Oxford EAP

A course in English for Academic Purposes

ELEMENTARY / A2

Edward de Chazal

Teacher's Handbook

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COURSE INTRODUCTION

WHAT IS EAP AND *OXFORD EAP*?

English for Academic Purposes (EAP) is a fast-developing area of English language teaching. Like other types of English for Specific Purposes (ESP), it is characterized by working out what students' needs are, then creating a syllabus and programme of study to meet them. Every student has slightly different needs, depending on their chosen discipline, language level, cultural background, and other factors. Similarly, within different disciplines there are varying approaches to teaching, learning, and assessment. However, there are also core skills, tasks, and academic language that are common to most disciplines and are therefore relevant to the needs of most students preparing to study English at university level.

Oxford English for Academic Purposes, as a 'general' EAP course, accommodates such different needs by focusing on core tasks relevant to all students, such as working out the main points of an academic text or lecture. It requires them to approach the course content from different perspectives (e.g. economic, technological, social, business), and to write and speak about these in relation to what they know and – as far as possible – to their own discipline. This practice of discussing and analysing an issue from several perspectives is a recurrent feature of the course. Also common to all EAP students is the need to develop critical thinking skills; these are integrated into relevant tasks throughout the course.

HOW CAN *OXFORD EAP* HELP STUDENTS AND TEACHERS?

Oxford EAP is an accessible and effective course in EAP for students from a variety of cultural and educational backgrounds whose first language is not English. It addresses the needs of adult learners who are planning to study, or who are already studying, at university level in English, whether on a preparatory foundation course, or an undergraduate or postgraduate degree or diploma. The course material is suitable for students from any academic discipline and does not require any specialist subject knowledge. Students will engage with a broad range of texts and topics which are presented for the non-expert user. Through their engagement with this material, students systematically and progressively develop their academic skills, language, and critical thinking.

For teachers, *Oxford EAP* offers a carefully structured syllabus which supports both classroom and independent learning. The course enables teachers to deliver integrated, effective, and varied EAP classes and programmes. Within each unit, the skills modules are interrelated, but not interdependent. This means that different modules can, if necessary, be taught by different teachers independently of each other. To study the Writing module in a unit, for example, does not require students to have studied the preceding Listening & Speaking or Reading modules for that unit. The different modules are unified by theme and academic focus. The individual skills are also developed progressively in each 'vertical' strand throughout the book: for example, writing skills build incrementally from sentence level to paragraph structure.

All the units and modules have clearly stated aims and learning outcomes which are driven by the academic focus. These are reflected in the task headings. The rubrics are written to be concise but complete, and to give a clear indication of what is

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intended to happen at each stage of each task. This Teacher's Handbook adds further explanations, rationales, answers, and suggestions for extension tasks and further practice.

HOW IS *OXFORD EAP* ORGANIZED?

Each of the ten units in the Student's Book is based around a particular theme, which is broken down into more specific topics for each skills module. The aim of the topics is not primarily for students to learn topic-based vocabulary, but to offer contexts for the development of academic skills and language. The order of the modules moves from the oral skills of listening and speaking to the orthographic skills of reading and writing. Every unit includes a one-page vocabulary module, which looks at key aspects of academic vocabulary using content from the unit in question, and at the most useful vocabulary-learning strategies. There is also an Academic Language Check which addresses and consolidates the academic language covered in each unit. This can be used for autonomous self-study, or set in class as an extension activity.

The academic focus underpins all the skills work within each unit, and relates closely to the learning objectives of each module. The striking opening photo on the first page of each unit illustrates the theme, and provides a key insight into the academic focus, as well as often informing a short discussion task on these pages. The opening photo also serves as a way into the unit theme, and some prompts can help students with this. For example: *Describe in detail what you see in the photo. How can it be connected to the unit theme and the academic focus? What aspect or interpretation of the theme does it emphasize? Can you suggest any alternative images? Why?*

At the front and back of the book there are additional pages of related resources including:

- **Glossary** of grammatical and academic terms used in the Student's Book. Students can be directed here to check meanings quickly.
- **Language reference** with in-depth information on meaning, form, and use. Primarily, this supports the Academic Language which appears in each module, but it can also function as a free-standing reference tool for independent study.
- **Sample writing answers**. Students can be shown these once they have completed the writing task in each Writing module. The samples can be analysed, and also offer examples of writing which students of this level can aspire to.
- **Video and audio transcripts** for increased support while listening, checking of answers, and modelling aspects of pronunciation and spoken English.

At the teacher's discretion, these resources can be used at any time and repeatedly throughout the course.

HOW DOES *OXFORD EAP* WORK IN THE CLASSROOM?

Within *Oxford EAP*, the approach to each module varies according to the unit and module objectives. There is no single, formulaic approach; there are, however, certain consistent aims and features.

Learning objectives for each module are presented as bullet points on the unit opener page. They introduce the module by showing students what they will learn, and can act as a checklist once work on the module is completed. Students can evaluate the success of their learning by saying what they feel they can and cannot do sufficiently well.

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Tasks build up in most cases to a clear outcome or outcomes, and in doing so allow students to replicate the process they will go through in their real academic studies. The main activity and outcome of each task is given as the heading, e.g. *TASK 4 Identifying cause and effect relationships in a text*. Within tasks, there are a number of sub-tasks or activities. There is built-in variety in format: students carry out some tasks individually, and others in pairs or in groups.

Skills are organized into modules of Listening & Speaking, Reading, and Writing. Each module has learning objectives relating to its particular skill, but which also integrate other sub-skills. For example, the speaking tasks may have a listening stage, in which students listen to an extract from a presentation as preparation for giving one themselves. Similarly, a reading module may require students to write a summary of a text, or a listening module could involve reading a pre-lecture handout. While the skills modules develop the unit theme, academic focus, and learning objectives, they do not have to be done in order. To suit particular programmes, each skills strand can be taught separately, and it is not necessary for students to have studied, for example, the reading module in a unit before studying the writing module. However, the skills development is graded by level of difficulty, becoming more challenging as the course progresses, and some caution would be needed if planning to cover the units in a different order.

Listening tasks develop students' understanding of lectures. Students follow structured note-taking tasks and respond to the material in the lectures. There are video and audio recordings, plus transcripts at the back of the book for each unit.

Speaking tasks are based around seminars, presentations, discussions, and tutorials. As with the other skills, a wide range of topics relating to the unit theme are explored.

Reading texts are predominantly sourced from material published by Oxford University Press. They are chosen for their relevance, variety, and interest, and to support and exemplify the academic focus of the module. The texts are authentic, but to aid the reading process there is an added glossary of difficult or technical words alongside some texts. The reference and page numbers of the source are given at the end of each text extract.

Writing tasks take students through the writing process from sentence level to paragraph level – looking at descriptions, comparisons, definitions, and cause and effect.

The Student's Book DVD-ROM contains all the course video (📺) and audio (🔊) materials from the Listening & Speaking modules. These are suitable for both classroom delivery via a digital projector and for self-study on a computer. The standard DVD and Audio CD accompanying this Teacher's Handbook contain the same video and audio content in a format suitable for the non-digital classroom.

Academic Language sections in each module support the effective development of skills. Academic language is extensive and complex, and students need to identify and learn the most important patterns, structures, functions, and ideas – and relate these to meanings and uses. For example, noun phrase structures are complex and extremely frequent in academic texts; *Oxford EAP* examines their use in such contexts as definitions, rephrasing, note-taking, and cohesion. Rather than attempt to explain every grammatical possibility, this course focuses on the meaning, form, and use of frequent and useful language which is widely found in academic texts. The information on academic language given in the modules is designed to be brief and useful, with further, more detailed description in the Language reference at the back of the book.

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Independent study tips, insights, and ideas are presented in the margin alongside related tasks. These aim to put into practice an aspect of the learning in the module. They give a brief rationale for a particular study strategy or practice, leading to a short task which students can do outside the classroom, on their own or with a peer. Often the tasks require access to an external resource such as a library or the internet.

Critical thinking is a defining characteristic of EAP, and students need to engage critically with the texts they read, the lectures they listen to, and the material in discussions they participate in. What this means in practice is that students need to question what they read, look for assumptions and weaknesses, make connections, respond, and evaluate. A characteristic of the critical thinking tasks in *Oxford EAP* is that the answers are open to interpretation and cannot always be predicted in advance. In many critical thinking tasks, checklists are given as guidelines to help students complete the task. A major aim of critical thinking tasks is to promote student autonomy.

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UNIT 1 **Education**

ACADEMIC FOCUS: PRESENTING INFORMATION

INTRODUCTION

Unit 1 introduces elementary academic tasks in a controlled way. The academic focus of presenting information is practised across all the modules in the unit. For key grammatical terms like *verb* and *tense*, show students the Glossary on page 007 and study the definitions. Encourage students to use their dictionaries if necessary.

1A Listening & Speaking focuses on personal information about students, including who they are and what they hope to study, plus their professional plans. The module introduces short student presentations. The material covers both the processing of information about other students and the personalization of information about themselves. Students practise identifying, noting down, and communicating key personal information. There is an emphasis on understanding and accurately using the present simple for present states and future plans.

1B Reading introduces graded authentic academic texts, i.e. texts from academic textbooks (in this coursebook these are aimed at secondary school students) which have been carefully simplified and cut in order to make them accessible at elementary level. As with most units, there are two text extracts – both are taken from the same source and are on a similar topic. Students begin to learn to move from the macro to the micro, i.e. starting with the main purpose and topic of the text before moving to greater levels of detail. There is an emphasis on processing information from the text; for instance students practise simple note-taking tasks in order to summarize the main points of the text. Language work in the module covers essential vocabulary from the texts and develops the grammar point of the Listening & Speaking module, i.e. the present simple and the imperative.

1C Writing focuses on sentences, starting with simple sentences in Writing (1) and then joining sentences in Writing (2) using linking language. There is an emphasis on producing accurate and logical sentences, all of which express personal information. The material recycles and consolidates the language of the earlier skills modules, so that students become very familiar with the target language of the unit.

1D Vocabulary covers verbs and nouns, looking at different verb + noun collocations. As with all Vocabulary modules, the words are all taken from the earlier skills modules in the unit. Students learn that some nouns have the same form as the verb, while other nouns require the addition of a suffix to the verb form.

1E Academic Language Check focuses on the key verb forms of the present simple and imperative in the context of producing a range of appropriate sentence forms, including positive and negative sentences and questions. By the end of this module students should be comfortable with the key linking language items of *and*, *but*, and *because*.

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DISCUSSION

1 As the first Discussion in the course, this gives students the opportunity to learn more about each other, and in particular about what subjects they plan to study. Put students in pairs and make sure they work together on all the Discussion activities – this maximizes opportunities for speaking and emphasizes that communication is at the heart of academic practice.

Go through the subjects: elicit or model the pronunciation of each and ask students to repeat as appropriate, paying attention to word stress, e.g. *engineering*. Where possible, show pictures (flashcards or online images) for each subject to check comprehension, e.g. a picture of computers to show information technology.

Optionally, elicit further subjects, particularly those which students in the class plan to study and which are not given here.

Answer

science

2 1.1 Explain to students that they will listen and repeat target vocabulary and grammar points throughout the course. Play the audio and ask students to repeat the words as a whole class and then individually to check accurate pronunciation including word stress.

3 Encourage other students in the class to explain any unknown vocabulary, e.g. *multiply*; draw symbols and simple images where appropriate. Also show pictures to help with any unknown vocabulary, e.g. a photo of the Burj Khalifa in Dubai. Check the pronunciation of the numbers, e.g. *1961*: 'nineteen sixty-one', and the letters in abbreviations, e.g. *HTML*. Point out that *information technology* is often abbreviated to 'IT'.

Answers

b media studies
c science
d history
e geography
f mathematics
g English
h physical education
i engineering
j information technology / IT

4 This stage gives students the opportunity for freer practice. Form new pairs or small groups as appropriate. Check the pronunciation and use of *because* – write it on the whiteboard to remind students to say why they like a subject. Check that students use a subject–verb pattern after *because*, e.g. 'My favourite subject is biology *because I love animals* / *because it is interesting*.' NOT … ~~*because is interesting*~~. Limit the time to 2 or 3 minutes so that students stay on task. Try using one or two confident pairs to model the discussion before the class does the task; also ask for volunteer pairs to repeat their discussion after the task. Monitor during the task.

1A Listening & Speaking
Presentations (1)

TASK 1 Talking about how you learn

1 This task focuses on individual students and aims to bring out their learning styles and preferences. Explain that the six activities are typical in academic life, but the amount of each activity can vary across subjects and universities. If students are currently full-time EAP students, ask them what the main activities were when they were last studying, for example at secondary school. Ask *Do you like reading academic textbooks?* to set up the second part of the activity, then go round the class to check that all students have evaluated each activity. All answers are acceptable.

2 In this activity, students have an opportunity to talk more about what study activities they like and what works best for them. Put students in pairs or small groups. Depending on the level and fluency of the group, allow a few minutes for the discussion to develop. Where possible, ask for reasons (as in the final Discussion activity on the previous page). Nominate one or two students to provide sample answers for the whole class to listen to, e.g. *Why do you like learning in groups? – Because I can learn from other students.*

TASK 2 Understanding key information in a presentation

1 and 2 1.2 To start, ask what students know about presentations and write their points on the whiteboard. This leads to the box in the margin, *What is an academic presentation?* Go through this, and ask concept-check questions, e.g. *Who gives a presentation?* (students), *How long is a presentation?* (short). Ask students to read the five headings and options, then check any unknown vocabulary plus the pronunciation of key words, especially *Indiana*, *India*, and *Indonesia*.

Show the presentation once and visually check students' answers. If there are gaps, i.e. uncircled responses, show it again. If possible, check the answers visually – when listening, if students mixed up some of the words, e.g. *Indiana*, *India*, and *Indonesia*, they may do so again unless they see the target words.

In 2, allow time for students to complete the activity before showing the presentation for a second (or third) time. Finally, you can show the presentation again for students to check their answers.

For audio and video tasks throughout this book, refer students to the relevant transcripts at the back of the book, so that they can listen and read after the activity is completed.

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Answers

1 **Name:** Shri Patel
Country: India
Favourite school subjects: maths and science
Future university subject: management
Likes: working in groups

2 2 a 3 e 4 f 5 d 6 b

3 This activity focuses on the meaning of the six sentences. Elicit the answer (present), and then the tense (present simple) – students should remember the name of the present simple tense from their previous English studies. Explain that the present simple is used to talk about things that are true now (facts and opinions).

Answer

The six sentences are about the present.

ACADEMIC LANGUAGE

Present simple Talking about now

1.3 Explain that *Oxford EAP* uses Academic Language boxes in each module to focus on key areas of language – these can be grammar- or vocabulary-based, or a combination of both. The material in these boxes is explained further in the Language reference section beginning on page 148. Encourage students to study both the Academic Language boxes and the corresponding Language reference section independently after each class.

Students should be familiar with the present simple and its main use to talk about now. Either elicit the target forms using pronouns written on the whiteboard, or go straight to the table and ask students to read through the Academic Language box silently or as a whole class. Spend time practising the forms, e.g. by eliciting statement or question forms from the table: *Do you study science? – No, I study maths.* Explain that *be* is the only verb which has an irregular present tense – all other verbs (excluding modal verbs) follow the patterns given. Point out the third person *s*, which is used in positive, negative, and question forms.

A further feature of some Academic Language boxes is the audio: play this after studying the material to check students' pronunciation of the target language.

Refer students to page 148 of the Language reference for more information.

TASK 3 Practising the present simple

1 This activity serves as a quick check on the form of the present simple. Point out that the verb is plural with two (or more) connected items, e.g. *Design and geography are* … As an extension, ask students to write more sentences using the verbs from the Academic Language box. They can then use these to test other students by asking them to choose the correct verb form for each sentence.

Answers

2 study
3 needs
4 are
5 aren't
6 likes, doesn't like

2 Do this activity either as a written or a spoken task, or both. Explain that students may need to change the form of the verb, e.g. *read* ➔ *reading*. Check that students use a question mark for each one. Write or show the answers visually to check for accuracy.

Answers

1 Are you a university student?
2 Do you study maths?
3 Do you like reading textbooks?
4 Do you like working in groups or on your own?

3 The final activity in the task allows controlled practice of the target forms. Monitor and check for accuracy, especially the use of *be* and *do* in students' answers. For variation, re-form pairs and ask students to repeat the activity. Make a list of any mistakes – write these up and ask the whole class to correct them.

TASK 4 Noting down key information

1 **1.4** Say that students are going to watch a second presentation, and this time they need to write the answers in note form (not complete sentences) rather than circling the correct answers as they did in Task 2. Show the presentation once, then monitor to make sure each student has actually written notes. Show a second time as necessary for students to complete any missing answers. They can then compare in pairs before checking visually as a whole class.

Answers

Name: Leila Wong
From: Singapore
Future subject: business
Likes: going to lectures / reading textbooks / making notes
Future plans: become a project manager

2 **1.4** This activity focuses on verb forms for future plans. Check that students have written the correct verb for each sentence, particularly the second and fourth ones. Make sure students are happy with the contracted pronunciation of *want to*. Elicit or explain that *I would like* can be shortened to *I'd like*.

Answers

1 plan
2 want
3 hope
4 would like

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ACADEMIC LANGUAGE

Present simple + *to* infinitive Talking about future plans

1.5 Explain that the present simple is also used for future plans – the present tense shows that it is what we plan / hope / want to do at the time of speaking. Say that each of these verbs is followed by the *to* infinitive, as in the examples in bold. Allow time for students to read silently. They can also practise the target language in pairs by asking and answering. As with all Academic Language boxes, play the audio for students to practise their pronunciation and sentence intonation. Refer students to page 148 of the Language reference for more information.

TASK 5 Practising the present simple for future plans

1 **1.6** Ask students to work individually to complete the appropriate forms of the verbs given. They can then compare in pairs. Play the audio to check; you can also play the audio again while students read the transcript on page 168. Check carefully that students have written all the parts to each verb phrase, especially the use of *to* and the contraction *'d* in *I'd like*.

Answers

2 like
3 'd like to work
4 want to do
5 do you hope to study
6 plans to go
7 'd like to go

2 and 3 Ask students to write four sentences to express their future plans. Refer them back to the Academic Language box and make sure they use a range of verbs, i.e. *plan*, *hope*, *want*, *would like*. Check carefully for accuracy, and encourage peer correction, i.e. where students exchange their sentences and look for errors in their partner's work – they can correct these together. This written stage leads to the spoken stage (3). They should ask and answer honestly; feed in any necessary expressions such as *I'm not sure* / *I don't know*.

TASK 6 Preparing and giving a short presentation

1 Explain that the presentation text is a sample (or example) for a student. Elicit which information is included (each of the five points below the text is included). Then ask students to work individually to write notes (not full sentences) using the five headings.

2 and 3 Explain that the students' notes in 1 form the material for their presentations. The pairwork stage allows students the opportunity to work out which language forms to use to present the information. Try one as a whole class, e.g. for the 'Future plans' sentence they could select *I hope to become …* / *I want to be …* / *I plan to …* Depending on the class size, conduct the presentations as a whole-class activity or (in very large classes) using smaller formats such as dividing the class into two or three and running them simultaneously. Allow students the same amount of time for their presentations: up to 2 minutes. Ask all students to write brief notes while watching, and encourage peer feedback.

INDEPENDENT STUDY

Point out the Independent Study box and say that there is one in each module in the course. Explain that it offers useful advice for students including a short task which they can do outside the classroom. Next lesson, ask students if they have done the task, and what they have learnt.

1B Reading Textbooks (1)

TASK 1 Recognizing text types

1 This task aims to increase students' awareness of different types of text. Start by introducing some of the most important types of academic text. Elicit these or show pictures or examples (e.g. textbooks). Then ask students to look at the five images on the page. Ask students to work individually to label the pictures, then check as a whole class. As an extension, ask which of these text types is not academic (magazine article). Ask further questions, such as *Which texts do students write?* (examination essay, report), *Which text gives lots of information on an academic subject?* (textbook).

Answers

2 magazine article
3 textbook
4 lecture slides
5 examination essay

2 This activity aims to personalize this topic by exploring what individual students read. Spend time exploring answers to the final question (what students will need to read) so that they become more aware of their academic reading targets.

TASK 2 Understanding information in a textbook

1 This task shows the importance of looking at the wider context of an academic text extract, by starting with the textbook cover. Look at the cover and elicit whole-class descriptions and responses, feeding in information as necessary, e.g. *It shows a person swimming. PE means 'Physical Education.' In other words sport and exercise. It is for students of sixteen years old.* This leads to the three true / false questions. Ask students to work individually, then check as a whole class. Check that students understand that although the main cover photo shows the sport of swimming, the title of the textbook is *PE* so it will cover other sports as well, such as those shown in the smaller photos on the cover.

Answers

1 T 2 F 3 T

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2 This activity aims to encourage reading for a purpose, in this case simply to find out the topic of the text. Explain that it is useful to start with the broad purpose, including the topic of the text, before moving on to details including language points. Give an appropriate time limit – just a few minutes, or a little longer if many of the students have a non-Latin writing script. Conduct whole-class feedback, and ask how students found out their answer (the heading in larger font is a useful clue).

Answer

1

3 This activity aims to clarify the meanings of five related pairs of words from Text 1; explain that these are important in expressing the main meanings in the text. Ask students to do all the items they can, then either ask them to ask other students about any missing answers, or let them use a dictionary. Do a quick check following the activity by asking questions such as *What is an incorrect action?* (a mistake), *What does 'copy' mean?* (to do something in the same way).

