to the *Using statistics* box. Explain that the skills mentioned are very important in academic writing as statistics, whether in written or diagram form, consolidate the content of your text.

- 1 Ask the students to complete the exercise individually, and then compare their answers with a partner. Remind them, as always, to skim read the text first before reading the questions and then reading again thoroughly. Point out that this type of exercise is beneficial because it further consolidates their ability to recognize how authors use statistics as supporting details in an academic text.

## ANSWERS

1 e 2 d 3 a 4 b 5 c

- This exercise presents the opportunity for students to attempt to use statistics without the pressure of having to research and write a full article from scratch. Remind students to plan their paragraph as they usually do with class writing tasks. The paragraph should be up to 200 words in length. After students have guessed the statistics, allow them to read and comment on each other's paragraphs.
- Ask students to do exercise 2 as a discussion in small groups before brainstorming on paper. Encourage them to ask you for help if necessary.

## Plan and write

Remind students that if any points are connected, they should make that clear in their writing. Remind them to use statistics, reasons, and evidence to support their main ideas.

Do this writing task in class so you can monitor and assist students where necessary. Remind students that they can look back at the *Grammar* section on the previous page for support, or ask you for assistance. Ask students to focus on the use of statistics and the passive in this task. Students should aim to write about 150–200 words for their pamphlet.

## Share, rewrite, and edit

Ask students to exchange their paragraphs with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph. Ensure that students use a monolingual dictionary if checking any vocabulary.

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner's feedback when rewriting. Remind them to keep their first draft to compare with their rewrite so that they can see their improvement.

Use the photocopyable unit assignment checklist on page 96 to assess the students' paragraphs.

## Grammar

Read the *The passive: present and past perfect* box with the class and answer any questions students may have.

- Ask the students to complete the exercise individually, and then compare their answers with a partner. Ask students to say why the sentences are wrong and how to correct them. Ask the class to check answers by saying the full correct sentences aloud.

### ANSWERS

- Scientists **have analyzed** ...
- ... have not yet **been discovered**.
- When pairs have finished discussing the questions, allow the class to check answers together, and be ready to correct, clarify, or explain where necessary.
- Ask the students to rewrite the sentences in the passive, and then discuss their answers with a partner. Afterwards, review some of their sentences with the class, and write some of the best examples on the board for students to copy.

### POSSIBLE ANSWERS

- An economical way to harvest freshwater from icebergs has not yet been found.
- Various tactics have been used to raise the public's awareness of the issue.
- Growing populations of crabs have been found in the area.
- Prior to the study, the effects had not been known.

## WRITING TASK

### Brainstorm

- Read the instructions with the class. Ask: *What is a pamphlet? What are the features of a pamphlet? What is its purpose?* Remind students to refer back to the texts, and consider using some of the useful vocabulary from the *Vocabulary preview* section on page 88, and the *Cause and effect* box from the *Vocabulary skill* section on page 92. Ask students to work in pairs to decide which topic to write about.

### Extra research task

Divide students into small groups (3–4 students). Ask them to imagine that they are part of an environmental action group—and that the pamphlet from the previous exercise was part of their campaign. Tell them that they are going to write a short presentation which is designed to be given at an environmental conference. Ask them to do the following:

- review their pamphlet and decide what their three main goals are
- prepare a short speech—approximately three minutes long, outlining their goals and giving supporting evidence
- prepare visual data in the form of tables, pie charts, or graphs to support the content of their talk

Allow plenty of planning and practice time before the presentations. To keep students listening, ask them to write at least two questions to ask at the end of each presentation.

## STUDY SKILLS Forming a study group

### Cultural awareness

In any classroom, students will possess a range of confidence levels from very high or even over-confident, to under-confident and shy. Students come to an English-language class not only with their own personal confidence levels and comfort zones, but also with very different educational, political, and cultural beliefs and power boundaries. Certain students may be uncomfortable working together for a variety of reasons which may not be immediately obvious. For example, shy students will not thrive in a group of over-confident individuals unless they have support and encouragement from their peers. Most Asian cultures believe that making public errors lead to a loss of "face," and this can result in reluctance to contribute to group discussions. If students work together, they may defer to an older or more senior colleague. This may also affect their ability to give constructive feedback in evaluation activities. If there are political strains between regions or countries which are represented in your class, it is worth avoiding potentially difficult groupings. It is important that as a teacher, you try to be aware of any issues which may affect the class dynamic. This may inform the way you decide to group students for activities and help you to assist your students in achieving their potential.

### Getting started

Ask students to discuss the questions with a partner. After they have finished their discussion, ask students to report some of their partner's answers to the class.

### Scenario

Ask students to discuss their ideas with a partner or in small groups. Suggest that they draw a two-column chart with the columns labeled *Right* and *Wrong*, and write their ideas on it to focus their discussion. Afterwards, ask groups to join another group to share their ideas. Review some of the ideas with the class.

#### POSSIBLE ANSWER

Lujain joined a study group and helped others in her group. However, she started to dominate the group and did not listen to the other members of the group. She did not encourage everyone to take part.

## Consider it

Ask students to discuss the tips with a partner. Remind them that the discussion process will help them improve the efficiency of their studying time, so they should discuss the questions carefully in order to retain the information. After pairs have finished ranking the tips, ask them to join other pairs to form groups of four to compare their rankings.

## Over to you

Tell students to discuss questions 1–3 with a partner or in small groups. Afterwards, review ideas with the whole class. If your class is unable to form groups to meet outside of class, it would be advisable to set aside some study time during class where you can monitor and assist students with developing effective study techniques.

## UNIT 10 PERSUASION

Reading	Identifying types of supporting details Bridge sentences
Vocabulary	Finding meaning from synonyms or antonyms
Writing	Presenting a claim
Grammar	Indirect quotation

### Discussion point

As a warm up, ask students to look at the picture on page 97. Ask: *What is the man doing? Does this happen in your country? What kind of things do people talk about / sell? Do you think this kind of open-air public speaking is effective?* On the board, write any useful vocabulary which arises from these questions to assist students in subsequent tasks.

Have students work with a partner to complete the exercise. Ask them to discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 10 *Useful language* page to provide some extra support. Ask students to work in pairs to discuss question 1. Afterwards, ask them to share some of their ideas with the class.

Allow students time to consider their answers and take notes before discussing question 2. Remind them to try to give reasons and examples to support their ideas. At the feedback stage, write any topic-related vocabulary on the board for students to copy.

Ask pairs to brainstorm the techniques that companies use to persuade customers to buy things. Afterwards, have pairs join another pair to form groups of four, compare lists, and discuss their answers to question 3.

### Vocabulary preview

Have students get a partner. Ask them to look at the words in bold and discuss any meanings they already know. Ask them to complete the exercise individually, and then discuss answers with their partner. Afterwards, ask students to review the answers, and then practice the pronunciation and stress of each word. Encourage students to write the new words in their notebooks.

#### ANSWERS

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

## READING 1 Charisma

Word count 493

### Background information

Richard Wiseman, the professor of psychology who is mentioned in the text, conducted a study with two hundred contestants from Famelab—a British competition to find new and innovative scientists. The study involved the contestants trying to impress a panel of judges with their charismatic personalities. It found that those who had marked themselves highly in a questionnaire about how well they convey their emotions to other people also scored highly in the personality competition. This suggests that the more self-confident people had more charismatic personalities.

### Before you read

As a warm-up, direct students' attention to the pictures on page 98 and ask them what they know about these people. Write any useful vocabulary that arises from their answers on the board.

- 1 Ask the students to complete the exercise with a partner. Afterwards, have them report some of their ideas to the class, giving reasons for their choices.
- 2 Ask students to read the words in the checklist and discuss any meanings they know. Teach any words that they are unsure about, and review their pronunciation and stress before asking students to complete the task with a partner.

#### POSSIBLE ANSWERS

independent  
enthusiastic  
leader  
persuasive  
confident  
fascinating  
relaxed

#### EXTENSION ACTIVITY

Ask pairs to rank the most important characteristics that they chose from the list in exercise 2. Ask pairs to join other pairs to form groups of four. The groups should try to reach a consensus on the ranking. Remind students to give reasons for their choices and to ask follow-up questions.

