

NEW EDITION



الجامعة العربية المفتوحة  
Arab Open University

# PROGRESSIVE Skills in English

Level 3 Teacher's Book



Terry Phillips and Anna Phillips

*Garnet*  
EDUCATION



NEW EDITION



الجامعة العربية المفتوحة  
Arab Open University

**PROGRESSIVE**

# **Skills**

## **in English**

**Level 3 Teacher's Book**

Terry Phillips and Anna Phillips

*Garnet*  
EDUCATION

**Published by**

Garnet Publishing Ltd.  
8 Southern Court  
South Street  
Reading RG1 4QS, UK

Copyright © Terry Phillips and Anna Phillips 2017.

The right of Terry Phillips and Anna Phillips to be identified as the authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

Second edition 2017

ISBN: 978-1-78260-311-5

British Library Cataloguing-in-Publication Data  
A catalogue record for this book is available from  
the British Library.

**Production**

Project managers: Richard Peacock, Nicky Platt  
Editorial team: Dr Sally Rabi, Emily McIntyre, Sarah Mellowes,  
Richard Peacock, Nicky Platt, Rod Webb  
Research: Lucy Phillips  
Design: Ed Du Bois, Mike Hinks  
Typesetting: Sarah Church, Bob House  
Photography: iStockphoto, Shutterstock  
Audio: EFS Television Production Ltd.

**Acknowledgements**

The Publishers would like to thank the following who contributed to the piloting of the Garnet series at AOU

1. FLS Deanship: Professor Ahmad Y. Majdoubeh and  
Professor Saleh Al-Salman
2. Egypt Branch: Dr Heba Badreldin, Dr Manar Shalaby,  
Ms Amira Fouad, and Dr Marine Milad.
3. Lebanon Branch: Dr Hayat Al-Khatib, Mr Ralph Sleiman,  
Ms Mirna Abdel Malak, and Ms Helen Zadourian






**Printed and bound**

in Lebanon by International Press: [interpress@int-press.com](mailto:interpress@int-press.com)

# Contents

<b>Book map</b>	4
<b>Introduction</b>	6
<b>Theme 1</b> Remembering and forgetting	21
<b>Theme 2</b> Friends and family	71
<b>Theme 3</b> Managing to be successful	117
<b>Theme 4</b> The media	169
<b>Theme 5</b> Customs: Origins and effects	201
<b>Word list</b>	256

# Book map

	Theme	Topics & Vocabulary	Listening	Speaking
<b>1</b>	<b>Remembering and forgetting</b> 	<ul style="list-style-type: none"> <li>Memory</li> <li>Learner styles</li> <li>Improving your memory</li> <li>Rehearsal and prompts</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>recording sources</li> <li>understanding indirect questions</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>indirect questions</li> <li>verb patterns: <i>forget, remember, remind, learn</i></li> <li>infinitives</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>preparing for a talk</li> <li>giving a talk</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li><i>should/shouldn't</i> and <i>could/couldn't</i></li> </ul>
<b>2</b>	<b>Friends and family</b> 	<ul style="list-style-type: none"> <li>Making and keeping friends</li> <li>Apologizing</li> <li>Parents, adults and children</li> <li>Decisions in families</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>recognizing the main points of a lecture or tutorial</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>intransitive and transitive verbs</li> <li>prepositional verbs</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>starting and ending a turn</li> <li>reporting problems</li> <li>introducing statements</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>uses of <i>that</i></li> <li>reported speech, including past perfect</li> </ul>
<b>3</b>	<b>Managing to be successful</b> 	<ul style="list-style-type: none"> <li>Managing time and self</li> <li>The time thieves</li> <li>Decisions, decisions, decisions</li> <li>For and against</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>recognizing lecture structure: signpost words and phrases</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>verb + infinitive with <i>to</i></li> <li>verb patterns: verb + object + <i>to do</i></li> <li>verb + <i>~ing</i></li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>reacting to contributors</li> <li>agreeing and disagreeing</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>tense agreement in short responses</li> </ul>
<b>4</b>	<b>The media</b> 	<ul style="list-style-type: none"> <li>The media and the audience</li> <li>Uses of media</li> <li>Reading the media</li> <li>Social media</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>restatement</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>replacement subject <i>It</i>: to indicate certainty; to indicate stance</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>explaining specialist terms</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>omitting items in repeated structures</li> </ul>
<b>5</b>	<b>Customs: Origins and effects</b> 	<ul style="list-style-type: none"> <li>Cultural diversity</li> <li>Wedding customs</li> <li>The price of happiness</li> <li>Cultural change</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>making good lecture notes</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>adjective endings</li> <li>understanding extra information about the object/complement</li> <li>understanding extra information about the subject</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>checking, explaining, asking to wait</li> <li>talking about past beliefs, habits, customs and routines</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li><i>used to/didn't use to</i></li> <li><i>would or had?</i></li> </ul>

Reading	Writing	Phonology	Everyday English	Portfolio
<b>Skills:</b> <ul style="list-style-type: none"> <li>recognizing sentence function</li> <li>reading line graphs</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>the complex noun phrase</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>writing argument essays</li> <li>writing thesis statements</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>SVO and SVC (revision)</li> </ul>	<ul style="list-style-type: none"> <li>vowel sounds (revision)</li> </ul>	Making friends	Memories
<b>Skills:</b> <ul style="list-style-type: none"> <li>distinguishing between fact and theory</li> <li>statements of theory</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>leading prepositional phrases</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>designing a survey form</li> <li>writing research reports</li> <li>writing topic sentences</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>permission and obligation with infinitive</li> <li>passives with <i>allow</i>, <i>expect</i></li> </ul>	<ul style="list-style-type: none"> <li>normal stress in two-syllable words: nouns, adjectives, verbs</li> </ul>	Apologizing	Relationships
<b>Skills:</b> <ul style="list-style-type: none"> <li>understanding non-text markers</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>identifying missing subjects and verbs after conjunctions</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>writing for and against essays</li> <li>comparing with adjectives and nouns</li> <li>describing trends</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>describing trends with present continuous and present perfect</li> <li>past simple vs present perfect</li> </ul>	<ul style="list-style-type: none"> <li>stress in multi-syllable words</li> </ul>	Interruptions	Self-management
<b>Skills:</b> <ul style="list-style-type: none"> <li>doing web research</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>information after <i>which/that</i></li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>writing persuasive essays</li> <li>giving supporting statements</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>unstressed syllables</li> <li>common intonation patterns</li> </ul>	Making arrangements	Social media and time wasting
<b>Skills:</b> <ul style="list-style-type: none"> <li>recognizing the writer's point of view</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>conditionals: zero and first (revision); second conditional</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>writing discussion essays</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>long subject noun phrases</li> <li><i>also</i> with mixed tenses</li> </ul>	<ul style="list-style-type: none"> <li>consonant clusters</li> </ul>	Suggesting and responding to suggestions	Developing cultures

# Introduction: Contents

The series	7	Developing independent learning	13
The themes	7	Developing critical thinking	13
The sections	7	Remembering real-world knowledge	13
The lessons	7	Using / Applying a key skill	13
Additional pages	7	Making and checking hypotheses	13
Everyday English	7	<b>Methodology</b>	<b>14</b>
Knowledge quiz	7	Everyday English	14
Portfolio	8	Knowledge / Vocabulary quiz	14
<b>Approach</b>	<b>8</b>	Portfolio	15
Aims	8	Listening	16
Moving from teaching general		Further speaking practice / drilling	17
to academic English	8	Setting up tasks	17
Discrete skills or integrated?	8	Use of visuals	17
Receptive skills – listening and reading	8	Pronunciation	17
Productive skills – speaking and writing	9	Comparing answers in pairs	18
Syntactic grammar for EAP	9	Monitoring	18
Syntactic grammar at Level 3	10	Feedback	18
Exercise naming	11	Confirmation and correction	18
Exercise types	11	Highlighting grammar	18
Vocabulary boxes	12	Self-checking	18
Skills Checks	12	Gap fill	18
Pronunciation Checks	12	Two-column activities	19
<b>Recurrent activities</b>	<b>13</b>	Ordering	19
Activating (background)		Tables and charts	19
knowledge / ideas	13	Error correction	19
Understanding words in context	13		
Transferring information (to the			
real world) / Using new skills in			
a real-world task	13		
Reviewing key words	13		
Identifying a new skill	13		
Predicting content	13		
Previewing vocabulary	13		
Hearing / Understanding / Studying a			
model / discourse structure	13		
Practising a model	13		
Producing a model	13		
Producing key patterns	13		
Showing comprehension	13		
Researching information	13		
Developing vocabulary	13		



# Introduction

## The series

This course is part of the multi-level *Progressive Skills in English* series. The series as a whole prepares students to study wholly or partly in English medium at tertiary level, or to join the world of academic English, on the internet and in print.

This new edition has been extensively revised to take into account feedback from both teachers and students. The accompanying Workbook provides further practice in all the skills areas.

## The themes

In each level of *Progressive Skills in English* there are five themes, covering a wide range of areas of human knowledge.

### Level 3

- Theme 1: Remembering and forgetting
- Theme 2: Friends and family
- Theme 3: Managing to be successful
- Theme 4: The media
- Theme 5: Customs: Origins and effects

## The sections

Within each theme there are four main sections, each dealing with a discrete skill: listening, speaking, reading or writing. A number of related topics are explored within each theme. For example, in Theme 5 the following areas are explored:

- Listening:** cultural diversity
- Speaking:** wedding customs
- Reading:** the price of happiness
- Writing:** cultural change

The focus in each section is on **one** specific skill. The Methodology notes in the lessons stress the discrete skills focus and caution against spending too much time on, for example, speaking in a listening section. This is not because the writers dislike integrated skills. Indeed, each theme ends with a section called Portfolio, which provides detailed guidance on integrated skills activities

following the completion of a particular theme. The insistence on the target skill is because the writers believe that both the teacher and the students should focus on improvement in a specific skill in a particular lesson, rather than moving constantly between different skills. However, the key word here is *focus*. More than one skill will, of course, be involved in any particular lesson. For example, in listening lessons there is almost always a speaking output, and in writing lessons there is almost always a reading input.

The commonality of theme across the four skill sections means that, by the end of a theme, students have a much deeper knowledge of both the information and vocabulary that it comprises than is normally achieved in ELT course books.

## The lessons

Each skill section contains two or four main lessons, and each lesson has a clear focus and purpose.

## Additional pages

Every theme contains three additional pages:

### Everyday English

This page is in the speaking section and builds skills in survival language and social English. In Theme 1, for example, this page covers *Making friends* and in Theme 2, *Apologizing*. See the **Methodology** section for more guidance.

### Knowledge quiz

This page is in the reading section and tests students on their acquisition of common core knowledge and thematic vocabulary from the theme. In Theme 1, for example, this page asks students to remember information about *Memory*. See the **Methodology** section for more guidance.

## Portfolio

This section comes at the very end of each theme and provides an opportunity to integrate skills learnt during the course. Students are provided with tasks and research information in additional listening and/or reading texts, and asked to produce talks and/or written texts. In Theme 3, for example, students are asked to research and talk about *self management*. See the **Methodology** section for more guidance.

## Approach

### Aims

In *Progressive Skills in English*, students learn to understand the main types of academic spoken language, lectures and tutorials, and the main types of academic written language, journal articles and encyclopedia entries. They also learn to produce the main kinds of student academic language, oral presentations, contributions to a tutorial and written assignments.

### Moving from teaching general to academic English

Many of the teaching techniques and approaches used in general English teaching can be transferred to the teaching of academic English. The differences are more to do with the syllabus and course content. Some of the key differences we have noted include:

#### Grammar

Most general English courses are driven by tense grammar. Since 80 per cent of academic English is in a present tense, the focus needs to move from tenses to syntactic grammar. For more details on this point, see **Syntactic grammar for EAP** on page 9.

#### Skills

A general English course will focus mainly on oral communication. Listening will be extremely varied, from conversations and anecdotes to radio programmes. Reading is often relegated to third place and writing to a very distant fourth. For the academic learner, reading and writing are at least as important as the other skills. For more details, see **Discrete skills or integrated?** below.

#### Content

In EAP, listening to lectures will be more relevant than listening to anecdotes and stories. Academic students need to learn to 'grab' relevant information from a lecture after one listening only. Similarly with reading, required content will mostly be fact or theory or a mixture, rather than fiction and anecdote. Students need to be able to decide

quickly which texts, or parts of texts are relevant to the task and extract the information. Listening and reading texts in general will be much longer in EAP than in a general English course.

### Vocabulary

Students need a wide range of formal language. Academic texts about a single subject tend to use a lot of synonyms for key nouns and verbs, so students need to deepen and broaden their lexical range all the time.

### Topics and themes

Sometimes you find very familiar 'EFL' topics in *Progressive Skills in English*, but then you will see that the approach to that topic is different. In Theme 2; Friends and family, for example, students learn about relationships, but then they discuss decision making within families in different cultures.

### Critical thinking

Students are encouraged to ask *why* and *how* throughout the course, and to relate information from a particular text to their own selves or their own country/area. They are shown the importance of evaluating information and looking for stance or bias on the part of the speaker or writer.

### Discrete skills or integrated?

In terms of presentation, *Progressive Skills in English* is very definitely a discrete skills course. Research has shown that students need to have a clear focus, with measurable objectives in order to make real progress, and this is only really possible if the skills are initially separated out. However, integration is the norm in the real world and, since the course aims to mimic real-world skills usage, integration is automatic once one moves from presentation. For example, in the receptive skills lessons, as in the real world, students have to make notes from reading and listening and then discuss their findings, thus bringing in writing and speaking to listening and reading lessons. In the productive skills lessons, as in the real world, students have to research before producing, thus bringing in reading and listening skills.

### Receptive skills – listening and reading

Research strongly suggests that listening and reading are based on a continuous interaction between top-down and bottom-up processes. Top-down processes prepare the listener or reader to understand the information in the text. Bottom-up processes ensure that the listener or reader can decode information in real-time, i.e., as it is actually being heard or read.

### Top-down processes

Before we can understand information, we need to recognize the context. We expect to hear different things in a restaurant, for example, from a lecture room, or to read different things in a novel and a religious text. We use context and co-text clues (pictures, newspaper headlines, diagrams) to **activate schemata** – pictures, we could say, of familiar situations. In the process, the brain makes available to us vocabulary, discourse structures and **background knowledge** of the real world, which help with bottom-up decoding. We start to develop **hypotheses** about the contents of the text, and we continually **predict** the next word, the next phrase, the next discourse point or the next communicative value as we are listening or reading. In *Progressive Skills in English*, students are taught to bring top-down processing to bear on new listening and reading texts. The course works to build schemata and background knowledge which will help students to predict content, in general and in particular. In the academic world, listening and reading normally have a productive by-product – detailed notes. Throughout *Progressive Skills in English*, students are taught to take notes and to use these notes in later activities to prove comprehension of the text.

### Bottom-up processes

Top-down processes enable listeners and readers to get a good general idea of what will be heard or read in a text. However, to get a detailed and accurate understanding, the text must be broken down into meaningful units. In the case of spoken English, this means being able to turn the stream of speech into actual words, which in turn means knowing the phonological code of English. With written English, it is slightly easier if your first language has a similar orthography to English, but it will continue to pose problems for students whose L1 is Chinese or Arabic, for example. Research has shown that we use syntax to achieve this breaking into meaningful units (see **syntactic grammar** below). In *Progressive Skills in English*, students are taught to recognize all the phonemes of English in context and to identify multi-syllable words from the stressed syllable in the stream of speech. They also learn to identify written words from the first two or three letters, a key skill which enables native speakers to understand written text at high speed. Students are also exposed to common syntactic patterns and practise breaking up incoming language into **subject, verb, object/complement and adverbial**.

### Productive skills – speaking and writing

Production in speech and writing in the normal EFL classroom is often more or less spontaneous and personal. Students are asked to speak or write about themselves, their lives, families, opinions, etc., with very little preparation. This mimics real-life conversation and, to some extent, real-life informal letter and email writing. This type of production is rare in *Progressive Skills in English* because it is not the model for production in the academic world.

Production in academia begins with an **assignment** which requires **research**. The research almost always leads to **note-taking**. From these notes, an oral presentation, tutorial contribution or written assignment is produced. There are normally three stages to this production: **drafting, editing and rewriting**. In *Progressive Skills in English*, we teach the idea of the TOWER of writing – thinking, organizing, writing (for the writer), editing, rewriting (for the reader/listener).

### Syntactic grammar for EAP

Grammar in ELT has traditionally been seen as largely a question of verb tense, and that certain tenses are 'easy' and others are 'hard'. Progression through levels conventionally equates to the ability to manipulate different tenses, from present simple of the verb *be* at beginner level to present perfect continuous passive modal at advanced level. Most best-selling courses follow a structural syllabus which is largely a verb tense syllabus. However, English is a *syntactic* language where meaning is carried by word order rather than paradigmatic form. We cannot recover the meaning of a word or its role without a sentence or text context, because English words are not marked in most instances for part of speech or case. Many words can be nouns or verbs depending on context; *like*, to take an extreme example, can be a noun, a verb, a preposition or an adjective. Any noun can be the subject or object of a verb; only pronouns are marked for case, e.g., *He told him*.

Research has shown that native speakers use their knowledge of English syntax, together with their vocabulary, to decode sentences in speech and in writing. They do this in real time. In other words, native speakers are constantly constructing tree diagrams of incoming data which help them to predict the next item and its role in the ongoing sentence.

It is somewhat strange that this key fact seems to have gone unnoticed for so long by ELT practitioners. The reason is probably that most ELT classwork, for many decades, has been based on spoken interaction, often of informal conversation, rather than the individual

interacting with and decoding in real time a formal spoken or written text. Corpus research now shows us that conversation in English has an average phrase length of just over one word, and very short sentences, such as *I went there, She likes him, He's working in a bank*. In short sentences like this, the most salient area of difficulty is the verb form which must be dropped between the subject and the object, complement or adverbial. However, in academic or formal discourse, the average phrase length jumps to eight words. Analysis of this genre shows that noun phrases are particularly long, with pre- and post-modification of the head noun, and subject noun phrases are often preceded themselves by long adverbial phrases, so that a sentence may have a large number of words before the subject and more words before the main verb. For example:

According to research at the University of Reading into the problems experienced by children growing up with a single parent, children from one-parent families in deprived areas have a much greater chance of developing personality disorders.

The native speaker has little problem with this sentence, either in speech or writing, because he/she knows that the phrase *According to* is not the subject and the subject will come along in a while, and that *children* can be post-modified so he/she must wait for this noun phrase to end before encountering the verb, etc. The non-native speaker, trained in decoding simple short utterances, will have considerable difficulty.

Complex tenses are in fact not at all common in academic/formal English. Research shows that the majority of sentences in this genre are in the present simple, including its passive forms, for the obvious reason that most formal English presents facts, theories or states of being, which are rendered in English by this tense. The next most common tense is the past simple, because the genre often contains historical background to current facts, theories or states of being, which in turn is normally rendered in past simple. In one particular corpus study, only one example of the present perfect continuous was found in the whole academic/formal corpus. A student equipped with facility in these two tenses will understand the tense information in around 90 per cent of academic/formal sentences. However, they may not understand the noun phrases and adverbial phrases which surround these 'simple' tenses.

There is a final key issue which applies in general to long texts in the EFL classroom. In the main, when students are exposed to longer texts with a formal structure, they are allowed, even encouraged, to engage in multiple listenings or multiple readings before being asked to complete an after-doing comprehension task such as multiple choice or

true/false. This type of activity has no correlation in the real world, where listening has to be real-time – there is no opportunity for a second or subsequent hearing – and reading should be real-time if it is to be efficient. Comprehension occurs as the sentence is being received. However, real-time comprehension is only possible if the receiver understands the syntactic structures possible in the language and identifies, in real time, the structure being used at a particular time. The listener or reader is then ready for the required components of that structure and predicts their appearance and even the actual words. For example, once a native speaker hears the verb *give*, they will anticipate that a person and a thing will complete the utterance. Even if the 'person' noun phrase contains many words, the receiver will be waiting. For example: *The state gives unemployed people with a large number of children under the age of 18 still in full-time education ...* The native-speaker listener or reader is thinking, 'What? What does it give?' Conversely, the construction of extended formal text in speech and writing also requires a deep understanding of syntax, otherwise it is not possible to construct sentences of the complexity required by the genre.

While writing the syllabus for *Skills in English*, first published by Garnet Education in 2003, we were struck by the points above and began work on the implications for classroom practice. In *Progressive Skills in English*, we feel we have gone some way to presenting a coherent syllabus of relevant practice to build the skills required for real-time comprehension.

### Syntactic grammar at Level 3

By this stage in their studies, students are probably fully familiar with parts of speech and with the most common syntactic patterns (see tables 1 and 2 opposite). Since we cannot assume this familiarity, however, these points are quickly revised in the first few sections of the course. Thereafter, students are exposed mainly to basic S V O/C/A patterns, with coordination. Gradually, the length of the object noun phrase or complement is extended and coordination is introduced but with no ellipsis of subject or verb. This should ensure that students begin to get a natural feel for these patterns, can recognize them in real time in listening and reading, and produce them in speech and writing.

Table 1: Sentence roles and parts of speech

Roles in sentences	Possible parts of speech	Notes
Subject	noun, pronoun	extended noun phrase can contain other parts of speech, e.g., <u>a very large piece of</u> research
Object	noun, pronoun	
Complement	noun, adjective, adverb	an object becomes a complement when it has the same reference as the subject, such as in sentences with <i>be</i> and related verbs, e.g., <u>She is a doctor</u> . <u>He was late</u> . <u>They seem tired</u> .
Verb	verb	extended verb phrase can contain adverbs, e.g., <u>They are still waiting</u> .
Adverbial	adverb, prepositional phrase	note that this role in a sentence can be filled by a prepositional phrase as well as by an adverb, e.g., <u>He works hard</u> . <u>She works in a bank</u> .

Table 2: Main sentence patterns in English

We left.	S V
She is a doctor.	S V C
I am cold.	S V C
They were late.	S V A
We have been to the back.	S V A
I gave her the book.	S V O O
They made him president.	S V O C
I told her to leave.	S V O V
We saw them later.	S V O A
Accept responsibility.	V O

### Exercise naming

Many ELT course books give general names to groups of exercises, such as *Presentation* or *Pronunciation*. *Progressive Skills in English* goes much further and names the target activity for each exercise in its heading, e.g., *Activating ideas* or *Predicting the next word*. By this simple means, both teacher and students are informed of the purpose of an exercise. Make sure that your students understand the heading of each exercise so they can see clearly the point which is being presented or practised.

### Exercise types

As is probably clear already, *Progressive Skills in English* contains many original features, but teachers and course leaders need not be concerned that a

wholly new methodology is required to teach the course. On the one hand, exercise naming means that the purpose of new types of exercise is immediately clear. On the other, many traditional types of ELT exercises are used in the course, with only slight changes. The most significant of these changes are shown in Table 3 below.

Table 3: Adaptations to traditional exercise types

Traditional exercise	Progressive Skills version
grammar tables	<ul style="list-style-type: none"> <li>- Parts of sentence are clearly shown with subject, verb, object/complement/adverbial columns.</li> <li>- Parts of speech are clearly shown with colour-coding. purple = noun red = verb blue = pronoun orange = adjective green = preposition brown = adverb</li> </ul>
gap fill	In some cases, one part of speech is removed so students can see the various contexts in which, e.g., a pronoun can appear. In other cases, one role in the sentence is removed, e.g., the subject, so students can see the different words which can make up this role.
sentence anagrams	Words are jumbled in a number of sentences in the traditional way, but when students have unscrambled them, all the sentences have the same syntactic structure, e.g., S V O A. Words in a particular phrase are kept together during the jumbling, e.g., <i>in the UK</i> , rather than all being split; this helps students to think in terms of syntactic blocks rather than individual words.
transformation	Traditional transformation, e.g., positive to negative, appears regularly, but in addition, active to passive is introduced early on in the course, because of the relatively high frequency of passives in academic English.
joining sentences	Sentences are joined by coordinators from the beginning of <i>Progressive Skills in English</i> , but the second half of the sentence retains all its features, e.g., subject, verb, negation, for most of Level 1. This is because coordinated sentences with ellipses hide the kernel syntactic structure with which we want students to become familiar, e.g., <i>Some people do not know about the problem or care</i> . The second half of this sentence is originally: <i>Some people do not care about the problem but with the ellipsis, the subject, the negation and the object disappear</i> .

### Vocabulary boxes

Vocabulary is a key part of language learning of any kind but it is even more important for the student of academic English. Students need a huge vocabulary in order to understand or produce the lexical cohesion common to this genre. Vocabulary boxes appear throughout each theme. The part of speech is given in every case for single items. In addition, there is sometimes information on the precise meaning in the context of the theme, e.g., *area (n) [= location]* (as opposed to field of study, for example).

Most of the items in each list are probably new to the majority of the students in any class. A few of the items are likely to be known, but are so central to the theme that they are included for revision.

You can use the lists in a number of ways:

- ask students to look at the list and tick the words they 'know'; do not test the students this time but encourage them to be honest
- ask students to repeat this activity at the end of the lesson, and again one week and one month later. On these occasions, test the students' knowledge, particularly in the relevant skill, e.g., to check that students can spell the words from a writing section
- get students to mark the stress on each word as they encounter it
- get students to underline or highlight in some way unusual spelling and pronunciation points
- put students into pairs or groups to test each other
- allow students to write a translation beside some or all of the words.

### Skills Checks

In every theme, there is at least one Skills Check. The naming of this feature is significant. It is assumed that many, if not all, students will have heard about the skills points in these boxes, i.e., they are skills *checks* not skills *presentations*. It is the writers' experience that many students who have gone through a modern ELT course have *heard of* the majority of skills points but cannot make practical use of them. If you feel, in a particular case, that the students have no idea about the point in question, spend considerably longer on a full presentation.

In most cases, the students are given an activity to do before looking at the Skills Check, thus a test-teach-test approach is used. This is quite deliberate. With this approach, there is a good chance that the students will be sensitized to the particular point before being asked to understand it intellectually. This is likely to be more effective than talking about the point and then asking the student to try to apply it. The positioning of the Skills Checks means that the information relevant to an activity or set of activities is

available for consultation by the student at any time. Because some students have an inductive learning style (working from example to rule) and some have a deductive style (working from rule to example), the Skills Checks have rules *and* examples.

You can use the Skills Checks in a number of ways:

- ask students to read out the rules and the examples
- get students to give you more examples of each point
- ask students to read the Skills Check and then cover it; read it out with mistakes or with wrong examples of the point being presented
- at the end of the lesson, ask students to tell you the new skill(s) they have encountered, without looking at their Course Books.

### Pronunciation Checks

In the speaking section, and occasionally in the listening section, there are Pronunciation Checks. See the Book map for coverage of phonology. The examples in these checks are often recorded, so you can give students good models of the target point and then drill the items (see **Further speaking practice/drilling** on page 17). Sometimes there is additional practice material to be completed after working through the check.

### Recurrent activities

As mentioned above, all exercises are named. Many of these names appear regularly throughout the course, sometimes with slight changes. This is because these activities are particularly valuable in language learning.

### Activating (background) knowledge/ideas

In line with basic communication theory, the lessons always try to move from the known to the unknown. This activity at the start of a lesson allows students to show that they have knowledge or ideas about the real world before learning new information. It also enables the teacher to gauge what is already known, and build on it if necessary, before moving further into the lesson.

While students are talking about a particular area, they are in effect activating schemata, which means they are more ready for further information in the same area.

### Understanding words in context

Research shows that it is possible to work out the meaning of a small proportion (perhaps ten per cent) of words in a text, if the remaining words and structures are well known. This activity guides students, perhaps through multiple matching, to show

understanding of new items.

### **Transferring information (to the real world)/Using new skills in a real-world task**

It is essential that information is transferable outside of the classroom. This activity tries to make the bridge between information learnt in class and applications in the real world.

### **Reviewing key words**

Students are often given the opportunity to recall words from the previous lesson(s) of a skill section. This helps students to move information into long-term memory.

### **Identifying a new skill**

The methodology of *Progressive Skills in English*, as detailed above, is that students are presented with a text in the Real-time lesson which contains some recycled skills points and one or more new skills points. The students are not directed formally to the new point(s) but may notice them while they are doing the real-time activity. Then in the next lesson, they are formally directed to the point(s). This is in line with the principle of noticing before learning.

### **Predicting content**

Listening and reading are real-time skills. The listener must be ahead of the speaker; the reader must be ahead of the text. Activities in this type of exercise help students to get ahead.

### **Previewing vocabulary**

This is a pre-teaching activity. Sometimes key vocabulary is required in order to complete a task later in a lesson. This key vocabulary is presented and needs to be practised thoroughly so it is fully available to students during the coming lesson.

### **Hearing/Understanding/Studying a model/discourse structure**

*Progressive Skills in English* follows the principle that students must see or hear what they are later asked to produce in speech or writing. In this exercise, they work with a model in order to recognize key features, such as discourse structure.

### **Practising a model**

Clearly, once students have seen key points about a model they should be given the opportunity to produce the text.

### **Producing a model**

This is the third stage, after 'understanding' and 'practising'. Students are given a task which requires the production of a parallel text.

### **Producing key patterns**

This is related to producing a model, but is at the sentence level.

### **Showing comprehension**

Comprehension in the real world is a real-time activity and is something which happens in the brain: it is not directly observable. However, it is essential that both teachers and students see that comprehension has taken place. But remember, this sort of activity is a test of comprehension, not a sub-skill in comprehension.

### **Researching information**

*Progressive Skills in English* is not convergent. Students are only sent back to their pre-existing ideas of knowledge at the beginning of lessons, in *Activating knowledge/ideas*. *Progressive Skills* is divergent. Students are sent off to research and bring back information in order to give a talk, take part in a tutorial or produce a written text.

### **Developing vocabulary**

Students of academic English need constantly to develop their vocabulary knowledge. This exercise extends their existing vocabulary.

### **Developing independent learning**

Clearly, the ultimate aim of teaching a language is that students become independent learners who do not need a teacher to acquire new linguistic knowledge. This activity gives students a particular sub-skill to aid this process.

### **Developing critical thinking**

We must take students beyond the 'what' and the 'when' of information. We must get them to react to information and to ask why something happened or why it is important.

### **Remembering real-world knowledge**

*Progressive Skills in English* is based on the theory that people need a framework of knowledge in order to understand new information as they read or hear it. Therefore, they need to remember real-world knowledge from lessons, not just vocabulary, skills and grammar.

### **Using/Applying a key skill**

Skills are learnt. Then they need to be applied. This activity always connects directly to *Identifying a new skill* in an earlier lesson in the skill section.

### **Making and checking hypotheses**

Real-time listening and reading is about making and checking hypotheses. This is what makes it a real-time activity. Students need to learn a wide range of points

about discourse, vocabulary and syntax which helps with making hypotheses. They then need to be given the opportunity to check these hypotheses.

### Methodology

#### Everyday English

These additional lessons are designed to give university students some survival English for university life. The language and topics are freestanding so the lessons can be done at any time during the skill section or theme, or can be missed out completely should you so wish. The page could last a whole lesson or you could spend a shorter time and only work on two or three of the conversations. The format of all the Everyday English lessons is similar, with between four and six mini-dialogues on a similar topic or with a similar function.

Here are some ways of exploiting each stage of the lesson:

You may wish to highlight the grammar of some of the forms used in the conversations, but in general they can be learnt as phrases without going into too much explanation. Indeed, many of the forms that we often spend a lot of time on in class could probably be better learnt as fixed phrases, since their usage in everyday life is so limited, e.g., *How long have you been learning English?*

Ask students if they think the conversations take place in a formal or informal context. If conversations are formal, it is always important to remind students to use polite intonation.

Once any tasks set in the Course Book have been completed, and you have checked students understand the conversations, you can use the conversations for intensive pronunciation practice.

Use one or more of the following activities:

- Play the audio, pausing after each line for students to listen and repeat, chorally and individually.
- Drill some of the phrases from the conversations, chorally then individually.
- Students practise the conversations in pairs, from the full transcript or from prompts.
- Students practise the conversations again, but substituting their own information, words or phrases where appropriate.
- Students extend the conversation by adding further lines of dialogue.
- Students invent a completely new conversation for the situation, function or photograph.
- Add some drama to the conversations by asking

students to act out the conversations with different contexts, relationships or emotions (e.g., one student should act angry and the other student bored).

Monitor and give feedback after paired practice. You may want to focus on:

- intonation of *yes/no* questions
- stressed words in short answers, e.g., *Yes, it is. Yes, it does.*
- accurate use of auxiliary *do* in present simple questions.

#### Knowledge quiz

Although this is an optional part of each theme, the idea behind it is central to the approach of *Progressive Skills in English*. We have found from our work with universities around the world that students often fail to understand a text *not* because the English grammar is above their level, but because they do not have the framework of real-world knowledge or the breadth of topic-specific vocabulary in order to comprehend. This page makes these items central, but revises and tests them in a variety of enjoyable ways. There are several ways in which this page can be used. The Methodology notes for each theme suggest a particular way or ways on each occasion, but broadly the page can be done as:

- a quiz for individuals, pairs or groups where it appears, i.e., at the end of the reading section
- a quiz, but *later* in the course, when students have had a chance to forget some of the knowledge and/or vocabulary
- a quiz, but *before* the students do the theme; keep the answers and see how much they have learnt after doing the theme
- a self-study test; students write their answers and hand them in, or self-mark in a later lesson in class
- a phase of a lesson – the teacher sets the task(s) in the normal way and feeds back orally.

#### Portfolio

The main features of the Portfolio lessons are:

- **versatility**  
It is possible to spend anything from part of a single lesson to four lessons on the activities; in addition, some, all or none of the work can be done in class.
- **integrated skills**  
All four skills are included in this lesson, though the focus will shift depending on the activity.
- **academic skills**  
The focus is on researching, digesting and exchanging information, and presenting information orally or in writing.
- **learner independence**  
At all stages from research through to oral or



written presentations, the teacher should be in the roles of monitor, guide and, if necessary, manager, and should try to avoid being the 'knower' and 'controller'!

Here are some ways of exploiting each stage of the lesson:

### Activating ideas

Use the photographs in the book or show your own. Make sure students have the key vocabulary for all the activities.

### Gathering information

The course provides listening and reading texts. You can suggest extra internet research if you wish. The information is often presented as an information gap, with groups listening to different texts then regrouping in order to exchange information. At first, you may need to suggest the best way to take notes, e.g., in a table with relevant headings. Later, however, you should encourage students to design their own note-taking tables and headings. At all stages, encourage students to help each other with comprehension or any problems, only calling on you as a last resort. The research stages can be done in class or for homework. However, check the research has been done effectively and reasonably thoroughly before moving on to the presentation stages.

### Oral presentations

To start with, these should be no more than a few sentences long. The organization of the presentations is crucial and will depend on how much time you have and the number of students in your class.

- **Formal and teacher-centred**  
Set another activity for the class, or ask another teacher to do something with your class. Remove one student at a time (or one group, if the presentation is a collaboration) to another room so that you can listen to the presentation.
- **Student-centred to some extent**  
Students give presentations to other groups of students in the class. You may have between two and four presentations going on at the same time. Monitor as many as you possibly can. Make a note of students you have listened to and make sure you listen to different students next time round.
- **Student-centred and informal approach, requiring a mature class**  
Students give presentations to their groups as above. However, the 'listening' students give feedback after the talk, rather than you.

It is important that if you have students listening to talks, they are not simply 'passive' listeners. They will switch off and get bored. Wherever possible, therefore, assign tasks. This is relatively easy if students are listening to new information: they can complete notes or write answers to questions. However, if they are listening to talks similar to their own, give the 'listening' students feedback or comment sheets to complete (see below).

Table 4: Example feedback form for group tasks

Did the speaker ...	Always	Sometimes	Never
look up from notes?			
make eye contact?			
speak loudly enough?			
talk at correct speed?			
use good intonation patterns?			
use good visuals/ PowerPoint slides?			
give all the important points?			
introduce the talk?			
conclude the talk?			

Please note: many of the above suggestions for oral presentations in the Portfolio lesson, including the feedback form, are also relevant for lessons in the speaking sections.

### Feedback on oral presentations

You can choose between giving formal, written feedback to individual students, and more informal oral feedback to each group or the whole class. Formal written feedback could be based on a checklist of speaking sub-skills such as those provided by IELTS or Cambridge ESOL for the FCE. Alternatively, you may prefer to devise your own checklist with broader headings, e.g.,

- accuracy
- fluency
- pronunciation
- grammar
- vocabulary, etc.

Informal feedback should include some positive and encouraging statements, as well as showing students what they need to work on. With the scaffolding in *Progressive Skills in English*, students should not make a large number of mistakes in producing spoken or written work, so it should be

easier than otherwise to focus on a small number of areas for improvement. Make a note of grammar or vocabulary mistakes you hear while monitoring the class. Write the incorrect language on the board. Elicit from the class what the mistake is and how to correct it. Drill the correct sentence. Practise any words, phrases, sentences or questions that you noted were poorly pronounced.

Whichever method of feedback you choose, give the class one or two targets to work on for the next oral presentation, e.g., 'Look up from notes more often'. Even better, ask students to each set themselves a target for next time. Suggest ideas, which can be discrete (such as about the pronunciation of a particular sound) or much broader (such as about making clearer notes). Students should make a note of their target for next time and you can check it if you wish.

### Dealing with writing

In the Portfolio, you can adapt the final activity as you wish. You may like to give further practice of writing a full assignment-type essay, but there are other writing activities that are worth doing:

- notes only, possibly in a table
- PowerPoint slides
- a poster or wall presentation, particularly if you can display these publicly
- a one-paragraph summary
- a complete project on the topic, containing several different articles with accompanying visuals; this can be worked on individually or produced together in a group.

### Giving feedback on writing

*For work set for completion in class:*

Monitor and give some help to individuals. Make a note of common errors, i.e., mistakes that two or more students make. Then give feedback to the whole class. You can use the technique described above for feedback on oral errors; write the incorrect sentences the students have produced on the board and elicit the correct version.

*For work that you collect in:*

It is important not to get bogged down in detailed corrections and/or piles of written work waiting to be marked. For this reason, do not set too much written work as home assignments! You could, of course, ask students to comment on each other's writing in a phase in a later lesson, but this only works with relatively mature classes. Always set the length of the task, using these teaching notes as a guide.

Establish a marking key with the class early on in

the course. For example, *sp* = spelling, *p* = punctuation, *gr* = grammar, and use the grading grids provided for each theme's final writing task. This means you are able to highlight the problem areas but leave students to make the corrections.

Focus on only two or three key areas each time you mark. Initially, these may simply be presentation and layout, e.g., using paragraphs, but later could include using more complex noun phrases or more formal language. Later you can focus on sub-skills such as organization and discourse, cohesion, longer sentences, etc.

We have tried to provide model answers wherever possible, even for open-ended activities like the writing and speaking assignments. Always show these to the class and discuss possible variations, in order to avoid the models being too prescriptive. If you have students with good writing skills, ask their permission to show their written work to the class as example answers.

### Listening

'How many times should I play the audio of lectures?'

This is a question we are often asked by teachers. On the one hand, we need to train our students to deal with the real-life lecture situation, in which students will only have the opportunity to hear the information once. On the other hand, students may simply not understand the lecture after only one playing. So what is the solution?

- Firstly, it is important to make sure all the pre-listening activities are carried out effectively so that students can begin to predict the lecture content.
- Next, play the first section of the lecture once only for completion of the exercise or activity; this is a kind of 'test' to find out how well students would perform in the 'real-life' situation. It also trains students to listen for as much information as they can on the first hearing. Check how well students have completed the task and elicit the correct answers.
- Once you have confirmed the correct answers, move on to the next section of the lecture and corresponding exercise. Repeat the above procedure.
- When students have heard all the sections of the lecture, replay the complete lecture, with or without the transcript. This is where learning takes place, because students have the opportunity to see why they missed information or did not fully understand during the first playing.
- Finally, as a follow-up, students should be encouraged to listen to the complete lecture several times on their own at home, both with and

without the transcript.

*What other strategies can the teacher use?*

- Remember that the key to comprehension in a foreign language is prediction, so students must have time to assimilate what they have just heard and predict what is coming next. You can pause the lecture any number of times during the first listening if you think your class needs this extra time. But, of course, pause at logical points – certainly the end of sentences and preferably the end of topic points.

*What other strategies can the students use?*

- Nowadays, most lecturers in the real world provide pre-lecture reading lists and notes, PowerPoint slides and visuals, and handouts. Summaries are also often available on the university's portal. Students should be made aware of all of these resources and encouraged to use them.

### Further speaking practice/drilling

In the notes for individual speaking lessons, we often say 'practise the sentences with the class'. You can use one or more of the example drilling techniques below. There are many other techniques, but we have just given a sample below.

- Simple repetition, chorally and individually**  
Highlight the pronunciation area you want to focus on when you model the sentence or question, e.g., showing the intonation pattern with your hand, or using an intonation arrow on the board.
- Question and answer**  
*When do you take national exams in your country?*  
*We take them at 16 and 18.*  
(Do not simply accept *16 and 18* in a controlled practice phase – encourage a full sentence.)  
Alternatively, you can practise short answers. Tell students if you require *yes* answers or *no* answers:  
*Is a nursery school for young children?*  
*Yes, it is.*  
*Does primary mean 'first'?*  
*Yes, it does.*  
*Do most children leave school at 18?*  
*Yes, they do.*
- Transformation**  
These examples focus on forms of the present simple tense.  
*Many children begin school at seven.*  
*Sorry, but they don't begin school at seven. OR*  
*Actually, they begin school at five.*
- Substitution**

Say a phrase or sentence and ask the class to repeat it. Then give prompts that can be substituted as follows:

*History is a very important subject at school.*  
*useful*  
*History is a very useful subject at school.*  
*isn't*  
*History isn't a very useful subject at school.*  
*university*  
*History isn't a very useful subject at university.*  
*Drama*  
*Drama isn't a very useful subject at university.*

### Prompts

These can be given orally or they can be written on the board. They are particularly good for practising question forms:

*Nursery / young children?*  
*Is a nursery school for young children?*  
*When / take / A levels?*  
*When do you take A levels?*

### Setting up tasks

The teaching notes for many activities begin with the word *Set ...* This single word covers a number of vital functions for the teacher, as follows:

- Refer students to the rubric, or instructions.
- Check that they understand **what** to do: get one or two students to explain the task in their own words.
- Tell the students **how** they are to do the task, if this is not clear in the rubric (as individual work, pairwork, or group work).
- Go through the example, if there is one. If not, make it clear what the **target output** is: full sentences, short answers, notes, etc. Many activities fail in the classroom because students do not know what they are expected to produce.
- Go through one or two of the actual prompts, working with an able student to elicit the required output.

### Use of visuals

There is a large amount of visual material in the book. This should be exploited in a number of ways:

- before** an activity, to orientate the students; to get them thinking about the situation or the activity and to provide an opportunity for a small amount of pre-teaching of vocabulary
- during** the activity, to remind students of important language
- after** the activity, to help with related work or to revise the target language.

### Pronunciation

Only the speaking section of each theme directly focuses on oral production. In this section, you must ensure that all the students in your group have

reasonable pronunciation of all target items. Elsewhere, in the other skill sections, it is important that you do not spend too long on oral production. However, do not let students get away with poor production of basic words, even if the focus of the lesson is not speaking.

### Comparing answers in pairs

This activity is suggested on almost every occasion when the students have completed an activity individually. This provides all students with a chance to give and to explain their answers, which is not possible if the teacher immediately goes through the answers with the whole class.

### Monitoring

Pairwork and group work activities are, of course, an opportunity for the students to produce spoken language. This is clearly important in the speaking section but elsewhere, these interactional patterns provide an opportunity for the teacher to check three points:

- that the students are performing the correct task, in the correct way
- that the students understand the language of the task they are performing
- the elements which need to be covered again for the benefit of the whole class, and which points need to be dealt with on an individual basis with particular students.

### Feedback

At the end of every activity there should be a feedback stage, during which the correct answers (or a model answer, in the case of freer activities) is given, alternative correct answers (if any) are accepted, and wrong answers are discussed.

Feedback can be:

- high-speed, whole class, oral – this method is suitable for cases where short answers with no possible variations are required
- individual, oral – this method is suitable where answers are longer and/or where variations are possible
- individual, onto the board – this method is suitable when the teacher will want to look closely at the correct answers to highlight points of interest or confusion.

Remember, learning does not take place, generally speaking, when a student gets something right. Learning usually takes place after a student has got something wrong and begins to understand why it is wrong.

### Confirmation and correction

Many activities benefit from a learning tension, i.e., a period of time when students are not sure whether something is right or wrong.

The advantages of this tension are:

- a chance for all students to become involved in an activity before the correct answers are given
- a higher level of concentration from students – tension is quite enjoyable!
- a greater focus on the item as students wait for the correct answer
- a greater involvement in the process – students become committed to their answers and want to know if they are right and if not, why not.

In cases where learning tension of this type is desirable, the detailed teaching notes say *Do not confirm or correct (at this point)*.

### Highlighting grammar

The expression *Highlight the grammar* is often used in the teaching notes. This expression means:

- Focus the students' attention on the grammar point, e.g., *Look at the verb in the first sentence.*
- Write an example of the target grammar on the board.
- Ask a student to read out the sentence/phrase.
- Demonstrate the grammar point in an appropriate way (see below).
- Refer to the board throughout the activity if students are making mistakes.

Ways of dealing with different grammar points:

- for **word order**, show the order of items in the sentence by numbering them, e.g.,  
1      2      3      4  
*They often have a special party.*

- for **paradigms**, show the changes with different persons of the verb, e.g.,  
*I go*  
*He goes*

### Self-checking

On a few occasions during the course, the teaching notes encourage you to ask the students to check their own work. This can be done by referring students to the full transcript at the end of the course. This is an excellent way to develop the students' recognition and correction of error. Listening, in particular, obviously happens inside someone's head, and in the end each student has to understand his/her own error or misunderstanding.

### Gap fill

Filling in missing words or phrases in a sentence or text, or labelling a map or diagram, indicates

comprehension of both the missing items and the context in which they correctly fit. It is generally better to provide the missing items to ensure that all the required items are available to all the students. In addition, the teacher can vary the approach to gap fills by sometimes going through the activity with the whole class, orally, pens down, then setting the same task individually. Gap fills or labelling activities can be photocopied and set as revision at the end of the unit or later, with or without the missing items box.

In *Progressive Skills in English*, gaps often contain the same kind of word (e.g., nouns) or the same role in a sentence (e.g., the subject) in order to reinforce word class and syntax.

### Two-column activities

This type of activity is generally better than a list of open-ended questions or gap fill with no box of missing items, as it ensures that all the target language is available to the students. However, the activity is only fully effective if the two columns are dealt with in the following way. Ask students to:

- **guess** the way to complete the phrase, sentence or pair
- **match** the two parts from each column
- cover column 2 and **remember** these parts from the items in column 1
- cover column 1 and **remember** these parts from the items in column 2.

Additional activities are:

- students test each other in pairs
- you read out column 1 – students complete with items from column 2, Course Books closed
- students write as many of the items as they can remember – Course Books closed.

### Ordering

Several different kinds of linguistic elements can be given out of order for students to arrange correctly. The ability to put things in the correct order strongly indicates comprehension of the items. In addition, it reinforces syntactic structure, particularly if:

- you present a number of jumbled sentences together with the same underlying syntax
- you keep elements of each phrase together, e.g., *in the UK* rather than breaking everything down to word level.

This type of activity is sometimes given before students listen or read; the first listening or reading task is then to check the order. To make the exercise more enjoyable, and slightly easier, it is a good idea to photocopy the items and cut them into strips or single words. Students can then physically move the

items and try different ordering. The teacher can even make a whiteboard set of sentences and encourage students to arrange or direct the arrangement of the items on the board.

### Tables and charts

Students are often asked to transfer information into a table. This activity is a good way of testing comprehension, as it does not require much linguistic output from the students at a time when they should be concentrating on comprehension. Once the table has been completed, it can form the basis of:

- a checking activity – students compare their tables, then note and discuss differences
- a reconstruction activity – students give the information in the table in full, in speech or writing.

### Error correction

It was once thought that showing students an error reinforced the error, and that students would be even more likely to make that error in the future. We now know that recognizing errors is a vital part of language learning. Rather than reinforcing the error, showing it can serve to highlight the problem much better than any number of explanatory words. Students must be able to recognize errors, principally in their own work, and correct them. For this reason, error recognition and correction activities are occasionally used.





# Theme 1

## Remembering and forgetting

- Memory
- Learner styles
- Improving your memory
- Rehearsal and prompts

# Listening: Memory

## 1.1 Real-time listening: Memory models

### Objectives

By the end of this lesson, students should be able to:

- understand a lecture about memory and learning;
- have a better understanding of the meaning of target vocabulary for the Listening section;
- relate spoken vocabulary to its written forms.

### Introduction

Use Exercise A to activate ideas.

#### A Activating ideas

Students discuss the questions in pairs. If students are not sure of the meaning of *senses*, you might need to give them *sight* as an example. Elicit answers. Point out that we have specific noun forms for *sight*, *taste* and *smell*. However, for the other words we say *hearing*, *feeling*. Some people say *touch* instead of *feeling*. It is also possible to say *seeing* instead of *sight*.

#### Optional activity

Some people say we have a 'sixth sense'. Ask students:

*What is it? Do you agree with this idea?* (It is a special feeling that warns us about danger, for example.)

#### Answers

Sight/seeing, hearing, feeling/touch, taste, smell.

Students' own answers.

#### B Predicting the content of a lecture

Students discuss the questions in pairs. Elicit ideas. Elicit the meanings of the words in the title:

*multi* = 'many'

*store* = 'place where you keep something'

*model* = 'description'

The words *store* and *model* can have different meanings in different contexts and can be nouns or verbs.

### Answers

1. Memory, in particular the Multi-store memory model. In other words, the lecture is going to be about a theory about memory and learning.
2. Three types of memory.
3. Students' own answers. They can check their ideas in Exercise C.

### Methodology notes

We recommend that you only play the audio once for the main activity (Exercise C 1) as in real life students will only have the opportunity to listen to a lecture once. However, as this is the beginning of the course, and if your students find listening difficult, you may want to replay the audio, or at least sections of it. You can gradually wean students off doing this as you go through the course.

#### C Understanding key information

Check students understand the task. Students discuss in pairs. Elicit ideas but do not confirm or correct at this stage. Students may not understand the phrase *pay attention*; if possible, leave explanation of this as they should be able to work out the meaning in context when they listen to the lecture.

1. Set the task. Play 1.1. Elicit answers and find out if students can remember any other information. For example, for Sentence 1 students might have understood that it is an important process, and that there is more than one model for the process. Try not to pre-empt the next exercise when you do this, perhaps by not confirming or correcting ideas. (If students cannot remember any more information, it does not matter at this stage).
2. Try to get students to attempt the activity without listening to the audio again. Once you have elicited as many answers as possible, you can then replay the audio – or sections of it – so that students can fill in any gaps in their answers. Check understanding of key points and vocabulary, for example,



*pay attention, rehearsal, hold something in your memory, the verb last, etc.*

## Answers

1. Students' own answers.
- 2.

a. Who proposed the Multi-store memory model?	b	1968
b. When did they do this?	e	one to three seconds
c. Who conducted research into short-term memory?	f	15–30 seconds
d. When did he do this?	j	we need to rehearse it
e. How long does sensory memory last?	g	forever
f. How long does short-term memory last?	d	1956
g. How long does long-term memory last?	h	we must pay attention to it
h. How can we move information in sensory memory into short-term memory?	i	seven
i. How many pieces of information can short-term memory hold?	c	Miller
j. How can we move information from short-term into long-term memory?	a	Atkinson and Shiffrin

OK, now let's consider how information moves through the three parts of the memory. First, sensory memory. All five senses can lead to memories. For example, we use sight for recognizing people. We use hearing for recognizing a piece of music. Atkinson and Shiffrin say that we must pay attention to a piece of sensory information to move it into short-term memory. So, for example, our eyes see a telephone number. Now, we only put it into short-term memory when we actually look at it.

OK. So the first stage of memory is paying attention. When we pay attention, we move information. It goes from sensory memory to short-term memory. But short-term memory doesn't last for long. We must do something with the information in short-term memory. If we don't, new information from sensory memory pushes out old information. The best-known research in this area was conducted by Miller. In 1956, he wrote an article which was called 'The Magical Number Seven, Plus or Minus Two'. In the article, Miller says that short-term memory can only hold about seven pieces of meaningless information. For example, it can hold a telephone number. When an eighth piece comes along, one of the seven pieces is pushed out.

Long-term memory is the final stage in this model. According to Atkinson and Shiffrin, we need rehearsal to move information from short-term memory. So, in other words, we need to repeat information in our heads. We, we need to say it again, and again, and perhaps again! Then it will be moved from short-term to long-term memory.

So that's the Multi-store model. In the next lecture, we'll look at the idea of rehearsal in more detail. Is it just repetition, or is there more involved? That's next time.

## D Transferring information to the real world

1. Check students can remember what Miller's theory is. Students discuss the question in pairs. If you wish, the students could actually try to conduct the experiment in class.
2. Students discuss the question in pairs. Elicit ideas.

## Answers

1. Students could design an experiment where the participant is shown seven random numbers, or simple shapes, for example. These are then removed. After 15 seconds the participant is asked to remember them. More numbers or shapes would then be added, and again the participant would be asked to remember them after 15–30 seconds.
2. This research is very important for learning. As learners, it tells us we must pay attention to, and rehearse, information if we want to learn it. As teachers, it means that we must get students' attention, and also review and revise information as much as possible, especially when it is new.

## Transcript

### Presenter: Track 1.1

Lecturer: Hello! Now, in this lecture, we are going to look at a very important process. It's the process of getting new information into long-term memory. There are several memory models that different researchers have discussed. But we're only going to look at one model today. It is the Multi-store memory model. Firstly, we'll look at the components of the model. Then we'll see how information moves through the different parts of the brain, according to the model.

So first, let's look at the components of the Multi-store memory model. It was proposed by two researchers called Atkinson and Shiffrin, and they wrote an article in 1968. It was entitled 'The psychology of learning and motivation'. In the article, Atkinson and Shiffrin say that there are three parts to memory. Firstly, there is sensory memory. The word *sensory* is the adjective from *sense*. It means 'related to sight, hearing' and so on. Now sensory memory lasts from one to three seconds. The second part of the Multi-store model is short-term memory. Short-term memory lasts from 15 to 30 seconds. Finally, we have long-term memory. Now long-term memory can last a lifetime.

## Closure

Do one of the following if you have not already done so:

- Play the audio with students following the transcript.
- Do an experiment with the class based on Miller's theory (see Exercise D1).

### 1.2 Learning new listening skills: Recording sources; indirect questions; verb patterns

#### Objectives

By the end of this lesson, students should be able to:

- listen and make notes of the topic, the researcher's name and date of sources;
- recognize a target word from its stressed syllable;
- use indirect questions to make headings for notes;
- discriminate between the verb patterns for *forget*, *learn*, *remember*, *remind*.

## Introduction

Revise the information from the previous lesson on memory and learning. If you have not already done so, you could replay 1.1 from Lesson 1.1 with the students following the transcript.

### A Predicting the next information

Check students understand the task and go over the example. Give students a minute or two to read through the sentence endings. Play 1.2. Students complete the answers individually and compare their answers in pairs. Replay the audio if necessary. Elicit answers.

## Answers

6	the adjective from <i>sense</i> .
9	short-term memory.
5	there is sensory memory.
8	from one to three seconds.
2	1968.
10	long-term memory.
7	related to sight, hearing and so on.
3	'The psychology of learning and motivation'.
4	Atkinson and Shiffrin say that there are three parts to memory.
1	Atkinson and Shiffrin.

## Transcript

### Presenter: Track 1.2

- Lecturer:
1. The model was proposed by ...
  2. They wrote an article in ...
  3. It was entitled ...
  4. In the article, ...
  5. Firstly, ...
  6. Sensory is ...
  7. Sensory means ...
  8. Sensory memory lasts ...
  9. The second part of the Multi-store model is ...
  10. Finally, we have ...

### B Identifying a new skill (1)

Check students understand the phrase *recording sources*. Explain that, in this context, *record* is a verb. It means *to make a note of or write something down*. Elicit different kinds of sources: books, articles, journals, research, websites, documents, etc.

Students read the Skills Check box and discuss questions B1 and B2. Elicit answers.

Play the example lecture extracts on 1.3, making sure students are studying the notes at the same time. Ask students to notice how the dates are written (in brackets). Elicit why the date is important (the researchers have probably written more than one book or article).

## Answers

1. The topic, the name of the researcher(s) and the date of the research.
2. The exact name of the research, book or article.

## Transcript

### Presenter: Track 1.3

One.

Lecturer: So, first, let's look at the components of the Multi-store memory model. It was proposed by two researchers called Atkinson and Shiffrin. They wrote an article in 1968. It was entitled 'The psychology of learning and motivation'.

Presenter: Two.

Lecturer: We must do something with the information in short-term memory. The best-known research in this area was conducted by Miller. In 1956, he wrote an article. It was called 'The Magical Number Seven, Plus or Minus Two.'

### Methodology notes

1. Many lecturers will give out the names of researchers and other sources on their PowerPoint slides or in handouts for the lecture. However, it is important for students to be able to use the skill (of listening and making their own notes) in the cases where lecturers do not give out the information, and also as confirmation or checking that they have the correct source for a piece of research.
2. Students may find this activity quite difficult to start with; reassure them they will get better with practice. There will be revision activities throughout this course.

## C

### Practising a new skill (1)

Check students understand the task and emphasize they should have a go at spelling the names mentioned in the lecture, even if they are not quite sure how to spell them. Remind students to write the general topic or subject of the research but tell them they do not have to write the exact name. Play the extracts from 1.4. Students complete the task individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection. Explain that the phrase *et al.* stands for 'more than one author'. Give out copies of the transcript, if you wish, and play the extracts one more time.

### Answers

Extract 1 = primary memory/Joseph Jacobs (1887)

Extract 2 = encoding sensory information/Conrad (1964)/Shulman (1970)

Extract 3 = short-term memory length/Peterson and Peterson (1959)

Extract 4 = long-term memory length/Baird et al. (1975)

Extract 5 = Working memory model/Baddeley and Hitch (1975)

## Transcript

### Presenter: Track 1.4

One.

Lecturer: Short-term memory was originally called *primary memory*. The first real investigation of primary memory was in 1887. That's 1887, not 1987, so well over one hundred years ago. A man called Joseph Jacobs conducted an experiment. He gave people sets of numbers to remember. The sets got longer and longer. Jacobs found the average is around six or seven.

Presenter: Two.

Lecturer: Let's see how we encode sensory information. A man called Conrad did some experiments in 1964. In an article entitled 'Acoustic confusions in immediate memory', Conrad said that we encode sensory information as sound. But only six years later, in 1970, another researcher called Shulman did some more experiments. He reported his findings in the *Journal of Verbal Learning & Verbal Behavior*. Shulman found that some information is encoded for meaning, not sound.

Presenter: Three.

Lecturer: Peterson and Peterson published a study in 1959. It was called *Short-term retention of individual verbal items*. They looked at the length of short-term memory if there was no rehearsal. Peterson and Peterson found people can remember meaningless shapes without rehearsal for about three seconds. But after 18 seconds, nearly everything is forgotten. Did I say the date? It was 1959.

Presenter: Four.

Lecturer: A group of researchers looked at long-term memory in 1975, I think it was. Let me check my notes. Yes, 1975. Baird et al. wanted to test the length of long-term memory. They showed people photographs of school classmates and asked them to recognize the people. Baird and his team found that long-term memory declines over long periods of time.

Presenter: Five.

Lecturer: Another model of memory is called the Working memory model. This was proposed by Baddeley and Hitch in 1975. So that's the same year as Baird et al.'s research. Baddeley and Hitch looked mostly at short-term memory. There is one main difference between this model and the Multi-store model. The Working memory model suggests that short-term memory has several different parts, and each part has its own function.

## D

### Identifying words from the stressed syllable

Remind students about the importance of stressed syllables in multi-syllable words, e.g., '*pro*-cess, *pro*-'pose. They must learn to recognize a word in context from the stressed syllable.

Briefly revise the meanings of some of the words in the table.

Play 1.5. Students complete the task individually, then compare their answers in pairs. Elicit answers.

## Transcript and Answers

### Presenter: Track 1.5

- Voice:
1. [in]volve
  2. mem[ory]
  3. [con]sid[er]
  4. rec[ognize]
  5. [at]ten[tion]
  6. [re]search
  7. in[formation]
  8. [repe]ti[tion]
  9. [per]form
  10. [en]code
  11. [re]trieve
  12. [re]call


### E Identifying a new skill (2)

Have students read the Skills Check.

#### Answers

yes; yes; no

### F Practising a new skill (2)

Check students understand the task and go over the example. Play  1.6. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.

#### Answers

1. I'm going to discuss how we encode sensory information.	how/enCode sens. inf.?
2. We'll see what the researchers discovered.	what/res. discover?
3. I'm going to explain why this research is important.	why res. imp.?
4. Let's consider how this happens.	how/happens?
5. We'll find out who the famous people are in this area.	people in area?
6. Let's consider how many pieces of information we can remember in short-term memory.	how many pieces inf. in sh-t. mem.?
7. I'll explain why this research is important for learners.	why imp. for learners
8. We'll look at how information moves through the brain.	how inf. moves through brain

## Transcript

### Presenter: Track 1.6

- Voice:
1. I'm going to discuss how we encode sensory information.
  2. We'll see what the researchers discovered.
  3. I'm going to explain why this research is important.
  4. Let's consider how this happens.
  5. We'll find out who the famous people are in this area.
  6. Let's consider how many pieces of information we can remember in short-term memory.
  7. I'll explain why this research is important for learners.
  8. We'll look at how information moves through the brain.

### G Making direct and indirect questions

1. Students complete individually and check in pairs.
2. This is a slightly harder task. Set for pairwork completion, then feed back as a class. You may need to pay special attention to the intonation pattern (rising at the end of each question). Also, bear in mind that the initial phrases can be used interchangeably in most cases – just try to encourage students to use all three expressions.

#### Answers

1. a. Is he English?  
b. Is the lecture in Room 3?  
c. Do we have a test this week?  
d. Where does she live?  
e. When does the talk finish?/When will the talk finish?  
f. How do children learn?  
g. What did Aristotle think?  
h. How did Piaget research this subject?
2. a. Can you tell me if the lecture is about Piaget?  
b. Have you got any idea who the lecture is about?  
c. Do you know what we are doing today?  
d. Can you tell me how you did the assignment?  
e. Have you got any idea why this is important?  
f. Do you know when the course starts?  
g. Have you got any idea who's teaching the course?  
h. Can you tell me how much this book costs?

### H Identifying a new skill (3)

Students read the Skills Check. Elicit some ideas about how the sentence could be completed.

### I Practising a new skill (3)

Set the task. Play 1.7. Students number the endings in the correct order and compare their answers in pairs. Elicit answers. Replay the audio if you wish.

Now say the introductory phrase and elicit different possible ways to complete each sentence:

T: *I remember ...*

S1: *... names very easily.*

S2: *... seeing her in the canteen.*

#### Answers

3	getting my first bicycle.
6	seminar dates.
4	to cook.
1	the countries of the region.
5	my mother.
2	to hand in the assignment on time.

### Transcript

#### Presenter: Track 1.7

- Voice
1. At school, we learnt about ...
  2. Don't forget ...
  3. I remember ...
  4. I'd like to learn how ...
  5. My tutor is very nice. She reminds me of ...
  6. My tutor usually reminds me about ...

### J Using *forget*, *remember*, *remind*, *learn*

Set for individual work and pairwork checking.

#### Answers

1. to give
2. putting
3. to swim
4. me of
5. to take
6. to call
7. to use

### Closure

Summarize the introductory phrases for the indirect questions in Exercise F:

- *I'm going to discuss/explain ...*
- *We'll see/look at/discover ...*
- *I'll identify/explain/show ...*
- *X explained/showed/discovered ...*
- *Let's consider/look at/discuss ...*

Elicit ideas for how each phrase could be continued by the lecturer.

# Workbook answers

## Listening

### Exercise A

Students' own answers, but these are some possibilities:

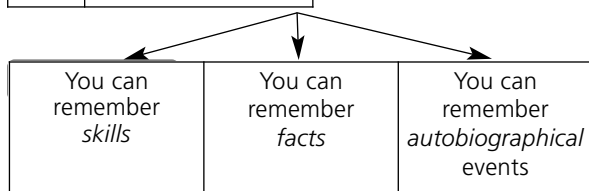
- lists
- 'post-it' notes
- notes stuck on fridge
- calendars
- diaries
- various computer programs
- mobile phones, MP3 players, etc., can be used as reminders
- ask people to remind you
- making notes
- repeating things to yourself
- asking a friend to 'test' you
- reading and rereading
- underlining key words in a text

7	perform
8	autobiographical
9	recall
2	remembering

12	retrieved
4	rote learning
5	short-term
11	stored

### Exercise B

10	encoded
6	long-term
3	memorize
1	memory



### Exercise D

1. Have you got a good *memory* for names? (refers to area of brain; *reminder* = spoken or written item)
2. I need to *learn* how to drive. (*memorize* is only for facts, not a skill)
3. Please *remind* me to complete that form. (grammatical; *remind* + someone + to do something)
4. I've *left* my book at home. (grammatical; *leave* + something + somewhere; *forgotten* + something)
5. Can you *remember* her name? (register/collocation – *retrieve* is too formal / scientific)
6. Do you *recognize* this person? (*remind* = wrong meaning)
7. I've *learnt* my bank account number by heart. (collocation; *learn by heart*)
8. He's *lost* his memory. (collocation; *lose one's memory*)

### Exercise E

1./2.

Ooo	oOo
frequency	component
memorize	attention
recognize	connection
sensory	mnemonic
	rehearsal
	related
	remember
	researcher

### Exercise F

Other collocations are possible, but these are the main ideas.

	an idea	research	information	dates	a person	your memory	attention
propose	✓						
conduct		✓					
lose			✓		✓	✓	
forget			✓	✓	✓		
memorize			✓	✓			
pay							✓
process	✓		✓				
recall	✓		✓	✓	✓		
recognize					✓		
record	✓	✓	✓	✓			
remind					✓		

### Exercise G

1./2.

- The Multi-store memory model was proposed in 1968.
- The first stage of memory is paying attention.
- Short-term memory only lasts about 20 seconds.
- We can rehearse information by repeating it.
- There are five ways of moving information into long-term memory.
- Teachers asked children to memorize many dates at one time.
- Can you remind me of your telephone number?
- People sometimes lose their memories after an accident.

### Exercise H

1./2.

- I forgot to give / giving / give her the message.
- She remembered to put / putting / put her phone in her handbag but it wasn't there.
- I learnt how to swim / swimming / swim when I was very young.

- d. He reminds me of / *of me* / *me to* his father.  
 e. Did you remember to take / *taking* / *take* that library book back?  
 f. Remind me to call / *calling* / *call* him when we get home.  
 g. I've forgotten how to use / *using* / *use* this machine.  
 h. What did you learn *of* / about / *to* in the last lecture?

## Practice

### Exercise A

1./2.

a. I don't know if he's English.	Is he English?
b. I'm not sure if the lecture is in Room 3.	Is the lecture in Room 3?
c. I've forgotten if we have a test this week.	Do we have a test this week?
d. Do you know where she lives?	Where does she live?
e. Have you got any idea when the talk finishes?	When does the talk finish?
f. I'm going to discuss how children learn.	How do children learn?
g. First, we'll see what Aristotle thought.	What did Aristotle think?
h. Then, I'll tell you how Piaget researched this subject.	How did Piaget research this subject?
i. Today, I'll explain why people are worried about climate change.	Why are people worried about climate change?

3.

a. Is the lecture about Piaget?	... if the lecture is about Piaget?
b. Who is the lecture about?	... who the lecture is about?
c. What are we doing today?	... what we're doing today?
d. How did you do the assignment?	... how you did the assignment?
e. Why is this important?	... why this is important?
f. When does the course start?	... when the course starts?
g. Who's teaching the course?	... who's teaching the course?
h. How much does this book cost?	... how much the book costs?
i. How long does the film last?	... how long the film lasts?

### Exercise B

a.

2	1887.
6	seven.
3	experiment.
5	longer.
1	memory.
4	remember.

b.

2	1964.
4	experiments.
1	information.
6	result.
5	Shulman.
3	sound.

c.

2	1975.
4	classmates.
3	lasts.
1	memory.
5	people.
6	time.



### Exercise C

1./2.

What can you do to move / move information into long-term memory? There is / are five main ways. Firstly, we have / are having frequency. So, for example, when you hear a new word, you can say it to you / yourself ten times. But other researchers say repetition is not / is enough. You need variety also / as well. For example, you need to read a - new word in several different situations. Then you need to hear it / them in some more situations. Then, perhaps, you need to use / using it yourself. The third idea is activity. More than 2,000 years ago, Aristotle wrote a book called / is called *Ethics*. Aristotle said that we learn by doing / do. Association is the four / fourth idea. A man called Tony Buzan writes / wrote a well-known book in 1993 called *The Mind Map Book*. In this book, Buzan says that it is very / too important to make associations between pieces of information. His / He's main method is the mind map. You draw lines to link / link information. Finally, we have the idea of / for mnemonics. A mnemonic is a clever way of remembering / remember something. For example, perhaps you want remembering / to remember the names of the nine planets in our Solar System. There / It is a well-known mnemonic for this in English: *My Very Efficient Memory Just Stores Up Nine Planets*.

## Extended Listening

### Exercise A

1. The first letter of each word in the sentence helps us remember – in the correct order – the names of the planets shown in the picture:  
*My* = Mercury  
*Very* = Venus  
*Efficient* = Earth  
*Memory* = Mars  
*Just* = Jupiter  
*Stores* = Saturn  
*Up* = Uranus  
*Nine* = Neptune  
*Planets* = Pluto
2. A mnemonic is a sentence that helps us remember a piece of information.
3. Because Pluto is not considered a planet by some people.

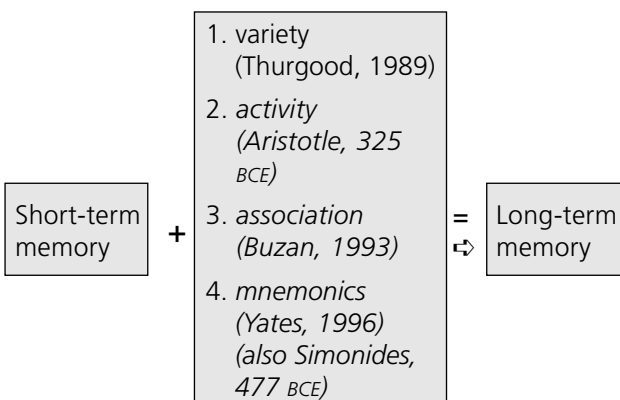
### Exercise B

Student's own answers.

### Exercise C

1. They agree that rehearsal is necessary.
2. Researchers disagree about the meaning of *rehearsal*.

### Exercise D



### Exercise E

1. Students' own answers.
2.
  - a. Aristotle
  - b. Tony Buzan
  - c. Frances Yates; Simonides
  - d. Thurgood
3. Students' own answers, but they could suggest teachers do the following:
  - variety* = Ask students to read the same word in many different contexts.
  - frequency* = Set repetition, revision activities.
  - activity* = Ask students to use new language in spoken and written sentences, write on the board or do jigsaw activities; encourage students to use new language outside the classroom.
  - association* = Link new language to language students already know; encourage mind maps, spidergrams, to use pictures, put vocabulary into word groups, etc.
  - mnemonics* = Suggest some either in English or in students' own language; encourage students to make up their own.