Answers

1 skill – a; subject – b
2 copy – b; repeat – a
3 learn – b; practise – a
4 remember – a; develop – b
5 mistake – a; feedback – b

4 The final activity in this task requires students to establish the correct meaning at a more detailed level. While checking the answers, ask students to say where in the text each answer is expressed.

Answers

1 F 2 T 3 T 4 F 5 T

TASK 3 Taking notes from a text

1 This task encourages students to make notes from the reading text. Emphasize that students need to make notes while reading. This process helps them understand the meanings in the text, particularly by identifying the main points. Also, the notes form a permanent record of students' reading – they can read their notes later to remind them of the main points in the text. Ask students to use the original words and phrases from the text; there is no reason to paraphrase these at this stage.

Answers

1 remember what you see
2 develop your physical ability
3 your teachers watch you
4 you learn from your mistakes

ACADEMIC LANGUAGE

Present simple and imperative Giving information and instructions or advice

Point out or ask students to notice the similar forms – both the present simple (excluding the third person) and the imperative use the base form of the verb, i.e. the infinitive without *to*. As an extension, ask students to work in pairs or small groups and take turns to give each other instructions which the listener follows, e.g. *Look at my hand. Put your own hand up* ... As a more abstract activity, ask students to give each other advice on a given topic, such as studying at a university or learning English. Refer students to page 148 of the Language reference for more information.

TASK 4 Practising giving information and instructions

1 This activity focuses on the correct form and use of the present simple and imperative using a selection of verbs from the reading text. Ask students to work individually, using a pencil so that they can erase any incorrect answers. Do one or two as a whole-class example as necessary. Save time by showing the answers visually for students to check.

Answers

Learning new skills

You learn new skills in PE in different ways.

Copying

You often learn a new skill by copying. For example, in a PE lesson, the teacher shows you what to do and then you copy it. Four things are important here:

- Watch carefully.
- Remember what you see.
- Practise and repeat the activity.
- Develop your physical ability (e.g. to run faster).

Learning from your mistakes

You also learn from your mistakes. For example, if you practise something and it doesn't work, then your PE teachers help you; they watch you and then they give you feedback. If you make a mistake, your teacher tells you. In this way, you learn from your mistakes.

2 and 3 Ask students to complete these activities individually so that you can monitor their progress and answers. In the final activity (3), make sure that students spell the target words correctly with the third person *s* as required. As an extension, ask students to write one or two more sentences using each form (present simple and imperative) and verbs from the module. They can then share these by reading them out in small groups.

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Answers

2 2 gives
3 watch
4 Remember, copy
5 shows, do
6 learn, try

3 1 is
2 listen
3 gives
4 are
5 Learn

TASK 5 Understanding the main information and taking notes

1 This task builds on students' basic reading and note-taking skills in Text 1. It follows a similar pattern, dealing with a broader question first then moving on to the detail. Allow students a few minutes to quietly read the text and select their answers. In the feedback stage, ask students why the other answers are incorrect: 1 is incorrect because the textbook is for students (refer back to the book cover on page 012) and does not aim to give advice to teachers; 3 is incorrect because football is a detail, i.e. an example of one type of sport, and is therefore not the main purpose of the text.

Answer

2

2 and 3 Explain that students are again going to take notes from a reading text. Show how the information is presented as a simple flowchart, i.e. a sequence of steps or stages connected by arrows to show the order in which they happen. Ask students to work individually while you monitor, then switch to pairwork so that students can notice variations and fill in any gaps. In feedback, nominate students to read out their answers.

Answers

2 You watch the role model / him or her
3 You try to copy him or her
4 Start again / Go back to the beginning and learn the skill again
5 Don't make the same mistakes
6 Be patient and do lots of practice

TASK 6 Critical thinking – summarizing information

1 Elicit or explain that a summary is a short form of a text – say that even a very long text can be summarized in just a few sentences. The summary points here represent all the stages in the text. Learning to write a summary takes time, so this task presents all the information for students to work with. Allow several minutes for the pairwork, while students refer back to Texts 1 and 2. Elicit and write up the answers visually.

Answers

2 d 3 a 4 e 5 b

2 and 3 These activities give students the opportunity to personalize the information in the text. In 2, ask students to work individually. Explain that they should look at both the texts and select any advice which works for them (remind students of the presentations in the previous module where students talked about what worked for them). Students can either put a mark next to each piece of advice, or copy out each piece of advice from the texts which works for them. In 3, form new groups and say that they should come up with some new ideas of their own to add to those presented in the two texts. Conduct whole-class feedback and keep a note of good pieces of advice for reference – put these up on any noticeboards or Learning Management System.

INDEPENDENT STUDY

This task mirrors Task 6, focusing particularly on vocabulary learning. Ask students to complete the task independently after class and report back in the following class. Again, capture any good pieces of advice for sharing.

1C Writing (1) Sentences about you

TASK 1 Understanding a personal statement

1 and 2 Explain that the aim of this module is for students to write simple sentences expressing personal information. The context is authentic – a graded personal statement extract for a pre-undergraduate student. Elicit or explain the key features of a personal statement: a text written by a student to present their achievements (positive things they have done in their life so far) and aims (what they hope to do in the future). Ask students to read the personal statement individually. Briefly monitor their answers, then check 1 and 2 as a whole class.

Answers

1 b
2 Information given: Age and country; School subjects; Interests and hobbies; Future plans.

3 This activity presents four useful questions to ask about a student's personal statement. Either ask students to write their answers as full sentences / note form, or do the activity orally – students ask and answer in pairs. As an extension to practise speaking (or further writing), ask students to reformulate the questions for each other, e.g. *What do you do in your free time?*

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Answers

1 British International School, Istanbul
2 mathematics, science, geography
3 sport (basketball, tennis), volunteering (works with children with disabilities)
4 study business at university, develop academic and personal skills, work as a project manager in construction

ACADEMIC LANGUAGE

Sentences (1) Writing personal information

Explain that the two main patterns of simple sentences are presented here: (1) using the verb *be*; (2) using other verbs which take an object. Depending on the students' level and knowledge of grammar, elicit or explain the first pattern: Subject – Verb *be* – Complement (i.e. the part of the sentence which complements the Subject – both of these refer to the same person or thing). Optionally, explain that the complement can be a noun phrase or an adjective. Explain that the second pattern is the standard word order in English. Point out that a *to* infinitive clause can be used to form an object, as in the third example. Go through the examples as a whole class and allow time for students to read the information quietly. Refer students to page 148 of the Language reference for more information.

TASK 2 Practising present simple sentences

1 and 2 This task gives controlled practice in writing accurate simple sentences. Explain that the first activity focuses on the main verb, and the second activity looks at issues of accuracy including verb forms (e.g. *am*), articles (e.g. *the*), and prepositions (e.g. *of*). Ask students to work individually and monitor their progress. Elicit or remind students that the verb *like* can be followed by a noun, a gerund, or the *to* infinitive. Add some whole-class or individual practice work as appropriate, e.g. by providing further sentences for correction, or using students' own sentences for them to correct.

Answers

1 2 study
3 like / enjoy
4 am
5 work
6 want / hope / plan
7 like

2 1 I am / I'm twenty years old.
2 I'm from Yemen. / I'm Yemeni.
3 I am / I'm a student at Birmingham University.
4 I study mathematics.
5 I like reading books. / I like to read books. / I like books.
6 I'm a member of the local football team.
7 I plan to go to university.
8 In the future, I'd like to study economics.

TASK 3 Planning and writing personal information

1 and 2 This task builds on the theme of presenting personal information which is covered in the Listening & Speaking and Reading modules. Ask students to work individually and use notes, not sentences. Quickly check that all information is completed before expanding the notes into sentences. Check that each student has written all five sentences, before moving on to the following task.

TASK 4 Checking your writing

1 and 2 Explain that this task aims to start the process of checking written work – both students' own work and their peers'. Form pairs for peer feedback, and monitor to see if students have completed the checklist. Encourage further feedback, perhaps by eliciting and writing ideas on the whiteboard, e.g. *Your plans are very interesting. Why do you plan to be a pharmacist?*

1C Writing (2) A personal statement

TASK 1 Analysing a personal statement

1 This module builds on the work on sentences in Writing (1) by introducing compound sentences, i.e. sentences using *and*, *but*, and *because*. This activity requires students to compare and evaluate two personal statements written for the same person. Allow students several minutes to complete the activity, then they can compare their responses in pairs. In whole-class feedback, ask students to give examples of language and say why they preferred one particular statement. Try reading the texts aloud so that students can hear which one sounds better – Statement B. In contrast, Statement A is made up entirely of short, choppy sentences.

Answers

a Statement A
b the inclusion of the words *and, but, because*
c (Sample answer) I prefer Statement B because it has longer sentences, a more appropriate style, and it flows better.

ACADEMIC LANGUAGE

Linking language (1) *and, but, because*

Explain that texts are not just sentence after sentence after sentence, but are connected using linking language. This language makes the texts easier to understand and flow better. Go through the three main meanings – adding, contrasting, and giving a reason. Read the sentences aloud to help students understand the meanings. Check the technical aspects – you could elicit the names of the punctuation using an example on the whiteboard. Refer students to page 149 of the Language reference for more information.

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TASK 2 Practising joining sentences

1 The first step in joining sentences is for students to notice the linking language. Give a time limit of 1 or 2 minutes for students to do this for Statement B, then check the answers visually.

Answers

I am nineteen and I am from Malaysia. I have an international baccalaureate from the Kuala Lumpur International School. School exams are very difficult in Malaysia, but I have grade A in all my subjects.

In my free time I like sport and I often go running. I always play football on Saturdays because I am a member of my local football team and we play against other teams.

My favourite subjects are history and geography, but in the future, I hope to study management at university because I'm interested in business.

2 The next step is for students to select the correct item of language. Ask students also to use the correct punctuation – they should look back to the Academic Language box for details. Try pairing up weaker and stronger students.

Answers

1 I enjoy most sports, but I don't like football.
2 I like studying languages, but I have a C grade in English.
3 I am interested in travel because I enjoy meeting people from different countries.
4 I am in the athletics team at school and I am a member of a local athletics club.
5 I study music at school and I learn the piano at home.
6 I plan to study engineering at university and I hope to be a project manager.
7 I hope to become a journalist because I like writing and meeting new people.

3–5 In this task sequence, students move from controlled practice to freer practice, again checking their work for grammatical and technical accuracy. Monitor to ensure that students use all the target linking language – *and*, *but*, and *because*. Time permitting, build in peer correction and feedback.

TASK 3 Writing a personal statement

1–3 Students should be able to complete the personal information quickly. Check that all students have completed all questions in note form. Review the structure of Statement B for students to follow – if necessary, write this on the whiteboard: age, country ➔ qualifications / exams ➔ hobbies / interests / sports ➔ favourite subjects ➔ hopes, plans. Say that students can vary this pattern slightly if they want. Allow time for the final stage to check for accuracy. Finally, go through the sample answer on page 159 with students.

INDEPENDENT STUDY

This task emphasizes the importance of checking for accuracy. Explain that in English language exams marks are normally given for accuracy, and taken away for mistakes. Also, accuracy is important in professional settings.

1D Vocabulary

TASK 1 Vocabulary-building: Verbs and nouns

1 Decide whether to spend class time doing the tasks in this module (1D) and the next (1E), or whether to set some or all of the tasks for independent study / homework.

Elicit students' knowledge of verbs and nouns by writing some short sentences on the whiteboard with the noun / verb underlined, and asking students to say if each word is a noun or a verb. Point out that some words do not change form (e.g. *plan*), while others take a different form, such as the suffix *-ment*, to make a noun from a verb. Say that all the words focused on in the tasks in the Vocabulary modules are taken from across the unit. Ask students to do the activity individually, if necessary asking students with greater grammatical knowledge to help those with less.

Answers

1 **A** V, **B** N
2 **A** V, **B** N
3 **A** V, **B** N
4 **A** N, **B** V
5 **A** V, **B** N
6 **A** N, **B** V

2 Explain that the four sentences are grammatically correct, and that students should change any content words (e.g. *English*) to express their own personal information. As with other writing tasks, emphasize accuracy – ask students to check for technical aspects including capitalization and punctuation.

TASK 2 Collocation: Verb + noun

1 Write the word *collocation* on the whiteboard and say that it means words which often go together, e.g. *black and white*, *make a mistake*. First, check that students can identify the verb, then do a whole-class check for the nouns which collocate. Say that it is helpful to understand and visualize the actions in the sentences, e.g. making notes in a lecture. If possible, bring in pictures to show these activities. As an extension, ask for further words which collocate with each verb, e.g. *make notes* / *a mistake* / *time* …

Answers

1 read textbooks
2 make notes
3 do exercises
4 watch videos
5 find solutions
6 listen to lectures

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2 This activity serves as a quick check on which verb to use with given objects / nouns. Set a short time limit: 1 or 2 minutes, as appropriate.

Answers

1 repeat
2 do
3 develop
4 give
5 practise
6 remember

INDEPENDENT STUDY

Explain that knowing the word class of a word (e.g. noun, verb) makes it much easier to use the word correctly in a text – spoken or written. Encourage students to notice the word class given in their dictionaries when learning new words. It is also useful first to guess the word class, then check it in a dictionary. Also ask students to keep vocabulary notebooks (on paper or in electronic form), including the word class of each word.

1E Academic Language Check

TASK 1 Talking about now and future plans

1–3 Remind students that they can use the present simple to talk about now and their future plans using the verbs *hope* / *want* / *plan* / *'d like* + the *to* infinitive. This activity focuses on accuracy of form. Ask students to think about the Subject carefully so that they can write the verb in the correct form. In 2, students need to think about the meaning of the sentences, as the grammar itself does not tell us whether the sentence refers to the present or future. In the final activity, students have to manipulate the sentence to produce a grammatically-correct question. One way of doing this is in pairs, with students working on the question forms together. Check carefully for accuracy, again encouraging peer correction.

Answers

1 1 'm / am
2 doesn't / does not want
3 aren't / are not
4 plan
5 's / is
6 hope
7 studies
8 don't / do not like

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

3 3 Are history and geography difficult subjects?
4 Do they plan to study science at university?
5 Is he interested in information technology?
6 Do we / they hope to work in the USA next year?
7 Does she study economics at a business school?
8 Do you / I like doing examinations?

TASK 2 Giving information and instructions or advice

1 This task reviews the use of the present simple for now and the imperative for instructions or advice, as covered in the Listening & Speaking module. You can ask students to look again at the reading texts in that module, as the text here is similar in style, structure, and topic. Reading aloud is an option for students to check whether the answers sound correct, and you could also try reading the text aloud when going through the answers.

Answers

1 you start
2 you need
3 try
4 make
5 listen
6 talk
7 's

TASK 3 *and, but, because*

1 This task focuses on the use of linking language, so students need to notice the connection of ideas between the sentence halves as well as the grammar. Show this using one or two examples from the sentences (or your own sentences), e.g. *I'm Spanish and the teacher is good* is grammatically correct, but the two halves of the sentence are not logically connected, so this is not a correct match.

Answers

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

2 Finally, this activity personalizes the three linking language structures. Where necessary, feed in ideas, or ask students to help each other. Check for accuracy and logical connection of ideas.

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UNIT 2 **Information**

ACADEMIC FOCUS: DESCRIBING FEATURES

INTRODUCTION

Unit 2 works with descriptions. Students learn to describe the features of objects and places by using adjectives and noun phrases. They communicate these descriptions through spoken and written texts.

2A Listening & Speaking builds on the Unit 1 work on student presentations. Moving from reception to production, students work with the language of websites and analyse a sample student presentation. The language focus develops linking language, in particular sequencing and adding information. Throughout the module there are opportunities for students to personalize the unit theme, leading to student presentations on their selection of websites. Students also develop their critical-thinking processes through analysis and evaluation using given criteria. The work in the whole module underlines the importance of communication and collaboration in producing spoken texts.

2B Reading starts with the main purpose of a text and moves into a greater level of detail. Students select and compare different purposes of different types of text. They are encouraged to personalize the content and make notes for their own purpose – to communicate the content to another student. In this way they practise using noun phrases, which form the bulk of academic texts. By identifying and using noun phrases, students begin to process the fundamental meanings in academic texts.

2C Writing focuses on descriptions, moving from sentences to paragraphs. Students work with adjectives in their descriptions, in particular the order of adjectives in noun phrases. Sample descriptions provide models for students to use and adapt. There is a gradual shift from given information to students having to research new information. Guided practice leads to the production of a researched paragraph on a company of the student's own selection; they structure this logically and use appropriate linking language.

2D Vocabulary reviews the language of websites as well as a selection of adjectives and antonyms. Some of these words should be familiar from lower levels (pre-elementary), such as *easy* / *difficult*, together with higher-level vocabulary, such as *reliable* / *unreliable*.

2E Academic Language Check brings together the key language of the unit including linking language (sequencing, adding, and connecting) and noun phrases, including adjectives in noun phrases. Controlled practice activities enable students to produce connected sentences with appropriate linking language.

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DISCUSSION

1 and 2 This discussion explores the unit theme of information, focusing particularly on how students find and use information. Write the word *information* on the whiteboard, and add connected words throughout the discussion. Put students in pairs to discuss where they find information, and encourage them to add further sources, e.g. from newspapers, advertising, and reports. Conduct a short feedback stage to elicit these sources and add them to a list on the whiteboard. In 2, invite and nominate different students to read out their sentences, encouraging personalization, e.g. *I read information in instruction manuals for new products like mobile phones and televisions.* Offer your own examples as appropriate.

3–5 On the theme of websites, ask students to think about the websites they access regularly. Encourage them to say why they use these websites, leading in to 4, where students identify one or more specific features that are useful. Write up their ideas for other features, e.g. *attractive design*, *academic content*. This can lead to the final activity in the discussion, where students form larger groups to present the ideas they have discussed. This stage gives students the opportunity for personalization, giving reasons, and interaction with other students.

2A Listening & Speaking
Presentations (2)

TASK 1 Understanding the introduction to a presentation

1 Explain that this task picks out three key features of academic websites, and that students need to explore the meanings of these three features. Ask students to work individually – first they need to work out what the comment is referring to, e.g. comment 1 talks about information. If necessary, work on the vocabulary by giving or eliciting the meanings, e.g. *A person who is* qualified *has qualifications like degrees and MBAs*. Check answers visually as a whole class.

Answers

Information: 1 and 6
Authority: 2 and 5
Design: 3 and 4

2 2.1 Ask students to note down their answers to the two questions – say that if they do not write anything, they will quickly forget and have no record of the presentation. The starting point is the topic – accept the key word *research* and elicit any further information, i.e. research at university, etc. Students may like to watch the presentation introduction a second time after checking the answers so that they can notice some of the language used to express this information.

Answers

1 doing internet research for studying at university / internet research / research at university
2 authority, design, information

ACADEMIC TERMINOLOGY

What is authority?

Ask students to read the 'What is authority?' box in the margin. Check the meaning and pronunciation of the key words *authority* and *reliable*. Students can use their dictionaries; you could also ask students to write down or say the word in their first language as a further check. As an extension, show a selection of websites for students to 'rate', i.e. by answering the question *Does this website have authority?* Examples of authoritative websites include resources on university websites, academic websites such as TED (Technology Education Design), and journal websites such as Oxford Journals.

TASK 2 Understanding the features of a web page

1 This task presents a lexical set of website features. Students should be familiar with the features and many of the names as English is widely used as the language of computing. Check the pronunciation carefully, drilling as necessary. As a short extension, ask students to work in pairs and point to different features for their partner to name.

Answers

1 domain name
2 search box
3 logo
4 image
5 heading
6 link
7 home page
8 PDF

2 2.2 This task puts the vocabulary into practice. Start by going through the student notes either as a whole-class activity or by asking students to read the text individually. Check any unknown vocabulary. Ask students to complete the eight gaps as they watch for the first time. Show the presentation a second time to allow them to check and fill in any remaining gaps.

Answers

1 domain name
2 logo
3 headings
4 home page
5 image
6 search box
7 links
8 PDF

3 In the final activity, encourage students to respond personally to the advice given in the presentation by saying what they think is useful or not useful. Encourage students to give reasons and examples to support their opinions.

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TASK 3 Noticing the language of presentations

1 2.1, 2.2 Following the focus on meaning, this task moves on to language. Point out that this language is very helpful for the listener, as it allows them to work out what the presenter is going to focus on and in what order. Also mention that students should learn to use such language in their own presentations. Either before or after showing the presentation, practise the language in class, e.g. by drilling the expressions.

Answers

Firstly, I'm going to talk about ... 4
Today I'd like to talk about ... 2
Hello. My name's ... 1
Finally, I'll talk about ... 6
My talk is in three parts: ... 3
To sum up ... 7
Are there any questions? 8
Secondly, we'll look at ... 5

2 Explain that this activity looks at the function of each expression, i.e. why it is used. Go through the three different functions, which are presented in the logical order of a presentation. Optionally, elicit further sequencing items, e.g. *First* / *Second* / *Then*. This shows that there are usually several possibilities for students to use.

Answers

a Hello. My name's ... / Today I'd like to talk about ...
b My talk is in three parts: ... / Firstly, I'm going to talk about ... / Secondly, we'll look at ... / Finally, I'll talk about ...
c To sum up ... / Are there any questions?

3 Allow time for students to read through the transcript on pages 168–9. As a variation, you could show the presentation again while they read – this can help students connect what they hear and what they see. Check the meaning of *adding*, if necessary writing up the plus / addition symbol (+).