## Global reading

Give students a time limit of one to two minutes to skim read the text. Direct students' attention to the *Academic keywords* box. Check that they know the meanings, and review their pronunciation and stress.

Read the exercise instructions with the class. Point out that paragraph matching is a common task in academic exams. Ask students how they would usually approach this task in an exam. Elicit that they should read through the options carefully before locating the paragraph and reading it to determine its main function. Ask students to complete the exercise individually, and then compare their answers, saying which information in the text led them to each answer.

### ANSWERS

1 c 2 e 3 d 4 a 5 b

## Close reading

Draw students' attention to the *Identifying types of supporting details* box. Give them time to read it themselves before checking their understanding.

### Exam tip

In the IELTS Reading Test, it is useful not only for students to be able to recognize supporting details, but also to know what implications arise from different types of supporting detail. For example, statistics and logical explanations are usually well-researched facts; an expert's opinion is highly likely to be correct, but not in every case; and a personal opinion is less likely to be accurate. Understanding this can make all the difference in a *True, False, or Not given* task. Try to include analysis of the type, or source, of supporting detail in lessons, and encourage students to discuss and evaluate their interpretations. This will also greatly improve their critical thinking skills.

This exercise requires students to think carefully about the source of the supporting details in the text. Ask them to complete the task individually, and then compare their answers with a partner or in small groups. Ask the class to check and discuss answers together, but be ready to advise or correct if necessary.

### ANSWERS

1 EO  
2 EX  
3 E  
4 EO  
5 EO

### EXTENSION ACTIVITY

Ask the groups to discuss the following:

*Do you agree or disagree with the statements in the previous exercise?*

*Does the source of the supporting detail make a difference to your opinion on a topic?*

## Developing critical thinking

### SUPPORTING CRITICAL THINKING

The questions in this section require students to draw on their own opinions and provide further evidence from the text to support their ideas. Suggest to students that they work with a study partner or group outside of class to discuss their ideas on a range of topics, relating them to other sources, such as news articles or current events.

Give students some time to take notes about their ideas before starting their discussion.

You may wish to form new groups for question 2. Monitor unobtrusively, and take note of any good techniques, vocabulary and phrases, or useful corrections to discuss with the class during the feedback stage. Afterwards, ask groups to share some of their ideas with the whole class.

## READING 2 The healing power of persuasion

Word count 558

This is a good place to use the video resource *Just say yes ...* It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

### Background information

In 2010, Professor Ted Kaptchuk of Harvard Medical School's Osher Research Center, conducted a groundbreaking study with 80 patients. It was designed to see if they would show improvement if given a placebo which they knew was a placebo. The patients were divided into two groups—one group received no treatment, and the other received placebo pills to be taken twice a day. The group that was taking the placebo pills was told by the doctors that the pills were made of a substance which did not have any medicinal qualities at all—the bottles were even labeled clearly "Placebo." Incredibly, after three weeks of taking the pills, many of the patients showed improvement in comparison to the group who had received no treatment. In addition, those patients who improved did so at twice the average rate of improvement seen by patients taking specifically designed medications.

## Before you read

Have students work with a partner. Ask them to look at the *Feeling unwell* phrases, and then discuss the questions. Ask individual students to briefly report some of their partner's answers to the class.

Draw students' attention to the title of the text and ask them to predict its content. Give them a time limit of approximately one to two minutes to skim read the text and discuss the gist with a partner. Draw students' attention to the *Academic keywords* box. If they don't know the meaning of the words, teach them or allow them to look them up and teach each other. Review the pronunciation and stress of the words, and ask students to add them to their vocabulary notebooks.

## Global reading

Draw students' attention to the *Bridge sentences* box. Give them time to read it themselves before checking their understanding. Emphasize that the exercises are designed to teach recognition skills, but students should avoid producing bridge sentences in their academic writing.

- 1 Ask the students to complete the exercise individually, and then compare their answers with a partner.

### ANSWERS

The first sentences of paragraphs 2, 3, and 5 are bridge sentences.

- 2 After completing the task, ask students to compare their answers with a partner.

### ANSWERS

- 1 the first sentence of paragraph 3
- 2 the first sentence of paragraph 5
- 3 the first sentence of paragraph 2

## Close reading

### Exam tip

Paragraph matching is a common task in academic exams such as IELTS. It proves that a student is able to navigate the structure of a text and understand its content. If your students are studying for an exam, consider giving them realistic time limits to complete exam-style tasks in class. This will give you the opportunity to check whether they are using the exam skills and techniques that you have presented and discussed during the course. Doing exam tasks under pressure is useful. However, you should always use your knowledge of the particular group of students to decide whether they are ready to do this. It is essential that you build your students' confidence and aptitude in exam skills before testing under pressure, otherwise it can be counterproductive.

- 1 Ask the students to work individually to complete the exercise, and then compare their answers with a partner.

### ANSWERS

1 3 2 1 3 5 4 2 5 4

- 2 Remind students that they should paraphrase the text in their own words when they answer the questions. This is a good opportunity to mention that this is an effective way to avoid plagiarism. When the students have finished, check the answers with the class.

### ANSWERS

- 1 Probably; studies have shown that a positive belief about the outcome of a treatment has a physical effect.
- 2 It is the ability of a fake pill or treatment to make you feel better because you believe it will.
- 3 No, a third of the benefits of *any* treatment can be attributed to the placebo effect, according to experts.
- 4 They trust that doctors know what they are doing, so they believe the treatment the doctor prescribes will make them better.
- 5 In real situations, the doctor's and the patient's expectations that the treatment will work increases the strength of the placebo effect.

- 3 Ask the students to complete the task individually, and then compare their answers with a partner.

### ANSWERS

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

## Developing critical thinking

### SUPPORTING CRITICAL THINKING

The exercises in this section require students to present their opinions, relating them to the information in both texts. Always give students time to take notes about their ideas to prepare for a discussion. This allows them valuable thinking space as they translate often complex thoughts into English. It also makes for a more considered, informed discussion which will improve critical thinking skills, assist them in forming new opinions, and increase the potential for the use of higher level grammatical structures and vocabulary.

- 1 Before beginning the discussion, briefly review the content of the text with the class. Ask students to form groups of three or four to discuss the questions. Afterwards, ask the groups to report some of their ideas to the class. Monitor unobtrusively during the discussion, and make note of any useful phrases and vocabulary to discuss with the class at the feedback stage.
- 2 Remind students of the text *Charisma*. Ask them if they think there is a connection between this text and *The healing power of persuasion*. Then ask them to discuss the questions in groups. Ask groups to report some of their ideas to the whole class. Write any useful vocabulary or phrases which arise from this discussion on the board.

### Vocabulary skill

Read the *Finding meaning from synonyms or antonyms* box with the class. Remind students that they studied synonyms in unit 5 (*Vocabulary skill* section, page 52). Encourage them to write the useful words and phrases in an organized manner in their vocabulary notebooks under a specific *Synonyms and antonyms* heading, and to look for synonyms and antonyms of the new words that they learn as a regular part of their independent vocabulary study.

- 1 Ask the students to complete the exercise individually, and then compare their answers with a partner. Review the pronunciation and stress of the words with the class. If you have vocabulary boxes on the desk (as mentioned in unit 8 of this book—in the *Extension activity* after the *Vocabulary skill* section), suggest that students add some of the words from this exercise to the boxes to review during the next lesson.

#### ANSWERS

- 1 qualities
- 2 learned
- 3 mirroring
- 4 genuine
- 5 medicine
- 6 thorough
- 7 hopefulness
- 8 studies OR real treatment

- 2 Ask the students to complete the exercise individually, and then compare their answers with a partner.

#### ANSWERS

- 1 S
- 2 A
- 3 S
- 4 A
- 5 S
- 6 S
- 7 S
- 8 A (studies) or S (real treatment)

- 3 Ask the students to complete the sentences individually, and then compare their answers with the whole class. Encourage them to check answers by saying the full sentences aloud.