# Speaking: Learner styles

## 1.3 Real-time speaking: The visual learner

### Objectives

By the end of this lesson, students should:

- be familiar with a model of a lecture using explanation and recommendation;
- have attempted to give extracts from a lecture;
- have learnt some common core knowledge about the needs of visual learners.

### Methodology note

In this lesson we have used a 'test-teach-test' methodology in which students 'have a go' at giving an extract from a lecture. This gives you an opportunity to assess the students' spoken ability during this first theme of the course. Students should also be encouraged to assess their own performance as well, of course.

Towards the end of the lesson, students can compare their performance with a model on the audio.

However, if you prefer, there is no reason why you cannot take a more traditional approach and start with the audio model first. Follow this up with some controlled practice before asking students to reproduce the complete talk, or sections from it.

- Are there any visual learners in the class?
- Do you find anything surprising about the activities that the visual learners prefer?
- Do you agree or disagree with the recommendations?

Ask students to study the assignment information in the box on the right. Ask students some questions to check understanding:

- Which faculty has set the assignment? (Education)
- Who says there are seven types of learning style? (the Institute of Learning Styles Research)
- How many learning styles can you name? (Students should be familiar with the five learning styles from the Workbook: visual, aural, read/write, kinaesthetic, multi-mode.)
- What should the lecture be about? (one learning style)
- What information should the lecture include? (learning preferences and recommendations)

Set the task, making sure students understand they are looking for:

- (1) the learning preferences of visual learners;
- (2) recommendations for visual learners.

Students discuss in pairs. Elicit answers.

### Answers

The sections closest to the central title of the mind map give the learning preferences, e.g., *doesn't like noise*.

The sections further along each line give the recommendations.

### Introduction

Write the following verbs on the board and elicit the nouns. Check the meanings. Elicit the stressed syllable in each word. Practise the pronunciation of each noun.

verb	noun
pre'fer	'preference
recom'mend	recommen'dation

### A Activating ideas

Ask students to study the mind map. This explains the preferences of visual learners. Ask students:

### Methodology note

In Exercise B3, students create three more paragraphs from the talk. We do not expect them to produce the introduction or the summary at this stage.

The talk extract of four paragraphs can be done in a variety of ways. For example:

- In pairs – students can give alternate paragraphs. Alternatively, the first student can give the first two paragraphs, and then the second can give the last two paragraphs.
- In groups of four – each student gives one paragraph of the talk in turn. Alternatively, each student takes it in turn to give the complete talk.

The method you choose will depend on the level of your class and if they are familiar with giving talks in English or not. Pairwork or group work will help students gradually to build up their confidence towards finally being able to give a talk to the whole class later in the course.

## B Preparing to give a talk

1. Tell the class that the extract explains the 'green line' of information in the mind map. Read the extract aloud with the students following. Elicit which section explains the learning preference. Then elicit the two recommendations.

Highlight the language used in the extract, preferably using an electronic projection:  
*for explaining preferences – 'need' + to do*  
*for recommendations – 'should' / 'could' + do*

2. Practise the sentences in the extract with the class, making sure students pause briefly at the end of each sense group.

Remind students of:

- the pronunciation of *visual* /vɪʒʊəl/
- consonant clusters in, for example, *should make* in which the final *d* of *should* is not usually pronounced /ʃʊmə:k/

Divide the class into pairs. Encourage them to practise the extract again, preferably using only prompts rather than reading the whole sentences aloud. Monitor and give feedback.

3. Divide the class into pairs. Students make notes or write out further recommendations for visual learners based on the information in the mind map.

Finally, students give the four paragraphs as a complete talk (see Methodology note above).

Monitor and give feedback, reminding students they will have further opportunities to practise problem areas in the follow-up lessons.

**More able classes:** You may also be able to explain and practise with more able students the intonation patterns for sense groups. The intonation usually stays quite high at the end of the sense group if it is NOT at the end of the sentence. Intonation usually falls at a full stop. More practice will be given in this area in later themes.

## Answers

1. Learning preference – they need to see written text; recommendations – make notes, draw diagrams and make flow charts.
- 2./3. Students' own answers.

## C Studying a model

Tell students they are now going to listen to a student giving the same talk about visual learners. Students should compare this performance with their own.

Give students time to read through the four questions in the Course Book. Play 1.8. Elicit answers. Spend two or three minutes discussing the student's talk.

### Optional activities

At this point in the lesson, you have several alternatives:

- Students can listen to the audio again, following the transcript.
- Students give the complete talk, using the transcript or prompts based on the transcript.
- Drill or practise key sentences from the talk.

## Answers

1. There are three sections: introduction, main body, conclusion
2. Introduction – what information, order of information  
Main body – learning preferences and recommendations  
Conclusion – reminder of the information
3. *firstly, secondly, thirdly, finally*
4. looks at audience  
looks at cards  
speaks clearly, slowly  
pauses

## Transcript

### Presenter: Track 1.8

Student: According to the Institute for Learning Styles Research, there are seven types of learning style. Today, I'm going to talk about one of the seven types, the visual learner. How does the visual learner prefer to learn? How can the visual learner improve learning efficiency? I'll mention some learning preferences and make some recommendations in each case.

Firstly, visual learners need to see written text, so they should make notes of lectures. They could draw diagrams and make flow charts from the notes.

Secondly, they remember visual information. Therefore they should make flashcards of words. They could test themselves or put the flashcards on the walls of their bedroom.

Thirdly, visual learners like colour so therefore, they should use colour for their notes. They could use colour pens during the lecture or they could mark the text later, with circles, underlining and highlighting.

Finally, visual learners don't like noise. Therefore, they should not listen to music while they are studying. They should work in a quiet place.

So, to sum up, I have explained some of the learning preferences of visual learners, and I have also made you some recommendations to improve learning efficiency. If you are a visual learner, try some of the ideas which I have suggested.

### **D** Developing critical thinking

Students discuss one or both of the questions in small groups. Monitor for the correct pronunciation of target vocabulary. Elicit ideas.

#### **Answers**

Students' own answers.

### **Closure**

Practise the pronunciation of any target words students had difficulty with during the lesson.

## **Everyday English: Making friends**

### **Objectives**

By the end of this lesson, students should be able to:

- use appropriate language to socialize with other new students.

### **Introduction**

Hold a brief class discussion about the students' experiences of arriving at their present university or institution. Who were the first people they met?

### **A** Activating ideas

1. Elicit one or two ideas, and then put students into pairs to discuss the question.  
Give feedback orally. Accept all reasonable suggestions.

2. Elicit ideas for Picture 1. Set the task for pairwork or small group discussion.  
Give feedback orally, eliciting what is happening in each picture. Accept all reasonable answers. Make sure you cover the following words, which appear later in the lesson: *course, halls (of residence), seminar, tutorial*.

### **Answers**

1. Students' own answers.
2. Students' own answers, but here are some suggestions:  
Picture 1 – lectures, lessons  
Picture 2 – around the town, the local area, the campus  
Picture 3 – arriving, travel  
Picture 4 – courses  
Picture 5 – study bedrooms, studying  
Picture 6 – meeting tutors

### **B** Studying models

1. Cover the conversations. Go through the six questions with the class. Clarify any problems.  
Set the task for pairwork. Elicit ideas.
2. Set the task for individual work and pairwork checking.  
Play **1.9**. Give feedback orally.

### **Optional activity**

Review or work on the language in the conversations.

#### **present perfect forms**

*Have you been into town yet?*

*Have you met your tutor?*

*How long have you been here?*

#### **present continuous for future reference**

*I'm going today.*

#### **be + like**

*What's she like?*

#### **useful phrases**

*full time; on campus; as well; know (one's) way around*

## Answers

1. What course are you doing?
2. Are you staying on campus?
3. Have you been into town yet?
4. Have you met your tutor?
5. How long have you been here?
6. When are your lectures?

## Transcript

### Presenter: Track 1.9

One.

Student A: What course are you doing?

Student B: Environmental Science.

Student A: Is that a BSc?

Student B: Yes. It's three years, full time.

Presenter: Two.

Student A: Are you staying on campus?

Student B: Yes. I'm in the halls of residence. It's really good.

Student A: Are the rooms shared or single?

Student B: They're all single study bedrooms.

Presenter: Three.

Student A: Have you been into town yet?

Student B: No, not yet. Have you?

Student A: I'm going today. I've got a map here.

Student B: Oh great. Can I come with you?

Presenter: Four.

Student A: Have you met your tutor?

Student B: Yes, I went to her office yesterday.

Student A: What's her name?

Student B: I've forgotten. But she seems really nice.

Presenter: Five.

Student A: How long have you been here?

Student B: I arrived on Sunday by train. You?

Student A: I've been here for a week.

Student B: So you know your way around then?

Presenter: Six.

Student A: When are your lectures?

Student B: I've got five hours a week, on three days.

Student A: My lectures are on Monday and Friday.

Student B: Oh, that means no long weekends for you then?

Student A: Yes, it's a bit annoying.

## Closure

1. Go over any errors that you picked up during your monitoring.
2. Ask students to cover the texts in the Course Book and look at the pictures. They must try to remember the conversation.

## 1.4 Learning new speaking skills: Giving a short talk; *should, could*

### Objectives

By the end of this lesson, students should be able to:

- discriminate between words with similar vowel sounds;
- practise target sub-skills by giving a talk about themselves;
- pronounce and form sentences with *should* and *could* for recommendations and possibilities;
- produce sentences with *so* and *because*.

**Note:** You will need to bring sets of file cards (also known as library cards) to the lesson. Failing this, you can use any squares of card or pieces of paper. This is for students to make notes on for giving a talk. You can also suggest students buy their own sets of cards as they are very useful for vocabulary, revision notes, etc.

## Introduction

Use Exercise A as the introduction.

### C Practising the model

1. Set the task for pairwork. Monitor and assist with students' pronunciation. Note any common pronunciation errors. Play 1.9 again if you wish.
2. Demonstrate the task with one of the students. Continue the conversation for a short time, but keep it on the original topic. Set the task for pairwork. Do a further example if you wish. Monitor and assist. Again, make a note of common problems and errors.  
As feedback, ask volunteers to perform one of their role plays.

### A Reviewing vowel sounds

1. Use an electronic projection to show the phonemic script (only) for each word in the Pronunciation Check box. See if students can work out the correct word. Then practise the pronunciation. Reassure students they do not need to learn the phonemic script, but by referring to a phonemic chart and a dictionary, they can work out the pronunciation of new words. Play 1.10 to confirm correct pronunciation, if you wish.
2. Divide the class into small groups of three or four. Students discuss the meaning and pronunciation of each word. If nobody in the group knows the word, they can look up the

meaning and pronunciation in a dictionary. Still in groups, students take it in turns to pronounce one word in each pair. The others identify the correct word.

Monitor while students are working. Practise the pronunciation of any pairs of words students are having difficulty with.

### Transcript

**Presenter: Track 1.10**

Voice: pat, part; pet, pert; pit, Pete; pot, port; putt, put; pout, pate

### Answers

1. There are 12 vowel sounds in the examples.
2. Students' own answers.

### B Identifying a new skill (1)

Students discuss the questions in pairs. Elicit ideas but do not confirm or correct any at this stage.

Students read the Skills Check. Check students understand the information. Refer students back to the talk they listened to in Lesson 1.3 and ask if the student followed all the advice in the Skills Check.

### Methodology note

Since we are still near the beginning of a new course, Exercise C is a good opportunity for students to get to know each other a little better. On this occasion students do not have to research information, but they do need to organize and express it clearly.

### C Rehearsing a model

1. Elicit ideas and possible sentences for the talk. Make a list of suggestions on the board. You can suggest other related topics for students to talk about – for example, why they are on this course and why they chose this university. They could also talk about their nationality or which town/country they come from.

Remind students about tenses, for example, they can use the past simple to talk about previous schools, etc.

Drill some of the most useful sentences or phrases.

Students should make notes on file cards or pieces of paper. Monitor and give help where necessary.

2. Monitor while students give their talks. If necessary, stop the class and remind them about the skills they should be using, looking at the audience, for example.

Give feedback, focusing on what students did well, as well as what they need to work on.

### D Evaluation

Students discuss the questions in their groups. Monitor and find out who was the 'best' student in each group. If you think it is appropriate, you could ask two or three of the 'best' students to give their talks to the whole class.

### E Practising a new skill (1)

Ask students to look at the *should* situations. Make sure students understand the situations. Students discuss possible recommendations in pairs. Monitor. Elicit ideas. Drill some of the recommendations that students suggest.

Ask students to write a few of the answers for consolidation.

### Answers

Students' own answers, but here are some possibilities:

1. You should begin to study from now.
2. You should explain the reason to your tutor.
3. You should leave immediately by the fire exit.
4. You should refuse the offer.
5. You should go to bed early.
6. You should ask the bank for a loan.

### F Using *should* and *shouldn't*

Set for pairwork. Play the audio for students to repeat and check their answers.

### Transcript and Answers

**Presenter: Track 1.11**

Voices:

- a. You shouldn't be late for lectures.
- b. You should go to bed early the night before a test.
- c. You should respect people.
- d. You should have a healthy diet.
- e. You should read this novel.
- f. If you are ill, you shouldn't go to the university.
- g. I should go home.
- h. People should do assignments on their own.

## **G** Identifying a new skill (2)

Students discuss in pairs or small groups.

### **Answers**

a. suggestion b. ability c. request

## **H** Practising a new skill (2)

1. Make sure the students understand the scenario. Elicit ideas as a class or in small groups, as you prefer.
2. Play the audio, then elicit answers to the question.
3. Set as groupwork, then feed back as a class.

### **Transcript and Answers**

**Presenter: Track 1.12**

Voices: You could phone your friend with your mobile.  
You could climb in through the window.  
You could break a window with a brick.  
You could call a locksmith.  
You could put your hand through the letter box and try to open the door from the inside.  
You could wait for your friend to come home.  
You could go and stay at a hotel.  
You could sleep in your car.  
You could try to pick the lock with a pin.

## **I** Making suggestions

Ask students to look at the *could* situations. Make sure students understand the situations and that they see there is more than one possibility for each situation. Students discuss possible suggestions in pairs. Monitor. Elicit ideas. Drill some of the suggestions. Ask students to write a few of the answers for consolidation.

### **Answers**

Students' own answers, but here are some possibilities:

1. You could take it to the repair shop at the mall.
2. You could ask another student for help./You could ask the tutor to explain it to you.
3. You could go to the accommodation office.
4. You could relax./You could go away.
5. You could make a housework rota./You could spend the whole weekend tidying and cleaning!

### **Closure**

Ask students to make some recommendations for a new student at their university or institution.

# **Workbook answers**

## **Speaking**

### **Exercise A**

Students' own answers.

### **Exercise B**

2. Students' own answers.
3. The figure shows that learners are often a mixture of types.

### **Exercise C**

1. / means a short pause, // means a longer pause.

3./4.

How do you learn? // If you like pictures, / graphs / and charts, / you are probably a visual learner. // *Visual* means 'of the eyes'. //

If you like talking about / new information / with your friends, // you are probably an aural learner. // *Aural* means 'of the ears'. //

If you like using the library / and the internet / to find new information, // you are probably a read/write learner. // In other words, // you need to read things / or write them / to remember them. //

If you like to move around / when you are studying, / you are probably a kinaesthetic learner. // *Kinaesthetic* means 'of feeling and movement'. //

Finally, // if you like to do two or more / of these things, // you are probably a multi-mode learner. // *Mode* means 'method / or way of doing something', // and *multi* means 'many'. // Sixty to seventy per cent of learners / are multi-mode. //

### **Exercise D**

Students' own answers.



### Exercise E

1./2.

a. <u>al</u> oud	d	annoying
b. <u>aur</u> al	h	corridor
c. <u>pre</u> fer	i	here
d. <u>no</u> isy	a	how
e. <u>mod</u> e	c	learner
f. im <u>pr</u> ove	e	so
g. <u>tid</u> y	g	style
h. <u>beca</u> use	b	talk
i. <u>clear</u> ly	f	use

### Exercise F

1./2.

- I haven't *been* here for a week.
- Have you *met* your tutor yet?
- Which days do you have *lectures*?
- What are you having to *drink*?
- Have you *got* a map of the town?
- Do you have any *suggestions*?
- I have *lost* my key so I can't get into my room.
- OK. I have *explained* the main problems. In the next lecture, I will ...

### Exercise G

1./2./3.

verb	noun
a. ex'plain	expla'nation
b. im'prove	im'provement
c. 'move	'movement
d. pre'sent	presen'tation
e. 'organize	organi'zation
f. pre'fer	'preference
g. reco'mmend	recommen'dation
h. e'valuate	evalu'ation
i. su'ggest	su'ggestion
j. con'clude	con'clusion

### Exercise H

1./2.

- a. At the end of the talk, you should make some *recommendations*. How can we learn more efficiently?
- b. Could you *explain* this assignment to me? I don't understand it.
- c. How do you *prefer* to receive new information? What is your main learning style?
- d. I *suggest* that we brainstorm first and then start making some notes.
- e. It is important to *organize* your ideas logically.
- f. Kinaesthetic learners learn new information through *movement*.
- g. Remember to *evaluate* your talk at the end. What did you do well?
- h. Who is going to do the first *presentation*?
- i. You should try to *improve* your learning efficiency. Try different ways of learning.
- j. Don't forget to end your talk with a *conclusion*.

## Practice

### Exercise A

#### Student A

1. way
2. or-rul
3. kinaes'thetic
4. read = /red/
5. /ʒ/ like the g in aubergine
6. /eɪ/

#### Student B

1. a funny drawing
2. mull-tee
3. at the beginning – 'visual
4. yes, it is.
5. or
6. /aɪ/

### Exercise B

1. a. should  
b. could  
c. should  
d. should  
e. Would  
f. Could  
g. could

## Extended speaking

### Exercise A

1. According to the Institute for Learning Styles Research, there are seven types of learning style.
2. Today, I'm going to talk *about* one of the seven types, the visual learner.
3. How *does* the visual learner prefer to learn?
4. How *can* the visual learner improve learning efficiency?
5. I'll mention some learning preferences and make recommendations in each case.
6. Visual learners *should* make notes of lectures.
7. They *could* draw diagrams or make flow charts from the notes.
8. *Because* visual learners like colour, they should use colour for their notes.
9. I *have* explained some of the learning preferences of visual learners.
10. *If* you are a visual learner, try some of the ideas that I have suggested.

### Exercises B and C

Students' own answers.

### Exercise D

#### The aural learner

According to the Institute for Learning Styles Research, there are seven types of learning style. Today, I'm going to talk about one of the seven types, the aural learner. How does the aural learner learn? How can aural learners improve their learning efficiency?

Firstly, aural learners like to *hear* new information so they should read all their notes aloud. They could record them and listen to them later.

Secondly, they need to talk about new information. They should discuss lectures and reading assignments with other students. They could form a discussion group, or they could talk to another student on the phone.

Finally, aural learners need aural reminders. Therefore, they should make mnemonics of key information, like lists. They could say the mnemonics in their heads to help them remember.

So to sum up. I have explained some of the learning preferences of aural learners, and I have also made some recommendations to improve their learning efficiency. If you are an aural learner, try some of the ideas that I have suggested.

#### The kinaesthetic learner

According to the Institute for Learning Styles Research, there are seven types of learning style. Today, I'm going to talk about one of the seven types, the kinaesthetic learner. How does the kinaesthetic learner prefer to learn? How can kinaesthetic learners improve their learning efficiency?

Firstly, kinaesthetic learners learn better by doing something. So they should make learning into a physical activity. They could write new information on cards. Then they could lay out the cards on a table and arrange the cards in different ways.

Secondly, kinaesthetic learners do not like to sit still, so they should walk around while they are studying. They could record information and listen to it while they are jogging.

Finally, because kinaesthetic learners use a lot of energy in learning, they should take a lot of breaks during study.

So to sum up. I have explained some of the learning preferences of kinaesthetic learners, and I have also made some recommendations to improve their learning efficiency. If you are a kinaesthetic learner, try some of the ideas that I have suggested.

# Reading: Improving your memory

## 1.5 Vocabulary for reading: Internal and external factors

### Objectives

By the end of this lesson, students should be able to:

- recognize and understand target vocabulary from the Reading section;
- show understanding of information about internal and external factors.

### Introduction

Use Exercise A as the introduction.

#### A Reviewing words

Check students understand the task. Remind students to use the correct tense (all the answers are verbs). Students complete the table individually, then compare their answers in pairs. Elicit answers.

Discuss some of the problem areas, for example, *remember* vs *recall*: *recall* is only used when we are trying to remember something deliberately or consciously; *remember* can be used for both conscious and unconscious remembering.

**Less able classes:** Put all the answers (verbs) in the infinitive on the board, in the wrong order. Students write the verbs in the correct tense in the correct places.

#### Answers

The other day I noticed a new *research* assistant in the laboratory. We were at school together. I *recognized* his face but I couldn't *recall* his name. I suddenly *remembered* it a few days later. I was *revising* some notes about memory on my computer. I saw the name *Miller*. That *reminded* me of my friend's name – Adam Miller. So that's a real-life example of how we *retrieve* information from the brain.

#### B Understanding new words in context

Exploit the visuals. Encourage students to produce sentences such as *He looks bored*, *He's tired*, etc.

Students read the rubric. Check understanding of the meanings of *internal* and *external factors*, and *concentrate* (or you can leave students to infer their meanings from context during the activity). Set the task and go over the example. Point out the adjective *bored* and show how we need the noun form *boredom* in the sentence.

Students complete the task individually. Elicit answers pointing out that as long as students have grouped the internal and external factors correctly, it does not matter which order the nouns come in.

Ask students if they can think of any other internal or external factors that can stop you concentrating, for example:

*feeling unwell*

*interruptions (from people, the phone, etc.)*

*disturbances*

*problems with equipment*

Ask students to make a sentence with each noun. Alternatively, they can use the following sentences as a basis for a completion or prompt activity:

*One of the main causes of traffic accidents is tiredness.*

*Problems with teenagers are often caused by boredom.*

*Thirst and hunger are serious problems in developing countries.*

*Noise is becoming as serious as other types of pollution.*

*Some badly designed office chairs can cause serious discomfort.*

#### Answers

**Note:** As already pointed out, the words can also come in other orders, as long as students have not confused internal and external factors.

I investigated the internal and external factors which affect *concentration*. There were ten participants from the university. All of them said that the main problem was *boredom*. Other internal factors were also important. Four of them talked about *tiredness*, and three mentioned *hunger* and *thirst*. Two people referred to external factors. One complained about *discomfort* and one mentioned *noise* in her study area.

### C Understanding new phrases in context

Elicit ideas to complete each sentence, with students' pens down. Check understanding of each phrase. Students complete each sentence individually; they can either use some of the ideas from the elicitation stage or they can write their own ideas. Monitor and give help where necessary. Make a note of which students have produced particularly good or interesting sentences, and ask some of them to read out one or two sentences at the end. Give feedback on any common errors.

#### Answers

Students' own answers.

### Closure

1. Students' books closed. Write the first word from each of the phrases in Exercise C on the board. Ask students to copy the word and complete the phrase.
2. Ask students to tick the words from the word list that they have covered in this lesson. Ask students to give you the meanings of any of the remaining words that they know.

## 1.6 Real-time reading: Remembering learnt information

### Objectives

By the end of this lesson, students should be able to:

- use context to complete missing information in a text;
- show understanding of a text describing revision schedules for students;
- show understanding of target vocabulary in context.

### Introduction

Use Exercise A as the introduction.

### A Activating ideas

Set the task for students to discuss in pairs. If students have not done an academic test recently, or prefer to discuss other types of test

(such as driving tests or training qualifications), that is also acceptable.

Briefly give feedback to the class. Elicit the fact that practice and/or revision of key information was almost certainly key in the students' success – or the lack of it – in tests.

#### Answers

Students' own answers.

### B Predicting content

Make sure that students understand the word *forever* (note that the spelling *for ever* is also possible).

1. Tell students to cover the text, leaving only the title visible. Set the discussion for small groups. Give feedback orally. Encourage students to give reasons for their opinions. Accept all reasoned ideas.
2. Go through the sentences and the example, clarifying any vocabulary problems. Point out that students do not need to know the answers, but must use their knowledge and opinions to decide whether the statements are true or false. Set the task for individual work; then students in pairs or small groups can compare their ideas.

As feedback, elicit ideas but do not confirm or correct at this stage (students will look for the real answers in Exercise C). Again, ensure that students support their ideas with reasons.

#### Answers

1. Students' own answers.
2. See Answers for Exercise D.

### Methodology note

Exercise C is a type of task that students have not come across before in this course. However, they will meet it in many public examinations, e.g., the Cambridge First Certificate in English (FCE) Reading exam. To do the task successfully, students must learn to follow a certain procedure:

- read through all the sentences;
- read the text without completing the gaps;
- complete the sentences that they are sure of;
- complete the rest of the sentences.

### C Understanding the paragraph structure

Set the task. Point out that students will need to refer to the graph as well as to the body of the text. Ask them to follow the procedure described in the Methodology note above. In the first stage, help students with any vocabulary problems in the sentences in the table.

Give feedback, using an electronic projection of the text.

#### Answers

##### Can you remember things forever?

Do you remember everything that you learnt at school? Everybody knows that the human brain cannot remember everything. (4) *However, science has not discovered the exact reason for this.* We do not have a complete picture of human memory.

Forgetting is a natural process. In Figure 1, the red line on the graph shows that, within 24 hours of learning, you have forgotten nearly 80 per cent of the new information. (2) *After a month, only about ten per cent remains.* In education, we need to consider how to stop this loss of information.

Research shows that revision is the key. You must take the information out of your memory, use it, and store it again, several times. Then it will become fixed, and it will stay in your memory for years. (1) *The need to repeat this process many times was first described in the 1930s by Cecil Mace.* Mace's theory was later used to design a new system of flashcards for learning languages (Leitner, 2003).

In everyday life, we repeat this cycle of retrieval–use–storage without thinking. (5) *Take, for example, how to ride a bicycle, a very happy event in your life, or the way to your home.* You have retrieved that information hundreds of times so you have not forgotten it. In the field of academic study, the repetition comes from recall. In other words, the student needs to recall something, so he/she finds the information in their memory, brings it out and reviews it. Then he/she stores it again. (8) *We call this 'revision'.*

(7) *You must continue to retrieve information if you want to remember it forever.* Each retrieval should happen at a longer interval, or gap in time, according to the idea of 'spaced repetition' (Mace, 1932). The first

review is very important and should be after only ten minutes. As the blue line on the graph shows, this review actually increases memory to 100 per cent. However, if you do not look at the information again, you still forget nearly everything. (3) *Note that the same line is at a level of only 20 per cent after six months.* Review the information again after, say, one day, one month and then six months (see the green line on the graph). You will then remember the information forever.

Since the 1960s, new research has indicated that information is connected in our memory. The connections have two important features. Firstly, we can retrieve groups of connected ideas more easily than single ideas. (6) *So make connections with other pieces of knowledge when you review information.* Secondly, if you retrieve and store information often, the connections become stronger. So it is better to spend a short time on retrieval every few weeks rather than a long time on retrieval every few months.

### D Understanding the text

Set the task for pairwork or small group discussion, without allowing students to reread the text. If you wish, you can allow the group to reread the text to check their answers.

Give feedback orally. Elicit which piece(s) of information in the text the students have based their answers on.

#### Answers

- a. Modern scientists understand how human memory works.

False – *Everybody knows that the human brain cannot remember everything. However, science has not discovered the exact reason for this. We do not have a complete picture of human memory.*

- b. Reviewing information helps you remember it.

True – *In education, we need to consider how to stop this loss of information. Research shows that revision is the key.*

- c. We review information about our lives without thinking.

True – *In everyday life, we repeat this cycle of retrieval–use–storage without thinking. Take, for example, ...*

- d. A student needs to review the same information every day.

False – *Each retrieval should happen at a longer interval, or gap in time, according to the idea of 'spaced repetition' ...*

- e. Without review, you will forget about 90 per cent of the information in a month.

True – *After a month, only about ten per cent remains.*

- f. It is not possible to remember 100 per cent of information for six months.

False – *According to the green line on the graph, 100 per cent of the information can be remembered for six months.*

- g. You should pay attention to connections between ideas when you study.

True – *... we can retrieve groups of connected ideas more easily than single ideas.*

#### Methodology note

The skill practised in Exercise E will be worked on explicitly in Lesson 1.8, so there is no need to spend too much time on it here.

#### Closure

Exploit the text further, as follows:

- Write or show the first sentence from each paragraph on the board. Read phrases/sentences from the text at random. Each time, students must say which paragraph they come from, then check by quickly finding the phrase/sentence in the text.
- Give information from the text but make mistakes. Students must correct you.
- Read the text and pause at key points. Students must supply the next word.
- Ask students to use the information in the text to give advice to new students, using *should*.

#### Example:

*You should review information four or five times.  
You shouldn't wait until the next day to start reviewing.*

### 1.7 Learning new reading skills: Dealing with research texts

#### Objectives

By the end of this lesson, students should be able to:

- recognize target vocabulary from the theme using the first few letters;
- distinguish between fact and prediction and advice in a written text;
- read a simple line graph;
- show understanding of the basic SVO/C sentence structure;
- identify extra information about the subject and the object.

#### Methodology note

In Levels 1 and 2 of *Progressive Skills in English*, text-attack skills are developed carefully. For Level 3, it is assumed that students will have some of these crucial skills in place. The introduction to this lesson contains three tasks, focusing on *before* reading, *while* reading and *after* reading. It is much longer than the introduction tasks in the rest of the themes and may take up a large part of the lesson, but as text-attack skills are central to reading skills development, you should not skip these exercises. You will need to prepare worksheets or visual media.

The same text-attack skills will be practised in Lesson 1.8.

#### Introduction

1. Elicit from students the fact that before they read a new text they can predict a lot of its content. Ask them how they can do this.

Put the following on the board and ask students, in pairs, to decide on the best order for doing these things so that they can predict the content of a text.

- a. use the introduction/first paragraph
- b. use any illustrations
- c. use the title/heading
- d. use the topic sentences of the other paragraphs

Write feedback on the board or use visual media to show the answers.

2. Elicit the fact that new words are one of the main problems while reading a new text. Display the flow chart in Answers below. Ask students to decide whether the following statements are true or false. They must correct the false statements.

- When you meet a new word in a text, you should immediately look it up in a dictionary.*
- You should never look up a new word while you are reading.*
- You should decide the part of speech before looking up a word in the dictionary.*

Set the task for small group discussion.

Give feedback to the class as a whole using the flow chart.

3. Elicit things that students can do after reading a text to help them remember the content. Accept all reasonable answers.

Display or give out the following gapped text for completion. They should complete it using the words in the box. Set the task for individual work and pairwork checking.

Give feedback using an electronic projection.

highlight	notes	illustration	reaction
	summary	vocabulary	

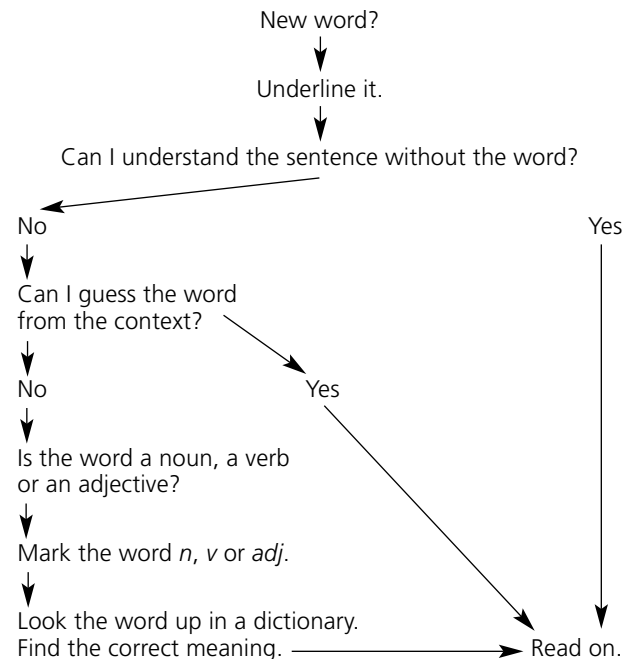
After reading a text you can:

- Write a \_\_\_\_\_ of the information in one or two sentences.
- Draw an \_\_\_\_\_ or a graph of the information.
- \_\_\_\_\_ important points in the text.
- Make \_\_\_\_\_ of the information.
- Add new words to your \_\_\_\_\_ lists.
- Think about your personal \_\_\_\_\_ to the text:
  - Do you think it is true in general, or for you in particular?
  - Will the information change your behaviour in any way?

### Answers

- The correct order is:
  - use the title/heading (c)
  - use any illustrations (b)
  - use the introduction/first paragraph (a)
  - use the topic sentences of the other paragraphs (d)
- a. False – you should try to understand the sentence without the word first. Then you should try to understand it from context.

- False – it is correct to look up a word after you have tried ignoring it and guessing its meaning.
- True – this will guide you to the correct part of the dictionary entry for the word.



3. Target words are in *italics*.

After reading a text you can:

- Write a *summary* of the information in one or two sentences.
- Draw an *illustration* or a graph of the information.
- *Highlight* important points in the text.
- Make *notes* of the information.
- Add new words to your *vocabulary* lists.
- Think about your personal reaction to the text:
  - Do you think it is true in general, or for you in particular?
  - Will the information change your behaviour in any way?

### A Reviewing vocabulary

Refer the students to the Course Book.

Go over the example and make sure that students understand what they have to do. Do another example if you wish.

Set the task for individual work and pairwork checking.

Give feedback using an electronic projection.



## Answers

1. several
2. interval
3. retrieval
4. remember
5. forgetting/forgotten
6. repetition/repeat
7. loss
8. fixed
9. store/storage
10. reviews/revise

## B Identifying a new skill (1)

1. Give students time to read through Skills Check 1. Clarify any problems. Then tell them to cover the Skills Check. Elicit the four functions mentioned and the type of language which can indicate each one. With a more able class, ask the students to try to remember the example sentences, which are all from the text in the previous lesson.
2. Go over the example. Set the task for individual work and pairwork checking. Give feedback using a copy of the sentences on the board.
3. Refer students to the text in the previous lesson. Give them time to find at least one example of each function in the text. Monitor and assist as necessary.  
Give feedback to the class as a whole, ideally using an electronic projection.

## Answers

1. general facts = present simple  
past facts = past simple  
predictions = *will/may/might*  
advice = *must/imperative*
2. a. The solution will become clear. P  
b. You should do exercise once a week. A  
c. The first king of a united England was Athelstan (c. 895–939 CE). PF  
d. This is a new area of research. GF  
e. Always carry a book in your bag. A  
f. The company will expect you to meet customers. P  
g. You must do all your tasks on time. A  
h. You will probably lose contact with friends from early childhood. P  
i. Average temperature falls as you move away from the Equator. GF  
j. The research was conducted by Atkinson and Shiffrin. PF

3. Students' own answers, but some examples are:

### general facts

*We do not have a complete picture of human memory.*

### past facts

*The need to repeat this process many times was first described in the 1930s by Cecil Mace.*

### predictions

*Then it will become fixed, and it will stay in your memory for years.*

*You will then remember the information forever.*

### advice

*Each retrieval should happen at a longer interval.*

*Make connections with other pieces of knowledge when you review information.*

## Methodology note

Before doing Exercise C, you may wish to review verbs and expressions for describing graphs, but do so briefly. Remember that this is a reading lesson, so do not expect students to describe graphs here, either orally or in writing.

## C Identifying a new skill (2)

1. Go through Skills Check 2 with the class. Clarify any vocabulary problems. Again, tell students to cover the Skills Check and elicit the four expressions used to refer to graphs.  
**Note:** These phrases are fairly fixed and can be learnt as such. However, you may also wish to point out that the tense used to describe graphs (and other illustrations) is usually the present simple, and not the present continuous.
2. Give students time to study the graphs on page 164 of the Course Book. Ask them to discuss briefly, in small groups, what the graphs show (they do not need to guess exactly what processes are represented).  
Set the task for individual work and pairwork checking. Monitor and assist as necessary. Give feedback orally.

## Answers

- a. As the yellow line shows, the temperature rises quickly. *Graph 4*  
b. Figure 1 shows the initial results. *Graph 1*

- c. ... (see the red line in Figure 6). *Graph 2*  
 d. Note the change in speed at 30 m. *Graph 3*  
 e. Note the pressure at 12 seconds (black line). *Graph 1*  
 f. The blue and orange lines in the graph are very similar. *Graph 2*

### D Identifying a new skill (3)

1. Students read the Skills Check.
2. Students do the task individually and then compare answers in pairs.

#### Answers

linking words	subject	verb	object/ complement	other information
	Research	shows		
that	revision	is	the key.	
	You	must take	the information	out of your memory
	(you)	(must) use	it	
and	(you)	(must) store	it	again, several times.
Then	it	will become	fixed,	
and	it	will stay		in your memory for years.
	The need to repeat this process many times	was (first) described	by Cecil Mace	in the 1930s.
	Mace's theory	was (later) used to design	a new system of flashcards for learning languages	(Leitner, 2003).

### E Identifying SVO structure

Go over the example with the class. Point out that the sentence comes from the text in Lesson 1.6. Do a further example with the class if you wish. Set the task for individual work and pairwork checking. Point out that students should mark a single word for the subject and object where possible – they should ignore articles.

Monitor and assist as necessary.

Give feedback using an electronic projection of the answers.

Get students to cover the page and ask them to try to expand the basic SVO. They can do this by using information from the original sentences or from their own ideas.

#### Answers

	S	V	O
1.	You	have retrieved	that information
2.	You	need	a degree
3.	people	eat	snacks
4.	China	has	(a) coastline
5.	The internet	is changing	the relationship
6.	The Black Death	killed	people
7.	A magazine	attracts	a group
8.	Students	will have	a talk

### F Identifying extra information

Do the first sentence in Exercise F with the class as a demonstration. Set the task for individual work and pairwork discussion. Monitor and assist with the vocabulary. Analyze a further sentence if you think the students need it.

Give feedback using an electronic projection of the sentences.

## Answers

1. American scientists at Cape Canaveral in the USA launched the first Space Shuttle.
2. The human body needs more than 40 different nutrients.
3. The Himalayas a mountain range in Asia, contains the highest peaks on Earth.
4. Archaeologists have discovered an early form of draughts.
5. Young men from ten of the teams take part in each race which lasts only 90 seconds.
6. College and university Media Studies courses look at communication in the mass media.
7. Some modern teen magazines reflect the readers' self-image.
8. Websites for students do not always have complete or correct information.

## Closure

Ask students to choose five sentences from the text in Lesson 1.6 Real-time reading. Tell them to analyze them for S, V, O/C and for other information about the S and O/C.

## 1.8 Applying new reading skills: Studying for a test

### Objectives

By the end of this lesson, students should have:

- applied appropriate strategies for attacking a new text;
- identified the components of complex sentences;
- extracted information from a graph.

## Introduction

Elicit some of the information from the text in Lesson 1.6.

### A Reviewing vocabulary

The target words in this activity are from the text in Lesson 1.6.

Go over the example with the class. Set the task. Students work individually, then compare their answers in pairs. Elicit answers. Give further explanations of each word if necessary.

## Answers

1. We need to understand more about the store / storage of information in the brain.
2. You often remember very little if you are tired / tiredness. Your brain is not efficiency / efficient at those times.
3. You must repetition / repeat your review of information at regular intervals.
4. Forgetting / forget information is natural, but it can be avoided.
5. The key to effective learning is revise / revision at spaced intervals.
6. A lot of factors can affect / effect your concentration negatively.

### B Activating ideas

Exploit the two photographs. Elicit who the people are, what they are doing and how they are feeling.

Remind students that they studied text-attack skills in Lesson 1.7. Elicit one or two ideas; then set the task for small group discussion.

Give feedback orally to the class as a whole. Build up a list of points on the board. Refer students back to Lesson 1.7 to check their answers.

## Answers

*Before you read the text:*

Look at illustrations; look at the title; look at the introduction/first paragraph; highlight the topic sentences of the other paragraphs; try to predict the content from the illustrations (e.g., pictures, diagrams, graphs); try to predict the content from the title/heading; try to predict the content of each paragraph; try to predict the order of information in the text.

*When you meet new vocabulary:*

Try to understand the sentence without the word; try to understand the word from the context; work out the part of speech; mark the word *n*, *v*, *adv* or *adj*; look up the word in a dictionary.

*After reading the text:*

Write a summary in one or two sentences; draw an illustration of the information; highlight important points in the text; make notes on the information; add new words to your vocabulary lists; think about your personal reaction to the information.

### **C** Understanding a text

1. Set the question for pairwork discussion, then discuss ideas as a class.  
During feedback time, elicit from students:
  - what they were able to predict from each element of the text before they read it;
  - which words they were able to guess as they read.
2. Set the task for individual work and pairwork checking. Monitor and assist as necessary.  
Give feedback using an electronic projection.
3. Set the task for individual work and pairwork checking. Monitor and assist as necessary.  
Give feedback using an electronic projection.

#### **Answers**

2. Students' own answers.
3. a. decreases  
b. shows  
c. accurate
4. Thesis statement: *For successful revision, we need to understand how our brains work during a period of study.*

### **D** Understanding a graph

Set the task for individual work and then for pair or small group discussion.

#### **Answers**

1. The graph is from the Education Research Council data.
2. Red line = no breaks; green line = regular breaks.
3. The eighth green square tells us that with regular breaks, after three-and-a-half hours, we will remember about 70 per cent of the

information we have studied.

The sixth red triangle tells us that with no breaks, after two-and-a-half hours, we will remember 55 per cent of the information.

4. The graph is similar to Figure 1 in Lesson 1.6 in that both graphs show: (a) the percentage of information remembered against time; (b) a way of remembering more information; (c) that we forget quickly if we do not take special steps to remember the information we study.

### **E** Critical thinking

Set the tasks for pair or small group discussion. Monitor and assist as necessary.

As feedback, hold a brief class discussion. Encourage all contributions and insist that students give reasons to support their ideas.

#### **Answers**

1. Students' own answers.
2. In Western academic texts, it is a requirement that writers always credit ideas and opinions to their authors. At the same time, where opinions are the author's own, he/she must state this clearly.

### **Closure**

1. Exploit the text in Lesson 1.6 for further work on SVO:
  - Ask students to find the subject and verb of sentences in the text.
  - Ask them to identify other information about the object of sentences from the text.
2. Ask students questions about the graph in Lesson 1.6.

#### **Example:**

T: *What does the fourth red dot mean?*

Ss: *It shows that if you don't review, you forget 90 per cent of the information after a week.*

## Knowledge quiz: How much can you remember ... about memory?

### Objectives

By the end of this lesson, students will have:

- reviewed core knowledge from Theme 1;
- recycled the vocabulary from Theme 1.

### Introduction

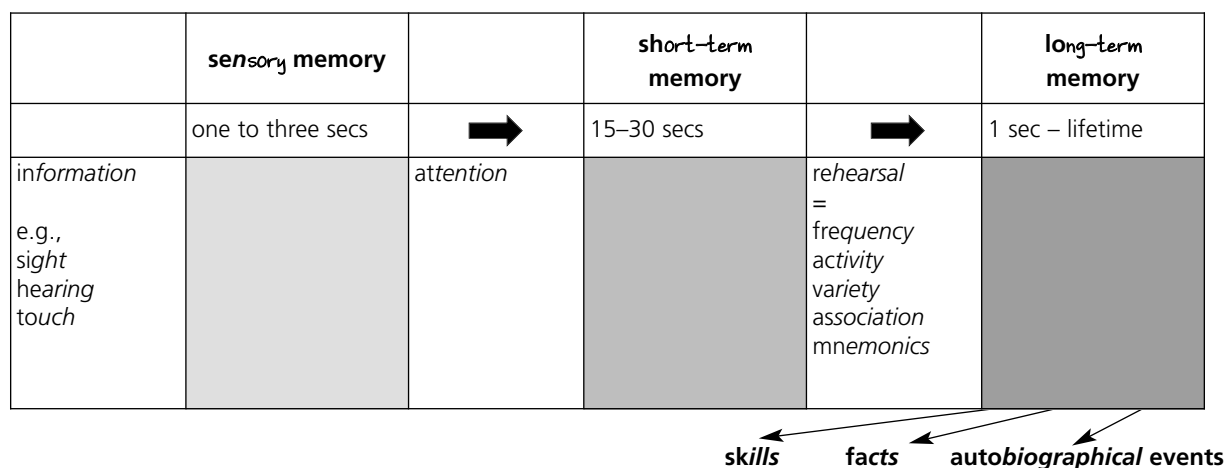
Point out that you are going to do a game based on the vocabulary in Theme 1. Choose some of the words from below. Write each letter on the board in turn until students recognize the word, e.g., *r – e – c – a – l – l*. Allow students to shout out guesses. Point out that some letters can form more than one word, e.g., *memory/memorable*. Elicit answers and continue adding letters until they get the word you have in mind.

recall	memory	theory
recognize	memorable	visualize
remember	forget	boredom
retrieve	efficiency	concentrate
store	consider	gradually
perform	preference	internal
propose	recommendation	decrease

Ask students to choose some of the words and make sentences from them. Set for pairwork. Monitor and assist as necessary. Get students with the best sentences to read them out loud to the rest of the class.

### Answers

Figure 1



### Figures 1, 2 and 3

If you have plenty of time for this revision quiz, set each figure in turn for discussion. Monitor and assist, then give feedback.

If you have less time, put students into three groups to study one figure each, then give feedback to the class as a whole. As you can see from the answers, the first figure is much more complicated than the other two, so set that one for the most able group in your class.

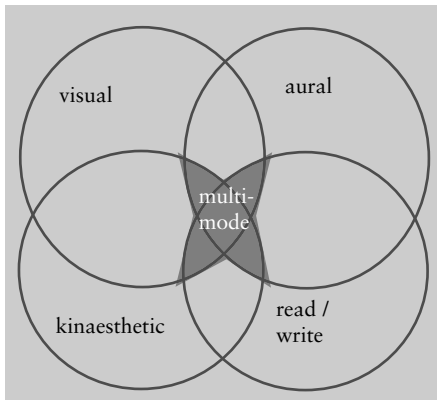
**Less able classes:** Set the vocabulary exercise for each figure. Then read the model description in Answers below, pausing for students to complete the information, or making mistakes for students to correct.

### Model description

Some researchers believe that there are three parts to memory. Firstly, there is sensory memory which lasts from one second to three seconds. Information comes into sensory memory all the time from the senses, for example, sight, hearing and touch. But most of the information does not stay in memory. We must pay attention to something. Then we keep it in short-term memory for 15 to 30 seconds. If we don't do anything with the information, we forget it. If we rehearse the information, we can move it into long-term memory. Rehearsal can involve a number of components. For example, there is frequency, which involves using the information many times. There is also activity, which means doing something with the information. Variety means doing different things, and association involves

connecting new information with old information. Finally, we can use mnemonics to help us remember information such as lists. There are three main types of long-term memory. Firstly, we have memories for skills, like driving a car. Secondly, there are memories for facts, like the rulers of our country. Finally, there are autobiographical memories, like holidays when we were young.

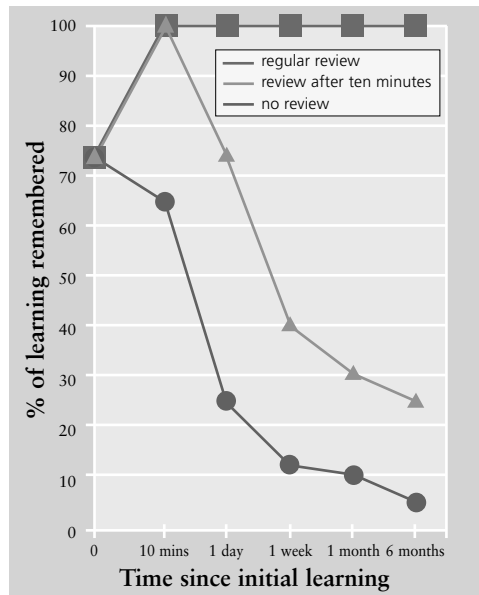
**Figure 2**



### Model description

There are four main types of learners. Firstly, there are visual learners. They like to see new information. Secondly, we have aural learners. They prefer to hear new information. Thirdly, kinaesthetic learners need to do something active with new information. Finally, read/write learners need to read information and write it down. There is a fifth type, the multi-mode learner. This type of learner uses a combination of learning styles. The majority of people are multi-mode learners.

**Figure 3**



### Model description

We must review information regularly or we will forget it. If we do not review new information, we forget 95 per cent of it in six months. If we review the information regularly, we can keep it in long-term memory. The first review after ten minutes actually increases our memory. We should then review new information after one day, one week, one month and six months. Then we will remember the information forever.

# Workbook answers

## Reading

### Exercise A

	Noun	Verb	Adjective
1. under...	understanding	understand(s), understood	understandable
2. rem...	reminder	remember(s)/(ed); remind	
3. lear...	learning	learn(s)	
4. forg...	forgetfulness	forget(s)/forgot/forgotten	forgetful
5. los...	loss	lose(s)/lost	lost
6. infor...	information	inform(s)/(ed)	informed
7. intel...	intelligence		intelligent
8. rese...	research	research(es)/(ed)	

### Exercise B

beginning/end, better/worse, change/stay the same, decrease/increase, difficult/simple, fall/rise, forget/remember, go/remain, hungry/full, noisy/quiet, put into/take out of, store/retrieve, hungry/full

### Exercise C

noun	verb
a. <i>retrieval</i>	retrieve
b. <i>storage</i>	store
c. <i>design</i>	design
d. <i>repetition</i>	repeat
e. <i>review</i>	review
f. <i>memory</i>	memorize
g. <i>revision</i>	revise
h. <i>process</i>	process
i. <i>recognition</i>	recognize

### Exercise D

noun	adjective
a. <i>boredom</i>	bored
b. <i>thirst</i>	thirsty
c. <i>hunger</i>	hungry
d. <i>comfort</i>	comfortable
e. <i>noise</i>	noisy
f. <i>tiredness</i>	tired
g. <i>success</i>	successful
h. <i>introduction</i>	introductory
i. <i>difference</i>	different

### Exercise E

1. The human brain cannot remember everything. Forgetting is a natural *process*.
2. Research shows revision is the key to *success*.
3. It is important that information is retrieved, used and *stored*.
4. We must repeat the cycle of retrieval – use – *storage*.
5. In other words, we need to have regular *retrieval*.
6. We must do this at regular intervals – ten minutes, one day, one week, etc. Mace called this 'spaced *repetition*'.
7. But the general word for the process is *revision*.

### Exercise F

1. internal	4	brain
2. attention	1/8	factors
3. natural	6	grade
4. human	9	intervals
5. revision	8/10	opinion
6. test	5/6/10	period
7. learning	3/8	processes
8. scientific	8/10	research
9. regular	2	span
10. recent	7	style

### Exercise G

1. The arrival of gunpowder in Europe | led to | the end of castles.
2. The southern part of the country has many permanent rivers which provide drinking water.
3. The men and women from the winning team carry flags from the different areas of the city.
4. Recent studies at a number of universities show the importance of stable family life.
5. Children under the age of ten cannot usually understand mathematical problems which involve algebra.
6. The best-known research in the area of short-term memory was conducted by Miller in his 1956 study called *'The Magical Number Seven, Plus or Minus Two'*.

## Practice

### Exercise A

1.
  - a. Percentage of learning remembered.
  - b. Education Research Council.
  - c. Percentage of learning remembered with no review.
  - d. About five per cent.
  - e. You actually learn more than you learnt at the time of the lesson.
  - f. Students' own answers.
2.
  - a. False. It shows the percentage of revision remembered.
  - b. True
  - c. True
  - d. False. You remember things better from the beginning of a revision period than the end.
  - e. True
  - f. False. You should take a break every hour.



# Writing: Rehearsal and prompts

## 1.9 Vocabulary for writing: Storage and retrieval

### Objectives

By the end of this lesson, students should be able to:

- demonstrate understanding of some of the target vocabulary for the theme;
- learn common core knowledge that underlies the model and the output texts in this theme;
- produce written sentences using target vocabulary.

### Introduction

Write the two words from the title on the board, *rehearsal* and *prompts*. Ask students what they mean in acting/theatre. Elicit answers – *going over scenes again and again until you can do them perfectly* and *giving an actor a word or two words during a scene if they forget their lines*. Point out that in the Writing section, students are going to learn about the value of rehearsal and prompting both in language learning and language testing.

### A Reviewing vocabulary

Students complete the spelling activity individually, then compare their answers in pairs. Write the correct spellings on the board so that students can check their own answers.

Check the meanings of some of the words. Elicit the part of speech of each word.

Set the sentence-writing task. Students complete the task individually. Monitor and give help where necessary. Ask some of the students to read out their sentences.

#### Answers

1. component
2. memory
3. theory
4. interval
5. repetition
6. efficient
7. variety
8. encode

### B Understanding and using new words

Exploit the visuals. Make sure students realize that they show a flashcard with three consonants on it, and a photograph of classmates at school.

Put the students into two groups.

1. Ask students to try to complete their text alone, then check their answers with the other people in their group. Tell them to especially check the form of the word, as this is a writing lesson. Monitor and assist.
2. Ask students to work out the important information so that they can put it into the one-sentence summary. Elicit answers – *date, name of researchers, conclusion of experiment*. Get students to have a go at this individually, then ask them to compare their answers with the other students in their group and agree on the best summary. Do not confirm or correct answers at this stage.

#### Answers

1.

##### Text 1

In 1959, two researchers conducted an experiment into memory *storage*. The experiment *demonstrated* the value of rehearsal in storing new information. The researchers were called Lloyd and Margaret Peterson. They showed participants three-letter combinations, like BGH, for a few seconds. The combinations did not make words. Then they asked the participants to count backwards from 100 in threes, e.g., 100, 97, 94, etc. This *ensured* that the participants did not have the *opportunity* to rehearse the letters. Finally, they asked the participants to say the letters. Most participants could not recall the new information. This shows that new information does not stay in short-term memory *without* rehearsal.

##### Text 2

In 1975, a group of researchers conducted an experiment into memory *retrieval*. The experiment demonstrated the value of *prompts* in remembering old information. The researchers were led by Dr Harold Bahrick. They asked adult participants to give the names of their classmates at school. They did not show them photographs. Many people over 60 could

not remember the names *without* any prompts. Then the researchers showed the participants photographs. Most participants could *name* the majority of their classmates. This shows the difference between *storage*, which is keeping information in memory, and *retrieval*, which is getting information out of memory. People *store* information in memory but they often cannot recall it without a prompt.

2. See Answers for Exercise C.

### Methodology note

In Level 1 of *Progressive Skills in English*, students are trained in a technique called the TOWER of writing. You might want to remind students of this here, or you can introduce the idea to students who did not study Level 1.

- Thinking about what you're going to write
- Organizing your ideas – perhaps into a table, a spidergram, a mind map
- Writing a first draft – writing for the writer, you convey the message
- Editing the first draft – for spelling, grammar and punctuation, but most of all for coherence (a logical flow of ideas)
- Rewriting in order to produce a second draft – writing for the reader, you make sure the reader understands the message

### C Editing and rewriting

Put students in pairs – with one student from Group 1 and the other from Group 2 in each pair. If you have an odd number, put two students from Group 1 with one student from Group 2.

1. Set for individual work. Tell students to ask each other questions if they do not understand the summary. They should also mark the work for mistakes in spelling (S), grammar (G) and punctuation (P).
2. Get students to return the summary for rewriting.  
Elicit the summaries and decide on the best ones. Put the best summaries on the board for all students to see.

### Answers

Model answers:

1. In 1959, Peterson and Peterson demonstrated that new information does not stay in short-term memory without rehearsal.
2. In 1975, Bahrick et al.\* demonstrated that people sometimes cannot retrieve stored information without prompting/prompts.

\*et al. = 'and others' (teach this at this point if necessary)

### Closure

Get students to do the first experiment by Peterson and Peterson from Exercise B.

Students make one set of three-letter combinations, A or B, into flashcards with large letters.

#### A

BGH
ZQR
FDM
YPL
JTC
WKV

#### B

QRT
PDN
HKW
BVM
LSZ
GCH

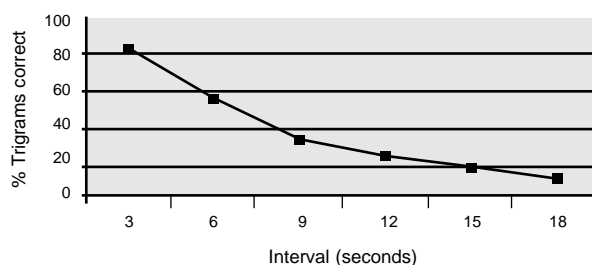
Students work in pairs. They show a flashcard to a participant for five seconds.

Then the participant is asked to count backwards from 100 in threes, e.g., 100, 97, 94, 91 ...

Ask the participant to recall the trigram. Vary the amount of time before the recall as follows: 3, 6, 9, 12, 15, 18 seconds.

Record the results and make a graph.

Here are the actual results of the Peterson and Peterson experiment:



## 1.10 Real-time writing: Learning new vocabulary

### Objectives

By the end of this lesson, students should be able to:

- show understanding of the discourse structure of an Argument essay;
- use notes and target vocabulary to produce sentences for a guided writing activity;
- show understanding of knowledge about rehearsal and learning vocabulary.

### Introduction

Dictate some sentences based on the experiments of the previous lesson for students to write, as follows:

*In 1959, / two researchers / conducted an experiment / into memory storage.*

*The experiment / showed the value of rehearsal / in storing new information.*

*In 1975, / a group of researchers / carried out an experiment / into memory retrieval.*

*They demonstrated the value of prompts / in remembering old information.*

### Methodology note

In this activity, which uses a 'deep-end strategy', students attempt a piece of writing with very little input from the teacher. This is an opportunity for you to monitor the students' written ability, and can be used to help you decide which activities during the next few lessons you should spend more time on.

### A Activating ideas

Students discuss the question in pairs. Encourage students to think of example activities for each of the aspects of 'knowing' a word, for example: *meaning* – ask a teacher, look it up in a dictionary, etc. Tell students to make notes, if you wish. Elicit answers.

Students should try to write about five sentences about 'knowing' a word. Set a time limit of no more than five minutes for the activity. Monitor and give help where

necessary. Make a note of common errors. Give feedback but do not spend too long on this. Tell students that in this lesson, they are going to learn how to write a more detailed essay about learning vocabulary.

### Optional activities

1. Students exchange and read each other's sentences. They should tell each other if the sentences are clear but should not correct mistakes.
2. Ask one or two students to read out their sentences, or – if possible – use an electronic projection to show the sentences on the board for students to discuss.

### Answers

1. Knowing a word means: *meaning, grammar, pronunciation and spelling.*
2. Students' own answers.

### B Gathering information

1. Check students understand the assignment question. Check understanding of what *discuss with reference* means and remind students that they need to show they have read the relevant research.

Students discuss the question in pairs. Elicit answers. Make sure students realize this is not the everyday meaning of *argument*; in this context, it means to give an opinion backed up by research.

2. Set the task. Elicit one or two ideas. Then students continue in pairs.

### Answers

1. This should be an Argument essay.
2. Students' own answers, but they could suggest, for example, that teachers ensure new vocabulary items are remembered by:
  - revising grammar, vocabulary, spelling, etc.
  - asking students to repeat words, sentences, etc.
  - giving students different types of exercises, etc.
  - making students copy information from the board
  - giving homework

### Methodology note

Exercise C makes the discourse of the model text more explicit to the students. It is very important students become aware of the way that text is organized in English, which may be very different from their own language.

If you prefer, Exercise D (writing notes) can be done first before moving on to this exercise.

### C Noticing the discourse structure

1. Ask students to look at the essay title.  
Remind students what they learnt in the Listening section about the importance of rehearsal in moving information into long-term memory. Set the task: students read the first paragraph and then compare ideas in pairs. If students find it difficult, put the first few words of the answer on the board so that students can complete the sentence: *Teachers should ensure that ...*  
Remind students of how to refer to authors or researchers: *name + (date)*.
2. Check students understand the meaning of the word *term* in this context. Set the task. When students finish reading the second paragraph, they should discuss the questions in pairs. Elicit answers.
3. Remind students that it is important to vary your language when you are giving a list, like in the text's third paragraph, for example. The writer uses different ways to introduce each component. Elicit the first way. Set for individual work and pairwork checking.
4. Set the task. Students read the final paragraph, then compare their answers in pairs. Elicit answers. Explain that we use the present perfect tense in a conclusion like this because it is talking about a point made earlier in the essay. However, the reader has not finished reading the essay yet, so we need the present perfect rather than past simple. The present perfect tense always links the past and the present in some way.

#### Answers

1. Teachers should ensure that all new vocabulary is rehearsed. (This previews the idea of the 'thesis statement' which is covered in the next lesson.)

2. The writer defines *rehearsal*, *knowing a word*; the writer uses *means* and *is about* to define each term.
3. Underlined elements (see below) vary the way of introducing / explaining each component. Notice that you do not need constantly to repeat *component of knowing a word*.  
The first component of knowing a word is meaning, which is the dictionary definition of the word. It is also the connections between a word and other words.  
Secondly, we have pronunciation.  
Pronunciation of words involves the sound of individual letters.  
Thirdly, spelling.  
Finally, there is usage, which means the way the word is used in a sentence.
4. Present perfect simple. It is used to link events in the past with the present.

### D Writing notes

Check students understand the notes and the way the information is organized. Show how one or two points in the notes relate to the essay, and discuss which words have been added to the notes to form complete sentences. For example:

*value of rehearsal = demonstrated the value of rehearsal*

Students complete the notes individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.

#### Answers

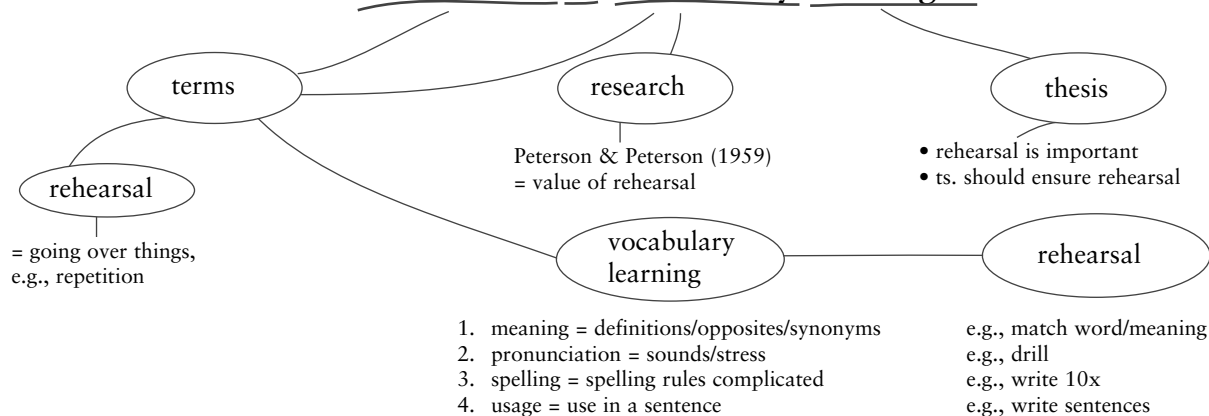
See notes on next page.

### Methodology note

There are several ways you can approach Exercise E. Here are just a few suggestions:

- Set the task as it is and see how well students can write the essay with the minimum of help (good for more able classes).
- Write the topic sentence on the board for each paragraph; students copy and complete.
- Retype the model answer with gaps for either verbs or key words in each sentence. Students complete the sentences (good for less able classes).

## Rehearsal in vocabulary learning



- Give students two or three minutes (depending on the length of the text) to study each paragraph. Students write the paragraph. Give feedback before moving on to the next paragraph.

Students do not have to write the essay in exactly the same way as the model answer.

### **E** Writing the essay

Check students understand the task (see Methodology note above). Monitor and give help where necessary. Make a note of common errors. Make sure there is enough time left at the end of the lesson for you to give feedback on common errors.

### **Closure**

You can use the feedback on Exercise E for Closure and/or focus on any other language points from the text, for example:

*could* for suggestions

*mean* + *-ing*

signpost words

### **1.11 Learning new writing skills: The argument essay**

#### **Objectives**

By the end of this lesson, students should be able to:

- show understanding of the organization of an argument essay;
- produce simple thesis statements;
- show understanding of basic SVC and SVO sentence patterns;
- add extra information to basic SVC and SVO sentences.

### **Introduction**

Use Exercise A as the introduction.

### **A** Reviewing vocabulary

Set the task. Students complete the activity individually, then compare their answers in pairs. Write the correct spellings on the board so that students can correct their own work. Highlight some of the spelling patterns. For example:

- double letters in *opportunity* and *recommend*
- words with two consecutive vowels – *research, language, individual*

Check students' understanding of some of the words' meanings.

## Answers

1. information
2. definition
3. research
4. language
5. ensure
6. opportunity
7. component
8. importance
9. recommend
10. individual

### Methodology note

In Level 2 of *Progressive Skills in English*, we taught students the essay type that they must write; in this theme, students focus on the argument essay. Students should begin to notice the direction verbs in the essay titles. In this lesson, the direction verb is *discuss*. Other direction verbs for the argument essay include *consider* and *evaluate*, to *what extent*, *how far*.

In an argument essay, students are expected to give a set of reasons to show something is true, correct or a good idea.

## B Identifying a new skill (1)

1. Ask students to read Skills Check 1. Remind students of the meaning of *argument* in this context (see notes for Lesson 1.10 and the Methodology note above). Reassure them that they do not need to understand all the information in the writing plan at this point – this will become clearer in the next activity. Elicit answers. Ask a follow-up question: *Which word in the essay title tells you this is an argument essay? (discuss)*
2. Show students how to write each part next to the correct section of the essay. Set for individual work and pairwork checking. Give feedback, ideally using an electronic projection.

### Answers

1. Four
2. See table below.

introduction	Research has shown that new information does not stay in short-term memory very long. If new information is not rehearsed, it is forgotten very quickly. For example, Peterson and Peterson (1959) demonstrated the value of rehearsal. Rehearsal of new words is extremely important in language learning.
thesis statement	Teachers should provide opportunities for the rehearsal of new vocabulary items.
defining terms 1	<i>Rehearsal</i> means going over something several times. Rehearsal could involve repetition or other activities.
defining terms 2	Vocabulary learning is about knowing words. There are four main components of knowing a word in a foreign language: meaning, pronunciation, spelling and usage.
point 1	The first component of knowing a word is meaning
explanation 1	which is the dictionary definition of the word. It is also the connections between a word and other words.
example 1	Teachers could ask students to match words with their dictionary definitions. Students could also match words with their opposites or with synonyms.
point 2	Secondly, we have pronunciation.
explanation 2	Pronunciation of words involves the sound of individual letters. It also involves the stress in multi-syllable words.
example 2	Teachers could drill new words, on their own and in sentences.
point 3	Thirdly, spelling.
explanation 3	Spelling rules in English are complicated.
example 3	Students could write out a new word ten times to rehearse the spelling, or correct misspelt words.
point 4	Finally, there is usage
explanation 4	which means the way the word is used in a sentence.
example 4	Students could complete sentences with new words correctly or write their own sentences with new words.
summary	In this essay, I have explained the importance of rehearsal in vocabulary learning. I have also described the four components of knowing a word. Finally, I have recommended some activities to rehearse each component.

### **C** Identifying a new skill (2)

1. Give students time to study the information in Skills Check 2. Ask questions to check understanding:

*What should argument essays contain? (a thesis statement)*

*How long is this statement? (one sentence)*

*What is the statement? (your opinion about the essay topic)*

*What will a good essay do? (it will support the statement)*

*What does 'support' mean in this context? (show that something is correct)*

Ask students to cover the thesis statement and rewrite it from memory. If necessary, write the first two or three words on the board for students to copy and complete. When most of the students have finished writing, they can check their own work with the sentence in the Course Book.

2. Set the task. Students discuss each statement in pairs. Elicit answers. Discuss why the correct answer is a good thesis statement (see Answers below).

Discuss why the rest of the statements are not acceptable:

- a. *Students must learn new vocabulary items* – this is about students, the question is about teachers.
- b. *Teachers should ensure that new vocabulary items are remembered* – this just repeats the question and does not explain how items can be remembered.
- d. *Vocabulary is hard to learn* – this is only a statement of fact and does not answer the question.

3. Students discuss the questions in pairs. Elicit some of their ideas. Now ask students to write a thesis statement for each of the essay questions. Monitor and give help where necessary. When most of the students have finished writing, ask some of them to read out their statements (or ask them to write them on the board). Point out to them that they do not have to agree with the idea that is suggested in an argument essay title, e.g., *How important = very important*. However, if they disagree, their argument probably has to be stronger!

#### **Answers**

1. See thesis statement in Skills Check 2 in the Course Book.

2. c. *Teachers should test students regularly on new vocabulary items* – it's a logical way for teachers to ensure new vocabulary items are remembered.

3. Students' own answers, but here are some ideas:

a. *Homework is an essential part of language learning.*

*Homework does not help in any way in language learning.*

*Homework is useful for some parts of language learning but not others.*

b. *Teachers should set formal tests regularly to inform learning.*

*Formal tests are not a useful part of language learning.*

*Formal tests are useful for reading and writing but not for speaking.*

c. *Rote learning is an essential first stage with vocabulary items.*

*There is no benefit to rote learning with vocabulary items.*

*Rote learning is extremely valuable for words such as 'book', 'table' but not for words such as 'honesty', 'truth'.*

### **D** Adding extra information to SVC sentences

Check students understand the task and go over the example with them. Students should work individually. Ask them to write the sentences out in full in a notebook or on a piece of paper. Students compare their answers in pairs. Monitor and give help where necessary. Elicit answers, preferably using an electronic projection.

#### **Answers**

See Table A.

### **E** Adding extra information to SVO sentences

Repeat the procedure for Exercise D.

#### **Answers**

See Table B.

### **Closure**

Write some SVO and SVC basic sentences on the board (or dictate them). Ask students to add other information to each sentence. For example:

- *Learners should use pens.*  
Students could write: *Visual learners should always use coloured pens.*

Table A

1. There are components. four / of knowing a word / in a foreign language / main	There are four main components of knowing a word in a foreign language.
2. The component is meaning. first / a word / of knowing	The first component of knowing a word is meaning.
3. Pronunciation involves the stress. also / of / words / multi-syllable	Pronunciation also involves the stress of multi-syllable words.
4. There are models. from / researchers / of memory / several / different	There are several models of memory from different researchers.
5. The model is famous. by Atkinson and Shiffrin / the most / in this area / Multi-store memory	The Multi-store memory model by Atkinson and Shiffrin is the most famous in this area.
6. Memory is the stage. final / of this model / long-term	Long-term memory is the final stage of this model.

Table B

1. Pronunciation involves the sounds. of words / of / letters / individual	Pronunciation of words involves the sounds of individual letters.
2. I have described the components. four / a word / of knowing	I have described the four components of knowing a word.
3. Information pushes out information. new / from short-term / old / memory	New information pushes out old information from short-term memory.
4. Miller conducted research. the researcher / the best-known / in this area	The researcher Miller conducted the best-known research in this area.
5. Memory can hold information. seven pieces / short-term / of / meaningless / about	Short-term memory can hold about seven pieces of meaningless information.
6. Researchers looked at memory. a group of / Bahrick / and / long-term	Bahrick and a group of researchers looked at long-term memory.

- Teachers set tests.  
Students could write: *Effective teachers should set formal tests regularly.*
- Homework is important.  
Students could write: *Written homework is not important for language learning.*

### 1.12 Applying new writing skills: Long-term memory and testing

#### Objectives

By the end of this lesson, students should be able to:

- produce an argument essay from given notes on an educational topic;
- use target vocabulary, grammar and sub-skills from the theme in an Argument essay;
- use the TOWER process to produce a final written draft.