Answers

It also has ... / In addition, / Also,

ACADEMIC LANGUAGE

Linking language (2) Sequencing and adding information

2.3 Explain that the language in this box builds on the linking language covered in Unit 1. Emphasize again that audiences like to hear the order or sequence of items, which helps them navigate the whole text. Say that these sequencing items usually come first in the sentence, so that the new information is added afterwards. Check individual students' pronunciation of the target language as you play the audio. Refer students to page 149 of the Language reference for more information.

TASK 4 Practising sequencing and adding information

1 2.4 Explain that students are going to listen to a similar presentation by another student – this shows how you can use the same linking language for a different topic. Allow time for students to write their answers. Say that in some cases more than one answer is possible.

Answers

2 Secondly
3 finally
4 addition
5 also

2 and 3 Allow plenty of time for students to work with the information given in note form in the table. Ask students to come up with sentences using the key sequencing and adding language. Start by eliciting sample answers, e.g. *Firstly, we'll look at authority*. When students have explored using the language, put them in pairs to practise their versions. Each pair can take one column of the table, or present all of the information. Conduct the final evaluation stage as a whole class; students should now feel more confident about presenting if they are able to use linking language appropriately.

TASK 5 Preparing and giving a short presentation

1 Explain that students are going to put the previous work into practice by presenting a website of their own selection. Remind students that they talked about useful websites in the opening Discussion on page 022. Monitor while students note down key points using the three headings. Say that these notes form the material of their presentations. Two or three points for each heading is about right – if there is too much detail, the presentations will be too long. Optionally, put students into pairs to check that the material is relevant to the headings (they worked with this idea in Task 1).

2 Say that this practice stage is very useful – even very experienced presenters often practise their presentation with a friend or colleague to get useful feedback. Check that students follow the three feedback points while doing this. If students are lacking in confidence, say that their notes should give them solid support, so they know what they are going to say and in what order.

3 Depending on class size, carry out the presentations as a whole class or in groups with the class subdivided. Time the presentations and say you will stop students speaking after 2 minutes. Emphasize that students should listen actively – check that students make brief notes on the points given while listening. By the end of this module, students should be familiar with the three criteria of websites and the language of sequencing and adding: ask them about this to check.

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INDEPENDENT STUDY

Explain that giving a presentation is a key academic skill, and the more practice students can do, the better. Discuss the idea of working with another student, and elicit advantages in doing so: you can learn to trust the other person to give useful feedback; you can help each other; practising the presentation will be very useful and should lead to a better presentation. Ask students to report back next lesson / next week and say how they found this process.

2B Reading Textbooks (2)

TASK 1 Thinking about the purpose of reading

1 The opening activity recycles the types of text introduced in Unit 1B Reading. Put students into small groups to discuss their answers. Build up a whole-class list of texts which students read; also ask which types of text are mainly for learning new information (e.g. textbooks), and which ones are more for entertainment. Encourage students to think widely about the texts they read; where necessary feed in some of the sample answers below, and add to these.

Sample answers

Free time: websites, emails, texts, tweets, newspapers, manuals, novels, recipe books, advertisements, magazines, comics, subtitles

Studies: textbooks, exam papers, reports, instructions, lecture notes, websites, course-specific texts such as LMS materials (e.g. on Moodle), PowerPoint handouts

2 and 3 Briefly go through the three main purposes in the first column of the table, plus the four text types. Allow students sufficient time to complete the table individually. In 3, when students are checking their answers, it should become clear to them that the purposes are not 100% clear-cut, and there are several examples of overlap. For instance, the main purpose of an advertisement is to sell something, but (depending on the advertisement) it may also entertain and give an opinion (e.g. that the product or service being sold is one of the best). Encourage students to discuss these overlapping purposes as far as their language allows.

Answers

2

	a textbook	a magazine	a news website	an advertisement
to inform	✓	✓	✓	
to entertain		✓	(✓)	(✓)
to give an opinion	✓	✓	✓	(✓)

TASK 2 Understanding the purpose of a text

1 This task looks at the main purpose of a text. Explain that it is useful to know what type of text students are reading, and what the main purpose is – this knowledge will help students understand the main points in the text. Also point out the Glossary in the margin and say that academic texts often have a glossary to define and explain key terms. Glossaries can therefore help students to understand texts more effectively.

Answers

1 b 2 a

ACADEMIC LANGUAGE

Noun phrases (1) Understanding a noun phrase

Explain that most of the information in academic texts is presented in noun phrases and, in turn, noun phrases make up most text (in terms of the number of words). There are many different noun phrase patterns, and every noun phrase has a head noun, i.e. the main noun in the text. You could also explain that we can replace the whole noun phrase with a pronoun, which is based on the head noun, e.g. *the text* ➔ *it*, *news websites* ➔ *they* / *them*. Go through the information in the box, emphasizing that noun phrases are usually used as the subject and object in a sentence. Elicit or explain that a determiner is a grammatical word class which includes articles (*the* / *a*), as well as other words including demonstratives (*this* / *that*), possessives (*my* / *our*), and quantifiers (e.g. *some, many*). Refer students to page 149 of the Language reference for more information.

TASK 3 Practising using noun phrases to make notes

1 This task requires students first to notice and then use noun phrases in their notes. This process underlines the extent to which noun phrases are vital in presenting information. Ask students to underline the noun phrases in the text either individually or in pairs. Go through a few examples as a whole class to show that some noun phrases are one word (e.g. *entertainment*) and others are several words (e.g. the title to the text, *The reasons for a website*). Also point out that noun phrases include pronouns, e.g. *others* and *they*. In the feedback stage, the importance of noun phrases should become clear. As an extension, ask students to count the number of words used in the noun phrases in the text: 60 out of 96 words (i.e. 62.5%) are noun phrases. This is typical of academic texts, where around two-thirds of text is made up of noun phrases.

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Answers

The reasons for a website

Some websites provide information and others are for entertainment. Many websites do both; they present information in an entertaining way. News websites, in particular, present news stories in this way. They make the news interesting by using text and interactive features such as video.

Other websites such as Amazon offer a service or sell products. You can also have your own blog, or a personal home page on sites like Facebook and Twitter. These social networking websites are very popular nowadays because the people who use the website provide the information.

2 and 3 Ask students to complete the notes individually. Say that all the answers should use words from the text – there is no particular reason to use different words. The aim of activity 3 is for students to use their notes for a purpose – to present information on different types of website. Ask students to briefly reflect on this by asking questions like *Are the notes helpful when presenting information? Did you read aloud from the notes?*

Answers

2 2 entertainment
3 news website
4 a service
5 products
6 personal
7 social
8 websites

TASK 4 Recognizing important information in a text

1 This task focuses on the detail of a similar text. Explain that the True / False sentences enable students to identify information accurately. This activity requires close reading, so allow plenty of time (e.g. 10 minutes) for students to complete the task. Try to leave language work until after the activity, and emphasize that students do not have to understand every word. At this stage, you could put students into pairs or small groups to discuss the meanings of key vocabulary, particularly the items in bold.

Answers

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

2 Remind students of the importance of making notes – to help them understand the text, and to provide a record of the text to use in the future. Also, say that most of their notes should be in the form of noun phrases, which students practised in Task 3. If necessary, students can work together on their notes, but say that each student needs to actually write their own notes. Finally, ask if students found the process useful – do the notes help them remember the information in the text?

Sample answers

Types of feature: headings, text, links, video, banners, search box

Design: very important; different colours, images, and features

Layout: logo on top left-hand corner, headings and links, search box in top right-hand corner

TASK 5 Critical thinking – discussing a website

1 and 2 Explain that this task encourages students to think critically about the information they come across. As a whole class, start by looking at the image of the homepage and invite responses, e.g. *The website presents facts.* Try asking questions such as *Does the website sell things?* When a few responses have come in, continue the activity in pairs using the questions given. Form new pairs and groups to keep the discussion going, and collect interesting responses on the whiteboard as a whole-class activity. Draw on individual students' own experiences – some may have designed or built their own websites. The task should show that, as the given website isn't perfect, students can critique it and suggest better ways of presenting the information.

ACADEMIC TERMINOLOGY

What is critical thinking?

Elicit or explain that critical thinking is necessary in academic contexts as it is important to keep questioning the sources of information and knowledge. Encourage students to personalize the information they are presented with, using questions like *What does this mean for me?* and *How can I use this information?* Say that all students are capable of critical thinking – it does not have to be a mysterious concept.

INDEPENDENT STUDY

Explain that this task provides an opportunity for students to investigate the use of noun phrases in another text. Ask students to find an academic text, and if necessary explain where they can do so. Check the outcome of the task next lesson.

2C Writing (1) Descriptive sentences

TASK 1 Understanding a description

1 Explain that description is very important and frequent in academic texts. You could use pictures to elicit some of the types of things that can be described, e.g. places (a city square, a building, a natural landscape), institutions (the BBC, a bank), processes (the water cycle, an avalanche), people. These ideas will show students the range and importance of description. Move the focus to the media, in particular TV. Allow the pairwork to continue for as long as students are able to talk about the content in their own context.

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2 This activity focuses on a short description, which forms a model for students to work with in the module. Either go straight to the text, or first elicit what students know about the BBC. Ask students individually to write short answers to the three questions, and briefly monitor to check before whole-class feedback.

Answers

1 people watch BBC television programmes and listen to BBC radio stations around the world
2 40 million users per day
3 news, weather, sport, culture, entertainment

ACADEMIC LANGUAGE

Noun phrases (2) Adjectives in noun phrases

Explain that this Academic Language box continues the focus on noun phrases, looking at how adjectives can be added. Adjectives are widely used for descriptions. You could use the first example to experiment with as a whole class: write up *The BBC is famous* and elicit variations, e.g. *The BBC is a famous corporation / company*. Point out the position of the adjective, i.e. before the head noun. This leads to the further examples in the Academic Language box, and information about the position of adjectives. Explain that the first adjective describes what the noun is like (e.g. its colour) and after this a second adjective can be added. These are sometimes known as 'classifying adjectives', which limit the noun to something like a nationality or academic subject. Finally, ask students to make noun phrases using the adjectives given in the table, e.g. *a famous global company*. Write selected examples on the whiteboard. If students produce examples with adjectives in the wrong order, e.g. *a global famous company*, write these up and invite the class to say why they are wrong (the order of adjectives does not follow the guidelines given in the Academic Language box). Refer students to page 149 of the Language reference for more information.

TASK 2 Practising adjectives in noun phrases

1 In this first activity, students notice the adjectives in two noun phrases; also elicit the order of adjectives, i.e. Type A (descriptive) ➔ Type B (classifying).

Answers

CNN is a popular American TV news channel. It also has a large international audience.

2 This activity requires students to work out the correct order of words in noun phrases of about five words. Briefly go through the order as a whole class: subject ➔ verb ➔ determiner (*a* / *the*) ➔ Type A adjective ➔ Type B adjective ➔ optional modifying noun (e.g. *news*) ➔ head noun. Ask students to complete the task individually before checking as a whole class. As an extension, ask students to find further examples from one of the texts they have read, and test each other.

Answers

1 Al Jazeera is a large international news channel.
2 The Huffington Post is a modern online news blog.
3 Handmade Films is a small British film company.
4 Facebook is a free global social networking site.
5 Oxford University is a famous historic university.

3 This task encourages students to notice how the adjectives are used in a text they have just read. After checking the answers, ask students which pattern seems most common – adjectives as part of a noun phrase or adjectives after *be*, e.g. *It's famous*. The noun-phrase pattern is more frequent.

Answers

The BBC (British Broadcasting Corporation) is a large organization. It's famous because people watch BBC television programmes and listen to BBC radio stations around the world. It also has a popular news website with 40 million users per day. In addition, other BBC websites provide free information about weather, sport, culture, and entertainment.

Adjective not part of a noun phrase: famous

4 In this activity, students work with meaning to put the given adjectives into the correct position. Go through any unknown vocabulary, e.g. *broadcaster*, and pre-teach as necessary. Try reading out any wrong answers, as students may be able to hear that they are incorrect, e.g. *It is expensive for its 24-hour-a-day news.*

Answers

1 international broadcaster
2 famous
3 free
4 expensive
5 main headquarters
6 local office

TASK 3 Describing an organization

1 and 2 This task is the main production task of the module, and builds on the work done in Tasks 1 and 2. You may wish to provide one or two examples of local companies for students who find it difficult to think of one, or ask these students to work with students who can provide sufficient details of such a company. Monitor to check students' sentences for accuracy and relevance. Make sure they use sufficient adjectives in their sentences. In the comparison activity (2), ask students to read their texts aloud, and encourage students to peer-correct, focusing particularly on the position of adjectives.

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INDEPENDENT STUDY

Explain that this task encourages students to use more complex noun phrases by adding appropriate adjectives. Ask students to compare their sentences with other students, looking at the versions before and after the addition of adjectives.

2C Writing (2) A descriptive paragraph

TASK 1 Analysing a descriptive paragraph

1 and 2 This task works with a slightly longer descriptive paragraph than the corresponding task in the previous module. Ask students to work individually, and say when and how you will deal with any unknown vocabulary: you can either pre-teach this before reading, or encourage students to complete the True / False questions first. The second activity looks at the overall structure of the paragraph; explain that students will follow a similar structure later in the module.

Answers

1 1 F 2 T 3 T

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

ACADEMIC LANGUAGE

Linking language (3) *in addition, also, so, or*

Remind students of the previous Linking language items, and say that this material builds on that language. Check students' understanding of the key functions: adding, giving a result, giving an alternative. Point out the punctuation used with the items. For students wanting more grammatical detail, the language items *in addition* and *also* are adverbials, *so* and *or* are conjunctions (*or* is used like *and* / *but*). Refer students to page 149 of the Language reference for more information.

TASK 2 Practising adding information and joining sentences

1 Check that students are aware of the linking language – elicit this and write it on the whiteboard, possibly including linking language from earlier Academic Language boxes. Refer students back to the previous page (032) and ask them to identify the linking language individually before checking as a whole class. Point out the punctuation and use of the items.

Answers

News Corporation is a large media organization. Its headquarters is in New York, but it also has offices all over the world, so it's a global company. Every day, people in different countries watch its international TV news channels, or they read one of its many newspapers. In addition, the company is famous because it produces popular TV shows such as *House* and *The Simpsons*.

2 Explain that in this task students have to join sentence parts so that they are logical and grammatically correct. Ask students to write out the whole sentences so that they practise the technical aspects including capitalization and punctuation. Ask early finishers to compare with each other before checking visually as a whole class.

Answers

2 a Al Jazeera broadcasts news in the Middle East, Europe, Asia, and the USA, so it's a global TV news network.

3 e You can watch the Al Jazeera news in Arabic or you can watch it in English.

4 d Al Jazeera has a website. It also has a mobile app.

5 c Al Jazeera is popular in the United States because it has a special channel called 'Al Jazeera America'.

3 and 4 This activity brings together linking language from the three Academic Language boxes. Students need to work out the meaning of the parts of sentences and text being joined. The structure of the paragraph feeds into the final activity, 4, where students do freer practice to produce their own paragraph using given information. Work with any unknown vocabulary as necessary for the completion of the task.

Answers

3 1 and
2 because
3 or
4 so
5 In addition
6 but

Sample answer

4 The Walt Disney Company is a large media conglomerate. It is famous for children's films such as *Snow White* and *The Lion King*. In addition, the company has other media including the Disney TV channel, Radio Disney, and theme parks like Disneyland.

TASK 3 Researching and writing about a company

1 The final task in the module requires students to research and produce their own material on a company of their selection. Depending on their interests, they can work with any type of company. Elicit examples of the various types to gain students' interest, e.g. a service company (HSBC Bank), a company making products (e.g. Apple). They can find basic information online, either from the company's own website or a secondary source such as Wikipedia. For students who cannot

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think of a company, give them details of one to avoid losing time.

2–4 These activities represent the writing process. Refer students back to the two sample paragraphs in this module and say that they can follow a similar structure. Also say that students can decide what information to put in their paragraph, so the paragraphs may differ somewhat. Monitor while they write to feed in any language and check progress. Allow sufficient time for the review stages in 3 and 4, in order to develop students' self- and peer-evaluation skills. Finally, go through the sample answer on page 159 with students.

ACADEMIC TERMINOLOGY

What is research?

Elicit students' ideas about research – it can be small-scale work by an individual student on a particular topic, or much larger-scale and expensive team-based work such as finding a new medical drug or procedure. Emphasize that research usually means finding out something new – either new to the person doing it or new to the whole of humanity. Point out the importance of checking information, as any single source of information may contain inaccuracies.

2D Vocabulary

TASK 1 Websites

1 As with other Vocabulary modules, decide in advance how much you will do in the class and how much is for independent study. This task reviews the lexical set related to websites. Explain that the activity requires students to understand both the target words given above the text, and the related words in the text itself.

Answers

1 website
2 home
3 links
4 PDFs
5 search
6 names

TASK 2 Noun suffixes

1 This task illustrates the most frequent noun suffixes (students may notice that there are others, such as *-ity* and *-ness*). If doing the task in class, work with pronunciation including word stress.

Answers

2 organization
3 entertainment
4 presentation
5 advertisement
6 education

2 Ensure that each student writes out a complete set of sentences, and encourage self- and peer-evaluation as appropriate. Encourage creativity – students can write on the topic of information or broaden their ideas. Check for accurate spelling, word form, and punctuation.

TASK 3 Vocabulary-building: Antonyms

1 Quickly check the meaning of *antonym* (i.e. opposite) and give one or two examples as necessary. Show students the Independent Study box (see below). As an extension, students can add further examples of pairs of antonyms.

Answers

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

2 The final task in the sequence looks at the correct use and meaning of adjectives based on the logic of the sentence they are in.

Answers

1 important
2 useful
3 easy
4 modern
5 expensive
6 unreliable

INDEPENDENT STUDY

This clarifies the term *antonym* and encourages students to build up their own vocabulary lists. Take this opportunity to look at how students are recording new vocabulary and offer advice as necessary. For instance, check that students are writing the word class of each word, and adding some short phrases or example sentences to help them see the words in context.

2E Academic Language Check

TASK 1 Sequencing and adding information

1 In this task students simply have to write in the sequencing language, prompted by the given first letters. Following the tasks on this page, set students the task of reading the relevant material in the Language reference section on page 149.

Answers

1 Firstly
2 Secondly
3 Finally
4 In addition
5 Also

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TASK 2 Understanding a noun phrase

1 and 2 This task aims to review the main structures of noun phrases practised in the unit. In the second activity, students need to be able to analyse the structure, so it may be worth spending some class time on this first. The answers show the range of some of the different patterns available.

Answers

1 1 A search box is an important feature.
  2 A news website has information.
  3 A website has different links.
  4 A modern university has good resources.
2 a information
  b a search box, a news website
  c different links, good resources
  d a website
  e an important feature, a modern university

TASK 3 Adjectives in noun phrases

1 Explain that this task gives useful practice in writing in a more concise style. For example, the two sentences in 1 contain eight words, but when the adjectives are combined, only six words are needed within just one sentence. In doing the task, students also practise the order of adjectives covered in the first Writing module.

Answers

1 Apple is a global IT company.
2 Al Jazeera is an international TV news channel.
3 Harvard is a famous American university.
4 Google is a free search engine.
5 *The Economist* is a popular weekly magazine.

TASK 4 *in addition, also, so, or*

1 The final task works with the linking language covered in the unit. Students are given two similar choices but only one is correct. Ask students to check their answers to the tasks in this module independently or as a whole class.

Answers

1 but
2 or
3 so
4 in addition
5 also

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UNIT 3 **Location**

ACADEMIC FOCUS: COMPARING AND CONTRASTING

INTRODUCTION

Unit 3 aims to introduce comparison and contrast through a sequence of texts and tasks. Comparison and contrast is essential in academic texts, and students learn to identify comparisons and process information across different types of text.

3A Listening & Speaking introduces lectures. Using a short lecture extract, students make brief notes on the main points of the lecture. The module goes on to develop the unit academic focus of comparing and contrasting, and covers comparative and superlative adjective forms. Students encounter various comparisons of locations, which leads to the main productive task of giving a short presentation of their own city. This presentation should incorporate much of the language of the unit, as well as linking language covered in Units 1 and 2. Throughout the module, students are encouraged to give reasons for what they think and say.

3B Reading develops the academic focus of comparing and contrasting within the unit theme of location: students start by comparing different locations, moving on to two graded academic texts which compare and contrast business locations. These texts contextualize the academic language of comparison and contrast, including a focus on word forms. There is an emphasis on processing information into and out of written texts using tables.

3C Writing moves from sentences to paragraphs. Following on from the Reading module, students work with information presented in table form and practise expressing this accurately in sentences. This work forms the basis of the paragraphs they write comparing two universities. The academic language is integrated throughout, covering further comparative structures and the sentence frames *It is* and *There are*. The Writing module builds on the language of the whole unit as well as earlier units.

3D Vocabulary covers the unit topic area of location and business, along with compound nouns and word forms. Students develop their understanding of the word classes of verbs, adjectives, adverbs, and nouns.

3E Academic Language Check brings together the comparison and contrast language covered in the unit, including comparative and superlative adjective structures and language used to express similarity and difference.

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DISCUSSION

1 The discussion builds up from using given adjectives to describe the opening picture. Elicit a simple language frame for students to use, e.g. *It's* [*beautiful*]. / *I think it's* [*beautiful*]. / *It looks* [*beautiful*]. Encourage students to use one of these frames as they do the activity.

2 Students can continue working with their partners from activity 1. Set a time limit or have a competition to see who can finish first. Ask students to keep a written record of the pairs of adjectives.