#### ANSWERS

- 1 innate
- 2 insincere
- 3 attributes
- 4 mimic
- 5 prescription
- 6 clinical; optimism
- 7 rigorous

## WRITING Writing a persuasive essay

### Writing skill

Read aloud what the students are going to do, and then refer them to the *Presenting a claim* box. Give them time to read it before checking their understanding and answering any of their questions. Point out that the following exercises build on the skill of being able to identify types of supporting details as practiced earlier in the unit (*Close reading* section, page 99).

- 1 Ask the students to complete the exercise with a partner, and then compare their answers with other pairs. Point out that this type of exercise is beneficial because it allows them to practice identifying suitable main ideas and decide on a logical text structure.

**ANSWERS**

The ideas that are suitable are:  
 Celebrities who appear in ads for medicines can't be trusted because they are paid.  
 Doctors shouldn't prescribe placebos in life-threatening situations.  
 Patients should always get a second medical opinion before taking a medication.

- 2 This exercise presents students with an opportunity to attempt to construct a paragraph in a controlled and carefully considered way. Point out that the order of the exercises creates an excellent model paragraph for an academic essay. When pairs have finished writing their plans, ask them to join with other pairs to swap paragraphs, and evaluate and discuss any strong points or corrections. Suggest that students rewrite the paragraph for homework.

**Grammar**

Read the *Grammar* box with students and answer any questions they may have. Encourage students to write the reporting verbs in their vocabulary notebooks and try to use a variety of them when they write or present to avoid repetition.

- 1 Ask the students to complete the exercise individually, and then compare their answers with the whole class. Ask them to check answers by saying the full correct sentences aloud.

**POSSIBLE ANSWERS**

- 1 Dr. Smith pointed out that charismatic people usually lean forward and look people in the eye.
- 2 A leading doctor explained that people are happy to take placebos because they are effective.
- 3 One scientist added that in drug trials, a drug will only get approved if it works better than a placebo.
- 4 Barnett believes that placebos and fake medicines cause a psychological response, but they don't have any direct physical effects.
- 5 Johnson thinks that people often copy the behavior of charismatic people without realizing it, for example, by copying their body language.
- 6 One leading researcher warned that charisma can be learned, but not faked.

- 2 Give students plenty of time to complete this productive activity as it lets them consolidate what they have learned in a fun and natural way. Afterwards, review some of their sentences with the class, and write some of the best examples on the board for other students to copy.

**WRITING TASK**

Have the class look at the picture, and ask them to comment on it. Ask students to skim read the text, and then tell you what it is about. Elicit the meaning of *homeopathic* (relating to or using a way of treating illness by giving small amounts of natural substances that in large amounts would cause the illness).

**Brainstorm**

- 1 Ask students to complete the task, and then discuss their answers with the whole class.

**ANSWERS**

Homeopathic or "natural" medicines are a very profitable business, but they are actually no more effective than placebos. Millions of dollars are spent every year on these treatments, and millions of people swear that they work. However, many prominent scientists believe that the main reason they work is the placebo effect—patients get better because they believe they will. A study by Dr. P. MacDonald showed that in a trial, 53% of people of using a homeopathic treatment got better within a week, but 52% of people using a placebo showed the same improvements. On the other hand, 73% of people using a non-homeopathic drug were cured. This provides very strong evidence that homeopathic medicines are no more effective than a placebo, Dr. MacDonald claims.

- 2 Ask students to do the task as a discussion in small groups before brainstorming on paper. Encourage them to ask you for help if necessary.

**Gather information**

Divide students into pairs, A or B, and ask them to design a questionnaire. When they have completed their questionnaires, ask A students to interview other A students and B students to interview other B students. Then pairs should join together again to collate and discuss the information they gathered.

**Plan and write**

Ask students to follow the instructions. Remind them to write a thorough plan before beginning their essay. Do this writing task in class so you can monitor and assist students where necessary. As it is the first task that requires several paragraphs, extra support may be required. Students should aim to write about 200–250 words for their essay.

## Share, rewrite, and edit

Ask students to exchange their paragraphs with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph. Give them more time than usual for this stage, as students have to evaluate a longer text.

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner's feedback when rewriting. Encourage students to focus on text structure and use of supporting details in this task. Remind them to keep their first draft to compare with their rewrite so that they can see their improvement.

Use the photocopyable unit assignment checklist on page 97 to assess the students' paragraphs.

### Extra research task

Ask students to research a historic or current public figure who had / has charisma. If they have access to the Internet, allow them to do research online. Suggest that they read several sources and take notes. Then they can choose to either write an article of approximately 350 words, or do a presentation lasting approximately five minutes, on their chosen person.

The article or presentation should include:

- who the person is
- when they were well known and what they were well known for
- why they were considered charismatic
- your opinion of why they were so successful

## STUDY SKILLS Critical thinking when writing

If possible, read this *Study skills* section in class. Read it aloud with the students and encourage them to discuss the following:

- Whether they already do some of the things that are suggested.
- Whether they have any difficulties doing the things that are suggested. How could they overcome these difficulties?
- What the benefit of doing them might be for them personally.
- How they think they could take some of the advice and start to work it into their regular study practices immediately.
- How they think they could use some of the techniques in class.

Tell students that you will ask them to discuss what critical thinking when writing techniques they have used at the end of next week.