#### Introduction

Revise the information from Lesson 1.9 about rehearsal and prompts. This will help students with writing their essays in this lesson.

#### A Reviewing vocabulary and grammar

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers and give feedback, preferably using an electronic projection.

#### Optional activities

- If you are short of time, divide the class into pairs. Student 1 completes all the odd-numbered sentences, while Student 2 completes all the even-numbered sentences. When they have finished, students exchange information so that they have a complete set of sentences.
- Ask students to identify the basic SVO or SVC pattern in each sentence.



## Answers

1. Research *has* shown that new information does not stay in short-term memory very *long*.
2. For example, Peterson and Peterson (1959) *demonstrated* the value of ~~the~~ rehearsal.
3. Teachers should *ensure* that new vocabulary *is* rehearsed.
4. They could ~~to~~ provide opportunities in class or for ~~the~~ homework.
5. Rehearsal means *going over* something several ~~of~~ times.
6. *There* are four main components of *knowing* a word in a foreign language.
7. *The* first component is meaning, which *involves* dictionary definition.
8. *Pronunciation* of words involves *the* sound of individual letters.
9. In this essay, I *have* explained the importance of *rehearsal* in vocabulary learning.
10. I have *also* described *the* four components of knowing a word.\*

\* Note: without *the* = acceptable sentence but different meaning = there are more than four components.

## B Thinking and organizing

Remind students about the TOWER approach to writing that was taught in Level 1 of *Progressive Skills in English*:

- Thinking about what you're going to write
- Organizing your ideas
- Writing a first draft
- Editing the first draft
- Rewriting in order to produce a second draft

1. When students have finished reading the assignment instructions, elicit answers to the question in the rubrics (it is an argument essay). Ask students:  
*How do you know this is an argument essay?* (because of the word *discuss*)
2. Remind students of the meaning of *prompts* from Lesson 1.9. Elicit suggestions for possible prompts in testing, e.g., multiple-choice questions, comprehension questions, etc. In pairs, students discuss the assignment question.

Students work individually to write a thesis statement. Monitor and give help where necessary. Ask some of the more able

students to write their thesis statements on the board (or ask them to read them out).

## Answers

1. It is an argument essay.
2. Students' own answers but some possibilities are:  
*Prompts are an essential part of language testing (for grammar and vocabulary/writing, speaking, etc.)*  
*Prompts are useful for some components, such as grammar and vocabulary, but not for other components, like essay writing.*  
*Free essays are better tests of language learning than prompted answers.*

## C Writing about testing

Ask students to study the notes for a few minutes. Ask a few questions to check understanding. Go through the main points to remember; how much detail you choose to go into will depend on the level of your class. Refer students back to the lessons where all these points have been covered.

If necessary, start the essay off on the board with the first one or two sentences from the model answer below (see Answers for Exercise D).

Monitor while students are writing their first draft and make a note of common errors. Give feedback on some of the common errors before moving on to the next exercise.

## Answers

See Answers for Exercise D.

## D Editing and rewriting

1. Remind students of things to check for: *spelling, correct tenses*, etc. Monitor and give help where necessary.
2. The final version can be written in class or set for homework. If done in class, monitor and make a note of common errors. Give feedback on students' common writing errors to the whole class.

## Answer

Model answer:

### The importance of prompts in testing of language learning

Research has shown that memories can last a very long time. However, there is a difference between memory storage and memory retrieval. Bahrick et al. (1975) demonstrated the importance of prompts in memory retrieval. Tests of language learning should provide prompts to ensure that students recall learnt information.

Prompts are words or pictures which help you remember something. There are three main kinds of language test. They are true/false statements, multiple choice questions and gap fills.

Firstly, we have true/false statements. In this kind of test, all the information is given. The student only has to decide if it is true or false. For example, the past tense of *give* is *gave*. True or false?

Secondly, there are multiple choice questions. The students are given choices, with one correct answer, e.g., the past tense of *give* is (a) gave; (b) given; (c) gives; or (d) give.

Finally, gap fill. In gap fills, students have to complete a sentence with one or more items. For example, *Yesterday, the teacher ... us a test*.

In this essay, I have explained the importance of prompts in remembering learnt information. I have described some types of prompts that are useful in language testing.

## Analysis

See table on following page.

## Closure

Give feedback on the written work produced so far in this lesson.

If students completed their essays in class, you can now give out copies of the model answer and go through it with them. Use an electronic projection to highlight the discourse structure of the text on the board (see 'Analysis' above).

## Writing practice: Argument essays

### Methodology note

This extra lesson is designed to reinforce crucial essay-writing skills at the point at which students are expected to begin producing more substantial academic output. The work can be completed during classtime or set for completion during students' own time. Encourage your students to organize themselves into writing/editing pairs for the final task, as by this stage in their studies they need to be becoming more independent.

### A Writing a thesis statement

#### Answers

1. Assignment 1: d  
Assignment 2: c
2. Students' own answers.

### B Writing an argument essay

#### Answers

Students' own answers.

## Portfolio: Memories

### Objectives

By the end of the lesson(s), students should have:

- revised target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- practised questions to check information;
- used integrated skills to talk and write about memory;
- learnt more common core knowledge about memory.

introduction	Research has shown that memories can last a very long time. However, there is a difference between memory storage and memory retrieval. Bahrck et al. (1975) demonstrated the importance of prompts in memory retrieval.
thesis statement	Tests of language learning should provide prompts to ensure that students recall learnt information.
defining terms 1	Prompts are words or pictures which help you remember something.
defining terms 2	There are three main kinds of language test. They are true/false statements, multiple choice questions and gap fills.
point 1	Firstly, we have true/false statements.
explanation 1	In this kind of test, all the information is given. The student only has to decide if it is true or false.
example 1	For example, the past tense of <i>give</i> is <i>gave</i> . True or false?
point 2	Secondly, there are multiple choice questions.
explanation 2	The students are given choices, with one correct answer.
example 2	e.g., the past tense of <i>give</i> is (a) gave; (b) given; (c) gives; or (d) give.
point 3	Finally, gap fill.
explanation 3	In gap fills, students have to complete a sentence with one or more items.
example 3	For example, <i>Yesterday, the teacher ... us a test.</i>
summary	In this essay, I have explained the importance of prompts in remembering learnt information. I have described some types of prompts that are useful in language testing.

## Introduction

Ask students to tell you about the memory experiments from this theme. Alternatively, do a quick quiz on key information about the memory experiments from this theme.

### A Activating ideas

Refer students to the visuals. Ask students to discuss the photographs in pairs. Elicit ideas. Make sure students notice the topic of the final photograph in the bottom right corner – the death of Kennedy. Ask students if they know anything about it.

### Answers

Students may mention some of the following:

1. People have thousands of memories of their earlier years.
2. Songs bring back memories – we associate particular songs with particular memories.
3. Many people take photographs to remind them of happy events.
4. We write lists to help us remember.
5. People send postcards of holidays and sometimes collect postcards as reminders.
6. We remember toys we used to play with.
7. We remember older relatives – and the food they cooked!
8. We remember people at funerals.
9. We remember terrible events in our lifetimes, like the assassination of President Kennedy in 1963.


### B Gathering and recording information (1)

1. Work through the questions. Elicit the kind of information they will hear to answer each question (see Answers below).

Check/pre-teach some key vocabulary from the listening text, e.g.:

*ethnic group*  
*culturally determined*  
*flashbulb*

It would also be useful to teach *minor details*.

Play  1.13. Pause if necessary to give time to students to make a few notes for each question. Do not give feedback at this stage.

2. Put students into small groups. Monitor and assist groups as necessary. Give feedback by putting a model answer on the board.
3. Set for individual work.

### Answers

1. Possible expected answers:  
When = date  
What = a kind of memory  
Who = names  
Why = hypothesis  
How = questionnaire  
What/discover = results  
What/conclude = implications
2. Notes should be much shorter than this in most cases – given in full here to avoid confusion.

When was the research conducted?	1977
What was the research about?	<i>memories of shocking events, like 9/11</i>
Who did the research?	<i>Brown and Kulik</i>
Why did they do it?	<i>memory = culturally determined? e.g., people remember important events differently, depending on ethnic group</i>
How did they do it?	<i>40 black and 40 white Americans questionnaire with events from previous 14 years inc. death of Kennedy Do you recall these events?</i>
What did they discover?	<i>white Americans – remembered events involving white people; black Ams = black people remembered where, what doing, what others doing, who told them and the effect of the news But could not remember events day before / after.</i>
What did they conclude?	<i>Brown and Kulik concluded that flashbulb memories are different from other memories, even minor details are recorded. They also concluded that people have flashbulb memories for things that are personally important to them, e.g., white Americans remember events with white people.</i>

### 3. Possible summary:

*In 1977, Brown and Kulik demonstrated that people remember very clearly shocking events which are important to them.*

## Transcript

### Presenter: Track 1.13

Lecturer: In 1977, two researchers conducted an experiment into memory. They were interested in memories of shocking events, like 9/11, but, of course, this was many years before that event. The researchers were called Roger Brown and James Kulik.

They wanted to see if memory is culturally determined – in other words: Do people remember important events differently, depending on their ethnic group?

Brown and Kulik asked 40 black Americans and 40 white Americans to fill out a questionnaire. The questionnaire contained a list of ten national events, including the death of President Kennedy 14 years earlier. Participants were asked to recall the circumstances surrounding the event.

Brown and Kulik found that white Americans had better recall for events involving white people whereas black Americans had better recall for events involving black people. They also found that people remembered many facts about important events. They remembered where they were, what they were doing, what other people were doing, who told them about the event, and the effect the news had on them and on other people. But, and this is the important point, they could not remember events on the day before or the day after.

Brown and Kulik concluded that there is a special kind of memory. They called it *flashbulb memory*. The name comes from the flash on a camera. The researchers thought that some memories are like photographs. They also concluded that people have flashbulb memories for things that are personally important to them, hence white Americans remembering events with white people.

## C Gathering and recording information (2)

1. Divide the class into pairs. Give each student in each pair a number, 1 or 2. Allocate the texts as follows:

S1 – should read *How do we remember stories?* on page 38

S2 – should read *How do we remember events?* on page 39

Set task for individual work. Remind students that the questions in Exercise B are a good basis for making notes with this kind of information. With a less able class, allow students to work for a short time in groups – all student 1s or all student 2s to make notes. Monitor and assist each group/student. During this stage, refer students back to the text if they have missed any key points. Use the model notes (see below) and check them against the notes that are emerging from each group.

2. Set for pairwork. Monitor and assist. Give feedback, using an electronic projection of the model notes.

3. Set for individual work. Give feedback, showing some of the model summaries on the board.

## Answers

Model notes:

1.

When?	1932	1974
What about?	<i>remembering stories</i>	<i>remembering events</i>
Who?	<i>Frederick Bartlett</i>	<i>Loftus and Palmer</i>
Why?	<i>believed culture affects memory</i>	<i>do leading questions affect memory</i>

How?	<ul style="list-style-type: none"> <li>– gave people stories from different cultures, e.g., ‘War of Ghosts’ from Native American culture to non-Native Americans</li> <li>– asked them to recall several times</li> <li>– recorded what they said each time</li> </ul>	<ul style="list-style-type: none"> <li>– 45 participants in five groups</li> <li>– same question except one = How fast going when hit/smashed into/ collided with/ bumped into/hit</li> </ul>
What discover?	<ul style="list-style-type: none"> <li>– remembered diff. parts of stories</li> <li>– changed parts to fit cultural expect. e.g., canoe to boat</li> </ul>	<ul style="list-style-type: none"> <li>– diff. estimates with diff. speeds. e.g., smashed = ave 41 mph; contacted = 32 mph</li> </ul>
What conclude?	<ul style="list-style-type: none"> <li>– brain = changes memories to make them easier to remember</li> <li>– uses schema = how the world works to reconstruct memory</li> </ul>	<ul style="list-style-type: none"> <li>– words used = affect answers</li> <li>– serious for eye-witness test</li> </ul>

2./3. Students’ own answers.

#### Methodology note

The original story ‘The War of the Ghosts’ is reproduced at the end of these notes. You might like to repeat Bartlett’s experiment with the students and see if you get the same results as he did.

#### D Giving a talk about memory

Make sure students notice the point *refer to research in the area*. They should introduce their talk with a brief summary of the relevant research, e.g.:

- *I’m going to talk about a world event which happened in my lifetime. Brown and Kulik demonstrated in 1977 that people have flashbulb memories for events which are important to them. They remember all the details about the event, although they cannot remember events the day before, for example, or the day after.*

*The world event that I remember well is ...*

- *I’m going to talk about a traditional story from my culture. Bartlett demonstrated in 1932 that people remember stories from their own culture. They cannot remember well stories from other cultures. One of the best-known stories from my culture is ...*

#### The War of the Ghosts

One night two young men from Egulac went down to the river to hunt seals, and while they were there it became foggy and calm. Then they heard war-cries, and they thought: ‘Maybe this is a war-party.’ They escaped to the shore, and hid behind a log. Now canoes came up, and they heard the noise of paddles, and saw one canoe coming up to them. There were five men in the canoe, and they said:

‘What do you think? We wish to take you along. We are going up the river to make war on the people.’

One of the young men said, ‘I have no arrows.’

‘Arrows are in the canoe,’ they said.

‘I will not go along. I might be killed. My relatives do not know where I have gone. But you,’ he said, turning to the other, ‘may go with them.’

So one of the young men went, but the other returned home.

And the warriors went on up the river to a town on the other side of Kalama. The people came down to the water and they began to fight, and many were killed. But presently the young man heard one of the warriors say, ‘Quick, let us go home: that Indian has been hit.’ Now he thought: ‘Oh, they are ghosts.’ He did not feel sick, but they said he had been shot.

So the canoes went back to Egulac and the young man went ashore to his house and made a fire. And he told everybody and said: ‘Behold I accompanied the ghosts, and we went to fight. Many of our fellows were killed, and many of those who attacked us were killed. They said I was hit, and I did not feel sick.’

He told it all, and then he became quiet. When the sun rose, he fell down. Something black came out of his mouth. His face became contorted. The people jumped up and cried.

He was dead.

Adapted from  
<http://penta.ufrgs.br/edu/telelab/2/war-of-t.htm>.

# Workbook answers

## Writing

### Exercise A

1. researcher
2. rehearsal
3. retrieval
4. theory
5. demonstrate
6. usage
7. foreign
8. experiment
9. believe
10. ensured

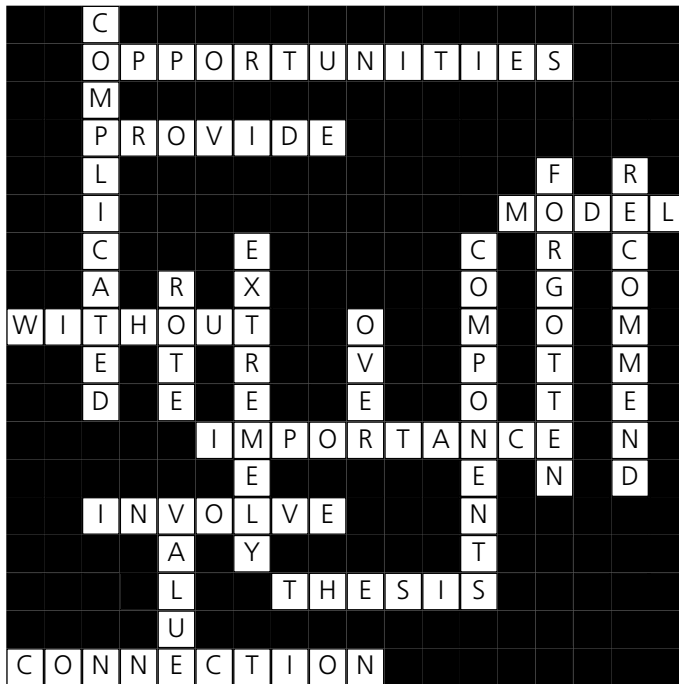
### Exercise B

1. prompt
2. argument
3. store
4. show
5. solution
6. hard
7. hold
8. court
9. bump into
10. fit

### Exercise C

1. People changed some of the words, for *example*, *canoe* became *boat*.
2. Research has *shown* that new information does not stay long in short-term memory.
3. Discuss, with *reference* to research into memory.
4. Generally *speaking*, leading questions are not allowed in court.
5. Fairy stories, such as 'Cinderella', are common in Western culture.
6. In many *cases/instances*, people will put the same words in the mouths of the characters.
7. They said there was broken glass when, in *fact*, there was none.
8. This *means/shows/demonstrates* that there is a difference between storage and retrieval.
9. In *this* essay, I have explained the importance of rehearsal in vocabulary learning.
10. The questions for all the groups were the same, except *for* one.

### Exercise D



## Extended writing

### Exercise A

1. There are many ways to take notes from a lecture.
2. One excellent way was developed by Walter Pauk at Cornell University in the United States.
3. This method requires large, loose-leaf notebooks with holes for filing.
4. You can organize the notes in ring binders.
5. You can take out the notes and rewrite them.
6. The method, which is now called the Cornell system, is based on the page layout in Figure 1.
7. You divide up the page into three areas.
8. The first area is a column, 2.5 inches wide, on the left side of the page.
9. This part is called the cue area and you put key questions in here.
10. The main part of the page is the note-taking area.
11. There is a row, 2 inches high, at the bottom of the page.
12. This part is the summary area and is completed after the lecture.

### Exercise B

Students' own answers.







# Theme 2

## **Friends and family**

- **Making and keeping friends**
- **Apologizing**
- **Parents, adults and children**
- **Decisions in families**

# Listening: Making and keeping friends

## 2.1 Real-time listening: Making friends

### Objectives

By the end of this lesson, students should be able to:

- attempt to understand a lecture about the psychology of friendship;
- use previously learnt sub-skills about making a note of the research source;
- have a better understanding of the meaning of target vocabulary for the Listening section.

### Introduction

Revise some of the adjectives for describing people from the previous lesson. Focus on the following:

- using prefixes to make 'opposites', for example, (dis)honest, (un)reliable, etc.
- stressed syllables
- using adjectives with intensifiers, for example, very, so, really, etc.

Ask students to complete the sentences below using adjectives:

Many politicians are ... communicative, dishonest, etc.

Most film stars are ...

Nurses are usually ...

Teachers should be ...

Mothers are always ...

Teenagers are sometimes ...

Some footballers are ...

Exploit the visuals on page 43 of the Course Book.

Ask:

Who can you see in each picture?

Where are the people?

What is the relationship between the people?

What are they doing?

How does each person feel?

Push students to be specific about the people, the locations and their actions.

Say: *The pictures could show different aspects of friendship.*

Match the pictures to the statements below. Read the statements and ask students to discuss, and then tell you, the correct number in each case.

Note that some statements could match with more than one picture.

He doesn't feel part of the group anymore.	3
It's fun to tell stories about other people, even if they used to be your friends.	7
She has so many friends. She sometimes doesn't even know I'm here.	9
Sometimes you really need a friend.	6
They are best friends at primary school.	1
They argue all the time but it is just in fun.	5
They don't talk very much but they enjoy being in each other's company.	8
They tell each other everything.	4
These girls change their friendships regularly.	2

### A Activating ideas

Check students understand the vocabulary in the text by the Sociology Department:

*in sociological terms* = in this particular situation, i.e., not in everyday conversation

*uncertainty*

*classical* = e.g., Greek

*views*

Students discuss the three questions in pairs or small groups. Elicit ideas.

### Answers

Students' own answers.

### B Understanding an introduction

1. Set the task. Remind students how to make a note of research sources – this was covered in Lesson 1.2. Remind students not to worry about spelling at this stage. Play 2.1.

Elicit answers, preferably using an electronic projection. Show the spelling of *Ueno*, which can be pronounced /weɪnəʊ/ or /u:weɪnəʊ/. (This is a Japanese name, so exact equivalents are difficult to express in phonemic script.)

2. Explain that the lecturer is going to tell the students exactly what points will be covered in the rest of the lecture. Having listened to the first part of the introduction, students should be able to predict which points will be covered.

Check the meaning of *acquaintance* and elicit the meaning of the first point (*how an acquaintance can become a friend*). Ask students to discuss the six points and decide on any that are irrelevant. Elicit ideas but do not confirm or correct at this stage.

Now set the task. Students should listen to **2.2** and number the relevant points in order. Play the audio. Elicit answers.

### Answers

1. *Friendship in adolescents*  
Ueno (2004)

2.
 

2	acquaintance → friend
3	characteristics of people with many friends
4	personal survey on friendship
	difference between friends/family members
1	difference between friends/acquaintances
	problems with friends

### Transcripts

#### Presenter: Track 2.1

Lecturer: Today, I'm going to talk about a basic idea which links psychology and sociology. Psychology, as you know, is all about the individual. Sociology is about people in groups. One part of everyday life links individuals and makes them into groups. It is friendship. Research has shown that people with a number of close friends are generally healthier, in mind and body, than people without. For example, there is research from 2004. It is by Koji Ueno from Florida State University. Now Ueno studied adolescents – that is, teenagers. He questioned over 11,000 teenagers, and found that people with more friends were happier.

#### Presenter: Track 2.2

Lecturer: Today, I'm going to talk about friendship. First, I will discuss two words which are often used together – friends and acquaintances. I will identify the key differences between the two words. After that, I'm going to talk about how an acquaintance can become a friend. Next, I will list the characteristics of people with a lot of friends. We'll see the view of psychologists. Finally, you're going to do a personal survey. You'll find out if you can make a lot of friends.

### Methodology note

The statement in Exercise C, question 5 is possibly the most difficult one to understand. It uses the structure *make someone do something*. The usual meaning of this pattern is often explained as 'to force, compel or oblige someone to do something', e.g., *My mother*

*made me stay at home yesterday evening*. The meaning here is not really one of force, but more one of making something happen as in *That song makes me want to dance*.

### C Understanding a lecture

Give students time to read through the statements. Play **2.3**. Students discuss the statements in pairs. Elicit answers. Ask students, with books closed, to summarize the main points of the lecture. This can be done orally or in writing, for example:  
*Everyone has many acquaintances.*  
*However, friends and acquaintances are not the same.*  
*Acquaintances only become friends if we like them.*  
*Family members can be friends.*  
*People like you because you make them like you.*

### Answers

1. Some people do not have many acquaintances. *F*
2. Friends and acquaintances are very similar. *F*
3. Acquaintances only become friends if we like them. *T*
4. Family members can never be true friends. *F*
5. People like you because you make them like you. *T*

### Transcript

#### Presenter: Track 2.3

Lecturer: So, firstly, let's try to understand the difference between friends and acquaintances. Everyone has many acquaintances. Acquaintances are simply people that we know. We know them from the social clubs that we go to, from the places that we work in or from our local neighbourhood. We know them from university. We see them around the campus at university and we say hello to them. Some acquaintances are also relatives. We meet them on family occasions.

But there is a big difference between an acquaintance and a friend. What is the key difference? It's simply this. A friend always starts out as an acquaintance. But something draws the acquaintances together, and they become friends. It is obvious but the point is ... we must like acquaintances for them to become friends. Perhaps we don't like everything about them, but we feel positive about most of their characteristics. Incidentally, relatives can also be friends. I know that we talk about friends and family, or relatives and friends, which suggests that they must be different people. But mothers and fathers can be friends with their sons and daughters. In fact, some of the closest friendships can be inside a family.

Now let's consider what makes us like an acquaintance. What makes us like someone so much that he or she becomes a friend? Psychologists say that if you want to make friends, you must think about yourself. What I'm saying is ... you must make people like you. It is possible to change your behaviour or your attitude, to become

more likeable. But what should you change? Again, psychology has the answer. Ask yourself what you like about other people. Ask yourself what you dislike. Then ask yourself if you would like to be your friend.

So, to sum up ... firstly, we must like acquaintances for them to become friends. We've heard that likeable people make friends easily. So the point is, you must make yourself likeable. Finally, as we have seen, psychologists say there are certain characteristics that make people likeable.

OK. Let's finish with a bit of fun! Are you a likeable person? I've prepared a handout. Um, please take one and pass the rest on. There we are. Now, work through the statements on the handout and find out whether you are likeable. Psychologists suggest that likeable people can answer yes – honestly – to most or all of the statements. Check your answers with someone who knows you well.

### Methodology note

We have deliberately avoided the use of *quite* as an intensifier in this section. The rules of use are very complex and the meaning can change depending on the intonation of the speaker. It does not collocate with some adjectives unless the correct intonation pattern is used. However, if your students already 'know' the word and produce sentences such as *I am quite independent*, etc., then you can accept them without going into too much explanation.

### D Applying information to the real world

Check students understand the task. Students read the handout. If necessary, check the meanings of the adjectives. Practise some of the target sentences with the class and elicit some possible variations. Highlight the word order on the board:

*I am very/extremely/really/totally independent.*

*I am not very independent. / Sometimes I am independent.*

*I am not (very) independent at all. / I am never independent.*

Students complete the 'handout' in pairs. Monitor. Ask students to report on their friend's results. Give feedback.

### Closure

Ask students if they think any other adjectives should be in the questions on the 'handout', for example, *friendly, happy, polite, sociable*, etc.

## 2.2 Learning new listening skills: The main idea

### Objectives

By the end of this lesson, students should be able to:

- recognize the language used to introduce the main points in a lecture;
- predict nouns in some common fixed phrases;
- predict content when listening to the start of sentences with transitive and intransitive verbs;
- demonstrate understanding of the difference between transitive and intransitive verbs.

### Introduction

Do further revision work on adjectives for describing people, for example:

*Write five sentences describing yourself.*

Encourage students to use phrases such as *very, really, not ... at all*, etc.

Ask some of the students to read out their sentences.

### Methodology note

There are many fixed phrases in English for which there are no rules. Students simply have to learn them as words that 'go together'. If students hear the start of the phrase, they should be able to predict the end of the phrase. In the cases shown here, the words can often be in a different order, for example: *old and young, children and adults*.

### A Recognizing fixed phrases

Check students understand the task. Play 2.4. Do not elicit answers until you have played every phrase. When you have reached the last phrase, rewind to the beginning again. Replay each phrase and elicit answers.

Finally, ask students to close their books or cover the exercise. Say the beginning of each phrase and ask students to complete it.

## Transcript and Answers

### Presenter: Track 2.4

- Voice:
1. friends and ... [acquaintances]
  2. family and ... [friends]
  3. mothers and ... [fathers]
  4. sons and ... [daughters]
  5. brothers and ... [sisters]
  6. men and ... [women]
  7. adults and ... [children]

### B Identifying a new skill (1)

Revise the meaning of the adjective *main* in this context. Explain that this Skills Check is about understanding the main – or most important – point(s) in a lecture.

Students read the information. Ask the class: *What phrases do speakers use to introduce the main idea? (The point is ..., The thing is ..., etc.) What phrases do speakers use at the end of a lecture? (To sum up ..., As we have seen ..., etc.)*

*What should you do when you hear these phrases? (write the main idea, underline the main idea in your notes)*

Set the task. This can be done in a number of ways:

- Students can complete the task from memory, either individually or in pairs.
- You can give the class prompts to help them remember each point.
- Elicit each point.
- Give out copies of the transcript of the audio extracts from Lesson 2.1 if you have not already done so.
- Play the audio extracts of the lecture in Lesson 2.1 one more time.

### Answers

Model answers (other wordings are possible):

1. We must like acquaintances then they may become friends.
2. Likeable people make friends easily.
3. You must make yourself likeable.
4. Psychologists say certain characteristics make you likeable.

### Methodology note

Try to play the audio only once for the main activity, Exercise C. However, you can replay it for follow-up activities and/or analysis of the language used.

### C Recognizing the main point

Explain that the main point is not always at the end of the extract. Play the first extract from 2.5 and check students understand the task. Play the rest of the extracts.

Students complete the notes individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection of the notes. Give out copies of the transcript if you wish.

### Answers

1. Psych = ind.; Soc. = group
2. people w. friends = healthy – body + mind
3. give prompt in lang. tests
4. will forget if not rehearsed
5. must pay att. – move to short-term memory

### Transcript

#### Presenter: Track 2.5

Lecturer 1: We've heard a lot of information about psychology and sociology in today's lecture. I've mentioned some of the definitions of the fields of study, and I've pointed out some areas where the two disciplines overlap. But the key difference is, psychology is about the individual and sociology is about groups.

Lecturer 2: So to sum up. Most people want to have friends. Life is better with friends. It is more fun. But research suggests that friends are not just for fun. They are very important in everyday life. As we have heard today, Ueno conducted research into this in 2004. The point is ... people with friends are more healthy, in their bodies and in their minds.

Lecturer 3: There are many kinds of language test. There are true/false tests, multiple choice tests, gap fills. They all give the students prompts. The most important thing is, give a prompt in a language test. Unfortunately, a lot of teachers don't really think about this when they write tests.

Lecturer 4: You meet a lot of new words in every lesson. You hear new words from the teacher, and maybe from other students. You read new words in texts and in exercises. But the thing to remember is, you will forget all of them if you don't rehearse them. It's nothing to do with intelligence, or how many hours you study. It just the way that the brain works.

Lecturer 5: The human brain receives information all the time from the outside world. The information comes through the eyes, through the ears, through the nose. It goes into the sensory memory. Most of it, 99.9 per cent of it probably, goes straight out of sensory memory within three seconds. The point is ... we must pay attention to the information. Then we move it into short-term memory.

### D Identifying a new skill (2)

Elicit answers from the students.

### Answers

Prepositional phrase: *in communities*  
adverb: *sometimes*

### E Predicting sentence endings (1)

Set the task, making sure students understand they should predict the type of information (e.g., location, job, etc.) as well as the possible words.

Divide the class into small groups of three or four. Play 2.6, pausing after each sentence. Allow students to discuss different possibilities. Elicit possible answers. Give out copies of the transcript, or display it on the board using an electronic projection.

#### Answers

1. location? e.g., at/for the university of Florida, job? e.g., as a psychology professor
2. manner, e.g., *quickly*
3. manner, e.g., *steeply*; time, e.g., *yesterday*
4. manner, e.g., *well*
5. location, e.g., *with a friend; in a tent*
6. time, e.g., *in the summer*; frequency, e.g., *every two years*
7. reason, e.g., *because people have different personalities*
8. location, e.g., *in central Africa*

#### Transcript

##### Presenter: Track 2.6

- Voices:
1. At the time of his most famous research, Ueno worked ...
  2. She was very late so she walked ...
  3. The price of oil fell ...
  4. The plant in the first pot grew ...
  5. He was very poor and he lived ...
  6. The biggest cultural event of the year happens ...
  7. Many problems in families occur ...
  8. Thousands of years ago, many tribes existed ...

### F Identifying a new skill (3)

Elicit answers from the students.

#### Answers

Transitive, because they need an object.

### G Predicting sentence endings (2)

1. Check students understand the task and go over the example. Remind students about transitive verbs and if necessary refer them back to Skills Check 3 again.  
Give students time to read all the phrases for completion. Play 2.7. Students complete the task individually, then compare their answers in pairs.

2. Do not elicit answers. Play 2.8, which has the full sentences, so that students can check their ideas. Finally, go over any sentences that students had difficulty with.

#### Answers

1. Ueno questioned ...	5	considerate people.
2. I want to talk about ...	6	a handout.
3. Let's discuss ...	1	over 11,000 teenagers.
4. Everybody has ...	8	several colleagues.
5. I like ...	4	a lot of acquaintances.
6. I've prepared ...	7	acquaintances in many different places.
7. We meet ...	2	friendship.
8. Bahrck worked with ...	3	the differences between friends and acquaintances.

3. Students' own answers.

#### Transcripts

##### Presenter: Track 2.7

- Voices:
1. Ueno questioned ...
  2. I want to talk about ...
  3. Let's discuss ...
  4. Everybody has ...
  5. I like ...
  6. I've prepared ...
  7. We meet ...
  8. Bahrck worked with ...

##### Presenter: Track 2.8

- Voices:
1. Ueno questioned over 11,000 teenagers.
  2. I want to talk about friendship.
  3. Let's discuss the differences between friends and acquaintances.
  4. Everybody has a lot of acquaintances.
  5. I like considerate people.
  6. I've prepared a handout.
  7. We meet acquaintances in many different places.
  8. Bahrck worked with several colleagues.

##### Presenter: Track 2.9

- Voices:
1. Short-term memory stores ...
  2. At school, we had to memorize ...
  3. I'm sorry. I can't remember ...
  4. Last year, I went ...
  5. In a vocabulary lesson, you must rehearse ...
  6. New information in short-term memory pushes out ...
  7. The train arrived ...
  8. I need to improve ...
  9. What do you think of ...
  10. The child was crying ...
  11. Do you prefer ...
  12. I always find it difficult to concentrate on ...
  13. Teachers should vary ...
  14. During the summer, she worked ...
  15. I'm going to demonstrate ...
  16. I always misspell ...

### Methodology note

An alternative procedure to the one given below is that you simply play each sentence, pause the audio and elicit possible completions. This is a more teacher-paced activity rather than the student-centred one given below.

3. Divide the class into pairs. Play 2.9 and pause after each sentence. In each pair, each student should suggest a possible ending to their partner. They should then decide which is the 'best' suggestion. You can either elicit ideas after each sentence or you can wait until all the sentences have been discussed.

### H Identifying a new skill (4)

Elicit answers from the students.

#### Answers

1. a. with, b. on, c. for, d. in
2. a. to, b. on, c. for/about, d. for

### I Using the correct preposition

Set for individual completion. Elicit answers from the class.

#### Answers

1. to 2. with 3. to 4. for 5. for 6. with 7. on

### J Making sentences with verb + object + preposition

Students complete in pairs. Elicit answers, preferably using an electronic projection.

#### Answers

1. Patrick invited Mark to a film at the weekend.
2. Mark asked Patrick to help him with his research.
3. Patrick's tutor provided him with a reading list.
4. Mark criticized his brother for playing computer games too much.
5. Mark agreed with Patrick.
6. Patrick compared friendships with family relationships.

### Closure

Remind students that dictionaries will tell them if a verb is transitive or intransitive. You could spend a few minutes asking students to look up some verbs (write a list on the board) to find this information out:

*trust* (t)  
*allow* (it)  
*make* (t)  
*support* (t)  
*promise* (it)  
*demonstrate* (t)

Warn students, though, that some verbs can be both! This depends on the different meanings some verbs can have. For example:

*The teacher could communicate the meanings of new words very well.* (Transitive – meaning = explain, express)

*He's deaf so he uses sign language to communicate with other people.* (Intransitive – meaning = give information)

*Criticize* is another example of a verb (also in this section) which can be either transitive or intransitive.

However, do not spend too much time on this language point. It is enough that students are simply aware of the concept at this stage.

# Workbook answers

## Listening

### Exercise A

Students' own answers.

### Exercise B

1. Students' own answers.

2./3.

a. /ɒn/	f	communicative	7
b. /nɒm/	b	complex	8
c. /pɔː/	d	considerate	4
d. /sɪd/	g	optimistic	2
e. /pen/	a	honest	6
f. /mjuː/	e	independent	1
g. /mɪs/	h	reliable	3
h. /laɪ/	c	supportive	5

4.

Meaning	Adjective
<i>lives own life; doesn't ask for help all the time</i>	independent
<i>positive, even when things are bad</i>	optimistic
<i>does things she promises</i>	reliable
<i>asks how people are feeling, and if they need any help</i>	considerate
<i>tells the truth all the time</i>	honest
<i>there when you need someone</i>	supportive
<i>gives information about themselves, listens</i>	communicative
<i>with many sides</i>	complex

### Exercise C

Students' own answers.

### Exercise D

	un	in	im	dis
friendly	✓			
considerate		✓		
honest				✓
communicative	✓			
reliable	✓			
confident	✓			
polite			✓	



### Exercise E

1./2.

a. allow	d	for
b. approve	c	got
c. honest	h	grass
d. support	j	six
e. available	a	sound
f. adolescent	f	ten
g. believe	g	three
h. argue	e	way
i. accept	i	went
j. criticize	b	you

### Exercise F

1./2.

	Ooo	oOo	ooO
a. barrier	✓		
b. acceptance		✓	
c. acquaintance		✓	
d. approval		✓	
e. attitude	✓		
f. behaviour		✓	
g. happiness	✓		
h. interesting	✓		
i. likeable	✓		
j. negative	✓		
k. neighbourhood	✓		
l. occasion		✓	
m. positive	✓		
n. successful		✓	
o. supportive		✓	
p. understand			✓

### Exercise G

1. The point *is*, what do we mean by friendship?
2. What I'm *saying* is, friends are very important.
3. The thing to *remember* is, you must not try to change friends.
4. So, to *sum* up, sometimes acquaintances become friends.
5. As we have *seen*, it is not easy to keep friends.
6. We've *heard* today about friendship.

## Practice

### Exercise A

- 1./2. a. I like you just the way you are. *Acceptance*.  
 b. I really like that dress. *Appreciation*.  
 c. Just be yourself. *Acceptance*.  
 d. Thank you for supporting me in that argument. *Appreciation*.  
 e. You always understand. *Approval*.  
 f. Your hair suits you like that. *Approval*.
3. Students' own answers.

### Exercise B

- 1./2. a. What, exactly, is *friendship*?  
 b. We expect our friends to be *honest*.  
 c. Generally speaking, it is easier to be friends with a person who is *communicative*.  
 d. Friends are usually *supportive*.  
 e. People often like friends who are *independent*.  
 f. He doesn't think about other people. He is *inconsiderate*.  
 g. You need to make sure you are *likeable*.  
 h. Friends are looking for *acceptance*.  
 i. They don't necessarily want you to *approve*.  
 j. In the best relationships, people *appreciate* each other.

### Exercise C

Acquaintances are people that we know.

We know them from school or college, from the clubs that we go to, from the places that we work in, or from our local neighbourhood.

We meet them on family occasions.

We see them around and we say hello, how are you?

But there is a big difference between an acquaintance and a friend.

### Exercise D

	noun or pronoun	other part of speech
1. I often go ...		✓
2. Most people like ...	✓	
3. They run ...	✓	✓
4. Friendship happens ...		✓
5. Gunpowder appeared ...		✓
6. I sometimes cry ...		✓
7. Problems between friends occur ...		✓
8. Researchers studied ...	✓	

	noun or pronoun	other part of speech
9. She lives ...		✓
10. The guests left ...	✓	✓
11. The lecture started at 9.00, but he came ...		✓
12. They moved ...	✓	✓
13. Ueno questioned ...	✓	✓
14. Very young babies sleep ...		✓
15. We all watched ...	✓	✓
16. You should support ...	✓	

## Extended listening

### Exercise A

Students' own answers.

### Exercises B and C

Model answers

Barriers to friendship – Milliken (1981)

1. Acceptance

*Do not try to change your friends*

2. Approval

*Notice other people – appearance, actions, achievements*

3. Appreciation

*Don't just accept and approve. Show appreciation*

### Exercise D

Possible endings:

1. In the last lecture, I looked at *the importance of friendship*.
2. You must like *other people to make a lot of friends*.
3. There are many barriers which get *in the way of friendship*.
4. Milliken has written *a book about the barriers to friendship*.
5. The barriers are *acceptance, approval and appreciation*.
6. Some people cannot accept *people the way they are*.
7. They don't allow *people to be themselves*.
8. Some people criticize *other people all the time*.
9. Some people don't show *approval of other people*.
10. If you accept, approve and show appreciation, you will keep *friends easily*.

### Exercise E

Students' own answers.

# Speaking: Apologizing

## 2.3 Real-time speaking: Components of apologizing

### Objectives

By the end of this lesson, students should:

- be familiar with a model of an extended turn in a tutorial;
- have attempted to give an extended turn;
- have learnt some common core knowledge about a few of the sociocultural aspects of apologizing.

### Introduction

Use Exercise A as the introduction.

### Methodology note

*Do* and *make* are often confused by students as they can be the same verb in some languages. It is important to encourage students to learn the various expressions with each verb as they arise. They could make a special page in a vocabulary notebook or on file cards for expressions with each verb.

### A Previewing vocabulary

Set the task and explain that some nouns can go with more than one verb. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Ask students to give some sentences using a few of the verb + noun combinations. Elicit sentences and drill them with the whole class.

#### Answers

verb	expression
1. do	research
2. make	a promise a mistake an excuse an effort an offer
3. give	an excuse a reason

4. have	an excuse a reason
5. accept	an excuse a reason an offer
6. reject	an offer
7. apologize for	a mistake

### B Activating ideas

1. Students discuss the question in pairs. Elicit ideas.
2. Set the task. Students discuss in pairs. Elicit answer. Ask some follow-up questions:
  - *Who were the authors of the research?* (Cohen and Olshtain)
  - *When did they write the research?* (1981)
  - *What was the name of the research?* ('Developing a measure of sociocultural competence: the case of apology')
  - *Where was the research published?* (in a journal – *Language and Learning*)

#### Answers

1. Students' own answers.
2. It means 'different in different cultures'.

### Methodology note

At some point during Exercise C, you may wish to remind students what they learnt on the subject of talking about research. Remind them of phrases such as:

*According to ...*

*Apparently ...*


*It seems that ...*

You can also remind students about zero conditionals. See the following extract for an example:

*If you don't give a reason, people think that you don't care.*

### C Understanding a model

1. Ask students to look at the table. Elicit the meaning of *component*. Set the task and go over the example. Play 2.10. Students discuss what the components are in pairs. Elicit answers, preferably using an electronic projection of the table.

2. Repeat the above procedure. Play  2.11. Then ask students what they think about the information. Did they find any of it surprising? Students may wish to make comparisons with their own culture, but try not to let any discussion go for too long as this will pre-empt the final activity.

### Answers

1. They researched the different components of apologizing in different cultures.  
2./3.

component	British culture
excuses	✓ <i>so people think that you care</i>
offers	✓ <i>but people may reject</i>
promises	? <i>good – will make effort in future</i>
eye contact	✓ <i>look person in eye</i>
formality	✓ <i>big difference but use informal language for spoken apology</i>
emphasis	✓ <i>make apology stronger</i>

### Transcripts

#### Presenter: Track 2.10

Tutor: At the moment, we are looking at apologizing in different cultures. I asked you to research different aspects of apologizing in British culture. Let's hear what you found.

#### Presenter: Track 2.11

Student 1: I looked at excuses. An excuse is a reason for your action. For example, you can say 'I'm sorry I'm late. The train didn't come on time.' According to my research, in some cultures, it is not polite to give an excuse. It means you are not really sorry for your action. You think that you had a good reason. But it seems that, in British culture, it is good to give a reason. If you don't give a reason, people may be angry. They may think that you don't care. And that's it, really.

Student 2: My topic was offers. Sometimes people offer to replace an item. For example, you can say 'I'm sorry I broke your glass. I'll buy you another one.' Apparently, in some cultures, it is rude to make an offer. The other person cannot accept it. But in British culture, offers are good. If you make an offer, people may not accept it, but they will be pleased. That's what I found.

Student 3: I researched promises. A promise talks about the future. For example, you can say 'I'm sorry I'm late. It won't happen again.' I couldn't find any information about this in other cultures. In British culture, I believe that promises are good. They suggest that you will make an effort in the future. Sorry, I didn't really get much information.

Student 4: I was asked to look at eye contact. This means looking at people while you are apologizing. According to my research, in some cultures, it is not polite to look at people. But in British culture, it is very important to look the person in the eye. It shows that you are sincere. I found a lot more information but that is the main point.

Student 5: I did some research on formality. This is the level of language that you use. For example, you can say 'I'm sorry that I got angry' in *speech*, but you might *write* 'I apologize for my anger.' One website said that all cultures have formal and informal speech but another one said it is not true. In British culture, there is a big difference between formal language and informal language. But informal language is fine for a spoken apology. That's what I found.

Student 6: I looked at emphasis. Emphasis means making something stronger. In some cultures, you can emphasize by repeating. For example, you can keep saying 'I'm sorry. I'm sorry. I'm sorry.' I found that, in British culture, you can emphasize an apology with *really* or *very*. For example, you can say, 'I'm really sorry' or 'I'm very sorry' to make it stronger. I think that's all.

### Methodology note

Remind students that both in this exercise and the next one, they should do their best to give their talks or 'have a go'. In this lesson, students will learn what they need to work on in order to produce a more successful talk.

Students should also revise the importance of body language, for example, eye contact with the audience. They should also speak loudly and clearly, and at the right speed (see the Speaking section of Theme 1 for more details).

Finally, two points about turn-taking. Firstly, students should understand that they should not interrupt another speaker during an extended turn in this context. The second point concerns intonation. Intonation tells the listener if the speaker is about to finish his/her turn or not. Therefore, when students use phrases for ending turns – such as *that's it really* – they should practise a falling intonation to emphasize completion.

### D Practising a model

1. Set the task. Students discuss in pairs. Elicit answers. Highlight and practise some of the language used. Elicit alternative language where possible, for example:

- area of research: *I looked at .../I investigated ...*
- explanation: *An (excuse) is a .../Excuse means ...*
- example: *For example, ...*
- findings: *In British culture, it is .../Many British people .../In Britain they .../If you don't give a reason, ...*

- Students discuss in pairs where the sense groups could be and mark up the text. Elicit answers; you could use an electronic projection for this or simply elicit the sense group and then drill it.
- Drill the sense groups chorally and individually, unless you have already done so in Exercise D2 above.
- Check students understand the task. Elicit some of the phrases from the class. Drill.  
Divide the class into pairs or small groups. Students practise giving the complete talk, or they can take it in turns to give sections of the talk. It is better if students give the talks using only a few notes, rather than having the talk written out in full. Monitor and give feedback.

### Answers

2.  
*I looked at / excuses. An excuse / is a reason / for your action. // For example, / you can say / 'I'm sorry I'm late. // The train didn't come / on time.' // In some cultures, / it is not polite / to give an excuse. // It means / you are not really sorry / for your action – / you think / that you had a good reason. // In British culture, / it is good to give a reason. // If you don't give a reason, / people think / that you don't care. // And that's it, really. //*

### E Producing a model

- Set the task and elicit one or two examples. Monitor and give help where necessary.
- In order to keep students focused while others are giving their talks, ask students to evaluate each talk for:
  - eye contact
  - pauses in correct places
  - correct speed
  - loudness
 Monitor and give feedback.

### Answers

Students' own answers.

### Closure

Use the feedback stage from Exercise E as Closure.

## Everyday English: Apologizing

### Objectives

By the end of this lesson, students should be able to:

- use appropriate language to apologize in different situations.

### Introduction

Remind students of the work they have already done in this theme on the idea of apologizing.

### A Activating ideas

- Elicit what can be seen, what has probably just happened and how the people feel.
- Elicit one or two ideas. Then briefly put students into small groups to think of as many situations as they can.  
Give feedback orally. Accept all reasonable suggestions.

**Note:** British English commonly uses *I'm sorry/I'm afraid* to make an unpleasant statement more polite – for example, in a shop: *I'm afraid we're closing now*; in a hotel: *I'm sorry, but the TV in my room doesn't work*. The speaker is apologizing for the possible inconvenience that he/she might be causing to the listener, not for any harm done.

- Elicit the word *sorry*. Then put students to work in pairs. Ask them to think of other expressions for apologizing and for answering an apology. The expressions can include the word *sorry*.

**Note:** The expressions *Pardon?* and *I beg your pardon?* are not used for apologies, but to show that you have not heard clearly what another person has said.

Give feedback orally. Do not put the expressions on the board yet – wait until the end of the next exercise.

### Answers

- Students' own answers.
- Students' own answers, but here are some suggestions.  
You probably apologize when you accidentally:
  - upset someone

- physically hurt someone
- arrive late
- break something
- go back on an agreement
- forget to do something
- decline an invitation
- cancel an appointment
- are using something that someone else was using
- don't understand what someone said
- cause a misunderstanding

3. Some possibilities are:

apologies	responses
<i>Sorry.</i> <i>I'm very sorry.</i> <i>I'm really sorry.</i> <i>Sorry about that.</i> <i>I want to apologize.</i> <i>I'd like to apologize.</i> <i>I think I should apologize.</i> <i>I must apologize.</i>	<i>Don't worry.</i> <i>It's OK.</i> <i>Never mind.</i> <i>It doesn't matter.</i> <i>Forget it.</i>

## B Studying models

- Cover the conversations. Go through the sentences with the class. Clarify any vocabulary problems.  
Elicit some ideas for the first sentence. Then set the question for pairwork discussion.  
As feedback, elicit ideas orally. Accept all reasonable suggestions, but do not confirm any of them at this stage.
- Set the task for individual work and pairwork checking. Play 2.12. Elicit answers.

### Optional activity

Review, or work on some of the language in the conversations, for example:

#### verb phrase:

*I don't think* + positive verb form

*have time* + infinitive

*forget* + infinitive

*mean* + infinitive

#### prepositions:

verb + prep

*sleep in/come in*

*apologize to sb*

#### adj + prep:

*be rude to sb*

#### time:

*for Monday/for next week/on time*

## Transcript and Answers

### Presenter: Track 2.12

One.

Voice A: Sorry I'm late. Can I come in?

Voice B: Of course. What happened?

Voice A: I slept in. I'm really sorry.

Voice B: OK. Have a seat. We're just starting.

Presenter: Two.

Voice A: Oh, I forgot to bring that book for you!

Voice B: Never mind. I'll get it tomorrow.

Voice A: Sorry about that. Do you need it for the lecture?

Voice B: No. Not today.

Presenter: Three.

Voice A: I'm very sorry. I don't think I can finish my assignment on time.

Voice B: What's the problem?

Voice A: I don't have time to do the research.

Voice B: Don't worry. Can you do it for Monday?

Presenter: Four.

Voice A: Excuse me, I was sitting there.

Voice B: Oh were you? Sorry. I didn't realize.

Voice A: That's OK.

Voice B: Let me move my things.

Presenter: Five.

Voice A: I don't think I've got your assignment.

Voice B: I'm sorry. I thought it was for next week.

Voice A: No. The deadline was this week.

Voice B: I'm sorry. I misunderstood.

Presenter: Six.

Voice A: What's wrong with her?

Voice B: She's upset because you were rude to her.

Voice A: But I didn't mean to be rude!

Voice B: Well, I think you should apologize to her.

## C Practising the model

Put on the board, and review, all the expressions in the lesson for apologizing and responding to apologies.

- Set the task for pairwork. Monitor and assist with students' pronunciation. Note any common pronunciation errors. Play 2.12 again if you wish.
- Demonstrate the task with one of the students. Continue the conversation for a short time, but keep it on the original topic.  
Set the task for pairwork. Do a further example if you wish. Monitor and assist. Again, make a note of common problems and errors.  
As feedback, ask volunteers to perform one of their role plays.

### Closure

- Go over any errors that you picked up during your monitoring.
- Do further practice: refer students back to the situations they thought of in Exercise A, and ask them to do quick role plays based on them.

## 2.4 Learning new speaking skills: Starting and ending a turn; reporting problems; introducing statements

### Objectives

By the end of this lesson, students should be able to:

- pronounce the stress in two-syllable nouns, adjectives and verbs;
- practise target sub-skills by introducing and ending turns;
- pronounce and form sentences with *that* for finishing a turn and introducing a sentence;
- produce sentences with *that* using the correct word order.

### Introduction

Use Exercise A as the introduction.

#### A Reviewing sounds

Set the task. Students discuss in pairs. Do not elicit answers. Students read the Pronunciation Check.

Elicit answers. Ask students to close their books or cover the Pronunciation Check box. Elicit the rules for stress in two-syllable words. Drill some of the example words and make sure students are using the correct stressed syllable. Play 2.13, if you wish.

#### Answers

1. *ex'cuse* – the others are stressed on the first syllable
2. *a'loud* – the others are stressed on the first syllable
3. *'offer* – the others are stressed on the second syllable

### Transcript

Presenter: Track 2.13

Voice: reason, effort, action; excuse, support; honest, angry, tidy; afraid, polite; reject, accept, prepare; promise, offer

### Methodology note

Elicit/teach the meaning of *turn* in this context (it is the time when you should – or can – do something; in this case, speak).

#### B Identifying a new skill (1)

1. Drill the example phrases. Play 2.15, if you wish. When students have finished reading Skills Check 1, you can refer them back to the transcript for the tutorial on apologizing in different cultures (see Lesson 2.3). Ask students to find examples of introducing and ending turns.
2. Drill the example phrases. Play 2.16, if you wish. As before, when students have finished reading Skills Check 2, you can refer them back to the transcript from Lesson 2.3. Ask them to find examples of reporting problems. Make sure students use a falling intonation.

### Transcripts

Presenter: Track 2.15

Voice: I looked at excuses.  
My topic was formality.  
That's it, really.  
That's what I found.

Presenter: Track 2.16

Voice: I couldn't find any information about ...  
There wasn't much information ...  
One website said ...  
but another one said ...

#### C Practising a new skill (1)

1. If students have copies of the transcript from Lesson 2.3, make sure they put them away now. Set the task and go over the example. Students complete the activity individually, then compare their answers in pairs.
2. Play 2.14. Students check their answers. Explain why the sentences in the exercise are wrong or, better still, ask the students to explain why. When you get to g), remind students of the work they did on phrases with *do* and *make* in Lesson 2.3.
3. Drill a few of the phrases, if you wish.

#### Answers

- a. My topic was *offers*.
- b. In British culture, ~~the~~ offers are good.
- c. That's what I found ~~it~~.
- d. Sorry, I didn't get ~~many~~ much information.
- e. I was asked *to* look at eye contact.
- f. I ~~find~~ found a lot of information.
- g. I ~~made~~ did some research on formality.
- h. One website ~~it~~ said that all cultures have formal and informal speech.
- i. ... but *another* one said it is not true.



## Transcript

### Presenter: Track 2.14


- Voices:
- My topic was offers.
  - In British culture, offers are good.
  - That's what I found.
  - Sorry, I didn't get much information.
  - I was asked to look at eye contact.
  - I found a lot of information.
  - I did some research on formality.
  - One website said that all cultures have formal and informal speech.
  - ... but another one said it is not true.

## D Rehearsing a new skill

Set the task and go over the example. Practise the sentences in the example. Explain that students should vary the structures they use. Elicit different ways of varying the example text.

- Divide the class into pairs. Refer students to the pieces of research as follows:  
Student A – should read the text on page 166.  
Student B – should read the text on page 167.  
Make sure students do not look at their partner's text. While students are reading, go around the class and give help if any students are having problems understanding the piece of research.
- Monitor while students are working. Give feedback.

## E Identifying and practising a new skill (2)

- Elicit answers from the students.  
Answers: 2
- Set the task and go over the example. In pairs, students make each set of words into sentences.
- Play  2.17 so that students can check their ideas and listen to the correct pronunciation. Briefly discuss with the class what information they have learnt from these sentences about apologizing in different cultures and their reaction to it.
- Ask students to close their books. Drill the sentences – either from the audio, pausing after each sentence for repetition, or say the sentences yourself for students to repeat.

## Transcript and Answers

### Presenter: Track 2.17

- Voices:
- I believe that Japanese people apologize a lot.
  - I understand that Americans apologize for lateness.
  - It seems that Americans do not apologize after an accident.
  - One website said that Chinese people apologize more to strangers than to friends.
  - I understand that Chinese people apologize if they make someone look silly.
  - Research suggests that Mexicans often ask for forgiveness for their actions.
  - I found that Americans are told not to apologize for legal reasons.
  - I understand that Japanese people do not make eye contact when they apologize.

## F Reporting speech

- Students read the Grammar Reference.
- Set as pairwork. Elicit answers from the class. Feed back immediately on any common errors noted.

### Answers

- One website said *eye contact was very important*.  
But the other website said *it didn't matter*.
  - One tutor said *I had to finish it by Friday*.  
But the other tutor said *I could hand it in next week*.
  - One friend said *John had already apologized to Simon*.  
But my other friend said *John was refusing to apologize to Simon*.
  - My tutor said *I'd like the book and find it interesting*.  
But my friend said *he/she read it last year and it didn't help him/her*.
- Students work in small groups to make and report excuses. Make sure they change pairs, as directed, and enjoy choosing the best excuse-maker. Go round and monitor.

### Answers

Students' own answers.

## Closure

Feed back the best excuses to the class.

# Workbook answers

## Speaking

### Exercise A

1.	Verb	Adjective	Noun
	1. consider	<i>considerate</i>	consideration
	2. rely	<i>reliable</i>	reliability
	3. criticize	critical	criticism
	4. appreciate	appreciative	<i>appreciation</i>
	5. communicate	communicative	communication
	6. support	<i>supportive</i>	support
	7. like	<i>likeable</i>	
	8.	honest	<i>honesty</i>

### Exercise B

1./2. Students' own answers.

3.	Solutions	Responses
	a. Ignore it and carry on as if nothing has happened.	Problems don't go away by themselves.
	b. Avoid your friend for a little while and hope he/she forgets about it.	It may be even harder to deal with the problem the longer you leave it.
	c. Say sorry but make an excuse for your actions or words.	Your friend may think you are not sincere if you make too many excuses.
	d. Meet your friend and apologize with emphasis – <i>I'm very, very sorry.</i>	Emphasis shows your sincerity.
	e. Say sorry and promise not to do it again.	This is a good solution – apologies should be face-to-face.
	f. Say sorry and ask the person to forgive you.	This is a good solution.
	g. Apologize for behaving badly.	This is a good solution.
	h. Offer to put things right.	This is a good solution.

### Exercise C

1. I'm sorry. I lost your pen.	<i>He/She apologized for losing my pen.</i>
2. I'm sorry. I forgot your book.	<i>He/She apologized for forgetting my book.</i>
3. I'm really sorry. I left your CD at home.	<i>He/She apologized for leaving my CD at home.</i>
4. I'm so sorry. I broke a glass.	<i>He/She apologized for breaking a glass.</i>
5. I'm sorry I came late.	<i>He/She apologized for coming late.</i>

### Exercise D

1./2.

verbs	nouns
a. a'gree	a'greement
b. a'pologize	a'pology
c. a'rrange	a'rangement
d. a'void	a'voidance
e. be'have	be'haviour
f. 'emphasize	'emphasis
g. ex'cuse	ex'cuse
h. ex'plain	expla'nation
i. for'give	for'giveness
j. 'promise	'promise
k. re'ject	re'jection
l. 'solve	so'lution

3. The stress changes in 'h' and 'l'.

### Exercise E

- 1./2. a. You must make an *effort* to be on time.  
b. I'm sorry. I made a *mistake*.  
c. How can I put things *right*?  
d. Sorry. I didn't *realize* the deadline was Friday.  
e. I didn't have enough *time*.  
f. I'm really *sorry*.  
g. You're right. There's no *excuse*.  
h. I didn't mean to be *rude*.  
i. I accept the *blame*.  
j. It's my *fault*.  
k. You should *say* sorry.  
l. You really ought to *apologize*.  
m. Don't *worry*.  
n. Never *mind*.  
o. Forget *about* it.  
p. It doesn't *matter*.

## Extended speaking

### Exercise A

a. <i>I'm very, very sorry.</i>	emphasizing
b. <i>I missed the train.</i>	explaining
c. <i>It's my fault.</i>	taking responsibility
d. <i>I'll buy you another one.</i>	offering
e. <i>It won't happen again.</i>	promising

### Exercise B

2. Model table:

Table 1: Components of apologizing for selected speech groups

Speech group	Actual words	Emphasis	Responsibility	Explanation	Offer	Promise
Germans	<i>usually</i>	<i>occasionally</i>	<i>very often</i>	<i>very rarely</i>	<i>rarely</i>	<i>rarely</i>
British	<i>very often</i>	<i>sometimes</i>	<i>very often</i>	<i>very rarely</i>	<i>rarely</i>	<i>occasionally</i>
Russians	<i>usually</i>	<i>no information</i>	<i>usually</i>	<i>occasionally</i>	<i>never</i>	<i>never</i>
Americans	<i>nearly always</i>	<i>no information</i>	<i>always</i>	<i>sometimes</i>	<i>never</i>	<i>never</i>
Own speech community						

### Exercises C and D

Students' own answers.

## Practice

### Exercise A

1./2.	a. How are you?	h	No, I won't!
	b. What's wrong?	f	Yes, so am I.
	c. Are you angry with me?	c	Yes, I am.
	d. Why are you upset?	e	No, I didn't. I never had it.
	e. You lost my book!	a	Fine, thanks.
	f. Anyway, I'm sorry.	d	You made me feel stupid.
	g. Do you forgive me?	g	Yes, of course.
	h. Just one thing. Will you buy me a new book?	b	Nothing.

## Exercise B

2. a. I didn't realize the deadline was this week. I thought it was next week.
- b. I didn't realize you lived in a flat. I thought you lived on campus.
- c. I didn't realize the tutor wanted to see us this morning. I thought it was tomorrow.
- d. I didn't realize you needed the book this evening. I thought you needed it at the weekend.
- e. I didn't realize the film started at 7:30. I thought it started at 7:45.
- f. I didn't realize you were sitting here. I thought you were sitting there.
- g. I didn't realize the article was written by Bergman. I thought it was written by Cohen.
- h. I didn't realize you loved romantic films. I thought you didn't like them.
- i. I didn't realize that apologizing was culturally determined. I thought it was the same all over the world.
- j. I didn't realize we had to choose a chairperson for the tutorial. I thought the tutor chose a chairperson/someone.
- k. I didn't realize the next assignment was going to be about friendship. I thought it was going to be about social groups.

## Exercise C

Students' own answers.

## Exercise D

I looked at excuse. An excuse is a reason for action. For example, you can say 'I'm sorry late. The train didn't come on the time.' According to my research, in some of cultures, it is not the polite to give an excuse. It means you are not really sorry for your action. You think that you had a good reason. But it seems that in British culture, it is good to give a reason. If you don't, people may be angry and think that you don't care. And that's what I found it.

## Exercise E

6	But another one said it is not true.
8	But informal language is fine for a spoken apology.
4	But you might write 'I apologize for my anger.'
3	For example, you can say 'I'm sorry that I got angry' in speech.
1	I did some research on formality.
7	In British culture, there is a big difference between formal language and informal language.
5	One website said that all cultures have formal and informal speech.
9	That's what I found.
2	This is the level of language that you use.

# Reading: Parents, adults and children

## 2.5 Vocabulary for reading: Stimulus and response

### Objectives

By the end of this lesson, students should be able to:

- recognize and understand target vocabulary from the Reading section;
- show understanding of information about the analysis of verbal transactions.

### Introduction

Exploit the visuals. Explain that this section is all about the psychology of relationships. What relationships do the pictures show? Use this question to show that *relationship* can have more than one meaning – firstly, it determines whether it is a mother–daughter relationship, for example; and secondly, whether you have a good or bad relationship with another person.

### A Reviewing vocabulary

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.

#### Answers

1. friend
2. colleague
3. neighbour
4. acquaintance
5. relative/relation
6. adolescent

### B Identifying part of speech in context

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Ask students what all the words in italics have in common (there is no change for the verb/noun forms).

Elicit examples of other verbs/nouns with the same form. Students can look back through the previous vocabulary lists for Themes 1 and 2 for ideas:

*decrease, increase, paint, rent, support, view.*

### Optional activity

Either in class or for homework, students could write two sentences for five of the italicized words, using each word as a noun in one sentence and as a verb in the other.

#### Answers

1. noun
2. noun
3. verb
4. verb
5. verb
6. noun

### C Understanding new words in context

Check students understand the task. Students complete the text individually, then compare their answers in pairs.

If students find the activity difficult, write the first letter of each word/answer on the board.

Elicit answers.

Ask further questions to check understanding of both the vocabulary and the text:

- *What kind of relationship problems can people have?* (parents with children/teenagers; husbands and wives; workmates)
- *Why do we study people's conversations?* (to understand their problems)
- *What form do conversations have?* (stimulus–response)
- *What does an unexpected response show?* (a problem with the relationship)
- *What does Figure 1 show?* (an expected response and an unexpected response)

Finally, you can write the following on the board for students to discuss in pairs or small groups:

*Discuss these questions.*

1. *What do adolescents often rebel about?*
2. *What do husbands and wives often argue about?*
3. *What do workmates often disagree about?*

#### Answers

Relationships with other people are never simple. *Parents* often have problems with their children. Young children usually *obey* their parents, but adolescents often *rebel*. *Husbands* often say 'My *wife* doesn't understand me.' *Workmates* have problems with each other.

We can often understand the issues between two people by analyzing the verbal *transactions*

or conversations. A lot of conversations have the form of *stimulus–response*. In other words, one person says something – the *stimulus* – and the other person *responds*. Sometimes, the response is expected. We know the person will reply in that way. But sometimes, it is *unexpected*. An unexpected response may reveal a problem with the relationship.

### Closure

Ask students to act out the conversations in Figure 1. Students first discuss how the people in each conversation are feeling, and then what their relationship is to each other. Students should extend the conversations if possible.

## 2.6 Real-time reading: Games people play

### Objectives

By the end of this lesson, students should be able to:

- predict content from a figure and topic sentences;
- show understanding of a text about a psychological model for relationships;
- show understanding of target vocabulary in context.

### Introduction

Select from the following or use a mixture:

- Write the title of the lesson on the board, *Games people play*, and discuss the possible meanings.
- Revise the meanings of some of the lesson's target vocabulary, especially for Exercise B: *stimulus*, *response*, *transaction*.
- Revise the expected and unexpected responses from Figure 1 in the previous lesson.

### A Activating ideas

Set the task. Students discuss the questions in pairs. Elicit ideas.

#### Answers

1. Parents are (nearly always) adults, so asking if you are a parent or an adult is strange.
2. Students' own answers.

### B Using illustrations to predict content

Ask students to read through the statements. Check the meaning of *caption*. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

#### Answers

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

### Methodology note

Remind students what a topic sentence is. Elicit why it is important to read one carefully (it will often summarize the whole text, enabling reading for gist and/or helping students to predict the content of the paragraph).

### C Using topic sentences to predict content

1. Ask students to read phrases a–e. Elicit who Berne probably is (a psychiatrist).  
Set the task with a time limit of two minutes. Students complete the activity individually, then compare their answers in pairs. Do not elicit answers at this stage.
2. Students check their ideas with the text. Elicit answers.

#### Answers

- a. 4
- b. 3
- c. 5
- d. 2
- e. 1

### D Understanding the text

Ask students to read the incomplete sentences. As a fun activity, you could ask them to predict the sentences' endings – accept anything that is grammatically and cohesively correct, even though some suggestions may be slightly ridiculous.

Check understanding of *practise psychiatry* and *problems arise*.

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

## Answers

1. Eric Berne was from *Montreal*.
2. He first practised psychiatry in *New York*.
3. Berne developed his ideas in *San Francisco*.
4. Berne believed that personal problems come from *people's relationships with other people*.
5. Berne thought that you sometimes feel good because *you have made another person feel bad*.
6. Berne said that people can behave like *a Parent, an Adult or a Child*.
7. Berne believed that people can switch *between roles (without problems)*.
8. Berne said that problems arise if *both people want to play the same role*.

## Methodology note

Academic students often have to mark up transcripts for various reasons, including for discourse features. Exercise E is a gentle introduction to this type of activity, as well as reinforcing information from the lesson.

You may also find it generates quite a lot of discussion; the answers to some of the transactions may depend on intonation and the manner in which the language is spoken.

## E Transferring information to the real world

Check students understand the task and go over the example. Students discuss the transactions in pairs. Elicit answers.

## Answers

1. P-C
2. A-A
3. C-P
4. A-P

## Closure

Choose one of the following:

- If your students are working towards the IELTS exam, you can ask them to write a summary for Figures 1 and/or 2, either in class or for homework (this type of activity is usually found in Part 1 of the IELTS writing paper). For example:  
*This figure shows a mixed transaction. One person wants to behave like an adult and the other wants to behave like a parent or a child. This can cause problems in a relationship.*

- Students act out and extend the conversations in Exercise E.
- Discuss the information students have learnt in the lesson. Does any of the information apply to couples they know?

## 2.7 Learning new reading skills: Recognizing theories

## Objectives

By the end of this lesson, students should be able to:

- identify factual and theoretical statements;
- identify some common introductory phrases;
- identify the subject and verb in long sentences;
- decide if 'facts' are true or false.

## Introduction

Use Exercise A as the introduction or ask students to spend a few minutes re-reading 'Are you a Parent, an Adult or a Child?' from Lesson 2.6.

## A Reviewing vocabulary

Go over the example. Students discuss the remaining answers in pairs. Elicit answers. Ask students make sentences using some of the phrases.

## Answers

1. train	5	a new idea
2. practise	7	a role
3. obey	6	a school
4. join	1	as a psychiatrist
5. develop	8	like an adult
6. found	2	psychiatry
7. play	4	the army
8. behave	3	an order



### Methodology note

There is more information in the next lesson about introductory verbs such as *stated*, *said*, *explained*, etc. However, students may be surprised to see that the second verb in the fourth example sentence in the Skills Check is in the present tense:

*He said that people always **behave** in one of three ways.*

This is because the information is still correct, even though the person who said it is now dead.

### Methodology note

The students will learn the word *psychoanalyst* in this text. There may be some confusion over the three similar words they have now met on this topic:

- *psychiatrist* – a medical doctor trained in the treatment of mental illness
- *psychologist* – someone who studies human behaviour – how we think, learn, feel, etc.
- *psychoanalyst* – someone who follows a method for helping people with mental illness

However, there is quite a lot of overlapping, especially between the two latter words. As long as students understand the general meaning of these words, it will be sufficient for the purposes of this section.

## B Identifying a new skill (1)

1. Discuss the difference between a *fact* and a *theory*. Explain that sometimes a theory is just an *opinion*. Theories can be disproved later. If they were facts, they would no longer be theories. Give students plenty of time to read and take in all the information in Skills Check 1. Elicit the answer to the question.
2. Check students understand the task. Point out that ✓ shows the objective truth of a fact, whereas ? shows that this is a theory which could be disproved later. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

### Answers

1. There is often an introductory verb or phrase – but sometimes there is not. Then we must work it out from context.
2. See next table.

a. Berne founded a school of psychiatry.	✓
b. Berne moved to San Francisco.	✓
c. People always behave in one of three ways.	?
d. Berne died in California in 1970.	✓
e. People often play games with their friends, family and workmates.	?
f. People try to feel better by making other people feel worse.	?
g. There was a strong demand for psychiatrists during the Second World War.	✓

## C Practising a new skill

Check students understand the task and go over the example.

Students read the text, then discuss the answers in pairs. Elicit answers.

### Answers

Eric Berne wrote eight major books in his lifetime but the most famous is *Games People Play*, which he published in 1964. In this book, Berne said that people behave in one of three ways in all transactions. ?

Berne grew up in Canada although his family were from Eastern Europe. Berne's father was a doctor, and some people say that Berne's mother encouraged Eric to study medicine. ? He trained as a doctor and surgeon, then moved into the field of psychiatry. He applied to become a registered psychoanalyst in 1956 but his application was rejected. Many people believe that this rejection affected him deeply. ? As a result\*, ? he started to develop his own theories of psychoanalysis.

\***Note:** We cannot be certain that rejection led to the theory.

### Optional activity

Check some of the vocabulary and phrases in the text from Exercise C, for example:

*affect deeply*  
*reject, rejection*  
*as a result*  
*surgeon*  
*registered*

### D Identifying a new skill (2)

Students study the information and the examples in Skills Check 2. Highlight some of the grammar of the introductory phrases. For example

*After + ~ing*  
*By + ~ing*  
*As + you can see*  
*According + to*

Students read through the two example sentences and identify the subjects.

#### Answers

Berne  
 he

### E Finding subject and verb in long sentences

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

#### Answers

- On 10<sup>th</sup> May 1910 Eric Berne was born in Montreal.
- At the age of eighteen Berne entered McGill University.
- During his time at university he wrote for several student newspapers.
- After graduating from university Berne started to study Psychiatry at Yale.
- At the university at that time the professor was Dr Paul Federn.
- At the end of his training in 1938 Berne became an American citizen.
- During Berne's training in psychiatry the Second World War started.
- As a result of the mental problems of soldiers during the war a large number of psychiatrists were needed by the army at that time.