Answers

bad – good	cheap – expensive
beautiful – ugly	clean – dirty
big – small	high – low
boring – interesting	modern – old
busy – quiet	

3 This stage gives students the opportunity to apply the language to a familiar context – a city they know well. Go through the places to check meanings, showing pictures as necessary to clarify. Allow a few minutes so that the discussion can develop as far as the students' language allows. Round up the discussion by asking students to think about the unit topic of location – what does it mean to them?

3A Listening & Speaking
Lectures (1)

TASK 1 Focusing on a topic to prepare for a lecture

1 This task enables students to become familiar with the lecture topic – the Olympic Games. Either begin straight away with the two questions given, or take a little class time to open up the topic by inviting students to say what they know about the Olympic Games. Possible questions to ask: *Where was the last Olympic Games? What was the best Olympic Games?* Collect whole-class feedback following the discussion of the two on-page questions, and consider writing key points on the whiteboard. Use two columns for advantages and disadvantages of holding the Olympic Games.

2 and 3 These activities encourage students to analyse key factors relating to the Olympic Games. Ask students first to work individually. Check that they have ranked the items, then move to small-group work. In 2, accept any student answers, and ask students to give reasons in 3. You could first elicit some reasons as a whole-class activity. Some of the adjectives from the unit Discussion should be useful.

4 **3.1** Focus first on the lecture slide and ask students to say briefly what it shows. Students could also predict the three points, then watch the introduction and check their predictions. Also ask students to say what the lecturer's sequencing language is (*Firstly*, etc.).

Answers

1 location
2 transport links
3 cost

ACADEMIC TERMINOLOGY

What is a lecture?

Briefly elicit what students understand by a lecture, showing pictures as necessary. Then check the key points about a lecture: long, academic, given by an academic expert (i.e. a lecturer, a professor), in-depth exploration of an academic topic, aimed at (often large) student audience. You can extend the topic by asking if students ever go to lectures, if they like lectures, etc.

TASK 2 Making notes on the main content of a lecture

1 **3.2** This task gives students practice in watching / listening to a longer lecture extract. Ask students to read the lecture notes, presented using the same headings as the lecturer states in the lecture introduction. You could ask students first to predict the words in the gaps; also ask what word class they are (all adjectives). Write the answers and check spelling as necessary.

Answers

1 important	4 busy
2 big	5 expensive
3 good	6 high

ACADEMIC LANGUAGE

Comparison (1) Comparative adjectives

3.3 Elicit what students already know about comparative adjectives – this grammar point is normally covered at post-beginner / elementary level, so students are likely to remember something. This Academic Language box works with frequent adjectives already encountered in the unit. Emphasize the importance of spelling the forms correctly. There are very few exceptions to comparative forms (others include *little, less, least*), so students can be confident that they are able to form the comparative of new adjectives they encounter. Refer students to the relevant Language reference (page 150) to read and study independently. End with a quick check using simple questions, e.g. *How many things can we compare using comparative adjectives?* (normally two); *How do you form the comparative for three-syllable adjectives?* (add *more* before the adjective, then add *than* after it).

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TASK 3 Practising comparative adjectives

1 This activity serves to quickly check the form of the target structure. Check that students underline all parts of the structure, including 'than'.

Answers

1 Beijing is smaller than Shanghai.
2 São Paolo is bigger than Rio.
3 Transport links are more important than the size of the city.

2 This activity requires students to produce the correct form using given adjectives. Pay attention to correct spelling. Remind students that the final two adjectives are irregular. If necessary, explain that there is no *than* in the third sentence because the object of the comparative clause is not given, as it can be assumed from the context (i.e. *busier than last summer*).

Answers

2 newer
3 busier
4 quieter
5 more important
6 more beautiful
7 better
8 worse

3 The third activity in the task sequence offers freer, more personalized practice. Encourage students to broaden their choice of cities using their world knowledge and experience. During or after the activity ask students to reflect on which statements are true / facts (e.g. *Jeddah is bigger than Mecca*), and which are opinions (e.g. *Istanbul is more beautiful than Ankara*). As a quick round-up, elicit all the adjectives used and write these on the whiteboard – these can then form the basis of consolidation work on the form of the adjectives, and can be used in superlative forms in the following tasks.

ACADEMIC LANGUAGE

Comparison (2) Superlative adjectives

3.4 This Academic Language box follows directly on from the first one on this page. Check the concept: that superlative adjective forms are used when comparing three or more items. Stress the use of *the*, which is part of the structure. Feed in further adjectives for practice, such as the adjectives in the unit Discussion (page 036). Optionally, allow students a few minutes in pairs to test each other on the comparative and superlative forms of adjectives: one student gives the base form of the adjective for the other to respond. Refer students to page 150 of the Language reference for more information.

TASK 4 Practising superlative adjectives

1 Explain that this task puts the language area of superlative adjectives into practice within clear contexts. The first activity simply checks students' memory of the lecture using the target language of superlatives.

Answers

1 London 2 Atlanta 3 Sochi

2 Ask students to read the information in the table carefully. They can work in pairs to activate the material by asking and answering questions, e.g. *What's the population of Doha?* Check that students pronounce numbers accurately – do a quick review of numbers if necessary. Students can do the True / False questions either individually or in pairs. As an extension, ask students to write their own True / False questions based on the information in the table; they can then test these on other students. Encourage the accurate use (including spelling and pronunciation) of the adjective forms.

Answers

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

3 This activity gives focused practice in presenting information correctly (in terms of the meaning and form). Sometimes variations are possible in the suggested key below. Encourage self- and peer-correction.

Answers

2 Istanbul is bigger than Doha and Madrid. / Istanbul is the biggest city.
4 Madrid is cooler / colder than Istanbul in August. / Istanbul is hotter than Madrid in August.
5 Istanbul has the biggest airport.

4 The final activity in the sequence offers students the opportunity to use the information to evaluate the given notion, i.e. which is the best city for the Olympics. All opinions are welcome, but make sure students always give reasons. As an extension, they can research and add further information; this will stimulate the discussion and comparison.

TASK 5 Presenting your city

1 Explain that in the final Listening & Speaking task, students have the opportunity to choose, research, and present the information on a city of their choice. This material will form the basis of comparisons after the presentations. You could set this task up in advance, to enable students to have sufficient time to assemble the information they need. The CIA website is useful for information on different countries of the world: https://www.cia.gov/library/publications/the-world-factbook. Make sure all students have prepared adequately before starting the presentations; each student should have one piece of information for each of the bullet points given.

2 and 3 In the presentation stage, set up an order for students to present in their groups, and give time limits. As a variation, have some whole-class presentations. Ask students to write some notes on each presentation they listen to – these notes can either be comprehensive (i.e.

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noting down all the information in the bullet points) or more selective. It would be useful for students to write critical responses; elicit examples first, e.g. *How good are the transport links? Is the temperature suitable for the Olympics? What do local people think about holding the Olympics there?* These notes form the basis for students to write comparisons between the cities in activity 3. Part of this activity can be given as homework. Again focus on accuracy of meaning (i.e. the point being expressed – is it true?) and language form, particularly the use of comparatives and superlatives.

INDEPENDENT STUDY

Remind students of the importance of giving reasons. Say that opinions are very welcome in academic contexts, but people expect students to say why they have this opinion.

3B Reading Textbooks (3)

TASK 1 Comparing locations

1 This task gives students practice in comparing specific given features in different types of location. Ask students to use the visual and written information to produce several statements of comparison between the two locations. You could briefly start with a whole-class comparison of the two pictures, and then move into the task. Emphasize accuracy of meaning and form. Conduct a feedback stage, eliciting examples of comparison from students.

2 Give students plenty of time to discuss and compare the items. Do one or two examples as a whole-class starter, if necessary. Explain that the activity puts many ideas into practice: comparing items using given criteria (e.g. location, cost); using comparative and superlative adjectives; and thinking of relevant ideas with supporting reasons and examples. In the feedback stage, ask volunteers or invite selected students to present some of their ideas to the whole class.

Sample answers

A high-street location is better for a bookshop, café, or high-class clothes shop, because it is in a city centre where people go shopping.

A gym can also be on the high street, although people can also use it on a business park. A café is also welcome on a business park.

For a company selling products over the internet, a business park is a better location. It is probably cheaper. Similarly, a car dealer takes up a lot of space (including customer parking), so probably there won't be enough space on a high street.

Laboratories are best located on business parks, where space is cheaper and employees can park.

Finally, a university can be located near the centre of a city, or outside; good examples of both locations can be found (e.g. Oxford University, situated around the city centre near the main shopping streets; Nottingham University, situated five kilometres out of the city to allow for plenty of green space).

TASK 2 Understanding the parts of a text

1 This task enables students to access a slightly longer (235-word) text. The starting point is working out the meanings of technical vocabulary in the text. Encourage students with more specialist knowledge (e.g. business students) to help other students work out the meanings. Check pronunciation, especially the final-syllable stress in *employees*, and ask concept-check questions as appropriate, e.g. *Do employees work for a company?* (Yes).

Answers

1 cost b, price a
2 profit b, income a
3 to rent a, to own b
4 suppliers a, customers b
5 employees b, labour a

2 Explain that the main reading task involves working with meaning at paragraph level. When checking the answers, ask students how they reached their answer, e.g. by connecting language such as *labour – employee*. Students may benefit from attempting the task first, then dealing with any unknown vocabulary afterwards. As an extension, encourage deeper understanding by asking students in pairs to take turns explaining the content of each paragraph in the text. Say that it is useful to add explanation and examples when doing so. They can refer back to the examples in Task 1.

Answers

a 2 b 4 c 5 d 3 e 1

ACADEMIC TERMINOLOGY

What is a title?

Students should be familiar with titles; emphasize that the title is very useful in giving the topic of a text. Students can learn to scan through a series of titles and subtitles in a textbook; this will help them navigate the material and find out what to read and not to read.

ACADEMIC LANGUAGE

Linking language (4) Comparing and contrasting ideas

Remind students of the Academic Language boxes in Units 1 and 2 on linking language; ask them to say what they can remember about these. Explain that the material in this box ties together linking and comparing; this helps the reader / listener to follow the material more easily. The adverbial *However* and the conjunction *but* are very frequent in academic texts. The linking words highlighted in yellow are adverbials – these can be added, omitted, or moved (within limits) around the sentence. These phrases help to frame the material expressed using the comparative adjectives highlighted in green. Refer students to page 150 of the Language reference for more information.

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TASK 3 Noticing comparison and contrast

1 This task encourages students to analyse how meanings are expressed in an academic text, focusing particularly on how similar and contrasting ideas are presented. Students may prefer working together on the task. Conduct whole-class feedback; this should show how both similar and contrasting ideas in a text are presented within each sub-topic, e.g. employee salaries in London as compared with other parts of the country. Point out that the linking words show whether the ideas presented are either similar to or contrast with other ideas in the paragraph or text.

Answers

Paragraph	Adds similar ideas	Contrasts different ideas	Linking word(s) and comparative adjectives
2		✓	*but, higher, lower*
3	✓		*Similarly*
4		✓	*In contrast, higher, lower*
5	✓		*also, in addition, more beautiful, shorter, better, easier*

TASK 4 Reading for similarities and differences in a text

1 Explain that this task again starts with an overview of a text – students have to choose the correct main idea from the three choices given. Say that you will deal with any unknown vocabulary after students have completed the task.

Answer

b

2 This activity enables students to become discriminating about the specific ideas in a text. Each item (a–h) is a feature of different locations; ask students to look at the text again to categorize them correctly. Check any unknown vocabulary at this stage. Refer students to the Glossary in the margin.

Answers

b O c UK d O e O f UK g O h O

3 In this task, students have to identify the specific language used in the text for comparison and contrast. Elicit the type of language to identify, e.g. *different / differences*, *expensive / more expensive*. Go through one or two sentences as examples. Ask students to work individually before checking the answers visually as a whole class.

Answers

Locating in the UK and in another country

Many UK companies think about relocating their businesses to other countries in order to lower their costs and increase their profits. However, there are some points to consider first before moving overseas:

- **Land costs** UK cities such as London are expensive for office space, so locating to other countries can often cost less. However, it is not easier for working with UK customers or suppliers.
- **Labour costs** Some businesses use a lot of labour; for example, telephone answering services, clothing manufacturers, and other similar businesses have high labour costs. For these businesses the cost of staff in the UK is often higher than the cost overseas. On the other hand, sometimes the quality of manufacturing in another country is worse.
- **Tariffs** There are different tariffs on products coming into a country or area like the European Union (EU). So even if manufacturing costs are cheaper, with tariffs it can be more expensive to produce items in another country.
- **Language** In another country language differences sometimes make communication with workers difficult. Similarly, there are sometimes problems with cultural differences.
- **Transport costs** Locating to another country means these costs are higher because the goods need to be transported back to the UK.

ACADEMIC LANGUAGE

Word forms *similar / different*

This Academic Language box focuses on just two words – the key words associated with comparison and contrast. Ask students to read the material, noticing not only how the forms vary, but also their likely position in the sentence. Do a quick check by writing the forms on the whiteboard and asking students what their word class is (e.g. noun, adjective). Refer students to page 150 of the Language reference for more information.

TASK 5 Practising word forms for comparing and contrasting

1 Explain that this task gets students using the different forms given in the Academic Language box above. This first activity can be done individually. Try reading the text aloud when checking the answers – reading a few wrong answers should help students gain a feel for what works and what doesn't.

Answers

2 Similarly
3 differences
4 difference
5 different
6 similarities

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2 and 3 These activities lead to a discussion of similarities and differences using students' own information. You may want to set this task for homework, to give students an opportunity to research the information; alternatively, research in class using online resources. There is scope for selectivity – students can decide what is important for the final row of the table. Monitor and note down examples of good comparison and contrast language, as well as areas to correct – individually or as a whole class.

INDEPENDENT STUDY

Go through the box and ask students to say what they should do. Alternatively, set the task for students to work out and do themselves. Ask them to report back next class.

3C Writing (1) Comparison sentences

TASK 1 Understanding similarities and differences

1 Students can work in pairs or small groups to say what is being compared. Check the pronunciation of numbers, percentages, and dates as appropriate. You can also refer students to Language reference 4.1 on page 151 for how to say numbers exactly and approximately.

2 This task requires students to be able to identify whether written information is correct or not. To do this, they need to refer carefully to the information in the table. Do one example as a whole class as necessary.

Answers

1 Durham is older than Bristol.
2 (correct)
3 (correct)
4 The percentage of overseas students at Durham is higher.
5 (correct)

3 Check the meaning of the two terms by writing the following words on the whiteboard and asking students to put words with similar meanings together: *difference*, *contrast*, [adj.]-*er than*; *similar*, *similarity*, *compare*, *the same*, *both*.

Answers

1 differences
2 differences
3 similarities
4 differences
5 similarities

ACADEMIC LANGUAGE

Comparison (3) Expressing similarities and differences

Briefly remind students of the two earlier Academic Language boxes on Comparison. Explain that the first structure *as … as* is based around an adjective; it is often used in the negative, e.g. *X is not as good as Y*. The word *both* can cause confusion. Explain that it means each of two, as in the example *Both cities have an airport* = Bristol has an airport and Durham has an airport.

The word *more* is used here with a noun (rather than an adjective) to emphasize differences. Examples of nouns include *more people / money / places* … Refer students to page 150 of the Language reference for more information.

TASK 2 Practising comparison sentences

1 This task develops students' skills in relating information in written and table form. Start by going through the information about the two different universities, and explain any difficult terms. Ask students to work individually to complete the sentences, and then they can compare in pairs. Check carefully for accuracy of meaning and form.

Answers

2 more
3 people
4 than
5 as
6 Both
7 beautiful
8 universities

2 This activity continues the process of processing and communicating information using text and tabular format. Explain that the phrases in each sentence are given, and that students have to make complete sentences; stress that these need to be correct in terms of both meaning and form. Ask students to compare and check their answers before a whole-class check.

Sample answers

2 Yale is newer than Harvard.
3 The number of students is higher at Harvard.
4 The number of students is lower at Yale.
5 There are more students at Harvard than at Yale.
6 Student fees at Yale are as expensive as student fees at Harvard.
7 There are more overseas students at Harvard.

TASK 3 Comparing universities

1 and 2 This task once again requires students to find out some information, this time based on two universities of their choice (if they want, they can choose universities from different countries). The university website is a good starting point to find out the information, or alternatively a secondary source such as Wikipedia. Students should work individually before

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comparing. It would be useful for them to check each other's sentences, focusing on accuracy and appropriacy of comparison language, plus the usual technical aspects of writing sentences including spelling, capitalization, and punctuation.

INDEPENDENT STUDY

Ask students if they are good at memorizing information. State that many academic contexts involve spoken communication, e.g. a discussion or presentation, and it can be very helpful to remember some key information to use at these times. Ask students to set themselves a personal target of a number of pieces of information to memorize before the next class.

3C Writing (2) A comparison paragraph

TASK 1 Analysing a comparison paragraph

1 Explain that in this module, students will move from processing the information in sentences into paragraphs. The first activity picks out the purpose and main points of the paragraph – ask students to complete the task before exploring any unknown vocabulary. Also encourage students to look at the author's input into the text, in particular their evaluation / opinion, i.e. *they are exciting places to live and study and offer a good university education*. Check the pronunciation of the individual letters in the abbreviations *NUS*, *HKU*. You may wish to read the text aloud to help students gain a deeper understanding of the material.

Answers

1 F 2 F 3 T

2 This activity requires students to 'reverse-engineer' the information in the text by identifying it and presenting it correctly in a table. Emphasize the importance of correctness. Ask students about any incorrect answers to establish why they produced the answers, and explain how they can avoid similar mistakes in the future.

Answers

Similar: age, location, level of education, language

Different: population, type of city

ACADEMIC LANGUAGE

Sentences (2) Writing about comparison

This Academic Language box builds on the Sentences (1) box in Unit 1, which covered simple sentences with *be* and other verbs. Two key structures in this box are *It* and *There*. Clarify these as a whole class by writing the two structures on the whiteboard: *It is ... / There are ...*, together with some examples. Elicit what follows each structure: *It is* [+ adjective] / *There are* [+ noun phrase]. Ask students to convert one structure to the other, e.g. *It is similar* ➔ *There are similarities.* Also point out the linking language, which helps to hold the ideas in the text together, e.g. *Similarly ... / Overall ...* Allow students sufficient time to go through the material in the box, and refer them to the Language reference on page 151 for more information.

TASK 2 Practising comparison

1 This task brings together a wide range of comparison language, based on what is covered in the unit. To work with grammar, you could start by eliciting the different word classes (parts of speech) of some of the items given: *bigger* – comparative adjective; *both* – determiner / pronoun; *differences* – noun (plural); *important* – adjective; *largest* – superlative adjective; *on the other hand* – adverbial; *overall* – adverbial; *similarly* – adverbial. Remind students that each item has to work both grammatically and logically in the gap.

Answers

2 both
3 Similarly
4 important
5 On the other hand
6 bigger
7 largest
8 overall

2 This activity offers a guided writing task based on the information in the table in Writing (1). Emphasize again that students should aim for answers which are both factually and grammatically correct. Allow some time for individual and peer-checking, and where possible check all students' answers for accuracy and use of the target language.

Sample answers

1 There are a number of similarities and differences between Harvard and Yale Universities.
2 Both universities are old.
3 Similarly, both universities have annual student fees of $42,000.
4 On the other hand, Harvard has more students.
5 However, overall, both universities have a similar percentage of international students.

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TASK 3 Writing a comparison paragraph

1 and 2 This task consolidates the work in the unit on comparison and contrast language, and constructing sentences and a paragraph. Refer students back to their sentences in Writing (1), or if preferred spend time on student writing to produce a new set of sentences. If necessary, briefly elicit some of the target language: comparative structures including adjectives; linking language; sentence patterns.

Ask students to follow the sample order, which is logical for the topic. The writing can be set for homework, but doing it in class has a number of advantages: you can check to ensure that all students do the writing; you can monitor their writing and help out with any queries; the writing task can move directly into the self- and peer-review task (2). Finally, go through the sample answer on page 159 with students.

3D Vocabulary

TASK 1 Location and business

1 Explain that this task brings together the key vocabulary on the topic in the heading: location and business. The tasks in this module can be set for homework / independent study; it is worth doing a class check for each student's achievement in the tasks.

Answers

1 location
2 cost
3 rent
4 customers
5 expensive
6 employees
7 profit

TASK 2 Compound nouns

1 Working with compound nouns offers a degree of creativity, as students can experiment with different possible combinations to see and hear which ones are plausible. Try some combinations as a whole class, perhaps writing the words on different pieces of paper. Ask students to work together to make meaningful noun + noun combinations, and check these in whole-class feedback. The compound nouns follow the same theme as the vocabulary in Task 1. As an extension, prepare more compound nouns, including some from earlier units and other useful examples.

Answers

1 transport links
2 office space
3 sports facilities
4 individual needs
5 land costs

INDEPENDENT STUDY

You could draw attention to compound nouns around the classroom – these will be concrete nouns such as *door handle, board marker, handbag, pen top, light switch*. Then invite students to find further examples in the first three units of the book. You can do this competitively with a time limit.

TASK 3 Identifying word forms

1 This task raises students' awareness of this useful grammar area. Explain that there are four word classes: nouns, verbs, adjectives, and adverbs. In English, the form of a word only sometimes expresses its word class, so students have to learn to recognize how words are used in sentences, as in the examples 1–7. As an extension, give further examples of sentences with these words, or extend the range of words.

Answers

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

3E Academic Language Check

TASK 1 Comparative and superlative adjectives

1 Explain that this task brings together the comparative and superlative forms of a selection of adjectives. As they complete the task, ask students to check carefully for spelling. As an extension, ask students to make sentences using a selection of the adjectives.