baked  
/beɪkt/

boiled  
/bɔɪld/

fresh  
/frefʃ/

fried  
/fraɪd/

grilled  
/grɪld/

low-fat  
/ləʊ fæt/

natural  
/'nætʃ(ə)rəl/

oily  
/'ɔɪli/

organic  
/ɔː'gænɪk/

raw  
/rɔː/

salty  
/'sɔːlti/

spicy  
/'spɪsi/

be punctual  
/bi 'pʌŋktʃuəl/

cheat  
/tʃi:t/

damage other people's  
property  
/'dæmɪdʒ 'ʌðər 'pi:p(ə)lz  
'prɒpərti/

discriminate  
/dɪ'skrɪmɪ,neɪt/

fight  
/faɪt/

lie  
/laɪ/

make a mess  
/meɪk ə mes/

respect others  
/rɪ'spekt 'ʌðəz/

respect people in authority  
/rɪ'spekt 'pi:p(ə)l ɪn ɔ'thɔrəti/

respect the environment  
/rɪ'spekt ðɪ ɪn'vaɪrənmənt/

steal  
/sti:l/

wear a uniform  
/weə ə 'ju:nɪ,fɔ:m/

alien  
/'eɪliən/

asteroid  
/'æstə,rɔɪd/

comet  
/'kɒmət/

discoveries  
/dɪ'skʌvərɪz/

extraterrestrial life  
/,ekstrətə'restriəl laɪf/

galaxy  
/'gæləksi/

huge  
/hjuːdʒ/

infinite  
/'ɪnfɪnɪt/

mysterious  
/mɪ'stɪriəs/

planet  
/'plænɪt/

satellite  
/'sæt(ə)laɪt/

unknown  
/ʌn'nəʊn/

apartments  
/ə'pɑ:tmənts/

building  
/'bɪldɪŋ/

cathedral  
/kə'thɪdrəl/

headquarters (HQ)  
/'hed,kwɔ:təz/

hotel  
/hou'tel/

mosque  
/'mɔ:sk/

office block  
/'ɒfɪs blɒk/

shopping mall  
/'ʃɑ:pɪŋ mɔ:l/

skyscraper  
/'skaɪ,skreɪpər/

structure  
/'strʌktʃər/

telecoms tower  
/telɪkəmz 'taʊər/

temple  
/'temp(ə)l/

## Unit 5 Unit opener language support



attitude  
/'æti,tʊd/

chance  
/tʃæns/

creativity  
/ˌkri:ɪ'tɪvəti/

encouragement  
/ɪn'kʌrɪdʒmənt/

hard work  
/hɑ:d wɜ:k/

misfortune  
/mɪs'fɔ:tʃ(ə)n/

motivation  
/ˌmouɪ'veɪʃ(ə)n/

opportunity  
/ˌɒpər'tunəti/

perseverance  
/ˌpɜ:sə'veɪrəns/

reward  
/rɪ'wɔ:d/

support  
/sə'pɔ:t/

talent  
/'tælənt/

conflict  
/'kɒn,flɪkt/

crisis  
/'kraɪsɪs/

deadline  
/'ded,laɪn/

decision  
/dɪ'sɪʒ(ə)n/

driving  
/'draɪvɪŋ/

exams  
/ɪg'zæmz/

interview  
/'ɪntər,vju/

management  
/'mænɪdʒmənt/

moving house  
/'muvɪŋ haʊs/

pressure  
/'preʃər/

relationship  
/rɪ'leɪʃ(ə)n,ʃɪp/

responsibility  
/rɪ,spɒnsə'bɪlətɪ/

## Unit 7 Unit opener language support



calm

/kɑ:m/

distressed

/dɪ'strest/

frightened  
/'fraɪt(ə)nd/hysterical  
/'hɪ'sterɪk(ə)l/nervous  
/'nɜ:vəs/scared  
/skerd/sick  
/sɪk/tense  
/tens/terrified  
/'terə,faid/unaffected  
/,ʌnə'fektəd/uncomfortable  
/ʌn'kʌmfərtəb(ə)l/upset  
/,ʌp'set/

actor  
/'æktər/

artist  
/'ɑːtɪst/

athlete  
/'æθlɪt/

explorer  
/'ɪksplɔːrər/

king / queen / prince  
/princess  
/kɪŋ/ /kwɪn/ /prɪns/  
/'prɪnsəs/

military leader  
/'mɪlɪteri 'lɪdər/

movie star  
/'muvi stɑːr/

poet  
/'pəʊət/

president  
/'prezɪdənt/

religious leader  
/rə'lɪdʒəs 'lɪdər/

singer  
/'sɪŋər/

writer  
/'raɪtər/

<p>bacteria /bæk'tɪrɪə/</p>	<p>clean /kliːn/</p>
<p>desalination plant /ˌdɪsæli'neɪʃ(ə)n plænt/</p>	<p>groundwater /'graʊnd,wɔːtər/</p>
<p>lake /leɪk/</p>	<p>mineral water /'mɪn(ə)rəl wɔːtər/</p>
<p>natural spring /'nætʃ(ə)rəl sprɪŋ/</p>	<p>reservoir /'rezəvɔːr/</p>
<p>river /'rɪvər/</p>	<p>surface water /'sɜːfəs wɔːtər/</p>
<p>water treatment works /'wɔːtər 'trɪtmənt wɜːks/</p>	<p>well /wel/</p>

articulate  
/ɑr'tɪkjʊlət/

confident  
/'kɒnfɪdənt/

convincing  
/kən'vɪnsɪŋ/

effective  
/ɪ'fektɪv/

expressive  
/ɪk'spresɪv/

open  
/'əʊpən/

passionate  
/'pæʃ(ə)nət/

persistent  
/pər'sɪstənt/

powerful  
/'paʊəf(ə)l/

sympathetic  
/ˌsɪmpə'tetɪk/

understanding  
/ˌʌndər'stændɪŋ/

warm  
/wɔrm/

**UNIT 1 NOURISHMENT**

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit assignment: Describing a special dish in your country**

**25 points:** Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

**20 points:** Good achievement. Student fulfils the expectation for this part of the assignment, but may have a few errors or need some improvement.

**15 points:** Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

**5 points:** Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	Met		Unmet		Comments
	25 points	20 points	15 points	5 points	
Each paragraph is around 100–130 words in length.					
The paragraphs describe the ingredients of a special dish and the traditional event that it is eaten at.					
The paragraphs use some compound sentences joined by <i>and</i> , <i>but</i> or <i>so</i> .					
The paragraphs use some examples of modal verbs of certainty, possibility, recommendation, or obligation.					
The paragraphs are clear and informative to the reader.					

Total: \_\_\_\_\_ /100

Comments:

## UNIT 2 COMMUNITY

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit assignment: Describing your community's rules**

**25 points:** Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

**20 points:** Good achievement. Student fulfils the expectation for this part of the assignment, but may have a few errors or need some improvement.

**15 points:** Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

**5 points:** Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	Met		Unmet		Comments
	25 points	20 points	15 points	5 points	
The essay is 150–200 words in length.					
The essay has been carefully planned with ideas organized in a chart.					
The paragraphs are well-organized, with each one containing one clear topic.					
The final paragraph describes how rules influence behavior in general.					
The essay uses verbs of compulsion and prohibition correctly.					

Total points: \_\_\_\_\_ /100

Comments:

**UNIT 3 SPACE**

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit assignment: Describing an amateur discovery**

**25 points:** Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

**20 points:** Good achievement. Student fulfils the expectation for this part of the assignment, but may have a few errors or need some improvement.

**15 points:** Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

**5 points:** Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	Met		Unmet		Comments
	25 points	20 points	15 points	5 points	
The article is 150–200 words in length.					
The article is well-organized with a topic sentence to introduce the discovery.					
The article uses a variety of sentence types and conjunctions.					
The article uses the passive voice effectively.					
The article is engaging to the reader.					

Total: \_\_\_\_\_ /100

Comments:

**UNIT 4 SCALE**

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit assignment: Comparing consumer behavior**

**25 points:** Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

**20 points:** Good achievement. Student fulfils the expectation for this part of the assignment, but may have a few errors or need some improvement.

**15 points:** Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

**5 points:** Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	Met		Unmet		Comments
	25 points	20 points	15 points	5 points	
The paragraph is 100–150 words in length.					
The paragraph is well-organized with a topic sentence to introduce the main idea.					
The paragraph discusses the similarities and differences between two people and their consumer behavior.					
The paragraph uses a variety of complex sentences.					
The paragraph uses comparatives and superlatives correctly.					

Total: \_\_\_\_\_ /100

Comments:

## UNIT 5 SUCCESS

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit assignment: Writing a personal statement**

**25 points:** Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

**20 points:** Good achievement. Student fulfils the expectation for this part of the assignment, but may have a few errors or need some improvement.

**15 points:** Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

**5 points:** Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	Met		Unmet		Comments
	25 points	20 points	15 points	5 points	
The paragraph is 100–150 words in length.					
The paragraph has been carefully planned with ideas organized in a chart.					
The personal statement is organized clearly and logically, describing a personal challenge and the steps taken to overcome it.					
The paragraph uses past tenses accurately.					
The paragraph is written in an honest, but positive tone.					

Total: \_\_\_\_\_ /100

Comments:

**UNIT 6 PRESSURE**

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit assignment: Writing a summary**

**25 points:** Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

**20 points:** Good achievement. Student fulfils the expectation for this part of the assignment, but may have a few errors or need some improvement.

**15 points:** Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

**5 points:** Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	Met		Unmet		Comments
	25 points	20 points	15 points	5 points	
The summary is 100–150 words in length.					
The summary focuses on the main idea of the text and includes key supporting details.					
The summary contains a variety of synonyms and paraphrases the main text to avoid plagiarism.					
The summary does not change the meaning of the main text.					
The summary includes an example of a conditional clause.					

Total: \_\_\_\_\_ /100

Comments:

## UNIT 7 FEAR

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit assignment: Describing a common fear**

**25 points:** Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

**20 points:** Good achievement. Student fulfils the expectation for this part of the assignment, but may have a few errors or need some improvement.

**15 points:** Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

**5 points:** Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	Met		Unmet		Comments
	25 points	20 points	15 points	5 points	
The paragraph is 100–150 words in length.					
The paragraph is well-organized with a topic sentence to introduce the main idea.					
Supporting details (examples, explanations, or specific information) support the main point.					
The paragraph contains an example using a conditional sentence.					
The concluding sentence contains an additional detail, example, or explanation.					

Total: \_\_\_\_\_ /100

Comments:

## UNIT 8 STORIES

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit assignment: Describing a study subject**

**25 points:** Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

**20 points:** Good achievement. Student fulfils the expectation for this part of the assignment, but may have a few errors or need some improvement.