- At the end of the war in 1945 Berne went to study in San Francisco.
- At that time in the San Francisco Psychoanalytic Institute Erik Erikson was the director.

### F Identifying a new skill (3)

Refer students to Skills Check 3. As well as focusing on the main verb in the statement, point out that the verb in the introductory phrase also gives us useful information. Explain the task, and elicit students' ideas.

#### Answers

A present tense verb, as in *Psychiatrists accept ...*, shows that the theory is still current. A past tense verb, as in *Most psychiatrists believed ...*, shows that modern psychiatrists do not believe the theory any more. In the last example, *Berne thought ...*, the past tense tells us that Berne is dead but that his theory may still be valid.

### G Using tense to make deductions

Check students understand the task. Students discuss the sentences in pairs. Elicit answers.

#### Answers

1. People believed that the Earth was flat.	'The Earth is flat.' = old / false
2. Aristotle believed that earthquakes were caused by winds under the earth.	'Earthquakes are caused by winds under the earth.' = old / false
3. Aristotle thought that we learn by doing.	'We learn by doing.' = true / possibly true
4. Piaget said that children go through four stages.	'Children go through four stages.' = true / possibly true
5. Pavlov stated that you can make people behave in particular ways.	'You can make people behave in particular ways.' = true / possibly true
6. Al Gore says that man is the cause of global warming.	'Man is the cause of global warming.' = true / possibly true

### Closure

Students' books closed. Write the introduction for each sentence in Exercise G on the board:

*People believed ...*  
*Aristotle believed ... etc.*

Students copy and complete.

## 2.8 Applying new reading skills: Social games and relationships

### Objectives

By the end of this lesson, students should have:

- applied appropriate strategies for attacking a new text (revision);
- distinguished between fact and theory in order to understand a text;
- learnt information about the 'I'm OK, You're OK' model in psychology.

### Introduction

Revise the verbs/nouns that do not change form from Exercise B in Lesson 2.5:

*decrease*

*increase*

*point*

*rent*

*support*

*view*

### A Reviewing vocabulary

Explain to the class that this exercise is again about verbs and nouns that do not change form, and that the same words have different meanings. Go over the example. In pairs, students discuss the meanings of the other sentences.

Point out that we never actually have two forms of the same word in English; it does not 'sound right'. Ask students how each sentence could be improved, for example:

*He learnt to be a train driver. / He went on a train-driving course.*

*She played Ophelia in Hamlet. / She was Ophelia in the play Hamlet.*

*He discovered the school that Berne founded.*

This activity will check students understand the meaning of each sentence.

### Answers

1. He <b>trained</b> to be a train driver.	<i>studied</i>	<i>transport method</i>
2. She <b>played</b> Ophelia in the play <i>Hamlet</i> .	<i>acted</i>	<i>kind of literature</i>
3. He <b>found</b> the school that Berne <b>founded</b> .	<i>discovered</i>	<i>started</i>
4. Berne's <b>school</b> of psychiatry did not have a <b>school</b> building.	<i>type</i>	<i>institution</i>
5. The lecturer <b>pointed</b> out several important <b>points</b> .	<i>said</i>	<i>issues / ideas</i>
6. She <b>demand</b> ed to know the <b>demand</b> for psychiatrists.	<i>asked</i>	<i>how many are needed</i>
7. The <b>rebel</b> didn't like the government policies so he <b>rebelled</b> .	<i>person against a government or government idea</i>	<i>acted against the government</i>
8. The judge didn't even <b>try</b> to <b>try</b> the men in a fair way.	<i>attempt</i>	<i>deal with in court</i>

### B Activating ideas

Exploit the visual:

- *where are the people?*
- *what's happening?*
- *what's the problem?*

Divide the class into groups of three to discuss the statements. After a few minutes, elicit which students agreed with each statement. Keep a tally on the board. Which statement has the most support in the class?

### Answers

Students' own answers.

### C Understanding a text

Elicit what students should look at in order to prepare for reading the article and writing a list on the board:

*title*

*illustrations*

*tables, graphs, figures, etc.*

*first paragraph*

*topic sentences*

Ask students to prepare to read the article by going through the list on the board with the text.

Discuss Figure 1 at the bottom of page 59 in the Course Book, and elicit what it means. The easiest way to do this, perhaps, is by relating it to the activity they have just done in Exercise B. For example, sentence 1 in Exercise B relates to relationship type 1 in the figure.

Ask a few more questions based on the first paragraph and topic sentences:

*Who wrote 'I'm OK, You're OK?' (Thomas Harris)*

*Who was he? (a psychiatrist)*

*What is the healthiest relationship? (type 1 – I'm OK, You're OK)*

1. Remind students of the work they did on facts and theories in Lesson 2.7 Go over the first sentence as an example (*Thomas Harris was born in California, USA, in 1910. (F)*). Students complete the task individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.
2. Students complete the task individually, then compare their answers in pairs. Elicit answers.

#### Answers

See next table.

### D Transferring information to real-world situations

Set the task. Students work in pairs. Elicit ideas.

#### Answers

A = Relationship Type 1

B = Relationship Type 4

C = Relationship Type 3

D = Relationship Type 2

a. Where did Harris train in psychiatry?	<i>Washington D.C., i.e., the capital</i>
b. Where did he practise psychiatry?	<i>in the (US) Navy</i>
c. What were the connections between Harris and Berne?	<i>he worked with Berne, then took over as director of the Transactional Analysis Society</i>
d. What is the name of the model discussed in this article?	<i>I'm OK, You're OK</i>
e. What did some people believe before Berne's theory?	<i>that people were born with particular attitudes</i>
f. Which type of relationship do people have when they are young?	<i>Type 1</i>
g. What sometimes happens as people grow up?	<i>they may change to other types of relationship</i>
h. Why is Relationship Type 1 healthy?	<i>people are happy to work with other people, respect contribution of self and others</i>
i. How did Harris feel about the other types of relationship?	<i>there are problems</i>
j. How can you move the other types to Type 1?: • from Type 2 to Type 1? • from Type 3 to Type 1? • from Type 4 to Type 1?	<i>find things to value in people make a list of good things about yourself find things to value in people including yourself</i>

### E Developing critical thinking

Set the question for discussion in pairs or small groups.

#### Closure

Choose from the following:

1. Ask students to compare the information in the two texts from this section (on pages 55 and 59 of the Course Book). What are the similarities and differences? For example, in both cases, the writers described relationships between people. Berne suggested that people change relationships with different people, whereas Harris suggested that people have one basic type of relationship with people.
2. Ask students to write a few sentences describing Figure 1 on page 59.

## Knowledge quiz: Relationships

### Objectives

By the end of this lesson, students will have:

- reviewed core knowledge from Theme 2;
- recycled the vocabulary from Theme 2.

### Introduction

Tell students they are going to do a knowledge quiz on Theme 2 of the course. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over the theme.

### Methodology note

See notes in the Introduction (page 14) for further ideas on how to do the quiz. As usual, the focus should be on the content rather than using the correct grammar.

### Closure

Tell students to learn the information or vocabulary for any of the answers they got wrong in class.

### Answers

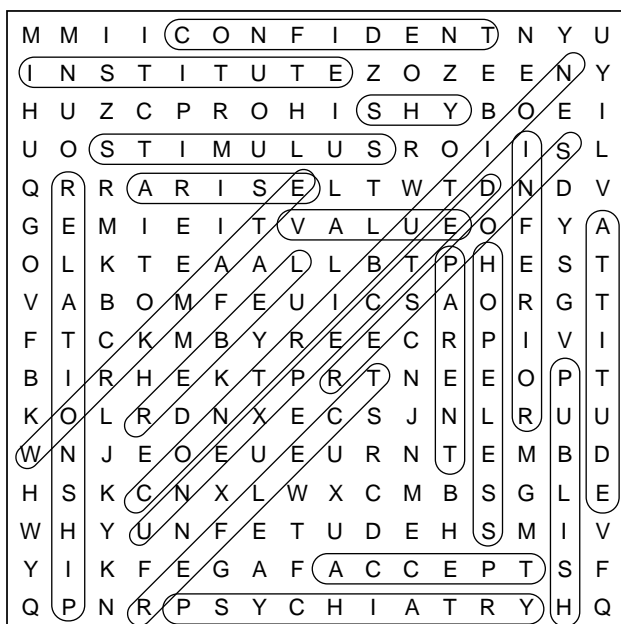
See table.

1. What is an <i>acquaintance</i> ?	<i>a person you know from work, study, family</i>
2. What is a <i>stranger</i> ?	<i>a person you don't know</i>
3. What is a <i>relative</i> ?	<i>someone from your family</i>
4. What is an <i>adolescent</i> ?	<i>a person between the ages of 13 and 19 – a teenager</i>
5. What is a <i>barrier</i> ?	<i>something which stops you doing something</i>
6. What is a <i>neighbourhood</i> ?	<i>the area that you live in</i>
7. What is an <i>excuse</i> ?	<i>a reason for doing something bad</i>
8. What is a <i>stimulus</i> ?	<i>something which makes you do something</i>
9. What is <i>psychiatry</i> ?	<i>the treatment of problems in the mind</i>
10. What is an <i>issue</i> ?	<i>a problem</i>
11. When might you <i>forgive</i> a person?	<i>when they have done something bad to you</i>
12. When might you <i>apologize</i> to a person?	<i>when you have done something bad to them</i>
13. When might you <i>blame</i> someone?	<i>when you think they have done something bad</i>
14. When might you <i>avoid</i> someone?	<i>when you think they are angry with you</i>
15. When might you <i>bow</i> to someone?	<i>when you meet a very important person</i>
16. When might you <i>criticize</i> someone?	<i>when you think they have done something wrong and you tell them</i>
17. When might you <i>ignore</i> someone?	<i>when you are angry with them or don't want to be friends with them</i>
18. When might you <i>take responsibility</i> for something?	<i>when you have done something wrong and you admit it</i>
19. How might you <i>upset</i> someone?	<i>by saying or doing something bad</i>
20. How might you <i>emphasize</i> an apology?	<i>with 'very, very', or 'terribly', or 'really'</i>
21. How might you <i>support</i> someone?	<i>with money, attention, interest</i>
22. Why might you feel <i>inferior</i> to someone?	<i>because you think they are better, much more intelligent or more beautiful than you</i>
23. Why might you <i>rebel</i> about something?	<i>because you do not think it is fair</i>
24. Who wrote <i>Games People Play</i> in 1964?	<i>Eric Berne</i>
25. Who wrote <i>I'm OK, You're OK</i> in 1969?	<i>Thomas Harris</i>

# Workbook answers

## Reading

### Exercise A



Across: confident, institute, shy, stimulus, arise, value, accept, psychiatry

Down: relationship, parent, hopeless, inferior, publish, attitude

Diagonal (L-R): workmate, rebel, contribution, unexpected, respond, reflect

### Exercise B

- Adolescents often *rebel* against their parents.
- Berne was director of an *institute* in California.
- He asked her a question and her *response* was unexpected.
- How did the problem *arise*?
- I am quite a *confident* person. I always think I can do things well.
- I don't like the way he behaves. His *attitude* is very bad, too.
- People sometimes feel *inferior* to their colleagues.
- There are often problems in the *relationship* between husband and wife.
- Which company is going to *publish* your book?
- Young children usually *value* their parents.

### Exercise C

- He was *born* in Australia in 1949.
- He was *educated* at a private school.
- He *studied* Engineering at Melbourne University.
- She *graduated* from Melbourne in 1971.
- He *trained* as a civil engineer.
- He *practised* civil engineering in Australia for 30 years.
- He *developed* several new ideas in engineering.
- He *formed* a school of engineering in 2005.
- He *died* in 2010.

### Exercise D

a. She looks ...	c	to university next year.
b. He grew ...	b	up in London.
c. I am going to apply ...	a	after the library.
d. She trained ...	i	of this exercise.
e. We moved ...	l	with you.
f. I'd like to point ...	d	as a psychiatrist.
g. She is acting ...	e	to Australia in 1998.
h. The letters EU stand ...	j	about his life at the moment.
i. I don't see the point ...	g	as Personnel Manager in Alison's absence.
j. He is feeling good ...	k	over as Training Officer?
k. Who is going to take ...	h	for European Union.
l. It's really good working ...	f	out a problem.

### Exercise E

1. Students' own answers.
2.
  - a. How can you make an *acquaintance* into a friend?
  - b. I know he's your brother but do you *approve* of his behaviour?
  - c. Who *took over* from Berne as director of the Transactional Analysis Society?
  - d. Some psychologists say that children *grow up* too quickly nowadays.
  - e. He *published/publishes* all his books with a small local company.
  - f. I *respect* his ideas but I think he is wrong.

### Exercise F

1. according to
2. at the end of
3. at that time
4. in other words
5. in this case
6. as you can see
7. do what you are told
8. feel good about
9. it won't happen again
10. see the point of

### Exercise G

1. Montreal, Canada.
2. To train as a psychiatrist.
3. San Francisco.
4. To make them feel better about themselves.
5. Parent, Adult, Child.
6. Look after, or try to control.
7. Obey or rebel.
8. When both people want to play the same role, unless it's Adult.

### Exercise H

1. True – he was born in the USA.
2. False – in the Navy.
3. True – at his old university.
4. False – Harris took over from Berne.
5. False – people are born OK.
6. True – Relationship 1 is the only healthy relationship.
7. True – in Relationship 2 there is no respect and that is not OK.
8. False – we can change.

## Extended reading

### Exercise A

- 1./2. Students' own answers.



3.

## Mother and child relationships

It is important for a child to have a strong and positive relationship with his/her mother. The mother, or carer, should always be available and supportive of her child. Psychologists call this relationship 'secure attachment'.

However, sometimes a child does not have a secure attachment with the mother. The reasons for this include long-term illness or death of the mother. Other possible reasons are a long hospital stay for the child. When this happens, children sometimes grow up with various problems.



According to psychologists, these problems can be divided into four groups. The first group is emotional problems which affect the child's behaviour. An insecurely attached child doesn't have much confidence and finds it difficult to deal with stress and other problems. The second group is physical; for example, the child may have a lot of illness or problems with eating food. In the third group, children often have many different types of social problems and have difficulty in making friends. They also sometimes have poor relationships with people. In a small number of cases, these children are violent and rebellious and their self-control is not very good so they become angry or upset very easily. They are not considerate to other people and they have a negative view of themselves. The final group of problems is connected with learning. Children without secure attachment have behaviour problems at school because they cannot control themselves. Some children talk too much in the lesson and ask too many questions. They may have speech and language problems and they may have difficulty in learning.

However, recent studies show that it is never too late to help children with their problems. New experiences can change connections in the brain. A child's relationships with relatives, teachers and other supportive adults can help him/her deal with his/her problems.

4. This text contains opinions. It contains theories from psychologists but does not contain facts.

# Writing: Decisions in families

## 2.9 Vocabulary for writing: Parents and children

### Objectives

By the end of this lesson, students should have:

- revised and practised spelling of target words from previous lessons;
- demonstrated understanding of target vocabulary for the Writing section;
- used target vocabulary in a brief text about children and decision-making.

### Introduction

Write the following misspelt words on the board for students to correct:

1. independant
2. attitude
3. apreciation
4. forgiveness
5. agriement
6. behaviour
7. approuve
8. apology
9. critisize
10. infearior

Students work individually, then compare their answers in pairs. Write the correct spellings on the board so that students can check their own answers.

Check the meanings of the words. Elicit the part of speech of each word.

### Answers

1. independent (adj)
2. attitude (n)
3. appreciation (n)
4. forgiveness (n)
5. agreement (n)
6. behaviour (n)
7. approve (v)
8. apology (n)
9. criticize (v)
10. inferior (adj)

### A Activating ideas

Refer students to the pictures. Ask:

*What people can you see in the pictures?* (baby; girls / twins; schoolchildren / teenagers; teenagers / adolescents – 'punks' / 'goths')

*Who decided the clothes that the people are wearing?* (elicit possible answers, e.g., mother, school, parents, themselves)

Remind students of the word *self* for a person.

### Answers

Students' own answers.

### B Understanding new vocabulary in context

Spend a few minutes going over the bar chart with the students, eliciting the figure number, the source and the title. Ask them what the scale on the left shows (the percentage of decisions made by the parents).

Set the task for individual work. Monitor and assist as necessary.

Students can compare ideas. Give feedback orally.

### Answers

The illustration in Figure 1 is a *bar chart*. It is a type of graph which *displays* research data. In this case, it makes a *comparison* between four types of people. The *categories* are babies, children, teenagers and adults. The *participants* in the research were British. For each *category*, the graph shows the *percentage* of decisions which are made by the *parents*. For example, according to the research, parents make all the decisions *on behalf of* a baby, but only 80 per cent of decisions for a child. They make about half of the decisions which affect a teenager. An adult makes almost all decisions for *himself* or *herself*.

### C Building vocabulary

Ask students to find words in the vocabulary list which refer to quantity. They should find the following:

*a fifth, a third, almost all, approximately, exactly, half, just over/under, more/less than, per cent, percentage, three-quarters, two thirds*

Set the task for individual work and pairwork checking. Give feedback using an electronic projection. Go over any problems students had with new vocabulary.

**Note:** The tilde (~), pronounced /tɪldə/, meaning 'approximately', is often used in quick note-taking. The formal technical symbol is the double tilde, ≈.

#### Answers

1. 21%	just over a fifth
2. 98%	almost all
3. 48%	less than half
4. 66.6%	exactly two-thirds
5. ~75%	approximately three-quarters

#### D Using new vocabulary

1. Make sure all the students understand what to do. Elicit ideas for the first item, *work in government offices*, on to the board as a demonstration.

Set the task for individual work. Monitor and assist as necessary.

Place feedback on the board, preferably using an electronic projection.

2. Tell students to think about the people they know in the four age groups. They should write some more sentences about these groups. Emphasize that students do not need to give accurate numbers and percentages, but to use their own knowledge.

When they are ready, students should compare their sentences.

#### Answers

Students' own answers.

#### Closure

1. Ask volunteers to read out some of their sentences from Exercise D. Ask the rest of the class to comment on these and say whether they agree or not.
2. Do more work on percentage expressions as in Exercise C.

## 2.10 Real-time writing: Making decisions in the family

### Objectives

By the end of this lesson, students should be able to:

- show understanding of the discourse structure of a 'research report' essay;
- interpret bar charts and use target vocabulary to complete a guided writing activity;
- show understanding of the use of topic sentences to begin paragraphs.

### Methodology note

The discourse type in this section is the research report. Students who have studied Level 2 of *Progressive Skills in English* did some work on this in Theme 3 of that level. However, the work in this lesson does not assume that students have done Level 2.

### Introduction

Dictate vocabulary items from the previous lesson, or ask students to dictate them to each other in pairs, in order to review spelling.

#### A Activating ideas

Students work in pairs. They should aim to put three or four items in each box, although more items are possible. Elicit answers.

#### Answers

children	adolescents	young adults
<ul style="list-style-type: none"> <li>• food</li> <li>• clothes</li> <li>• school</li> <li>• bedtime</li> </ul>	<ul style="list-style-type: none"> <li>• friends</li> <li>• study time</li> <li>• going out or not</li> <li>• using the internet</li> </ul>	<ul style="list-style-type: none"> <li>• getting married</li> <li>• job</li> <li>• university</li> <li>• leaving home</li> </ul>

#### B Gathering information

Refer students to the assignment. Make sure students understand *cultural issue* (i.e., depends on the culture; might be different

from culture to culture). Remind them that they must always choose what type of essay to write for an assignment, because each essay type has its own discourse structure or ordering of information – see Exercise C. Check/teach the word *survey* – see note below.

Set the task for pairwork. Give feedback orally.

**Note:** A survey is designed to be given or sent to people in order to collect data about them. After filling in the form, the person returns the form to the researcher. The researcher then analyzes the data in order to find out something about the people. Surveys are done in person or via surface mail, email or webpages.

### Answers

Research report – because you are asked to conduct a survey = get original research

## C Choosing the discourse structure

Go through the assignment with the students. Check that they realize that there are four paragraphs in the assignment, so they should select four answers, 1–4. Clarify any other problems.

Elicit ideas as to whether the first item, *Conclusions*, should be included. Do not confirm or correct ideas at this stage. Students continue in pairs. Elicit answers.

Point out that a research report will certainly also have an Appendix (where you put the raw data and, possibly, the graphed data). Tell students that the Appendix goes at the back of the report.

### Answers

4	Conclusions
	Participants
	Opinions
2	Method
3	Findings
1	Introduction
	Recommendations

## D Gathering data

1. Give the students time to read through the survey form. Check that they understand what it is. Elicit a few ideas. Students, in pairs, then discuss the questions. Elicit answers.

2. Refer students to Appendix 1 on page 63 of the Course Book. Allow time for them to read, discuss and comment on the data. Clarify the word *other*. In this survey, most people have responded with either 'mother', 'father' or 'self', so the researcher has decided to record the answers into just three columns, with an additional column for 'other' answers, which he/she has noted by hand. Go through the example. Set the writing task for individual work. Encourage students to use expressions of quantity from Lesson 2.9. Monitor and assist as necessary. Get students to read out some of the 'best' sentences.

### Answers

1. Students' own answers, but presumably *mother*, *father*, etc.
2. Students' own answers.

### Methodology note

In the case of Appendix 2, the researcher has recorded the total number of answers in each category as a number. You could also spend some time explaining the system of tallying responses. This might be useful later in the section. To tally answers, a small vertical mark is made for each answer in a certain category. When there are four such marks, the fifth is made as a diagonal line across them. Then a new set of five marks is begun. This grouping into five makes the total quicker to count.

## E Writing a Research report

- 1./2. Students work individually, then compare their ideas in pairs. Elicit answers using an electronic projection of the text.
3. Get students to cover the bottom half of the page so they can only see Appendix 1. Set for individual work. Monitor and assist as necessary. Remember that students have still not learnt some of the key skills required here so make sure they notice all the main points. Be careful not to pre-empt the work coming up in Lesson 2.11.

### Answers

Note that at this stage, the essay does not include topic sentences. Notice also that there may be other correct ways to complete the information.

### Introduction

This study identifies the key decision-makers in families. These decisions affect *children*, *teenagers* and *young adults*. It examines the decisions that people are allowed to make for themselves. It also looks at changes in the power to make decisions over time.

### Method

Four key decisions were selected for each age group. A total of *eighteen people* responded to the survey. There were ten females and *eight males* in the sample. The raw numbers of responses are shown in *Appendix 2*. The responses were converted into a series of bar charts (*Appendix 1*).

### Findings

For children in this culture, all key decisions are made by *their parents*, as Figure 1 shows. Sometimes they let them *choose their clothes*. As far as adolescents are concerned, parents allow them to take more responsibility (see *Figure 2*). Most of them are free to *choose their friends*. On average, about *one third* can decide on internet usage. However, a father sometimes does not allow his son or daughter to *go out with friends*. Both parents make their children *study*. As we can see in Figure 3, about *half* of young adults are expected to decide things for themselves. *Grandparents* are still consulted in cases such as *the choice of school or future husband/wife* (see Appendix 2).

### Conclusions

In this culture, young children are not allowed to make many decisions. Adolescents are allowed to make more decisions. Some young adults make nearly all their own decisions but parents always have a lot of influence.

The data does not record the difference between male and female children in the family. In addition, the key decisions for each age group are different. This means that comparison between age groups is difficult.

### **Closure**

1. Ask some further questions about the data in the bar charts, for example:  
*How many people said that the mother decides children's bed time?*  
*What percentage of people said that adolescents choose their friends themselves?*

2. Exploit the raw data in Appendix 2.

Ask students to convert the numbers to tallies and percentages.

## **2.11 Learning new writing skills: The research report**

### **Objectives**

By the end of this lesson, students should be able to:

- show understanding of the organization of a research report;
- produce appropriate topic sentences;
- show understanding of a variety of verb structures expressing obligation and permission;
- use these verbs in active and passive sentence structures.

### **Introduction**

Use Exercise A as the introduction.

#### **A** Reviewing vocabulary

Set the task. Students complete the activity individually, then compare their answers in pairs. Write the correct spellings on the board so that students can correct their own work. Highlight some of the spelling patterns, for example:

- double letters (*difference*, *appendix*)
- unusual spellings (*adolescent*)

Check the meanings of some of the words.

#### **Answers**

a.	decision	d.	investigate
b.	appendix	e.	adolescent
c.	difference	f.	sample
d.	choice	g.	conclusion

#### **B** Identifying a new skill (1)

Give students time to read through Skills Check 1. When they are ready, ask them to close their books and elicit answers.

**Note:** Students who have studied Level 2 of *Progressive Skills in English* saw a similar Skills Check in Theme 3 there. The present Skills Check serves both as a reminder to them and as a source of new information to students who have not done Level 2.

### Answers

When designing a survey form it is important to collect the information into categories, to give clear instructions, and to make sure you give enough space for people to write their answers.

### C Practising a key skill

Elicit a couple of ideas, then set for pairwork. Give feedback, getting a good version on the board.

### Answers

1. Students' own answers, but some of the categories could be:

Decisions about:

- children's *upbringing* (teach word); this category could also be broken down into, e.g., education, religion, out-of-school activities
- meal times
- food
- housing – could be broken down into *location*, *décor*, etc.
- holidays

2. Clear instructions could be:

*For each decision area, write husband, wife or both.*

### D Identifying a new skill (2)

Go through Skills Check 2 with the class. Clarify any problems.

Ask students to close their books and do the two exercises in pairs.

Give feedback orally, then refer students to the Skills Check box again so that they can check their own answers.

### Answers

1. Four plus appendices.
2. See Skills Check 2.

### E Identifying a new skill (3)

Refer students to Skills Check 3. Make sure they understand *general idea* and *introduce*. Check the questions quickly.

### Answers

See Skills Check 3.

### Methodology note

Students have already come across the concept of 'topic sentence' in their reading. Exercise F is the first time, however, that they are specifically asked to write topic sentences. In fact, this skill is quite complex and students will not learn it from just one exercise. From now on, remind students in every essay-writing exercise that they do about the need to write a topic sentence to introduce each paragraph.

### F Writing topic sentences

1. Set for individual work and pairwork checking. Do not give feedback at this point.
2. Set for individual work. Give feedback, ideally using an electronic projection of the text. Note that one of the sentences is not used.

### Answers

Text with topic sentences in *italics*:

### Introduction

*This study aims to analyze the way decisions are made in the family.* This study identifies the key decision-makers in families. These decisions affect children, teenagers and young adults. It examines the decisions that people are allowed to make for themselves. It also looks at changes in the power to make decisions over time.

### Method

*A survey was conducted among families of the same culture.* Four key decisions were selected for each age group. A total of eighteen people responded to the survey. There were ten females and eight males in the sample. The raw numbers of responses are shown in Appendix 2. The responses were converted into a series of bar charts (Appendix 1).

## Findings

*The results show clear differences for the three groups.* For children in this culture, all key decisions are made by their parents, as Figure 1 shows. Sometimes they let them choose their clothes. As far as adolescents are concerned, parents allow them to take more responsibility (see Figure 2). Most of them are free to choose their friends. On average, about one third can decide on internet usage. However, a father sometimes does not allow his son or daughter to go out with friends. Both parents make their children study. As we can see in Figure 3, about half of young adults are expected to decide things for themselves. Grandparents are still consulted in cases such as the choice of school or future husband/wife (see Appendix 2).

## Conclusions

*We can draw clear conclusions from this survey.* In this culture, young children are not allowed to make many decisions. Adolescents are allowed to make more decisions. Some young adults make nearly all their own decisions but parents always have a lot of influence. *There are some problems with the data.* The data does not record the difference between male and female children in the family. In addition, the key decisions for each age group are different. This means that comparison between age groups is difficult.

## Closure

1. Students' books closed. Ask students to tell you the information from each of the three Skills Check boxes.
2. Elicit a topic sentence for the Introduction of the survey in Exercise C.

### Methodology note

Some teachers and students learn that the term *infinitive* refers to *to* + verb. For others, this form is called a *to-infinitive*. In this lesson, the terms *infinitive with to* and *infinitive without to* are used to avoid confusion.

## G Identifying a new skill (4)

1. Set the question for pairwork. Elicit ideas but do not confirm or correct.
2. Refer students to Skills Check 4 for self-checking.

### Answers

In the Skills Check.

## H Making active sentences for permission and obligation

Go through the first sentence with the class as an example. Students continue individually. Monitor and assist as necessary. When they are ready, pairs of students can compare ideas. Elicit answers using an electronic projection.

### Answers

1. Young children are not allowed to watch television late in the evening.
2. My company does not make us wear a uniform.
3. Open windows let warm air escape.
4. The law in Britain does not allow you to drive a car until you are 17.
5. Internet telephoning allows you to make very cheap phone calls.
6. Drinking a lot of water before a meal makes you eat less.

### Methodology note

Highlight the difference in register between the two texts in this exercise. In the poster, it is informal. The modals *can* and *must* are used. Passive verb structures are used in the written text.

## I Making passive sentences for permission and obligation

Give students time to study the poster. Elicit or clarify the fact that the coffee in this case is not free, but that it is up to the drinker to make it and leave the appropriate money in a box provided.

Tell students to read through the text. Point out that it comes from the college prospectus and describes the same photography studio as the one in the poster. Elicit the answer to the first text gap. Students continue individually. Monitor and assist as necessary. When they are

ready, pairs of students can compare their ideas. As before, elicit answers using an electronic projection.

### Possible answers

The studio has a relaxed atmosphere, but there are some rules. All students *are expected to take care of equipment*. It is very expensive. They *are free to wear casual clothes* and to drink coffee, but they *are not allowed to bring in* food. They *are expected to pay for their coffee* by putting the money in a box. Students *can bring one visitor* – he/she must sign the visitors' book. Finally, nobody *is allowed to use mobiles*, because this disturbs people who are working.

### Closure

Ask students to write a text for the prospectus describing the rules for areas of their college or university.

## 2.12 Applying new writing skills: Individual decision-making

### Objectives

By the end of this lesson, students should be able to:

- design and conduct a survey on a sociological topic;
- produce a research report from the data they collect;
- use target vocabulary, grammar and sub-skills from the theme in a research report;
- use the TOWER process to produce a final written draft.

### Introduction

Revise the information from Lesson 2.10 about decision-making. This will help students with writing a report in this lesson.

### Methodology notes

1. This exercise type appears in many international examinations, including the Cambridge FCE (First Certificate in English) and CPE (Certificate of Proficiency in English). Point this out to your class, as they may have seen or taken – or be intending to take – these examinations.
2. Note that this type of exercise often throws up additional word order points, e.g., sentence 3 = position of a frequency adverb with passive constructions.

### A Reviewing vocabulary and grammar

Make sure that students understand that they must use the word in brackets as *it is*. They must not change the form of the word. Do the first sentence as an example. Students continue individually. Monitor and assist as necessary. Refer students back to Lesson 2.11, if necessary. Elicit answers, using an electronic projection.

### Answers

1. Young people are often allowed by their parents to choose their husbands or wives. (let)  
*Parents often let young people choose their husbands or wives.*
2. The total number of yes answers was 99 per cent. (all)  
*Almost/Nearly all the answers were yes.*
3. Children cannot usually decide their school. (allowed)  
*Children are not usually allowed to decide their school.*
4. Adolescents generally have to look after their own possessions. (take)  
*Adolescents generally take responsibility for their possessions.*
5. We asked people about their phone use. (survey)  
*A survey was conducted about phone use./ A survey about (of/into) phone use was conducted./We conducted a survey about (of/into) phone use.*
6. The number of car drivers in the group (60 people) was 45. (per cent)  
*Seventy-five per cent (three quarters) of the people in the group were car drivers.*
7. In some families the older members decide the important things. (made)  
*In some families important decisions are made by the older members.*



8. The Appendix shows all the answers, before the analysis was done. (raw)  
*The Appendix shows the raw data.*

### Methodology note

The writing task in this exercise will require more time than usual, as students have to do three things: design their survey; carry out the survey; and write their report. Make sure you allow enough time in your lesson-planning for all of these stages. You may prefer to do these three things over more than one lesson. Monitor closely and make sure you give students all the help they need.

### B Thinking and organizing

Remind students again about the TOWER approach to writing:

- Thinking about what you're going to write
- Organizing your ideas
- Writing a first draft
- Editing the first draft
- Rewriting in order to produce a second draft

Refer students to the assignment. Elicit how they know it is a research report task (because it asks for a survey to be conducted, and for a report with illustrations). Clarify the meaning of *illustrate*, as well as the meaning of the compound noun *decision-making*, if necessary.

1. Give students time to consider the options here. They can choose freely. Students can include as many categories as they wish in their survey. However, we suggest that they only choose two or three from the list. Give feedback.

Elicit choices and encourage students to give reasons for them.

2. Again, to keep the scale of the survey and writing task reasonable, we suggest students add no more than two categories to those they have already chosen. This will give them a total of four or five.  
Give feedback as before.

3. Go through tasks a.–e. with the students.

With a more able class, ask students to work individually. With less able groups, put them into pairs for this stage (they will write the report individually later). During these tasks, monitor closely and make sure students know what to do. Help with vocabulary, and refer students to Lesson

2.11 and the model survey and research report in Lesson 2.10. Make sure students understand how to tally numbers (see Methodology note, page 106 above).

### C Writing a research report

Refer students to the Skills Check. Elicit the kind of information that each section contains. A more able class might be able to remember some of the exact information from the research report in Lesson 2.10.

1. Start the students off by eliciting a topic sentence for the Introduction onto the board. Revise the purpose of topic sentences.

Monitor and assist while students write topic sentences for their other sections. These will be the same for all students, as they do not depend on the categories in students' individual surveys.

2. Students complete their research reports individually. Monitor and assist as necessary. If you wish, students can prepare their illustrations on a computer outside class. Alternatively, they can draw the bar charts by hand. In either case, make sure the writing of the first draft is done in class so that students can work in pairs to edit each other's work.

### D Editing

Remind students of things to check for: spelling, correct tenses, etc. Monitor and help as necessary.

### E Rewriting

The final version of the report can be written in class or set up for homework. If done in class, monitor and make a note of common errors.

### Answers

The reports will depend on each student's choice of categories. Use the text in Lesson 2.10 as a model when assessing and giving feedback on the students' work.

## Closure

Give feedback on the work done so far in this lesson – the survey design will probably be complete by now.

Also give feedback to the whole class on any common writing errors you noted while monitoring.

## Portfolio: Relationships

### Objectives

By the end of the lesson(s), students should have:

- revised target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- practised questions to check information;
- used integrated skills to talk and write about relationships;
- learnt more common core knowledge about relationships.

## Introduction

Revise adjectives for describing people from the theme, e.g., *optimistic*, *negative*, etc. or use the A–Z list below:

athletic; amusing	noisy
brave; bullying	open
clever	pretty; proud
dull	quiet; quick
easy-going	reasonable; religious
friendly	sensible; stupid; silly
good-looking	tidy
hard-working	untidy; un~ (+ many things)
intelligent	vain
jealous	willing; wise
kind	youthful
lonely	zealous
musical	

### A Activating ideas

Elicit one or two ideas for the first question and point out that we can have relationships with many people, not just relations. Students continue discussing the other two questions in pairs. Elicit ideas.

## Answers


1. Students may suggest: parents, other relatives, friends, brothers and sisters, acquaintances, teachers, neighbours.
2. Students may suggest some relationships are closer than others; they may even mention control over younger brothers and sisters, and respect or obedience to older members of the family.
3. Students' own answers.

### B Gathering and recording information: Listening

1. Work through the questions. Elicit the kind of information students will hear to answer each question – see Answers.

Check or pre-teach some key vocabulary from the audio, e.g.:

*put someone down*  
*enthusiastic*

Play  2.18. Pause if necessary to give time for students to make a few notes for each question. Do not feed back at this stage.

Put students into pairs or small groups to check their ideas. Monitor and assist the groups of students as necessary. Give feedback to the class by placing the model answer on the board, preferably using an electronic projection.

2. Set for individual work.

Discuss with the class how Melville-Ross's ideas fit with other research they have studied about relationships, for example, Milliken's three As of acceptance, approval and appreciation.

## Answers

1. Model notes: see table below.
2. Summary:  
Melville-Ross said there are basically two types of people: radiators and drains. Radiators are positive and helpful but drains are negative and unhelpful.

## Transcript

### Presenter: Track 2.18

Lecturer: So far in this course we've looked at making friends and also how to keep friends.

In this lecture, we're going to look at these ideas in more detail. Some people seem to make friends easily. They are popular and have few problems with relationships. On this occasion, we're not looking at the work of a psychologist or a piece of research. This is a theory from

What is the theory about?	what about?	<i>different types of people in the world</i>
Who made it?	who?	<i>Tim Melville-Ross – management consultant</i>
When did he make it?	when?	<i>in the 1990s</i>
How many kinds of people are there?	how many?	<i>two main types</i>
What does he call the different kinds?	call?	<i>radiators and drains</i>
What do the names mean?	mean?	<i>In general English, a radiator is a device for giving out heat. A drain is a hole through which water or other liquid can run away.</i>
What does each kind of person do?	do?	<i>Melville-Ross said that radiators give out energy whereas drains take it away. Radiators are happy and enthusiastic. They listen to you and help you with your problems. They don't take their problems out on you. They don't try to put you down. They like everyone to be happy.</i> <i>Drains, on the other hand, bring people down to make themselves feel better. They think their problems are the most important and like to be the centre of attention.</i> <i>As Melville-Ross said, it is much better to be a radiator than a drain. Everyone loves radiators and radiators love other radiators. It is also better to be with a radiator.</i>
Which kind of person is usually the most popular?	most popular?	<i>radiators</i>

a management consultant called Tim Melville-Ross. The theory is based on his experiences in management from the 1990s. So let's look at what he said.

Melville-Ross divided people into two types: radiators and drains. In general English, a radiator is a device for giving out heat. A drain is a hole for taking away water. For example, there are drains in the street for rain water. There is a drain in your shower.

Melville-Ross said that, in his experience, radiators give out energy whereas drains take it away. Radiators are happy and enthusiastic. They listen to you and help you with your problems. They don't usually take their problems out on you. According to Melville-Ross, radiators don't try to put you down. Most importantly, they like everyone to be happy. So the point is, people who are radiators are usually popular and successful.

On the other hand, drains bring people down to make themselves feel better. They think their problems are the most important and like to be the centre of attention. They complain a lot and are generally pessimistic and negative. Often people don't realize that they're drains. So the first step in changing is awareness.

So, to sum up, it is much better to be a radiator than a drain. Everyone loves radiators and radiators love other radiators. It is also better to be with a radiator. Look for the positive in everything and be enthusiastic and encouraging. It will help those around you improve the quality of their lives.



### Gathering and recording information: Reading

1. Put the students into pairs, numbered 1 and 2. Refer the pairs of students to the texts as follows:

S1 – should read *Are you useful, just for fun, or real?* on page 70

S2 – should read *From physical interaction to autonomous interdependence* on page 71

Set task for individual work. Remind students that the questions in Exercise B are a good basis for making notes with this kind of information. With a less able class, allow students to work for a short time in groups – all student 1s or all student 2s to check their notes together. Monitor and assist each group/student. During this stage, refer students back to the text if they have missed any key points. Use the model notes (see below) and check them against the notes that are emerging from each group.

2. Set for pairwork. Monitor and assist as necessary. Give feedback to the class by placing the model notes on the board, preferably using an electronic projection.
3. Set for pairwork. Elicit ideas.

### Answers

- 1./2. Model notes: see table below.
3. Students' own answers.

who?	<i>Aristotle</i>	<i>R.L. Selman</i>
when?	<i>350 BCE</i>	<i>1970s and 80s</i>
what exactly?	<i>types of friendship</i>	<i>stages of friendship</i>
how many?	<i>3</i>	<i>5</i>
call / mean	<ul style="list-style-type: none"> <li>• <i>utility – I help you, you help me</i></li> <li>• <i>pleasure – I make you laugh, you make me laugh</i></li> <li>• <i>real – I accept you, you accept me</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>momentary physical interaction – you are near me</i></li> <li>• <i>one-way assistance – you can help me</i></li> <li>• <i>fair-weather cooperation – we agree</i></li> <li>• <i>intimate and mutual sharing – we need each other</i></li> <li>• <i>autonomous interdependence – we help each other</i></li> </ul>
do?	<ul style="list-style-type: none"> <li>• <i>utility – people are useful; when they are not, friendship ends; common at school, workplace and in the elderly</i></li> <li>• <i>pleasure – have fun together, not intimate, common in young</i></li> <li>• <i>real – perfect type; don't expect to gain directly or get pleasure but may do; like each other for what they are = v. rare</i></li> </ul>	<i>0 play with people near you</i> <i>1 help you play a game</i> <i>2 have the same interests, opinions</i> <i>3 become possessive, jealous of other friends</i> <i>4 rely on each other, get strength from each other (some people never get to 4)</i>

### Methodology note

An alternative method for Exercises D2 and D3 is to divide the class into five groups. Give each group a letter from A–E. Each group works together on the allocated text. Then re-divide the class into groups of five so that there is one student from each of the original groups, A–E. Students can now exchange information.

## D Integrating skills

1. Give students time to read the extract, then elicit answers to the questions. Elicit further examples of *when* and *how* people control each other, for example: parents and children, teachers in the classroom, etc.
2. Divide the class into groups of five and allocate a letter from A to E, to each student. Set the task carefully, making sure students know which text they are supposed to be reading. If necessary, you can suggest an outline for the table of notes, as well as possible headings (see Model notes below). Monitor while students make notes and give help where necessary.
- 3./4. Still in their groups, students take it in turns to give information, as if they were taking part in a tutorial. Remind students about the language they learnt in the Speaking section for introducing and ending

turns. Monitor and give feedback. Rearrange the groups or get students to discuss the questions in pairs.

5. Students discuss the questions in their groups. However, if you prefer, you can rearrange the groups or get students to discuss the questions in pairs.

### Answers

1. a. *Manipulate* means to make people do what we want.  
b. Students' own answers.
- 2./3. Model notes: see table on page 115.
- 4./5. Students' own answers.

### Methodology note

This can be a brief activity in which students just say a few sentences about their friends. Or it could be quite lengthy, with students taking more time to revise all the information they have learnt in the theme about relationships and friendships.

Ways of manipulating	The Dictator	The Weakling	The Calculator	The Clinging Vine	The Bully
<b>Meaning</b>	in charge, can do what he/she wants, nobody tells him/her what to do	no strength physically or mentally	machine for calculations clever ways to achieve aims	climbing plant	pick on someone weaker
<b>Behaviour</b>	believe they are right, have authority, order people to do things	passive	takes actions because of effect on others plot and scheme	appear helpless emotionally	makes other people do things for fun
<b>Examples</b>	rich people + family, workers	ask others to open bottles, lift heavy objects	tell one person one thing, another person the opposite	say 'you must help me, I need you', etc.	aggressive, shout, threaten people

### **E** Giving a talk

Set the task. Ask students to make notes about their closest friends. Students should then spend some time working in pairs and practising their talks.

Finally, put students into larger groups of four or five to give their final talk. Monitor and give feedback.

### **Answers**

Students own answers.

### **Closure**

If there is time, ask one or two confident students to give their talks to the class.

# Workbook answers

## Writing

### Exercise A

- |               |                |               |                  |
|---------------|----------------|---------------|------------------|
| 1. percentage | 4. participant | 7. choice     | 10. introduction |
| 2. category   | 5. display     | 8. comparison | 11. results      |
| 3. appendix   | 6. illustrate  | 9. conclusion | 12. method       |

### Exercise B

1. bar	8	group
2. internet	2	usage
3. decision-	9	handed
4. key	3	making
5. raw	1	chart
6. young	10	issue
7. research	7	report
8. age	6	adults
9. left-	4	decisions
10. cultural	5	data

### Exercise C

	Percentages	Fractions		Decimals
1.	100%	1	all	1.0
2.	75%	$\frac{3}{4}$	<i>three-quarters</i>	0.75
3.	66%	$\frac{2}{3}$	two-thirds	0.66
4.	50%	$\frac{1}{2}$	<i>a half</i>	0.5
5.	33%	$\frac{1}{3}$	<i>a third</i>	0.33
6.	25%	$\frac{1}{4}$	<i>a quarter</i>	0.25
7.	20%	$\frac{1}{5}$	<i>a fifth</i>	0.2
8.	10%	$\frac{1}{10}$	a tenth	0.1
9.	0%	0	<i>none</i>	0

### Exercise D

- It's *over* a third.
  - It's *under* 40%.
  - It's *slightly over* 38%.
  - It's *a little under* 38.5%.
  - It's *nearly* 40%.
  - It's *exactly* 38.49%.
- Nearly* means a little less or not quite.  
*Approximately* can mean a little less or a little more
- Students' own answers.

## Extended writing

### Exercises A and B

Students' own answers.



# Theme 3

## Managing to be successful

- Managing time and self
- The time thieves
- Decisions, decisions, decisions
- For and against

# Listening: Managing time and self

## 3.1 Real-time listening: Work vs time

### Objectives

By the end of this lesson, students should be able to:

- attempt to understand a lecture about the 'work = time available' equation;
- use previously learnt sub-skills about understanding an introduction;
- have a better understanding of the meaning of target vocabulary for the Listening section.

6. It's difficult. Every time I sit down to study somewhere, my friends turn up.
7. The lecture is boring but you still shouldn't fall asleep.
8. The tutorial started at 9.00. Where have you been?
9. We get a lot of work done together in our study group.

### Methodology note

From now on, students will have to work out the structure of the lecture from the introduction. Previously, the information was given to them. In this way, we are helping to encourage independent learning.

### Introduction

Elicit the difference in meaning between *important* and *urgent*; have the students give you examples for both categories.

### A Activating ideas

Refer students to the photographs on page 75 of the Course Book. Elicit some vocabulary relating to each photo. Ask students in particular what the photographs show about time and work.

Set the activity for pairwork. Play 3.1 and pause after each sentence. Allow students enough time to discuss the possible photograph for each sentence. Do not confirm or correct answers at this stage. Give feedback, getting students to try to remember the sentence they heard for each photograph.

#### Answers

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. B | 2. D | 3. F | 4. I | 5. H |
| 6. E | 7. A | 8. C | 9. G |      |

### Transcript

#### Presenter: Track 3.1

- Voices:
1. How come they have time to have fun?
  2. I always have so much work to do.
  3. I am SO late. The lecturer is going to be furious.
  4. I'm never going to finish all this tonight.
  5. If only we had a bigger flat.

### B Understanding an introduction

1. Set the task and remind students how to make a note of the research source (see Lesson 1.2, Theme 1, on page 10 of the Course Book). Play 3.2. Students work individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.
2. Set the task. Play 3.3. Elicit answers and check the meaning of the word *equation*.

#### Answers

1. *Managing Time*, Melissa Raffoni (2006)
2. reasons (for managing time)  
basic equation  
balancing the equation

### Transcripts

#### Presenter: Track 3.2

- Lecturer: I'm going to talk to you today about a problem. It is a problem which all of us face at one time or another. It's a problem which starts when you are a student. If you don't solve it then, it will get worse and worse. When you leave university and get a job, the problem will follow you. The problem is managing time. It is so important that Harvard Business Press published a whole book on the subject in 2006. Melissa Raffoni wrote in the introduction, 'Managing your time is much more than making a To Do list ...' Let's see what managing time is all about.

#### Presenter: Track 3.3

- Lecturer: Firstly, I'm going to talk to you about the reason for managing time – Why do we have to manage our time? Then, I'm going to explain the basic equation of time management. You know equations from mathematics. One plus two equals three. Well, there is a basic equation in time management which is very useful.



Finally, I'm going to look at ways of making the equation balance. As I'm sure you know from maths, equations must balance – both sides must be the same. How can you make the time management equation balance?

### C Understanding a lecture


Give students time to read through the sentence openers. Revise the following vocabulary:

*amount of*

*types of*

*increase*

*reduce*

Set the task. Play  3.4, pausing briefly after each sentence to give students time to write. Students compare their answers in pairs. Elicit answers.

#### Answers

1. There is a basic time management *equation*.
2. The equation is *work = time available*.
3. Both sides of the equation must *balance*.
4. Can you reduce the amount of *work*?
5. No, because you can't *refuse to do things*.
6. Can you increase the amount of *time available*?
7. No, because rest is as important *as work*.
8. There are basically two types of *work*.
9. There is current work and *previous work*.
10. Today's work is current work plus *previous work*.

### Transcript

#### Presenter: Track 3.4

Lecturer: So, first, why must we manage our time? The reason is simple. If we don't manage our time today, the problem will be worse tomorrow. Let me explain.

This is the basic equation of time management. On one side, we have *work*. On the other side, we have *time available*. Equations must balance. Both sides must be the same. Work must equal time available. In other words, we must have enough time to do the work we have to do. How can we ensure that work equals time available?

Let's start with the work side of the equation. You could try to reduce the amount of work that people give you to do. Some management books say that you must prioritize. You must decide what is important. Other books tell you to say no to work. But that's very difficult when you are studying. Everything is important. Which things can you refuse to do? None. Tutors expect you to complete all assignments on time. They don't want you to miss lectures because you are behind with your written work.

Alternatively, you could try to increase the time available. You could get up an hour earlier, or go to bed later, or you could reduce the number of breaks during the day, but I'm not going to tell you to do that. Rest and relaxation is just as important as work, to my mind.

So we can't reduce the amount of work we are given and we shouldn't try to work every hour of the day and night. Are there any other alternatives?

Let's think about the type of work you have to do every day. Basically, there are two types of work. Firstly, there is *current work*. These are the things that managers or tutors want you to do today. There is usually enough time in the working day to complete all the current work. But there is another type of work as well. This is *previous work* – these are the things that you promised to do yesterday, or intended to do last week, or forgot to do last month.

All work begins as current work – your tutor asks you to do an assignment, for example. At that time, all your colleagues are doing the same assignment so you can get lots of help with current work. But if you don't do current work at the correct time, it becomes previous work. So today's work is always current work + previous work. The thing to remember is – do current work today! Don't leave it to become previous work.

To sum up ... Work must balance with time available. You can't refuse to do work, and you shouldn't increase the time available because rest is as important as work. The key point is, always do your current work well and on time. Then you should find that you will have plenty of time available without getting up at 5.00 a.m. every day.

### D Summarizing a lecture

Check students understand the symbols and the information given in the slide. Elicit some possible sentences to describe the information. Divide the class into pairs. Each student takes it in turns to summarize the information. Monitor. Elicit two or three possible versions of the summary.

Show the model summary (see Answers) on the board, preferably using an electronic projection.

#### Answers

Answer depends on the students, but here is a possible model:

#### Summary

You must balance the work and time equation. You can't refuse to do work. You can't increase the amount of time you have because rest is also important. Therefore, you should do current work at the correct time. Don't let it become previous work.

### E Transferring information to the real world

1. Students work individually then, in pairs, show each other their lists. Elicit a few items from the students' To Do lists.
2. Students discuss in pairs. Elicit some of their ideas.

## Answers

Students' own answers.

## Closure

Give feedback on Exercise E. Have a discussion with the class on how they are finding the work on their course. This might be an opportunity for you to find out if students are being given too much or too little work. Students can also advise each other on strategies for managing their time and work.

## 3.2 Learning new listening skills: Signpost words and phrases

### Objectives

By the end of this lesson, students should be able to:

- recognize signpost words and phrases in a lecture;
- make notes of the organization of a lecture from the introduction;
- listen for two verbs with the pattern (*promise*) + *to do*;
- listen for the object in sentences with transitive verbs.

## Introduction

Use Exercise A as the introduction.

### A Reviewing vocabulary (1)

Check students understand the task and do an example with them, perhaps *yesterday* and *tomorrow*. Students continue in pairs. Elicit answers.

#### Answers

reduce	increase
current	previous
firstly	finally
yesterday	tomorrow
earlier	later
work	rest

### B Reviewing vocabulary (2)

1. Set for individual work and pairwork checking. Get feedback orally.
2. Set for pairwork. Students don't have to write anything down. Monitor and assist.

#### Answers

1. alternative                      priority  
amount                              reduce  
balance                              refuse  
behind                                relaxation  
equation                            To Do List  
expect                                to my mind
2. Students' own answers.

### C Identifying a new skill (1)

1. Check students understand the task.  
Students discuss the questions in pairs. Do not elicit answers. Use the visual to explain the word *signpost* in its usual meaning. Tell students we often use signposts when we are speaking.
2. Students read Skills Check 1. Now go back and elicit the answers to Exercise C1. As well as discussing other signpost words, you can elicit the functions that will follow.  
Ask students:  
*Why is it important to listen for signpost language?* (It tells us the organization and sometimes the content of the lecture.)

#### Answers

1 <sup>st</sup> signpost	other signposts	function
a. Firstly, I'm ...	Secondly / Then, etc.	lists of points
b. On one side ...	On the other side ...	two elements
c. Some management books say ...	Other management books say ...	two or more elements
d. There are two types of work ...	The first type / the second type ...	lists of points
e. You could get up ...	Or / Alternatively you could try ...	possibilities – note that the use of <i>could</i> here implies that there are other alternatives. If there was only one possibility, the speaker would probably use <i>can</i> .

### Methodology note

The word *some* is stressed in this situation, whereas in other cases it is normally unstressed. Similarly, the modal *could* is often stressed in this situation, whereas – like *some* – it is normally unstressed in other cases.

### D Recognizing stress patterns

Do the first sentence as an example with the class, showing that the stressed word helps you to predict what is coming next, i.e., *Firstly* = there will be at least a *Secondly*. Set the task for individual work. Play 3.5. Give feedback, getting students to stress the phrases correctly. Drill the phrases.

### Transcript

#### Presenter: Track 3.5

- Lecturer:
1. Firstly, I'm going to talk about the reason for managing time.
  2. On one side, we have WORK ...
  3. Some management books say you must prioritize.
  4. There are two types of work. Firstly, there is current work. But there is another type of work as well. This is previous work.
  5. You could get up an hour earlier, or go to bed later, or you could reduce the number of breaks during the day.

### Answers

1. Firstly, I'm going to talk about the reason for managing time.
2. On one side, we have WORK ...
3. Some management books say you must prioritize.
4. There are two types of work. Firstly, there is current work. But there is another type of work as well. This is previous work.
5. You could get up an hour earlier, or go to bed later, or you could reduce the number of breaks during the day.

### E Practising a new skill

Check students understand the task and go over the example. Set the task for individual work. Play 3.6, pausing briefly after each extract so that students have time to make notes. Students compare their answers in pairs. Elicit answers, using an electronic projection. If you wish, play the audio again with students following the transcript.

### Answers

1. Types of work
  1. External – from other people
  2. Internal – from ourselves
2. Types of memory
  1. sensory – few secs
  2. short-term – up to 30 secs
  3. long-term – up to lifetime
3. Moving info to long-term memory
  1. frequency – use a lot
  2. activity – do something
  3. association – link with old
4. Global warming
  1. man-made – air travel, cars, etc.
  2. natural – part of cycle
5. How many planets?  
nine – inc. Pluto  
eight – not Pluto  
ten – hidden, 1.5 x Pluto
6. Energy shortage
  1. change lifestyle – use cars / planes less
  2. be more efficient – build better
  3. replace oil

### Transcript

#### Presenter: Track 3.6

- One.
- Lecturer: There are basically two types of work. On the one hand, we have work which other people give us. We could call that *external work*. On the other hand, we have work which we choose to do ourselves. We could call that *internal work*. Both types of work are very important, but of course, if you do not do external work, someone will be unhappy.

#### Presenter: Two.

- Lecturer: There are three types of memory. There is sensory memory, which only lasts for a few seconds. There is short-term memory, which can last up to 30 seconds. Finally, there is long-term memory, which can last a lifetime.

#### Presenter: Three.

- Lecturer: There are several ways of moving information into long-term memory. I'm going to talk about three of them today. Firstly, there is frequency, which means using new information a lot. Secondly, we have activity, which means doing something with new information. Finally, I'm going to discuss association, which is linking new information to existing information in our memories.

#### Presenter: Four.

- Lecturer: Now let's consider global warming. Most people nowadays believe that the planet is getting warmer. But there are two ideas about this warming. On the one side, we have people who believe the warming is man-made. We are changing the average temperature of the planet with air travel, car exhaust and burning fossil fuels. On the other side, there are people who say the warming is natural. It is part of a cycle in nature.

Presenter: Five.

Lecturer: We're going to look at the Solar System today. Just before we start, I must tell you that there is one area of disagreement. It is quite a basic point. How many planets are there in the Solar System? Some people say there are nine planets. These include Pluto, which is the furthest from the Sun and very, very small. Other people say there are only eight planets, because Pluto is too small to be a planet. Finally, a few people think that there are ten planets. They say there is a hidden planet which is one and a half times the size of Pluto.

Presenter: Six.

Lecturer: As we all know, the world is running out of oil. If we continue to consume oil at the current rate, there will be no oil left by 2050. Today, I'll examine this issue of global energy shortage in more detail. There are three main solutions to the problem. We could try to change our lifestyles. In particular, we could use cars and planes less. Alternatively, we could try to use energy more efficiently. We could build houses and office blocks in a better way so they lose less heat. Finally, we could try to replace oil as an energy source. We could build more nuclear power stations, and we could develop the technology of renewable sources, like wind, wave and solar power.

### Optional activity

If you have not already done so, play 3.6 again with students following the transcript.

### Methodology note

It is important when listening that students realize that some verbs will usually be followed by a second verb. They may not hear the *to* of the infinitive; that is not important. However, students should try to listen for the other half of the infinitive.

Note that, in syntactic terms, the structure here is S V O but the O is an infinitive or a gerund. If this sounds strange, just think: the verb and the following words answer the question *What*. e.g.:

*What did he promise? To finish the work quickly.*

This sounds a little strange because we normally include the object in the question – at least, the replacement object *do* e.g., *What did he promise to do?*

## F Identifying a new skill (2)

1. Students study the sentence openers in pairs. Give time to discuss the question. Monitor but do not assist, confirm or correct.

2. Refer students to Skills Check 2. Students check their ideas in pairs. Elicit possible sentence endings – not just the second verb – in the examples.

Play 3.7. Ask students how to is pronounced (weak form /C3,V7/). Play the audio again, pausing after each sentence for students to listen and repeat.

### Transcript

Presenter: Track 3.7

Voice: The student promised to finish the work yesterday.  
I intend to write the essay next week.  
Students can't refuse to attend lectures.  
You could try to reduce the amount of work.  
Everyone must remember to complete assignments on time.  
You have to do all the work.

## G Understanding verb + infinitive sentences

Tell students they are now going to practise listening for two verbs. Set the task and go over the example. Play 3.8. Students complete individually, then compare their answers in pairs. Play the audio again if necessary. Elicit answers. Show copies of the transcript, preferably using an electronic projection.

Finally, making sure no copies of the transcript are in sight, ask students to remember the sentences using the correct pairs of words as prompts. This can either be done with students working in pairs or as a whole-class activity.

### Answers

	verb		infinitive
7	forget	1	attend
5	learn	2	complete
2	need	5	drive
4	prefer	4	live
8	promise	6	read
1	refuse	7	tell
6	remember	3	watch
3	want	8	work

### Transcript

Presenter: Track 3.8

Voices: 1. You can't refuse to attend lectures.  
2. You need to complete a form in the computer centre.  
3. Children often want to watch too much television.  
4. Some people prefer to live on their own.  
5. Most young people in Britain learn to drive at the age of 17.

6. You must remember to read the notes before each lecture.
7. Sorry. Did I forget to tell you about the next assignment?
8. The student promised to work harder in the future.

### H Identifying a new skill (3)

Remind students about the work they did on transitive verbs in Lesson 2.2, Theme 2, on page 46 of the Course Book. Repeat the procedure for Exercise F above.

### I Understanding verb + object + infinitive sentences

Set the task and go over the example. Play **3.9**. Students complete the activity individually, then compare their answers in pairs. Replay the audio if necessary. Elicit answers. Show copies of the transcript, preferably using an electronic projection.

Point out that there are no wrong answers here. The ending must just be logical and grammatically correct. Monitor and assist as necessary. Give feedback, getting students to read out their sentences.

#### Answers

1.	1	students
	2	people
	3	colleagues
	4	participants
	5	children
	6	managers
	7	us
	8	the man
	9	him
	10	everyone

2. Possible endings:
  1. I gave the lecturer my essay and she promised *to mark it quickly*.
  2. These books are overdue so I have *to take them back to the library today*.
  3. This problem is so difficult. I tried *to solve it but I couldn't*.
  4. I'm so tired. I don't want *to study this evening*.
  5. I asked my friend for help but *he refused to help me*.
  6. I forgot to buy milk but *I remembered to get bread*.

### Transcript Presenter: Track 3.9

- Voices:
1. Lecturers expect students to take notes.
  2. Time management books sometimes tell people to get up earlier.
  3. Friends sometimes want colleagues to stop revising.
  4. The researchers asked participants to complete a questionnaire.
  5. Parents teach children to behave correctly.
  6. Industrial psychologists help managers to understand the needs of workers.
  7. The tutor reminded us to read the reference material.
  8. The police forced the man to come out of the building.
  9. His wife persuaded him to carry on.
  10. My best teacher at school encouraged everyone to do their best.

### J Identifying a new skill (4)

1. Give students time to work out answers individually then compare in pairs. Do not assist.
2. Refer students to Skills Check 4. Elicit corrections and the reason for the corrections in Part 1.
3. Play **3.10**. Refer students to the transcript to self-check.

#### Answers and transcript

1.
  - a. I suggest going to the cinema tonight.
  - b. You must stop wasting your time.
  - c. Do you enjoy doing projects?
3.
  - a. I suggested *working* together on the project.
  - b. I enjoy *living* on my own.
  - c. Do you like *listening* to music?
  - d. She hates *meeting* new people.
  - e. I've stopped *smoking*. Well, I'm trying!
  - f. When did you start *cycling* to work?

### K Making sentences with verb + verb + ~ing

Students complete individually. Ask for class feedback, preferably using an electronic projection.

#### Answers

1. He's decided to apply to Manchester University.
2. She spends a lot of time *working in the lab*.
3. He's stopped *cycling to college*.
4. She agreed *to check my grammar*.
5. He'll consider *studying Applied Maths*.
6. She promised *to return the book on Monday*.

### **L** Editing sentences

Set for pairwork, then check as a class, preferably using an electronic projection.

#### **Answers**

1. suggested studying
2. ✓
3. stop working
4. told us to read
5. ✓
6. spend searching
7. ✓
8. refuse to do

### **Closure**

Tell students to make their own sentences with *expect/tell/want/promise/remember/try*.

# Workbook answers

## Listening

### Exercise A

Possible answers:

appointments  
deadlines  
lectures  
meetings  
tutorials  
tasks  
chores

### Exercise B

6	order.
10	important.
7	urgent.
1	time management.
5	prioritize.
8	faces.
2	the To Do list.
9	urgency.
3	stressed.
4	impossible.

### Exercise C

Table 1: *Rating items on a To Do list*

rating	important	urgent
A	✓	✓
B	✓	✗
C	✗	✓
D	✗	✗

### Exercise D

Possible answers:

TO DO	
Wed. 15 <sup>th</sup>	
A	finish Bus. Stud. assignment (by Fri)
B	see tutor re. project
C	call Jane re. weekend
A?	get food!
C	take books back to library – overdue!
B	revise for exams – only 28 days left
A	prepare for 3.30 lecture today
B	tidy desk
B	do the chores

### Exercise E

1./3.

noun	~ful	~less	notes
use	✓	✓	
stress	✓	–	
waste	✓	–	
hope	✓	✓	<i>hopeful</i> = believing something will happen <i>hopeless</i> = no good at
truth	✓	–	= tells the truth all the time
care	✓	✓	
beauty	✓	–	opposite = <i>ugly</i>
harm	✓	✓	
time	–	✓	= lasting for all time
fear	✓	✓	<i>fearful</i> = afraid <i>fearless</i> = completely without fear

### Exercise F

1./2.

4	enough
1	alternative
10	refuse
8	previous

7	impossible
2	current
5	equal
3	doubtful

9	prioritize
6	equation
12	complete
11	timely



### Exercise G

1. He managed to lose ten kilos in weight.	2	deal with a problem
2. I can't manage without my mobile phone.	5	direct or control a business
3. He's lost his job so he's managing on very little money.	1	do something with difficulty
4. It's OK, thanks. I can manage.	3	live in a difficult situation
5. She manages 11 restaurants in this area.	4	not need help
6. I'm hopeless at managing my money.	6	use money or time well

### Exercise H

- |                          |                        |
|--------------------------|------------------------|
| a. To Do list            | f. everyday life       |
| b. time management       | g. permanent situation |
| c. useful tool           | h. negative thoughts   |
| d. management consultant | i. day and night       |
| e. managing yourself     | j. rest and relaxation |

### Exercise I

1./2.

unusual	routine
stressed	calm
behind	up to date
everything	nothing
good at	hopeless at
beautiful	ugly
attend	miss
self	others
use	waste
face	avoid

### Exercise J

1./2.

a. believe	in
b. decide	on
c. get	up
d. talk	about
e. take	back
f. revise	for
g. look	after
h. apply	to

## Practice

### Exercise A

1./2./3.

	<i>to do</i>	+ a person + <i>to do</i>
a. promise	✓	
b. tell		✓
c. want	✓	✓
d. intend	✓	
e. refuse	✓	
f. have /hæf/	✓	
g. expect	✓	✓
h. allow		✓
i. forget	✓	
j. ask	✓	✓
k. need	✓	✓
l. hope	✓	

### Exercise B

There is a basic equation of time management. On one side, we have *work*. On the other side, we have *time available*. As you know, equations must balance, so *work* must equal *time available*. In other words, we must have enough time to do the work we have to do.

### Exercise C

1./2. According to a man ..... *called* ..... Gallwey in his book *The Inner Game of Tennis*, we *all* have two selves, which he *calls* Self 1 and Self 2. On the one *hand*, Self 1 is confident. The confident part of a *person* says 'I *can* do A. I *remembered* to do B. I'm very good at C.' On the *other* hand, Self 2 is *doubtful*. Self 2 says 'I *can't* do X. I forgot *to* do Y. I'm hopeless at Z.' Which side is telling the *truth*? Gallwey *points out* that both sides could be *true*. We all have abilities *and* successes, but we also all *have* difficulties with *some* things, and failures. But Gallwey says that *most* people see us *as* Self 1. They see the *confident* person. However, we often see *ourselves* as Self 2. The *solution* is to ensure that Self 1 does most of the talking inside your *head*.

## Extended listening

### Exercise A

Answers depend on students.

### Exercise B

Answers depend on students.

### Exercise C

Answers depend on students.

# Speaking: The time thieves

## 3.3 Real-time speaking: Time thieves – people and things

### Objectives

By the end of this lesson, students should be able to:

- recognize their own skills and knowledge gap in reacting to contributions in a tutorial;
- focus on, and notice, the language and sub-skills for a discussion in a tutorial;
- apply previously learnt speaking skills to a real-time activity;
- demonstrate understanding of common core knowledge about time management.

### Introduction

Ask students how easy they find it to study, and how they deal with phone calls and texts while they're studying.

#### A Activating ideas



Revise the meaning of the noun *distraction* and check students understand the two questions.

Students discuss the two questions in pairs. Elicit ideas.

#### Answers

Students' own answers.

#### B Understanding a model

1. Check students understand the task. Play  3.11. Students complete the 'solutions' column individually, then compare their answers in pairs. Elicit answers.
2. See if students can predict any of the 'problems with solutions' but do not confirm or correct answers yet. Play  3.12. Students complete the second column individually, then compare their answers in pairs. Elicit answers.

### Answers

Possible notes:

solutions	problems with solutions
tell them to go away	can't be rude
stop for a few minutes to talk	interruption disturbs you
don't try to study in flat – go to library	✓

### Transcript

#### Presenter: Track 3.11

Lecturer: OK. I asked you to look at time thieves for this tutorial. In particular, I asked you to do some research on interruptions from other students, particularly flatmates. How did you get on? Mark?

Student 1: OK. I asked several people and they all said that other people are the main time thieves. I asked people for solutions. Some people said, um ... tell them to go away. So, um, that's the first solution. Other people said that you should stop for a few minutes. You should stop and talk to them for a few moments, then you should get on with your work. So that's number two. A couple of people said that you should not try to study at home, in your flat or house. You should go to the library, instead. That's what I found.

#### Presenter: Track 3.12

Lecturer: OK. What do we think of those solutions?

Student 2: I agree with the first solution. They know that you have to study so they shouldn't interrupt you.

Student 3: I don't think that's possible. You can't be rude to someone, even if you are studying. I think the second solution is better. Stop for a few minutes and then continue.

Student 4: That's right. You can be polite but then say that you have to study.

Student 1: Yes. I think so, too. That's the best solution.

Student 3: Absolutely. Just have a quick chat.

Student 2: Possibly. But the interruption still disturbs you.

Student 3: I suppose so.

Student 2: OK. I've changed my mind. The last solution is the best one. Go and study somewhere else.

Student 3: I agree.

Student 1: So do I.

Student 4: Me, too.

#### C Studying a model


1. Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.

- Drill all or some of the sentences, or play the audio from the previous exercise, so that students can hear the correct pronunciation once more. Focus on the stressed words and the rhythm of each phrase or sentence. Students can then practise the sentences in pairs.

### Answers

- A: Some people ~~they~~ said: 'Tell them to go away.' ~~Another~~ Other people said that you *should* stop for a few minutes.
- B: I agree *with* the first solution. They know that you ~~having~~ *have* to study so they should not ~~to~~ interrupt you.
- A: I don't think *that* is possible. You can't be rude *to* someone, even if you *are* ~~study~~ *studying*. I think the second solution *is* better.
- B: That's ~~#~~ *right*. You can *be* polite but then say that you *have to* study.

## D Practising a model

- This activity helps students to focus on, or 'notice', the target grammar and fixed phrases for this section. Check students understand the task. Students discuss the two questions in pairs. Elicit ideas. Students discuss the problems of mobile phones and agree on the best solution. Monitor while students are working.
- Play  3.13. Ask a few questions to check understanding. Ask students what solutions the students in the tutorial discussed and which one they decided on (tell people not to call). Elicit from students what solution they decided on in their role play in Exercise D1.

Give feedback on the role play, and tell students that there will be further practice on the language for agreeing and disagreeing in some of the following lessons' tutorials.

### Answers

Students' own answers, but here are some ideas:

#### Problems/distractions:

- people call or send messages
- there are text alerts, e-mails, etc.
- play games, listen to music, etc.

#### Possible solutions:

- tell people not to ring
- screen calls

- put it on *silent*
- turn it off
- don't take phone with you
- keep focused and don't allow yourself to be distracted

### Transcript

#### Presenter: Track 3.13

- Student 1: I looked at mobile phones. I talked to a number of students and they all agreed that the mobile phone is a big thief. The problem is that it never stops ringing. I asked people for solutions and some people said, turn it off and other people said tell people not to ring at certain times, when you are studying. A few people said that you should screen the calls. You know, only answer if you need to speak to the person. So, those are my solutions.
- Tutor: OK. Any thoughts?
- Student 2: I agree with the first solution. I think that you should turn off the phone when you are studying.
- Student 3: Absolutely. We shouldn't let mobile phones rule our lives.
- Student 4: I'm not sure. Mobile phones are for people to contact you in an emergency, so you can't turn them off all the time.
- Student 1: That's right. You have to keep your mobile on. But you don't have to answer it.
- Student 3: I suppose so. You could just screen the calls.
- Student 2: Perhaps. But the call still disturbs you, even if you don't answer it.
- Student 4: That's true.
- Student 2: OK. You're right. The second solution is the best one. Tell people not to call during your study period. Then they can still call if it is really an emergency.
- Student 3: I agree.
- Student 1: I do, too.
- Student 4: So do I.