Answers

2 high
3 highest
4 bigger
5 busy
6 most modern
7 important
8 more important
9 least expensive
10 good
11 best
12 worse

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2 This activity presents a range of typical student errors of form. These errors include words which are not needed, incorrect comparative and superlative forms, and mistakes with grammatical words such as articles. Ask students to write out the corrected sentences in full so that you can check the whole sentences for accuracy.

Answers

1 The population of Los Angeles is ~~more~~ **larger** than the population of Atlanta.
2 São Paulo is **bigger** than Rio de Janeiro.
3 Dubai is **more modern** than Rome.
4 Shopping online is less **expensive** than shopping in the high street.
5 Accommodation in London is the **most** expensive in the UK.
6 Athens is one of **the oldest** cities in Europe.
7 I'm the ~~more~~ **youngest** in my family.
8 My city has the **best** transport links in the world.

TASK 2 Similarity and difference

1 and 2 This task brings together a representative range of linking language. Check the function of each pair of words in 1 by asking students to identify the word class. Explain that if both words in the pair are the same word class, then students will have to choose the correct meaning for the sentence, as both words will be grammatically correct. As an extension, ask students to make up their own pairs of sentences using the target language correctly.

Answers

1 1 Similarly
2 But
3 addition
4 similarities
5 difference

2 1 e 2 c 3 b 4 d 5 a

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UNIT 4 **Production**

ACADEMIC FOCUS: DESCRIBING NUMBERS AND CHARTS

INTRODUCTION

Unit 4 aims to give students extensive practice in processing data into and out of visual and text format. The academic focus spans all the skills, giving practice in a wide variety of spoken and written academic contexts.

4A Listening & Speaking introduces charts, including pie charts. Students work with processing information between these and text. The module emphasizes the purpose of charts and what they can represent. In processing this information, students learn to use a lexical set relating to importing and exporting products. There is an emphasis on identifying data in presentations and noting down what each number refers to. Two ways of saying numbers are introduced – saying numbers exactly and approximately.

4B Reading develops the academic focus by expanding the types of data presentation, including graphs and tables. Students process information presented both visually and through text. The module focuses on the accuracy of identifying and noting the number, and its reference. In this module, the past simple is introduced using a selection of frequently used regular and irregular verbs. Students learn to differentiate when to use the past simple and when to use the present simple. Throughout the unit, data and other information is presented in a variety of ways.

4C Writing moves from sentences to paragraph-length descriptions of data. Students learn to say and write numbers accurately, including percentages, lengths, area, speed, and other amounts. There are opportunities for personalization of the information. The academic language focus covers various ways of expressing numbers, including fractions, determiners (especially quantifiers), and adverbs showing approximation. By the end of the two writing parts, students should be familiar with how to report data based on a chart, and be able to construct a coherent paragraph describing such data, moving from the general to the specific.

4D Vocabulary covers three lexical areas from the unit: nationalities, collocations, and selected presentation language. Students come up with the correct words and forms in a variety of contexts, and in doing so consolidate their mastery of the vocabulary items.

4E Academic Language Check brings together a range of language used to refer to data. Students link percentages and fractions, and work with expressions indicating approximations. The module also covers the form of the past simple using a selection of regular and irregular verbs.

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DISCUSSION

1 These activities aim to bring students' world knowledge into the discussion. Depending on students' knowledge of countries and regions, put them into pairs or small groups. Alternatively ask them to do the activity individually for 1 minute before continuing as a discussion.

Answers

Brazil: Latin America
Canada: North America
Germany: Europe
Ghana: Africa
Indonesia: Asia
Oman: the Middle East

2 4.1 Play the audio for students to check their answers. Take time to work on the pronunciation, paying particular attention to word stress and any problem sounds.

3 and 4 Put students into groups or ask them to form groups. You could bring in a world map to help students think of further countries and point out where certain countries are. Similarly, pictures of types of products (e.g. watches, phones, cars, jewellery, food items) could serve as prompts for students. The focus then shifts to products and, optionally, services such as banking and education. Teach and drill the structure *It is made in* [*place*]. As an extension, ask students to work in pairs and take turns to say a country name. Their partner then has to name the region this country is in.

4A Listening & Speaking
Presentations (3)

TASK 1 Understanding the purpose of a chart

1 This activity works with the meanings of the vocabulary needed for processing the information in the charts (in 2 and 3). Check carefully for the correct form of the words in the gap-fill, e.g. Number 1 is *imports / exports* not *import / export*. As an extension, ask students to make up further sentences using some of the eight words.

Answers

produce – consume
earn – spend
buy – sell
2 earn, spend
3 buy, sell
4 produce, consume

2 and 3 Start by saying that a lot of academic information is presented using visuals like those in this activity. Elicit types of visual (e.g. pie chart, graph, map, diagram), showing further pictures as necessary. Ask what type of information is usually presented visually (e.g. numbers, amounts, percentages). Allow time for students to study the three charts and answer the questions in 2 and 3.

Answers

2 1 C 2 A 3 B
3 a Ivory Coast
b the USA
c Brazil
d the UK

TASK 2 Understanding data

ACADEMIC TERMINOLOGY

What is data?

Ask students to read the *What is data?* box in the margin. Data can mean any kind of information, but is often used to mean quantitative information, particularly numbers, amounts, and so on. As an extension, ask students to find and show examples of the presentation of data. Collect examples and names of different formats, e.g. chart, table.

1 4.2 Explain that the video extracts are getting longer as the units progress (this one is over 250 words). Depending on the listening level of the students, show the first few sentences and ask some comprehension questions. This activity aims to give students an overview of the material, so avoid too much detail at this stage. Show the presentation a second time as necessary.

Answers

1 b 2 c 3 a

2 4.2 This activity requires students to connect the numbers with what they refer to. Play the video and make sure all students have written something; look out for gaps and ask about difficulties to work on intensively. Play the video again as necessary. Given the importance of numbers, you may want to play the video several times, including while students read the transcript on page 170.

Answers

1 cocoa Ghana exports
2 cocoa Brazil exports
3 Ivory Coast exports
4 cocoa Russia imports
5 chocolate company
6 shop
7 cocoa farmer

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3 Explain that writing up data is an important academic skill. Emphasize the importance of accuracy. Go through one or two examples as a whole class. Allow plenty of class time for students to produce their sentences. Optionally, give some or all of the writing for homework / independent study. Build in time for self- and peer-correction, focusing on the accurate connection of number and referent.

Sample answers

Ghana exports 15% of the world's cocoa.

Brazil exports 8% of the world's cocoa.

Ivory Coast exports nearly half the world's cocoa.

The USA imports around 900,000 tonnes of cocoa per year.

Russia consumes about 150,000 tonnes of cocoa per year.

A bar of chocolate costs £1 in the UK / in UK shops.

About half this money is for the chocolate company.

More than a fifth of this money / cost is for the shop.

(Only) seven pence per pound is for the cocoa farmer. / The cocoa farmer gets / earns (only) seven pence per pound.

ACADEMIC LANGUAGE

Data (1) Saying numbers exactly and approximately

4.3 The material in this Academic Language box draws together and extends the work students have just done in Task 2. Explain that in academic contexts, it is often very important to give the exact number, e.g. when measuring something (e.g. weight, height) and giving the results of research. However, there are also times when we can say the numbers approximately – we may do this when referring to proportions in a spoken seminar (e.g. *About half the people* ...). You could ask students to read the information and say it quietly aloud – this would work in larger classes where the spoken language would become like background noise. Spend time both going through the numbers and asking students to listen and repeat using the recording. As an extension, ask students to write ten numbers, then in pairs take turns to test and say their partner's numbers. Isolate and drill important words such as *per cent*, *fifth*, and *approximately*. Many of these words have potentially difficult sounds and word stress, so it is worth spending plenty of time on this. Refer students to page 151 of the Language reference for more information.

TASK 3 Practising saying numbers

1 and 2 **4.4** Say that the remaining tasks in this module give students plenty of further practice in saying and referring to numbers in the context of presentations. Ask students to write their answers individually, then compare in pairs. Check the answers visually so that students can see exactly what the variations are. They can then listen and check in activity 2. (Note that there are more possibilities than on the recording.)

Answers

1 19%: nineteen per cent; nearly / almost twenty per cent; about / around / approximately / nearly / almost a fifth / one in five

48%: forty-eight per cent; about / around / approximately / nearly / almost 50 per cent; about / around / approximately / nearly / almost (a) half

51%: fifty-one per cent; (just) over 50 per cent; more than 50 per cent; (just) over (a) half; more than (a) half; about / around / approximately 50 per cent; about / around / approximately (a) half

66%: sixty-six per cent; about / around / approximately / nearly / almost two-thirds

75%: seventy-five per cent; three-quarters

99%: ninety-nine per cent; about / around / approximately / nearly / almost 100 per cent; nearly / almost all

3 **4.5** This activity gives students practice in listening for numbers only and accurately writing them down. Check the answers visually.

Answers

1 3%
2 ⅔ / two-thirds
3 about 100,000
4 around 5%
5 ½ / half
6 ¼ / a quarter

4 Encourage students to use a variety of structures in this activity. Elicit examples as necessary, e.g. [*The USA*] *consumes* ... (see sample answers for further examples). You could work with one piece of information and elicit a number of different ways of expressing it. The solid basis of most sentences is the Subject–Verb–Object pattern. Optionally, say that adverbials (e.g. time expressions) are variable elements and can be moved around, e.g. ***In the UK*** *cocoa farmers get seven pence per bar of chocolate.* / *Cocoa farmers get seven pence per bar of chocolate* ***in the UK***.

Sample answers

The USA consumes nearly 900,000 tonnes of cocoa per year.

Russia consumes about 150,000 tonnes of cocoa per year.

Ivory Coast exports 46% of the world's cocoa.

Malaysia exports 4% of the world's cocoa.

Cocoa farmers get seven pence per bar of chocolate in the UK.

The UK government tax on a £1 bar of chocolate is 15p.

TASK 4 Referring to charts in presentations

1 and 2 **4.2** This task focuses on the language used to introduce or frame the data. Go through the sentence frames in the table and explain that these can be used with any data in any academic subject. Allow students some time to practise the items, paying particular attention to sentence stress and intonation.

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Answers

1 All the phrases are used.

2 1 b 2 a 3 c

TASK 5 Presenting data with charts

1 This activity can be done as a whole class, or with larger classes in pairs or small groups. Elicit the types of visual: pie chart, bar graph, (info)graphic. Ask students to provide plenty of detail, if necessary going through the first one as an example. Remind students of the importance of producing numbers accurately.

Answers

The first two charts show the main exporters and importers of cotton in the world. The third chart shows the breakdown of a cost of a pair of jeans in the UK. Students can supplement this answer with specific examples from each chart.

2 and 3 Students work in the same groups. Groups of three should work well, as each student can focus on one visual. Allow at least 5 minutes for students to prepare their presentation, which should last around 1 minute per student. Optionally, ask one volunteer to present one of the charts to the whole class, and elicit feedback; in this way students can see what to aim for. Ask students to focus on accuracy of numbers during the presentation stage. Monitor to check that students are completing the checklist while listening. You could also ask for volunteers to give their presentations to the whole class once the task is completed.

INDEPENDENT STUDY

Explain that we stress content words so that our listeners can more easily pick these out – they carry the most important meanings. Practise a few examples from students' work in Task 5, noting that a stressed word or syllable is louder, higher in pitch, and longer than unstressed ones.

4B Reading Textbooks (4)

TASK 1 Recognizing types of data presentation

1 This task enables students to name key types of visual. Students worked with charts in the Listening & Speaking module, so this task refines students' knowledge of different types of chart and visual. Allow a minute or two for students to come up with their answers, then check as a whole class.

Answers

1 pie chart
2 bar chart
3 table
4 graph

2 This activity requires students to think about the reasons why different types of visuals are used. Ask students in pairs to discuss which is the best type of visual for the information in the three bullet points. If necessary, elicit one as an example, e.g. *How can you present a list of people and numbers?* (Answer – using a table. A graph or chart won't easily show this.) Some students are likely to be very familiar with charts and graphs, and the reasons for using them; give these students the opportunity to explain to the whole class.

Answers

1 table
2 graph
3 pie chart / bar graph

TASK 2 Using a graph to understand a text

1 This task extends Task 1 by looking in more detail at what graphs do. Explain that an academic text (e.g. a textbook extract, such as those used in most Reading modules in this book) usually contains both text (i.e. a sequence of sentences and paragraphs) and visuals such as graphs. Ask students to work either individually or in pairs, as preferred. Encourage students to give reasons and examples, then go over the answers as a whole class.

Answers

Gives numbers and factual information: both
Shows change over a period of time: graph
Explains the reasons for changes: text
Presents information visually: graph

2 This activity focuses on a graph, in preparation for students to read the accompanying text. Ask students to point at the parts of the graph they need to look at, i.e. the text and numbers on the x and y axes, legend / key, lines on the graph. Give students 3–5 minutes to note down their answers, ensuring that each student writes an answer for each question before checking as a whole class.

Answers

1 January / April / July / October / January / April
2 sixteen months
3 no
4 (US) Dollars
5 higher

3 This is the main reading activity in Task 2; students have to understand and process the information in the text and graph. Allow sufficient time for students to work through the eight questions and monitor while they work individually. As an extension, ask students to make up one or two further questions with alternative options (one correct, one incorrect) which they can then test on their partner.

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Answers

1 buys and sells
2 world market
3 minimum price / cocoa
4 higher
5 receive
6 thirteen
7 six
8 local community

4 This final activity in the task encourages students to reflect on how they accessed the information – through text or graph. Ask students to point to the place they found the information for each of the eight questions.

Answers

Text: 1, 8
Graph: 4, 6, 7
Both: 2, 3, 5

TASK 3 Using numbers to focus on meaning

1 and 2 Remind students that when reading, it is useful to first get an overview of the purpose of the text before looking at detail. Activity 1 has this aim, while activity 2 looks at the detail by focusing on the numbers in the text and what they refer to. Set a time limit for 1, perhaps 2 or 3 minutes depending on the level of the class. Do not explain unknown language at this stage. Check 1, emphasizing that the main focus of the text is Kuapa Kokoo, and the information in the text aims to tell the audience more about this organization (rather than related topics such as Fairtrade or Ghana). In 2, make sure that students pronounce the numbers correctly; if necessary, first check the pronunciation of the numbers. Ask students to write the referent for each number in complete form, e.g. *1993 refers to the year Kuapa Kokoo began* (or similar), not something vague like *year*. Following the activities, you could spend time on selected aspects of the text, such as:

- Noun phrases which have a prepositional phrase following the head noun (see the Academic Language boxes in Unit 2), e.g. *an organization of cocoa growers, a small group of local farmers*. Ask students to work in pairs and identify, and explain / paraphrase these.
- The final bullet point: the comma in the sentence does not separate items in a list, but introduces an extra part of the noun phrase (known as an appositive) that rephrases / explains the main part. In this case *the local language* refers to *Twi*.

Answers

1 a
2 1993: the year Kuapa Kokoo began
50,000: the number of cocoa growers in Kuapa Kokoo
4: the average size of a farm in Ghana, in hectares
35,000: the number of tonnes of cocoa produced by Kuapa Kokoo growers / members in 2008
5%: the percentage of Ghana's total cocoa production produced by Kuapa Kokoo growers / members in 2008
27%: the percentage of Kuapa Kokoo growers' cocoa sold to the Fairtrade market from 2008 to 2009
300: the number of Fairtrade products which contain Kuapa Kokoo beans

ACADEMIC LANGUAGE

Past simple Talking about events in the past

Students are likely to know something about the past simple in English – elicit this first, e.g. how to form it (add *-ed* to regular verbs). Ask students to scan the box and say which verbs in bold are regular (*produce*, *work*, etc.) and which are irregular (*begin*, *sell*, etc.). As an extension, say or write a selection of frequent regular and irregular verbs in the infinitive form (e.g. *use*, *begin*) and ask students to say the past simple form. Work with the pronunciation of *-ed*. Students can also work in pairs to test each other. Refer students to page 151 of the Language reference for more information.

TASK 4 Practising the past simple

1 The first activity only tests the form of the verbs. Ask students to write in the correct past simple form, paying attention to spelling. Consider setting a time limit so that students work quickly.

Answers

2 lived
3 began
4 sold
5 bought
6 made
7 received
8 grew

2 Explain that in this activity, students have to work out what the text is saying in terms of when each action takes place; they can then choose the correct tense – present or past. You could check the answers by reading the text aloud, which will also help students link the written and spoken form of the verbs.

Answers

1 is
2 exported
3 sold
4 have
5 grew
6 was
7 are
8 began
9 has
10 works
11 receive

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TASK 5 Understanding the history of a company

1 This task gives students freer practice in producing the past simple. Allow students a few minutes to read the timeline. Ask a few comprehension questions, e.g. *When did Divine start in the UK?* (October 1998). Then ask students to write a sentence for each date shown in the timeline. If necessary, do the first sentence as a whole-class example. If possible, check each student's sentences for accuracy and/or make time for peer checking.

Answers

In December 1998, Divine sold its first chocolate bar.

In January 2007, Divine became a limited company.

In February 2007, Divine exported / began exporting its products to the USA.

In 2014, Divine produced 50 different types of chocolate bars.

(Now / Today) Customers around the world can buy the chocolate in Europe, North America, Asia, and Australia.

INDEPENDENT STUDY

This task encourages students to notice data in academic texts. Set a specific outcome, for example by asking students to bring a sample text next class with the data highlighted. Students can then work with their text, for instance by reading out numbers and saying what they refer to.

4C Writing (1) Sentences about data

TASK 1 Writing numbers accurately

1 This task reviews and extends the work on numbers. There are quite a lot of concepts in this activity, so using pictures can help students. For example, show or draw:

- an image of a field, and indicate the four sides to elicit *area*
- a thermometer for *temperature*
- a running track or football pitch for *length*
- a mobile phone for *phone number*
- a map showing a country for *population*
- a vehicle such as a car for *speed*
- a banknote for *currency*
- a pie chart for *percentage*.

Check pronunciation of the eight terms, together with the numbers and units of measurement as necessary.

Answers

32°: temperature

75%: percentage

30 km/h: speed

$23m: currency

60,000,000: population

4 cm: length

4,001,965 km^2: area

020 8675 4658: phone number

2 and 3 These activities encourage students to ask and answer a range of familiar questions about their country (or if preferred, another country of their choice). Optionally, allow students to use online and mobile resources to research any unknown information; alternatively ask students to guess / estimate. As an extension, ask students to think of one or two further questions. They can then form groups, pool their questions, and take turns to ask each other.

ACADEMIC LANGUAGE

Data (2) Simplifying numerical information

Explain that this Academic Language box brings together various language items used to express numbers and quantities. This language includes fractions and determiners (quantifiers). As this is quite a long Academic Language box, you could ask students to study it for homework. Alternatively, go through the material in class, and refer students to the Language reference (page 151). There are a number of grammatical variations, such as *A fifth of cars are imported* versus *A fifth are imported*, where students are likely to make mistakes. You could negotiate on their attitude to accuracy, and agree on when, how, and how often to correct (many students strive for accuracy, and may wish to be corrected on the spot). Discuss the idea of writing numbers approximately, and if possible elicit reasons why, e.g. when summarizing (*About half of the students were happy.*). In contrast, elicit times when it is probably advisable to say numbers exactly, e.g. when reporting results. Refer students to page 151 of the Language reference for more information.

TASK 2 Practising simplifying numbers

1 Start by checking the pronunciation of numbers and percentages; if necessary, write a selection up on the board and elicit the correct way of saying them. Optionally, practise the pronunciation of the countries in the text. Ask students to complete the five sentences individually. Point out that two sentences (3 and 4) require two answers.

Answers

1 Most
2 Nearly
3 Some, A few
4 Over, a fifth
5 two thirds

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TASK 3 Reporting data

1 Explain that students will need to be able to report data in a wide range of academic settings, such as reports, essays, presentations, and seminars. Check the meanings of the verbs *take* / *have* / *book* relating to holidays.

Sample answers

About a sixth of British people take at least three holidays per year.

About two thirds of British people have a holiday in the UK.

About half of British people have a holiday abroad.

Two fifths of British people have holidays both in the UK and abroad.

Just over a third of British people book their holiday a few months in advance.

INDEPENDENT STUDY

This Independent Study task encourages students to look out for different ways of describing data. Ask students to note down the terms they encounter, and collate these for all students to have as a resource. Additional examples include: weight, size, cost, height, amount, quantity, width, depth.

4C Writing (2) A description of a chart

TASK 1 Analysing a description of a chart

1 This task is based on a short description with integrated graph. Remind students to look carefully at both the text and graph, as information is spread across both. Ask students to check in pairs before checking the answers as a whole class.

Answers

1 no
2 The seven countries which produce between one and two million cars per year (Russia, Mexico, France, Spain, the UK, Czech Republic, Canada).
3 The numbers in the chart are exact, while those in the description are rounded, i.e. approximate.

2 This activity gives students useful practice in analysing the structure of a descriptive paragraph. Explain that this structure is quite typical and can be used with a wide variety of topics. Gesture to show the movement from general (arms open wide) to specific (arms closer together) which is typical of such texts. Stress the importance of referring to the source in the first sentence (a), otherwise the text is not complete. Subsequent sentences give global information (b), then move to more specific information (c and d).

Answers

1 b 2 a 3 c 4 d

ACADEMIC TERMINOLOGY

What is a source?

You could show students a picture of the source of a river, to indicate that a source is where something begins. Elicit different types of source, e.g. textbook, article, encyclopaedia.

TASK 2 Planning a description of a chart

1 Spend plenty of time on this task so that students become familiar with numbers and countries (including how to say them), and information presented visually. Essential academic language includes the language of data, including ways of saying numbers approximately.