**15 points:** Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

**5 points:** Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	Met		Unmet		Comments
	25 points	20 points	15 points	5 points	
The paragraph is 100–150 words in length.					
The paragraph is well-organized with a topic sentence to introduce the subject.					
The paragraph defines key terms clearly.					
The paragraph extends definitions by giving examples, definitions, and further details.					
The paragraph gives a definition of the writer's subject using a relative clause.					

Total: \_\_\_\_\_ /100

Comments:

## UNIT 9 WATER

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit assignment: Writing about a water issue**

**25 points:** Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

**20 points:** Good achievement. Student fulfils the expectation for this part of the assignment, but may have a few errors or need some improvement.

**15 points:** Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

**5 points:** Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	Met		Unmet		Comments
	25 points	20 points	15 points	5 points	
The pamphlet is 150–200 words in length.					
The pamphlet is well-organized with a topic sentence to introduce the main idea.					
The pamphlet uses statistics and supporting evidence from the text to support the main ideas.					
The pamphlet uses passive structures accurately.					
The pamphlet uses a persuasive tone to influence the reader.					

Total: \_\_\_\_\_ /100

Comments:

## UNIT 10 PERSUASION

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Unit assignment: Writing a persuasive essay

**25 points:** Excellent achievement. Student successfully fulfils the expectation for this part of the assignment with little or no room for improvement.

**20 points:** Good achievement. Student fulfils the expectation for this part of the assignment, but may have a few errors or need some improvement.

**15 points:** Satisfactory achievement. Student needs some work to fulfil the expectation for this part of the assignment, but shows some effort.

**5 points:** Poor achievement. Student does not fulfil the expectation for this part of the assignment.

	Met		Unmet		Comments
	25 points	20 points	15 points	5 points	
The essay is 200–250 words in length.					
The essay begins with a clear and specific claim and gives the main arguments to support it.					
The essay is well-organized, and statistics and evidence are used effectively to support the claim.					
The essay uses a variety of reporting verbs.					
The essay uses indirect quotations accurately.					

Total: \_\_\_\_\_ /100

Comments:



### Vocabulary skill

- 1**  
 1 promotion            6 embarrassment  
 2 collaboration      7 imprisonment  
 3 confusion            8 argument  
 4 information        9 disagreement  
 5 punishment

- 2**  
 1 collaborate        5 Promotion  
 2 argument            6 embarrassment  
 3 confusion            7 imprisonment  
 4 punish              8 inform

- 3**  
*Students' own answers*

### WRITING Describing your community's rules

#### Writing skill

*Students' own answers*

#### Grammar

- 1**  
 1 from stealing  
 2 to behave  
 3 from breaking  
 4 to do  
 5 cooperate  
 6 from acting
- 2**  
 1 from disobeying  
 2 to behave  
 3 from breaking  
 4 follow  
 5 to cooperate  
 6 from becoming

- 3**  
*Students' own answers*

### WRITING TASK

#### Brainstorm

**1**  
 Rules help us live together in a community. At my local park, there is a sign that reads, "Keep off the grass." Why do park officials want to stop people from walking on the grass? Because our community has a need for a nice green space to relax, we are all expected to keep our park clean and in good condition for everyone's enjoyment. If everyone walked on the grass, the grass would die. No one would be able to enjoy a beautiful green park. Sometimes, people disobey the rules and play soccer on the grass. Although it's not enough to destroy the grass, I feel that everyone should obey the rules. If one person breaks the rules, then more people expect to be able to do what they want. In a community, rules are in place to protect everyone. What we do and how we act affect everyone, not just ourselves. We need rules in order to live safely. If there were no rules or laws, it would be difficult to prevent people from committing more serious crimes.

### STUDY SKILLS Brainstorming and essay planning

#### Scenario

Khalid planned and wrote his assignment in isolation without discussing it with a study partner, or his tutor. First, he should have checked the meaning of the essay title with his tutor to ensure that he stayed on topic when he wrote. Khalid was given a three week time limit—he could have compared and brainstormed ideas with his classmates for inspiration. After brainstorming, he should have planned his essay carefully, organizing his ideas logically, i.e., in a table or word map. These steps would have given him the knowledge and extra confidence to research the essay topic further online or in the library. Once he had gained greater background knowledge and ideas, he should have reviewed his essay plan, making any changes necessary before writing the essay.

#### Over to you

*Possible answers:*

- The more people you discuss a topic with, the greater variety of ideas, examples, and opinions you will hear. This will help you form or consolidate your own opinions, and enable you to think of more evidence and examples to use when writing.
- Any gaps in your knowledge will be exposed during the initial planning stages. You will want to find evidence to support your opinions. After planning, you will have more of an idea of how to focus your research. This will save time and ensure that you write on topic.
- You should ask your classmates / friends their opinions or read about the topic.

## UNIT 3 Space

### Vocabulary preview

- |             |             |
|-------------|-------------|
| 1 speculate | 5 odds      |
| 2 chance    | 6 simulate  |
| 3 predicted | 7 scenario  |
| 4 estimates | 8 interpret |

### READING 1 Discovered by amateurs

#### Before you read

*Students' own answers*

#### Global reading

Space discoveries made by non-professionals

#### Close reading

- |   |  |
|---|--|
| 1 an exploding star   | 4 something that orbits / moves around the sun |
| 2 an enormous system of stars and gases                             | 5 small  |
| 3 very interested in space, but isn't formally trained in astronomy |  |

### READING 2 Close encounters

#### Before you read

*Students' own answers*

#### Global reading

- |                      |                 |
|----------------------|-----------------|
| 1 Jupiter            | 8 risk          |
| 2 Earth              | 9 Pattern       |
| 3 comet              | 10 soon         |
| 4 Examples           | 11 Introduction |
| 5 Near Earth Objects | 12 examples     |
| 6 Odds               | 13 collisions   |
| 7 measuring          |                 |

#### Close reading

1 M 2 D 3 M 4 D

#### Vocabulary skill

- 1**  
 1 geo = earth  
 2 astro = stars  
 3 thermo = heat  
 4 respir = breathing  
 5 psych = mind  
 6 photo = light
- 2**  
 1 Thermodynamics  
 2 Geology  
 3 astronomer  
 4 Photographs  
 5 respirator  
 6 Psychology

### WRITING Describing an amateur discovery

#### Grammar

**1**  
 The author chose to use the passive in these sentences because they want to focus on the action and not the person / thing doing the action. In sentences 3 and 5, the person doing the action is unknown / unimportant.

- 2**  
 1 was confirmed  
 2 had been observed  
 3 define  
 4 was discovered.  
 5 struck  
 6 was struck

- 3**  
 1 Science fiction is often confused with science fact.  
 2 The results will be analyzed by scientists.  
 3 A barometer is used for measuring atmospheric pressure.  
 4 It is thought another strike on Earth will happen soon.

#### Writing skill

- 1**  
 a 4 b 2 c 1 d 3, 5
- 2**  
 1 Jupiter was struck by a comet in 1993.  
 2 The enormous system of stars and gases that we live in is called the Milky Way.  
 3 A 24-year-old farmer's son made a major discovery.

- 4 These scenarios are possible, but most people don't change their lifestyle to avoid these minimal risks.

**WRITING TASK**

**Brainstorm**

**1**  
The record for discovering the most supernovas is held by Robert Evans, an amateur astronomer from Australia. His skill at noticing changes in the sky is remarkable; it has been described as being able to spot a grain of salt that has been added to a table covered in salt. Evans doesn't generally have access to an observatory, nor does he use fancy equipment. Most professional astronomers use huge, high-tech telescopes to watch the sky, yet Evans's record was achieved with much smaller amateur's telescopes. In 1983, Evans discovered a previously unknown type of supernova, so in addition to discovering 42 supernovas to date, he has also contributed to our knowledge of them.