### Closure

If you have not done so already, play the audio of the tutorials from Exercise B once more with the students following the transcript.

## Everyday English: Interruptions

### Objectives

By the end of this lesson, students should be able to:

- use appropriate language to interrupt politely in different situations.

### Introduction

Refer students to the three photographs. Ask: *What is happening in each photograph?*

Possible answers are:

1. A woman is conducting a meeting. Someone has come to the door. / Someone is coming in.
2. Two people are in an office. One of them is talking on a mobile phone.
3. A man is giving a lecture. He is showing the students / people a graph.

### A Activating ideas

Students discuss the questions in pairs. Elicit ideas.

#### Answers

Students' own answers, but here are some ideas:

1. Maybe there is a message, phone call or an emergency. He may be saying: *Sorry to interrupt / disturb you but ...*
2. She may be saying: *Can I call you back? / Could you call me back? / I can't talk at the moment. / Sorry but I'm having a meeting at the moment.*
3. Maybe he/she didn't understand something, disagrees or wants to add something. He/she may be saying: *Excuse me for interrupting ... / Could I interrupt for a moment / second? / Could I just say / add something?*

### B Studying the models

1. Ask students to cover the conversations. Set the task, and play 3.14. Students make a note of the number of the conversation when they hear one that matches a photograph. Play the conversations again if necessary or allow students to read the transcript. Elicit answers.
2. Students discuss the question in pairs. They can also discuss who 'A' or 'B' is in each case, and possibly give the name of each job. For example, in the first photograph, the woman who is standing up could be a manager and the person interrupting could be a receptionist or a clerk.  
Check understanding of any new language, for example, *I'm flat out*.
3. Check understanding of the words *formal* and *informal*, pointing out that formal language tends to be more polite. Informal language uses shorter forms and colloquial language.  
Students discuss the question in pairs. Elicit ideas.

4. Drill some of the phrases from the conversations, encouraging students to sound tentative in their intonation for the initial statement or question in each conversation. Students practise in pairs. Monitor and give feedback. Further practice can be given by asking students to practise the conversations again, either from memory or prompts. They can also substitute some of the other words or phrases if possible and extend the conversations by one or two more lines.

### Optional activity

Review or work on some of the language in the conversations, for example:

- **Formal:**  
*I'm really / very sorry to disturb / interrupt you but ...*  
**Informal:**  
*Is it OK if I + do something?*  
**Possible responses:**  
*That's OK. / Go ahead.*
- **Informal or formal (depending on context, intonation, etc.):**  
*Am I disturbing / interrupting you?*  
**Possible responses:**  
*No, not all. / Well / Actually I am a bit busy.*
- **Formal:**  
*Would you mind + ~ing?*  
**Possible responses:**  
(Tricky for this structure as answering 'yes' would be quite rude!)  
*No, not at all. / Certainly. / Well, actually, yes I would mind.*
- **Could is more formal than Can:**  
*Can / Could I possibly disturb / interrupt / ask ... ?*

#### Answers

- Conversations 1, 3 and 6.
- Students' own answers, but the other conversations could be taking place as follows:
  - Conversation 2 – at home, at the university, in the sitting room, etc.
  - Conversation 4 – at home, in the sitting room, etc.
  - Conversation 5 – in rented accommodation or in a student hostel, at the university.
- Conversations 1 and 6 are formal. The others are informal.

## Transcript

### Presenter: Track 3.14

One.  
Voice A: I'm really sorry to interrupt but there's an urgent call for you.  
Voice B: Who is it?  
Voice A: The CEO.  
Voice B: Right. I'd better take it. Excuse me a moment.

Presenter: Two.  
Voice A: Can you help me with this?  
Voice B: I can't, I'm afraid. I'm flat out.  
Voice A: It'll only take a minute.  
Voice B: OK. Pass it over.

Presenter: Three.  
Voice A: Am I disturbing you?  
Voice B: Well, I am a bit busy at the moment.  
Voice A: OK. I'll phone back later.  
Voice B: Thanks. After two.

Presenter: Four.  
Voice A: Is it OK if I put the television on?  
Voice B: Well, actually, I'm trying to read.  
Voice A: I won't have it on loud.  
Voice B: You always say that.

Presenter: Five.  
Voice A: Can I disturb you for a moment?  
Voice B: Yes, what is it?  
Voice A: The internet connection has stopped working again.  
Voice B: Well, phone the maintenance department then.

Presenter: Six.  
Voice A: Sorry, could I possibly interrupt?  
Voice B: Yes, of course. What's the problem?  
Voice A: Well, would you mind repeating that last figure? I'm afraid I missed it.  
Voice B: Certainly. It was 15,783,000 dollars.

## C Practising the model

Elicit some ideas for situations when students may need to interrupt. For example:

- in a lecture/tutorial/lesson
- if they need to tell someone there's someone at the door, on the phone, etc.
- if there's a problem or emergency

Go through the introductory phrases in the Course Book and elicit some possible ways to end each one.

- *I'm sorry to disturb you but ...* + sentence
- *Sorry to interrupt but ...* + sentence
- *Do you mind if I ...* + verb (could be past tense for extra politeness, e.g., *opened*)
- *Would you mind ...* + gerund (e.g., *opening*)
- *Is it OK ...* + infinitive (e.g., *to talk now*) OR *if* (e.g., *if I open the window*)
- *Am I ...* + gerund (e.g., *disturbing you*)

Drill the sentences. Elicit some possible ways to extend each conversation.

Students continue in pairs. Monitor and give feedback.

## Answers

Students' own answers.

## Closure

1. Ask one or two pairs of students to give their conversations to the rest of the class.
2. Ask students to write down one or two of their conversations.

## 3.4 Learning new speaking skills: Tutorial skills

### Objectives

By the end of this lesson, students should be able to:

- pronounce the stress in multi-syllable nouns, adjectives and verbs;
- pronounce target phrases for reacting to contributors in a tutorial.
- demonstrate understanding of the grammar rules for tense agreement in short responses.

## Introduction

Write the following two-syllable words from Theme 2 on the board: *reason, honest, reject*.

Remind students that they have already learnt some stress patterns with two-syllable words. Elicit the rules:

- *nouns and adjectives* = stress on first syllable
- *verbs* = stress on second syllable


In fact, 90 per cent of two-syllable nouns and 60 per cent of two-syllable verbs follow this pattern (Avery and Ehrlich, 1992).

Ask students for the stress in these two-syllable words:

'sorry (adj)	di'sturb (v)	'essay (n)
a'gree (v)	'study (v)	
di'stract (v)	re'vise (v)	

## A Reviewing vocabulary

- 1./2. Set the task. Students discuss the words in pairs. Play 3.15. Elicit answers. Ask students to give example sentences for two or three of the words. Drill some of the words and sentences.

- Elicit possible answers for the question but do not confirm or correct any of them at this stage. Give students two or three minutes to read the Pronunciation Check. Elicit the pronunciation of the three example words, then play  3.16 or read them out loud to the class yourself. Ask questions to check understanding:  
*Where is the stress in words like quotation?* (two syllables from the end)  
*Where is the stress in multi-syllable words?* (three syllables from the end)  
 Now elicit the answer to the question in the Course Book (see below).

### Answers

1./2.

a. di'straction	appreci'ation	contri'bution
b. 'preference	'emphasis	'possible
c. a'pologize	im'possible	al'ternative
d. a'nnoying	a'greement	re'member

- two syllables from the end (because all words end in ~tion)
  - stress on first syllable (because they are all three-syllable words)
  - stress on second syllable (because they are all four-syllable words)
  - stress on second syllable (irregular stress patterns)

### Transcripts

#### Presenter: Track 3.15

- Voice:
- distraction, appreciation, contribution
  - preference, emphasis, possible
  - apologize, impossible, alternative
  - annoying, agreement, remember


#### Presenter: Track 3.16

- Voice:
- quotation, interruption, emphasize, sincerity, efficiency, forgiveness, improvement

### **B** Identifying a new skill (1)

If you wish, you could replay the tutorial extracts from Lesson 3.3 before you start this activity. Students could also follow the transcript. Pause after each student in the tutorial has spoken, and elicit if they are agreeing or disagreeing with the previous speaker.

- Give students time to read the Skills Check. Check students understand the following:  
*partly, holding to your opinion, politely, changing your mind.*

- Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers and then drill some of the phrases.
- Play  3.17 for repetition practice. Alternatively, model the phrases yourself. Make sure students use suitable intonation patterns, stress the correct words, and sound tentative or more certain when necessary.

### Answers

- Agreeing = Absolutely.  
 Partly agreeing = I suppose so.  
 Disagreeing politely = I'm not sure.  
 Holding to your opinion = I still don't believe that ...  
 Changing your mind = Yes. Actually, that's true.
- The following should sound positive, strong and with appropriate intonation:  
*I agree with you ...*  
*That's right.*  
*Absolutely.*  
 The following should sound tentative with appropriate intonation:  
*Possibly.*  
*Perhaps ...*  
*You could be right.*  
*I suppose so.*  
*I don't really agree with you ...*  
*I'm not sure.*  
 The following should be polite but firm:  
*I still think that ...*  
 The following should sound firmer:  
*I still don't believe that ...*  
*I've changed my mind. Now, I think ...*  
*OK, you're right.*  
*Yes. Actually that's true.*

### Transcript

#### Presenter: Track 3.17

- Voice:
- I agree with you.  
 That's right.  
 Absolutely.  
 Possibly.  
 Perhaps ...  
 You could be right.  
 I suppose so.  
 I don't really agree with you ...  
 I'm not sure.  
 I still think that ...  
 I still don't believe that ...  
 I've changed my mind. Now, I think ...  
 OK, you're right.  
 Yes. Actually, that's true.

### C Reacting to statements

1. Check students understand the task.  
Students complete the activity individually.  
Help students understand the vocabulary or any opinions they are uncertain of.
2. Divide the class into groups of four. Check students understand the task. Monitor and give help where necessary. Give feedback.

#### Optional activity

You can give some more opinions to students (still in groups), as in Exercise C. For example:

- *Rote learning can be helpful for vocabulary.*
- *You need to rehearse new information in order to remember it.*
- *You should take regular breaks when you are revising.*
- *You shouldn't try to change your friends. You should accept them the way they are.*

You can give these opinions orally, write them on the board, or hand them out on slips of paper to individuals who can then read them out to the other students in their group.

Ask students to react to, agree or disagree with the statements.

### D Identifying a new skill (2)

1. Set for individual work and pairwork checking. Do not confirm or correct.
2. Refer students to Skills Check 2. Get students to self-correct. Give feedback with an electronic projection. See if students can explain the rules – see Answers and notes.

#### Answers

Corrections to the sentences:

a. She's turned the phone off, <del>isn't</del> she?	<i>hasn't</i> – the 's = <i>has</i> not <i>is</i>
b. 'Does the television bother you?' 'Yes, it <del>is</del> does.'	the auxiliary is repeated in the short answers.
c. You won't interrupt again, <del>won't</del> will you?	negative becomes positive, positive becomes negative in question tags
d. 'Did you do the assignment?' 'No, I <del>don't</del> didn't'	the auxiliary is repeated in the short answers.

### E Making short answers and question tags

Work carefully through the example. Make sure students understand about positive and negative in this case.

Set for individual work and pairwork checking. Monitor but do not assist.

Elicit sentences, allowing several students to suggest answers before confirming and correcting.

#### Answers

2. You'll be annoyed if I watch TV, won't you?
3. The lecture hasn't been postponed, has it?
4. You didn't find the information on the internet, did you?
5. Phones don't distract you when you're studying, do they?
6. They made good use of their time, didn't they?

### F Identifying a new skill (3)

1. Elicit ideas from students. Write possibilities on the board and get other students to confirm or correct. Do not confirm or correct yourself.
2. Refer students to Skills Check 3. Give plenty of time for students to read the Skills Check and to think which words/phrases on the board are correct.

Ask students to study the word order of the responses. Use the board to highlight the word order, in particular the position of the pronoun I, for example:

1	2	3
I	do	too.
So	do	I.

Point out that the sentence with So is a very unusual pattern – in English, 99.9% of the time, the subject comes in front of the verb.

Point out how *too* and *neither* in the phrases *me too* and *me neither*, come at the end.

Get students to tell you how the short responses are constructed, i.e., use auxiliary or bring in the appropriate auxiliary if there is no auxiliary in the statement.

#### Answers

- a. I agree; I do, too; So do I; Me, too.
- b. I agree; Neither do I; Me, neither



## G Agreeing and disagreeing

1. Divide the class into groups of three. Set the task. Students complete it in their groups. Stress that C must use a different form of short response from B. When they have finished, ask some of the groups to read out their dialogues to the class. The rest of the class listens and says if they had the same or different conversations. If they are different, then they should read out their conversations. Drill a few of the phrases from the dialogues, paying attention to the stress. Then students practise the conversations still in their groups of three. Monitor. Give feedback.
2. Ask the students to practise the conversations, but this time students B and C must give a suitable negative response. Students should take it in turns to be A.  
Monitor once more and give feedback. Students practice the conversations again. This time, only A can have the course book open.
3. Set the task for pairwork this time – not threes.

### Answers

1.  
A: I think mobile phones can waste a lot of time.  
B: So do I. / I do, too. / Me too.  
C: So do I. / I do, too. / Me too.  
A: But I don't think you should turn them off during study periods.  
B: Neither do I. / I don't, either. / Me neither.  
C: Neither do I. / I don't, either. / Me neither.
2.  
A: I am going to put my mobile on silent during study periods.  
B: So am I. / I am, too. / Me too.  
C: So am I. / I am, too. / Me too.  
A: And I will tell people not to phone me at those times.  
B: So will I. / I will, too. / Me too.  
C: So will I. / I will, too. / Me too.

2.

Statement	Short responses
1. I think mobile phones can waste a lot of time.	<i>Do you? I don't.</i>
2. But I don't think you should turn them off ...	<i>Don't you? I do.</i>
3. I am going to put my mobile ...	<i>Are you? I'm not.</i>
4. And I will tell people ...	<i>Will you? I won't?</i>

3. Students' own answers.

### Transcript

#### Presenter: Track 3.18

- Voice:
1. I have two brothers.
  2. I live close to this institution.
  3. I'm quite good at English.
  4. I'm a morning person.
  5. I'm going to go abroad for my next holiday.
  6. I don't like the weather at the moment.
  7. I didn't go to any lectures last week.
  8. I'm looking forward to the exams.
  9. I'll probably get a job straight after university.
  10. I probably won't work in this country.

### Closure

Use your feedback for Exercise G. Alternatively, you could build up the tables from G by adding examples of more tenses.

# Workbook answers

## Speaking

### Exercise A

1. They all show ways of wasting time – Facebook and other social networking sites, mobile phones, computer games, iPods.
2. The first quotation refers to time-wasting activities – for example, making a cup of coffee only takes a few minutes. But if we do these activities many times during the day, they add up to hours wasted.

The second quotation tells us that time thieves are time-wasting activities – time is precious = worth a lot of money. As people have said for centuries, 'Time is money'.

### Exercise B

See transcript on pages 118–119.

### Exercise C

1./2.

Verb	Noun
distract	<i>distraction</i>
interrupt	<i>interruption</i>
concentrate	<i>concentration</i>
solve	solution
quote	quotation
appreciate	appreciation
communicate	<i>communication</i>
recommend	recommendation
introduce	introduction
contribute	<i>contribution</i>

### Exercise D

- 1./2. a. ab | so | lute | ly  
b. con | cen | trate  
c. dis | tract  
d. dis | turb  
e. in | te | rupt  
f. re | serve  
g. cou | ple  
h. por | tal  
i. po | ssi | ble  
j. su | ppose  
k. in | stead  
l. quo | ta | tion

### Exercise E

- 1./2. a. I agree *with* you. g. I don't *really* agree.  
 b. *That's* right. h. I don't know *if* that's true.  
 c. You *could* be right. i. OK. You're *right*.  
 d. I suppose so. j. I *still* think that ...  
 e. I've changed my *mind*. k. I still *don't* believe that ...  
 f. I'm not *sure*. l. Yes. *Actually*, that's true.

### Exercise F

- 1./2./3.  
 a. A *library* is a place where you can borrow books. A *bookshop* is a place where you can buy books.  
 b. You *distract* someone by getting them to talk about something else. You *disturb* someone by stopping them from concentrating on something.  
 c. You *interrupt* someone when you *speak to* someone before they stop talking.  
 d. *Study* means to look at something carefully. *Concentrate* means to think about one thing very hard.  
 e. *Teaching* is the activity. *Education* is all the teaching that someone receives.  
 f. *Reading* can be for pleasure. *Research* is to get information from reading.  
 g. A *polite* person speaks nicely to other people. A *kind* person acts nicely to other people.  
 h. *Quiet* means not much noise. *Silent* means no noise.  
 i. In Britain, people say *excuse me* to get someone's attention. They say *pardon* when they don't understand someone.  
 j. You get a *reward* for doing something well. You get a *prize* for winning something.

### Exercise G

	a person	a job	a book	a room	a website	a TV	time	money	information	clothes
1. break down		✓								
2. find out									✓	
3. get on with	✓	✓								
4. put off		✓								
5. put on						✓				✓
6. renew			✓							
7. reserve			✓	✓						
8. steal			✓			✓	✓	✓	✓	✓
9. waste							✓	✓		
10. go on					✓					

## Practice

### Exercise A

- 1./2. a. What does 'thief' mean?  
b. How do you say 'steal'?  
c. What's the matter?  
d. It doesn't matter.  
e. I promise I won't do it again.  
f. I have to get on with this work.  
g. Don't put it off to tomorrow!  
h. Have you done your assignment yet?  
i. Would you mind repeating that?  
j. I'll talk to you later.

### Exercise B

Answers depend on students.

### Exercise C

1. A: I read the article last night.  
B: Yes, so *did I*.  
A: But I didn't understand it.  
B: No, neither *did I*.  
A: I'm going to talk to the tutor today.  
B: Me, *too*.  
A: I don't think he'll help, though.  
B: No, I *don't either*.  
A: I'll do some research on the internet.  
B: Yes, so *will I*.
2. A: I did well on the last test.  
B: Did you? I *didn't*.  
A: I really like this part of the course.  
B: *Do you? I don't*.  
A: I'm going to specialize in this area.  
B: *Are you? I'm not*.  
A: I don't think it's difficult.  
B: *Don't you? I do*.  
A: But I didn't like Maths last term.  
B: *Didn't you? I did*.

## Extended speaking

### Exercise A

1. turn on	8	short breaks
2. check	7	a cup of coffee
3. go on	9	to sleep
4. break down	5	a time limit
5. set	3	Facebook
6. give	1	your computer
7. have	10	your best time of day
8. take	2	your emails
9. go	4	activities into parts
10. find out	6	yourself a reward

### Exercise B

Answers depend on students.

# Reading: Decisions, decisions, decisions

## 3.5 Vocabulary for reading: The language of problems and solutions

### Objectives

By the end of this lesson, students should be able to:

- recognize and understand target vocabulary from the Reading section;
- show understanding of target verb + preposition collocations;
- show understanding of different parts of speech for the target vocabulary.

### Introduction

Refer students to the photograph. Ask them to describe it, then to explain its connection with decisions. They will probably struggle and you will have to explain that people often fail to solve a problem because they do not recognize there is a huge problem lying behind a small problem. In other words, there is an elephant in the room which they do not see.

### A Reviewing vocabulary

Some of these words are directly connected to problems and solutions, others are not.

Check students understand the task and go over the example. Students continue in pairs. Elicit answers. If you wish, you can also ask students to make a note of the part of speech for each word.

#### Optional activity

Students write a sentence for some of the words.

#### Answers

See next table.

1. attend	miss
2. calm	stressed
3. confident	doubtful
4. current	previous
5. either	neither
6. refuse	agree
7. remember	forget
8. ugly	beautiful
9. waste	use
10. work	rest

### Methodology note

Remind students it is important to learn a complete phrasal verb or the dependent preposition that goes with a verb for a particular meaning. When they are reading phrasal verbs or verbs with dependent prepositions, they must be able to predict the preposition that will be needed to complete the meaning.

### B Predicting prepositions in context

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Ask follow-up questions to further check understanding of the target vocabulary.

Ask students to close their books, or cover the exercise. Do one or both of the following activities:

- Say the verb and ask students to give you the preposition, e.g.:  
T: *approve* ...  
Ss: ... *of*.
- Write each verb + preposition on the board, e.g., *approve of*. Students write or say the complete sentence, then open their books to check and correct their work.

#### Optional activity

This can either be done in class or set for homework. Students write a new sentence for each verb + preposition.

## Answers

1. People sometimes don't approve of the actions of a friend.
2. The scientist thought of a possible solution.
3. Let's go back to the first problem.
4. How can we deal with this issue?
5. Let's work through an example.
6. The researchers had to come up with another idea.
7. If you are sure that you are right, you should stick to your opinion.
8. Many people agree with this point of view.
9. People sometimes make fun of new ideas.
10. A manager needs someone to rely on inside the organization.

### Methodology note

This activity partly highlights a useful technique for guessing words in context. However, this exercise also demonstrates the importance of working out the part of speech of a new word and – at times – of looking at words' endings to help with this identification. Word endings are not very informative in English though, so this last strategy is only of limited value.

## C Understanding new words

Point out to students that sometimes new words in a text are built from words which they already know. Go over the example. They can work out that the noun *decisions* must come from the verb *decide*, and therefore they can guess the meaning of the noun in context.

Set for individual work and pairwork checking.

### Answers

See next table.

1. The manager found it difficult to make <u>decisions</u> .	<i>decide</i>
2. We can <u>define</u> the word <i>style</i> in a number of ways.	<i>definition</i>
3. You need to <u>evaluate</u> each solution carefully.	<i>value</i>
4. It is easy to <u>identify</u> the cause of the problem.	<i>identity</i>
5. People in <u>management</u> are responsible for many problems inside companies.	<i>manage</i>
6. The students have a <u>participatory</u> role in the process.	<i>participate</i>
7. There is a small <u>possibility</u> of finding a peaceful solution.	<i>possible</i>
8. In <u>reality</u> , the people would never accept this answer.	<i>real or really</i>
9. There is a <u>saying</u> in English: 'Measure three times, cut once.'	<i>say</i>
10. I would like to <u>summarize</u> the main issues in this essay.	<i>sum</i>

Write the underlined words from Exercise C on the board. Ask students to try to remember the complete sentences.

## 3.6 Real-time reading: 'Digest' problems to make good decisions

### Objectives

By the end of this lesson, students should be able to:

- predict content from topic sentences;
- show understanding of a text about making decisions in business management;
- show understanding of target vocabulary in context.

### Introduction

Use Exercise A as the introduction.

## A Activating ideas

Divide the class into pairs or small groups. Students discuss the questions. Elicit ideas. Exploit the visual of the signpost and discuss what it shows.

### Closure

Write the underlined words from Exercise C on the board. Ask students to try to remember the complete sentences.

Discuss the main heading and subheading of the article (on page 87 of the Course Book) and elicit possible ideas for what the text will be about. Remind students that this is all about *preparing to read*.

### Answers

Students' own answers.

## B Understanding paragraph structure

Make sure the text is covered for this activity. Set the task. Students complete the activity individually, then compare their answers in pairs. During the pairwork phase, encourage students to discuss their reasons for choosing the next sentence.

Finally, students uncover the article so that they can check their answers with the text.

### Answers

1. How do you make decisions?	5	However, there is an old saying in business ...
2. We can summarize the process of good decision-making in the acronym DIGEST.	4	First, the problem.
3. Firstly, <b>define</b> the problem – say what you are really trying to do.	2	What does DIGEST mean?
4. Let's work through an example of the process in action.	1	A lot of the time people make decisions without really thinking about it.
5. You will not make perfect decisions every time, even with this decision-making process.	3	Secondly, <b>imagine</b> a successful solution.

### Methodology note

If your students are working towards the IELTS exam, then point out that this activity is very similar to one of the question types from the exam. In IELTS, students are required to answer if the information is *true*, *false* or *not given*.

## C Understanding the text

Students should read through the sentences first, then look at the text to find the correct answer. Students complete the task

individually, then compare their answers in pairs. Elicit answers.

At this point, allow students a few minutes to ask you about any vocabulary or phrases they may still not understand.

### Answers

1. Using <i>instinct</i> means not really thinking about something.	T
2. Good decision-making only really matters in business.	F
3. DIGEST is the acronym for a decision-making process.	T
4. The writer has chosen the acronym because <i>digest</i> means 'to break down food in the stomach'.	F
5. <i>Generate alternative solutions</i> means 'think of different answers to the problem'.	T
6. The writer thinks you should involve other people in generating alternatives.	?
7. You should evaluate each solution as you think of it.	F
8. The creative side of the brain is the left side.	?
9. The last stage of the process is selecting the best solution.	F
10. The writer thinks it is better not to make a decision than to make a bad one.	F

## D Developing critical thinking

Go through the example situation with the class and check they understand it. Students should imagine themselves in the same situation, or a similar one.

Students work in pairs. Monitor. Elicit decisions from some of the pairs of students.

The activity could be continued with other simple problems or situations, for example:

- not enough money to buy or do something important;
- finding a part-time job.

### Answers

Students' own answers.

### Closure

You could use Exercise D for Closure, or briefly recap some of the vocabulary from the lesson.



### 3.7 Learning new reading skills: Brackets, italics, dashes

#### Objectives

By the end of this lesson, students should be able to:

- recall vocabulary from the previous lesson;
- identify text markers and their purpose in a written text;
- demonstrate understanding of the MBO style of management;
- demonstrate understanding of sentences with missing subjects and verbs.

#### Introduction

Exploit the visual, then ask students to reread the article about decision-making from the previous lesson.

#### A Reviewing vocabulary

If your students have not reread the article from the previous lesson (see introduction above), then briefly remind them about it now. Set the task. Students discuss in pairs. Elicit answers.

#### Answers

1. Define	the problem.
2. Imagine	a successful solution.
3. Generate	alternative possibilities.
4. Evaluate	the possibilities.
5. Select	the best one.
6. Tell	people your decision.

#### Methodology notes

This lesson may be even more important for speakers of languages which have a different alphabet. These students may have not been fully aware of different typefaces, for example, and their purpose. You may need to keep reminding students from these backgrounds about non-text markers throughout the course.

#### B Identifying a new skill (1)

1. Ask the students to read the Skills Check box and answer the question. Tell students they should learn the name of each text marker. Help them to do this by drawing each marker on the board and, with books closed, eliciting the correct name for it.
2. Set the task and go over the example. Students work in pairs. Monitor. Elicit answers, preferably using an electronic projection.

#### Answers

1. They are not words themselves. They are marks, such as brackets, speech marks, etc., and font changes, such as bold or italics.
- 2.

What does DIGEST mean?	DIGEST = <i>acronym</i> . It stands for the mnemonic Define, Imagine, etc.
In general English, it has a number of meanings, including 'to break down food in the stomach',	'to break down ...' = speech marks = definition
Firstly, <b>define</b> the problem – say what you are really trying to do.	define = <b>bold</b> = important word
This is usually easy. (If it isn't, go back to the first stage again and re-define the problem.)	(If it isn't, ...) = <i>brackets</i> = extra information
The more people you <i>tell</i> about your decision, the harder it is to change your mind later.	tell – <i>italics</i> = important word
You could take a bus, but don't like public transport ...	transport ... = <i>suspension dots</i> = this sentence is not complete

#### Methodology notes

These days, acronyms are defined as any abbreviation based on initial letters – they do not have to be pronounceable. Students are not expected to know or learn the exact word that each letter of the acronym stands for. They should, however, recognize the general meaning of the acronym when they find it in a text.

### C Recognizing acronyms

Set the task and go over the example; students do not have to explain what each letter stands for. If students find it difficult, write the following list on the board for students to refer to:

*an organization*

*a country*

*a qualification*

*a job*

*a piece of technology*

Students discuss what the acronyms are in pairs.

Elicit answers. Discuss what other acronyms students know for their town, country, university, etc. With a more able class, you might like to find out if they know the actual words.

#### Answers

abbrev.	type	actual words
WHO	organization	World Health Organization
UN	organization	United Nations
NASA	organization	National Aeronautics and Space Administration
EU	group of countries	European Union
UK	country	United Kingdom
USA	country	United States of America
MBA	qualification	Master of Business Administration
SMS	text messaging system	Short Message Service
BBC	organization, broadcaster	British Broadcasting Corporation
PC	type of computer	Personal Computer
ISP	organization for email, internet	Internet Service Provider
CEO	job title	Chief Executive Officer

### D Predicting content from non-text markers

Explain that this is a text about a style of management. Set the task and check understanding. Students should first read all the sentences and think about possible answers, before looking at the phrases at the bottom of the page.

Elicit answers, preferably using an electronic projection. Ask a few questions to check understanding of the information in the text:

*What is MBO? (a style of management)*

*What does the saying mean? (tell people what the goal is, not how to do it)*

#### Answers

1. There is a style of management called MBO ...	6	and may damage the relationship between workers and managers.
2. It is based on the saying ...	2	'Give a person a map, not a route.'
3. If a worker knows the objective of a job, his/her decision will be as good as the manager's ...	1	(Management By Objectives).
4. In MBO, managers set the objectives but decisions are made by everyone ...	4	it is called <i>delegation</i> .
5. The key to successful MBO is giving workers ...	3	perhaps better.
6. If managers don't really give power away, MBO will not work ...	5	power.

### E Identifying a new skill (2)

1. Give students time to study the three sentences. Elicit possible missing words but do not confirm or correct.
2. Ask students to study Skills Check 2. Ask different students to read out each full sentence with the joining word. The rest of the class follows in their books.  
Elicit what the missing parts are in each example.

Sentence 2	What is omitted
<del>You</del> keep arriving late.	subject
<del>Decision making is</del> a process.	subject, verb <i>be</i>
<del>The lecturer does not</del> care about your problems.	subject, auxiliary, negative particle
<del>You could</del> go in your father's car.	subject, modal auxiliary
<del>You must not</del> criticize them.	subject, modal auxiliary, negative particle

Go back to item 1 and elicit the correct missing words.

For consolidation elicit how the joining words are used;

- and = two positive ideas
- or = two negative ideas
- but = one positive and one negative idea (or it can be a 'surprising piece of information – see sentence 2 below)

#### Answers

- Instinct is no good in business, and *it is* probably not ...
- You need the creative side first, then *you need* the logical side.
- You could hire a driver, or *you could* stay overnight ...

### F Identifying missing subjects

Check students understand the task and go over the example. If necessary, do the second with the class as well as a further example. Students complete individually then compare answers in pairs. Elicit answers.

#### Answers

- Perhaps you have lectures every morning and ~~you~~ keep arriving late.
- Thomas Harris was born in California but ~~Harris~~ studied medicine at the University of Arkansas.
- People are often happy to work in groups and ~~people~~ respect the contributions of other people.
- Most children do not make many decisions inside a family but ~~most children~~ accept the decisions of parents.
- Adolescents sometimes refuse to accept their parents' decision and ~~adolescents~~ rebel.
- Every moment, we pay attention to sensory memories or ~~we~~ ignore them.
- Loftus and Palmer showed students a film and ~~Loftus and Palmer~~ asked them to complete a questionnaire about it.
- Charles Dickens, the English novelist, left school at 12 and ~~Charles Dickens~~ went to work in a factory.
- Mobile phones are very useful but ~~mobile phones~~ can also waste a lot of time.
- The aural learner does not respond well to written information but ~~the aural learner~~ learns from lectures and tutorials.

### G Identifying the missing subject and modal auxiliary

Check students understand the task and go over the example. Students discuss in pairs. Elicit answers.

#### Answers

- Managers have to communicate their ideas and ~~managers have to~~ ensure that workers understand them.
- Directors should provide regular and full information and ~~directors should~~ keep workers up to date.
- In order to remember information, you must take it out of memory and ~~you must~~ use it again and again.
- Humans cannot remember every event in their lives or ~~humans cannot~~ name all their childhood friends.
- Doctors in the past could not treat many diseases or ~~doctors could not~~ save people from fatal infections.
- In this report, I am going to discuss the reasons for the problem and ~~I am going to~~ suggest possible solutions.
- Soon, the world will not have enough oil for global needs or ~~the world will not~~ have enough renewable energy sources to meet demand.
- People may not be able to use cars or ~~people may not be able to~~ travel by air as much as today.

#### Closure

Choose one of the following activities with students' books closed:

- Dictate some of the sentences from the exercises.
- Write the first half of some of the sentences from the exercises on the board. Students copy and complete, either using their own words or recalling the actual words from the exercise.

### 3.8 Applying new reading skills: Are you an autocrat or a democrat?

#### Objectives

By the end of this lesson, students should be able to:

- use reading sub-skills and vocabulary from the theme to deal with a text about management styles;
- recognize and develop target vocabulary from the Reading section.

#### Methodology notes

You could use flashcards for the introductory task. Expose letters in turn until students predict the correct word.

#### Introduction

Write the first few letters of the following words on the board. Say they are all connected with decision-making. Ask students to tell you the full word in each case.

dem ocrat / ic  
aut ocrat / ic  
part icipate / tory  
gen erate  
ide ntify  
log ical  
eva luate  
pos sibility

#### A Reviewing vocabulary

These phrases are all from the article in Lesson 3.6. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Ask students if they can remember the complete sentence from the article for each phrase. If not, they can refer back to the text (see page 87 of the Course Book) and try to find it.

#### Optional activity

Students write a sentence for some of the phrases.

#### Answers

1. the right	7	one
2. everyday	5	say
3. an old	4	brain
4. the human	8	thinking
5. let's	1	thing
6. at the same	3	saying
7. one by	2	lives
8. without	6	time

#### B Activating ideas

Tell students this lesson continues the idea of management and decision-making. If you wish, spend some time revising the DIGEST approach to decision-making; you could also ask students to reread the article from Lesson 3.6 (see also notes for Exercise C below).

Exploit the visuals. Tell students to use them in order to predict some of the lesson content regarding autocratic and democratic management styles.

Students discuss the two questions in pairs. Elicit ideas.

#### Answers

1. Students' own answers.
2. The title suggests there are two different management styles:
  - autocratic: the manager tells his/her staff what to do without consulting them
  - democratic: the manager consults with his/her staff in all stages except defining the problem and telling people the decision

[in fact, the article will cover three management styles; the third is participatory: the manager consults with his/her staff in some stages]

#### C Understanding a text

Remind students about the DIGEST process for decision-making from Lesson 3.6, if you have not already done so (see notes for Exercise B above). Elicit what each letter stands for:

- Define the problem
- Imagine a successful solution
- Generate alternative possibilities
- Evaluate the possibilities

- Select the best one
- Tell people your decision

Remind students about non-text markers (they carry meaning but they are not actually words, e.g., bold or italics).

### Paragraph 1

1. Set for individual work and pairwork checking. Give feedback orally.
2. Set for pairwork. Work through the first example – see Answers below.

### Paragraphs 2–5

Briefly discuss the three tables for each management style but try not to pre-empt the text too much.

Deal with each paragraph separately; students read a paragraph, then compare their ideas for the activity in pairs. Elicit ideas. Move on to the next paragraph.

When you get to Paragraph 3, check students understand the text and the task before they complete the table. The stages of the task are:

1. Students must imagine they are organizing a social event.
2. Students individually complete the DIGEST table. They should tick who does each stage.
3. Students show their completed table to others.

### Optional activity

Focus on the following sentences from the text. They all have a missing subject and/or auxiliary in the second half of each sentence (see Lesson 3.7). Write the sentences on the board, or use an electronic projection. Ask students to find the missing subjects and/or auxiliary, and underline them in the text. Elicit the missing words.

1. In an *autocratic* style, the manager does not ask for any help or involve the workers at any stage in the process.
2. They involve the workers in some stages but retain control of the decision-making.
3. You could make all the decisions yourself or ask the other students to help you at any stage.
4. They may agree with your ticks or think that you have not been honest about your *real* management style.
5. But in reality, you will only accept your *own* possibilities and make fun of any other suggestions.
6. You can decide to change your style completely or for particular situations.

### Answers

#### Paragraph 1

1. A management style is how we manage other people.
2. Non-text markers from Paragraph 1:

'I have no idea. I am not a manager.'	'...' = speech
<i>style and job</i>	italics = stressed words
see <i>Digest</i> ... in this publication	suspension dots = the actual title is longer
DIGEST	capital letters = acronym

#### Paragraph 2

autocratic = nothing!

participatory = G and E – generate and evaluate

democratic = everything except define the problem and tell people of the decision

#### Paragraph 3

Students' own answers.

#### Paragraph 4

Students' own answers – get students to tell you if they agree with their partner's assessment.

#### Paragraph 5

Because the autocratic style does not work in that situation.

### D

#### Developing critical thinking

Students discuss in pairs or small groups. Elicit answers.

#### Answers

Students' own answers, but here are some ideas:

1. autocratic – decisions made more quickly; decisions can be based on one idea, one way of achieving objectives
2. participatory – workers feel part of the decision
3. democratic – staff feel fully involved

### E

#### Developing vocabulary

1. Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Discuss the meaning of each phrase. Point out that the verb *retain* is a formal word. Elicit the more informal synonym *keep*.
2. Go over the examples. Students can discuss the task in pairs or small groups. Elicit ideas. Some verbs will have a different meaning

depending on the collocation, e.g.:  
*My father **managed** a big bank in the city centre.*  
*I **managed** the assignment but it wasn't easy.*  
 You may, therefore, wish to keep to the meanings as used in the text.

### Answers

1.

miss	the point
make	fun of / a decision
retain	control
achieve	your objectives
change	your style
involve	the workers / other people
organize	a social event
manage	his wife or her husband

2. Here are some suggestions:

verb	common collocations/phrases
miss	the bus; my family; a chance; an opportunity; the ball
make	a meal; a cup of coffee; a mistake; a suggestion; a comment; an arrangement
retain	facts; a receipt; an invoice; water; liquid
achieve	results; a good rate; success; a record
change	money; appearance; your mind; your opinion; your clothes; jobs; car; name; address; phone number; money; the subject
involve	everyone; children; yourself
organize	people; work; a party; information; your thoughts
manage	an organization; a business; the staff; the employees

### Closure

Use Exercise E2 for Closure, or the optional activity suggested in Exercise C.

### Knowledge quiz: Grammar auction game

#### Objectives

By the end of this lesson, students should be able to:

- review target grammar from the theme;
- discriminate between correct and incorrect forms;
- discuss and explain decisions in a group.

#### Methodology notes

Grammar auctions are great fun, but with a large or noisy class you will need to make sure you keep the students under control!

You can use toy money from a Monopoly game, for example, or use coloured counters to represent different denominations. If you do not use toy money or counters, you will need to keep a careful check of how much money each group is spending. Use the board to keep track: draw columns with the name of each group at the top. Make a note of the amount for each successful bid and the remaining balance. If you like, you can ask a student to be your assistant to do this.

It's a good idea to use an electronic projection of the sentences, so that students can refer to them as the auction goes on.

You may find there are too many sentences for one lesson, so do half of them in this lesson and leave the others for another time.

The most important thing is for the teacher to keep a straight face throughout and not to give any indication as to which sentences are correct until the very end!

The activity could easily be adapted – for example, you can use other sentences, vocabulary definitions or even spellings.

### Introduction

Explain the idea of a grammar auction. If you like, you can also spend a few minutes revising some vocabulary from the sentences for the auction.

Give students some phrases to use:  
*I am sure this sentence is correct.*  
*I don't think this one is right.*  
*Let's bid for this one.*

### Grammar auction

1. Divide the class into groups of five or six students. Name each group A, B, C, etc., or get students to come up with more imaginative team names!
2. In their groups, students decide which sentences are correct or incorrect. Monitor and help with vocabulary if necessary, but do not give any further help.
3. The teacher is the auctioneer. Make sure students are clear on the rules for bidding. Remind them that they should only bid for sentences which they

think are correct. Ask students for bids for the first sentence. Make a note of which group wins the sentence. You can either tell the class at this point if the sentence was in fact correct or not, or leave this until the end.

4. Continue with the remaining sentences.

### Closure

Announce the winning group. Give feedback by eliciting how to correct the incorrect sentences.

### Answers

Mistakes and correct answers in *italics*.

1. A basic idea <i>is linking</i> psychology and sociology.	✗	<i>links</i>
2. After practising psychiatry in Montreal, he moved to New York.	✓	
3. At one time, people believed that the Earth was flat.	✗	
4. Books <i>sometimes will</i> tell you <i>get up</i> earlier.	✗	<i>will sometimes; to get up</i>
5. Did you remember to get some coffee?	✓	
6. <i>During</i> he was at university, the Second World War started.	✗	<i>While</i>
7. Have you met your tutor yet?	✓	
8. How long <i>you have</i> been here?	✗	<i>have you</i>
9. I am doing Business Studies and so <i>you are</i> .	✗	<i>are you</i>
10. I couldn't find any information on the internet.	✓	
11. I forgot <i>returning</i> the books to the library.	✗	<i>to return</i>
12. I think you should apologize to her.	✓	
13. I thought the deadline <i>is</i> next week.	✗	<i>was</i>
14. If you like hearing new information, you are probably an aural learner.	✓	
15. Look at each possibility carefully and evaluate it.	✓	
16. Many parents make their children study.	✓	
17. Miller explained how short-term memory works.	✓	
18. Parents often allow adolescents <i>take</i> more responsibility.	✗	<i>to take</i>
19. Pronunciation of words involves the sounds of individual letters.	✓	
20. Psychiatrists accept that people play games.	✓	
21. She didn't do the work and neither did I.	✓	
22. Some managers do not ask for help <i>and not</i> involve their workers at any stage.	✗	<i>or</i>
23. The red line on the graph shows the loss of information.	✓	
24. The student promised <i>finishing</i> the work last week.	✗	<i>to finish</i>
25. There <i>is</i> four main components of knowing a word.	✗	<i>are</i>
26. Visual learners like colour <i>because</i> they should highlight key words in their notes.	✗	<i>so</i>
27. We'll see if <i>is this idea</i> true.	✗	<i>this idea is</i>
28. You could take a train or <i>could go</i> by bus.	✗	<i>go</i>
29. You should not waste time at work on social network sites or with personal phone calls.	✓	
30. You will forget nearly everything if you <i>won't</i> rehearse new information.	✗	<i>don't</i>

# Workbook answers

## Reading

### Exercise A

1./2.

Noun	Adjective
1. <i>success</i>	successful
2. <i>autocrat</i>	autocratic
3. <i>calmness</i>	<i>calm</i>
4. <i>decision</i>	decisive
5. <i>democrat</i>	<i>democratic</i>
6. <i>instinct</i>	instinctive
7. <i>logic</i>	logical
8. <i>participation</i>	<i>participatory</i>
9. <i>perfection</i>	<i>perfect</i>
10. <i>possibility</i>	possible

### Exercise B

1. Last week, I had to deal with a *difficult issue*.
2. The supervisors thought of *several solutions*.
3. But they couldn't agree with *each other*.
4. Finally, I went back to *the beginning*.
5. Then, the Personnel Manager, Susan Gates, came up with a *new idea*.
6. I accepted it because I rely on *her*.
7. And that really sums up *the meeting*.

### Exercise C

1. MBO      Management By Objectives
2. CEO      Chief Executive Officer
3. MBA      Master in Business Administration
4. SMS      Short Message Service
5. P and L      Profit and Loss
6. B2B      Business to Business
7. HR      Human Resources
8. FAQ      Frequently Asked Questions
9. GNP      Gross National Product
10. PA      Personal Assistant



## Practice

### Exercise A

1.
  - a. Making *decisions*.
  - b. You do it without thinking.
  - c. Define, Imagine, Generate, Evaluate, Select, Tell
  - d. Yes, because it helps us remember the stages.
  - e. Because there are two sides to the human brain; the logical side will stop the creative side.
  - f. Five – bus, taxi, father's car, hire a driver, stay overnight with a friend.
  - g. Consider the difficulties of each one and mark it with a number of crosses.
  - h. Not make a decision at all.
  - i. It means break down the problems so you can solve them.
2.
  - a. False – it talks about three, autocratic, participatory and democratic.
  - b. False – we are all managers in our daily lives.
  - c. True
  - d. True
  - e. True
  - f. False – an autocratic style.
  - g. True
  - h. False – participatory.
  - i. True – see Tables 2 and 3.

### Exercise B

1.
 

<b>do</b>	a job	✓
	your best	✓
	business with	✓
	someone a favour	✓
	a mess	
	the shopping	✓
	a mistake	
	your hair	✓
	good work	✓
	nothing	✓
	a deal	✓
	an exercise	✓
	an experiment	✓
	a promise	
	research	✓
	a test	✓
	well	✓
	a plan	
	the cooking	✓
	the right thing	✓

2.
  - a. I'm really late. Could you do me a *favour*?
  - b. Edison, the American inventor, did thousands of *experiments*.
  - c. Don't worry about the result. Just do *your best*.
  - d. I don't like that company at all. I don't want to do *business with them*.
  - e. I bought the food so can you do *the cooking*?
  - f. She's a hard worker and she's doing a good *job*.
  - g. How did you do in *your test*?
  - h. It was hard, but I did *my best*.
  - i. I asked him to help me but he did *nothing*.
  - j. Do you use Wikipedia to do *research*?
  - k. You look lovely. Who did *your hair*?

### Exercise C

1. a lot of the time
2. again and *again*
3. all the *time*
4. as you *know*
5. in a case like *this*
6. in the first *place*
7. in this case
8. let's say

## Exercise D

There are three main kinds of management style and they are democratic, autocratic and participatory.

second verb – *are*;

subject – *they* = the main kinds of management

However, there is a fourth style called *laissez faire*.

second verb – *(is)* called;

subject = the fourth style

The name comes from two words in French and means 'leave to do' or 'leave alone'.

second verb – *means*;

subject = *the name*

Managers with this style give their staff complete freedom and do not interfere with their work.

second verb – *interfere*;

subject = *managers* (with this style)

The best laissez-faire managers are available and help staff with problems, but do not give them solutions to their problems.

second verb – *help*;

subject = *laissez-faire managers*

Laissez-faire management can enable staff to develop and allow them to grow.

second verb – *allow*;

subject = *laissez-faire management*

In the best cases, staff become more motivated and learn to take responsibility for their own actions.

second verb – *learn*;

subject = *staff*

However, laissez faire does not work in all businesses or motivate everyone.

second verb – *motivate*;

subject = *laissez-faire*

Some people cannot work with this kind of management or accept the lack of direct orders.

second verb – *accept*;

subject = *some people*

### Exercise E

#### Paragraph 1

1. Time, energy, money.
2. TEAM
3. Time Energy And Money

#### Paragraph 2

4. A team is not the same as a group.

#### Paragraph 3

5. The final sentence in the paragraph.
6. Students' own answers.

#### Paragraph 4

7. ... the value of teamwork in sports is very clear.
8. A person with specialist knowledge.

#### Paragraph 5

9. 'There is no I in team'
10. No individual is as/more important than the team.

### Exercise F

	subject	verb	object/complement	extra words, phrases
Example:	we	must manage	our own resources	at those times
1.	a group	is	a number of people	just
2.	all the students	are	a group	for example / in your class
3.	a team	has	a particular task	firstly / of any sort
4.	each member in a team	has	a particular role	secondly / in a team
5.	each person	must do	a certain thing	in other words / for the team
6.	the midfield players	move	the ball	from the defenders to the attackers
7.	the value of teamwork	is	very clear	in sports
8.	teamwork	is	useful in a business and daily life	but / also very / even in
9.	all successful teams	must have	a chairperson	firstly
10.	a team	needs	an expert	secondly / a person with specialist knowledge in the area

# Writing: For and against

## 3.9 Vocabulary for writing: City and town

### Objectives

By the end of this lesson, students should be able to:

- demonstrate understanding of target vocabulary in context;
- relate information in a table to the advantages and disadvantages of relocation.

### Introduction

In preparation for Exercise A, spend a few minutes looking at the verb *grow*. Students will already 'know' the verb in its most common meaning, for example, *children growing into adults*.

Write the following sentences on the board:

- *My daughter has **grown** five centimetres in the last six months.*
- *Britain is too cold to **grow** bananas.*
- *If my nails **grow** too long, I can't type.*
- *There is a **growing** interest in the environment.*
- *I'm scared of **growing** old.*
- *The retail industry stopped **growing** during the economic recession.*

Discuss the meaning of the verb *grow* in each sentence. Synonyms include: *produce, develop, expand, increase, become, get*.

### A Activating ideas

Ask students to study the rubrics. Ask questions to check understanding:

*What is the name of the company?* (Acme Engineering Ltd)

*What does Ltd mean?* (*limited* – it means it is not a private company; it is owned by a group of people)

*Where are they considering relocation from?* (Causton)

*Where are they relocating to?* (Bellport)

Exploit the map and photos of Bellport and Causton:

- *Discuss the location of the two places.* (Bellport is by the sea, Causton is nearer the airport)
- *Elicit which place is the bigger of the two.* (Bellport)

- *Elicit what the surrounding area of each place is like.* (Bellport = industrial city, Causton = in the country)
- *Elicit which photo shows each place.* (Bellport = bottom photo, Causton = top photo)

Set questions 1 and 2 for pairwork discussion. Check the meanings of *benefits* and *drawbacks* (advantages and disadvantages).

Elicit ideas.

### Answers

Students' own answers, but here are some ideas for question 1:

Bellport – access to sea and motorway, more exciting place to live

Causton – access to airport, quieter place to live

### B Understanding new vocabulary in context

Check students understand the task. Ask students to try to work out the meaning of any new words in the sentences from context as they do the exercise. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Check the meaning of the new vocabulary:

*raw materials* vs *finished goods*

*export* vs *import*

*grant* vs *loan*

*salary*

*units*

*rent*

### Answers

1. There are more / fewer people in Bellport than Causton.
2. Bellport has more employment / unemployment than Causton.
3. Bellport is a good location for importing raw materials / finished goods by sea.
4. It is difficult to import / export finished goods by air from Bellport.
5. The average salary / rents is higher in Bellport than in Causton.
6. There are many shop / factory units for rent in Bellport.
7. Shop rents are higher / lower in Bellport than Causton.
8. There are incentives to relocate in Bellport, such as set-up grants / loans.

### C Using new vocabulary

Check students understand the task, especially that the relocation is the other direction from the one in Exercise A – from Bellport to Causton. Go over the example. If necessary, briefly revise with the class the rules for writing sentences with comparative adjectives. With a more able class, you can ask them to cover the sentences in Exercise B. Students complete the activity individually. Monitor while students are working. Elicit answers, preferably using an electronic projection.

Make sure students have spelled target vocabulary and used comparative adjectives correctly.

#### Answers

Model answers:

1. There are fewer people in Causton than Bellport.
2. Causton has less unemployment than Bellport. / Causton has more employment than Bellport.
3. Causton is not a good location for importing goods by sea.
4. It is easy to export finished goods by air from Causton.
5. The average salary is lower in Causton than in Bellport.
6. There are few factory units to rent in Causton. / There are many shop units to rent in Causton.
7. Shop rents are lower in Causton than Bellport.
8. There are no incentives to relocate in Causton.

#### Closure

Give the meanings of some of the target vocabulary and ask students to tell you the words, e.g.:

T: *What's another word for advantages?*

Ss: *Benefits.*

### 3.10 Real-time writing: Relocation – for and against

#### Objectives

By the end of this lesson, students should be able to:

- analyze the discourse structure of a For and against report;
- produce a paragraph of recommendation in writing.

#### Introduction

Put students into pairs. Give them two minutes to look at the table in Lesson 3.9 (see page 167 of the Course Book). Student A looks at the information for Causton and Student B looks at the information about Bellport.

Then get students to close their books and compare the two places.

After a few minutes of pairwork, ask some questions to check understanding:

- *Where is Bellport / Causton located?*
- *Which is bigger?*
- *Which town has the most unemployment?*

Remind students of the verb *relocate* (*re* + *locate* = locate again = move) and the noun *relocation*.

Point out that they are going to look at an essay about relocation in this lesson.

#### A Activating ideas

This activity is not just for vocabulary revision but involves critical thinking, too.

Set the task and go over the example. Students can change the form of the words if they wish, e.g., singular to plural, verb + *-ing*, etc.

Students can write sentences individually. Alternatively, they can discuss each word in pairs and agree on a good sentence. Monitor and give help where necessary. For feedback, ask some students to read out their sentences.

#### Answers

Students' own answers, but here are some suggestions:

1. There is better access to a motorway, an airport or a seaport.
2. There is less *competition* in the area.
3. There are more *customers* in the new location.

4. The location is better for *exporting* finished goods.
5. The location is better for *importing* raw materials.
6. There are government *incentives*.
7. The rental costs for *premises* are lower.
8. Average *salaries* are not as high.
9. The rate of *unemployment* is higher.

### Methodology note

The research and writing activities in this lesson, as well as in Lesson 3.12, can be used as introductions to case study work. Case studies are often used in the field of business and management. However, in classic case studies, decisions have already been taken and are evaluated by students.

### B Gathering data

Exploit some of the information in the tables and figures on page 95 of the Course Book. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection. Point out to the class that this information will help form the first paragraph of the text.

#### Answers

1. Acme Ltd is a small engineering company.
2. It is located in the town of Causton which has a population of 10,000.
3. The company employs 14 people, including three skilled workers and ten unskilled workers.
4. The company occupies premises of 5,000 square metres.
5. The company imports its raw materials by sea.
6. The company sells 75 per cent of its finished goods in Britain and exports 25 per cent of its finished goods to Europe.
7. Sales to Britain have increased from 4,425 units to 5,320 units in the last three years.
8. Exports have risen from 580 units to 1,800 units.
9. The company needs skilled and unskilled workers and cannot recruit them. The company needs additional factory units and cannot rent them.

### C Choosing the discourse structure

1. Give students time to read through the assignment. Ask one or two questions to check understanding:
  - Which company is thinking about relocation? (Acme Ltd)
  - Where to? (Bellport)
  - What should your report contain? (the arguments for and against relocation, a recommendation)

Set the task. Elicit the answer.

2. Set for individual work and pairwork checking. Give feedback by putting the five sections of the essay on the board in the correct order.

#### Answers

1. The essay should be *For and against*.

2.
 

1	Purpose of report
4	Points against
3	Points for
5	Recommendation
2	Background

### Methodology note

Note that this type of essay does not usually have paragraph headings but it does have a clear paragraph structure.

### D Structuring the essay

1. Refer students to the five paragraph topics on the board from Exercise C2. Then ask them to look at the essay on the facing page. Ask them to find where they should divide up the essay to make five paragraphs with the topics from Exercise C2. Give feedback, ideally using an electronic projection.
2. Students discuss in pairs. Elicit ideas. Write some notes about each point on the board.
3. Remind students of the meaning of the word *recommendation*. Once again, ask students to discuss the question in pairs. Then elicit ideas.

### Optional activity

The following information can be deduced from the data supplied and could also be inserted into the model answer. Write the following sentences on the board and ask students which paragraph each sentence should go in, and where exactly it should be placed in that paragraph (see Answers below).

- *Finally, the current location of Causton is better for the international airport. This will become more important if exports by air continue to grow.*
- *In particular, Acme Engineering is selling more goods overseas. Export sales have risen by more than 1,200 units in the last three years.*
- *Thirdly, Acme Engineering imports raw materials by sea. Bellport is on the coast and has regular sailings to Europe and elsewhere.*

### Answers

See table below. Target text in *italics*, including the extra information (in underlined italics) which has been placed in the best location in the paragraph.

### Closure

Give feedback on the errors you noted while monitoring.

purpose of report	The purpose of this report is to make a recommendation to the owner of Acme Ltd. The company is considering relocation from Causton to Bellport. In this report, I examine the case for and the case against relocation and make a recommendation. //
background	Acme Engineering is a small engineering company. It is located in the small town of Causton, which has a population of 10,000. The company employs 14 people, including three skilled workers and ten unskilled workers. The company occupies premises of 5,000 square metres. It imports raw materials by sea. It sells 75 per cent of its finished goods to customers in Britain, and exports 25 per cent of its finished goods to Europe. The company is expanding rapidly. In the last year, total sales have increased by 46 per cent. <u><i>In particular, Acme Engineering is selling more goods overseas. Export sales have risen by more than 1,200 units in the last three years.</i></u> The company now needs skilled and unskilled workers to deal with the increase in demand. It also needs additional factory units but cannot rent them in Causton. //
points for	There are several factors in favour of a move to Bellport. Firstly, Acme Engineering should find it much easier to recruit staff in Bellport, because the town is much larger than Causton. In addition, the unemployment rate in Bellport is 10 per cent whereas it is only 3 per cent in Causton. Secondly, the company needs to acquire more factory space. There are more factory units to rent in Bellport than Causton. <u><i>Thirdly, Acme Engineering imports raw materials by sea. Bellport is on the coast and has regular sailings to Europe and elsewhere.</i></u> (Note that this would make the next item <i>Fourthly, ...</i> ) Thirdly, the company sells most of its finished goods inside Britain at the moment. There is a major motorway close to Bellport which links the city to London and the rest of the country. Finally, there is a relocation grant of £2,000 per person. This is a government incentive to bring business to Bellport. //
points against	There are also two factors against relocation to Bellport. Firstly, salaries are not as high in Causton as in Bellport. The company will pay about 25 per cent more in salaries if they relocate. Secondly, rental costs of factory units are higher in Bellport than Causton. The company will pay 100 per cent more in rent for the same size of unit. <u><i>Finally, the current location of Causton is better for the international airport. This will become more important if exports by air continue to grow.</i></u>
recommendation (model answer)	I recommend relocation to Bellport. The company will be able to recruit more staff and acquire additional factory space in the city. It will also benefit from cheaper import costs and cheaper transportation costs inside Britain. These benefits outweigh the drawbacks, which include higher salary costs and higher rental costs.



### 3.11 Learning new writing skills: The for and against essay

#### Objectives

By the end of this lesson, students should be able to:

- identify and follow a plan for essay type 3 (For and against);
- compare places and things using common writing patterns;
- describe trends with present continuous;
- describe graphs with a range of tenses.

#### Introduction

Choose one of the following:

- Use Exercise A.
- Ask students to reread the essay about the relocation of Acme Engineering from the previous lesson.

#### A Reviewing vocabulary

Check students understand the task, then set for individual work and pairwork checking.

##### Answers

Students' own answers.

#### Methodology note

Remind students that they should not write numbers or headings for this kind of essay; the five points for each paragraph topic are for guidance only.

#### B Identifying a new skill (1)

Exploit the visual and use it to introduce the idea of a construction company and a house-building project. Remind students about the two towns of Bellport and Causton (if you have not already done so – see introduction above) and find out what they can remember about them.

Set the task. Give students time to read the information in Skills Check 1. Elicit answers. Elicit the names for the five sections of the essay plan and check understanding. Remind students that they studied them before in Exercise C2 from the previous lesson.

#### Answers

For and against essay; five sections.

#### C Organizing information

Ask students to read the assignment instructions again. Check understanding:

- *What is 'Allen Homes'?* (a building company)
- *What decision do they have to make?* (whether to build houses in Bellport or Causton)
- *What is the assignment?* (to write a report with arguments for and against)

Set the task and check students understand they need to match each sentence (1–5) to the points in Skills Check 1. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

##### Answers

1. Allen Homes is a large construction company which employs 1,500 people.	<i>background</i>
2. Land prices in Causton are much higher than in Bellport.	<i>points against</i>
3. There are fewer houses to buy in Causton than in Bellport.	<i>points for</i>
4. In this report, I examine the case for and against a house-building project in Causton.	<i>purpose of essay</i>
5. The company should build new houses in Causton because the demand is much higher in that location.	<i>recommendation</i>

#### Methodology note

Students should already be aware of the grammar rules for comparing with adjectives. However, if necessary, you can do some quick revision here.

The main point of Skills Check 2, though, is to remind students of different ways of comparing so that they can vary their writing.

#### D Identifying a new skill (2)

Ask students to study Skills Check 2.

Alternatively, you can ask students to close their books and dictate each sentence to them. Then students reopen their books and check their writing with the sentences in the Skills Check.

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

#### Answers

	adjective	noun
<i>much</i>	✓	✓
<i>more</i>	✓	✓
<i>less</i>		✓
<i>fewer</i>	✓	✓
<i>not as ... as</i>	✓	

#### E Writing comparison sentences

Set the task. Students complete the activity individually. Monitor. Show the correct answers on the board, preferably using an electronic projection. Students correct their own writing.

#### Answers

1. Causton is much smaller than Bellport.
2. Bellport is not as attractive as Causton.
3. The unemployment rate is lower in Causton than in Bellport.
4. There are fewer factory units to rent in Causton than in Bellport.
5. Salaries are much lower in Causton.
6. Raw materials are imported by sea whereas finished goods are exported by air.

#### Optional activity

Ask students to produce sentences with similar patterns to the ones shown in Skills Check 2 about two towns that they know – either in their own country or in the UK. For example: *London is much larger than Southampton.*

#### F Identifying a new skill (3)

1. Refer students to the three sentences. Set for pairwork.
2. Elicit ideas but do not correct or confirm.
3. Students read Skills Check 3 to check their ideas.

#### Answers

1. The three sentences all deal with change.
2. a. present continuous = trend  
b. past simple = completed event  
c. present perfect = started in past and continues up to the present

#### Methodology notes

You do not need to do the text as a gap-fill exercise if you prefer not to. You could do it as a dictation, or even as 'wall' or 'running' dictation.

Note that the text and information are not about Acme Engineering this time, but about a different company in Bellport.

#### G Describing a graph

1. Make sure students understand that the graph shows information for the current year, hence the use of the present perfect tense. Spend a few minutes exploiting the graph.

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection. Check students have used the passive voice correctly for *were sold*. Check the spelling of the past participles. Elicit the meanings of *slightly* and *sharply*.

Discuss with the class why each tense has been used and build up a list of key phrases to go with each of the two tenses on the board. You could also add a few more common key phrases for each tense if you wish (see words in non-italics in the table below).

present perfect	past simple
<i>in the last X months ...</i>	<i>in the (first) month(s) of the year</i>
<i>since (month) ...</i>	<i>last month</i>
<i>now</i>	<i>in (January)</i>
<i>recently</i>	<i>last week / year</i>
<i>for the last X months / years</i>	
<i>up to now</i>	
<i>in this period</i>	

- The task can either be set for individual work or you can do it with the class as a whole, building the text up on the board.

Another method is to provide the class with two or three prompts for each sentence, then ask students to complete the text. Students can check their writing with the information in the Course Book when they have finished.

### Answers

- Bellport Goods Ltd has not had a very good start to the year. In the last five months, sales to Britain *have risen* (rise) from 139 to 172 per month. However, sales to the EU *have fallen* (fall) sharply since January. In the first month of the year, 151 units *were sold* (sell) whereas last month we only *sold* (sell) 115. Sales to the rest of the world *have also gone down* (go down) slightly this year. Overall, the company *sold* (sell) 465 units in January but monthly sales *have now dropped* (drop) to 452.

- Model answer:

Sales to Britain have risen in the first five months of the year from 139 units to 172. However, sales to the EU and the rest of the world have both fallen in this period. Sales to the EU have gone down from 151 to 115 units, while rest of the world sales have dropped from 175 to 165 units.

### H Writing about general trends

Check students understand the task. Remind them that they use the present continuous to describe trends. They can also use the present perfect with certain time phrases where the trend is up to the present. Go over an example and elicit some further possible sentences.

*Unemployment is rising.*

*Unemployment has been rising in recent months.*

Students complete the task individually. Monitor and give help where necessary.

Ask a few students to read out their sentences to the rest of the class.

### Answers

Students' own answers.

### Closure

Give students a test on the past tense and past participle of irregular verbs as follows:

infinitive	past	past participle
is	was	been
rise	rose	risen
fall	fell	fallen
grow	grew	grown
go	went	gone
sell	sold	sold
buy	bought	bought
make	made	made
pay	paid	paid
cost	cost	cost

### 3.12 Applying new writing skills: Opening a new branch

#### Objectives

By the end of this lesson, students should be able to:

- use vocabulary, grammar and sub-skills from the Writing section in order to produce a For and against report;
- use the TOWER process to produce a final written draft.

### Introduction

Use Exercise A as the introduction.

#### A Previewing vocabulary

- Check students understand the task. Students discuss in pairs. Elicit answers.
- Exploit Figure 1. Ask students what a warehouse is for (storing goods, etc.) Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

## Answers

1. The pairs of words are opposites.

advantage	disadvantage
benefit	drawback
for	against
positive	negative
strength	weakness

2. Supastores Ltd is a *retail* company. It has a number of *branches* across the south of England. The branches *are supplied* daily. The goods are transported by *road* from a *warehouse* near London.

### Methodology note

Remind students about the TOWER approach to writing again (taught in Level 1 of *Progressive Skills in English*):

- Thinking about what you're going to write
  - Organizing your ideas
  - Writing a first draft
  - Editing the first draft
  - Rewriting in order to produce a second draft
- Notice that Exercises B–E are named according to the TOWER stages.

order to gather information for the table.

Students complete the table individually. Elicit answers, preferably using an electronic projection of the completed table.

## Answers

For	Against
1. easier to recruit staff because larger and higher unemp. rate	1. salaries higher
2. higher sales because larger population	2. rental costs of shops higher
3. motorway closer so transport cheaper	3. fewer shop units
4. set-up grant	

### Methodology note

You may need to remind students about topic sentences, especially if they have not studied Level 1 of *Progressive Skills in English*. Topic sentences are usually the first sentence of a paragraph and they introduce the topic of that paragraph. When reading, a lot of information can usually be predicted simply by reading the topic sentence. Topic sentences often summarize the information in a text.

## B Thinking and organizing

Ask students to read the assignment and check understanding:

- *What kind of report do you have to write?* (For and against)
- *What is it about?* (opening a Supastore branch in Bellport)

Ask students to study the notes, then check understanding:

- *What's the name of the company?* (Supastores Ltd)
- *How many branches has it got?* (more than 50)
- *Where are the branches?* (in the south of England), etc.

Tell students to study the graph and ask them to describe the trends shown, for example:

- *Total sales are increasing steadily.*
- *There has been a big increase in sales this year.*
- *The company income is rising / going up.*

Now set the task. Tell students they can look back at the previous lessons from this section in

## C Writing a for and against essay

Briefly revise the essay from Lesson 3.10 about the relocation of Acme Engineering Ltd. Allow students to reread the model answer (see Exercise D, page 158 above). Elicit where each new paragraph starts and what the topic sentence is for each one. Highlight some of the target sentence patterns.

1. Elicit a topic sentence for the first paragraph and write it on the board (see model answer below – Exercise E). Divide the class into pairs. Each pair of students should work on the remaining four topic sentences. Monitor and give help where necessary.

Elicit the topic sentences and write them on the board.

**Less able classes:** Write the first few words of each topic sentence on the board and ask students to copy and complete.

2. You can start the essay off on the board with the first one or two sentences (following the topic sentence) from the model answer.

Model answer, with topic sentences in *italics*:

<b>Purpose of report</b>	<i>The purpose of this report is to make a recommendation to the management of Supastores Ltd.</i> The company is going to open a new branch. They are considering Bellport and Causton. In this report, I examine the case for and the case against Bellport and make a recommendation.
<b>Background</b>	<i>Supastores is a large retail company.</i> It has over 50 branches across the country. The company employs, on average, ten people in each branch. All are unskilled except for the manager. On average, each branch occupies premises of 500 square metres. It is supplied daily by road from a warehouse near London. The company is expanding. In the last three years, total sales have increased from £734,000 to £1,056,000. Last year sales rose by 18 per cent and this year, they have gone up by 22 per cent.
<b>Points for</b>	<i>There are many factors in favour of opening a branch in Bellport.</i> Firstly, it is easier to recruit staff in Bellport because the town is much larger than Causton. In addition, the unemployment rate in Bellport is ten per cent whereas it is only three per cent in Causton. Secondly, they will get higher sales in Bellport because the town has a much larger population. Thirdly, Supastores supplies its branches by road. The motorway from London is much closer to Bellport than Causton. Finally, there is a set-up grant of £10,000 per unit in Bellport. This is a government incentive to bring business to the town.
<b>Points against</b>	<i>There are several factors against opening a branch in Bellport.</i> Firstly, salaries are higher in Bellport. Secondly, rental costs of shop units are also higher there. Finally, there are fewer shop units in Bellport.
<b>Recommendation</b>	<i>I recommend opening the new branch in Bellport.</i> The company will be able to recruit staff easily and attract a large number of customers. It will also benefit from cheaper transportation costs from their warehouse. These benefits are greater than the drawbacks, which include higher salary costs, higher rental costs and the difficulty of finding a suitable shop unit.

Monitor while students are writing their first draft and make a note of common errors.  
Give feedback on some of the common errors before moving on to the next stage.

#### Answers

See Exercise E.

#### D Editing

Remind students of things to check for, using the grid on page 100 of the Course Book.  
Monitor and help as necessary.

#### E Rewriting

The final version of the report can be written in class or set up for homework. If done in class, monitor and make a note of common errors.

#### Answers

See table above.

#### Closure

Give feedback to the whole class on the common writing errors you noted while monitoring. If students have completed their work in class, you can give out copies of the model answer. Go through the model answer with the class.

### Portfolio: Self-management

#### Objectives

By the end of the lesson(s), students should have:

- revised target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- practised questions to check information;
- used integrated skills to talk and write about self-management;
- learnt more common core knowledge about self-management.

#### Introduction

Exploit the visuals. Ask how each person feels and elicit some adjectives:

*angry*  
*upset*  
*embarrassed*  
*ashamed*  
*stressed*  
*tired*  
*depressed*

Ask students: *What do you do when you feel angry / upset?* etc.

Elicit ideas, such as go for a walk, punch a pillow, talk to a friend, etc.

### Methodology note

*Awake (awoke / awoken)* used to be the verb as well as the adjective but its usage as a verb is now rare. We do not normally say *He awoke ...* but *He woke up*.

We sometimes use *sleeping* as the noun from *sleep*. The adjective *asleep* can only be used predicatively (after a verb), i.e., *He is asleep*. When we want to use an adjective attributively (in front of the noun), we must use *sleeping*, i.e., *The sleeping man ... Let sleeping dogs lie ...*

Note that the adjective *sleepy* means *tired* as in *I'm feeling sleepy*.

### A Activating ideas

Write the word *sleep* on the board. Point out that this can be a noun or a verb.


- Ask for the adjective, i.e., *How do we finish the sentence 'He is ...' = 'He is ... asleep.'*
- Ask for the opposite word = *awake*.
- What is the verb? = *wake up*.
- What is the noun? = *wakefulness* (this is rare but it is the only noun that exists; students do not need to learn this word).

Divide the class into pairs or small groups. Monitor while students are discussing the questions. Elicit some of their ideas.

### Answers

Students' own answers.

### B Gathering and recording information (1)

1. Refer students to the questions. Set the task for pairwork. Give students plenty of time to discuss the questions. Elicit a few responses, but do not confirm or correct at this stage. Play  3.19. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Check understanding of some of the vocabulary in the transcript but do not spend too long on this.
2. Set the task. If students find it difficult, write the summary on the board in prompt form. Students copy and complete the full sentences. If you wish, give out copies of the transcript at this point.

### Alternative presentation

If you are able to arrange it, allow different groups of students to listen to the five different parts of the lecture, then put them together to exchange information and get a composite set of notes.

### Answers

1.