Answers

1 the title
2 ten
3 6,226,752: six and a quarter million / over six million
3,748,150: about three and three quarter million
1,484,042: nearly one and a half million
1,423,066: nearly one and a half million
1,388,574: about one point four million
1,191,807: just over a million / nearly one point two million
878,473: nearly nine hundred thousand
813,272: over eight hundred thousand
495,682: nearly half a million
439,499: nearly four hundred and fifty thousand
4 The following countries have similar numbers: Thailand, Canada, and Japan (around 1.5 million); Mexico, India, and Brazil (around 1 million); Turkey and Spain (around 0.5 million).
5 The USA and China are more important. The USA is the most important.

2 In this task, students have to understand the information in the chart and choose the appropriate number, country, or category to complete the sentences. Check for accuracy while students are doing the task, particularly regarding the numbers and the expression of categories (as in sentence 1).

Answers

1 worldwide commercial vehicle production / the ten largest commercial vehicle producers
2 ten
3 The USA / America
4 3,748,150 / about three and three quarter million
5 Mexico; about / around / over / more than
6 one and a half / one point five

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TASK 3 Writing a description of a chart

1 Explain that this task builds on the previous tasks in the module to produce a coherent short description. Go back to the sample description in Task 1, and/or elicit the main stages in the paragraph, especially the move from general to specific. You could also ask students to close their books and say what the main stages are – these are given in the first four bullet points in activity 2 below. Monitor while they write, looking out for accuracy of numbers and appropriacy of whole-text structure.

2 and 3 Spend time on the self- and peer-correction stage. You could refine the checklist by asking students to rate their achievement, e.g. *Is the sentence accurate / clear?* Optionally, read out selected student texts. Finally, go through the sample answer on page 159 with students.

4D Vocabulary

TASK 1 Nationality suffixes

1 Either set this module for independent study or do it in class. Start by eliciting nationalities, perhaps their own and neighbouring nationalities. Students should be able to complete the table from knowledge, or by saying various possibilities aloud to determine the correct one, e.g. *Indonese* / *Indonesish* / *Indonesian*.

Answers

1 British	6 Spain
2 Germany	7 Indonesian
3 American	8 Turkey
4 Canada	9 Australian
5 Chinese	10 Saudi Arabia

INDEPENDENT STUDY

You might want to integrate this task into the classroom, as it's important for students to know. Listen out for common mistakes like ***Ja**pan* where the stress is incorrectly placed on the first syllable. Ask students to practise pronunciation and test each other in pairs.

Bra**zil** – Bra**zil**ian
Britain – **Bri**tish
Germany – **Ger**man
Am**er**ica – Am**er**ican
Canada – Ca**na**dian
China – Chi**nese**
Spain – **Spa**nish
Indo**ne**sia – Indo**ne**sian
Turkey – **Tur**kish
Aust**ra**lia – Aust**ra**lian
Saudi A**ra**bia – **Sau**di (A**ra**bian)

TASK 2 Identifying collocations

1 Ask students to give examples of collocations, and accept all reasonable answers. Feed in examples which obviously do not collocate for students to identify, e.g. *spend food*, *give mistakes*. As an extension, ask students to look back through the first four units of the book and prepare their own lists, like the five in this activity. They can then test these out on a partner.

Answers

2 money	4 a country
3 food	5 a company

2 The second activity requires students to choose the most appropriate verb from each list in 1. As these verbs have related meanings, students need to have a grasp of which verbs best collocate in the sentences. Try one as an example: you could read the sentence in three different ways, once with each verb in 1. Students can then listen out for which one works in the sentence.

Answers

1 exports	4 visit
2 spends	5 manage
3 grows	

TASK 3 Presentations with charts

1 Explain that this activity gives examples of presentational language, i.e. a form of spoken language. As an extension, elicit the form of each verb in the answers: 1 infinitive; 2 *-ing* form; 3 infinitive; 4 present simple; 5 present simple; 6 imperative. You could also ask for further examples of presentation language.

Answers

1 look at	4 shows
2 Moving	5 is
3 see	6 Notice

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4E Academic Language Check

TASK 1 Data: Numbers, fractions, and quantifiers

1 This task brings together the language from the unit which is used to refer to numbers. Either ask students to do the activity 'cold' or briefly review selected numbers, including percentages and fractions. Do one or two as a whole-class example, pointing out that all parts of the number need to be written, e.g. *33,000,000*, not *33 million*.

Answers

1 33,000,000
2 ½
3 3,500,000
4 10,000,000
5 45%
6 95%
7 ¼

2 This activity connects percentages with the alternative way of saying them – fractions, including approximations. If necessary, think of some examples to elicit before starting, e.g. *24% = nearly a quarter*. Listen out for pronunciation, especially consonant clusters such as in *fifths*, working intensively on these as necessary.

Answers

1 two thirds
2 A few
3 Most
4 A fifth
5 three quarters
6 Nearly a third
7 a half
8 two fifths

TASK 2 Talking about events in the past

1 In this task, students transform the given verbs into the past simple. This consolidates their familiarity with the form. As an extension, ask students to produce the past simple from further verbs, and refer them to the irregular verb list on page 158.

Answers

1 began
2 received
3 started
4 didn't / did not have
5 joined
6 sold
7 bought
8 built
9 was
10 rented
11 paid

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UNIT 5 **Design**

ACADEMIC FOCUS: DEFINING AND EXPLAINING

INTRODUCTION

Unit 5 explores the key academic elements of definition and explanation. These are systematically developed through the unit across the four skills.

5A Listening & Speaking uses lecture extracts to put definitions, explanations, and examples into an authentic spoken academic context. Students learn to identify these academic functions and note them down using a mind-map. The module introduces key academic language relating to these three functions, and this language is extended and recycled throughout the unit. In the speaking phase of the module, students process written information into spoken form by reading texts on abstract concepts, noting down definitions, explanations, and examples, and presenting this information orally.

5B Reading develops the academic focus by investigating definitions, explanations, and examples in two graded authentic academic texts. Students start by identifying the purpose of the text, then practise identifying definitions, explanations, and examples together with key academic language. The module exposes students to a range of definitions of different technical terms. The module enables students to develop their competence in identifying, noting down, and critically responding to definitions, explanations, and examples.

5C Writing examines the structure of definitions in sentences, before moving on to the structure of definition paragraphs. Students develop their vocabulary with category nouns such as *material* and *study*, and learn to choose an appropriate category noun for their written definitions. The module presents prepositional phrases in definitions which can be used with a range of terms from any discipline. Through a sequence of guided tasks, the module builds up to the free production of a paragraph with a definition, explanation, and example.

5D Vocabulary covers four key word classes: adjectives, verbs and nouns (such as *describe* and *description*), and prepositions. Students check their ability to put two or more adjectives in the correct order in a phrase, work out the word class of given verbs and nouns, and complete sentences with the correct preposition.

5E Academic Language Check brings together selected language related to the academic focus of the unit, leading to a more challenging activity where students have to rewrite sentences using different language. This process develops their skill in using varied structures in an accurate way.

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DISCUSSION

1 The Discussion introduces the unit's Academic Focus (*define* and *explain*), plus the related word *describe*. You could start by showing an object or picture and eliciting definitions, e.g. *A knife is a tool for cutting*. Ask students to form small groups to come up with their definitions for the items given. Although the main skill is speaking, students could write down one or two of their definitions to share with the rest of the class or other groups. As an extension, ask students to say new objects for other students to define.

2 Explain that the verb in this activity, *describe*, is the basis of a lot of academic writing. Elicit the word class typically used to describe things: *adjectives*. Give students a few minutes to do the task in their groups. The order in the table is the normal order of adjectives in noun phrases in English.

Explain that *plastic* is essentially a noun which can be used like an adjective. As an extension, ask for further adjectives to add to each category, e.g. *large* for the *size* category.

Answers

1 small
2 narrow
3 modern
4 white
5 fast
6 quiet
7 plastic

3 This activity gives students the opportunity to speak for longer turns: the definitions they have come up with in 1 are short (sentence-based), while an explanation can be a longer sequence of sentences. You could start by modelling a sample response using a different picture, e.g. a parachute, a kitchen appliance, a tool or gadget, or another manufactured object. You could also elicit or give a choice of questions related to giving an explanation, e.g. *What does it do?* and *How does it work?* Invite groups to share their explanations with the whole class.

Sample answer

The picture shows an example of a Japanese bullet train, called a Shinkansen. The front is shaped like a long thin triangle, so it is very aerodynamic. It looks very fast.

5A Listening & Speaking
Lectures (2)

TASK 1 Identifying the main points of a lecture

1 Briefly explain that a lecture can do many things, such as describe a topic and discuss a question. Add that a lecture normally has a number of main points, i.e. the most important things, which students should note down and learn. Apart from the main points, there are likely to be examples and explanations. This task starts by activating students' interest in the topic. Depending on their vocabulary knowledge, students may be able to come up with a few sentences to describe the bird and compare it with the train. Either put students into pairs or small groups to discuss the points, or ask students to work individually. Nominate selected students or ask for volunteers to say their sentences to the whole class.

Sample answers

The bird is blue with a long narrow beak.
The bird and the train are both aerodynamic.
The bird has a long pointed shape, and so does the train.
Both the bird and the train move quickly.

2 5.1 Ask students to read the rubric. Ask if *biomimetics* is a general or technical term (it is a technical term). Do not explain the term at this stage – say that it is defined in the lecture introduction. Show the lecture extracts once for students to put the three items in order. After checking the answers, show the extracts one or two further times for students to have another opportunity to become familiar with the lecturer's language.

Answers

1 defines the word *biomimetics*
2 gives an example of biomimetic design
3 explains why the Shinkansen train is similar to a kingfisher

TASK 2 Taking notes with a mind-map

ACADEMIC TERMINOLOGY

What is a mind-map?

Briefly point out the *What is a mind-map?* box in the margin, and show students the sample mind-map in Task 2. Ask if they ever use this technique, and if they think it would be useful for them.

1 and 2 This task looks at the process of taking notes by comparing the lecturer's actual words with sample student notes presented in mind-map format. Start by asking if students should try to write every word or selected information, such as main points when taking notes. Clearly, trying to write every word is not realistic or useful. Ask students to work individually to compare the two texts and do activities 1 and 2. Feedback is best done visually – show the answer key if possible.

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Answers

1 'Biomimetics ~~is the scientific~~ study of design in nature ~~and its~~ application in ~~the~~ design of man-made objects. ~~In other words~~, ~~an~~ engineer ~~or an~~ architect ~~can get ideas for new buildings by~~ studying design in ~~the~~ natural world. ~~Let me explain by giving you a famous example~~ ...'

2 The type of words not written down: linking language (e.g. *In other words*); articles (*the / a*); other words which are not necessary or are not main points (e.g. examples).

3 and 4 5.2 Explain that in this task, students will write their own notes – they can do this as a series of written notes (as in the sample answer below) or more visually using a mind-map. Show the lecture extracts once, then quickly check all students' notes if possible; alternatively ask students to compare their notes in pairs. Show the extracts again as necessary. Students can also follow the transcript (on page 170) in order to connect the spoken and written language.

Sample answer

3 Japanese bullet train 'Shinkansen': good example of 20th C. engineering & biomimetic design

Very fast (c.300 kph); carries 150+ m. people/yr; 100% safety record

ACADEMIC LANGUAGE

Defining (1) Definitions, explanations, and examples

5.3 Explain that this Academic Language box includes useful vocabulary and grammar for the three key academic functions given: definitions, explanations, and examples. Write the bare structure for definitions on the board: *X is Y*. Point to the appropriate part as you read the examples, i.e. *Biomimetics* [*X*] [*is*] *the scientific study of design in nature* [*Y*]. Then 'unpack' Y by looking at the noun phrase: *the scientific study of design in nature*, which follows the pattern *the* [*classifying adjective*] [*class or category noun*] *of* [*context*]. Give further examples, using the preposition *of* or *with*, including the second given example (*Kingfishers are* ...).

Move on to explanations, saying that certain phrases signal these, e.g. *In other words*. Often, the function is used in the phrase, e.g. *Let me make a suggestion* (suggesting) and *Can I offer you some advice?* (advising). Here, the phrase *Let me explain* expresses the function of explaining.

Finally, the phrases used to give examples also follow this pattern. Play the audio at least once for students to work with the pronunciation of this important language. Refer students to page 152 of the Language reference for more information.

TASK 3 Practising defining and explaining with examples

1 and 2 **5.4** Do this activity quite quickly; students should be able to match these sentences easily, using their knowledge from the lecture extracts and the Academic Language box. Briefly ask for their answers before playing the audio. You can check these together with the function of each sentence (activity 2).

Answers

1 c – definition
2 a – explanation
3 b – example

3 **5.5** This activity exposes students to two further lecture extracts in which the target language is used. Follow the same procedure: allow students sufficient time to put the phrases into gaps 1–5, then play the audio to check. Play it again as necessary for students to become familiar with the items in context, and conduct drilling of these if desired, e.g. *For ex**ample*** with falling intonation.

Answers

1 is a
2 In other words
3 For example
4 Let me explain
5 a good example

TASK 4 Defining and explaining terms

1–4 This task is based around new topics: anthropomorphism and smart materials. Do not explain these; it is for the students to read the appropriate texts to prepare their topic and communicate it to their partner. Follow activities 1–4: you can either do each stage and get feedback, or set up the whole task (i.e. activities 1–4) and monitor while students work their way through it. This is likely to take at least 15 minutes, perhaps quite a bit longer depending on students' level and ability to read and assimilate the texts. Stress the importance of making notes – remind students of the earlier work on note-taking (Task 2), and elicit the type of important words to focus on, i.e. key terms and definitions. They can then move to greater levels of detail with explanation and examples. Monitor while students do the task, looking out for their notes on each of the three functions (definition, explanation, examples). Help out with any unknown or difficult language. While students are defining and explaining their topic, make sure they are not looking at each other's texts or reading from the text. Stress the importance of activities 3 and 4, which ask students to look objectively at the given text and their notes, and invite students to reflect on the process. Conduct whole-class feedback to see what they think about mind-maps; as a principle, if students do not like something (e.g. mind-maps), ask them to suggest a better alternative. Some students may wish to use technology to record texts, e.g. by photographing them

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using their mobile phones; this is fine, but emphasize the importance of actively processing information, e.g. by choosing what to note down.

INDEPENDENT STUDY

Write some word classes on the whiteboard and ask students to say which ones are the most important for expressing meaning: nouns and verbs, plus adjectives for description are important; other words including adverbs, prepositions, determiners, pronouns, auxiliary verbs (including modal verbs), etc. are less important. Ask students to bring their notes from the lecture task to the next lesson for a brief (5-minute) feedback stage.

5B Reading Textbooks (5)

TASK 1 Identifying the main purpose of a text

1 As the aim of this task is to establish the main purpose of an academic text, do not spend time on details and explanations until after completing the four activities. The first activity gives students the opportunity to personalize the topic by evaluating the importance of given aspects of a product or service. Clarify these by briefly eliciting examples of products and services, or write up well-known examples for students to categorize, e.g. *Apple* (products), *Lloyds Bank* (service). Expand on examples, using questions like *Why did you buy a Samsung phone and not an iPhone?* Elicit and write up more criteria for choosing a product or service, e.g. availability, specifications, economy (for cars and washing machines, for example).

2 This activity develops personalization by asking students to come up with their own statements to reflect their preferences. Give one or two of your own to set the scene, possibly adding a second adjective, e.g. *I prefer a reliable comfortable car*. Monitor and listen while students say their statements. As an extension, elicit or give further products and services (e.g. hotel, clothes, bank) for students to come up with their own statements without looking at the page.

3 Say that students should read the text only to answer the question, not to understand every word at this stage. Set a time limit – depending on your class this could be 3–5 minutes, although students whose first language has a different script, such as Arabic or Chinese, may take longer. Check the answer, asking students why: there are several instances of definition and explanation in the text.

Answer

b

4 Having established the purpose of Text 1, this activity moves to a greater level of detail. The true statements represent the main points of the text. Students will need to read the text in detail to work these out, so allow several minutes for them to do this. Point out the Glossary in the margin next to the text; check further words as necessary, for example by reading definitions in an English–English dictionary. When checking the answers, encourage students to say why each sentence is true or false.

Answers

1 T 2 F 3 T 4 T

ACADEMIC LANGUAGE

Defining (2) Identifying definitions, explanations, and examples

This Academic Language box develops the unit academic focus and expands on the first Academic Language box in the unit (page 066). Explain that the verb *is* can easily be missed as it is so frequent and has so many uses; the verbs *refer to* and *relate to* are more specifically used for definitions. Encourage students to notice and use these, as they are useful academic verbs. The remaining language in bold in the Academic Language box should be reasonably familiar. As a quick test, write the three functions on the board (definition, explanation, example), say sentences from the Academic Language box, and ask students to name their functions. You could also make up further examples. Refer students to page 152 of the Language reference for more information.

TASK 2 Practising definitions, explanations, and examples

1 This activity requires students to work out the function of the given language items. As students have worked with this language quite extensively, they should be able to do this reasonably quickly.

Answers

in other words: b
in particular: b
is a good example of: c
means: a
such as: c
refer to: a
relates to: a

2 Explain that students will now read six sentences containing the same academic language, so they will have to identify the language and state its function. Ask students to do this quietly on their own before checking as a whole class.

Answers

Definition: 1, 4
Explanation: 2, 6
Example: 3, 5

3 Explain that in the final activity of the task, students need to work out where to put the given items in a sample paragraph. Students may mix up 2 and 3: when

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checking, clarify that sentence 2 is offering explanation by focusing on the term and providing extra information. Sentence 3, meanwhile, rephrases this explanation.

Answers

1 relates to
2 In other words
3 In particular
4 a good example

TASK 3 Understanding academic terms

1 The first activity simply illustrates one of the most frequent cohesive language items – the pronoun *it*. Explain that pronouns (e.g. *it*, *he*, *they*) refer back to a noun which has already been mentioned in a spoken or written text. The first sentence contains several nouns, but *it* refers to only one – the last word in the sentence. This may cause confusion, as it looks like a plural noun – explain that some nouns end in *s* but are used as singular nouns, e.g. *news*, *economics*. Nouns like these are followed by a verb in the singular, e.g. *is*, not plural, e.g. *are*.

Answer

ergonomics

2 and 3 5.6 Explain that Greek has given English many academic words and prefixes / suffixes – ask if these words are similar in students' own first languages. Ask students to work individually. If necessary, point out the pronunciation of *p*: the *p* is silent in *psychology*, and the first sound of *physiology* is *f*. As an extension, ask students to think of further words containing these Greek roots. Pick out a few examples from a dictionary to show students – explain that this is to illustrate the range of possibilities rather than present lots of new words to learn.

Answers

2 2 biblio
3 geo
4 socio
5 psycho
6 chrono
7 physio

ACADEMIC TERMINOLOGY

What does *-ology* mean?

Go through this box in the margin and elicit examples of academic subjects ending in *-ology*. Examples include *zoology*, *sociology*, and *technology*.

TASK 4 Taking notes on definitions in a text

1 Introduce the text by saying it is the next part of Text 1. Ask students what they would expect to read in it. As the three human factors were introduced in Text 1, it is logical that they will be addressed in turn, i.e. *physiological* (Text 1), *psychological* and *sociological* (Text 2). Ask students to look out for key academic language in the text, such as the verbs *relate to* and *refer to*. This is important for activity 2. Spend a bit of time working with difficult vocabulary, e.g. *affect*, and pronunciation. You could limit this by asking for just three items to explain.

Answers

1 Psychological
2 Sociological

2 Explain that the six phrases are extracts from Text 2, and that students should go back to the text to work out their function. Go through the information in the table, particularly the three given extracts for *physiological*; these are all taken from Text 1. As students have their own ways of working out meanings, it might be more effective for them to do the task alone.

Answers

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

3 Ask students to decide who is going to explain *psychological* and who is going to explain *sociological*. Allow a few minutes for them to prepare – students can look back at the text and also the table.

TASK 5 Critical thinking – responding to ideas in a text

1 This task is potentially quite challenging, depending on students' level, because of the specific vocabulary used. The pictures should clarify any unknown vocabulary, e.g. *smoke alarm*. Encourage students to visualize the products / places and think of the people using them. Do one as a whole-class example, and/or extend the example given. There is plenty of scope for originality, so build in time for students to share some of their responses. Optionally, ask students to write one or more of their responses as a permanent record. Answers for which factors are important for each product will vary between students.

Answers

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

INDEPENDENT STUDY

This Independent Study box opens with a broad statement – ask students if they agree. The task invites students to find their own texts and identify the key functions; in the process they develop their awareness of the Unit 5 Academic focus. As with other Independent Study boxes, ask students to come up with a 'product', e.g. some notes or photocopies of the texts they have used.

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5C Writing (1) Definition sentences

TASK 1 Understanding the structure of definitions

1 Assuming the earlier Listening & Speaking and Reading skills modules have been covered, students should now be able to recognize definitions. This task extends students' competence by looking more closely at the structure as well as the use of category nouns, e.g. *vehicle,* which covers car, lorry, etc. The first activity looks at the *what*, *who for*, and *how* of the four illustrated products. If necessary, do one as an example. Pre-teach any necessary vocabulary, such as *construction*. Allow several minutes for students to do all the others.

Suggested answers

1 A Kevlar® helmet is a special hat for people in the military or police, and it keeps their head safe.
2 A Mini is a small car for people to drive, especially in towns.
3 Bricks and cement are materials for builders to construct buildings.
4 A telecommunications satellite is an instrument in space for sending and receiving phone messages.