**UNIT 4 Scale**

**Vocabulary preview**

- 1 consumers                      4 debt  
2 behavior                        5 generation  
3 demand                         6 satisfaction

**READING 1 The superconsumer generation**

**Before you read**

Students' own answers

**Global reading**

**1**  
**Possible answers:**  
Good: covers the most important points, the author generally uses his/her own words  
Bad: factual error (early eighties—should be early seventies), extra detail about Walmart is unnecessary.

- 2**  
1 choice                            5 debt  
2 online                            6 demanding  
3 explosion                        7 understand  
4 decade                          8 loyalty

**Close reading**

- 1 NG 2 F 3 T 4 NG 5 T 6 F 7 T

**READING 2 The sky's the limit**

**Before you read**

Students' own answers

**Global reading**

- 1 3 2 5 3 1 4 6 5 4 6 2

**Close listening**

**1**  
it = Empire State Building  
these = previous world's tallest buildings  
this = the world's tallest building

- 2**  
1 the Shard  
2 the Shard's  
3 the Burj Khalifa's  
4 the X-Seed 4000  
5 the idea that the Burj Khalifa is more than double the height of the Empire State Building

**Vocabulary skill**

- 1**  
1 D 2 D 3 S 4 D 5 D 6 S 7 D  
**2**  
1 a 2 c 3 b 4 a 5 a 6 c

**WRITING Comparing consumer behavior**

**Writing skill**

- 1**  
1 Before  
2 Since  
3 While  
4 Since  
5 if  
**2**  
1 Although  
2 When  
3 because  
4 While  
5 if  
**3**

Students' own answers

**Grammar**

- 1**  
1 most famous  
2 smaller  
3 larger  
4 most luxurious  
5 most expensive  
6 cheaper  
7 busiest  
8 quieter  
9 younger  
10 more formal  
**2**  
1 The better your products are, the easier it will be to attract consumers.  
2 Taller and taller buildings are constructed every decade.  
3 Consumers are getting better and better at finding the cheapest prices online.  
4 The more important Internet shopping becomes, the more flexible retailers will need to be.

**WRITING TASK**

**Brainstorm**

**1**  
The differences in the way that men and women shop.  
While men tend to make their buying decisions based on immediate needs, women are more likely to purchase something because

it can be used again and again over time. Although men also consider the usefulness of the product for the long term future, this factor is less important for them.

**UNIT 5 Success**

**Vocabulary preview**

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

**READING 1 What does it take to be successful?**

**Before you read**

- 1 fashion                            5 Sony®  
2 Microsoft®                        6 Facebook  
3 basketball                        7 movies  
4 eBay™                              8 television

**Global reading**

- 2**  
1 Persistence                        3 Vision  
2 Passion                            4 Creativity

**Close reading**

- 1 a picture in                        3 possibilities and  
2 from your                         opportunities  
mistakes                            4 love

**READING 2 Did they just get lucky?**

**Before you read**

Students' own answers

**Global reading**

- 1**  
1 c 2 b 3 a  
**2**  
a John Pemberton b William Perkin

**Close reading**

- 1**  
1 b 2 c 3 a  
**2**  
a E b C c C d E e C f E

**Vocabulary skill**

- 1**  
1 qualities                            3 persist  
2 have a picture in                4 failures, mistakes  
your mind                            5 barriers  
**2**  
1 potential                            4 limitations  
2 attribute                            5 setbacks  
3 visualize                            6 persevered

**WRITING Writing a personal statement**

**Writing skill**

**1**  
1 When the web took off in the mid-1990s, Pierre Omidyar, a computer programmer, worried that big business would be a barrier to individual commerce.

OR When the web took off in the mid-1990s, computer programmer Pierre Omidyar worried that big business would be a barrier to individual commerce.

2 Paul Ehrlich, a German scientist in the 1870s, used Perkin's dyes to do groundbreaking work in chemotherapy. OR Paul Ehrlich, a German scientist, used Perkin's dyes to do groundbreaking work in chemotherapy in the 1870s.

3 In the late 1800s, pharmacist John Pemberton was trying to find a cure for headaches.

OR In the late 1800s, John Pemberton, a pharmacist, was trying to find a cure for headaches.

4 Pemberton started selling his drink in 1887, at a local drugstore soda fountain, and it remained there for eight years before his business finally took off.

OR Pemberton started selling his drink at a local drugstore soda fountain in 1887, and it remained there for eight years before his business finally took off.

5 The penicillin mold that Fleming discovered by chance became the first antibiotic and is still one of the most widely used antibiotics today.

### Grammar

1

1 The students were waiting for the professor to begin the presentation.

2 Fared was writing his assignment when the phone rang.

3 I'm sorry, I didn't hear what you said. I was reading this article for my essay.

4 I saw Cristina yesterday. She was studying in the library.

5 The students were discussing the results of the experiment when the bell rang.

2

1 was trying; created

2 were hiking; noticed; invented

3 was working; was looking; discovered

4 was looking; was working; spilled

## WRITING TASK

### Brainstorm

1

My determination to succeed has been met with many challenges. My first challenge came when I decided to go to college. None of my friends decided to go to college, and while I was applying and preparing to go, we grew apart. During the first year of my master's program, I changed jobs, and my wife and I had twins. While I was writing my master's thesis, I also had to deal with a lot of pressure in my new job. While I was working hard to meet all my targets in my job, and help my wife take care of our children, I completed my master's program with top grades. Last year, I completed my Ph.D. When I was walking across the stage to receive my diploma, I realized with great pride that accomplishing any dream takes a lot of perseverance and determination.

## STUDY SKILLS Editing your own work

### Scenario

Possible answer:

Akiko researched her essay, and checked the grammar and spelling. She checked the style of her essay and changed some of the vocabulary she used. However, she didn't check that the argument of her essay was clear, and that each paragraph only had one main topic and linked back to her main argument. Also, she didn't leave enough time to change her essay.

## UNIT 6 Pressure

### Vocabulary preview

- |            |            |
|------------|------------|
| 1 Stress   | 5 impact   |
| 2 pressure | 6 desire   |
| 3 strain   | 7 ambition |
| 4 satisfy  | 8 achieve  |

## READING 1 The stresses and strains of work

### Global reading

summary 2

### Close reading

1

According to a poll of over 3,000 people, conducted by SWNS for SkillSoft, 97 percent of IT professionals feel the impact of stress every day. Eighty percent feel stressed before getting to work, and 25 percent have taken time off work because of stress.

2

Students' own answers

## READING 2 Rich and famous

### Global reading

1

- |            |            |
|------------|------------|
| 1 negative | 3 negative |
| 2 negative | 4 positive |

2

1 A recent study has highlighted a dramatic and rather worrying shift in children's ambitions.

2 According to the survey, children desire these jobs largely because of the excessive wealth associated with them.

3 People unrealistically believe that a celebrity lifestyle is easily obtainable and leads to great satisfaction.

4 In the past, people had more modest, sensible aims such as earning a steady income, not being unemployed, and enjoying their work.

### Close reading

1

Students' own answers

2

Students' own answers

### Vocabulary skill

1

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

2

Answers with a different word order are possible, but the most natural ones are given here.

1 People are likely to be happier in less pressured jobs.

2 Unfortunately, most people won't be rich and famous. / Most people won't be rich and famous, unfortunately.

3 IT professionals typically have to deal with people who do not understand computers.

4 People undoubtedly want more money nowadays. / Undoubtedly, people want more money nowadays.

5 Movie stars are perhaps the wealthiest entertainers.

6 Constant goal setting apparently leads to more disappointment and pressure. / Apparently, constant goal setting leads to more disappointment and pressure.

7 In the future, employers will hopefully implement measures to make their employees' lives less stressful. / Hopefully, in the future, employers will implement measures to make their employees' lives less stressful.