Question	Information
a. What is sleep?	physical and mental state – person rests body
b. How much sleep does a teenager need?	9.5 per night
c. How much sleep does a teenager get, on average?	7.4 per night
d. Why do teenagers need more sleep than young children and adults?	– teenagers = large number of changes happening to bodies – if not enough sleep: get angry; hard to concentrate; feel stressed bec. always late
e. What happens if we don't get enough sleep?	ability to do simple tasks goes down – mental and sporting
f. What happens to our bodies during sleep?	rests body; senses shut down; not aware of changes; muscles lose power; heart rate decrease; body temp. down; breathing falls
g. What happens to our brains?	– no decrease; brain active – brain organizes long-term memory – fixes information learnt during the day
h. Why do we need sleep?	helps brain and body to work better during wakefulness
i. What controls sleeping and wakefulness?	– circadian rhythm – controlled by melatonin – children / adults = ready for sleep at 10 – 13/14 = ready for sleep at 12 midnight / 1 a.m. – situation worse now with computers and TVs in bedroom = light = stop release of mel.
j. How can we manage sleep?	turn down the lights in bedroom; turn off computer and TV one hour before sleep

2. Model answer:

Sleep is a physical and mental state. Teenagers need 9.5 hours of sleep each night but they often get much less. During sleep, the body rests and the senses shut down but the brain remains active and

organizes long-term memory. Sleep follows the circadian rhythm which is controlled by melatonin. We can manage sleep by turning down lights and turning off computers and televisions so that melatonin is released.

## Transcript

### Presenter: Track 3.19

Lecturer: ... How much sleep do you get each day on average? If the answer is nine or ten hours, you are very unusual. The average for American teenagers, for example, is 7.4 hours per night. According to scientists, this is far too little. The average teenager needs about nine and a half hours of sleep. This is more than a young child, and more than an adult. Teenagers need more sleep because there are a large number of physical changes happening to their bodies. If they do not get enough sleep, they suffer many bad effects of sleep deprivation, for example, they get angry easily, they find it hard to concentrate in class and they may feel stressed because they are always late for school.

... Sleep is a physical and mental state in which a person rests their body. During periods of sleep, most senses, such as sight and smell, shut down and you are not aware of changes in the outside world. Your muscles lose power and you do not move around very much. This is why you do not normally fall out of bed. When you go to sleep, there are physical effects, too. For example, your heart rate decreases, your body temperature goes down and your breathing rate falls. However, surprisingly perhaps, there is no decrease in brain activity. In other words, your brain is as active when you are asleep as when you are awake.

... Researchers do not know the exact function of sleep, but clearly the body needs periods of complete rest. The harder you work during the day, the more sleep you need. There is also evidence that the brain uses a period of sleep to organize long-term memory and to fix information learnt during the day. A few studies have shown that it is a good idea to learn words from another language just before you go to sleep. The period of sleep seems to fix the words in your memory. Sleep may even help your brain and your body to work properly during periods of wakefulness. Studies have shown that if you do not get enough sleep, your ability to do even simple tasks goes down. This effect is not just on mental activity, but sporting tasks as well.

... All animals, including humans, have a pattern of sleeping and waking. It is called the circadian rhythm, spelt C-I-R-C-A-D-I-A-N R-H-Y-T-H-M. The rhythm is controlled largely by a chemical called melatonin – M-E-L-A-T-O-N-I-N. There is a difference in the sleep patterns of teenagers compared with the sleep patterns of younger children and adults. When you are young and when you pass your teens, you are normally ready to go to sleep at around 10 p.m. That is because melatonin is released into the blood at this time. But the sleep pattern changes at about 13 or 14. The melatonin is released later, sometimes as late as 1 a.m. Teenagers often don't feel tired until that time, then, of course, they have to get up five or six hours later to go to school.

... There is a chemical which prepares you for sleeping. It is called melatonin – M-E-L-A-T-O-N-I-N. The chemical is produced at about 10 p.m. in children and adults. But in teenagers, it is released later, at about midnight. This is why teenagers often go to bed so late. This later release of the melatonin has probably always happened

in teenagers. However, the situation is worse nowadays because teenagers often have computers and televisions in their bedrooms. Researchers believe that the light from this equipment tells the brain that it is still daytime and so the brain does not release the sleep chemical. You can manage the production of melatonin by turning down the lights in your bedroom and turning off your computer and television one hour before you want to go to sleep.



## Gathering and recording information (2)

1. Explain that you are going to give students one of two texts. Write the titles on the board:

*Managing anger*

*Managing stress*

Elicit questions which you could ask about both of these topics. Write the questions on the board. Make sure that by the end of the process you have the following questions (simply add them if students do not come up with them):

- *What is it?*
- *Why do we need it?*

(Note: The idea that we might need anger and stress may be strange to some students.)

- *What causes it?*
- *What is the result?*
- *How can we manage it?*

2. Students can work in pairs, as suggested in the Course Book, or you can set the task for group work as follows.

Put the students into two groups, numbered 1 and 2. Refer each group to one of the texts:

Group 1 – should read *Managing anger* on page 102

Group 2 – should read *Managing stress* on page 103

Students make notes individually. Then allow them to discuss and check the final notes with the other students in their group. Monitor and assist each group. During this stage, refer students back to the text if they have missed any key points. Use the model notes (see below) and check them against the notes that are emerging from each group.

Put the students into new groups. Each group must have at least one person from each original group, 1 and 2. Each student must give the relevant information of his/her research and the other students take notes. Encourage listeners to ask questions if they are not sure of any of the information. Monitor and assist each group. Once again, use the model notes to ensure that the

	anger	stress
What is it?	<i>emotional state</i>	<i>emotional state</i>
Why do we need it?	<i>helps you stand up to someone</i>	<i>helps you concentrate; achieve better results</i>
What causes it?	<i>irritating behaviour; stress; depression</i>	<i>change; not in control</i>
What is the result?	<i>heart rate increases; adrenaline flows into your blood</i>	<i>heart rate increases; adrenaline flows into your blood; stomach upset; feeling of fear; immune system weakens</i>
How can we manage it?	e.g., <i>BRIGHTEN</i> process <ul style="list-style-type: none"> <li>• breathe</li> <li>• repeat 'calm down'</li> <li>• imagine</li> <li>• go through good things</li> <li>• highlight cause</li> <li>• think of solution</li> <li>• explain feeling</li> <li>• never act immediately</li> </ul>	e.g., <i>RELAX</i> process <ul style="list-style-type: none"> <li>• rehearse stressful situations</li> <li>• eat regularly and sensibly</li> <li>• learn to break down tasks</li> <li>• assert yourself</li> <li>• exercise</li> </ul>

groups are producing good notes of all research.

3. The questions can be discussed either in pairs or groups. After a few minutes' discussion, elicit ideas.

#### Answers

Model notes: see table above.

3. Students' own answers.

#### D Giving a talk

Spend a few minutes revising the information from this section's previous lessons.

Encourage students to start by making a spidergram in order to organize all the information. Students do not have to refer to every single topic in their talks, but they should refer to at least three or four of them.

Elicit ideas for how students should organize the talks. For example, students could say which – in their opinion – are the most important areas of self-management for a particular job or situation. Or they could make notes for the topics that most relate to them.

Elicit some ways in which students can begin their talk, e.g.:

*I am going to talk about self-management. In particular, I want to look at managing stress and anger ...*

Monitor while students are making notes and give help where necessary.

Students should then spend some time working in pairs and practising their talks.

Finally, put students into larger groups of four or five to give their final talk. Monitor and give feedback.

#### Answers

Students' own answers.

#### E Writing

This can be done in class or set up as homework.

Spend a few minutes discussing each of the two writing tasks. Elicit ideas, as well as an approach, for each topic. Tell students how many words you want them to write. Remind students to try to practise vocabulary and common patterns from the theme.

#### Answers

Students' own answers.

#### Closure

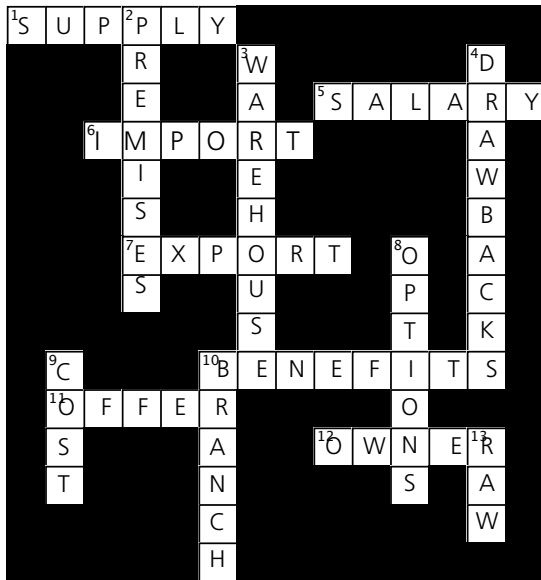
If there is no time for writing the article in class, set an appropriate deadline for the task.



# Workbook answers

## Writing

### Exercise A



### Exercise B

1. skilled	3	grant
2. factory	4	rate
3. relocation	8	goods
4. unemployment	7	store
5. developed	5	countries
6. air	9	company
7. convenience	2	unit
8. finished	10	sales
9. retail	6	freight
10. unit	1	staff

### Exercise C

Students' own answers.

## Practice

### Exercise A

	Verb	Noun
a. make, e.g., profits, electricity	generate	generation
b. assess, decide how valuable something is	evaluate	evaluation
c. make people want to work hard	motivate	motivation
d. take part in	participate	participation
e. work out a quantity roughly	estimate	estimation
f. put in a particular place	locate	location
g. start	initiate	initiation
h. make for the first time	create	creation
i. give responsibility to someone else	delegate	delegation
j. show	demonstrate	demonstration
k. divide into two or more parts	separate	separation
l. move a business to a new place	relocate	relocation

### Exercise B

1. The economy of the EU is ~~many~~ *much* larger than the economy of Africa.
2. Europe is *more / much more* developed than Africa.
3. Africa is not as developed ~~than~~ as Europe.
4. There *are much / far fewer* opportunities for individuals in Africa than in Europe.
5. There are more ~~of~~ small companies in Africa than in Europe.
6. The growth rate in Europe is 1.8% (2010) *whereas* in Africa the average is over 5%.

### Exercise C

1. There has been a sharp fall in sales.
2. There *has been a slight increase in costs in the last six months*.
3. There *was a fall in sales in May*.
4. Sales went up by *100 units*.
5. More raw materials *were imported in February*.
6. The birth rate *in many countries is increasing*.
7. People *are living longer*.
8. There *has been an increase in world temperature*.

### Exercise D

Students' own answers.



# Theme 4

## The media

- The media and the audience
- Uses of media
- Reading the media
- Social media

# Listening: The media and the audience

## 4.1 Real-time listening: Media and audience

### Objectives

By the end of this lesson, students should be able to:

- use real-time top down listening skills in order to identify and retain key information in a lecture about media and audience;
- use previously learn sub-skills about understanding an introduction;
- recognize target vocabulary from the Listening section.

### Introduction

Write the two key words from the lesson title on the board:

media    audience

Get students to give examples of media – the internet, radio, television, newspapers

Ask students what 'audience' means – people watching, listening to media

Note that in English we have a different word 'spectator' for people watching sport.

### A Activating ideas

1. Students discuss in pairs or small groups. Elicit answers but do not confirm or correct – see item 3 below.
2. Student continue in pairs or groups. Elicit as many answers as possible.
3. Refer students to the lecture information. Students check their answer in #1.
4. Students discuss. Elicit answers.

### Answers

1. They are all icons used on computer screens.
2. Students' own answers but they should be able to associate at least the following:  
heart / thumbs up = like; thumbs down = dislike; note = music; loudspeaker = sound / volume; sms = text; envelope = email; headphones = playing music through headphones; globe = web

4. Denis McQuail in one publication – *Mass Communication Theory*

### B Understanding an introduction

Give students time to read the two activities here.

🔊 4.1 Play the introduction. Elicit answers. If students are really struggling, play the introduction again. Get students to tell you the exact words of the original question, then the method he uses to help understanding. Finally, get them to tell you the restatement for each question.

### Answers

1. The questions are:

What does the audience do with media? =  
How do they use it?

What does media do to the audience? = How  
does it influence the audience?

What does the audience do to the media? =  
How does it change the media?

2. He puts the question in other words.

### Transcripts

#### Presenter: Track 4.1

Voice: Nowadays, the media is big business. It is obvious that we all encounter media all the time. Television, radio, movies, music and, of course, social media like Facebook and Twitter. The audience is, potentially, worldwide. Sociologists and psychologists are interested in three questions about media. The questions sound very similar but they are, in fact, very different. By the way, I'm taking my points today from the 2010 article by Denis McQuail about mass communication theory.

OK. The first question is: what does the audience do *with* media? In other words, how do they use it? This might seem a very easy question to answer. But it is interesting to see how McQuail answers the question. We'll come to that in a minute.

Secondly, what does media do *to* the audience? What I mean is, how does media *influence* the opinions and attitudes of the audience? Psychologists used to be very worried about this and it's still a concern but McQuail has some interesting points to make in this area.

The third, and for me the most interesting question, is this: what does the audience do *to* the media? Or to put it another way, how does the audience *change* the media? Perhaps it is strange for you to hear that the audience *can* change the media when we are talking about some of the biggest organizations in the world – the giant media companies, I mean. But research shows that the audience can and does change the media to some extent.

### C Understanding a lecture (1)

As before, give the students time to read all the sentences and the possible endings. Note that all the endings are possible. It's just a question of which one the lecturer actually uses.

**4.2** Play Part 2. Students complete individually then compare their answers in pairs. Elicit answers. Drill any of the words or phrases which students have difficulty with.

#### Answers

1. ... four purposes
2. ... and advice
3. ... to relax
4. ... personal identity
5. ... interaction

#### Transcripts

##### Presenter: Track 4.2

Voice: OK, so, first question. What do audiences use media for? According to McQuail, audiences use media for four main purposes. Can you guess what they are? Well, it's likely that you can work out two of them, but it's doubtful that you will get the other two. They are not really obvious.

Firstly, McQuail says people use media for *information and advice*. People get news from media, but in addition, people use media to *get advice*. The internet, particularly, is a major source of advice, from Trip Advisor on hotels to price comparison sites for all kinds of consumer products. It's known that most people check out companies and products on the internet now before they make a buying decision. So, that's information.

The second use is ... *entertainment*. It's obvious that people use media like films and television programmes, music and the theatre for *relaxation and enjoyment*. For a short time, they stop thinking about work or worrying about their lives. Some people say it is their only way to relax. It's sad that this is true but it is part of modern life, perhaps.

So we've got the two obvious ones out of the way. Did you guess them? Now, how *else* do people use media? Well, in McQuail's view, they use it for, thirdly, *personal identity*. What does that mean in this situation? Well, personal identity in this case is the way that you see yourself. I'll repeat that. The way that you see yourself. We all have a view of our personal identity. McQuail believes that people use the media to find out more about themselves.

Finally, in McQuail's view, audiences use media for interaction. Interaction. For example, people often start conversations by referring to media – for example, *Did you see that programme on television last night?* Or *Have you seen the latest Bond movie?* Just think back of the last few days. When did you last start a conversation with a reference to media of some sort. I bet it was very recently.

### D Understanding a lecture (2)

On this occasion, work through the two questions with the whole class. If you want, elicit a few ideas. **4.3** Play Part 3. Get students to make notes of the answers as they listen. Elicit the answers.

#### Answers

1. To recognize the power of the media; to think critically about information from media sources = media literacy
2. The audience influences the media now through Twitter and blogging and other social media.

#### Transcripts

##### Presenter: Track 4.3

Voice: OK, so we have heard about the first question. Now, the second question. *What does media do to audiences?* It is known that some media items, like tabloid newspapers, have a very powerful influence. News media forms opinions about political points and social points in its audience. Advertising media gets people to buy products – maybe products they don't need or can't afford. The internet contains lots of websites with information which is simply not true but people read these websites and believe their lies. So it is important that we teach children to recognize the power of the media and, teach them also, to think critically about information from media sources. It's sometimes called media literacy – meaning the ability to read the media, as opposed to normal literacy which is the ability to read text which does not have a hidden message.

Finally, question 3. What does the audience do to media? It is interesting that the answer has probably changed in the last 20 years. Until about 2000, the answer was probably that the audience did not change media at all. All the interest of sociologists was on the second question – what does the media do to the audience? But now, many sociologists think that audiences are affecting the media in a big way. Perhaps you can guess the things that have produced this change in the last twenty years? Of course, it's social media. It's fantastic that Twitter and blogging and other social media have given the audience a voice, and a very powerful voice, too. It is believed that, sometimes, the modern audience changes a message from the media in a very strong way.

OK. So, those are the three questions. Now, let's look at each point in more detail ...

#### Closure

Choose one of the following:

1. Tell students to imagine that their friend could not go to the lecture. Ask them to tell him/her the main points.
2. Work through the words in the vocabulary box, checking pronunciation, particularly stress, and meaning. Get students to make a sentence with some of the words.

## 4. 2 Learning new listening skills: Restatement; replacement subject: it

### Objectives

By the end of this lesson, students should be able to:

- recognize the diphthongs ending in *schwa*;
- recognize restatement;
- understand sentences with replacement subject *it*.

### A Reviewing vocabulary

1. Students work in pairs. Do not confirm or correct at this point.
2. Students decide on the stressed syllable.
3. 4.4 Play the audio. Students check their answers to 1 and 2.

### Answers

a. something for fun, or to relax	enter'tainment
b. people watching something (not sport)	'audience
c. effect on someone, something	'influence
d. television, radio, the internet etc.	'media
e. clear, easy to see and understand	'obvious
f. change someone, something	a'ffect
g. helpful suggestions	ad'vice
h. self	i'dentity
i. conversation, emailing, etc.	inte'raction

### Transcripts

#### Presenter: Track 4.4

- Voice:
- a. something for fun, or to relax – entertainment
  - b. people watching something (not sport) – audience
  - c. effect on someone, something – influence
  - d. television, radio, the internet etc. – media
  - e. clear, easy to see and understand – obvious
  - f. change someone, something – affect
  - g. helpful suggestions – advice
  - h. self – identity
  - i. conversation, emailing, etc. – interaction

### B Identifying vowel sounds

1. Set for pairwork. Give students plenty of time to try to work out the answer. Do not confirm or correct.

2. Continue with pairwork. Do not confirm or correct.
3. Refer students to the Pronunciation Check. Feed back getting students to tell you the answers to 1 and 2. Drill the words.

### C Identifying a new skill (1)

On this occasion, don't refer to Skills Check 1 yet. You can even ask students to cover it if you think they will 'cheat' in 1.

1. Work through the reminder in the instructions. Set for individual work and pairwork checking. Do not confirm or correct.
2. Refer to Skills Check 1 for self checking.
3. Students practise in pairs, checking each other. Monitor and assist. If you wish, drill the phrases with the whole class.

### D Restating

Refer students back to Exercise A and work through the example. Show how students have to use the definition for the restatement in each case.

Set for pairwork. Monitor and assist. Feed back, eliciting ideas from different students.

Drill some of the sentences, observing the rise to the restatement, as detailed in the Skills Check.

### Possible answers

1. In other words, television, radio, the internet and so on.
2. What I mean is, they use it to relax and enjoy themselves.
3. In other words, the audience is from all countries.
4. What I mean is that people take notice of it.
5. In other words, it's clear.
6. To put it another way, people use it to find solutions to problems.
7. To put it another way, they use it to express themselves.
8. In other words, to start conversations.

### E Identifying a new skill (2)

Set for discussion in pairs or small groups. Then refer students to Skills Check 2. Give students some time to work through the text but be prepared to explain the information and read the examples.

Drill some of the sentences.

## F Understanding the certainty of a statement

Remind students that this theme is about the media. Tell students that these sentences are from people on news programmes or websites. Part of media literacy is understanding what a speaker believes about a statement – in this case, how certain it is.

Work through the example carefully, making sure students understand that they have to use the introductory statement with *It* to decide on the certainty, in the speaker's opinion.

Play the audio, pausing if you wish after each statement to give students time to think, discuss in pairs and mark a column.

Feed back, being prepared to play the statements again to identify the introductory statements.

### Answers

	100%	40-60%	5-10%
1. It's believed that oil will run out in about 100 years.		✓	
2. It's certain that the population will reach nine billion by 2050.	✓		
3. It's known that the Earth is more than four billion years old.	✓		
4. It's likely that global temperatures will continue to rise.		✓	
5. It's possible that scientists can reverse global warming.			✓
6. It's expected that fresh water supply will be a big problem in the future.		✓	
7. It's accepted nowadays that the Earth goes round the Sun.	✓		
8. It's unlikely that we will ever completely solve the problem of ageing.			✓

### Transcripts

#### Presenter: Track 4.5

- Voice:
1. It's believed that oil will run out in about 100 years.
  2. It's certain that the population will reach nine billion by 2050.
  3. It's known that the Earth is more than four billion years old.
  4. It's likely that global temperatures will continue to rise.

5. It's possible that scientists can reverse global warming.
6. It's expected that fresh water supply will be a big problem in the future.
7. It's accepted nowadays that the Earth goes round the Sun.
8. It's unlikely that we will ever completely solve the problem of ageing.

## G Talking about certainty

Point out that these are the sentences they heard. Now they have to decide on the certainty for themselves. This should reinforce the idea that the statement is independent of the introduction. Different speakers may see certainty differently. Or they may pretend to believe something for a purpose – political, social, commercial.

Students discuss in pairs.

Feed back, getting students to add an introductory phrase to each statement and say the whole thing, with good intonation.

## H Identifying a new skill (3)

Refer students to Skills Check 3. Ask students to explain the difference between these introductions and the introductions in F.


### Answer

The first type indicates the speakers view of certainty, the second type (this one) shows the emotional reaction – surprise, anger, amusement etc.

## I Understanding a speaker's attitude to a fact

Refer students to the photographs. Make sure students understand what they show.

Get students to read a couple of statements and decide how *they* feel about it, choosing one of the adjectives in the right hand column each time. But do not work through all of them as that pre-empts Exercise J.

 **4.6** Play the audio. Students complete individually then compare in pairs.

Feed back, getting students to tell you the full sentences with the introduction in each case.

## Answers

1. Lightning travels from the ground to the sky.	6	incredible
2. Malaria kills a million people every year.	2	terrible
3. We accept so many deaths in road accidents every year.	8	awful
4. Some people believe in ghosts.	1	amazing
5. Footballers get so much money.	4	funny
6. People have walked on the Moon.	7	wonderful
7. People live longer than 50 years ago.	5	ridiculous
8. Many children do not get enough to eat.	3	strange

## Transcript and Answers

### Presenter: Track 4.6

- Voice:
1. It's amazing that lightning travels from the ground to the sky.
  2. It's terrible that malaria kills a million people every year.
  3. It's strange that we accept so many deaths in road accidents every year.
  4. It's funny that some people believe in ghosts.
  5. It's ridiculous that footballers get so much money.
  6. It's incredible that people have walked on the Moon.
  7. It's wonderful that people live longer than 50 years ago.
  8. It's awful that many children do not get enough to eat.



### Giving your own opinion

Get students to follow the instructions. Set the activity for homework.

## Closure

Get students to make some of their own statements beginning with introductory phrases, of certainty or emotional reaction.



# Workbook answers

## Listening

### Exercise A

Answers depend on students.

### Exercise B

1./2.

- a. Have you got any proof of *identity*? Have you got your passport or driving licence?
- b. A media company must understand its *audience*; the people who use its media.
- c. Why do you use the internet? What *purpose* do you have for using it?
- d. The lecturer made a *comparison* between face-to-face conversation and texting.
- e. Children need to watch media such as television *critically*. I mean, they need to think carefully about the information and ask 'Is this true?'
- f. Media companies have a very big *influence* on the behaviour of children and young adults.
- g. People use the media for *relaxation* at the end of a hard day at university or work.
- h. We must ask questions about the media, for example, 'How does the media *affect* its audience?'

### Exercise C

- |                    |               |
|--------------------|---------------|
| 1. <i>identity</i> | 5. audience   |
| 2. affect          | 6. influence  |
| 3. relaxation      | 7. reason     |
| 4. comparison      | 8. critically |

### Exercise D

Verb	Noun
a. <i>relax</i>	relaxation
b. <i>entertain</i>	entertainment
c. <i>influence</i>	influence
d. compare	<i>comparison</i>
e. inform	<i>information</i>
f. advise	<i>advice</i>
g. identify	<i>identification</i>
h. <i>believe</i>	belief
i. suggest	<i>suggestion</i>
j. enjoy	<i>enjoyment</i>

### Exercise E

- |                       |                     |
|-----------------------|---------------------|
| It's believed ... 2   | It's possible ... 4 |
| It's impossible ... 6 | It's said ... 3     |
| It's known ... 1      | It's unlikely ... 5 |

### Exercise F

- |             |               |
|-------------|---------------|
| 1. amazing  | 5. ridiculous |
| 2. terrible | 6. incredible |
| 3. strange  | 7. wonderful  |
| 4. funny    | 8. awful      |

### Exercise G

see	yourself	✓
	clearly	✓
	a programme	✓
	a movie	✓
	a TV	
	an accident	✓
	the truth	✓
	bad	
	to	✓
	colours	✓
	in a mirror	✓
	well	✓

use	the media	✓
	bad	
	time	✓
	money	✓
	people	✓
	a credit card	✓
	a business	
	off	
	out	
	up	✓
	a bus	✓
	well	✓

### Exercise H

affect – change  
 amazing – incredible  
 answer – reply  
 awful – terrible  
 buy – purchase  
 clear – obvious  
 false – untrue  
 go round – orbit  
 have – own  
 likely – possible  
 opinion – view  
 powerful – strong

### Exercise I

- television programme
- mass communication
- interesting question
- consumer product
- modern life
- tabloid newspaper
- powerful influence
- media literacy
- hidden message
- social media
- road accident
- personal identity

### Exercise J

Nowadays, the media is big business. the audience is, potentially, *worldwide*. Sociologists and *psychologists* are interested in three questions about media.

Question one is: how does the audience *use* the media? According to Denis McQuail (2010), audiences use media for four main *purposes*. Firstly, they get *information*, from news websites and web encyclopedias, and they get *advice*, for example from price comparison sites. The second use is *entertainment*, through films, television and games, for relaxation and *enjoyment*. Thirdly, people use the media for personal

*identity*, to find out more about themselves. Finally, there is social *interaction*. People often start conversations by *referring* to the media.

The second question is: how does the media influence the opinions and *attitudes* of the audience? It is clear that some media items, like *tabloid* newspapers, have a very powerful influence. It is therefore important that we teach children media *literacy* so they can read the media, as opposed to normal literacy, which is the ability to read text which does not have a hidden *message*.

The final question is: how does the audience *change* the media? This question is relatively new. At one time, sociologists and psychologists did not believe that the audience *affected* the media at all. Now, social media, such as Twitter and *blogging* is changing that, and it is believed that, sometimes, the *modern* audience changes a message from the media in a very strong way.

## Extended listening

### Exercise A

1. a historic railway network map and a steam engine; a cyber network and a series of mobile phone applications.
2. They suggest the importance of communication networks.

### Exercise B

1. Medium and message.
2. Students' own answers.

### Exercise C

Author	First name	<i>Marshall</i>
	Surname	<i>McLuhan</i>
	Nationality	<i>Canadian</i>
Occupation	<i>Philosopher</i>	
Book quote	'The medium is the message'	
Date	1964	

The medium	The message	Social changes
the railway network (C19 <sup>th</sup> )	The town is not distant. It is very close	Travel to town every day to work or to buy and sell things. Travel to the coast for enjoyment. Greater understanding between town and village.
the internet (C21 <sup>st</sup> )	Knowledge is instantly available	Most people use the internet rather than printed books for new information. Teenagers get online advice rather than from older relations. Teenagers use text or messaging rather than phoning.

### Exercise D

Students' own answers.

# Speaking: Uses of media

## 4.3 Real-time speaking: Television quiz shows

### Objectives

By the end of this lesson, students should be able to:

- use existing skills to talk about television quiz shows;
- demonstrate understanding of one audience use of the media.

### Introduction

Ask students if they have heard of the quiz show in the photo, or, if you know that the programme runs in the country, ask them for information about it – channel, time, major prize, etc.

#### A Building background knowledge

1. Students read the assignment information individually.
2. Whole class discussion.
3. Set for pairwork. Feed back.
4. Continue with the feedback. Elicit ideas but do not confirm or correct.

#### Answers

Students' own answers.

#### B Understanding a model

Set the scene – a student giving a presentation in response to the assignment task. Get students to look at the two tasks. 🎧 4.7 Play the audio.

Students discuss answers in pairs.

Elicit answers. Feed back.

#### Answers

1. He begins with an amazing fact. This gets the attention of his audience. It is a good technique when you are giving a presentation.
2. Students' own answers. The reasons he gives are:  
self-rating  
starting point for communication  
excitement  
educational appeal

### Transcripts

#### Presenter: Track 4.7

Voice: Good morning. I'm Marco. I'm going to talk to you today about television quiz shows.

Did you know that the quiz show *Who Wants to be a Millionaire?* is shown in more than 80 countries? Why is it so popular? According to Katz et al in their 1973 article, there are four main reasons.

The first reason is self-rating, which means comparing yourself to the people on the shows. For example, you laugh at the mistakes of the contestants.

Secondly, the shows are the starting point for communication with other people. In other words, they are the basis for social interaction. Some people like talking about the show later, some like competing with friends or family during the show and some co-operating with them to answer the questions.

The third reason is excitement, which takes away boredom. Some people like the excitement of a close finish while some try to guess the winner.

Finally, there is something called educational appeal. Appeal in this case means producing interest or involvement. Some people find they know more than they thought and some less.

OK. That's the end of my talk. Any questions?

#### C Practising the model

1. Refer students to the extract on the right and ask the question. Students discuss in pairs. Feed back.
2. Students practise in pairs, correcting each other, ideally. Monitor and assist.

#### Answer

self-rating

#### D Explaining terms

Remind students of Marco's presentation. Ask them to try to remember the explanations. If they are really struggling, play Marco's presentation again.

Feed back, eliciting explanations.

#### Answers

the basis for social interaction = starting point for communication e.g., *Did you see...?*  
excitement = takes away boredom  
educational appeal = producing interest or involvement in new information

#### E Relating theory to own experience

Set for small group discussion. Feed back, eliciting answers from each group.

## Closure

Do a quick survey on the reasons for watching quiz shows. Work out which percentage of people mainly watch for each of the reasons given by Katz.

### 4.4 Learning new speaking skills: Special terms; omitting item in repeated structures

#### Objectives

By the end of this lesson, students should be able to:

- pronounce the *schwa* /ə/ sound in unstressed syllables [ə = ];
- produce common intonation patterns in sentences;
- explain specialist terms in a talk;
- omit items in repeated structures.

## Introduction

Ask students if they remember the four uses of quiz shows, according to Katz.

Answer:

- self rating
- starting point for communication
- excitement
- educational appeal

Point out that in this lesson they will learn more audience uses of the media.

#### A Reviewing vowel sounds

1. Set for pairwork. 🎧 4.8 Play the audio. Elicit ideas but do not confirm or correct.
2. Students self-check with Pronunciation Check 1.

Get students to pronounce the words in the exercise and the check with *schwa*. Point out that there are many spellings of the sound.

#### Answers

All the words in each row have the same letter with the pronunciation of *schwa*, /ə/.

## Transcripts

### Presenter: Track 4.8

- Voice:
- a. about, media, appeal
  - b. excitement, cooperate, winner
  - c. boredom, compare, contestant

#### B Reviewing intonation

Students work through the activities in pairs, checking each other and using Pronunciation Check 2 to self-check.

Monitor and assist.

Get as many students as possible to say the sentences about quiz shows, correcting their intonation and their use of *schwa* as you go.

#### C Identifying a new skill (1)

Students read individually then practise in pairs. Get a few pairs to say the sentences.

#### D Practising a new skill

Give students plenty of time to look at the table and try to understand what it shows. You may wish to display the table with a visual medium. Drill the words for pronunciation, especially stress and *schwa*.

But point out that they are not supposed to understand the words, or know them. They are going to read and hear explanations in the pairwork in this exercise.

1. Set for pairwork. Monitor and assist students reading their explanations. If you wish, make groups of Student A and Student B so they can help each other during this stage.
2. Students work in pairs. Monitor and assist.
3. Continue in pairs or expand to a whole-class discussion.

You may want to spend considerable time making sure that students really understand the specialist terms for media usage.

#### E Identifying a new skill (2)

Put students into pairs or small groups for the whole of this activity. Make sure they understand that there is nothing grammatically wrong with the extract from Marco's talk. But it is not what he said.

1. Allow plenty of discussion but don't confirm or correct.

2. 🎧 4.9 Play the audio. Students complete individually and compare in pairs.
3. Students self-check with Skills Check 2.

### Answers

Some people like talking about the show later, some ~~people~~ like competing with friends or family during the show and some ~~people like~~ cooperating with them to answer the questions.

### Transcripts

**Presenter: Track 4.9**

Voice: Some people like talking about the show later, some like competing with friends or family during the show and some cooperating with them to answer the questions.

### F Omitting items

1. Students complete individually.
2. 🎧 4.10 Play the audio. Students self-check.
3. Students work in pairs, helping each other. Monitor and assist.

Get a few students to say each sentence with omitted items. Notice particularly the pause before the final noun phrase.

### Answers

- a. Some people like quiz shows, some ~~people~~ like films and some ~~people like~~ current affairs programmes.
- b. Some teenagers communicate mainly by text, some ~~teenagers~~ use instant messaging and some ~~teenagers use~~ Facebook.
- c. Some films make you laugh, some ~~films~~ make you cry and some ~~films make you~~ think.

### Transcripts

**Presenter: Track 4.10**

Voice: a. Some people like quiz shows, some like films and some current affairs programmes.  
b. Some teenagers communicate mainly by text, some use instant messaging and some Facebook.  
c. Some films make you laugh, some make you cry and some think.

### G Producing the model

Get a few example sentences from the notes.

1. Students prepare individually. Monitor and assist.
2. Set for group work. Monitor and assist.

Get a few students at the front to give the talk between them.

### Closure

Work with the vocabulary in the boxes on pages 112 and 113. For example:

- meaning – define a word and get students to find the correct item
- a spelling test – this is still related to speaking because of the lack of simple relationship between sound and sight in English
- *schwa* – get students to find ten words with *schwa*
- word stress – ask students to mark the stress on the words in the boxes.

### Everyday English: Making arrangements

#### Objectives

By the end of this lesson, students should be able to:

- use appropriate language to make arrangements in different situations.

### Introduction

Write the title of the lesson on the board and elicit the meaning.

Point out the collocation of *make + arrangements*. We usually use the word *arrangements* in the plural. Elicit the verb form *arrange*.

### A Activating ideas

Exploit the visuals. Why are they good meeting places? (easy to find, etc.) What are other good meeting places in this university/town, etc.?

Focus on the exercise. Give students a minute or two to discuss the questions in pairs. Elicit answers.

### Answers

Students' own answers, but here are some ideas:

1. friends, tutor, other students, girl/boyfriend, family members, colleagues
2. time, place, exchange mobile phone numbers, possibly which activity, e.g., which film, etc.

## B Studying the models

This activity is a new one so might need setting up more carefully. Explain to the class that they will hear six conversations about making arrangements to meet. They should listen and decide who the people are, and where they are arranging to meet. Make sure the conversations are covered.

1. 4.11 Play the audio. Pause after each conversation. Give students a minute to discuss ideas, then elicit answers. Students may have other ideas for people and places. Accept anything reasonable.
2. Students uncover the conversations. Set the task. Students complete individually then compare answers in pairs. 4.11 Play the audio of the conversations once more so that students can check their ideas. Give feedback preferably using an OHT or other visual medium.
  - Check students understand any new vocabulary and phrases including:  
*I can't make it.*  
*I won't (be late).*  
*available*  
*look forward to +ing*

There are a number of language points you could focus on and highlight including:

- prepositions
- times
- phrases using the infinitive with 'to'; *free + to do something, come + to do something, need to do*
- Key phrases for making arrangements;  
*Are you free ...*  
*Shall we meet ...?*  
*Where are we meeting?*  
*I'll meet you at ... etc.*

### Answers

1. A = student, B = lecturer, meeting place = tutorial room
2. A = student, B = student, meeting place = library
3. A = student, B = receptionist, meeting place = fees office
4. A = student/friend, B = student/friend, meeting place = meeting point
5. A = journalist, B = student, meeting place = reception desk
6. A = student, B = student + parents, meeting place = main entrance

Target words in italic.

1. A: I'd like to ask you something about the assignment.  
B: Sure. Can you come and see me this afternoon?  
A: Yes. What time is best?  
B: 'm *giving* a lecture until 2.30. I'm free after that.
2. A: Are you free *to do* some research today?  
B: No I can't *make* it. I'm busy all day.  
A: What day is good for you?  
B: Can we *meet* tomorrow in the library?
3. A: Can someone here *give* me some advice about fees?  
B: Yes. You need *to make* an appointment. What about tomorrow, 9.30?  
A: Yes, that's fine.
4. A: I'll see you on Monday evening about seven then.  
B: Yes. Shall we *meet* at the Meeting Point at the station?  
A: Great! I'll be there. And don't be late!  
B: I *won't*.
5. A: We can do the interview tomorrow, if you like.  
B: Yes, that *would* be great. What time?  
A: 'll *meet you at the reception desk* at 10 o'clock.  
B: Right. Look forward to *meeting* you then
6. A: Are you coming *to see* the show tomorrow?  
B: Yes, of course. Where are we *meeting* your parents?  
A: At the main entrance to the theatre at seven.  
B: OK. I'll see you there just before seven.

### Transcripts

#### Presenter: Track 4.11

- Voice: 1.  
A: I'd like to ask you something about the assignment.  
B: Sure. Can you come and see me this afternoon?  
A: Yes. What time is best?  
B: I'm giving a lecture until 2.30. I'm free after that.
2.  
A: Are you free to do some research today?  
B: No I can't make it. I'm busy all day.  
A: What day is good for you?  
B: Can we meet tomorrow in the library?
3.  
A: Can someone here give me some advice about fees?  
B: Yes. You need to make an appointment. What about tomorrow, 9.30?  
A: Yes, that's fine.

4.  
 A: I'll see you on Monday evening about seven then.  
 B: Yes. Shall we meet at the Meeting Point at the station?  
 A: Great! I'll be there. And don't be late!  
 B: I won't.
5.  
 A: We can do the interview tomorrow, if you like.  
 B: Yes, that would be great. What time?  
 A: I'll meet you at the reception desk at 10 o'clock.  
 B: Right. Look forward to meeting you then
6.  
 A: Are you coming to see the show tomorrow?  
 B: Yes, of course. Where are we meeting your parents?  
 A: At the main entrance to the theatre at seven.  
 B: OK. I'll see you there just before seven.

### **C** Practising the model

Choose some sentences or phrases for choral and individual drilling.

1. Set the task. Elicit examples for the first set of words in italics in conversation 1:

*I'd like to ask you something about ... the assignment/the lecture/the tutorial/my talk, etc.*

Students work in pairs. Monitor and give feedback.

2. Go over the example given. Elicit some sentences for a conversation based on the scenario. Elicit further ideas for new situations for example:

- Meeting another student for a coffee after the lecture.
- Meeting the manager of a café/club/shop about a possible part time job.
- Arranging to meet a friend to play squash, tennis or go to the gym.
- Monitor and give help where necessary. Give feedback.

### **Closure**

Choose one of the following;

1. Ask students to write one or two of their conversations from Exercise C (1 or 2).
2. Explain that *meet* can have different meanings. Write these sentences on the board and ask students to discuss in pairs the different meanings:
  - *We arranged to meet in front of the cinema.* (be in same place)
  - *I haven't met my science tutor yet.* (see somebody for the first time)
  - *It's nice to meet you.* (when meeting someone for first time)
  - *My father will meet me at the airport.* (when you arrive at airport, station, etc.)
  - *The Drama club meets once a week.* (group is together at same place and time)



# Workbook answers

## Speaking

### Exercise A

1.
  - a. comedy
  - b. documentary
  - c. drama
  - d. film
  - e. live sports
  - f. news
  - g. quiz show
  - h. reality show
  - i. soap opera
  - j. weather forecast
  - k. current affairs
  
3.
  - b It describes or explains real events.
  - j It describes the rain, wind, temperature, etc., for the near future.
  - i It follows the fictional lives of people with, for example, daily programmes.
  - h It has real people being filmed going about their lives.
  - g It has individuals or teams answering questions to win prizes.
  - c It is a play on television.
  - e It is football, for example, happening at the time of the programme.
  - f It is information about the new events of the day.
  - d It is originally made for the cinema.
  - a It makes people laugh.
  - k It is about the news, but not just new events on the day.

### Exercise B

Students' own answers.

### Exercise C

	Oo	oO	Ooo	oOo	oOoo	ooOo
appeal		✓				
catharsis				✓		
companionship					✓	
contestant				✓		
cooperate					✓	
education						✓
environment					✓	
escapism				✓		
excitement				✓		
insight	✓					
popular			✓			
reinforcement						✓

### Exercise D

1. Some people use the media for *environmental* control.
2. In a quiz show, individuals or teams are *contestants* to win prizes.
3. In a reality show, *cooperation* between contestants is sometimes required.
4. People sometimes watch films or TV programmes to *escape* from their everyday life.
5. The *popularity* of *Who Wants to Be a Millionaire?* is incredible.
6. People sometimes watch the news and documentaries to *reinforce* their opinions or attitudes.
7. The media, in particular the television, is a *companion* to many old and lonely people.
8. A lot of the media has an *educational* value.

## Practice

### Exercise A

- a. Some people watch quiz shows for fun, some for information, and some for personal identity.
- b. Some people believe everything they read in tabloid newspapers, some don't believe anything they read in tabloid newspapers, and some read tabloid newspapers critically.
- c. Some teenagers in the UK mainly use their mobile for communication with friends, some mainly use social media, and some, text messages.
- d. You can receive TV programmes now on your television, on your iPad and even on your mobile phone.

### Exercise B

- a. Are you working tomorrow?  
Yes, all day.
- b. Are you free at 2:00?  
No, I'm busy until 3:00.
- c. Do I need an appointment?  
Yes, you do.
- d. Where shall we meet?  
At reception.
- e. Don't be late.  
I won't.
- f. Can you show me the flat tomorrow?  
Yes, sure.
- g. What time is best for you?  
4:00? 5:00?

## Extended speaking

### Exercise A

- a. social inter'action
- b. self-'rating
- c. educational a'ppeal
- d. environmental con'trol
- e. 'quiz show
- f. current a'ffairs
- g. live 'sports
- h. 'soap opera
- i. emotional re'lease
- j. family members

### Exercises B-E

Students' own answers.

# Reading: Reading the media

## 4.5 Vocabulary for reading: Are mobile phones dangerous?

### Objectives

By the end of this lesson, students should be able to:

- recognize and understand target vocabulary from the Reading section;
- demonstrate critical thinking about statements in the media.

### Introduction

Use Exercise A.

#### A Preparing to read

Students discuss in pairs. Feed back, getting reactions from as many pairs as possible. Do not confirm or correct.

#### Answers

Students' own answers.

#### B Reading and reacting

Ask students to read the text then work through the questions in small groups.

Feed back, checking the answers as you go. On question 4, ideally students should be beginning to view such statements critically. If students are coming up with good points, encourage the discussion to continue. Don't confirm or correct as that will pre-empt the next activity.

#### Answers

1. A newspaper article
2. He wants to stop using mobile phones or just to be very worried! He hopes to get it by using very emotional language – *scare, killer, deadly, fry* – and by linking mobile phone use to known dangers – cancer, Alzheimer's and car exhaust.
3. It says:
  - Mobile phones are killers
  - They are as dangerous as cancer, etc.
  - Half an hour use a day is dangerous
  - Using a headset removes/reduces the danger.
4. Students' own answers – but see ideas in the notes above.

#### C Developing critical thinking

Set for individual work then pairwork comparison.

Feed back, trying to get consensus on the reactions.

#### Answers

Students' own answers.

### Closure

Make sure students can explain the difference between:

e'xaggerate – make a number/story bigger than it really is, perhaps to make it seem more interesting, dramatic, etc., for listeners/readers.

misin'terpret – not understand research/a story

misrepre'sent – deliberately give wrong information

## 4.6 Real-time reading: Can meat kill you?

### Objectives

By the end of this lesson, students should be able to:

- use existing skills to deal with newspaper texts;
- demonstrate understanding of media literacy – accurately evaluating different types of newspaper text.

### Introduction

Ask students to tell you some problems with information in the media. They should be able to tell you that it can exaggerate, misinterpret or misrepresent true facts. It is important to recognize text type so you can evaluate the contents better.

#### A Recognizing text type

Set for individual work and pairwork checking. Feed back making sure that students can explain the reason for their choice e.g., layout, use of URLs, headlines.

### Answers

- A. newspaper article
- B. website article
- C. blog
- D. newspaper or journal article
- E. website article
- F. advert
- G. website article

### B Preparing to read

Set for individual work. Feed back, eliciting a list of research questions.

#### Answers

Students' own answers but here are some possibilities:

- Is meat really dangerous?
- Are all kinds of meat dangerous?
- Does the danger depend on the kind of meat or the way it is cooked?
- How do we know that eating meat is dangerous?
- How big is the risk, compared to e.g., cigarettes?

### C Understanding the texts

Set for pairwork. Monitor and assist with vocabulary.

Feed back on all the points.

#### Answers

1. Possible answers:
  - reliable source – Text D – because it looks like a journal article and Text E – because it is from a cancer charity – maybe!
  - evidence from experiments – Text D and possibly Texts E and G
  - sensational language – Text A, Text B
2. Students' own answers – refer them to the questions on the board
3. Only the information in:
  - Text D = red meat is more dangerous than other meat, or there is no link between eating moderately and early death
  - Text E = diet has the same risk as smoking, but not particularly meat, also dairy products
4. The writer or publisher is not sure if these words/statements are true – but they are quoting a source.

### D Understanding vocabulary in context

Set both tasks for individual work and pairwork checking. Point out that students may need to find the words in the Vocabulary box in the texts to check meaning and/or part of speech.

Feed back, making sure students can say the words with the correct pronunciation, including stress – see Answers.

#### Answers

a. a reasonable amount	mode'ration	(n)
b. be discovered, come to light	turn 'out	(v)
c. before the correct time	premature	(adj)
d. consumption, e.g., eating	'intake	(n)
e. death	mor'tality	(n)
f. eat quickly and in large quantities	scoff	(v)
g. possibility	chance	(n)
h. results from research	findings	(n)
i. too much / too many	ex'cessive	(adj)

### E Developing critical thinking

Set the two questions for group discussion or do with the whole class. Make sure students remember the meaning of *sensational* = exaggerated to produce an emotional reaction in readers/listeners.

#### Answers

Student's own answers.

#### Closure

Check that students understand the meaning of the Expressions from context.

## 4.7 Learning new reading skills: Reading the internet – a consumer guide

### Objectives

By the end of this lesson, students should be able to:

- use research sub-skills;
- demonstrate understanding of *which/that* clauses.

### Introduction

Explain the title – what must you do when you are ‘reading’ the internet? = evaluate information critically.

#### A Building background knowledge

Set for small groups. Monitor and assist. Feed back, getting a list of answers and reasons for and against using Wikipedia to start research.

#### Answers

Students’ own answers but Wikipedia is a good starting point because it often tells you the broad scope of an issue – what you need to know. Nowadays it is quite a good research source because citations should be given – and the editors will comment if none is provided in a text. It should not be cited in a piece of academic work though, as the information is not independently verified.

#### B Identifying a new skill (1)

1. Set for pairwork. Give students plenty of time to read the information and think about the questions.
2. Students read Skills Check 1 and self-check. Do not feed back on the reasons for the choices as that will pre-empt the next activity.

#### Answers

See Skills Check 1.

#### C Developing critical thinking

Set the whole activity questions 1 to 4 for pairwork.

When students are doing the research task, put them into groups of Student A and Student B if you wish.

### Answers

All in the research for the activities on pages 169 and 170.

#### D Identifying a new skill (2)

1. Students work individually then compare in pairs.
2. Students self-check with Skills Check 2.
3. Students work in pairs to find the sentences. Point out that some sentences contain *that* where the word cannot be replaced by *which* e.g., ... the analysis revealed that ...

#### Answers

- 1./2. Sites which ~~they~~ have the extension ...; Be careful using sites which ~~they~~ are owned ...
3. *which/ that* sentences in Text G:  
*Meat which is processed ...*  
*Studies which were conducted by WHO ...*  
*... there is other research that disproves these findings.*

#### E Recognizing *which/that* clauses

Work through the first sentence as an example.

1. Set for individual work and pairwork checking. Feed back, ideally with a visual medium.
2. Students complete individually. Elicit the pairs of sentences and write them on the board. Get the other students to check and correct if necessary.

#### Answers

1. a. Stories that contain sensational language should be verified.  
b. Sites which are managed by universities are a good source of research information.  
c. A newspaper which is controlled by a national government may not be a reliable source.  
d. Research results which are exaggerated give people the wrong impression about an issue.  
e. Web sites that are not reliable should not be used for research.  
f. Quotes which don't come from experts in the field are not very valuable.
2. a. Some stories contain sensational language. They should be verified.  
b. Some sites are managed by universities. They are a good source of research information.

- c. Some newspapers are controlled by a national government. These may not be a reliable source.
- d. Some research results are exaggerated. They give people the wrong impression about an issue.
- e. Some web sites are not reliable. They should not be used for research.
- f. Some quotes don't come from experts in the field. They are not very valuable.

### Closure

Start some sentences which contain *which/that*. Elicit possible ways to complete each sentence.

Examples:

*I like films which ... (have lots of action)*

*I read a novel that ... (was set in World War 2)*

*Elephants are large animals which ... (live in Africa and Asia)*

*I don't always believe things which ... (I read on the internet)*

## 4.8 Applying new reading skills: Assessing resources

### Objectives

By the end of this lesson, students should be able to:

- use new skills to evaluate a range of texts in from the media;
- demonstrate understanding of media literacy.

### Introduction

Ask students for some of the things to remember when researching on the internet.

#### A Reviewing vocabulary

Set for individual work and pairwork checking. Feed back, ideally with a visual medium.

#### Answers

1. Journalists are often not *experts* in a particular field.

2. They sometimes *exaggerate* the findings of research.
3. Organizations which fund research often have a *vested* interest in the results.
4. Newspaper editors often use *sensational* language to attract the attention of their readers.
5. You should look for *quotes* from experts.
6. Writers of websites sometimes *misrepresent* research findings by quoting only part of the results.
7. A lot of information on the web about important subject is not *reliable*.
8. There are a lot of websites from *lobbying* groups, which are trying to influence government actions.

#### B Understanding an assignment

Set for pairwork. Point out that at this point they should not actually look at the texts on page 123. The question is about doing research in general.

Feed back, eliciting ideas from different pairs.

#### Answers

They should:

- cross out websites from unreliable sources such as commercial organizations (.com) and adverts
- underline evidence from research, quotes from experts in the field
- box sensational language.

#### C Doing web research

Make sure students realize that they should now look at the texts.

1. Set for individual work. Monitor and check that students are physically following the instructions in the assignment – crossing out, underlining, boxing. Tell them to do the work in pencil so they can change their minds.

2. Set for group work. Monitor as before.

Feed back, seeing if there is any consensus / disagreements on what to cross out, underline and box.

#### Possible answers

Students' own answers, but suggestions are:

Crossed out texts: A (commercial organization), E (advert)

Underlined texts: the most unbiased texts are C and D, so parts of these.

Boxed texts: parts of text B such as paragraph 1, paragraph 3 'hidden killer', last paragraph.

### **D** Checking comprehension

Set for individual work and pairwork checking.

Feed back, ideally with a visual medium so you can move quickly to any referenced text.

#### **Answers**

Possible answers:

1. Sugar kills ... There is no evidence for this. Obesity kills this number and sugar is a contributor to obesity but other things also contribute including lack of exercise.
2. Sugar is addictive ... Dr. Jones says it is, and he is an expert, so this is probably accurate.
3. Sugar causes children ... This is from a site which appears to sell stuff so maybe this is not reliable.
4. Sugar causes heart disease ... This is evidence from research so it is probably true.

### **E** Relating theory to personal life

Students discuss in pairs or small groups. There is no right answer, obviously.

### **Closure**

Feed back on Exercise E.

## **Knowledge quiz: Media**

### **Objectives**

By the end of this lesson, students will have:

- reviewed core knowledge from Theme 4 so far;
- recycled the vocabulary from Theme 4 so far.

### **Methodology note**

See notes in the Introduction (page 14) for further ideas on how to do the exercises. As usual, the focus should be on the content rather than using the correct grammar.

## **Introduction**

Tell students that they are going to do a knowledge quiz on Theme 4. If you like, while you are waiting for everyone to arrive, students can spend a few minutes looking back over the theme.

### **A** Pairs of words

Set for groups. Monitor but do not assist.

Suggest that students who are struggling look back through the theme so far to find and check the meaning of words.

Feed back, getting the pairs of words on the board.

Drill the pronunciation, especially the stress.

#### **Answers**

See table on next page.

### **B** Complete the diagrams

Set all the tasks for pairwork, or, if time is short, make three groups and get each group to complete one diagram. As above, allow students to look back at the theme when they have tried to remember for some time.

Feed back, ideally with a visual medium.

#### **Answers**

1

#### **What do audiences use media for?**

(according to McQuail, 2010)

entertainment    information    advice  
personal identity    social interaction

2

#### **Why do people watch quiz shows?**

(according to Katz et al, 1973)

self rating    excitement    educational appeal  
the basis for social interaction

3

#### **How do people use media?**

(according to McQuail and others)

for emotional release  
for understanding  
for social effects  
escapism    catharsis  
reinforcement    insight  
companionship    environmental control

### Possible answers

		Relationship
1. actual	potential	opposites
2. affect	effect	noun and verb
3. exaggerate	underestimate	opposites – say something is bigger than it is or smaller
4. isolation	integration	opposites – staying away from people or joining with them
5. media	audience	linked pair – the media has an audience
6. misinterpret	misrepresent	give wrong information – by accident or deliberately
7. probable	possible	degree of chance – 70–80% down to 20% or 30%
8. quiz	contestant	quizzes have contestants
9. sensational	factual	exaggerated and not exaggerated
10. wonderful	awful	opposites – very good and very bad

### **C** A short talk

Students work in pairs or groups. Either students in pairs and choose one of the diagrams to describe or allocate one of the diagrams to each group. The group prepares a talk their diagram.

Monitor and assist each group, then get the groups to give talks to each other.

Tell students to look back at the Speaking Skills boxes for this theme and to try to use the skills in the talks.

### **Closure**

Tell students to learn the vocabulary and knowledge for any of the answers they got wrong.



# Workbook answers

## Reading

### Exercise A

1

	Noun	Verb	Adjective
1. demo ...	demonstration	demonstrate	
2. rel ...	reliance	rely	reliable
3. mod ...	moderation	moderate	moderate
4. mor ...	mortality		mortal
5. sens ...	sensation		sensational
6. lob ...	lobbyist	lobby	
7. ver ...	verification	verify	verified
8. pot ...	potential		potential
9. exa ...	exaggeration	exaggerate	exaggerated
10. exp ...	expert /expertise		expert
11. add ...	addiction		addicted / addictive
12. blo ...	blog	blog	

### Exercise B

1. accurate	inaccurate
2. addictive	non-addictive
3. agree	disagree
4. interpret	misinterpret
5. mature	immature
6. over-estimate	under-estimate
7. processed	unprocessed
8. reliable	unreliable
9. represent	misrepresent
10. true	untrue
11. prove	disprove
12. understand	misunderstand

### Exercise C

- Sugar is *addictive*. People want more and more.
- The number is much bigger than that. You have *underestimated* the danger.
- Don't *misunderstand* me. I think processed meat is dangerous but not as dangerous as this article says.
- We think this is true but we can't *prove* it.
- The source of this information is very *unreliable*. You can't believe a word.
- This website often lies or *misrepresents* the statistics, deliberately.

### Exercise D

1. Findings are the results of research
2. Newspapers report news stories about a range of subjects, whereas journals report research or contain articles about specific subjects.
3. The .ac suffix is for academic institutions. Companies use .com.
4. Fat is a non-technical term, whereas obese is the medical term for overweight.
5. Probable means there is a high chance. Possible means a lower chance of events happening or the causes of events being correct.
6. Odds are the chances that a risk will happen.
7. Fatal means someone has died after a dangerous event.

### Exercise E

1. Dr Campbell has documented the link *between* cancer and animal products.
2. Vegetarians have a much lower risk *of* heart disease.
3. The numbers need to be put *into* perspective.
4. The development of heart disease is connected *with* eating red meat.
5. Newspapers often give people the wrong idea *about* recent research.
6. Unreliable websites should not be used *for* research.
7. News items are often controlled *by* rich people or governments.
8. Seventeen million deaths a year are attributable *to* obesity.
9. There is too much sugar *in* the diet of young people.
10. Sugar should be taxed *with* alcohol and tobacco.

### Exercise F

1. There is a study which doesn't make sense.
2. Don't take advice from websites which are trying to sell you things.
3. There are many lobbying groups which promote their industry sector.
4. Look for research which disproves sensational headlines.
5. Journalists often misunderstand studies when they report.
6. Findings are more believable from studies which involve a lot of participants.
7. Evaluate critically anything which you read in a daily newspaper.
8. I read an article the other day which links processed meat and diabetes.

# Writing: social media

## 4.9 Vocabulary for writing: What did we do before social media?

### Objectives

By the end of this lesson, students should be able to:

- demonstrate understanding of some of the target vocabulary from the theme;
- produce a written text in reply to a letter.

### Introduction

Refer students to the illustration. How many items can they name? How do people use each one.

#### A Building background knowledge

Set for pairwork or small groups.

Feed back, trying to get consensus if all the students are from the same country. If they are from different countries, compare and contrast.

#### Answers

Students' own answers, but possible uses could be:

- blogger: publish blogs
- Instagram: photo-sharing
- flickr: video and photo-sharing
- Pinterest: saving and organizing images
- YouTube: video and music sharing
- Vine: video viewing
- Twitter: publishing and sharing short texts
- WhatsApp: messaging and video sharing
- LinkedIn: sharing personal profiles
- Facebook: networking and advertising
- Google: internet search engine and email service
- Vimeo: video sharing
- Tumblr: multimedia sharing and blog hosting

#### B Building vocabulary

Make sure students understand the context of the letter. Ask, who are Desmond and Selena? What is their relationship? Who is the letter from?

1. Students read individually then compare ideas in pairs. Feed back, getting a general explanation of the contents of the letter.
2. Students work in pairs to associate 'old' activities with 'new'. Feed back, trying to get consensus on the replacements.
3. Get students to try to make sentences with words from the Vocabulary box.

#### Answers

1. He is telling her about communication and social activities when he was younger.
2. Possible answers.

Note that this is at the time of writing. Newer programs may have become popular or different ones may be popular in the students' countries.

In my day, young people took photographs with cameras and put them in an album.	Pinterest
Once upon a time, people wrote about their daily lives in diaries and they kept them secret.	Blogger
If you saw or heard something funny you told your friends about it later in conversation.	YouTube
At one time, young people used to send long letters to friends and family – like this one! I remember that kids also spent hours on the telephone – and it cost parents a fortune!	Texting, WhatsApp, Skype, Facebook
Networking. Business people have always networked, but they used to do it at social events, like parties and conferences.	

3. Students' own answers but check that they have correctly associated verbs and social media programs.

### C Using vocabulary

Set the task for students to start in class and complete for homework. Point out that students do not need to write as long a letter as Desmond's.

#### Answers

Students' own answers.

### Closure

Start sentences about using social media and get students to complete appropriately. e.g.: with possible endings:

I sent my friend a ... text

I uploaded ... some photos to Instagram

I liked ... a comment on Facebook

I shared ... etc.

## 4.10 Real-time writing: Does social media improve lives?

### Objectives

By the end of this lesson, students will have:

- gained knowledge about the statistics behind some kinds of social media;
- corrected a written text by adding sources of statements;
- been exposed to a Persuasive essay type.

### Introduction

Revise the types of social media and their uses from the last lesson.

### A Gathering information

1. Set for individual work and pairwork checking. Feed back, making sure that students can remember the other types of essay.
2. Students discuss in pairs. Feed back, getting the views of several students.

### Answers

1. This is a persuasive essay because the assignment asks you to reach a personal conclusion after research and then get other people to agree with you. Two of the other types are very similar but do not contain the element of persuasion:
  - For and against = balanced argument, perhaps with a recommendation
  - Argument = thesis with supporting ideas, and perhaps dismissing counter-ideas; this is very similar to Persuasive, but, in many cases, the Argument essay presents one of a number of possible points of view, rather than the only one possible after researching the evidence – refer students to Theme 1 of the course for examples of theses which show this point clearly.
2. Students' own answers.

### B Editing (1)

Make sure students realize that they are not looking for grammatical mistakes or misspellings on this occasion. They need to see if they can spot other kinds of problems with the essay.

Students read individually then compare ideas in pairs. If they are struggling, give the first example from Resources page 171 (it needs a title) without letting them turn to the page at the moment. Ideally, use a visual medium.

Do not confirm or correct as that pre-empts the next activity.

#### Answers

Students' own answers.

### C Editing (2)

Students continue in their pairs from the previous exercise. Refer students to page 171 of the Course Book and monitor and assist. Make sure all pairs understand the kind of changes/additions which are needed according to the tutor.

#### Answers

None at this point.

## **D** Doing research

1. Students continue in pairs. When most of the pairs have several research questions, elicit ideas and write them on the board. If they don't get all the ones in the answers below, prompt them. Students add extra questions to their list.
2. Students work individually to find answers to research questions.

### Answers

1. Model research questions:
  - What is an interesting fact about social media? (to get the readers' attention)
  - When did social media begin?
  - What is the history of Facebook? e.g., When did it start? Did it grow very quickly?
  - How many friends does the average person have on Facebook?
  - How do people use social media? e.g.,
    - Do they get in touch with people with similar interests?
    - Does it help with creativity?
    - Do they work on educational topics?
  - How serious a problem is cyberbullying?
2. Answers are all in the research information on page 127.

## **E** Rewriting

1. Set for individual work – students may need to finish at home.
2. Students compare and make notes on their partner's work.

### Answers

The model answer is in Resources on page 172 of the Course Book.

## **F** Recognizing discourse structure

Students read the model answer and compare it with their own work in Exercise E including partner's notes.

Students discuss the discourse structure. Feed back, getting the structure on the board.

### Answers

The discourse structure is:

- introduction with thesis statement and definition of terms
- background
- points in favour of thesis
- point against
- conclusion.

### Closure

Give the start of some of the sentences from the model essay and see if students can complete the sentence. For example:

*Social media has changed the way that young people ... interact with the world.*

*In this essay, I will discuss social media and ... young people.*

*I will use the terms to mean "websites and applications that enable users to ... create and share content or to participate in social networking".*

*In my opinion, social media has ... improved the lives of young people to a very great extent.*

## **4.11 Learning new writing skills: The persuasive essay**

### Objectives

By the end of this lesson, students should be able to:

- identify and plan a persuasive essay;
- make good sentences with *when* and *if* + present tense.

### Introduction

Use Exercise A.

## **A** Building background knowledge

This could be done as a whole class activity if students normally contribute well.

Otherwise set for pairwork.

### Answers

Students' own answers but they may note on the questions about how to persuade that:

1. to get people to do something, we ask very nicely, keep asking, or plead, or bribe!
2. to get people to agree with a point of view, we really need good evidence, not just personal experience.

### **B** Identifying a new skill (1)

1. Students read individually.
2. Set for pairwork.
3. Continue with the pairwork.

### Answers

1. Answer in Skills Check 1.
2. They should note that there are four points for. They can decide on the strongest point.
3. There is one point against – cyberbullying; students decide if it is a strong point.

### **C** Practising a new skill (1)

1. Students complete individually then compare in pairs. Feed back, discussing any differences of opinion.
2. Set for pairwork. Get students to make the list and then, if relevant, to order them. Feed back, checking the quality of the points as you go.

### Answers

1. The most logical type in each case is:
  - a. Persuasive
  - b. Research report
  - c. Discussion or For and Against
  - d. Argument
2. Students' own answers.

### **D** Identifying a new skill (2)

1. Give students plenty of time to think about the issue.
2. Refer them to Skills Check 2. Make sure students have understood the point.

### Answers

Answer is given in the Skills Check. You must support your statements with evidence.

### **E** Practising a new skill (2)

Set for pairwork. Monitor to see how well students are doing the activity.

Feed back, getting a list of points on the board.

### Answers

Students' own answers, but you might expect them to include research data generally, which might include sample friendship lists, information from internet usage surveys, surveys of social media users, news reports (and possibly crime statistics).

### **F** Identifying a new skill (3)

1. Students complete individually then compare in pairs. Do not confirm or correct.
2. With a strong class, allow them to read Skills Check 3 by themselves. With a weaker class, work through the information and the examples with the students, perhaps using a visual medium. Make sure students realize the basic point that these sentences contain two parts = Event – Result or Result – Event

### Answers

Answers are in the Skills Check.

### **G** Using *when* and *if*

Students complete individually. Monitor to ensure that they understand what to do.

Feed back, getting ideas from the students.

### Answers

Students' own answers.

### Closure

Say the first half of some of the sentences from Skills Check 3. Students complete.

## 4.12 Applying new writing skills: Social media and isolation

### Objectives

By the end of this lesson, students should be able to:

- produce a written text with good structure and supporting evidence in response to the assignment;
- avoid informal or emotional words or phrases;
- use *when / if* where necessary.

### Introduction

Use Exercise A.

#### A Building background knowledge

Conduct as a whole class discussion. If students are engaged in the topic, allow the discussion to continue for some time.

#### Answers

Students' own answers.

#### B to E

On this occasion, all the methodology notes are on the page of the Course Book.

Either:

set B, C and E for individual work with D the only part with pairwork;

or:

set B for group work, with people contributing to every element, including the research. In this case, students then work on C individually, with partner editing in D (making use of the form on page 132) then back to individual work for E.

### Closure

Help students individually before they go home to complete the essay.

## Portfolio: Social media and time wasting

### Objectives

By the end of this lesson, students should have:

- revised the target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- learnt some more information about social media and time wasting.

#### A Activating ideas

Set the task for work in small groups.

#### Answers

Students' own answers.

#### B Gathering and recording information

Set for three groups, 1, 2 and 3. Monitor and assist with the research task.

Make sure each student in the group has a copy of the group's research questions and the research notes the group makes. Check carefully that the notes can be used in writing the essay to reference the sources correctly.

#### Answers

Students' own answers.

#### C Sharing information

Divide into groups of three if possible with one student from each of the three groups in B. Students share their research notes.

#### Answers

Students' own answers.

#### D Writing about social media

Set the first part of the activity for homework. Get students to exchange drafts in a future lesson and rewrite.

#### Answers

Students' own answers.

### Closure

Give the class a deadline for completion of the writing task.

# Workbook answers

## Writing

### Exercise A

1. social
2. launch
3. persuasive
4. friend
5. media
6. against
7. actually
8. upload
9. creative
10. touch

### Exercise B

1. creative process
2. educational topics
3. file sharing
4. personal identity
5. similar interests
6. social relationships

### Exercise C

1.
  - a. true – false
  - b. positive – negative
  - c. similar – different
  - d. agree – disagree
  - e. download – upload
  - f. in favour of – against
  - g. isolation – integration
  - h. disprove – prove
2.
  - a. upload
  - b. against
  - c. Integration
  - d. disprove
  - e. similar
  - f. positive



## Practice

### Exercise A

1. Social media has changed the way that young people interact with the world.  
12 new social media users are added every second.  
In this essay, I will discuss social media and young people.  
I will use the terms to mean 'websites and applications that enable users to create content and share or to participate in social networking.'
2. Social media *is* not new. According *to* research at Penn State University, 'many social networking sites *were* created in the 1990s' (Penn State University, 2011). However, *the* big names of social media today, such as LinkedIn and YouTube, were launched *in* the early 2000s (Junco, Heiberger and Loken, 2011). When Facebook *was* launched in 2004, the site became a worldwide sensation. In just ten years, *it* became the number one social media site (www.ebizma, 2015). *In* my opinion, social media *has* improved the lives of young people *to* a very great extent.
3. Social media *improves* lives in three ways. Firstly, young people have hundreds or even thousands of friends if they *use* social media. According to an article in the *Guardian* newspaper, half of all Facebook users *have* more than 200 friends (www.guardian.com). The friends *are* not only in their own town or city, but also all around the world. Secondly, when young people use social media, they *get* in touch with people with similar interests, using sites such as Pinterest (techcrunch.com). Finally, young people *work* together on educational topics through social media. If they have a problem with their assignments, they *ask* other people to help. The National School Boards Association *say* that almost 60% talk about educational topics and more than 50% *talk* about schoolwork (National School Boards Association).
4. There is one ~~of~~ many problems with ~~the~~ social media. Harris Interactive Trends and Tudes (2007) ~~is~~ reported that '43% of teens ... ~~they~~ have experienced some sort of cyber-bullying in the past year'. However, bullying ~~it~~ has always existed in this age group.
5. Students' own answers.





# Theme 5

## Customs: Origins and effects

- Cultural diversity
- Wedding customs
- The price of happiness
- Cultural change

# Listening: The media and the audience

## 5.1 Real-time listening: Anthropology

### Objectives

By the end of this lesson, students should be able to:

- use existing skills in order to complete notes on a lecture about anthropology;
- demonstrate understanding of knowledge about the branches and history of anthropology;
- recognize target vocabulary in context.

### Introduction

Write the following statements about anthropology on the board and ask students to discuss them in pairs:

*Anthropology ...*

- *is about ancient history.*
- *is not very useful.*
- *is an easy subject.*
- *combines well with languages, psychology, religion.*
- *includes history, politics, gender studies, geography.*
- *helps us understand human behaviour.*
- *makes you more open-minded.*
- *teaches note-taking, observation, interviewing, critical analysis, writing skills.*

Students may have preconceived ideas about anthropology and may think it is a so-called 'soft' subject. Hopefully, after this section they will regard the subject in a different light.

### A Activating ideas

Set the task. Reassure students it does not matter if they do not know the answers at this stage, and that it is fine for them to guess or leave answers out.

Students discuss the questions in pairs or small groups.

After a few minutes, elicit ideas, but do not confirm or correct just yet. For the connection between all the visuals (question 9), students will have to wait until later in the lesson.

### Answers

Do not give the answers at this point. See Closure.


### B Understanding an introduction

Focus students' attention on the notice for the Hadford University Open Day. Elicit from the class what happens at an Open Day, and its purpose:

Students who are thinking of applying to the university can:

- visit, look at facilities, lecture rooms, etc.;
- find out about prices, accommodation, number of contact hours, etc.;
- listen to talks from different departments to see if they are really interested in the subject;
- meet lecturers and ask questions;
- meet students and ask questions.

The purpose is to help students decide which university course is best for them.

1. Elicit ideas.
2. Set the task and check students understand what to do. Play  5.1. Students compare their answers in pairs. Elicit answers. Check understanding of the word *branches*. You can compare this with the *branches of a tree*; use a sketch to show how a tree has many branches, but they all belong to the same tree.

### Answers

1. Students' own answers but, in most cases, the department will tell you the curriculum of the course – the different areas which you will study each year. They will probably also tell you about the pattern of work – assignments, exams, dissertation. They may also tell you about career prospects if you pass the course.
2. Branches  
Important people  
Old and new views

### Transcript

#### Presenter: Track 5.1

Lecturer: Welcome to the Department of Anthropology. I'm delighted that you are thinking of studying Anthropology. I hope, after today, that you will decide that Anthropology is the course for you.

Some people think that anthropology is all about the past. But, in fact, it is extremely important in the present. Many conflicts are caused by the problems between cultures, and many problems are caused by ignorance. If we understand other cultures, it is much easier to accept them and even to admire them. In some countries, there are many different cultures. We have multicultural countries. We need to integrate

people to avoid problems, but in order to integrate, we need to understand and respect.