2 This activity focuses on a key part of definitions – the category noun. Choose one or two category nouns from the list and elicit examples of nouns which they include, e.g. *process* ➔ *photosynthesis*, *erosion*, *pasteurization*. Alternatively, give the latter nouns and ask students to choose the correct category noun. Ask students to work individually before checking as a whole class.

Answers

2 type
3 study
4 process
5 software
6 part
7 university
8 company

ACADEMIC LANGUAGE

Defining (3) Writing definitions

This Academic Language box focuses on noun phrases in definitions. Explain that a prepositional phrase is frequently used as part of this, with prepositions such as *of*, *for*, and *with*. Point out that the verb *be* is normally in the present, as the definitions are true at this present time. Refer students to page 152 of the Language reference for more information.

TASK 2 Practising definitions with prepositional phrases

1 This activity requires students to identify the content part of the definitions, i.e. the whole noun phrase and the prepositional phrases (underlined). Say that this pattern is frequently used and can be adapted for any discipline.

Answers

2 a type <u>of hard material</u>
3 the study <u>of the human mind and behaviour</u>
4 the process <u>of turning light into energy</u>
5 computer software <u>for designing products</u>
6 part <u>of the design process</u>
7 a famous university <u>in Cambridge, USA</u>
8 a global communications company <u>with satellites in space</u>

2 The second activity scaffolds the third activity, below, by asking students to make full definitions using given items in each part of the definition. Go through these, as shown in the table: the term which is being defined (e.g. *Sociology*); the verb *is* / *are*; the category noun (either in the plural, or in the singular with an appropriate article); and finally a prepositional phrase. Ask students to work individually before checking as a whole class.

Answers

A degree is a type of academic qualification.
Robots are intelligent technology for helping humans.
Customer research is part of the design process.
Google is a search engine on the internet.
Spiders are animals with eight legs.

3 This activity gives students freer practice in producing their own definitions. Some students may find this quite challenging – you could pair weaker and stronger students to work together. You could also support students' writing by first eliciting the category nouns (e.g. *devices*, *material*) for each item and writing these on the board. Monitor and look out for appropriate category nouns and accurate use of prepositions. As an extension, or for homework, ask each student or pair to think of one or two further items to define.

Sample answers

1 Smartphones are devices for communicating with other people.
2 Economics is the academic study of how money, business, and industry are organized.
3 Plastic is a material for making things.
4 A tablet computer is a device for communicating with people and browsing the internet.
5 Disney is a company in the entertainment industry.

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TASK 3 Writing clear definitions

1 This task consolidates the work of writing definitions by asking students first to think of examples within categories, write definitions, and communicate these to other students. The target is to write five definitions, but you could increase or decrease this depending on the students' level and time available. Start by going through the five items and eliciting one or two examples for each, e.g. *a popular product* ➔ *Levi's jeans / iPad / Chanel perfume*. This stage should help students to think of their own examples. Recap the structure of definitions by referring students to the table in Task 2.2 above. Monitor while students write, checking the four parts of their definitions (see the Teacher's notes in Task 2.2 above). Ask early finishers to check their work carefully and think of further items to define.

2 When students have completed their definitions, ask them to form pairs for the final activity. Do one or two examples as a whole class, perhaps using one of your own, e.g. *It's the academic subject of animal and plant life* (biology). If there is time, you could form new pairs for students to repeat their definitions with a new partner.

INDEPENDENT STUDY

This task encourages students to write their own definitions of key words. Suggest that students could choose words from their subject area. Also, they can check the definitions in the dictionary after writing their own. Ask them to bring at least one example to the next class to share.

5C Writing (2) A definition paragraph

TASK 1 Analysing a definition paragraph

1 Explain that the learning outcome of this module is a definition paragraph of three sentences, and that students will achieve this by carefully following the three tasks and the Academic Language input. The first task presents a colour-coded three-sentence sample paragraph for students to analyse. Ask students to silently read and answer the four questions in note form (full sentences are not necessary), which are designed to check students' comprehension of the paragraph as a whole. Alternatively, with small classes, go through the questions as a whole class. Elicit or give the abbreviations *2D* and *3D*: respectively two and three dimensions / dimensional.

Answers

1 creating and communicating product ideas
2 make accurate designs and share their plans
3 to design 2D and 3D plans of buildings and calculate accurate measurements
4 show their plans and make immediate changes

2 In this activity, students analyse the paragraph. Explain that each sentence in the paragraph has one main purpose. Students should now be becoming familiar with the general-to-specific structure of paragraphs and the natural order of functions in academic discourse. In this order, an explanation then an example follows a definition. Students should also be able to recognize phrases like *In other words* and *For example*, which signal explanations and examples respectively.

Answers

1 b 2 c 3 a

ACADEMIC LANGUAGE

Linking language (5) Structuring definitions and explanations / examples

Explain that this Academic Language box brings together language relating to the unit's academic focus of defining and explaining. Students should be familiar with these items; do a quick oral activity to check each item:

Explaining: *In other words*; *In particular*

Giving an example: *For example*; *such as*

Refer students to page 152 of the Language reference for more information.

TASK 2 Practising structuring a definition paragraph

1 In this activity, students work out the order of three sentences, using their knowledge of the purpose of each sentence in a definition paragraph. If necessary, elicit this structure: definition; explanation; example. Explain that students first need to work out the purpose of each sentence, then put them in order.

Answers

1 Remote manufacturing is the process of designing and manufacturing a product in different locations.
2 Using CAD software, designers can send their designs across the world for manufacture.
3 In book publishing, the editors and designers might work in Oxford, but the process of printing is in Hong Kong.

2 This activity gives students the opportunity to choose appropriate linking language to build a paragraph from the three sentences given in 1. When checking, you could ask one or two students to read their paragraph aloud.

Sample answer

Remote manufacturing is the process of designing and manufacturing a product in different locations. In other words, using CAD software, designers can send their designs across the world for manufacture. For example, in book publishing, the editors and designers might work in Oxford, but the process of printing is in Hong Kong.

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3 This activity follows a similar process to 1 and 2 using input notes provided on the page. Start by focusing attention on the picture. Elicit what the people are doing, and briefly why and how: the people in the room are participating in a video conference with a person in a completely different location. The video technology enables this, and it can save a lot of time and money compared with a face-to-face meeting. Ask students to read the notes and write three sentences for their paragraph, i.e. one per bullet point in the input notes. Refer them back to their sample paragraph in 2 for ideas on order and linking language.

TASK 3 Writing a definition paragraph

1 Explain that in this activity, students will go through a similar sequence of tasks to those covered in the module. Recap the stages of the paragraph, as given in the rubric. It is advisable to check students' choices of technology before they start writing their paragraphs. As a variation, allow students to think of a technological service instead, e.g. website design. Ask students to work individually, and where possible look at all the student paragraphs before moving on to the final activities of the task.

2 and 3 In the final activities of the task and module, students first self-evaluate, then peer-evaluate their paragraphs using the same criteria given in the checklist. Remind students of the benefits of these processes: their writing should be more accurate; they practise communicating content with other students; and they become familiar with evaluative checklists. Allow about 5 minutes for each stage, and optionally extend the activity by asking students to work with other students to evaluate their writing.

5D Vocabulary

TASK 1 Word order: Adjectives

1 Review the order of adjectives by eliciting these, as presented in the Discussion and the language work in Unit 2. Broadly, the order is descriptive before adjectives which refer to an area, subject, or nationality. Descriptive adjectives follow the order given in the Discussion:
1 Size 2 Shape 3 Age 4 Colour 5 Speed 6 Sound 7 Material

Monitor while students do the task individually; alternatively, set the module for homework.

Answers

1 Kevlar is a hard material.
2 ASIMO is a short, white robot.
3 Thermosetting plastic is a modern, heat-resistant material.
4 An integrated circuit is a small, square piece of technology.
5 Kingfishers have long, narrow beaks.
6 Time Warner is a large, global media company.

TASK 2 Vocabulary-building: Verbs and nouns

1 Explain that this activity reviews word classes in word families, e.g. *definition* (n) and *define* (v). Ask students if different word classes are the same or different (they can be both, e.g. *design* is a verb and a noun, while the verb *explain* has a different noun form – *explanation*). It is useful for students to be able to work out the word class of different words in sentences as this skill should lead to more accurate writing – many student mistakes in sentences involve wrong word form.

Answers

1 **A** N, **B** V
2 **A** V, **B** N
3 **A** N, **B** V
4 **A** N, **B** V
5 **A** N, **B** V

TASK 3 Prepositions

1 Prepositions are a key word class but can cause problems for students whatever their first language, as the use of some prepositions in English doesn't always translate directly to other languages. Ask students to close their books, then elicit some prepositions. Optionally, explain that some of the items are prepositional verbs, which are fixed in structure, e.g. *look at*, *relate to*, *refer to*. When making questions, the preposition comes at the end, e.g. *What are you looking **at**?*, *What does it relate / refer **to**?*

Answers

1 by
2 of
3 at
4 to
5 of
6 with
7 to
8 of
9 from
10 about

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2 This activity requires students to work out the word class of the words preceding the preposition in the ten sentences. Remind students that they differentiated between verbs and nouns in Task 2, so they should be able to apply this ability to the sentences in Task 3.

Answers

a verb + preposition: 1, 3, 4, 7, 9

a noun + preposition: 2, 5, 6, 8, 10

INDEPENDENT STUDY

You could limit this task by asking students to choose 100 words of text and then process it. If students search for a text online, they should be able to paste an extract into a Word document and check the word count. Ask them to find all the prepositions in the text, and underline these and the word which comes before each one, e.g. *Sociology is the study of people's behaviour*. As a small research task, students can quantify the number of prepositions per 100 words; it is likely to be around 14%, which shows their importance in English.

5E Academic Language Check

TASK 1 Definitions, explanations, and examples

1 The opening activity reviews selected language related to the unit's academic focus of defining and explaining. Allow students sufficient time to read the text first, answering any language queries. They can then complete the paragraph.

Answers

1 refers
2 example
3 particular
4 is
5 such as

2 The second activity works with sentence structure, word order / collocation, and logic. Students' answers will reflect these aspects – the answers are not simply mechanical. Extend the activity by working with pronunciation and intonation – model and drill the sentences.

Answers

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

3 Explain that the final activity in the module is more challenging – students have to reprocess whole sentences in a coherent and accurate way. Go through the example, showing how the sentence can be transformed using the words in brackets. End the activity by saying that rewriting sentences is an essential academic skill – when doing this in their writing, students will be using a variety of structures and language. You could conduct whole-class feedback, where students volunteer to read out their reprocessed sentences.

Answers

1 The Greek word *ergon* relates to 'work' and 'organization'.
2 Kevlar has many useful features. In particular, it's a strong material.
3 CAD software is for creating new products. In other words, you can use it for design.
4 Ergonomic design refers to design for human use, for example, the modern keyboard.

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UNIT 6 **Change**

ACADEMIC FOCUS: DESCRIBING CHANGES AND TRENDS

INTRODUCTION

Unit 6 develops the academic focus of description, building on the work done in Unit 2 on describing features and Unit 4 on describing numbers and charts.

6A Listening & Speaking develops students' understanding of lectures through the academic focus of describing changes and trends. Students learn vocabulary connected with work and working-age people and use this as a basis to describe what is happening in different contexts, including their own countries. They practise the present progressive and contrast this with the present simple to express trends and states respectively. The module culminates in a controlled speaking activity in which students talk about trends in selected areas such as population and the economy, saying why these are taking place.

6B Reading works with academic texts including visuals, particularly graphs. Students learn to recognize and express information presented in both text and visual form. The academic language focus includes prepositional phrases, which students learn to use for various meanings relating to time, place, and quantity; students also work with a range of tenses to express past, present, and future time. There is an emphasis on accuracy, both in terms of language and the information expressed. The module ends with a prediction task, using topics which students can relate to their own contexts.

6C Writing focuses on written descriptions of graphs. Students learn first how to write sentences describing trends expressed in graphs. The academic language is built around verbs and adverbs. Second, students analyse paragraph-length descriptions of graphs, and then use adjective and adverb combinations in their own written descriptions. In doing these tasks, students learn the importance of accuracy of the presentation of information and language.

6D Vocabulary covers different word forms based around the four word classes of verb, noun, adjective, and adverb. Students learn that the word class of a word can change depending on its context, and often cannot be established from the word in isolation. The module also reviews the vocabulary of trends and key economic terms.

6E Academic Language Check covers the three main language areas in the unit: tenses (present simple, present progressive, past simple, and *will* + infinitive); prepositional phrases to express time, place, and quantity; and verb + adverb and adjective + noun patterns. These language areas are important for expressing trends and changes, reflecting the academic focus of the unit.

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DISCUSSION

1 The aim of the Discussion is to develop the language of employment, including ways of working. Look at the picture with the whole class and elicit answers to the questions given.

2 6.1 Explain that students will practise pronouncing the words, which will be used throughout the unit. Play the audio or model the words yourself. Continue until students are happy with their pronunciation.

3 This activity gives students an opportunity to analyse the words grammatically. Monitor to make sure each student shows their understanding of the words by producing appropriate definitions, explanations, and/or examples. Time permitting, conduct whole-class feedback with selected student responses.

4 and 5 The aim is for students to relate the topic to what they know. Encourage students to analyse and evaluate the points they make. You can do this by eliciting and writing questions which can relate to various points, such as *Is this a good thing?* and *Does this work?* If necessary, do an example with the whole class, asking a student to volunteer one of the points in 4. Throughout the discussion, encourage reasons.

6A Listening & Speaking
Lectures (3)

TASK 1 Reading to prepare for a lecture

1 In the first activity, students focus on the cartoon to establish the idea of the *working population*. Allow a little time for students to prepare, then conduct whole-class feedback. Do not give the answers below at this point, as students will work these out by reading the text in activity 2.

Sample answers

Clearly, the first picture shows *the young*, i.e. babies and young children who are too young to work. The second picture shows *homemakers* – people of working age who are doing housework. This group is of working age but is not considered by economists to be part of the working population. In the third picture, *schoolchildren and students*, these people are preparing to work by studying, but again are not yet part of the working population. Picture four shows the *employed*, and picture five the *self-employed*, both groups being part of the working population. Next are the *armed forces*, who again are part of the working population. Picture seven shows the *unemployed*, who are part of the working population; although they are not working they are (typically) looking for work. Finally, *retired people* are not part of the working population.

2 Having categorized the groups, students should now read the text. Ask for whole-class feedback. It would be useful to represent the information visually, using two columns:

Sample answers

Working population (people of working age)	**Dependent population** (people who are supported by the working population)
the employed the self-employed the armed forces the unemployed	students retired people unemployed people who do not want to work

The text does not mention children or homemakers, though these can be considered part of the dependent population.

3 This activity completes the preparation for the lecture by inviting student discussion. This builds on the Discussion in the previous page by focusing on the economy and working population from students' countries. Feed in ideas as appropriate. You can find out facts about any country from the CIA World Factbook website https://www.cia.gov/library/publications/the-world-factbook/. Identify students with a particular interest in the topic, and use these students to inform the rest of the class.

TASK 2 Listening for the language of trends

1 6.2 This task requires students to understand a lecture in which the lecturer describes simple trends. The key language includes the present progressive to describe trends and changes; students examine this language after Task 2. Check that students understand the task, i.e. to watch / listen and identify the correct graph for each country. You can also do a quick overview of some of the other language in the lecture, including the language of trends (e.g. *rise*, *fall*) and the language used to describe population groups (e.g. *retired*). Show the lecture extract once and check the answers as a whole class. Consider showing it a second time for students to consolidate their understanding. Go through any difficult language at this point, or move straight to the second activity.

Answers

Graph A shows Brazil.

Graph B shows Spain.

2 This activity covers three pairs of synonyms of frequently-used verbs for describing trends. Students are likely to know many of them, so give them a short time limit of about 1 minute to complete the activity.

Answers

Up: increase, rise, go up

Down: decrease, fall, go down

3 6.3 This activity gives students useful practice in intensive listening. Explain that some of the verbs are gapped in the lecture extract. Ask students which tense is mainly used in the lecture (the present progressive).

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Remind students that they need to write all parts of the verb, i.e. the auxiliary verb *be* plus the main verb. Show the answers visually so that students can carefully check the parts and the spelling of the verbs.

Answers

2 is decreasing
3 is rising
4 is going up
5 is going down
6 is falling

ACADEMIC TERMINOLOGY

What is a trend?

The easiest way of representing a trend is to use a visual – a simple graph with *x* and *y* axes and a curved line to show the trend. Draw a few examples and elicit what the trend is, i.e. whether it is going up or down. Encourage students to use the verbs of economic trends in 2. Check that students understand the difference between a trend, which is a movement of something over time, and a change, which is the difference between two points in time.

ACADEMIC LANGUAGE

Changes and trends (1) Present progressive, present simple

6.4 You could start by eliciting what students know about the present progressive. Depending on their language learning backgrounds, students are likely to have studied it at Beginner / Elementary level. Go through the text and table in the Academic Language box and explain key terms such as *in progress*. Check the concept of the present progressive using questions such as *Is it happening now?* (yes), *Is it complete / finished?* (no), *Is it continuing at the moment?* (yes). Note that the present progressive is sometimes known as the present continuous – these refer to the same tense / aspect. Point out that the form of the verb *be* changes depending on whether the subject noun is singular or plural. Finally, play the audio so that students can check their pronunciation. Refer students to page 152 of the Language reference for more information.

TASK 3 Practising the present progressive

1 This activity practises the form of the present progressive. Remind students to look out for the subject of the sentence so that they use the correct form of the auxiliary verb *be*, i.e. *is* or *are*. Ask students to work individually on this activity, then check as a whole class.

Answers

2 is rising
3 are returning
4 aren't / are not starting
5 are continuing
6 is falling
7 are changing
8 aren't / are not offering

2 This activity works with the meaning of the present progressive, as contrasted with the present simple. Briefly elicit key differences between the two verb forms using questions such as: *This form is for states which are not changing* (present simple); *This form is for trends and things in progress now* (present progressive). When checking the answers, ask students which verbs are usually in the present simple (*understand*, *mean*). These express states rather than actions in progress.

Answers

1 is increasing
2 rises
3 is going up
4 aren't offering
5 doesn't always mean
6 are returning
7 don't understand
8 is, going up
9 do, increase

TASK 4 Talking about your country's economy

1 This task provides freer practice in using the language of trends by applying a selection of topics to students' own countries. Go through the list in the left-hand column and encourage students to select a topic that interests them and that they know something about. If necessary, they can choose another topic of particular interest to them, such as sport or the environment. As students write their three sentences, check that they are using the target language and providing reasons where possible.

2 **6.5** This activity provides a basic model for students' conversations in 3. Point out the fact that Student B asks for a reason, which Student A then gives. Ask if this scenario applies to any of the students' countries. Some countries, such as Saudi Arabia, have rising populations, while other countries, such as Russia, have falling populations. If necessary, ask for volunteers to explain why a rising population means unemployment can go up.

Answers

1 Unemployment
2 Why
3 Because the population

3 and 4 These activities give students controlled practice in talking about their country's economy, closely based on the preparation in 1 and 2. As an extension, ask students to form new pairs or groups, or to move around the classroom discussing different topics. This will maximize their speaking practice. Activity 3 can lead in to 4, where students can offer their opinions and compare situations. Try one or two examples as a whole-class model, either between two students or yourself plus one student.

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INDEPENDENT STUDY

This can be a limited task or a more ambitious one. To limit the task, find some recent sources of information on the country / countries of your students. Various websites and publications can provide this, including the Economist, CIA World Factbook, the Financial Times, and Wikipedia. Some of these are subscription-based. Ask students to produce a specific number of sentences to describe the situation. For a more ambitious task, suggest some sources of information and ask students to compile a short report (of one or two paragraphs) on their country. Ask students to present their findings in the next lesson.

6B Reading Textbooks (6)

TASK 1 Understanding the main trend in a graph

1 and 2 This task looks at trends shown in simple graphs with accompanying text. You could start by eliciting what students know about graphs and their axes: time is typically presented on the X-axis (horizontal), while the Y-axis (vertical) has quantities such as cost, number of people, quantity of products, etc. Check that students understand *billion* (= 1,000 million), also checking pronunciation. Contrast *billion* with *million*, asking students to point to which one you say, and then trying this themselves in pairs or as a whole class. Also check the preposition *by*, which is covered after this task in the Academic Language box. As an extension, ask students to make up further sentences based on the graph and the information in the text, e.g. *The world population went up from one to two billion between 1804 and 1927.*

Answers

2 1 X-axis (horizontal) has time, i.e. years from 1000 to 2050. Y-axis (vertical) has quantity, i.e. population in millions from zero to 10,000 million (= 10 billion).

2 up

3 faster

ACADEMIC LANGUAGE

Time, place, and quantity Prepositional phrases

Start by eliciting some prepositions and writing these up. Several of the most frequent prepositions are covered in this Academic Language box: *in, from, to, by*. Stress that prepositions such as these typically have more than one meaning, e.g. *in* is for place and time (and other meanings). Also, explain that prepositions come before something, usually a noun phrase or time reference, and that this whole sequence of words is known as a prepositional phrase. This phrase normally has a fixed word order. However, the whole prepositional phrase can move around the sentence to some extent, e.g. *In 1400, the global population was around half a billion;* compared with *The global population was around half a billion in 1400.*

Draw timelines with dates to show start and end points in the example sentences, e.g. *from the 1820s to the 1880s.* Explain that when used for time, *by* means *before* or *not later than* the time specified. Give further examples and use questions to check the concept, e.g. *You have to finish the task by 5 p.m. – Can you finish the task at 4 p.m.?* (yes), *Can you finish at 6 p.m.?* (no). Use maps to practise *in* – you can take this opportunity to practise countries as well, building on the countries practised in earlier units. Use graphs or physical objects to practise the use of *by* for quantities and amounts. Refer students to page 153 of the Language reference for more information.