8 Children's career aspirations are largely based on becoming rich rather than finding job satisfaction.

## WRITING Writing a summary

### Writing skill

1

Possible answers:

achieve—meet / fulfil / accomplish  
satisfaction—happiness / contentment / fulfilment

stressful—pressured / high-pressure / demanding

job—work / employment / profession / occupation

range—variety / assortment

wealth—money / earnings / riches

pressure—stress / strain

2

People working in all of these jobs have a range of targets to achieve and deadlines to meet in order to satisfy their employers. If you work in sales and marketing, you will almost certainly have to meet sales targets. If you are a teacher, you will have to meet deadlines for handing in students' grades. Or, if you are an engineer, you will have to meet project deadlines. A shortage of time seems to cause pressure in a wide range of professions.

3

1 It is much shorter and uses different language wherever possible.

2 no

4

Students' own answers

5

Students' own answers

### Grammar

1

1 work; will / may / might get

2 graduate; will / may / might have

3 will / may / might be; change

- 4 is; will / may / might be  
 5 don't work; will / may / might feel  
 2

Students' own answers

3

Students' own answers

## WRITING TASK

A survey by SWNS for SkillSoft has identified the IT sector as the most stressful to work in. [paragraph 2] Apparently, the stress comes from having to deal with other people's lack of IT skills on a daily basis, but also from doing the job under time pressure. [paragraph 3] All of the top five most stressful professions have these common features. [paragraph 4] If you have to meet deadlines, you will feel stressed. [real conditional, paragraph 5] This is especially true when you have limited time. [paragraph 5 / 6] Many people hope to solve their stress issues by becoming self-employed. [paragraph 7] However, self-employment carries its own stresses and strains. [paragraph 7]

## STUDY SKILLS Referencing and plagiarism

### Scenario

Possible answer:

Lok researched her essay and used reliable academic sources to support her arguments. However, she copied someone else's work rather than using her own words or putting the information in quotation marks, and she forgot to list her sources.

## UNIT 7 Fear

### Vocabulary preview

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

## READING 1 Fears, reactions, coping

### Before you read

Students' own answers

### Global reading

1

- 1 paragraph 2      4 paragraph 5  
 2 paragraph 4      5 paragraph 3  
 3 paragraph 1

2

Possible answers:

Paragraph 1: If many people have the same fears, how do we all develop them?

Paragraph 2: We have developed a response to situations that might cause us harm, such as a bite from a poisonous snake or a bite from a dog.

Paragraph 3: Of course, not all fears are innate, (at end of previous paragraph); For example, if you see someone almost drown, you may react by developing a fear of water.

Paragraph 4: To answer this question, we have to define what is meant by phobia.

Paragraph 5: It might not cure the fear completely, but it will probably help people to cope better.

## Close reading

1

Possible answers:

- 1 topic sentence; introduces the main idea of the paragraph  
 2 gives a supporting example of a cause or source of a fear trigger  
 3 gives a second supporting example  
 4 concluding sentence; gives an explanation for why the previous examples might occur

2

- 1 snakes / spiders / heights / water / small enclosed spaces  
 2 bite from snake or dog  
 3 fear of water or heights  
 4 crossing bridges, going through tunnels  
 5 public speaking

## READING 2 Superhuman powers

### Before you read

Students' own answers

### Global reading

1

b

2

- 1 paragraph 2      4 paragraph 6  
 2 paragraph 5      5 paragraph 3  
 3 paragraph 1      6 paragraph 4

3

- 1 The brain has a natural fast response to danger.  
 2 Possibly, the brain creates a more detailed memory when we are faced with danger so when we look back at the event the details make it feel like it lasted a long time.  
 3 No; fear can be positive as well as negative.  
 4 Extreme danger can make many people feel completely calm with no emotional reaction at all.  
 5 We become stronger in certain situations, and physical skills like running and jumping improve.  
 6 The brain releases chemicals that make the mind more alert and active when attention is needed.

### Close reading

- 1 skills like putting a key in a door  
 2 We normally use 65% of our strength, but we can use 85% in dangerous situations.  
 3 speaking in front of 200 people  
 4 It's possibly because part of the brain creates a more detailed memory of the situation, so it seems like time has passed more slowly.  
 5 We often panic and feel nervous.  
 6 We may become stronger.  
 7 the feeling of time slowing down

### Vocabulary skill

1

comment on something = make a written or spoken remark about something, especially giving an opinion

focus on something = concentrate on something and pay particular attention to it  
 associate something with somebody / something = form a connection in your mind between people or things  
 depend on something = be changed or affected by something

react to something = behave in a particular way because of something

benefit from something = get help or an advantage from something

attribute something to somebody / something = believe that something is the result of a particular situation, event, or person's actions

2

- 1 The way she reacts to feedback is very negative.  
 2 He depends on other people a lot for help.  
 3 People with phobias benefit from visiting a doctor.  
 4 Fear is often associated with something we have learned from our experiences in life.  
 5 She always comments on the ideas of others.  
 6 He attributes his success to luck rather than hard work.

3

Students' own answers

## WRITING Describing a common fear

### Writing skill

1

Our response not only becomes faster, but another benefit of fear is that we also become stronger when we are faced with danger. [topic sentence]

Under pressure skills such as putting a key in a door usually become worse, but physical skills such as running and jumping tend to improve. [specific information]

If an angry dog is chasing you, you are probably going to run faster. [specific information]

In a normal situation we often only use 65% of our strength, but studies have shown that this can increase to as much as 85% in more dangerous situations. [specific information]

2

Possible answers:

Paragraph 1

Phobias affect people in different ways.

Paragraph 2

Many phobias are learned at an early age.

### Grammar

1

- 1 've been      4 've given  
 2 've heard      5 Have you had  
 3 haven't felt      6 Have you seen

2

- 1 I haven't flown since I was a child.  
 2 I haven't taken an elevator for five years.  
 3 I haven't been to the dentist since I was ten years old.  
 4 I haven't spoken in public for two years.

3

Students' own answers

## WRITING TASK

**1**  
Have you ever felt afraid in an enclosed space like an elevator? You may have what is known as claustrophobia. This is a fear of being in a space you feel you cannot leave. [explanation] If somebody with claustrophobia enters a small space like an elevator, they will probably panic when the doors close. [example] Many situations, such as traveling in an elevator, subway train, or airplane, cause claustrophobic people to panic, but in the worst case, even closing the door to a room can cause this feeling. [example]

### UNIT 8 Stories

#### Vocabulary skill

- |              |               |
|--------------|---------------|
| 1 biography  | 5 consciously |
| 2 narrative  | 6 myth        |
| 3 elaborates | 7 plot        |
| 4 recall     | 8 protagonist |

## READING 1 National hero

### Before you read

**1**  
*Students' own answers*

#### Global reading

- |           |           |
|-----------|-----------|
| 1 fact    | 4 opinion |
| 2 opinion | 5 fact    |
| 3 fact    | 6 opinion |

#### Close reading

- |           |                   |
|-----------|-------------------|
| 1 funeral | 4 North Pole      |
| 2 race    | 5 better prepared |
| 3 changed |                   |

## READING 2 Mixed memories

### Before you read

**1**  
He remembers being excited, but she says he was scared and crying.  
He thinks he made lots of friends, but she says he wouldn't talk to the other children.  
He says he really liked his teacher, but she remembers that he cried when the teacher spoke to him.

**2**  
*Students' own answers*

#### Global reading

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

#### Close reading

- they enjoy strong family relationships
- their parents spend more time reading to them
- there are so many firsts during the teenage years
- the relative importance of events in our twenties is always changing
- we tell these stories most frequently to other people
- to give logic to our lives

## Vocabulary skill

- 1**  
a /kən'dakt/ (phonetic transcription)  
b \*\*\* (the 2,500 most common and basic English words)  
c [T] (transitive verb)
- 2**  
**1** a the legal position of a person, country, etc.  
b a high social position that makes other people respect and admire you  
**2** a continuing at the same rate, level, or amount over a particular period of time  
b continuous or regular over a long period of time  
**3** a to say that something is true, even though there is no definite proof  
b to win something such as a prize or a top position in sport  
**4** a to influence the way that a person, idea, or situation develops  
b to form something into a particular shape  
**5** a to continue existing or happening for or until a particular time  
b to continue to stay alive or be well, or to continue to be able to do a job, in spite of difficulties

## WRITING Describing a study subject

### Writing skill

**1**  
One way of defining people, which was used by psychologists in the past, was to divide people into pessimists and optimists. [topic sentence] A pessimist is someone who takes a negative approach to life, while an optimist is someone who approaches life positively. [definitions] For instance, a pessimist would view a glass as half empty while an optimist would see a glass as half full. [examples] From a psychological perspective, optimists would believe that they have control over their own life and destiny while pessimists would feel that they had no control over their own destiny. [further details]

**2**  
2, 1, 4, 3

### Grammar

- 1**  
1 whose                      5 why  
2 where                      6 when  
3 where                      7 whose  
4 why
- 2**  
1 whose                      3 where  
2 why                        4 when

## WRITING TASK

### Brainstorm

**1**  
main topic: stories  
what is being defined: moral stories  
defining relative clause: In particular, stories that have a moral show what is considered right and wrong in a society.