So, let me tell you what I'm going to do in the next 20 minutes or so. First, I want to explain exactly what anthropologists study. There are several branches of anthropology and I will briefly mention each one. Then I'm going to tell you a little bit about the history of anthropology. I'll give you the names of some important people from the discipline. Finally, I'm going to compare the old view of anthropologists with the more modern view. We'll see how attitudes have changed. We'll also see why this change is so important in the present day.

### C Understanding a talk

Give students time to study all the information in the notes. Make sure students realize there are three sections to the notes. These match the sections of the talk from Exercise B above:

- Branches of anthropology
- Important people (and timeline)
- Old and new views

Ask some questions to check understanding, for example:

- How many branches of anthropology are there?
- What are they?
- Who are some of the important people?
- What did they do?

Play **5.2**. Pause, if necessary, to give students time to complete their notes – but avoid replaying sections at this point.

Students compare their answers in pairs. Use an electronic projection of the completed notes. Students refer to the notes to check and correct their answers. Ask students which pieces of information from the lecture they found the most difficult. Replay the relevant sections so that students can try to understand why they had problems.

Finally – either now or at the end of the lesson – play the complete lecture one more time with students following the transcript.

Check understanding of a few words and phrases. Some will be new, or have new meanings in this context, and some will be revision. Examples include:

<i>discipline</i>	<i>beliefs</i>
<i>attitudes</i>	<i>apes</i>
<i>evidence</i>	<i>admire</i>
<i>in terms of</i>	<i>exotic</i>
<i>conduct interviews</i>	<i>normal / abnormal</i>
<i>human sacrifice</i>	<i>ethnocentric</i>
<i>ignorance</i>	<i>civilized</i>

Anthropology			
cultural	linguistic	archaeological	biological
particular cultures	development of language	customs and habits from ancient cultures	differences between humans and apes
C5 <sup>th</sup> BCE	Herodotus	talked to people from other cultures	e.g., Minoans: women more important than men Scythians: human sacrifice
C14 <sup>th</sup> CE	Marco Polo Ibn Khaldun	Italy to India and China Tunis to Middle East and Africa	
1492 C15 <sup>th</sup> and 16 <sup>th</sup> CE	Columbus Spanish, French and British to America	sailed to the Americas met different cultures	e.g., Aztecs: human sacrifice Iriquois: women more important than men
old view		new view	
My culture is normal, yours is abnormal; you are uncivilized and I must civilize you.		Your culture is different from mine, but both cultures are normal; cultural diversity is important.	

## Transcript

### Presenter: Track 5.2

Lecturer: Let's look at the branches of anthropology. In the first year here, you study the discipline in general, but in your second year, you specialize. Firstly, there is cultural anthropology. In this branch, we look at particular cultures and try to understand their attitudes and beliefs. And secondly, we have linguistic anthropology. This branch looks at the way that language has developed from prehistoric times. Thirdly, archaeological anthropology. Here we look at the evidence of customs and habits from ancient cultures. Finally, there is biological anthropology, which considers the differences between human beings and our closest animal relatives, the apes. So that's cultural, linguistic, archaeological and biological. Which branch are you most interested in? Well, you don't have to decide now!

Now, let's hear a little bit about the history of the discipline. In fact, it is a very old subject. The name comes from Greek ... *anthropos* in Ancient Greek means 'a human being', and *ology* is, of course, the study of something. The first important person is Herodotus, who studied human beings in terms of culture in the 5<sup>th</sup> century before the Common Era. He was mainly a historian – in fact, he is sometimes called The Father of History, but he is also, in some ways, the father of anthropology, although he did not use that term. He wrote the history of different countries including his own. He wrote about kings and battles, like all historians through the ages. But Herodotus also studied the people themselves. He didn't stay at home and simply write down the stories which he had heard. He actually visited foreign countries and conducted interviews with people from the culture. That is very important. It is still a major way in which anthropologists do their research. He described customs and habits that were very different from those of his own culture, Ancient Greece. For example, he wrote about the Minoan culture, where the women were more important than the men. He also described the Scythians, who practised human sacrifice in their culture. Remember these examples. We'll come back to them later.

Quite a long break then before the next important people in anthropology. In the 14<sup>th</sup> century CE, there were two famous travellers. Firstly, there was Marco Polo from Italy who visited India and China. Secondly, Ibn Khaldun, who travelled from Tunisia, throughout the Middle East and Africa. They brought back amazing stories of other cultures, like Herodotus had done.

Now, some people believed the stories of exotic cultures, and some didn't. In fact, by the Middle Ages, some people called Herodotus the Father of Lies, not the Father of History. But in the 15<sup>th</sup> and 16<sup>th</sup> centuries people from Europe started to believe once again that other cultures existed with very different customs. Why did this happen?

The 15<sup>th</sup> and 16<sup>th</sup> centuries were the age of exploration. It began with Christopher Columbus, in 1492. He sailed from Spain to the Americas, which was a new world for people from Europe. In the next 200 years, Spanish, French and British colonists sailed to the Americas. These travellers found cultures that were very different from their own. For example, they encountered the Aztecs in Central America who sacrificed humans, in the same way that the Scythians did in Herodotus's books. They met the Iroquois in North America who believed that women were more

important than men – just like the Minoans in the writings of Herodotus.

Oh, sorry. I see that we're running out of time. I must just mention the last point – and the most important point – about anthropology. The old view and the modern view.

For most of history, up to the 20<sup>th</sup> century, anthropologists took an ethnocentric view. This means that they looked at other cultures from the standpoint of their own culture. They said, in effect, 'My culture is normal. If your culture is different from mine, your culture is abnormal.' In many cases, they went much further. They said, 'We are civilized. You are uncivilized.' In some cases, they even said, 'I must force you to be civilized.' So that is the old view. But, for most people and all anthropologists, this ethnocentric view has changed now. Anthropologists today say, 'Your culture is different from mine, but both cultures are normal.' And they go much further. They say, 'Cultural diversity is important – in other words, we need different cultures in the world.' In fact, the General Conference of UNESCO said in 2001, '... cultural diversity is as necessary for humankind as biodiversity is for nature.'

Actually, if we go back to the beginning, this was the view of Herodotus, 2,500 years ago. He believed that we should be proud of the achievements of our own culture, but we should also be proud of the achievements of other cultures. But, even today, some people do not accept the view of Herodotus, or the view of modern anthropologists. They believe that only their own culture is acceptable and other beliefs and attitudes must be changed, by violence if necessary. There are many examples. For instance, minorities in some regions are forbidden from religious worship that is different from the local culture. They are not allowed to celebrate the holidays of their culture.

OK. I am right out of time. To sum up, anthropology is a very wide subject which has been studied for centuries, but it is still very relevant today. Anthropologists can explain cultural diversity and help to stop it becoming the cause of cultural conflict and terrorism. Thank you ... and I hope to see you all here at the beginning of the next term.

## D

### Reconstructing a talk from notes

The aim here is not so much to provide speaking practice but to further check understanding of the lecture. Tell students **not** to start with *The lecturer said / told us*, in order to avoid getting into complex reported speech sentences.

The activity can be done in several ways, either in pairs or small groups:

- Students can take turns to give information about different sections of the lecture.
- Students can ask each other questions about the information, e.g., *Why was Herodotus important? What happened when Europeans 'discovered' America?* etc.

Monitor and give feedback. If necessary, replay any sections of the audio students had difficulty understanding, or refer students to the relevant section of the transcript instead.

## Answers

Students' own answers.

### Closure

1. Refer students back to the questions in Exercise A.  
Do students want to change their answers to any of the questions? Elicit answers and give feedback.
2. Refer students back to the statements about anthropology in the introduction. Have students changed their mind about any of the statements?
3. Ask students which information in the lecture was ...  
... *new*?  
... *surprising*?  
... *interesting*?  
... *useful*?

#### Answers (for Exercise A)

- a. 5<sup>th</sup> century BCE.
- b. 14<sup>th</sup> century BCE.
- c. Tunisia.
- d. Spain.
- e. The Americas.
- f. Killing something as part of a ceremony.
- g. The people who lived in North America before the colonists arrived.
- h. A problem between people, possibly even a war.
- i. They are all connected with anthropology – the study of human culture.

## 5.2 Learning new listening skills: Choosing the best form for notes

### Objectives

By the end of this lesson, students should be able to:

- recognize common endings for adjectives;
- select the best form of notes for spoken information;
- discriminate between question words and relative pronouns;
- demonstrate understanding of spoken information following relative pronouns;
- predict information following a relative pronoun;
- use embedded relative clauses.


## Introduction

Play Stupid Teacher. Tell the students about the information in the previous lesson's lecture (use the model notes as guidance) but make lots of mistakes – silly ones, ideally. Students correct the mistakes you make. For example:

- *The lecture was about anthropology, which is the study of anthros.*
- *There are three main branches.*
- *The branches are cultural, linguistic and architectural.*
- *Herodotus is called the mother of anthropology.*
- *He lived in the 15<sup>th</sup> century BCE.*
- *He studied other cultures, including the Minorities.*
- *The Minoans believed that animals were more important than people.*
- *Marco Polo travelled to the Moon.*
- *Ibn Khaldun went to the Americas.*
- *Columbus discovered America – nobody lived there before 1492.*
- *In the 15<sup>th</sup> and 16<sup>th</sup> centuries, people went to the Americas because they wanted to marry the native Americans.*
- *Anthropologists used to think that their own culture was abnormal.*
- *Nowadays, anthropologists think that cultural diversity is impossible.*

### A

#### Reviewing vocabulary

- 1./2. Refer students to Skills Check 1. When students have finished reading, point out there are 13 common endings for adjectives! Check understanding of the meanings of some of the adjectives. Now set the task. Students complete the activity individually, then compare their answers in pairs. Students may need to discuss the meaning of some of the adjectives at this point if they cannot remember them, but discourage them from looking back at the transcript or notes from the previous lesson. Do not elicit answers at this stage.
3. Play  5.3 so that students can check their answers. Replay the audio if necessary. Do not elicit every answer, but help students with any they are still not sure about. Check the meanings of any words students may have forgotten, or allow them a minute or two to look back at the previous lesson. Alternatively, you can allow students to use their dictionaries.
4. Students work in pairs to identify the stressed syllable in each adjective for a minute or two. Then play the audio one more time for them

to check their answers. Once again, do not elicit every answer; instead, focus on the problematic words only.

### A Reviewing vocabulary

1. a. linguistic  
b. biological  
c. cultural  
d. amazing  
e. exotic  
f. central  
g. ethnocentric  
h. civilized  
i. normal  
j. acceptable  
k. religious

### Transcript

**Presenter: Track 5.3**

- Voice:
- a. linguistic
  - b. biological
  - c. cultural
  - d. amazing
  - e. exotic
  - f. central
  - g. ethnocentric
  - h. civilized
  - i. normal
  - j. acceptable
  - k. religious

### B Identifying a new skill (1)

1. Give students a moment to look back at the previous lesson. Elicit ideas.
2. Focus students' attention on Skills Check 2. When students have finished reading, ask them to complete this sentence:

*You need different kinds of notes for ...  
(different kinds of information).*

In pairs, students match the diagrams to the note form and type of information.  
Elicit answers.

#### Answers

1. There are three sections with different kinds of notes.
2. a. spidergram  
b. flow chart  
c. table  
d. timeline  
e. tree diagram

### C Practising a new skill

Set the task. Tell students they will hear a short introduction to four lectures. They must identify

the topic of each one. Then they must listen for key words, for example *compare*, which will tell them what kind of notes to make. Students do NOT need to make the actual notes, only to identify what *type* of notes is needed.

Play the introduction to each extract from 5.4, then pause. Students discuss in pairs what kind of information they heard and what notes should be written. Once the fourth introduction has been played and discussed, elicit answers.

In this task, students should write the notes in the format discussed in Exercise C1. Play 5.5. Pause after each extract. Students compare their notes in pairs. You can elicit answers, and give feedback using an electronic projection, either after each extract or until all four extracts have been played. Discuss any differences between the students' notes and the model answers (see Answers below), and whether these differences are acceptable or not.

#### Answers

1.

##### Lecture 1

Topic: Short-term memory

Note form: Timeline

##### Lecture 2

Topic: Keeping friends

Note form: Tree diagram

##### Lecture 3

Topic: Two selves

Note form: Table

##### Lecture 4

Topic: Desertification

Note form: Flow chart

2.

##### Lecture 1

Short-term memory

1880s Jacobs – average = 6 or 7 things

1959 Peterson and Peterson – meaningless shapes – 3 secs; 18 secs = nothing

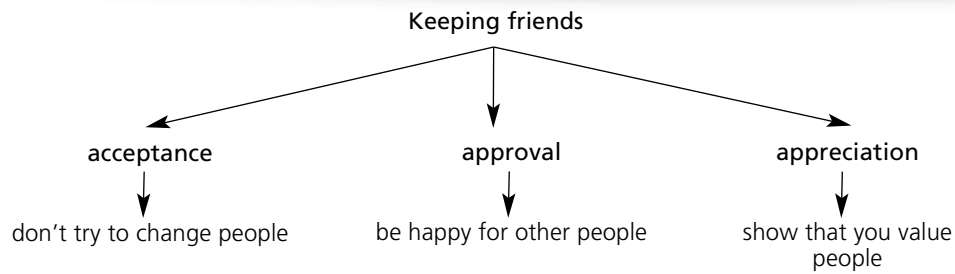
1964 Conrad – memory = sound

1970 Shulman – memory = meaning

##### Lecture 2

See tree diagram on opposite page.

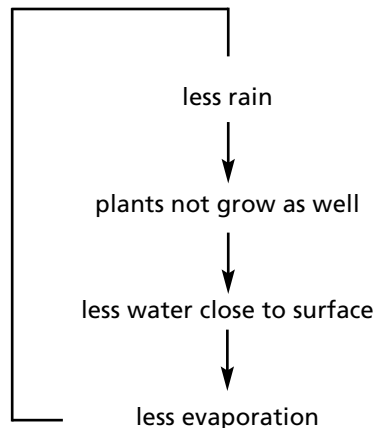




### Lecture 3

Self 1	Self 2
confident	doubtful
how other people see us	how we see ourselves
everything doesn't have to be perfect	everything or nothing
optimistic	pessimistic

### Lecture 4



## Transcripts

### Presenter: Track 5.4

One.

Lecturer 1: OK. In today's session, we are going to look at the history of research into short-term memory.

Presenter: Two.

Lecturer 2: So we talked last time about making friends. This time, I'm going to consider the problem of keeping friends. I'm going to describe the three main barriers to keeping friends, and give you some examples.

Presenter: Three.

Lecturer 3: Right. We have heard about the idea of two selves. Now let's compare Self 1 and Self 2. Let's look at each point in turn.

Presenter: Four.

Lecturer 4: We talked last week about the great deserts of the world. Today, we're going to look at the process of desertification. How does a fertile area become a desert?

### Presenter: Track 5.5

One.

Lecturer 1: OK. In today's session, we are going to look at the history of research into short-term memory. The first real research was conducted over 130 years ago in the 1880s. A man called Joseph Jacobs gave people sets of numbers to remember. The sets got longer and longer. Jacobs found the average is around six or seven.

There's a long break then until 1959. In that year, Peterson and Peterson published a study that looked at the length of short-term memory if there was no rehearsal. They found that people can remember meaningless shapes without rehearsal for about three seconds. But after 18 seconds, nearly everything is forgotten.

OK. Where have we got to? 1959. Right ... In 1964, someone called Conrad said that we encode sensory information as sound. But only six years later, in 1970, another researcher called Shulman found that some information is encoded for meaning, not sound.

Presenter: Two.

Lecturer 2: So we talked last time about making friends. This time, I'm going to consider the problem of keeping friends. I'm going to describe the three main barriers to keeping friends, and give you some examples.

Firstly, we have acceptance. Some people want to change other people. They cannot accept them the way they are. But most people don't want to change, or can't change, so that is the first barrier to friendship.

Secondly, there is approval. Some people find it easier to criticize than to find the good things in a person. Sometimes we find it difficult to be happy for another person's success, even a close friend. People want to be approved of, so constant lack of approval is the second barrier to friendship.

Finally, appreciation. We have heard that you must accept a person for what they are. We have also heard that you must approve of your friends, their behaviour, their attitudes or their achievements. But you must go further if you want to keep friends. You must show that you accept and approve. Show that you value them, show that you appreciate them.

Presenter: Three.

Lecturer 3: Right. We have heard about the idea of two selves. Now let's compare Self 1 and Self 2. Let's look at each point in turn.

Self 1 is confident. Self 2 is doubtful.

Self 1 is how other people see us but Self 2 is how we see ourselves.

Self 1 looks at work and life and says, 'Everything doesn't have to be perfect.' But for Self 2 it is everything or nothing.

Self 1 is optimistic – the future will be better than the present. Self 2 is pessimistic. The future will be worse than the present.

Presenter: Four.

Lecturer 4: We talked last week about the great deserts of the world. Today, we're going to look at the process of desertification. How does a fertile area become a desert?

Desertification starts with slightly less rain one year than the year before. This means that the plants do not grow quite as well. So less rain, fewer plants. This in turn means that the leaves of the plants hold less water close to the surface. So fewer plants leads to less water close to the surface. Less surface water means there is less evaporation into the air ... which means there is less rain the next year. So we go back to the beginning and go through the vicious circle again.

## D Identifying a new skill (2)

1. Go through the three sets of sentences with the whole class. Ask about how the second sentence in each case relates to the first sentences. Elicit that the second sentence adds more detail and extra information. Ask students how the sentences can be joined.
2. Give students time to study Skills check 3. Tell students the words *who*, *which*, *where* are really joining words. Elicit the two short sentences for each long sentence, and write them on the board:

**Example 1:**

*The first person is Herodotus.*

*He studied human beings in the 5<sup>th</sup> century BCE.*

**Example 2:**

*The travellers found cultures.*

*They were very different from their own.*

**Example 3:**

*Herodotus described the Minoan culture.*

*The women were more important than the men.*

Point out that sometimes the relative pronoun replaces the subject of the second sentence (Examples 1 and 2). Sometimes there is a new subject for the extra information (Example 3).

Erase each of the second sentences from the examples on the board. Ask students to close their books or to cover the table. Elicit each complete sentence with the relative clause.

**Note:** In theory, all the *wh*- question words can also be relative pronouns. However, according to corpus findings, *which/that*, *who* and *where* are by far the ones most commonly used as relative pronouns.

## E Recognizing relative pronouns

- 1./2. Tell students that when they hear *who*, *which* or *where*, they must decide if it is a question or a relative pronoun. This activity will

help them identify between the two.

Set the task and go over the example. Play

🎧 5.6. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Replay any of the extracts students had difficulty with.

## Answers

1.

1. a 2. b 3. b 4. b 5. a 6. b 7. b  
8. b 9. b 10. a 11. b 12. b

2.

Point out that relative pronouns have the same sound as question words but:

- There is an intonation fall before a question word – there is no fall, perhaps even a slight rise, before a relative pronoun.
- There is a pause before starting a question.
- Question words have a high pitch. Relative pronouns have a middle pitch.

## Transcript

**Presenter: Track 5.6**

- Voices:
1. We are going to talk about a great anthropologist, Margaret Mead. Who was she and what did she do for anthropology?
  2. Herodotus didn't simply write down the stories which he had heard.
  3. He described the Scythians who practised human sacrifice.
  4. First, I'm going to talk about Marco Polo who came from Italy.
  5. Then I'll look at Ibn Khaldun. Where did he come from?
  6. Columbus sailed to the Americas, which was a new world for people from Europe.
  7. They met the Iroquois who believed that women were more important than men.
  8. The Sahara occupies most of the northern third of the continent of Africa, which, of course, is a huge continent.
  9. There are some rock paintings in the Sahara which show fish.
  10. The ancient people of the Sahara left the area. Where did they go?
  11. The theory of self-management comes from a fascinating book which was published in 1974.
  12. Miller wrote an article which described research into short-term memory.

## F Understanding sentences with relative pronouns

Remind students that relative pronouns introduce extra information. In this activity they will practise listening for the extra information after a relative pronoun. Students have heard the sentences before (in Exercise E), so that will help them with this activity.

Check students understand the task. Give students time to read the phrases in the first column. Play 🎧 5.7 as far as the first example

and check understanding once more. If necessary, do the second sentence with the class as another example. Play the rest of the sentences. Students complete the table individually, in note form, then compare their answers in pairs. Elicit answers and show students the transcript if necessary.

### Answers

1. ... stories which	he had heard.
2. ... the Scythians who	<i>practised human sacrifice.</i>
3. ... Marco Polo who	<i>came from Italy.</i>
4. ... the Americas which	<i>was a new world for people from Europe.</i>
5. ... the Iroquois who	<i>believed that women were more important than men.</i>
6. ... Africa which	<i>is a huge continent.</i>

### Transcript

#### Presenter: Track 5.7

- Voices:
1. Herodotus didn't simply write down the stories which he had heard.
  2. He described the Scythians who practised human sacrifice.
  3. First, I'm going to talk about Marco Polo who came from Italy.
  4. Columbus sailed to the Americas, which was a new world for people from Europe.
  5. They met the Iroquois who believed that women were more important than men.
  6. The Sahara occupies most of the northern third of the continent of Africa, which, of course, is a huge continent.

### G Predicting information after relative pronouns

1. Students should already know by now the importance of the sub-skill of predicting information when listening to a text. Relative pronouns are another way of doing this. Check students understand the task and give them time to read all the sentence completions. Play 5.8. Students complete the activity individually, then compare their answers in pairs. Elicit answers.
2. Play 5.9 for students to check their answers.

### Transcripts and Answers

#### Presenter: Track 5.8

- Voices:
1. The researchers did experiments which ...
  2. Mead was an anthropologist who ...
  3. Ueno did a survey in Florida where ...
  4. Urgent items are things which ...
  5. When we are young, friends are people who ...
  6. There are many barriers which ...
  7. Self 2 is the part of a person which ...
  8. Deserts are areas which ...

#### Presenter: Track 5.9

- Voices:
1. The researchers did experiments which proved that the theory was correct.
  2. Mead was an anthropologist who studied adolescents in Samoa.
  3. Ueno did a survey in Florida where he was studying.
  4. Urgent items are things which must be done now.
  5. When we are young, friends are people who make us laugh.
  6. There are many barriers which get in the way of friendship.
  7. Self 2 is the part of a person which is doubtful.
  8. Deserts are areas which have little or no rain.

### H Identifying a new skill (3)

1. Go through the two sets of sentences, and elicit suggestions. Do not correct or confirm at this stage.
2. Refer the students to Skills Check 4. Students work in pairs to check their ideas for 1a and 1b.

### Answers

1. a Canada, which is often described as multicultural, has more immigrants than any other country.
- b Columbus, who was the first European to reach the Americas, crossed the Atlantic in 1492.

### I Recognizing problems with relative pronouns

Students complete in pairs. Elicit answers, preferably using an electronic projection to highlight the mistakes.

### Answers

1. The Aztecs, lived in Central America, practised human sacrifice.  
The Aztecs, who lived in Central America, practised human sacrifice.
2. The Scythians, who also practised human sacrifice, ~~they~~ were from western Asia.
3. In the old days, most people, ~~which~~ did not travel to other countries, thought all cultures were the same.

4. Herodotus, who ~~he~~ lived in the 5<sup>th</sup> century CE, studied human culture.
5. Marco Polo, who travelled widely in the Far East, ~~has~~ stories of strange cultures. ~~had~~
6. UNESCO, ~~what~~ is based in Paris, said ~~which~~ cultural diversity is very important.
7. Some cultures, which do not allow minorities to celebrate their own holidays, ~~not accept~~ cultural diversity. <sup>do</sup>
8. Anthropologists, who ~~studies~~ human ~~study~~ culture, used to take an ethnocentric view.

8. Anthropologists used to take an ethnocentric view. They study human culture.

### Closure

Go over the main points of the lesson by asking questions about the grammar. For example:

- *Which words are relative pronouns? (which, who, where)*
- *What do relative pronouns do? (give extra information)*
- *What should we do when we hear which, who, where? (decide if it is a question or a relative pronoun)*
- *How do we know if it is a question? (there's a pause, and a high pitch)*
- *If it's a relative pronoun, what should we do? (predict the extra information)*

### J Making sentences with relative pronouns

Set for individual completion. Elicit answers, preferably using an electronic projection.

#### Answers

1. Barack Obama, who was born in Hawaii, was elected President in 2008.
2. The United Nations, which is based in New York, was founded in 1949.
3. Russia, which is the largest country in the world by area, has a population of 150 million.
4. Everest, which is the highest mountain in the world, is on the border between Nepal and Tibet.
5. The First World War, which involved nearly 30 countries, ended in 1918.
6. The Sun, which has a surface temperature of 5,500°C, is 150 million kilometres from the Earth.

### K Identifying key information in relative pronoun sentences

Set for pairwork, then elicit answers from the class.

#### Answers

1. The Aztecs practised human sacrifice. They lived in Central America.
2. The Scythians were from western Asia. They also practised human sacrifice.
3. In the old days, most people thought all cultures were the same. They did not travel to other countries.
4. Herodotus studied human culture. He lived in the 5<sup>th</sup> century CE.
5. Marco Polo had stories of strange cultures. He travelled widely in the Far East.
6. UNESCO said cultural diversity is very important. It is based in Paris.
7. Some cultures do not allow minorities to celebrate their own holidays. They do not accept cultural diversity.

# Workbook answers

## Listening

### Exercise A

1. Students' own answers, but the actual answer is:  
*China, India, Iran, and Columbia in South America.*
2. They all live in Canada now but they keep their own cultures, to some extent.

### Exercise B

1. Why is Canada a <i>multicultural</i> nation?	3	Because they want to get a job.
2. Why did <i>colonists</i> go to Canada from France in the 16 <sup>th</sup> and 17 <sup>th</sup> centuries?	4	China, India and the Philippines.
3. Why do many people <i>emigrate</i> to Canada now?	1	Because of hundreds of years of immigration.
4. Where do most of the <i>immigrants</i> come from?	2	Because they wanted to own the land.
5. How does the Canadian government help with <i>integration</i> ?	6	They are part of Canadian culture.
6. What do Canadian people say about <i>ethnic</i> groups in Canada?	5	They provide money for services.

### Exercise C

- a. Canada today has a large *diversity* of ethnic groups.
- b. The colonists took large parts of the country from the Native Canadians, the *indigenous* people of the area.
- c. The *majority* population of Canada is white.
- d. But the *minorities* in the country are now a very important part of the Canadian labour force.
- e. In 1971, the government introduced a policy to create a *multicultural* country.
- f. It recognized the diversity of *cultural* backgrounds in Canada.
- g. At the same time, it encouraged all Canadians to *contribute* equally to Canadian society.
- h. The government provides money for services, such as English-language tuition, for *first-generation* immigrants

### Exercise D

f	absolute
b	discipline
h	diversity
d	evidence
a	evolution
i	colonist
e	consistent
j	perceive
c	perception
g	contribute

tell	someone something	✓
	someone what to do	✓
	someone to do something	✓
	someone about something	✓
	someone doing something	
	someone how to do something	✓
	someone of something	
	someone that ...	✓
	something	
	something to someone	✓
	to someone something	✓

2./3.

- I think that the newspapers sometimes tell *lies*.
- We teach our children that they should always tell the *truth*.
- My mother used to tell me a *story* every night before I went to sleep.
- Many teenagers cannot tell the *time* in analogue form, like 'quarter to three'.
- Could you tell me the *answer* to this question?
- The instructions beside the photocopier tell you how to *use* it.
- Read each assignment carefully so you know exactly what to *write*.
- Marco Polo told his travel stories to a *man* while he was in prison.
- Herodotus told people about other *cultures*.
- The lecturer told us that Ibn Khaldun was from *Tunisia*.

### Exercise F

1./2.

d	cultures
e	ignorance
i	integrate
g	multicultural countries
b	past

a	Anthropology
c	present
h	problems
j	respect
f	them

### Exercise G

1./2.

- happy            delighted
- very            extremely
- subject            discipline
- choose            decide
- name            term
- meet            encounter
- difference            diversity

- h. people          humans
- i. not allowed    forbidden
- j. native          indigenous
- k. alright          acceptable
- l. like              admire

### Exercise H

abnormal – normal  
 ashamed – proud  
 civilized – uncivilized  
 conflict – peace  
 diversity – similarity  
 emigrant – immigrant  
 ignorance – knowledge  
 majority – minority

### Exercise I

1./2.

a. think	<i>of</i>	doing Anthropology
b. stay	<i>at</i>	home
c. write	<i>about</i>	the Inuit
d. go	<i>back</i>	to the beginning
e. run out	<i>of</i>	time
f. sum	<i>up</i>	the lecture
g. graduate	<i>from</i>	Oxford University
h. emigrate	<i>to</i>	the United States
i. work	<i>in</i>	the field of anthropology

## Practice

### Exercise A

1./2.

a. We must try ...	h	a geography expedition
b. If you decide ...	f	at the branches of anthropology
c. We will compare ...	j	data on family life
d. I'm going to explain ...	e	how attitudes have changed
e. Let's see ...	i	many months with the Inuit
f. We'll look ...	b	that Anthropology is the course for you
g. I want to give ...	c	the old view with the more modern view
h. Boas joined ...	a	to understand their attitudes and beliefs
i. He spent ...	d	what anthropologists study
j. He collected ...	g	you one or two examples

### Exercise B

Anthropology is a very wide subject which has been studied for centuries, but is still very relevant today. Anthropologists can explain cultural diversity. They can also help to stop differences between cultures becoming the cause of conflict.

### Exercise C

1./2.

At one time, anthropologists believed that civilization was a question of *evolution*. Most people in the West *accepted* this view at the beginning of the 20<sup>th</sup> *century*. All cultures started off in an *uncivilized* state and gradually *developed*. On the *way*, all cultures passed through the same *stages* of development. In this *view*, it is acceptable to try to *civilize* people to a Western way of *life*.

However, modern anthropologists do not *agree* with this view. They do not *believe* that Western civilization is the *standard* for civilization. We cannot apply the *norms* of Western civilization to other *cultures*. All cultures have *customs* which seem *strange* to other cultures. We must learn to *accept* other cultures and live together, without *conflict*.

## Extended listening

### Exercise A

Students' own answers.

### Exercise B

*Franz Boas*

*Life*

*Examples of work*

*Old view vs Boas's new view*

### Exercise C

Model notes:

Life

1858	b. Germany studied geog., phy. at uni
1881	grad from Heidelberg; PhD from Kiel
1883	exp. to Canada – fieldwork with Inuit; became int. in anth.
1885	emi. to US; became ed. of <i>Science</i>
1885–96	more fieldwork with Nat. Am.
1892	presented findings at World's Fair, Chi.
1899	prof. anth. Col. Uni, NYC
1942	d.



## Examples of work

biol.	ling.	cult.
<ul style="list-style-type: none"> <li>– 18,000 imm. body shapes, etc.</li> <li>– changes in one or two generations</li> </ul>	<ul style="list-style-type: none"> <li>– Nat. Am. lang. not properly developed = not civil.</li> <li>– Boas = not prod. but perception</li> </ul>	<ul style="list-style-type: none"> <li>– 1883–86 with Inuit</li> <li>– collected data on everything</li> <li>– most anth. stayed at home and made theories</li> </ul>

## Old view vs Boas's new view

old view	Boas
<ul style="list-style-type: none"> <li>– civilization = evolution</li> <li>– all cultures – same stages</li> <li>– people are uncivilized / savages – can or must be civilized</li> </ul>	<ul style="list-style-type: none"> <li>– 'Civilization is not something absolute', West civ. NOT the standard</li> <li>– all cultures have customs which seem strange</li> <li>– learn to accept cultures and live without conflict</li> </ul>

### Exercise D

1. Boas was born *in Germany in 1858*.
2. At university, he studied *geography and physics*.
3. In 1885, he *emigrated to the US*.
4. During his life, he did fieldwork with *the Inuit and with Native Americans*.
5. He did work in three areas of anthropology – *biological, linguistic and cultural*.
6. In biological anthropology, he studied *nearly 18,000 immigrants and looked at changes to their body shape*.
7. In 1899, he became *Professor of Anthropology at Columbia University*.
8. He died *in 1942*.

### Exercise E

1. All cultures pass through the same stages of development.
2. Anthropologists should collect data. ✓
3. Culture can affect perception. ✓
4. We must accept other cultures. ✓
5. We should try to civilize people from other cultures.
6. Western civilization is the standard for other cultures.

### Exercise F

Students' own answers.

# Speaking: Wedding customs

## 5.3 Real-time speaking: Wedding customs in Britain

### Objectives

By the end of this lesson, students should be able to:

- use existing skills to talk about the origins of wedding customs;
- pronounce target vocabulary in context.

### Introduction

Write the words below on the board. Ask students what they have in common. They might say weddings, but they also have the same pronunciation pattern – two syllables, stress on the first.

*creature*  
*couple*  
*marriage*  
*silver*  
*special*  
*symbol*  
*married*

Write the three-syllable words below on the board and ask students to put them into groups, according to the stressed syllable.

*honeymoon*  
*important*  
*mythical*  
*origin*  
*reception*  
*represent*  
*union*

### Answers

o o o	o O o	o o O
union	reception	represent
mythical	important	
honeymoon		
origin		

### A Activating ideas

When students have read the information about the tutorial, ask one or two questions to check understanding:

- *What's the word that means ...*
  - 'all cultures'? (universal)
  - 'are different' or 'change'? (vary)
  - 'the beginning of something'? (origins)
- *What do all cultures have?* (a form of marriage)
- *What is different in each culture?* (the marriage customs)

Remind students – or elicit from them – the difference in meaning between the words *marriage* and *wedding*.

Exploit the visual of the rings. Elicit the fact that rings are a wedding custom in many countries. Ask students if they have this custom in their country. If so, do they know the origins?

Now set the task, asking students to write a list of more customs. If students are all from the same culture, they can make a list of the wedding customs in pairs or in small groups. If students are from different cultures, they can try to make a list of similarities and/or differences in wedding customs from their cultures.

Monitor and give help with vocabulary if necessary. After a few minutes, elicit ideas. Ask students if they know the *origins* of any of the customs.

### Answers

Students' own answers.

### B Understanding a model

Set the task. You may want to pre-teach the word *vein* and write it on the board. Play **5.10**. Students complete the notes individually, then compare their answers in pairs. Elicit answers using an electronic projection. Check and practise the pronunciation of some of the vocabulary and phrases:

*veins*  
*symbol of union*  
*couple*  
*exchange*  
*blood*  
*heart*

Ask questions to further check understanding:

- *What is the ring a symbol of?* (the couple's union or joining together)
- *Where do people wear the rings?* (on the third finger of the left hand)
- *Why do they wear it there?* (people thought there was a special vein there)

- *Why was the vein special?* (because it carried blood to the heart)

#### Answers

the custom:	<i>exchange of rings</i>
now:	<i>symbol of union = couple are joined together ring on 3<sup>rd</sup> fing. L. hand</i>
origins:	<i>vein in 3<sup>rd</sup> fing. blood to heart = 'centre of love'</i>

#### Transcript

##### Presenter: Track 5.10

- Student A: Right. I'm going to talk about my culture, which is the British culture. There are several important wedding customs in my culture. Firstly, the bride and groom exchange rings.
- Student B: Exchange?
- Student A: Yes, it means that the bride gives the groom a ring and the groom gives the bride a ring.
- Student B: I see.
- Student A: OK. Where was I? Oh, yes. The ring is a symbol of union.
- Student B: I'm sorry. I don't understand.
- Student A: That means that the ring shows the couple are joined together.
- Student B: OK.
- Student A: In British culture, the wedding ring is always worn on the third finger of the left hand. Apparently, people used to think that there was a special vein in that finger.
- Student B: I don't get your point.
- Student A: OK, let me explain a bit. Veins carry the blood to the heart. People used to think that the heart was the centre of love. OK. So, that's the rings. Secondly, ...

#### Methodology notes

1. Students may already be familiar with the expression *used to* for describing a habitual past action. If they are not familiar with it, it is enough that they simply understand it as a past expression for now. Students should also be told not to confuse it with the verb *use* as in *I use my laptop when I'm on the train*. Do not spend too long on this grammar point as it is fully explained and practised in the following lesson.
2. *What I mean is ...* is a very strange phrase because the two verbs *mean* and *is* are next to each other. It's an example of a pseudo-cleft sentence. However, it is not necessary to go into lengthy grammar explanations here; teach it as a very strange but very useful phrase!

#### C Studying a model

1. This activity helps students to 'notice' the target language for the section. Set the task. Students work in pairs to find the three types of expressions. You can ask them to underline or circle the expressions, if you wish. Elicit answers. Briefly check understanding of the sentences with *used to* and explain this is a verb phrase for something that happened in the past, but which does not happen now. (See Methodology note above.)

2. It is important for students to notice pauses when listening to a text. They need to learn that they should wait for suitable pauses before they can interrupt a speaker.

It is also important to use polite intonation when asking for an explanation, and also for giving explanations.

Play 🎧 5.11. Discuss the points where there were suitable pauses for someone to interrupt. There should be pauses, for example, after introductory phrases – such as *apparently ...*, *what I mean is ...*, etc.

Play the audio again. Pause after a few of the phrases or sentences, and ask students to repeat and copy the intonation. Also check students' pronunciation of the phrase *used to* /ju:stə/.

3. Students practise the extracts in pairs. Monitor and give feedback.

#### Answers

1. Asking for help  
*I'm sorry. I don't understand.*  
*I don't get your point.*

Explaining  
*What I mean is, the ring shows that the couple are joined together.*  
*OK. I'll explain a bit more. Veins carry the blood to the heart. People used to believe that the heart was the centre of love.*

Talking about the past  
*Apparently, people used to think that there was a special vein in that finger.*

## Transcript

Presenter: Track 5.11

Extract 1.

Student A: ... The ring is a symbol of union.

Student B: I'm sorry. I don't understand.

Student A: What I mean is, the ring shows that the couple are joined together.

Student B: OK.

Presenter: Extract 2.

Student A: Apparently, people used to think that there was a special vein in that finger.

Student B: I don't get your point.

Student A: OK. I'll explain a bit more. Veins carry the blood to the heart. People used to believe that the heart was the centre of love.

### D Producing a model

1. Set the task. Students can use a dictionary if necessary, or you can go around the class and help with comprehension. Make sure students make notes (refer them back to Exercise B for an example).
2. Make sure students' books are closed. Remind students of key language to use and the pronunciation points you want them to focus on. Make a list on the board for them to refer to:
  - pauses
  - polite intonation
  - *I'm sorry, I don't understand ...*
  - *OK, I'll explain ...*
  - *used to + do*

Monitor while students complete the task. Give feedback.

#### Answers

Students' own answers.

### Closure

Choose one of the following:

- Give feedback on the activity in Exercise D, if you have not already done so.
- Discuss the customs described in Exercise D and ask if they are similar to any in the students' own country(ies).
- Practise the pronunciation of some of the words or phrases from the lesson. You can write them on the board in random order. Give each word or phrase a number. Say the numbers either in order or randomly; students then say the corresponding word.

## Everyday English: Suggesting and responding to suggestions

### Objectives

By the end of this lesson, students should be able to:

- use the forms for some common ways of suggesting and responding, with accuracy of form and pronunciation;
- take part in conversations using suggestions and responses.

### Introduction

1. Write the title of the lesson on the board, *Suggesting and responding to suggestions*. Elicit an example of a suggestion and write it on the board. Elicit a response and add that to the board too. Tell students they will learn some more ways of making suggestions and responses during this lesson.  
Elicit the following infinitive and noun forms:  
*suggest – suggestion*  
*respond – response*  
Practise the pronunciation of the four words.
2. Focus students' attention on the photographs. Ask them to cover the rest of the page. In pairs, students discuss what the photos have in common.

### Methodology note

In some countries, it is customary to give cash rather than presents. In the UK, it is not always appropriate to give cash. However, gift tokens are more acceptable.

It is worth pointing out that the custom of giving practical wedding presents began a long time ago as a way to help a young couple, probably without much money, to set up a home.

Toasters are very popular wedding presents in the UK. However, students from many countries, including southern Europe, may not be familiar with them.

## A Activating ideas

Divide the class into pairs or groups of three to discuss the questions. Monitor. Elicit some of the students' ideas. Ask some follow-up questions such as:

*Why isn't it a good idea to give a kitten (or other animal) for a wedding present?*

*Why do some people give practical presents such as toasters?*

*Do people spend too much money on wedding presents?*

### Answers

Students' own answers.

### Methodology note

It is very common in some Western cultures for couples to send all the wedding guests a 'wedding list'. This is a list of presents they would like. Many department stores now provide a wedding list service. The advantage of this is that the couple only receives presents they actually want, and they do not receive duplicate presents. There is a well-known British joke about couples receiving several toasters and not much else! However, some people are against wedding lists as they often make people spend more money than they want to.

The conversation in this exercise mentions a wedding list, and you might like to raise some of these points with your students.

## B Studying a model (1)

1. Focus students' attention on the two questions. Check students' pronunciation of the word *suggest*. Play 5.12. Students discuss the questions in pairs. Elicit answers.
2. Set the task. Play 5.12. Students complete the activity individually, then compare their answers in pairs. Replay the audio if necessary. Elicit answers. Drill the sentences and questions, and check students are using suitable intonation patterns.

Ask students to look at the answers again, and mark them *S* for suggestion, *R* for response.

Highlight the forms for the suggestions on the board:

- *Why don't we + do ...?*
- *Let's + do ...*
- *We could + do ...*
- *We'd better + do ('d = had)*

Highlight these forms for responses:

- *That's (not) very exciting / a good idea.*
- *I don't think we should + do*

Leave room to add more exponents after Exercise C.

If you wish, elicit different ways of completing the phrases on the board and use them as the basis for further repetition or drilling work.

### Methodology note

Here are some usage notes on two of the phrases for suggestions listed above:

1. *We could + do ...* has a more tentative feel to it, depending on the intonation used.
2. *We'd better + do* is a subjunctive form. The shortened form *'d* represents *had*; students, of course, may think it represents *would*. However, avoid going into grammatical explanations and simply teach it as a phrase. We tend to use *we'd better* as a result of another piece of information. For example:

- *It's starting to rain. We'd better go home.*
- A: *When's our presentation?*  
B: *Thursday morning. We'd better start work on it this afternoon.*

We would not use it for a new idea or suggestion, for example:

~~*We'd better go to the cinema this evening.*~~

In this situation, we would say:

*Let's go to the cinema this evening. / Shall we go to the cinema this evening?*

### Answers

1.
  - a. A toaster, a cookery book, gift tokens, money.
  - b. They decide to check whether there is a wedding list.
2.
  - a. *Have you got any ideas* for a present for John and Mary?
  - b. *Why don't we* buy them a toaster? (S)
  - c. *That's not* very exciting! (R)
  - d. *Well, you suggest* something then.

- e. *Let's get them* a cookery book. (S)
- f. *We could just give them* money or gift tokens. (S)
- g. *Perhaps we'd better ask them* if they've made a list. (S)
- h. *I'll text them now.* (R)

## Transcripts

### Presenter: Track 5.12

- Voice A: Have you got any ideas for a present for John and Mary?
- Voice B: Mmm. Why don't we buy them a toaster?
- Voice A: A toaster! That's not very exciting.
- Voice B: Well, you suggest something then.
- Voice A: OK. Let's get them a cookery book.
- Voice B: I think they've already got lots of those.
- Voice A: We could just give them money ... or gift tokens.
- Voice B: I don't think we should give them money.
- Voice A: OK. Perhaps we'd better ask them if they've made a list.
- Voice B: That's a good idea. I'll text them now.

## Methodology note

It would be worth spending a few minutes in class discussing which phrases are more formal or informal, and which phrases are stronger than others. For example, *You should do ...* is quite a strong suggestion and should therefore be used with care, and with good intonation, in order not to sound rude.

*It would be better if ...* is usually a more tentative form where the speaker wishes to be polite. Perhaps the speaker feels the listener may not like the suggestion. It is more formal than some of the other phrases from the lesson. It is a second conditional sentence but, again, you need not go into too much grammatical explanation at this point; simply teach it as a phrase.

*I'd rather do ...* is another example of a conditional sentence. It is a polite, more formal way of disagreeing. You may also wish to teach the more formal, but very common, response *I'd rather not* as a polite way of disagreeing.

## C Studying a model (2)

If you prefer, you can switch around Exercises C1 and C2.

1. Set the underlining task. Elicit answers and add the phrases to the list on the board (see Exercise B). Organize them according to the verb forms that follow:

- *Shall we + do ...?*
- *You should + do ...*
- *What / How about + ~ing?*
- *It would be better if you / we + did ...*

Elicit possible ways to complete each phrase and drill the sentences. Obviously the final suggestion form, *It would be better if ...*, will be the most challenging for the students due to its length and getting the forms correct. For this reason, make sure you allow enough time for students to practise it (see also Methodology note above).

Now move on to the responses for the suggestions. Ask students to find the responses in the conversations. Elicit and add them to the board:

- *OK*
- *Fine with me*
- *I'd rather + do ... ('d = would)*
- *I've already done (that)*
- *Yes, I'll do (that)*

Elicit what the 'd stands for in *I'd rather*. Once again, avoid a grammatical explanation and teach it as a phrase.

2. Play the conversations on 5.13, pausing after each line for students to listen and repeat. Make sure students are using appropriate intonation patterns. Students then practise in pairs. Monitor and give feedback, especially on using polite intonation.
3. Set the task. Elicit some possible sentences for a conversation for one of the situations listed in the Course Book, and write them on the board. Students practise the example conversation from the board and then continue with the other situations. Monitor and give feedback.

## Answers

1.  
A: Shall we go away this weekend?  
B: OK. Where to?  
A: Well, what about going to London?  
B: I'd rather go somewhere cheaper.  
A: OK, how about Brighton, then?  
B: Fine with me.  
A: I'll look up some hotels on the web.
2.  
A: What's wrong?  
B: I really can't do this assignment.  
A: Well, maybe you should take a break.  
B: I've already tried that. It didn't work.  
A: Perhaps it would be better if you talked to your tutor.  
B: Yes, I'll do that.

## Transcript

### Presenter: Track 5.13

#### Conversation 1.

- Voice A: Shall we go away this weekend?  
Voice B: OK. Where to?  
Voice A: Well, what about going to London?  
Voice B: I'd rather go somewhere cheaper.  
Voice A: OK, how about Brighton, then?  
Voice B: Fine with me.  
Voice A: I'll look up some hotels on the web.

#### Presenter: Conversation 2.

- Voice A: What's wrong?  
Voice B: I really can't do this assignment.  
Voice A: Well, maybe you should take a break.  
Voice B: I've already tried that. It didn't work.  
Voice A: Perhaps it would be better if you talked to your tutor.  
Voice B: Yes, I'll do that.

## Closure

Choose one of the following:

- Give further situations for students to practise conversations on, for example:
  - You have been invited to a relative's 80<sup>th</sup> birthday party. You don't know what to buy as a present.
  - You have been offered a job in China. You need to learn the language and the culture as quickly as possible.
  - You have been invited to the wedding of someone from a very important family. You don't know what to wear.
  - A student in your tutor group is unhappy. He/she says it's because he/she hasn't got any friends.
  - Your company is losing money. You don't know what to do to make a profit.
- Students write down one or two of their conversations, either in class or for homework.

## 5.4 Learning new speaking skills: Checking and explaining

### Objectives


By the end of this lesson, students should be able to:

- pronounce words with consonant clusters;
- use phrases for checking, explaining and asking to wait, at appropriate points in a conversation;
- talk about past customs, beliefs and habits with *used to* / *didn't use to*;
- produce correct sentences, negative and question forms for *used to*.

## Introduction

Use flashcards of vocabulary from this section for pronunciation practice.

### A Reviewing vocabulary

- Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit the missing letter in each row. For the second part of the task (pronunciation of the words), students should also select 'new' or more difficult words to attempt the pronunciation. Students can do this in pairs.
- Play  5.14 for students to check their ideas. If you wish, get individual students to read aloud each column of words – rather than each row – so they can get used to the range of clusters.

Now focus on the Pronunciation Check.

## Transcript

### Presenter: Track 5.14

- Voice:
- friend, groom, tradition, bride
  - place, club, blue, flow
  - steal, spirit, snow, small
  - custom, stone, instead, special
  - sublimation, conclusion, supply, reflect
  - agree, improve, petrol, hydrogen

### Methodology note

If you prefer, you could do the Pronunciation Check before Exercise A.

## Pronunciation check

Students study the information. Ask:

*What is a consonant cluster?* (two – or more – consonants together without a vowel sound in the middle)

Practise pronunciation, firstly with each consonant cluster in isolation, then in words. Make sure students do not put a vowel sound between the two consonants in each cluster. Play 🎧 5.15, if you wish.

Point out that all the words in Exercise A have consonant clusters. Ask:

*Which words in Exercise A have clusters of three consonants?* (transpiration, straight, conclusion, distract, improve)

You may also need to point out that we are talking about consonant sounds rather than spelling, so the letters *ght* in *straight*, or *pp* in *supply*, do not count as consonant clusters.

## Transcript

**Presenter:** Track 5.15

Voice: bride, groom, tradition; place, club, blue; steal, spirit, straight

## B Identifying a new skill (1)

1. Remind students about the tutorial extracts they listened to in Lesson 5.3. Ask them if they can remember any of the phrases for checking understanding and explaining.

If you wish, you could replay the audio again as a reminder, and also to give a context for this activity.

Students read the Skills Check. Check students understand the verb *interrupt*. Discuss when it is fine to interrupt someone in a conversation or a discussion, e.g.:

- at a natural pause;
- when they have finished speaking;
- at the end of a phrase or sentence.

Point out that they will usually know when speakers are coming to the end of a phrase or sentence because of a falling intonation pattern.

Ask students to look at the example phrases from the *Explaining* section in the Skills Check box. Write the phrases on the board and highlight the verbs. They are not strange new tenses but a different way of joining sentences. Students should not worry about the grammar of the sentences here; they

should only learn them as phrases. (See the Methodology note for Exercise B in Lesson 5.3.) Play 🎧 5.16, if you wish.

2. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.
3. Ask students to close their books or cover the exercise. Play 🎧 5.17. Pause after each phrase so that students can repeat the phrases. Make sure they are stressing the correct words and are using polite intonation patterns.

## Optional activity

Refer students back to the tutorial extracts in Lesson 5.3. Ask them to practise them again, but this time they should substitute different phrases from the Skills Check and Exercise B. Monitor and give feedback.

## Answers

- |   |   |
|---|---|
| a. Could I answer questions at the end? | A |
| b. I don't get your point.              | C |
| c. My point is ...                      | E |
| d. It's still not clear to me.          | C |
| e. I'll explain that in a minute.       | A |
| f. I'll explain a bit more.             | E |
| g. That doesn't make sense to me.       | C |
| h. What I meant was ...                 | E |

## Transcripts

**Presenter:** Track 5.16

Voices: **Checking**  
Sorry, I don't understand.  
I'm not sure what you mean.

Presenter: **Explaining**  
Voices: No, what I mean is ...  
What I'm trying to say is ...

Presenter: **Asking to wait**  
Voices: Can I deal with that in a little while?  
I'm just coming to that.

**Presenter:** Track 5.17

Voices: **Checking**  
I don't get your point.  
It's still not clear to me.  
That doesn't make sense to me.

Presenter: **Explaining**  
Voices: My point is ...  
I'll explain a bit more.  
What I meant was ...

Presenter: **Asking to wait**  
Voices: Could I answer questions at the end?  
I'll explain that in a minute.



### C Practising a new skill

Set the task. You will probably need to demonstrate it first. Give students time to read the statements on pages 174 and 175 of the Course Book. They should be familiar with the topics, which come from the book's earlier themes. Make sure students are given enough time to practise saying the statements and explanations before starting to work in pairs. You can set this up by moving students into groups (1 and 2) so they can help each other practise. Or, students can remain in pairs and simply 'mumble' the sentences to themselves, or say the sentences 'in their heads'.

During this phase, monitor and give help where necessary.

Remind students to use the phrases from the Skills Check and Exercise B wherever possible. Also remind them to try and wait for pauses.

You can set the task in two ways:

1. Set two statements at a time (one for each student) for each pair to work on. Then monitor and give feedback.
2. Ask students to work through all of the statements until you run out of time.

### Closure

Give feedback on Exercise C, if you have not already done so.

If you think it is appropriate for your class, ask some of the more successful pairs to repeat their conversations for the class.

### Methodology notes

1. The phrase *never used to* is often heard instead of *didn't use to*. For example: *I never used to eat cheese but I do now*. Grammarians state that the morpheme *d* should not be used with the negative of *used to*. However, you will often see, for example, *I didn't used to like her very much*. When speaking, it is almost irrelevant as the *d* is not pronounced due to the elision with *to*.
2. In this lesson we have deliberately avoided referring to the pattern *be + used to + doing* (as in: *He isn't used to doing much exercise* to mean 'not accustomed to'). We feel this would be too confusing for the students at this point.

### D Identifying a new skill (2)

Write two sentences on the board:

*I went to Greece on holiday.*

*I used to go to Greece on holiday.*

Ask students to explain the difference. Do not confirm or correct answers at this stage.

Refer students back to Lesson 5.3 and remind them about the topic, the origins of wedding customs. Ask students to look back and find example sentences with *used to*. This will contextualize the language for them. The sentences with *used to* in Lesson 5.3 were:  
*People used to think there was a special vein in that finger.*

*People used to believe the heart was the centre of love.*

*The best man used to help the best man steal the bride.*

*People used to believe that evil spirits wanted to steal the bride.*

1. Ask students individually to read the sentence, and tick which of the possible meanings apply.
- 2./3. Refer the students to Skills Check 2 to check their answer and to change the form of the statement in number 1 to a negative and a question.
4. Play the audio 5.18, pausing to allow the students to repeat each sentence. Note how the end 'd' elides with the 't' between *used* and *to* (*used to*) and is often deleted in connected speech.
5. Students work individually, using the Skills Check to help them and compare answers in pairs.

### Answers

1. I went to Dubai many times. / I don't go to Dubai now.
3. I didn't use to go to Dubai for business.  
Did you use to go to Dubai for business? (Did I use to go to Dubai for business? is correct, but it is a rhetorical question that would be unusual.)
5. Yes, I/you/he/she/we/they did.  
No, I/you/he/she/we/they didn't.

## Transcript

### Presenter: Track 5.18

Voices: The best man used to help the groom.  
I used to live in the capital.  
People didn't use to believe that the Earth was round.  
She didn't use to like this kind of music.  
Did people use to believe in evil spirits?  
Did you use to work for the National Bank?

### E Talking about past beliefs, customs and habits

Check understanding of the word *belief*. Elicit that it is the noun form of the verb *believe*. Check understanding of the word *dragons*. Write two example sentences on the board: *People used to believe that dragons lived in caves.* and *People used to have stone tools.* Ask which sentences deals with customs and which beliefs. Check they understand the use of nouns and the placement of the second past tense verb in expressing past beliefs.

In pairs, students take turns to make full sentences for each picture. Elicit answers.

Finally, students can write some of the sentences for consolidation (or set this as a homework task). Remind them to include at least two sentences about past beliefs.

### F Using *used to*

Elicit ideas for topics students could talk about and write a list on the board. For example:

*computers*

*mobile phones*

*large families*

*university education*

*big cities*

*cycling*

*cars*

*holidays*

*a sport*

*food*

Monitor while students produce sentences in pairs. Give feedback. Elicit some of the students' sentences.

#### Answers

Students' own answers.

### G Identifying a new skill (3)

1. Read through each of the sentences with students and elicit their ideas. Do not correct at this stage.
2. Go through Skills Check 3 with the class, checking understanding and eliciting further examples. Then go back and check the answers to question 1 with the students.

#### Answers

- a. wish
- b. polite question/request
- c. past habit/routine

### H Talking about past habits and situations

Set for pairwork discussion, then individual completion. Elicit answers from the class.

#### Answers

Sentences 2, 4, 5, 6 and 9 could have *would* instead of *used to*.

### I Understanding 'd

Refer students to Skills Check 4. Read it through with them and introduce the task. Students complete in pairs. Elicit answers from the class.

#### Answers

1. Had he?
2. Would you?
3. Had she?
4. Would they?
5. Had he?
6. Would you?
7. Hadn't you?
8. Wouldn't you?

#### Closure

Ask students to write down some of their sentences from Exercise F.

# Workbook answers

## Speaking

### Exercise A

Students' own answers.

### Exercise B

- |                    |                 |
|--------------------|-----------------|
| a. Bride and groom | e. Marriage     |
| b. Gold and silver | f. Evil spirits |
| c. The heart       | g. Reception    |
| d. The register    | h. Honeymoon    |

### Exercise C

1. See transcript on page 128.
2. Students' own answers.

### Exercise D

1./2.

- |                             |                              |
|-----------------------------|------------------------------|
| a. a   <u>r</u> range       | g. <u>o</u>   ri   gin       |
| b. <u>ce</u>   re   mo   ny | h. re   <u>ce</u> p   tion   |
| c. <u>spi</u>   rit         | i. re   pre   <u>sent</u>    |
| d. ex   <u>ch</u> ange      | j. <u>sym</u>   bo   lize    |
| e. <u>ho</u>   ney   moon   | k. u   ni   <u>ver</u>   sal |
| f. <u>my</u>   thi   cal    | l. <u>frigh</u>   ten        |

### Exercise E

1./2./3. Students' own answers.

### Exercise F

1./2.

- a. Why don't we go to the cinema this evening?
- b. What's wrong?
- c. I'd rather stay in this evening.
- d. You'd better talk to your tutor. OR It would be better if you talked to your tutor.
- e. You should take a break.
- f. Would you like to go out this evening?
- g. How about going to the cinema?

### Exercise G

1./2.

- A: Let's ~~to~~ do something to celebrate the end of the course.  
B: Why ~~not~~ don't we have a party?  
A: ~~This is~~ That's a bit boring.  
B: Do you ~~got~~ have a better idea?

- A: ~~We would~~ Let's have dinner together.  
 B: ~~I think we couldn't~~ I don't think we could get people to agree on a restaurant.  
 A: What ~~of~~ about a day out somewhere?  
 B: That's a great idea! Where ~~we shall~~ shall we go?  
 A: Perhaps ~~we~~ we'd better make a list of places and get people to choose their favourite.  
 B: OK. I'll do some research now.

### Exercise H

- 1./2.
- The bride and groom are the people who get married at a wedding.
  - The heart sends blood around the body.
  - You can light a candle.
  - The couple sign the marriage register at a wedding.
  - Gold and silver are both expensive metals.
  - When you join two things, it is a union.

### Exercise I

- 1./2./3.
- Families used to be very large, ...
  - People used to think that the Earth was flat, ...
  - People used to believe in vampires, ...
  - People didn't use to live very long, ...
  - Doctors didn't use to understand the causes of most diseases, ...
  - People didn't use to know about other cultures, ...
  - Children used to work in factories and mines, ...
  - People used to type letters on typewriters, ...
  - People didn't use to carry phones, ...
  - People used to count with abacuses, ...
  - People used to preserve food with salt, ...
  - People used to tell the time by the Sun, ...

## Practice

### Exercise A

- 1./2.
- I don't get your point.
  - It's still not *clear* to me.
  - That doesn't make any *sense*.
  - I'll *explain* a bit more.
  - What I *mean* is ...
  - What I *meant* was ...
  - Could I *answer* questions at the end?
  - I'll explain that in a *minute*.

- i. I'm not *sure* what you mean.
- j. What I'm *trying* to say is ...
- k. Can I *deal* with that in a little while?
- l. I'm just *coming* to that.

### Exercise B

1.

The screenshot shows a web browser window with a menu bar (File, Edit, View, Favorites, Tools, Help) and a toolbar with navigation icons. The main content area has the title "Germany, Western Europe" in large bold font. Below the title is a paragraph: "Some days before the ceremony, friends and relatives throw old cups and plates on the ground in front of bride and groom..... The custom goes back about a thousand years to medieval times. People used to believe in poltergeists. They thought that poltergeists were frightened of loud noises.....". To the right of this text is a black and white illustration of a historical scene, possibly a wedding or a domestic interior, with people and furniture. Below the paragraph is another paragraph: "Medieval times refers to the period in Europe between the 5<sup>th</sup> and the 15<sup>th</sup> century..... CE." At the bottom is a final paragraph: "A poltergeist is a mythical creature which throws things around. People used to believe that poltergeists symbolize the anger of someone in a house."

2. Students' own answers.

## Extended speaking

### Exercise A

- 1. Students' own answers.
- 2. **Checking**
  - I don't get your point.
  - It's still not clear to me.
  - That doesn't make sense to me.
  - I'm not sure what you mean.
- Explaining**
  - I'll explain a bit more.
  - What I mean is ...
  - What I meant was ...
  - What I'm trying to say is ...
- Asking to wait**
  - Could I answer questions at the end?
  - I'll explain that in a minute.
  - Can I deal with that in a little while?
  - I'm just coming to that.

### Exercises B–C

Students' own answers.

# Reading: The price of happiness

## 5.5 Vocabulary for reading: Doing research

### Objectives

By the end of this lesson, students should be able to:

- demonstrate understanding of new vocabulary from the Reading section;
- recognize the spelling of new vocabulary;
- demonstrate understanding of information about the critical evaluation of research articles.

**Note:** This lesson is a little different from others in that it is an introduction to the *skill* rather than the *topic* of the Reading section. Therefore the focus is on bias in articles.

### Introduction

Write the title of the article on the board, *How to do research*.

Discuss with the class when they have had to do research for an assignment and elicit some of the methods they used.

You could suggest that using file cards is a good way of organizing and making notes:

- Write the reference at the top (book/article title, author, chapter/page, etc.).
- Make notes.
- Put quotes in quote marks so you do not simply copy by mistake.
- Always make a note of other references/authors quoted in an article.

The file cards can be laid out on a desk in order to help students organize their writing. They can be shuffled or reordered easily, and they are great for revision.

### A Understanding vocabulary in context

1. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers, giving further help with the meaning of words if necessary.
2. Point out that students have to compare each statement with the writer's view in the article. If necessary, point out that each statement is slightly wrong. Students discuss in pairs. Elicit answers.

### Answers

1. Correct form of word in *italics*:

When you write assignments, you have to do research, which means reading *widely* / wide, using a variety of source / *sources*, including, nowadays, the internet. It does not mean just checking out Wikipedia and quote / *quoting* it word for word.

When students did all their research in the library, it was easy to find *authoritative* / author sources, because they could see the difference between a *popular* / popularity magazine and an academic *journal* / journals. On the web, you need to check who the writer is, who he/she is writing for, and whether the article just provides an overview or *detailed* / detail research.

You need to *validate* / valid all 'facts' on the web because many writers of web articles are bias / *biased* in favour of or against their topic. For example, people are often ethnocentric and think their own culture is always right. Sometimes they *state* / are stating their bias. They say clearly 'In my *opinion* / opinions ...' Sometimes, though, they are not so direct, but they use extremely / *extreme* words, particularly adjectives, like *stupid* and *disgusting*, or *brilliant* and *delicious*. Sometimes, they only *imply* / implies things – in other words, you have to work out the opinion of the writer from the kind of *evidence* / evidences they give.

So you must *critically* / critical evaluate any information you read on a website. Keep thinking: *What does the writer think about this point?* Or perhaps, more importantly: *What does the writer want me to think?* If the writer gives evidence in *support* / supporting of a particular point of views / *view*, you may need to find evidence *against* in another article.

2.

Possible corrections:

1. Information on the internet is *sometimes* wrong.
2. Writers on the web are *sometimes* biased.
3. It is *sometimes* easy to recognize bias.
4. You *always* need to check several sources.

## B Using new vocabulary

Set the task. Students can work in pairs or in groups of three. Monitor while students are discussing the questions and give help where necessary. Question 9 may seem to be out of place but leads on to question 10. The two questions together practise key target vocabulary. You may need to revise the meaning of *arranged marriage* – avoid too much discussion as this issue is dealt with in more detail in the following Reading lessons. Elicit answers.

### Answers

Some answers depend on the students, but here are some ideas:

1. By reading different types of material: books, articles, journals, newspapers, magazines, the internet.
2. It will have quotation marks and the reference will be stated (if it is a quote from an authoritative source).
3. Depends on students' knowledge but in the UK: *Hello*, *OK*.
4. Depends on students' knowledge but *Nature*, *The Lancet*.
5. Yes, because it will include research and references.
6. By checking references and by finding multiple sources with the same information.
7. Depends on students' knowledge but in the UK: *The Daily Mail* and *The Daily Telegraph*, have a right-wing bias. *The Guardian* and *The Mirror* have a left-wing bias.
8. Depends on students but they may already know *terrible*, *fantastic*, *great*.
9. Students' own answers.
10. Students' own answers.

### Closure

Choose one of the following vocabulary activities:

1. Write the following verbs on the board and elicit the noun forms:
  - *quote* (*quotation*)
  - *validate* (*validation/validity*)
  - *state* (*statement*)
  - *imply* (*implication*)
  - *criticize* (*criticism*)
  - *support* (*support*)
2. Write the following nouns on the board and elicit the adjectives:
  - *authority* (*authoritative*)
  - *width* (*wide*)
  - *popularity* (*popular*)

- *detail* (*detailed*)
- *validity* (*valid*)
- *extremity* (*extreme*)
- *criticism* (*critical*)
- *bias* (*biased*)

3. Work on collocation; write the verbs below on the board and elicit possible collocations based on the topic of the lesson. The words in brackets are one possible answer; there may be several others.
  - *read* (*widely*)
  - *do* (*research*)
  - *quote* (*an author*)
  - *validate* (*facts*)
  - *state* (*an opinion*)
  - *give* (*evidence*)
  - *support* (*a point of view*)

## 5.6 Real-time reading: The cost of marriage

### Objectives

By the end of this lesson, students should be able to:

- use co-text and topic sentences to predict information in a text;
- use existing skills to deal with a journalistic type text.

### Introduction

With Course Books closed, ask students to guess the average cost of a wedding in the USA. Write any figures they suggest on the board, for example:

\$5,000

\$100,000

\$2,000

Now ask students to look at the graph for Exercise A in their books. Which student(s) guessed correctly? (The answer is just over \$30,000.)

You can tell students that in the UK the average cost is about £20,000.

### Methodology note

It is not clear from the sources for the graph if the figures have been rebased so they show the equivalents of today's money (in other words, taking inflation into consideration). Some students may raise this point.

## A Activating ideas

Ask students to focus on the graph. Ask questions:

- *What's the title of the graph?* (Average wedding budget, 1990–2012)
- *What was the average cost of a wedding in 1990?* (\$15,000)
- *What about 2012?* (\$30,000)
- *So what can we say about the cost of US weddings from 1990 to 2012?* (the cost has doubled)

- 1./2. Students discuss the questions in pairs. If necessary, revise vocabulary from the Speaking section, for example:
- the wedding dress*
  - the ring(s) or other jewellery*
  - the reception*
  - the honeymoon*

You can write some supplementary questions on the board, such as:

- *Who pays for the wedding in your country?*
- *Does fashion or social pressure make people spend more money on weddings?*

Monitor while students are discussing the questions, then elicit ideas. Some students may raise the topic of a 'bride price'; that is fine but do not let the discussion go on for too long or you will pre-empt the reading activity.

## Answers

1. Students' own answers, but here are some ideas:
  - Clever marketing by hotels, restaurants, wedding dress shops, etc., make people want more for their weddings; they also exploit the romance and emotion of the event.
  - Social pressure also creates competition among family and friends – who can have the 'best' wedding.
  - For a full white wedding there is a long list of essentials, all very expensive:
    - dresses for bride and bridesmaids
    - suit for the groom
    - rings, jewellery
    - invitations
    - gifts for the bridesmaids
    - reception, food and drink, waiters, hire of restaurant, etc.
    - wedding cars
    - flowers
    - wedding cake
    - honeymoon

- hen and stag parties
- hire of church or register office
- cost of marriage licence

2. Students' own answers.

## B Preparing to read

1. Make sure students understand they should not read the whole text at this point. If students have little or no idea of what the text is going to be about, you can write the following ideas on the board for students to discuss in pairs:

- a. Many people do not get married because it is too expensive.
- b. Governments have the answer to expensive weddings.
- c. The history of marriage.
- d. Marriage is expensive but there are ways to make it cheaper.
- e. The cost of marriage around the world.

Elicit ideas but do not confirm or correct at this point.

2. Remind students that reading the topic sentences only is an effective way of summarizing and predicting a text. Set a time limit for the activity so that students do not have time to read the whole text. Alternatively, reproduce the topic sentences on a handout, or show them using an electronic projection, and ask students to cover the text. Do not elicit answers at this point.

## Answers

1. Students' own answers – do not give an answer at this point.
2. See Exercise C.

## C Understanding the text

1. Set the task. Elicit answers to Exercise B, including the ideas written on the board for Exercise B1 above.
2. Set the task, reminding students about this skill, which was practised in the Reading section in Theme 3. Students complete the activity individually, then compare their answers in pairs. Elicit answers, using an electronic projection of the text.
3. Set the task. Students read the two paragraphs individually then discuss the answer in pairs. Elicit the answer and discuss why it is correct. Check understanding of the words *deter* and *unlikely*.



## Answers

(for Exercise B)

1.

*Marriage is expensive but there are ways to make it cheaper.*

This is probably the best overall answer, but the text mentions some other points too.

2.

a. the attempts of governments to deal with the problem	5
b. mass weddings	6
c. the cost of weddings in different countries	2
d. hiring wedding clothes	7
e. the introduction to the article	1
f. quotes from young people about the cost of weddings	3
g. marrying a foreign bride – reasons for this and perhaps problems	4

(for Exercise C)

2.

Possible facts:

- details of costs (amount plus what it goes on)
- information about personal loans
- fact that some governments have made marriages between nationals and foreigners illegal
- number of people helped in the UAE
- information about wedding dresses

Possible opinions quoted in the text:

- quotes from Huda – a waste of money; sister regrets it
- quote from Nabilah
- quote from Ali Salem

Note that there are also opinions implied by the writer of the article; this is the point of the next lesson but if students raise it at this stage, deal with it briefly.

3.

Paragraph a is the best way to complete the activity. (It cannot be Paragraph 2 because in the main article the author does not say that fewer people are getting married.)

## D Developing critical thinking

The questions can be discussed in pairs or students can work individually to make notes for the answers. Elicit answers for questions 1 and 2 and ideas for question 3.

### Answers

Possible answers for problems/solutions in the text – other solutions depend on the students:

Problems	Solutions
weddings cost too much so people go into debt	<ul style="list-style-type: none"><li>– marry foreign brides</li><li>– get help from the government</li><li>– hire clothes</li><li>– have mass-weddings</li></ul>

## E Understanding vocabulary in context

Students work in pairs to find at least ten words or expressions connected with money in the text and write them down. (Or, they could underline or circle the words/expressions in the text.) Ask one student from a pair to read out their list. Write the words on the board. Check understanding of any new words. Elicit the part of speech for each word. Ask the rest of the class if they have any different words and add them to the board.

### Answers

afford (v)  
cost (n and v)  
debt (n)  
economy (n)  
expense (n)  
expensive (adj)  
hire (v)  
(personal) loan (n)  
money (n)  
pay – paid, pay off (v)  
price (n)  
rising (adj)  
spend (v)  
sum (n)  
waste of money (noun phrase)

## Closure

Write some phrases, connected with money, on the board for students to complete. For example:

- *I can't afford ...*
- *The economy of my country ...*
- *Last week I spent ...*
- *It's a waste of money to ...*
- *How much does it cost to hire ...?*
- *I need a loan for / to ...*
- *Supermarket prices are ...*
- *Huge debts are a problem for ...*

## 5.7 Learning new reading skills: Writer's point of view or bias; conditional sentences

### Objectives

By the end of this lesson, students should be able to:

- recognize the writer's stance in a journalistic text;
- distinguish between neutral and 'marked' or stance adjectives;
- identify a range of conditional sentences and their function in a reading text;
- use conditional sentences to predict information in a text.