## STUDY SKILLS Reviewing material

### Scenario

*Possible answer:*  
Manuel attended all the classes and made notes. He organized his notes, but they were too long and unfocused when he came to review them. He used revision cards, key word triggers, and used past papers, but he didn't work with others and so couldn't think of different points of view.

### UNIT 9 Water

#### Vocabulary preview

- |              |            |
|--------------|------------|
| 1 originated | 4 concede  |
| 2 desperate  | 5 forecast |
| 3 simulation | 6 deprived |

## READING 1 Freshwater delivery

### Before you read

*Possible answers:*  
1 build reservoirs  
2 persuade people to use less water  
3 transport ice from the polar regions  
4 drink salt water

### Global reading

*Possible answers:*  
**2** French engineer—idea—drag icebergs to dry areas for dr. water.  
**4** Mougín—1975—plan to bring iceberg fr. N. Pole to Red Sea. Failed.  
**6** 1st goal—1 iceberg from Canada across Atlantic. Need right kind iceberg, surround with "skirt."  
**7** Method v expensive—est. \$11.5m to tow iceberg > approx. 3x cost of desalination.

### Close reading

- |              |              |
|--------------|--------------|
| 1 salt water | 4 two thirds |
| 2 97%        | 5 \$0.30     |
| 3 31%        |              |

## READING 2 The world's largest garbage dump

### Before you read

*Students' own answers*

#### Global reading

- Pacific
- land
- ocean currents
- harm

#### Close reading

- 1**  
1 a 2 b 3 d 4 e 5 c 6 f
- 2**  
a 84                              d fish; crabs  
b ten                            e 3.5 million  
c 80; 20                        f food chain

#### Vocabulary skill

- 1**  
1 b 2 a 3 d 4 c

- 2
- 1 result in                      4 As
- 2 cause of                      5 One effect
- 3 As a result,

### WRITING Writing about a water issue

#### Writing skill

- 1
- 1 e 2 d 3 a 4 b 5 c

2  
*Students' own answers*

#### Grammar

- 1
- 1 Scientists have analyzed ...
- 3 ... have not yet been discovered.

#### 3

*Possible answers:*

- 1 An economical way to harvest freshwater from icebergs has not yet been found.
- 2 Various tactics have been used to raise the public's awareness of the issue.
- 3 Growing populations of crabs have been found in the area.
- 4 Prior to the study, the effects had not been known.

### STUDY SKILLS Forming a study group

#### Scenario

*Possible answer:*

Lujain joined a study group and helped others in her group. However, she started to dominate the group and did not listen to the other members of the group. She did not encourage everyone to take part.

## UNIT 10 Persuasion

#### Vocabulary preview

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

### READING 1 Charisma

#### Before you read

#### 2

*Possible answers:*

- |              |             |
|--------------|-------------|
| independent  | confident   |
| enthusiastic | fascinating |
| leader       | relaxed     |
| persuasive   |             |

#### Global reading

- 1 c 2 e 3 d 4 a 5 b

#### Close reading

- |      |      |      |
|------|------|------|
| 1 EO | 3 E  | 5 EO |
| 2 EX | 4 EO |      |

### READING 2 The healing power of persuasion

#### Global reading

#### 1

The first sentences of paragraphs 2, 3, and 5 are bridge sentences.

#### 2

- 1 the first sentence of paragraph 3
- 2 the first sentence of paragraph 5
- 3 the first sentence of paragraph 2

#### Close reading

#### 1

- 1 3 2 1 3 5 4 2 5 4

#### 2

- 1 Probably; studies have shown that a positive belief about the outcome of a treatment has a physical effect.
- 2 It is the ability of a fake pill or treatment to make you feel better because you believe it will.
- 3 No, a third of the benefits of *any* treatment can be attributed to the placebo effect, according to experts.
- 4 They trust that doctors know what they are doing, so they believe the treatment the doctor prescribes will make them better.
- 5 In real situations, the doctor's and the patient's expectations that the treatment will work increases the strength of the placebo effect.

#### 3

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

#### Vocabulary skill

#### 1

- 1 qualities
- 2 learned
- 3 mirroring
- 4 genuine
- 5 medicine
- 6 thorough
- 7 hopefulness
- 8 studies OR real treatment

#### 2

- 1 S
- 2 A
- 3 S
- 4 A
- 5 S
- 6 S
- 7 S
- 8 A (studies) or S (real treatment)

#### 3

- |              |                      |
|--------------|----------------------|
| 1 innate     | 5 prescription       |
| 2 insincere  | 6 clinical practice; |
| 3 attributes | optimism             |
| 4 mimic      | 7 rigorous           |

### WRITING Writing a persuasive essay

#### Writing skill

1 The ideas that are suitable are:  
Celebrities who appear in ads for medicines can't be trusted because they are paid.  
Doctors shouldn't prescribe placebos in life-threatening situations.

Patients should always get a second medical opinion before taking a medication.

#### 2

*Students' own answers*

#### Grammar

*Possible answers:*

- 1 Dr. Smith pointed out that charismatic people usually lean forward and look people in the eye.
- 2 A leading doctor explained that people are happy to take placebos because they are effective.
- 3 One scientist added that in drug trials, a drug will only get approved if it works better than a placebo.
- 4 Barnett believes that placebos and fake medicines cause a psychological response, but they don't have any direct physical effects.
- 5 Johnson thinks that people often copy the behavior of charismatic people without realizing it, for example, by copying their body language.
- 6 One leading researcher warned that charisma can be learned, but not faked.

### WRITING TASK

#### Brainstorm

#### 1

Homeopathic or "natural" medicines are a very profitable business, but they are actually no more effective than placebos. Millions of dollars are spent every year on these treatments. and millions of people swear that they work. However, many prominent scientists believe that the main reason they work is the placebo effect—patients get better because they believe they will. A study by Dr P. MacDonald showed that in a trial, 53% of people of using a homeopathic treatment got better within a week. but 52% of people using a placebo showed the same improvements. On the other hand, 73% of people using a non-homeopathic drug were cured. This provides very strong evidence that homeopathic medicines are no more effective than a placebo, Dr MacDonald claims.

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#### **Skillful Digibook**

##### **Recommended minimum system requirements**

###### **Windows**

	<b>Windows XP SP3</b>	<b>Vista</b>	<b>Windows 7 &amp; 8</b>
CPU Speed	Core 2 Duo, 2.53 GHz	Core 2 Duo, 2.53 GHz	Core 2 Duo, 2.93 GHz
Browser	Explorer 8 & 9, Firefox, and Chrome		

###### **Macintosh OS**

	<b>10.6</b>	<b>10.7</b>	<b>10.8</b>
CPU Speed	Core 2 Duo – 1.83 GHz	Core 2 Duo – 1.83 GHz	Core 2 Duo – 1.83 GHz
Browser	Safari		

##### **Additional recommended minimum system requirements**

Hard Disk (offline version only): Minimum 1 GB free on the install drive and minimum 2 GB free on the system drive.

Free RAM: 500 MB

Display: 1024 x 768 pixels, 32-bit colour

Add-ins: Flash Player 10.1

Broadband connection:

For Authentication/Registration/  
Download(offline version only)/Updates