## Introduction

Choose one of the following:

- Ask students to reread the text from Lesson 5.6 on page 149 of the Course Book.
- Ask students to summarize the main points from the text in Lesson 5.6.
- Revise some of the *wedding* or *money* vocabulary from the text in Lesson 5.6.

### Methodology notes

1. Exercise A1: The word *and* is deceptively simple. In fact, it has several functions in English and it is therefore quite complicated. For example, it can join clauses, link nouns in a subject or object/complement, and link adjectives in a subject or object/complement.
2. Exercise A2: In sentence a), *huge reception* is the complement, and the phrase *for all the friends and relatives* post-modifies it.

## A

### Reviewing sentence structure

Remind students that they looked at this issue in the Reading section of Theme 3, in Lesson 3.10 on page 91 of the Course Book.

1. Set the task and encourage students to think of possible answers before they read the words in the box. Elicit answers.
2. Students read the questions. Tell students that understanding the purpose of the word *and* is an important reading strategy. Ask students to focus on the first sentence from the exercise:

*There is often a huge reception for all the friends and relatives.*

Ask students what the function of *and* is in this sentence. Elicit that it is part of the complement. (See Methodology note above.)

Ask students to focus on sentence c):

*It was a traditional wedding and it lasted three days.*

Ask students what the function of *and* is in this sentence. Elicit that it is a 'new sentence' (or, strictly speaking, a clause).

Students work through the remaining sentences. Elicit answers.

### Answers

1.
  - a. There is often a huge reception for all the friends and *relatives*.
  - b. The expense is too high for many brides, grooms and *their families*.
  - c. It was a traditional wedding and *it lasted three days*.
  - d. It was beautiful and *it made us very happy*.
  - e. I could spend the money on my child and *my house*.
  - f. If men marry out of their religion and *their culture*.
  - g. ... a ceremony with hundreds and brides and *grooms*.
  - h. ... these dresses have hundreds of hand-sewn beads and *crystals*.
  - i. A wedding dress is only worn once and *then it is put away*.
2.
  - a. part of complement
  - b. part of complement
  - c. new sentence/clause
  - d. part of complement
  - e. part of object
  - f. part of object

- g. part of complement
- h. part of object
- i. new sentence/clause

## B Identifying a new skill (1)

1. Focus on the title of the Skills Check, *Recognizing the writer's point of view*. Check understanding; the title could be paraphrased as *Understanding the opinion of the writer*. Check/teach the meaning of *bias*. Point out that particularly when using magazine and newspaper articles for research, it is very important to decide if the article is biased or neutral.

Students read the information. Check understanding of each point and the verbs *imply* and *evaluate*.

2. Check students understand the task and go over the example. Students work individually, circling or underlining the evidence for each opinion or bias in the text. Ask students if the writer offers any evidence in support of the opinion/bias. Then students compare their answers in pairs. Elicit answers and give feedback.

## Answers

Possible opinion	The writer says:	Evidence/support
a. Weddings are too expensive in many countries.	<i>The expense is simply too high for many grooms and their families.</i>	80 per cent of personal loans; opinions of people who regret spending so much
b. Men should only marry nationals.	<i>But surely that (marrying foreigners) is not really a solution?</i>	No evidence but the writer supports the point: 'If men marry out of their religion and their culture, there may not be enough nationals for local women to marry in the future.'
c. Governments should not make marriage with foreigners illegal.	<i>taken extreme decisions</i>	none
d. Governments should help couples to get married.	<i>the more sensible option; these schemes seem to be very successful.</i>	UAE helped 44,000 couples with this scheme
e. People should not spend £10,000 on a wedding.	<i>That is still a great deal of money.</i>	none
f. The bridal gown should be hired.	<i>they should hire the bridal gown; hire the dress ... at a fraction of the cost.</i>	none

## C Recognizing bias in adjectives

1. Set the task. Students discuss in pairs. Elicit answers.
2. Set the task and go over the examples. Students work in pairs. Elicit ideas. Ask students to make sentences using an adjective + noun from the activity, for example:

- *The bride and groom didn't want an expensive wedding so they had a tiny reception.*
- *I can't do this task. It's impossible.*
- *I like him but he's a bit loud.*

## Answers

- Possible answers
  - party: boring, crowded, huge, lively, loud
  - task: boring, childish, hard, impossible, lengthy, long
  - person: boring, busy, childish, loud, quiet, shy, tiny
  - book: boring, hard, huge, lengthy, long
  - place: boring, busy, crowded, huge, large, lively, quiet, tiny
- Answers may vary, depending on students.

## Closure

You could spend a few minutes eliciting or teaching some pairs of neutral and 'bias' adjectives. For example:

*big – enormous*

*good / nice – wonderful, fantastic, etc.*

*bad – terrible*

*angry – furious*

*afraid – terrified*

*interesting – fascinating*

*sad – miserable*

*tired – exhausted*

*cold – freezing*

*hot – boiling*

*old – ancient*

## Methodology note

As the focus is on reading in this lesson, students are not asked to produce conditional sentences either in speech or writing. You can however, if you wish, provide written practice of the structures from this lesson. See also Workbook activities for further consolidation.

## D Identifying a new skill (2)

You could spend a few minutes introducing this activity by revising first conditional sentences. For example, put the following clauses on the board for students to complete:

- If I don't finish my assignment on time, ...*
- If you arrive late for a lecture, ...*
- If the bus is on time, ...*
- I'll stay in tonight if ...*
- Your tutor will help you if ...*

- Refer students to Skills Check 2. Ask them to focus on the example sentences. Read out the example sentences yourself or ask two or three students to do so.

Students focus on the verb patterns.

- It is important that students begin to understand that the choice of using the zero, first or the second conditional depends on the view of the speaker/writer:

- If the writer/speaker's view is that the situation is something that is always true, use the zero conditional.
- If the writer/speaker's view is that the action is likely or possible, use the first conditional.
- If the writer/speaker's view is that the action is unlikely, imaginary, hypothetical or improbable, use the second conditional.

Use an electronic projection to show the Skills Check – focus on forms as follows:

- the two halves of the sentences – check understanding of 'action' and 'result';
- there is an SVO/C pattern for both clauses;
- the verb tenses used in the 'action' clauses for each type of conditional;
- the verb tenses used in the 'result' clauses for each type of conditional;
- we use past tenses for the second conditional, but the meaning is present or future.

For students who have a subjunctive in their language, or who are familiar with the term *subjunctive*, you can point out that the second conditional is the English form of this.

The forms of conditionals can be summarized in a table. See the answers.

## Answers

Conditional		Action	Result
zero	<i>If When</i>	present simple	present simple
first	<i>If When</i>	present simple	<i>will + infinitive may + infinitive</i>
second	<i>If</i>	past simple	<i>would + infinitive might + infinitive</i>

- second conditional
  - first conditional
  - zero conditional

### E Recognizing conditional sentences in context

Set the task. Students complete the activity individually. Elicit answers, using an electronic projection. Ask questions about each sentence, such as:

- *What is the action clause?*
- *What is the result clause?*
- *What is the tense in each clause?*
- *So what type of conditional is it?*

#### Answers

Conditional sentences in order:

If they do not deal with problems,	they get worse	zero
If they don't have the money,	they often go into debt to pay for the wedding.	zero
If I had the money now,	I would spend it on my child and my house.	second
When I get married,	I won't spend a lot of money.	first
If men marry out of their religion and their culture,	there may not be enough nationals for the local women to marry in the future.	first
Nationals may get loans or gifts	if they marry a local girl.	first
If I got married by myself,	I would need over £30,000.	second
If I go for this kind of wedding,	I'll only spend around £10,000.	first

Conditional sentences reordered by type and clause:

Conditional	Action	Result
zero	If you do not deal with problems, If people don't have the money,	they get worse. they often go into debt to pay for the wedding.
first	If men marry out of their religion and their culture,	there may not be enough nationals for the local women to marry in the future.
	If I go for this kind of wedding,	I'll only spend around £10,000.
	Nationals may get loans or gifts	if they marry a local girl.
	When I get married,	I won't spend a lot of money.
second	If I got married by myself,	I would need over £30,000.
	If I had the money now,	I would spend it on my child and my house.

*May* and *would* are used instead of *will* in some cases.

### F Recognizing the form of conditional sentences

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Once again, ask the same questions for selected sentences as suggested in Exercise E above.

## Answers

Corrections to words in *italics*:

1. If you cool metal,	it <i>contracts</i> .
2. If you <del>will</del> heat water to 100°C,	it boils.
3. If an animal eats plants and other animals,	it <i>is</i> called an 'omnivore'.
4. If the climate changes too quickly in an area,	some of the plants and animals may <del>to</del> die.
5. If students get more than 70 per cent on average in all the assignments,	they <i>will</i> get the top grade.
6. People react badly	if managers <del>will</del> treat them like children.
7. You may <i>remember</i> more	if you highlight key words in your notes.
8. I <i>would</i> move to a better flat	if I had more money.
9. Weddings would be a lot cheaper	if people <i>did</i> not invite so many guests to the reception.
10. The problem <i>will get</i> worse	if the government <i>does not</i> take action.

## G Predicting the result clause in conditional sentences

1. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.
2. Elicit the use of *if / when* with no change of meaning – it is only possible with zero conditional sentences. Elicit also the sentence where it can be used – with certain first conditional sentences – but it changes the action from possible to definite.

## Answers

1./2.

Students' own answers, but here are some possible endings:

a. If / When you heat metal,	it expands.	no change with <i>when</i>
b. If / When you drop ice into water,	it floats.	no change with <i>when</i>
c. If you don't do this assignment,	the tutor will be angry.	
d. If you revise information regularly,	you won't forget it.	
e. If you don't revise at all,	you will do badly in the exam.	
f. If / When I move closer to the university,	I will be able to walk.	with <i>when</i> = you are definitely going to move
g. If I had more time,	I would do more research.	
h. If I owned a car,	I would drive to the university.	
i. If life expectancy continues to rise,	we will have a big problem with large numbers of retired people.	

j. If / When a person has an autocratic management style,	he/she behaves like a dictator.	no change with <i>when</i>
k. If governments were more democratic,	people would have better lives.	
l. If one part of a food web is removed,	there is an effect on another part.	no change with <i>when</i>
m. If I was in charge of the country,	I would create more parks.	

### Closure

Give students the result clauses of some of the sentences in Exercise C and ask them to supply a possible action clause in each case.

- *What has happened since about 1970?* (there has been a sharp increase in the average age)  
Now set the task. Students discuss in pairs or small groups. Elicit ideas but do not confirm or correct at this stage.

### Answers

Students' own answers.

## 5.8 Applying new reading skills: Child brides

### Objectives

By the end of this lesson, students should be able to:

- use new reading sub-skills, vocabulary and grammar from the theme in order to make notes on a text;
- demonstrate understanding of a journalistic type text about cultural and social issues.

### Introduction

Find out how much students know about child brides. Discuss with the class what the minimum legal age for marriage is in their country and/or selected other countries. Ask: *What's the best age to get married? Is it the same for a man or a woman?*

### A Activating ideas

Students' books closed. Ask students:  
*Is the average age of marriage increasing or decreasing in ...*

- *your country?*
- *the USA?*

Elicit ideas.

Now ask students to study the graph in Exercise A. Ask questions to check understanding:

- *What happened to the average age of marriage from 1890 to 1930?* (it fell steadily)
- *What happened in about 1940–55?* (there was a sharp drop)
- *Why was that?* (possibly because of World War II)

### B Preparing to read

Check students understand the information in the assignment. Elicit the meaning of the word *bias* and refer them back to the text in Lesson 5.6 if necessary.

Set the task; students discuss in pairs. Elicit the answer and reasons why the article on page 153 of the Course Book is suitable.

### Answers

The article is suitable for the assignment because it is about an arranged marriage. From the topic sentences it is also clear that the girl was underage. Therefore, the article will also be about legal as well as social issues such as poverty.

### C Understanding a text

1. Elicit headings for the notes:

- location
- events
- wider social and legal issues

Students may want to add further headings, for example:

- bias
- data
- sources

Students make notes individually, then compare their answers in pairs. Show the model notes (see Answers below) on the board, using an electronic projection. Students compare their notes with the model ones. Discuss any differences.

2. Try to keep the students on task, discussing *the writer's* opinions. Do not discuss with the class their reaction to the text at this point.

This is covered in Exercise E below.

### Answers

#### 1. Model notes:

location	northeastern India
events	– parents arranged marriage – girl refused
wider social and legal issues	– marriage of underage girls – education of girls – Child Marriage Prohibition Act
bias	arranged marriage = not a problem but Rekha too young
data	22.6 per cent of marriages = illegal
sources	<i>The Lancet</i>

2.

The writer ...

- a. agrees with Rekha's action:
  - 'the bravery of this young girl'
  - 'right to refuse'
  - 'did not weaken' = did not go back on a good decision
  - 'clearly' = it is clear to the writer that she is a national symbol
- b. does not object to arranged marriages:
  - 'not a problem in itself' / 'perfectly normal'
- c. thinks the parents' actions were wrong
  - 'and even stopped giving her food' = extreme action
  - thinks her actions were that of a national symbol
- d. thinks girls' education is a good thing but won't happen
  - 'If more girls were educated, would more girls say no to illegal marriages? The answer is probably yes' = correct but unlikely – uses second conditional

### D Understanding new words in context

1. Students discuss each phrase in pairs. Elicit answers.
2. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

### Answers

1.

- a. child labour – children working at a very young age, often as almost slaves

- b. prospective husband – husband-to-be; the person a woman is going to marry
- c. against the law – illegal, not allowed
- d. underage children – not at the minimum legal age to do something, e.g., work, get married

2.

- a. ordinary                      *extraordinary*
- b. legal                         *illegal*
- c. literacy                      *illiteracy*
- d. acceptance                *refusal*
- e. causes                     *consequences*
- f. allow                         *forbid*

### E Developing critical thinking

The activity can be done in several ways, e.g., as a pairwork, group or whole-class discussion, or answers can be written. Alternatively, divide the class into groups, and allocate one of the four topics only to each group. At the end of the discussion, the groups report their opinions back to the rest of the class so that all groups can listen to opinions on all four topics.

Before you set the task, elicit some phrases which students could use and write them on the board:

*Governments must / should(n't) ...*

*In my opinion ...*

*It should be illegal to ...*

*There are too many ...*

*I (strongly) believe that ...*

### Answers

Students' own answers.

### Closure

Choose one of the following:

1. Summarize the points made in the discussion in Exercise E.
2. Recap on new vocabulary from the lesson.
3. Ask students to find and underline conditional sentences in the text. They are:
  - *If she (Rekha) married the man, she would become a housewife and mother.*
  - *If more girls were educated, would more girls say no to illegal marriages?*



## Knowledge quiz: What? Who? When? Which? How? Where? Why?

### Objectives

By the end of this lesson, students will have:

- reviewed core knowledge from Theme 5 so far;
- recycled the vocabulary from Theme 5 so far.

### Methodology note

See notes in the Introduction, page 14, for further ideas on how to do the quiz. As usual, the focus should be on the content rather than using the correct grammar.

### Introduction

Tell students they are going to do a knowledge quiz on Theme 5. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over the theme.

### Question 1

Divide the class into groups of three or four. Make sure the final column is covered (if you prefer, photocopy the quiz with the final column left blank for students to make notes).

Students discuss the questions and make notes of their ideas.

Do not elicit answers at this point.

### Question 2

Students match the questions and answers in their groups, or you could reorganize the students into pairs.

Finally, elicit answers – preferably using an electronic projection of the text.

### Question 3

Tell students to cover the final column, or hand out another version of the quiz with only the answers. Elicit questions round the class, or put into groups to complete the activity.

### Closure

Tell students to learn the information or vocabulary for any of the answers they got wrong in class.

### Answers

1. What does a <i>multicultural</i> country have?	9	1492
2. Why did <i>colonists</i> go to countries in the past?	18	18
3. Where do <i>immigrants</i> in a country come from?	12	a holiday immediately after a wedding
4. What is <i>anthropology</i> ?	6	Franz Boas
5. Why do people sometimes call Herodotus the <i>father of anthropology</i> ?	20	Au and Ag
6. Who is sometimes called the <i>father of modern anthropology</i> ?	3	another country
7. Which places did Marco Polo visit?	16	Hawaii
8. Which places did Ibn Khaldun visit?	5	he actually visited other cultures and learnt about their customs
9. When did Columbus first sail to the Americas?	13	many, including dragons, fairies and evil spirits
10. Which <i>indigenous</i> people did Boas study?	8	many, including the Middle East and Africa
11. What do wedding rings <i>symbolize</i> ?	7	many, including India and China
12. What is a <i>honeymoon</i> ?	17	money paid by the bride's family to the groom's family
13. What <i>mythical creatures</i> did people use to believe in?	1	people from many different cultures
14. What do brides wear <i>veils</i> for?	10	several, including the Inuit and Native Americans
15. How did people use to light their house before electricity?	19	the ability to read and write
16. Where do the local people give visitors <i>leis</i> to welcome them?	4	the study of humans in cultures
17. What is a <i>dowry</i> ?	11	the union of two people
18. What age can girls <i>legally</i> marry at in India?	14	to hide the face
19. What is <i>literacy</i> ?	2	to take the land for themselves
20. What are the chemical <i>symbols</i> for gold and silver?	15	with candles or gas

# Workbook answers

## Reading

### Exercise A

1. wedding
2. marriage
3. ceremony
4. relatives
5. bride/bridegroom
6. honeymoon
7. husband
8. wife
9. cost
10. reception

### Exercise B

1. Rekha's parents stopped giving her food but she didn't *weaken*.
2. The road was too narrow so the council decided *to widen* it.
3. Steel *is hardened* by adding carbon.
4. Your assignment is too long. You have to *shorten* it.
5. Athletes *strengthen* their bodies with exercise.
6. In some countries, the school year is quite short and people are talking about *lengthening* it.
7. How can the police *ensure* that people do not break the law?
8. We must *encourage* girls to complete secondary education.

### Exercise C

1. reduce	7	a car / clothes / a person
2. arrange	4	a debt / a loan
3. deal with	6	a decision / an action
4. pay off	2	a marriage / a meeting / a loan
5. waste	3	a problem / a person
6. regret	9	a school / a decision / a person
7. hire	10	an offer / a loan / a request
8. change	8	behaviour / attitudes / customs
9. support	1	costs / temperature / weight
10. refuse	5	time / money / energy

### Exercise D

Students' own answers.

### Exercise E

Students' own answers.

### Exercise F

1./2.

a. If the government does not solve this problem,	h	families would not need to take out personal loans.
b. If people are not educated,	e	if the government offered incentives.
c. If couples get married very young,	g	if they get married very young.
d. If the government increased the minimum age for marriage,	i	if weddings were cheaper.
e. People might choose mass weddings,	a	it will probably get worse.
f. If you hire the wedding clothes,	d	some people would be very unhappy.
g. Girls may not finish their secondary education,	b	they may make bad decisions about their own lives.
h. If the cost of weddings was lower,	c	they may regret it later.
i. Couples would have more money to start their married life,	f	you will reduce the cost a great deal.

## Practice

### Exercise A

1./2. Students' own answers.

3.    *was* – Nisha  
      *taken away* – her prospective husband  
      *are* – arranged marriages  
      *paid* – dowries  
      *was supplemented* – 15,000 rupees  
      *asked for* – Munish's greedy family  
      *called* – the bride-to-be (Nisha)  
      *led to* – Nisha's actions

# Writing: Cultural change

## 5.9 Vocabulary for writing: Defining culture

### Objectives

By the end of this lesson, students should be able to:

- demonstrate understanding of, and spell, target vocabulary from the Writing section;
- demonstrate understanding of aspects of a culture.

### Introduction

Write the headline from the article on the board:

*How can we define 'culture'?*

Ask students to discuss the headline in pairs or groups of three. After two or three minutes, elicit ideas but do not confirm or correct any of them.

### A Understanding vocabulary in context

1. Ask students to read the introduction to the article. Revise the meanings of the words *areas*, *disciplines*, *theorists*.

Set the task. Divide the class into pairs. Tell students to work on half of the words each, exchanging information as they go along. For example, Student A works on words beginning with a–m (*access*, *aspect*, *beliefs*, etc.) and Student B works on words beginning with n–w (*ownership*, *restrict*, etc.).

Students should also find the part of speech for each word.

If you like, you can ask students to draw up a table for the words – as given in Answers below. Elicit answers, making sure students give the meaning of each word in the context of the article only. Words that also have other meanings from the ones given here include *access*, *aspect*, *ruler* and *value*.

Students do not need to learn all the forms of the words – tell them which ones you think are the most useful for them.

Ask students to paraphrase the following questions from the text:

- *To what extent is religion central to everyday life? (e.g., How important is religion in everyday life?)*
- *Is it (technology) a driving force for change? (e.g., How important is technology in changing a culture?)*

2. Set the task. You can do it as an exercise with students writing one or two sentence answers for each question. Or, students can write answers to form part of an essay on cultural aspects relevant to their lives.

Elicit one or two answers as examples.

Students complete the activity individually.

Monitor, making a note of common errors.

Students exchange written work and comment on each other's work from the point of view of:

- *content*
- *readability* – including organization, spelling, grammar, etc.

Give feedback on the common errors you noted while monitoring.

### Optional activities

Choose one of the following:

1. With students' books closed, read out some of the questions. Students tell you which aspect they belong to. For example:

T: *To what extent is religion central to everyday life?*

Ss: *Beliefs.*

T: *Who is powerful in the family?*

Ss: *Social organization.*

T: *Can people access the internet?*

Ss: *Technology.*

2. Students cover the text. Students try to recall the aspects and some of their related questions. If you wish, encourage students to think of further possible questions for each aspect.

## Answers

1.

Word	Meaning in this context	Related forms
access (v)	find information	access (n) accessible (adj) accessibility (adv)
aspects (n)	one part of a situation or idea	–
beliefs (n)	the thought that something is true	believe (v) believer (n) believable (adj) believability (adv)
domestic (adj)	used at home	domesticate (v) domesticated (adj) domesticity (n)
economy (n)	a country's money system	economic (adj) (un)economical (adj) economically (adv) economics (n) economist (n) economize (v)
impact (n)	effect	impact (on) (v) impacted (adj)
literate (adj)	able to read and write	illiterate (adj) literal (adj) literary (adj) literarily (adv) literature (n) literacy (n)
monitored (v) (past participle)	to watch and check a situation	monitor (n)
ownership (n)	when something belongs to you	(dis)own (v) owner (n)
restrict (v)	to control or limit a number of things	restriction (n) restricted (adj) restrictive (adj)
rulers (n)	a leader of a country	rule (v) ruling (n and adj)
rural (adj)	connected with the countryside	–
social (adj)	connected with society/meeting with other people	*society (n) socialize (v) sociable (adj) socialization (n) sociology (n)
values (n)	your principles about what is right and wrong	value (v) valuer (n)
worship (v)	to show love for a god, especially by praying	worship (n)

\*There are many derivatives of the word *social*, including *socialist*, *socioeconomic*, etc. We have limited the examples to just a few but students may well suggest others.

2.  
Students' own answers.

### **B** Producing correct forms

Set the task. Students complete the activity individually. When most of the students have finished writing, ask them to uncover the vocabulary list in their books and correct their own work.

### **Closure**

Say aloud the words below or write them on the board.

- music
- architecture
- natural resources (water, oil, coal, etc.)
- healthcare
- sport
- food
- customs, festivals, traditions
- climate
- science
- nature (wildlife, plants, environment, etc.)
- fashion, clothes

Ask:

*Which aspect are they connected with?*

*Are they relevant to a definition of culture? Why (not)?*

Summarize by telling students that many aspects overlap. For example, healthcare can involve government, technology, beliefs and values.

Defining culture is not easy and there are many aspects to consider.

## **5.10 Real-time writing: Technology and cultural change – Africa**

### **Objectives**

By the end of this lesson, students should:

- know more about the effect of technology on culture;
- demonstrate understanding of the organization of a Discussion essay;
- have produced sentences to complete an essay.

### **Introduction**

With students' books closed, write the question from the assignment on the board:

*To what extent have technological advances caused cultural change in the world recently?*

Check that students understand that *technological advances* = computers, the internet, mobile phones, satellite TV, etc.

Ask students to discuss the question in pairs or small groups with reference to:

- the students' own culture(s)
- other countries/cultures – for example, Europe, China, Africa, India, etc.

After a few minutes, elicit some of their ideas.

Students should be aware of changes – including dramatic changes in some countries – brought about by the widespread access to social networking sites, internet blogs, etc., and mobile phones.

### **A** Previewing vocabulary

This activity could be done at the very end of the lesson if you prefer to go straight into the writing activity.

Remind students that we often use long noun phrases as subjects in academic English. Set the task and go over the example. If students find it difficult, do one or two more sentences as further examples. Students work individually, then compare their answers in pairs. Elicit answers. Summarize on the board as follows, eliciting the spelling of the nouns as you go along:

<i>own</i>	<i>ownership</i>
<i>use</i>	<i>usage</i> (point out spelling – e changes to a)
<i>access</i>	<i>access</i> (spelling – double c, double s)
<i>grow</i>	<i>growth</i> (consonant cluster)
<i>affect</i>	<i>effect</i> + <i>on</i> ( <i>affect</i> = verb, <i>effect</i> = noun – native speakers often confuse the two as well!)
<i>monitor</i>	<i>monitoring</i>
<i>introduce</i>	<i>introduction</i>
<i>arrive</i>	<i>arrival</i>

### **Optional activity**

Students can suggest ways to complete each sentence:

*Mobile phone ownership has increased rapidly during the past few years.*

*Mobile phone usage is banned on planes.*

### Answers

1. Mobile phone *ownership* ...
2. Mobile phone *usage* ...
3. Internet *access* ...
4. The *growth* of usage ...
5. The *effect* of phones on social organization ...
6. The *monitoring* of elections by UN officials ...
7. The *introduction* of the technology ...
8. The *arrival* of the internet ...

## B Gathering information

Focus students' attention on the assignment. Give a little more information about Veblen. For example:

- Norwegian-American economist and sociologist
- he was against 'conspicuous consumption' = showing everybody how much money you have
- his best-known book: *The Theory of the Leisure Class*

Discuss the meaning of the statement *technology is the driving force in cultural change*.

Discuss with the class how they would go about doing research for this assignment, and which technology and countries they would probably write about.

1. Remind students of the meaning of the word *thesis*, if necessary. (You could refer students back to theses they have written about in previous themes.) Elicit the answer. Ask students for their opinions about the thesis – do they agree or disagree with it? (They may change their minds if they wish later in the lesson.)
2. Set the task. Spend a minute or two checking students understand the notes and the abbreviations in them. Students complete the activity individually, then compare their answers in pairs. Elicit answers.
3. Set the task. You can paraphrase it by saying students might find some of the information surprising or different from their culture. They may find more than three pieces of information. Elicit ideas.

### Answers

1. Veblen's thesis is '*Technology is the driving force in cultural change*'.
2.
  - a. mobile phone
  - b. Africa
  - c. Society, government and economics.
3.
  - high percentage of population for mobiles
  - low percentage for internet access
  - high growth rate for both phones and internet access

## C Noticing discourse structure

Students read the essay and then discuss how to complete the activity in pairs. Elicit answers, preferably using an electronic projection of the model essay in order to highlight relevant information.

### Answers

Para 1	introduction
Para 2	effect on beliefs and values
Para 3	effect on social organization
Para 4	effect on government
Para 5	effect on the economy
Para 6	conclusion

## D Writing the essay

1. Do the first answer with the class as an example. Students complete the activity individually. If they find it difficult, you can provide prompts for each phrase for completion. Elicit answers and write them on the board, correcting any grammar mistakes as you do so.
2. Refer students to the list of possible endings. Students complete the table individually. Ask students to compare their answers in pairs. Elicit some comparisons. Point out that it is fine if students have different responses from the model answers, as long as their responses are logical.
3. Discuss with the class what points should be in the conclusion:
  - beliefs and values
  - cultural change – government and the economy
  - future changes

If you think your class may find the task of producing the full sentences difficult, then do one of the following:

- Provide prompts for the sentences.
- Allow students to read the model answer for two minutes (use an electronic projection). Then remove it. Students write down the conclusion.
- Students' pens down. Elicit sentences from the class and build the conclusion up on the board. Then erase sections of the sentences. Students copy and complete.

#### Answers

1. Students' own answers.
- 2.

... have also used mobile phones for the monitoring of elections in rural areas.	4
... I will reach a conclusion.	1
... in Kwa Zulu in South Africa, women can use SMS messaging to report domestic violence.	3
... is due to greater efficiency in communications for small businesses.	5
... there is no evidence that mobile phones have changed beliefs or values in this part of the world.	2

3. Model answer:

They have not had any effect on beliefs and values, but they have contributed significantly to cultural change in terms of government and the economy. In the future, they may also make an important contribution in terms of social organization, if projects like the Kwa Zulu one succeed.

#### Closure

Focus on one of the features of the text, for example:

- phrases such as *is due to ... / is related to ...*
- vocabulary – find words from Exercise A, e.g., *affect, usage*, etc.
- present perfect tense (This was dealt with in Lesson 3.11, so this is useful revision.)

### 5.11 Learning new writing skills: The discussion essay; long subject noun phrases; also

#### Objectives

By the end of this lesson, students should:

- have demonstrated understanding of the discourse structure for a Discussion essay;
- have practised identifying the thesis for an essay title;
- have produced points for and against theses for various essay titles;
- produce guided sentences with long subject noun phrases;
- produce sentences with correct word order using *also*.

#### Introduction

Elicit different ways of charging mobile phones where there is no direct access to an electric supply.

Students may suggest:

- solar power using a solar battery cell
- using cycling to generate power
- wind power, operating a turbine
- hydro-electric power, using water to generate electricity
- petrol operated generators

Point out that there is a clear mismatch between the very advanced technology of the mobile phone, and the earlier technology of electricity supply.

Mismatches like this happen nowadays when new technology sweeps around the world.

#### A Reviewing vocabulary

1. Set the task. Students work individually, then compare their answers in pairs. If they get stuck, you can refer them back to the full text in the previous lesson. Elicit answers.
2. Set the task, explaining that students should find the *kind* of information, rather than the exact words. After a few minutes, elicit ideas.



## Answers

1./2.

Phrase	Will be followed by ...
a. As a <i>result</i> , ...	a result or consequence
b. As can be <i>seen</i> in Table 1, ...	some information from an accompanying graph or chart
c. As <i>stated</i> above, ...	repetition, probably in different words, of a previous point
d. In <i>this</i> essay, ...	a summary of what is to come – if this is in the introduction – or what the writer has said – if it is in the conclusion
e. It has been <i>estimated</i> that ...	a piece of data – percentage, amount, etc., which has come from research
f. It is <i>clear</i> that ...	a statement which the writer agrees with – even if it is not true!
g. Research has <i>shown</i> that ...	a statement which the writer agrees with – even if there is not, in fact, good research, or any at all; tell students to look for specific references if a writer uses this early in a paragraph; if they do not find specifics, it may not in fact be research-driven
h. There is some <i>evidence</i> that ...	a statement which the writer agrees with or, perhaps, only partly agrees with

### B Identifying a new skill (1)

Go through the information in Skills Check 1. Refer students back to the full text answers from the previous lesson to show students examples of each point.

1. Ask the question, pause to give everyone a chance to think. Elicit the answer.
2. Elicit answers, showing them on the board to make sure everyone is clear:

#### Sections

1. *Introduction*
2. *Aspects of the issue*
  - a. e.g., *beliefs* (new paragraph)
  - b. e.g., *values* (new paragraph)
  - c. e.g., *social organization, etc.*, (new paragraph)

#### 3. Conclusion

Emphasize that although there are three **sections**, there may be more **paragraphs** (because students will probably need to make a new paragraph for each aspect stated in the middle section of the essay).

3. Set the task. Students discuss in pairs. Elicit answers. Summarize the activity by reminding students that a discussion essay needs points for and against each aspect.

## Answers

1. Technical advances cause cultural change.
2. Three sections but there may be more paragraphs.
3. a. Two or possibly three: government and economics, and possibly social organization (there may be an effect on this in the future).  
b. Beliefs and values.

### C Practising a new skill

Set the three questions together. Do one of the theses with the class as an example. Ask students to look at the remaining theses, then check understanding of each one. Elicit one or two ideas for a point for or against. (Students will have to use their own knowledge and common sense to come up with each point.) Then students continue to think of more points in pairs. Ask students to make notes for each point.

Elicit answers and make a list of points for and against each thesis on the board.

## Answers

Thesis	Possible points for	Possible points against
a. Grammar tests show the language ability of second-language learners.	<ul style="list-style-type: none"> <li>– grammar an important part of language learning</li> <li>– ‘easy’ to test grammar</li> </ul>	<ul style="list-style-type: none"> <li>– other important skills: listening, speaking, reading, writing and vocabulary</li> <li>– tests can be demotivating</li> <li>– tests do not show usage in the real world</li> </ul>
b. Decision-making inside families is a cultural issue.	<ul style="list-style-type: none"> <li>– different people inside families are important in different cultures</li> </ul>	<ul style="list-style-type: none"> <li>– there is a transfer of decision-making from parents to child in all cultures</li> </ul>
c. The location of a business decides whether it will be a success in the market.	<ul style="list-style-type: none"> <li>– people must know that you exist so very important</li> </ul>	<ul style="list-style-type: none"> <li>– marketers say that price, promotion and product are equally important</li> </ul>
d. People are responsible for global warming.	<ul style="list-style-type: none"> <li>– carbon emissions have risen in recent years, e.g., cars, air travel, power stations</li> </ul>	<ul style="list-style-type: none"> <li>– there are natural cycles of warming and cooling</li> </ul>
e. Developed countries ‘show the future’ to less developed countries.	<ul style="list-style-type: none"> <li>– developed countries have better living standards – for housing, sanitation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>– developed countries have bad aspects like poverty, people not cared for in extended family</li> </ul>

### D Identifying a new skill (2)

Give students time to read all the information in Skills Check 2. Check understanding. Ask students to study the example sentences. Check how many words there are in each noun phrase and rewrite them as two separate short sentences.

#### Answers

- Example 1: 15 words  
Example 2: 17 words
- 1A: There is a 10% rise in the ownership of mobile phones.  
1B: It leads to an extra 0.6% growth  
2A: Mobile phones have internet access in the West.  
2B: The use of these mobile phones has changed many aspects of life.

### E Making long subject noun phrases

Set the task and go over the example. You could, if you wish, ask students to find the verb in each sentence and elicit the noun (or revise Exercise A in Lesson 5.10 on page 156 of the Course Book):

1. arrive	arrival
2. use	usage
3. develop	development
4. release	release
5. raise	rise
6. relocate	relocation
7. store	storage
8. change	change

#### Methodology note

If students find Exercise E difficult, write the first few words of each sentence on the board. Students copy and complete. Alternatively, with students’ pens down, elicit each sentence and write it on the board. Then erase either the entire sentences or some of the words in each sentence. Students copy and complete.

Students complete the activity individually, then compare their answers in pairs. Monitor while students are writing down the sentences and give help where necessary. Use an electronic projection so that students can correct their own work. Give feedback on any problems you noted while monitoring in the writing phase. Highlight the parts of some of the sentences: the beginnings and endings of the three noun phrases, the verb and the object.

## Answers

1. The mobile phone arrived in rural Africa. It has had a significant impact.				
<i>The arrival</i>	<i>of the mobile phone</i>	<i>in rural Africa</i>		<i>has had a significant impact.</i>
2. The internet is used for social networking. This is changing behaviour.				
<i>The usage</i>	<i>of the internet</i>	<i>for social networking</i>		<i>is changing behaviour.</i>
3. The company has developed new products. These products should help the company to make higher profits.				
<i>The development</i>	<i>of new products</i>	<i>by the company</i>		<i>should help it to make higher profits.</i>
4. Carbon is released from the oceans. This carbon contributes to CO <sub>2</sub> in the atmosphere.				
<i>The release</i>	<i>of carbon</i>	<i>from the oceans</i>		<i>contributes to CO<sub>2</sub> in the atmosphere.</i>
5. Greenhouse gases raise the global temperature. This may cause sea levels to go up.				
<i>The rise</i>	<i>in global temperature</i>	<i>from greenhouse gases</i>		<i>may cause sea levels to go up.</i>
6. The company was relocated to the south coast. This was responsible for the increase in sales.				
<i>The relocation</i>	<i>of the company</i>	<i>to the south coast</i>		<i>was responsible for the increase in sales.</i>
7. Information is stored in short-term memory for a few seconds. This is necessary for a person to be able to use it.				
<i>The storage</i>	<i>of information</i>	<i>in short-term memory</i>	<i>for a few seconds</i>	<i>is necessary for a person to be able to use it.</i>
8. There are small changes in the tilt of the Earth. These happen at regular intervals. They change the climate significantly.				
<i>Small changes</i>	<i>in the tilt</i>	<i>of the Earth</i>	<i>at regular intervals</i>	<i>change the climate significantly.</i>

### F Identifying a new skill (3)

Give students time to study Skills Check 3.  
Elicit the rules for each example. Point out that the word *also* follows the same rules as frequency verbs such as *always*, *never*, etc., although of course *sometimes* is more flexible.

#### Answers

- Rule 1: 'also' comes after the verb 'be'
- Rule 2: 'also' comes before the main verb
- Rule 3: 'also' comes between the verb 'be' and the main verb in passive sentences
- Rule 4: 'also' comes between the verb 'have' and the main verb in present perfect sentences
- Rule 5: 'also' comes between modal verbs and the main verb

### G Using *also* in sentences

Set the task. Students complete the activity individually. If you wish, ask students to rewrite the whole sentence with *also* in the correct place in each case.

Use an electronic projection for students to correct their own work.

#### Answers

1. The arrival of the mobile phone in rural Africa has also had a significant impact.
2. The usage of the internet for social networking is also changing behaviour.
3. The development of new products by the company should also help it to make higher profits.
4. The release of carbon from the oceans also contributes to CO<sub>2</sub> in the atmosphere.

5. The rise in global temperature from greenhouse gases may also cause sea levels to go up.
6. The relocation of the company to the south coast was also responsible for the increase in sales.
7. The storage of information for a short time is also necessary for a person to be able to use it.
8. Small changes in the tilt of the Earth at regular intervals also change the climate significantly.

### Closure

Show the final sentences from Exercise G with all the prepositions missing from the subject noun phrase. Ask students to tell you the missing items.

1. The arrival *of* the mobile phone *in* rural Africa has also had a significant impact.
2. The usage *of* the internet *for* social networking is also changing behaviour.
3. The development *of* new products *by* the company should also help it to make higher profits.
4. The release *of* carbon *from* the oceans also contributes to CO<sub>2</sub> in the atmosphere.
5. The rise *in* global temperature *from* greenhouse gases may also cause sea levels to go up.
6. The relocation *of* the company *to* the south coast was also responsible for the increase in sales.
7. The storage *of* information *for* a short time is also necessary for a person to be able to use it.
8. Small changes *in* the tilt *of* the Earth *at* regular intervals also change the climate significantly.

## 5.12 Applying new writing skills: The internet and cultural change

### Objectives

By the end of this lesson, students should be able to:

- organize research notes and ideas about the impact of the internet in their culture, in preparation for the writing task;
- use target vocabulary, language and discourse structure from the Writing section in order to produce a discussion essay about cultural change.

### Introduction

Use Exercise A as the introduction.

#### A Reviewing vocabulary and grammar

Set the task. Students complete the activity individually, then compare their answers in pairs. Monitor. Use an electronic projection to show the correct sentences so that students can correct their own work.

Go over any common errors you noted while monitoring. Point out that these are all sentences which students can use in the writing activities later in the lesson.

#### Answers

1. I am going to consider the impact *of* the mobile phone in Africa in the *last* ten years.
2. I *will* look at several aspects of a culture.
3. I will consider *whether* the mobile phone *has changed* each aspect.
4. There *is no evidence* that the mobile phone *has changed* beliefs and values.
5. Therefore, the effect *on* social organization *has been* small.
6. Some *current* projects *may also have* an effect in the future.

#### Methodology note

The assignment can be modified if you wish. For example, you could ask students to write about a different technology, e.g., television. The time reference may be different, for example, the impact of television in the second half of the 20<sup>th</sup> century.

Another alternative is to specify a different culture rather than students writing about their own, if you feel your students are able and willing to do the research.

#### B Thinking and organizing

When students have studied the assignment, you can point out it is similar to the one in Exercise B in Lesson 5.10 (on page 156 of the Course Book). The main differences are that in Lesson 5.10 the essay was about rural Africa and the mobile phone – this one is about students' own country and the internet. However, the similarities between them mean that students can use many of the features of the previous essay in the new one.

1. Divide the class into pairs or small groups to brainstorm ideas before they start making notes. Even if you do not have a mono-cultural class, the activity will be useful for gathering information. Elicit ideas from the class. This will be useful for any students who struggled to think of a range of ideas.
2. Monitor while students make notes individually. Give help where necessary. Students then compare their notes in pairs or small groups.

### Answers

Students' own answers.

### C

#### Writing

Read through the five points and make sure students understand what they are expected to include *before* they start writing.

### D

#### Editing and rewriting

The final version of the report can be written in class or set up for homework. If done in class, monitor and make a note of common errors.

### Closure

Give feedback on any common problems you noted while monitoring the students during the writing activities.

## Portfolio: Developing cultures

### Objectives

By the end of the lesson(s), students will:

- have worked independently to produce presentations in speech and/or in writing about the aspects of a culture of their choice;
- have used vocabulary, grammar, sub-skills and knowledge from the theme in integrated skills activities.

### Methodology note

In this lesson, research, note-taking and other preparation may have to be set as assignments. The presentations can then be given at a later date in class.

### Introduction

Tell students that in this lesson they will practise working independently. This differs from previous Portfolio lessons as this lesson has no input texts for listening or reading. Students will have to do all the research themselves.

### A

#### Activating ideas

Exploit the visuals and establish the name of each culture and its geographic location. Remind students to think about the different aspects for each culture, referring them back to Lesson 5.9 (on page 155 of the Course Book) if necessary. After a few minutes' discussion, elicit ideas.

### Answers

1. Students' own answers.
2. Students' own answers, but here are some suggestions:

#### Similarities

- the three cultures are all from remote areas
- small populations
- traditional way of life
- poverty
- unvaried diet

#### Differences

- climate – warm and wet, cold, hot and dry
  - geographical location – southeast Asia, north Atlantic, East Africa
  - landscape – mountains, ice sheets, high plains
3. Students' own answers, but here are some suggestions:
    - access to electricity (through solar or petrol generators) has provided opportunities for education;
    - access to mobile phones and the internet has provided access to local government, services such as education and healthcare; as well as access to new job opportunities.

### Methodology note

Students can work individually on different cultures. If, however, some students have chosen the same cultures as others, they can, if they wish, work in a pair or a group on the same culture.

## B Gathering and recording information

When students have finished reading the assignment, check understanding and clarify some of the points. Students can choose any culture they wish to research, or they can choose one of the cultures shown in the photographs in the Course Book. Spend a couple of minutes eliciting other possible ideas for different cultures, for example:

- Scottish islanders
- inner cities in various parts of the world
- immigrant groups in the UK, Canada, US, Germany, Australia, etc.
- Amazon peoples
- Afghanistan
- Egypt

Elicit possible headings for the students' notes.

Elicit phrases to type into a search engine in order to find relevant articles. This will usually be the name of the culture plus the cultural aspect, e.g., *Igorot beliefs*, *Inuit government*, etc.

Set a deadline or a time limit for the research to be completed. (The research may have to be done as a home assignment.) If the research is done in class, then monitor and give help where necessary.

## C Preparing a presentation

1. Divide the class in pairs or groups. You can choose how you select the pairs, i.e., students working on the same or different cultures. Set the task. Students show each other their notes and explain what they have discovered so far. Students make suggestions to improve each other's notes and make comments about interesting or unusual facts.

Remind students about the work they did in Lesson 5.4 on *checking and explaining* (see page 144 of the Course Book) and point out that this is a good opportunity to practise those phrases.

2. This activity will partly depend on whether students are working individually or in pairs, or groups, for the presentations. However, at this point, students should practise saying sentences for the talk, and prepare slides and/or visuals if possible. Monitor and give help where necessary. If they are working in pairs or groups, students should decide who is going to say what, and the order of each speaker.

## D Listening to a presentation

Check students understand the task and the questions. Monitor while students are giving their presentations, and check the 'listening' students are making notes to answer the questions.

When the presentations are finished, you can:

- give feedback on the presentations;
- discuss answers to the questions – this can be done as a whole-class activity or students can discuss in small groups.

### Answers

Students' own answers.

### Methodology note

Once again, this is a very flexible exercise. Choose one of the following procedures:

- You can allow individual students to choose one of the writing activities.
- You could select one activity yourself for the whole class to work on.
- Elicit ideas for how to approach each activity, then take a vote on which activity the class wants to work on.
- You could allocate different activities to individuals or groups according to their level of ability (for example, the poster activity may be easier for students whose writing ability is less fluent).
- As usual, the activity can be done in class or set for homework.

## **E** Writing

Remind students to follow the usual procedure for writing activities. They have already researched most of the information, so now they should:

- organize their notes;
- write a first draft;
- edit it;
- rewrite a final version.

During the editing stage, students can show their work to other students for feedback.

### **Answers**

Students' own answers.

### **Closure**

Give feedback on oral or written presentations, if you have not already done so.

Discuss further some of the points raised in the lesson, or you could ask students to discuss the following with regard to the cultures researched:

- *Are there any inequalities in the culture you researched?*
- *What is the role of women? Has new technology changed their lives in any way?*
- *What is the role of the elderly? How about children? When do they become 'adults'?*
- *Has new technology affected the style of government in any way?*
- *Have beliefs changed in recent times?*
- *Is the culture getting richer or poorer? Is it in danger of being destroyed?*

# Workbook answers

## Writing

### Exercise A

1.

a. belief	✓	believe
b. literacy	✗	
c. ruler	✓	rule
d. value	✓	value
e. government	✓	govern
f. access	✓	access

g. association	✓	associate
h. restriction	✓	restrict
i. economy	✓	economize
j. efficiency	✗	
k. rise	✓	rise
l. provision	✓	provide

2.

- New technology has forced many *governments* to be less autocratic.
- All children should have *access* to computers at school and at home.
- Western culture has different *values* from 100 years ago.
- This country needs to *economize* because we must reduce the national debt.
- The company lost a lot of money because there was too much *inefficiency* in the system.
- I am going to *restrict* myself to two hours a day playing computer games.
- Some people say the *rise* in temperatures is due to global warming.
- Does the government *provide* free health care?
- It's not a good idea for managers to *socialize* too much with their staff.
- Hosni Mubarak *governed* Egypt for over 30 years.

### Exercise B

Word	Parts	Meaning 1	Meaning 2
<i>access</i>	<i>n, v</i>	the way into a building or place	to find information on a computer
<i>aspect</i>	<i>n, n</i>	one part of a situation, plan or idea	the direction a building or garden faces
<i>current</i>	<i>adj, n</i>	something that is happening now, but may not last long	a flow of electricity through a wire
<i>impact</i>	<i>n, n</i>	the effect that an event has on another situation	something that happens when an object crashes into another
<i>monitor</i>	<i>v, n</i>	to watch and check a situation	part of a computer
<i>official</i>	<i>n, adj</i>	someone who has a responsible job in an organization	approved of by the government
<i>principle</i>	<i>n, n</i>	a rule about behaviour	a rule which explains natural events
<i>ruler</i>	<i>n, n</i>	the leader of a group of people or a country	a flat, narrow piece of wood or plastic for drawing straight lines
<i>support</i>	<i>v, n</i>	to agree with a plan or an idea	a piece of wood or steel that holds a building up
<i>value</i>	<i>n, v</i>	the amount of money or price of something	to think something is important



### Exercise C

1. As can be seen in Table 2, ...
2. As I mentioned already, ...
3. As the graph clearly shows, ...
4. As we can see in Figure 3, ...
5. As stated above, ...
6. It has been estimated that ...
7. Research has shown that ...
8. There is evidence that ...
9. In this essay I will ...
10. This essay aims to show ...

### Exercise D

1. The use of social networking on the internet has increased rapidly during recent years.
2. But the effect on friendship in our society is unclear.
3. According to some experts, social networks can be good for online friendship.
4. We can access more friends and a greater variety of people online.
5. The networks also keep you connected with your friends because they send you reminders.
6. A recent study found that users have a wider and larger social circle both online and offline.
7. The average user spends one hour a day on a social network site.
8. Research has shown this does not replace time with 'face-to-face' friends.
9. Instead, it replaces time spent on other activities such as watching TV.
10. However, psychologists say there is a limit to the number of friends any one person can have.
11. One psychologist, Robin Dunbar, suggests that the maximum number of real and virtual friends is 150.
12. If most of your friends are online, you will have fewer real people to do things with.

## Extended writing

### Exercises A–D

Students' own answers.

# Word list

## Theme 1

adult (*n*)  
affect (*v*)  
area (*n*) [e.g., of research]  
argument (*n*)  
attention (*n*)  
attention span  
audience (*n*)  
believe (*v*)  
best-known (*adj*)  
bored (*adj*)  
boredom (*n*)  
brain (*n*)  
brainstorm (*v*)  
break (*n*) [= stop work]  
bump into (*v*)  
classmate (*n*)  
clearly (*adv*)  
comfort (*n*)  
comfortable (*adj*)  
complain (*v*)  
complete (*adj* and *v*)  
complicated (*adj*)  
component (*n*)  
concentrate (*v*)  
concentration (*n*)  
conduct (*v*) [= an experiment]  
connection (*n*)  
consider (*v*)  
correctly (*adv*)  
could (*modal*)  
court (*n*)  
decrease (*v*)  
demonstrate (*v*)  
design (*n*)  
diagram (*n*)  
different (*adj*)  
discomfort (*n*)  
effect (*n*)  
efficiency (*n*)  
efficient (*adj*)  
encode (*v*)  
ensure (*v*)  
everything (*pron*)  
exchange (*v*)  
experiment (*n*)  
explain (*v*)  
explanation (*n*)

external (*adj*)  
extremely (*adv*)  
factor (*n*)  
feature (*n*) [= important point]  
find/found (*v*) [= from evidence]  
findings (*n pl*)  
fit (*v*)  
foreign (*adj*)  
foreign language  
forget/forgot/forgotten (*v*)  
formal (*adj*)  
full (*adj*) [= not hungry]  
go over (*v*) [= rehearse]  
grade (*n*)  
hard (*adj*)  
human (*adj* and *n*)  
hunger (*n*)  
hungry (*n*)  
importance (*n*)  
individual (*adj*)  
initial (*adj*)  
internal (*adj*)  
interval (*n*)  
introduce (*v*)  
introduction (*n*)  
introductory (*adj*)  
investigate (*v*)  
involve (*v*)  
knowledge (*n*)  
lead (*n* and *v*)  
learning style  
long-term (*adj*)  
long-term memory  
lose contact with  
loss (*n*)  
loudly (*adv*)  
majority (*n*)  
meaning (*n*)  
meaningless (*adj*)  
memory (*n*)  
mind map  
mistake (*n*)  
model (*n*) [= theory]  
multi-syllable (*adj*)  
name (*v*)  
natural (*adj*)  
noise (*n*)  
noisy (*adj*)

note (*n*)  
opinion (*n*)  
opportunity (*n*)  
participant (*n*)  
perform (*v*)  
period (*n*)  
point (*n*) [= key fact]  
prediction (*n*)  
preference (*n*)  
process (*n*)  
prompt (*n*)  
provide (*v*)  
psychology (*n*)  
publish (*v*)  
real-life example  
recall (*v*)  
recognize (*v*)  
recommend (*v*)  
recommendation (*n*)  
refer (*v*)  
regular (*adj*)  
regularly (*adv*)  
rehearsal (*n*)  
rehearse (*v*)  
related (to) (*adj*)  
reliable (*adj*)  
remain (*v*)  
remember (*v*)  
remind (*v*)  
repeat (*v*)  
repetition (*n*)  
report (*v*)  
research (*n* and *v*)  
researcher (*n*)  
retrieval (*n*)  
retrieve (*v*)  
review (*n* and *v*)  
revise (*v*)  
revision (*n*)  
rote learning  
scientific (*adj*)  
sensory (*adj*)  
session (*n*)  
set (*n*) [= group]  
short-term (*adj*)  
short-term memory  
should (*modal*)  
show/showed/shown (*v*)

simple (*adj*)  
 solution (*n*)  
 sound (*n*)  
 span (*n*)  
 spidergram (*n*)  
 stay (*v*) [= remain]  
 steeply (*adv*)  
 still (*adv*)  
 storage (*n*)  
 store (*n* and *v*)  
 style (*n*)  
 suggestion (*n*)  
 synonym (*n*)  
 term (*n*) [= word]  
 test (*n* and *v*)  
 testing (*n*)  
 theory (*n*)  
 thesis (*n*)  
 think about (*v*)  
 thirsty (*adj*)  
 tired (*adj*)  
 tiredness (*n*)  
 uncomfortable (*adj*)  
 understanding (*n*)  
 usage (*n*)  
 variety (*n*)  
 view (*n* and *v*)  
 visual (*adj*)  
 with reference to  
 without (*prep*)  
 written text  
 yet (*adj*)

## Theme 2

a fifth (*n*)  
 a third (*n*)  
 accept (*v*)  
 acquaintance (*n*)  
 adolescent (*n*)  
 allow (*v*)  
 almost all  
 aloud (*adj*)  
 analysis (*n*)  
 analyze (*v*)  
 angry (*adj*)  
 apologize (*v*)  
 apologizing (*n*)  
 apparently (*adv*)

appendix (*n*) [= part of a report]  
 approximately (*adv*)  
 as far as X is/are concerned  
 as we have seen/heard  
 attitude (*n*)  
 available (*adj*) [= can talk to]  
 avoid (*v*)  
 bar chart  
 barrier (*n*)  
 become (*v*)  
 behave (*v*)  
 behaviour (*n*)  
 blame (*n*)  
 care (*v*)  
 category (*n*)  
 citizen (*n*)  
 clear (*adj*) [= easy to see]  
 colleague (*n*)  
 communicative (*adj*)  
 community (*n*) [= group]  
 comparison (*n*)  
 considerate (*adj*)  
 control (*v*) [e.g., behaviour]  
 cooperation (*n*)  
 culture (*n*)  
 daughter (*n*)  
 decision (*n*)  
 decision-maker (*n*)  
 demand (*n*) [= requirement]  
 difference (*n*)  
 display (*v*)  
 effort (*n*)  
 emphasis (*n*)  
 encourage (*v*)  
 exactly (*adv*)  
 excuse (*n*)  
 excuse behaviour  
 expect (*v*) [= think someone should do]  
 explore (*v*) [= consider]  
 eye contact  
 family member  
 fellow (*n*) [= same group]  
 female (*adj*)  
 finding (*n*)  
 formality (*n*)  
 found (*v*) [= start]  
 friendship (*n*)  
 generally (*adv*)

get on well (with) (*v*)  
 government (*n*)  
 grow/grew up (*v*)  
 half (*n*)  
 healthy (*adj*) [= good]  
 herself (*pron*)  
 himself (*pron*)  
 honest (*adj*)  
 hopeless (*adj*)  
 identify (*v*)  
 illustrate (*v*)  
 independent (*adj*)  
 inferior (*adj*) [= not as important]  
 interesting (*adj*)  
 intransitive (*adj*)  
 join (*v*)  
 just under/over  
 key (*adj*) [= important]  
 let (*v*) [= allow]  
 lifetime (*n*)  
 likeable (*adj*)  
 linguistics (*n pl*)  
 make a promise  
 make friends  
 make someone do something  
 male (*adj*)  
 matter (*v*)  
 memorize (*v*)  
 method (*n*)  
 more/less than  
 neighbourhood (*n*)  
 obey (*v*)  
 occasion (*n*)  
 offer (*n*)  
 on behalf of  
 order (*n*)  
 parent (*n*)  
 participant (*n*)  
 per cent (*n*)  
 percentage (*n*)  
 pleased (*adj*)  
 point to a conclusion  
 polite (*adj*)  
 positive (*adj*)  
 possession (*n*)  
 post (*n*) [= job]  
 power (*n*)  
 practise (*v*) [= do as job]

prepare (*v*)  
 promise (*n*)  
 psychiatry (*n*)  
 psychologist (*n*)  
 publish (*v*)  
 raw data  
 real world  
 realize (*v*)  
 rebel (*v*)  
 reflect (*v*) [= to show]  
 reject (*v*)  
 relationship (*n*)  
 replace (*v*)  
 research report  
 respect (*v*)  
 respond (*v*)  
 response (*n*)  
 rude (*adj*)  
 sample (*n*) [= group]  
 school (*n*) [= group of people with similar ideas]  
 select (*v*)  
 sincere (*adj*)  
 state (*v*)  
 stimulus (*n*)  
 suggest (*v*) [= make you think]  
 sum up (*v*)  
 support a theory  
 supportive (*adj*)  
 surgeon (*n*)  
 survey (*n*)  
 survey form  
 tally chart  
 the main point  
 the most important thing  
 theorist (*n*)  
 theory (*n*)  
 three-quarters (*n*)  
 tidy (*adj*)  
 train (*v*)  
 training (*n*)  
 transaction (*n*)  
 transitive (*adj*)  
 true friend  
 two-thirds (*n*)  
 uncertainty (*n*)  
 understand (*v*) [= know from research]  
 unexpected (*adj*)  
 value (*v*)

wife (*n*)  
 workmate (*n*)  
 worry (*v*)  
 worse (*adj*)

### Theme 3

absolutely (*adv*)  
 achieve (*v*)  
 acquire (*v*)  
 acronym (*n*)  
 agree (*v*)  
 alternative (*n*)  
 amount (*n*)  
 another (*adj*)  
 approve (*v*)  
 argument (*n*) [= point for or against]  
 attend (*v*)  
 attractive (*adj*)  
 autocratic (*adj*)  
 background (*n*)  
 balance (*v*)  
 basically (*adv*)  
 beautiful (*adj*)  
 behind (*adj*) [= late]  
 benefit (*n*)  
 blood (*n*)  
 bold (*adj*) [= heavy type]  
 bracket (*n*) [= punc.mark]  
 brainstorm (*n*)  
 branch (*n*) [= shop in a chain]  
 calm (*adj*)  
 case (*n*) [= example]  
 change your mind  
 chat (*n*)  
 confident (*adj*)  
 construction (*n*)  
 consume (*v*)  
 continue (*v*)  
 creative (*adj*)  
 criticize (*v*)  
 current (*adj*) [= now]  
 dash (*n*) [= punc. mark]  
 deal with (*v*)  
 decision (*n*)  
 define (*v*)  
 democratic (*adj*)  
 difficulty (*n*)  
 disagree (*v*)

distract (*v*)  
 disturb (*v*)  
 disturbing (*adj*)  
 doubtful (*adj*)  
 drawback (*n*)  
 either (*adv*)  
 emergency (*n*)  
 employ (*v*)  
 engineering (*n*)  
 enough (*adj*)  
 equal (*adj*)  
 equation (*n*)  
 evaluate (*v*)  
 examine (*v*) [= look at closely]  
 except (*prep*)  
 expand (*v*)  
 expect (*v*)  
 export (*v*)  
 face (*v*)  
 factory (*n*)  
 fall/fell/fallen (*v*)  
 fewer (*adj*)  
 finished goods  
 flatmate (*n*)  
 for and against  
 generate (*v*)  
 give away (*n*)  
 good at (*adj*)  
 grant (*n*) [= money from government]  
 grow (*v*) [= a business]  
 heart (*n*)  
 honest (*adj*)  
 hopeless at (*adj*)  
 I suppose so  
 identify (*v*)  
 imagine (*v*)  
 import (*v*)  
 impossible (*adj*)  
 in reality  
 incentive (*n*)  
 increase (*v*)  
 instead (*adv*)  
 instinct (*n*)  
 intend (*v*)  
 interrupt (*v*)  
 interruption (*n*)  
 italic (*n*) [= sloping letters]  
 less (*adj*)

library (*n*)  
 likely (*adj*)  
 logical (*adj*)  
 make fun of (*v*)  
 management (*n*)  
 miss (*v*) [= not attend]  
 neither (*adv*)  
 objective (*n*)  
 occupy (*v*) [= be in]  
 outweigh (*v*)  
 participatory (*adj*)  
 plenty (*adj*)  
 possibility (*n*)  
 premises (*n pl*)  
 present (*adj*) [= existing]  
 previous (*adj*)  
 prioritize (*v*)  
 priority (*n*)  
 project (*n*)  
 public transport  
 purpose (*n*)  
 raw materials  
 recommendation (*n*)  
 recruit (*v*)  
 reduce (*v*)  
 refuse (*v*)  
 regret (*v*)  
 relaxation (*n*)  
 relocation (*n*)  
 rent (*n*)  
 rental (*adj*)  
 resource (*n*)  
 rest (*n*)  
 retain (*v*) [= keep for yourself]  
 ring (*v*) [= make a phone call]  
 rise/rose/risen (*v*)  
 salary (*n*)  
 sales (*n pl*)  
 saying (*n*)  
 screen (*v*) [= check calls]  
 select (*v*)  
 set (*v*) [give as a target]  
 skilled (*adj*)  
 social event  
 speech mark [= punc. mark]  
 stressed (*adj*)  
 style (*n*) [= way of doing things]  
 successful (*adj*)

summarize (*v*)  
 supply (*v*)  
 suspension dots [= punc. marks]  
 thief/thieves (*n*)  
 timely (*adv*)  
 To Do list  
 to my mind  
 transportation (*n*)  
 trend (*n*)  
 turn off (*v*)  
 ugly (*adj*)  
 unemployment (*n*)  
 unit (*n*) [= shop, factory]  
 unskilled (*adj*)  
 up to date (*adj*)  
 waste (*v*)  
 whereas (*conj*)  
 would rather (*v*)

#### Theme 4

accurate (*adj*)  
 addictive (*adj*)  
 admit (*v*)  
 adolescent (*n*)  
 advice (*n*)  
 affect (*v*)  
 against (*prep*)  
 age group  
 amazing (*adj*)  
 appeal (*n*)  
 arrange (*v*)  
 article (*n*) [= text in newspaper, journal, etc.]  
 audience (*n*)  
 awful (*adj*)  
 blog (*n* and *v*)  
 bully (*n* and *v*)  
 catharsis (*n*)  
 chance (*n*)  
 character (*n*) [= letter or number]  
 chatroom (*n*)  
 commercial (*adj*)  
 companionship (*n*)  
 compare (*v*)  
 comparison (*n*)  
 complex (*adj*)  
 concern (*n*)  
 consumer (*n*)  
 contestant (*n*)

contribute (*v*)  
 cooperate (*v*)  
 critically (*adj*)  
 cyberbullying (*n*)  
 deadly (*adj*)  
 demonstrate (*v*)  
 dismiss (*v*) [say is not true]  
 disprove (*v*)  
 educational (*adj*)  
 emotional language  
 enjoyment (*n*)  
 entertainment (*n*)  
 environmental (*adj*)  
 escapism (*n*)  
 et al.  
 event (*n*)  
 exaggerate (*v*)  
 excessive (*adj*)  
 excitement (*n*)  
 exist (*v*)  
 expert (*n*)  
 extension (*n*) [= end of website name]  
 factor (*n*)  
 false (*adj*)  
 fantastic (*adj*)  
 field (*n*) [= area of, e.g., industry]  
 findings (*n pl*)  
 fry (*v*) [= damage with heat]  
 get in touch with  
 hidden (*adj*)  
 homepage (*n*)  
 identity (*n*) [= self]  
 in favour of  
 incredible (*adj*)  
 influence (*v*)  
 information (*n*)  
 insight (*n*)  
 intake (*n*)  
 integration (*n*)  
 interact (*v*)  
 interaction (*n*)  
 killer (*n*) [= something which kills]  
 laugh (*v*)  
 launch (*v*)  
 literacy (*n*)  
 lobbying group  
 media (*n*)  
 misinterpret (*v*)

misrepresent (*v*)  
 moderation (*n*)  
 mortality (*n*)  
 negative (*adj*)  
 obesity (*n*)  
 obvious (*adj*)  
 odds (*n pl*) [= chance]  
 opinion (*n*)  
 persuasive (*adj*)  
 pin (*v*)  
 popular (*adj*)  
 positive (*adj*)  
 possible (*adj*)  
 potential (*adj*)  
 powerful (*adj*)  
 premature (*adj*)  
 probable (*adj*)  
 proud (*adj*)  
 quiz (*n*)  
 quote (*n*)  
 recent (*adj*)  
 reference (*n*)  
 regardless (*adv*)  
 reinforcement (*n*)  
 relaxation (*n*)  
 reliable source  
 research organization  
 result (*n*)  
 scare (*n*)  
 scoff (*v*)  
 search engine  
 self-rating (*n*)  
 sensation (*n*) [= amazing event, etc.]  
 share (*v*)  
 show (*n*)  
 Skype (*n* and *v*)  
 social media  
 statistic (*n*)  
 stuff (*n*)  
 support (*v*)  
 tabloid (*adj* and *n*)  
 terrible (*adj*)  
 to a great extent  
 truth (*n*)  
 turn out (*v*)  
 tweet (*n* and *v*)  
 underestimate (*v*)  
 (un)friend (*v*)

(un)like (*v*)  
 untrue (*adj*)  
 up (*v*) [= increase]  
 upload (*v*)  
 verify (*v*)  
 vested interest  
 wall (*n*) [= Facebook]  
 winner (*n*)  
 worldwide (*adj*)

## Theme 5

abnormal (*adj*)  
 acceptance (*n*)  
 accept (*v*)  
 access (*v*)  
 admire (*v*)  
 adolescent (*n*)  
 advance (*n*) [= improvement]  
 affair (*n*) [= event]  
 afford (*v*)  
 against (*prep*)  
 anthropologist (*n*)  
 anthropology (*n*)  
 ape (*n*)  
 apparently (*adv*)  
 appreciate (*v*)  
 approval (*n*)  
 archaeological (*adj*)  
 arrival (*n*)  
 aspect (*n*) [= part]  
 attitude (*n*) [= view]  
 authoritative (*adj*)  
 autobiographical (*adj*)  
 bead (*n*)  
 belief (*n*)  
 best man  
 bias (*n*)  
 branch (*n*) [= part]  
 bride (*n*)  
 bride price  
 ceremony (*n*)  
 child bride  
 civilized (*adj*)  
 clear (*adj*) [= easy to understand]  
 cluster (*n*) [= group of something]  
 conflict (*n*)  
 couple (*n*)  
 creature (*n*)

critical (*adj*)  
 crowded (*adj*)  
 cultural change  
 cultural diversity  
 culture (*n*) [= civilized people]  
 custom (*n*)  
 deal with (*v*) [= talk about]  
 debt (*n*)  
 detailed (*adj*)  
 discipline (*n*) [= field of study]  
 discussion (*n*)  
 domestic (*adj*)  
 dowry (*n*)  
 driving force  
 economy (*n*)  
 effect (*n*)  
 efficient (*adj*)  
 election (*n*)  
 employ (*v*)  
 ethnocentric (*adj*)  
 evidence (*n*)  
 evil spirit  
 extraordinary (*adj*)  
 extreme (*adj*)  
 fairy (*n*)  
 friendship (*n*)  
 get the point [= understand]  
 gold (*n*)  
 gown (*n*)  
 groom (*n*)  
 growth (*n*)  
 hire (*v*)  
 honeymoon (*n*)  
 human being  
 ignorance (*n*)  
 illegal (*adj*)  
 illiteracy (*n*)  
 immigrant (*n*)  
 impact (*n*)  
 imply (*v*)  
 in turn  
 indigenous (*adj*)  
 integrate (*v*)  
 lengthy (*adj*)  
 literate (*adj*)  
 lively (*adj*)  
 loan (*n*)  
 make sense

marriage ( <i>n</i> )	uncivilized ( <i>adj</i> )
mass ( <i>adj</i> )	underage ( <i>adj</i> )
minority ( <i>n</i> )	union ( <i>n</i> ) [= joining]
monitor ( <i>v</i> )	universal ( <i>adj</i> )
motherhood ( <i>n</i> )	urban ( <i>adj</i> )
multicultural ( <i>adj</i> )	validate ( <i>v</i> )
mythical ( <i>adj</i> )	value ( <i>n</i> ) [something important]
national ( <i>n</i> ) [= person from a country]	vary ( <i>v</i> )
official ( <i>n</i> ) [= person with authority]	veil ( <i>n</i> )
optimistic ( <i>adj</i> )	vein ( <i>n</i> )
ordinary ( <i>adj</i> )	wardrobe ( <i>n</i> )
origin ( <i>n</i> )	wealth ( <i>n</i> )
particular ( <i>adj</i> )	wedding ( <i>n</i> )
pay off ( <i>v</i> )	would ( <i>modal v</i> ) [= used to]
pregnancy ( <i>n</i> )	
prehistoric ( <i>adj</i> )	
priest ( <i>n</i> )	
prohibition ( <i>n</i> )	
prospective ( <i>adj</i> )	
reception ( <i>n</i> )	
refusal ( <i>n</i> )	
religion ( <i>n</i> )	
restrict ( <i>v</i> )	
ring ( <i>n</i> ) [= band]	
ruler ( <i>n</i> ) [= e.g., king]	
rural ( <i>adj</i> )	
sacrifice ( <i>n</i> ) [= killing]	
shocked ( <i>adj</i> )	
significant ( <i>adj</i> )	
silver ( <i>n</i> )	
similarity ( <i>n</i> )	
social organization	
source ( <i>n</i> ) [= research]	
spirit ( <i>n</i> ) [= ghost]	
state ( <i>v</i> )	
statement ( <i>n</i> )	
steal ( <i>v</i> )	
success ( <i>n</i> )	
support ( <i>v</i> ) [= give evidence in favour of]	
support ( <i>v</i> ) [= give money]	
supporting ( <i>adj</i> )	
symbol ( <i>n</i> )	
symbolize ( <i>v</i> )	
technological ( <i>adj</i> )	
the economy ( <i>n</i> ) [= country trade]	
to some extent	
tradition ( <i>n</i> )	
traditional ( <i>adj</i> )	

# Do you need English in your studies?

Then you need the

## Progressive Skills in English Course

The course builds the skills required for lectures, tutorials, reading research and written assignments in English.

### Listening skills include:

- recording sources
- recognizing the main points
- understanding signpost language
- identifying and recording units of measurement
- choosing the best form for notes

### Reading skills include:

- recognizing sentence function
- reading line graphs
- distinguishing between fact and theory
- understanding non-text markers
- recognizing the writer's point of view or bias

### Speaking skills include:

- preparing for a talk
- starting and ending an extended turn
- reporting problems with research
- reacting to tutorial contributions
- talking about processes

### Writing skills include:

- writing argument essays
- writing research reports
- writing for and against essays
- writing discussion essays
- writing persuasive essays

### Level 3 Course components:

Course Book with audio DVD.....	978-1-78260-305-4
Workbook with audio DVD.....	978-1-78260-308-5
Teacher's Book.....	978-1-78260-311-5

IELTS Level	Common European Framework Level	Flesch-Kincaid Level for Listening and Reading Texts
5.0–5.5	B2	Listening: 7–8 (max. 800 words) Reading: 7–8 (max. 500 words)
Output writing texts: short essays and reports		



**Garnet**  
EDUCATION

[www.skillsinenglish.com](http://www.skillsinenglish.com)

[www.garneteducation.com](http://www.garneteducation.com)

ISBN 978-1-78260-311-5



9 781782 603115 >