TASK 2 Practising time, place, and quantity phrases

1 This task gives students useful practice in analysing and using prepositional phrases in texts. In the first activity, students identify the prepositional phrases in the text they have read on page 082. You could ask students to work together to see what they refer to (time, place, or quantity). Check as a whole class.

Answers

In 1804, the world population was one billion. By 1927 there were two billion people. Then, from the 1930s to the 1960s, it increased by another billion. Now the world population is around seven billion and experts think it will increase to 9 billion by the middle of this century.

Referring to time: in 1804, by 1927, from the 1930s, to the 1960s, by the middle of this century

Referring to place: *none*

Referring to quantity: by another billion, to 9 billion

2 In this activity students need to accurately put together the two parts of prepositional phrases. Explain that both the form and the meaning need to be correct. As an extension, ask students to make sentences using some or all of the six prepositional phrases.

Answers

2 d 3 b 4 e 5 a 6 f

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3 The final activity in the task looks at the use of prepositions in a short paragraph. As a variation, you could give students a time limit.

Answers

1 In
2 By
3 from
4 to
5 by (*in* is also possible here)
6 in

TASK 3 Understanding changes and trends described in a text

1 and 2 Explain that in this task students will read a longer text. The first activity presents a series of true or false questions to check students' comprehension of the text. Students need to read the text in detail to complete these, so allow plenty of time. Optionally, tell students to underline the parts of the text which helped them to answer the questions – this will help them in activity 2. After checking the answers, move on to the second activity, which explores how students reached their answers. Ask students to say which kinds of words are important, e.g. *started to rise* (in question 1) and *started to grow* (in the text). Go through any difficult language in the text, and optionally pick out examples of language to work on, e.g. numbers, prepositional phrases.

Answers

1 T (In the 18th century, the world's population started to grow)
2 F (The population explosion started in Europe)
3 T (The quality of housing and medicine went up)
4 F (now, in some European countries, ... birth rates are falling)
5 T (Around 4 billion people, over 60% of the world's population, currently live in Asia)
6 T (China and India together have about 37% of the world's population)
7 F (Africa follows with 1 billion people ... while Europe has about 750 million people)
8 F (the populations of Asia and Africa will grow ... the population of Europe will probably go down)

ACADEMIC LANGUAGE

Changes and trends (2) Past and present tenses, *will*

Explain that this Academic Language box brings together a broader range of language to describe changes and trends. Go through the three main tenses plus the modal verb *will*. Check the concepts using a range of questions: *Which tense is for current changes and trends?* (present progressive); *Which tense is for current states?* (present simple); *What about events?* (past simple); *What about predictions?* (*will* + infinitive). Refer students to page 153 of the Language reference for more information.

ACADEMIC TERMINOLOGY

What is a prediction?

This box checks the meaning of the function of predicting. Stress the importance of looking at evidence – a prediction is not just a wild guess.

TASK 4 Practising the language of trends

1 and 2 This task gives students practice in recognizing and analysing the language of trends. Explain that students will come across the full range of forms as presented in the Academic Language box. Go through one or two lines of the table so that students are comfortable with what they have to do. Monitor while they work, making sure they note down how each verb is used. In the second activity, ask students to think about the meanings of each verb in the gapped sentences, so that they understand how the verbs are used; then they can choose the correct form. After checking the answers, ask students how each verb is used, choosing from the uses in the table in 1.

Answers

1
2 went up / past simple – an event in the past
3 rose / past simple – an event in the past
4 stayed the same / past simple – an event in the past
5 are falling / present progressive – a change in progress
6 grows / present simple – a state
7 will grow / *will* + infinitive – a prediction
8 will go down / *will* + infinitive – a prediction
9 will reach / *will* + infinitive – a prediction

2
1 has
2 increased
3 will reach
4 will fall
5 is growing
6 live
7 will rise
8 will fall

3 The final activity in the task focuses on processing visual information and presenting it in written form. Stress the importance of accuracy of information (i.e. the numbers and trends should be correct) as well as language accuracy. Encourage originality – students can complete the sentences in different ways; the sample answers suggest some of these variations.

Sample answers

1 is about 1.2 billion / is going up
2 rose / went up / increased from about 350 million to one billion
3 will be / will reach 1.5 billion
4 was 500 million
5 is about 650 million
6 will be nearly 500 million / over 400 million / around 450 million

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TASK 5 Critical thinking – predicting the future

1 and 2 This task aims to activate the language of predictions (*will* + infinitive) in a sequence of student-centred activities. Go through the rubric and example, checking that students understand that they have to come up with a number of predictions. Encourage students to listen carefully to the other students in their groups. They can nominate one person in the group to write sample sentences. Monitor and offer suggestions to any students who seem to be stuck for ideas. Encourage groups to talk about as many different topics as possible. Check that all groups have come up with some predictions before moving to activity 2. Ask each group to decide who is going to present. If possible, all students should present at least one prediction. Give time allowances / limits for each group to present. Invite reactions from the rest of the class. You could write up evaluative criteria for students to respond to, e.g. *Is it likely? Is it a good or a bad thing?*

INDEPENDENT STUDY

Explain that students should look for trend language in texts of their choice. It would be useful to start with any textbooks they are using. Encourage students to keep a personalized record of the language – for example, they can develop their own headings to categorize the language and record examples under these.

6C Writing (1) Sentences about trends

TASK 1 Understanding sentences about trends

1 and 2 Explain that in this module students will learn how to write accurate sentences describing trends, using the verbs they have learnt earlier in the unit (in the Listening & Speaking module) together with a selection of adverbs. The first activity presents definitions for key vocabulary expressing economic terms. You could ask students to do both activities, then check that they have matched the definitions and descriptive sentences in 2 correctly. Check the concepts by giving and asking for further examples, questions, and explanations, e.g. *The number of people in London is going up* (population); *What is the money you pay to the government?* (tax).

Answers

1 a inflation
  b population
  c tax
  d exchange rate
  e unemployment

2 1 b (population)
  2 a (inflation)
  3 d (exchange rate)
  4 e (unemployment)
  5 c (tax)

ACADEMIC LANGUAGE

Describing trends (1) Adverbs

Explain that this Academic Language box builds on students' knowledge of verbs describing trends by introducing adverbs to sentences. Emphasize that the meanings of adverbs apply to the whole sentence, e.g. in the sentence *The average temperature increased rapidly*, the adverb *rapidly* tells us how *the average temperature increased*. You can demonstrate some adverbs, for example by walking rapidly / slowly and asking students how you are walking. Check the form of adverbs by saying adjectives and eliciting the equivalent adverbs, e.g. *slow – slowly*. Refer students to page 153 of the Language reference for more information.

TASK 2 Practising verb + adverb to describe trends

1 Explain that this activity enables students to connect text and visual information. There are two parts. First, ask students to work individually to underline the verbs + adverbs from the previous page. If necessary, explain that one of the adverbs does not have the usual *-ly* form (*the same*). Second, focus on matching the sentences with the graphs. To do this, students need to work out both what the verb and the adverb are expressing. Finally, check their answers as a whole class. As an extension, ask students to take turns to point to a graph for their partner to describe what it shows, e.g. *It is increasing rapidly*.

Answers

1 The number of people living in the countryside goes down slightly every year.
2 The overall cost of living is increasing rapidly these days, so people are spending less on the shopping.
3 The euro is rising steadily against the dollar and one euro equals about one dollar thirty today.
4 The number of people without work will fall quickly next year, according to many experts.
5 The government didn't add anything to cigarettes last year, so the price stayed the same.

a 3 b 2 c 5 d 4 e 1

2 Explain that in this activity students have to study the graphs closely, especially the labels on the axes, then they have to match the graphs with the titles given. Practise pronouncing key items on the graphs such as $ (*dollars*), and check the meaning of *per* (*for every*). Once students have studied the graphs, the activity should be quite quick.

Answers

b Population growth
c Exchange rate
d Unemployment rate

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3 This activity builds on 2 by focusing on five verb + adverb sequences, which students have to make sense of and put into the descriptions given. Explain that both the meaning and the language have to work correctly in each gap. It is useful to read the sentences aloud – students can take turns to do this in pairs, and/or you could model the sentences for the whole class. As an extension, ask students to say new sentences relating to one or more of the graphs using the same phrases given.

Answers

1 rose, and then fell
2 went up slowly
3 went down slightly
4 stayed the same
5 decreased steadily

TASK 3 Writing sentences to describe trends

1–3 Explain that the output of the final task in the Writing 1 module is a set of sentences to describe four graphs. You can do this in different ways. One possibility is for students to work mainly individually; in this case, monitor closely to support students who are finding the task difficult. Alternatively, students can work together on the main writing task as well as the peer-checking stage (3). Encourage students to share their sentences – you could do this as a whole-class activity, where students move around reading other students' sentences. Stress the importance of accuracy of language (especially the language of trends, including verbs and adverbs) and content, i.e. where the sentence accurately expresses the meaning shown in the accompanying graph.

6C Writing (2) A description of a graph

TASK 1 Analysing a description of a graph

1 Start by looking at the graph as a whole class. Check that students notice and remember the parts of the graph – most importantly the title and the values for each axis. Ask them to explain the graph by working in pairs and saying what the graph shows. Make sure each student writes answers in note form for the points given. Explain that the final point is not explicitly answered in the graph; invite students to speculate on possible reasons using their world knowledge.

Sample answers

Title of graph: Self-employed people in the UK (2008–12)

Number of years: Five

Number for each year: 2008: 3.8 million; 2009: 3.7 million; 2010: 3.9 million; 2011: 4.0 million; 2012: 4.2 million

Overall trend for self-employment in the UK: upward / it is going up steadily

Possible reasons for this trend: it's easier to start up your own business; it may be more tax-efficient

2 In this activity, students learn to understand the structure of a descriptive paragraph based on the graph. Either explain at the outset that the typical structure for texts like this is general-to-specific, i.e. the description opens with a general statement giving the topic, moving to the main point, and then into greater levels of detail. Alternatively, elicit this information after students have done the activity. Allow plenty of time for students to read the text in detail, and work individually to match each sentence to the given functions a–e.

Answers

a 3 b 1 c 2 d 4 e 5

ACADEMIC LANGUAGE

Describing trends (2) Adjectives and adverbs

This Academic Language box extends the language for describing trends by adding adjectives. Explain that typically, adverbs are associated with verbs, e.g. *rose rapidly*, while adjectives are associated with nouns, e.g. *rapid rise*. It is worth mentioning that noun-based structures such as *rapid rise* are particularly important and frequent in academic writing. Go through the material in the box, drawing students' attention to the colour coding for different word classes. You could ask students to suggest further words for each class to add to the sets. Encourage them to keep a vocabulary record of the items. Do an oral test for students to practise transforming the structures, e.g. *Unemployment fell slowly – There was a slow fall in unemployment.* They can continue trying this in pairs. Refer students to page 154 of the Language reference for more information.

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TASK 2 Practising adjectives and adverbs to describe trends

1 This task explores adjectives and adverbs in a selection of different texts. In the first activity, students have to identify these words in phrases in the Task 1 paragraph. Ask students to look out for phrases rather than individual words. Check the answers, asking students about the pattern in each phrase, i.e. adjective + noun or verb + adverb.

Answers

The graph shows the number of self-employed people in the UK between 2008 and 2012. Overall, there was a large growth in the number of self-employed people. In 2008 there were 3.8 million self-employed people and this figure fell slightly in 2009. However, there was a steady increase in 2010 and the number rose steadily in 2011 and again in 2012. Experts think the trend for self-employment will continue to go up as more people work from home and start their own business.

2 and 3 The second activity enables students to understand the grammar of the target words. Explain that you cannot normally work out the word class (i.e. part of speech) of a word in isolation. It needs to be in context, i.e. in a sentence or text. Large numbers of English words can belong to two or more word classes, without the form of the word changing. You can do this activity as a whole-class activity, or with students working individually or in pairs. As a more advanced point, there is a small shift in the pronunciation of two of the words: when used as nouns the words *increase* and *decrease* are stressed on the first syllable; as verbs they are normally stressed on the second syllable although to show contrast the first syllable is sometimes stressed – *Did the price in**crease**? – No, it **de**creased.* In activity 3, students need to work out the structure of the sentences in order to choose the correct word class: noun / verb / adverb / adjective.

Answers

2 Words which can be verbs and nouns: increase, decrease, fall, climb, rise. Note that *reach* can be a noun, but has a different meaning from the verb *reach* in the context of trends.

3
1 decrease
2 slowly
3 rapidly
4 steady
5 fell
6 rise

4 The final activity in the sequence focuses on the adjective + noun pattern, which expresses the movement of rising or falling in a noun phrase such as *a slight fall*. Explain that students need to transform the verb to a noun, and the adverb to an adjective, then reorder the sequence, e.g. *fell steadily* [verb + adverb] ➔ *a steady fall* [adjective + noun, beginning with a determiner].

Answers

1 steady fall
2 rapid decrease
3 slight rise

TASK 3 Writing a description of a graph

1 and 2 Students should now be familiar with information presented in graph form and accompanying text-based descriptions. Go through the bullet points, and say that students can use these or similar ones. They can vary the order. Ensure that each student writes a paragraph, and remind students of the general to specific structure of paragraphs. As with previous tasks in the Writing module, stress the importance of accuracy of language and the information expressed. You could elicit some examples of different phrases for students to use, emphasizing that varying language structures is also important when writing texts such as these. You could use the checklist in 2 as a structure to write the text, and then use it to evaluate the writing. Students should be familiar with checklists like this, having used them in earlier units. Finally, refer students to the sample answer on page 160. Explain that this is just one possible answer, and is not perfect or the only way of answering the question.

INDEPENDENT STUDY

Draw students' attention to the use of checklists in the book – many of the writing modules have one in the final task. These should work for a wide range of writing. The Independent Study task asks students to write a further description, so this serves as a useful unmonitored task to consolidate the skills and language work done in the Writing module.

6D Vocabulary

TASK 1 Vocabulary-building: Word forms

1 This task develops a word family, based on the word *employ*. If you are doing this module in class, start by checking the word class of *employ* (verb) and eliciting different forms of the word. Students can then do the task, which involves working out the correct word class by reading the whole sentence and understanding the parts in it. Go through one or two as examples, e.g. *This university* is the subject of the sentence, so the next part of the sentence will be the verb, i.e. *employs*, and *over 100 lecturers* is the object. Emphasize that understanding sentence structure will help students develop their accuracy.

Answers

1 employs
2 employees
3 employers
4 Employed
5 Unemployed
6 employed
7 Unemployment
8 employment

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TASK 2 Trends

1 and 2 This task checks the meaning of a range of verbs, plus words with the same verb and noun form. Remind students that a large number of English words can be used in this way. As an extension, ask students to think of further examples.

Answers

1 ↑ climb, go up, grow, increase
↓ decrease, fall, go down
→ stay the same
2 Noun forms: a climb, a decrease, a fall, an increase

TASK 3 Economic terms

1 and 2 The final task looks at a lexical set – words studied in the unit which relate to economics. The five sentences in 1 serve as useful definitions. Take a few moments to check the pronunciation. Then ask students individually to write sentences in 2. Check as a whole class.

Answers

1 1 inflation
2 exchange rate
3 unemployment
4 population
5 tax

INDEPENDENT STUDY

This task emphasizes the importance of context – words do not have much meaning in isolation. The task encourages students to notice and record the context around the words. They can find five words as suggested, or perhaps more.

6E Academic Language Check

TASK 1 Present progressive, present simple, past simple, *will*

1 and 2 The two activities in this task focus on the main verb tenses covered in the unit. Ask students to look out for time markers, such as *this month* and *in the 1990s*. When there is no time marker, the verb is likely to be in the present simple.

Answers

1 1 is falling
2 gets
3 are staying
4 means
5 is going up
6 don't understand
7 is, rising
8 do, pay
2 1 invested
2 had
3 lost
4 are putting
5 are growing
6 will continue
7 has
8 will become

TASK 2 Prepositional phrases

1 The first activity looks at the correct preposition to go in given phrases. It is best for students to work individually, so that you can see what they can and cannot do. Prepositions are the cause of many errors in English, and it is worth focusing on accuracy at elementary level to help prevent mistakes later.

Answers

1 In
2 from
3 to
4 by
5 In
6 from
7 to
8 by

2 This activity reviews the three key meanings of prepositions covered in this unit. Remind students that you usually cannot work out the meaning of a preposition in isolation, so they have to think about the meanings in phrases, e.g. *in 2012* refers to time.

Answers

1 T 2 T 3 T 4 Q 5 P 6 Q 7 Q 8 T

TASK 3 Adverbs and adjectives

1 The final task in the module and unit reviews the two key patterns covered in the Writing modules of verb + adverb and adjective + noun. Explain that students first have to identify the phrase in the first sentence, then transform this grammatically in the second. Go through one as an example if necessary. Select some words as a quick check to see how accurately students can state the word class.

Answers

1 a slight decrease
2 a slow rise
3 grew rapidly
4 increases slightly
5 a steady climb

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UNIT 7 **Resources**

ACADEMIC FOCUS: UNDERSTANDING FACT AND OPINION

INTRODUCTION

Unit 7 looks at resources, in particular energy resources, in a variety of contexts.

7A Listening & Speaking introduces the academic focus in a textbook extract. Students then watch a seminar extract in which two students have different opinions on the topic of nuclear power. By focusing on the speakers' points and language, students learn to identify and differentiate between fact and opinion in texts. The module presents language for related functions, including asking for and giving opinions, supporting opinions with facts, and agreeing and disagreeing. In the final task, students are able to put this learning into practice using the topic of nuclear power which has been covered throughout the module.

7B Reading covers three different texts of two different types: academic textbook and personal blog. These texts illustrate key differences in relation to the unit academic focus of fact and opinion. Students learn that such differences include meaning, style, and language. One feature of academic texts is that they use a high proportion of passive forms; students study the present simple passive and contrast its use with the active alternative. By the end of the module, students are able to distinguish between fact and opinion in different text types and produce sentences expressing both facts and opinions.

7C Writing focuses on descriptions of a process. The two parts of the module work with a range of language, including the present simple passive, building on the Reading module, plus further linking language items, building on previous units. Students learn key process verbs such as *combine* and *connect* at the outset, and use these in a number of different tasks in the module. Writing (1) works towards sentence-level production, while Writing (2) leads to the production of a paragraph describing a process.

7D Vocabulary covers the topic-based vocabulary of resources, such as *hydroelectric*, which is used throughout the unit. Students also review evaluative adjectives and their counterpart nouns, plus antonyms, e.g. *effect*, *effective*, *ineffective*.

7E Academic Language Check covers three areas: the language of opinions; describing facts and processes; and describing steps in a process.

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DISCUSSION

1 The Discussion is based on energy resources. There is no need to do a lot of preliminary work, as the Discussion is staged towards a clear outcome: students will be familiar with the main types of energy resources and whether they are renewable, and be able to relate these to their local context. Start with the picture – give students about 2 minutes and then check: the energy resource is wind power; the picture shows wind turbines, which are turned by the wind to produce electricity; the stronger the wind, the faster they turn and the more electricity they produce. Windy countries such as the UK and other northern European countries have a large and growing wind energy sector.

2 Put students in groups, or ask them to form their own groups. Monitor, listening out for the key vocabulary items of energy sources and their pronunciation. Practise pronunciation of the words as necessary, especially frequently mispronounced items like *biofuel* and *wind*. Students will need to look closely at the pictures to get the answers right; for instance 2 and 7 or 4 and 5 might be confused. Spend some time checking and practising the energy resources, using flashcards or online images, as this vocabulary will be used throughout the unit.

Answers

1 wood
2 biofuel
3 coal
4 wave power
5 hydroelectric power
6 natural gas
7 oil
8 solar power

3 This activity establishes the notion of renewability, which students will work with through the unit.

Answers

Renewable: wind power, wood, biofuel, wave power, hydroelectric power, solar power

Non-renewable: coal, natural gas, oil

4 The final activity in the Discussion encourages students to relate what they know about energy resources in their own countries. Encourage them to go beyond the obvious – most countries have a mix of energy resources. As an extension which would work well in monocultural classes, ask students to research another country which they might not know much about. Suggest countries from different parts of the world, or ask students to choose their own. Students can then find out the main energy sources in that country, as well as the main uses of energy. They can then briefly present their findings in class, and in this way build up a picture of countries throughout the world.

7A Listening & Speaking

Seminars (1)

TASK 1 Reading to prepare for a seminar

1 Begin the module by focusing on seminars. You could draw students' attention to the adjacent box in the margin 'What is a seminar?' See below for further explanation. Emphasize that a key feature of seminars is that students are expected to prepare for them, usually by directed reading, i.e. reading a specific text / texts. Focus first on the diagram only – ask students not to read the text at this stage. Some students are likely to be more technically-minded than others, and you can ask these students to explain aspects of the diagram to the whole class.

Answer

The diagram shows how nuclear power works.

ACADEMIC TERMINOLOGY

What is a seminar?

Elicit what students already know about seminars, then ask students to read the box in the margin. Seminars vary across disciplines, institutions, and countries. They can vary in size from a small number of students to a much larger number. Expectations may vary too. Explain that in many Western English-medium universities, seminars are a key part of learning and students are expected to prepare for the seminar by reading and thinking about the topic, then contribute in the seminar itself. Ask students about their own experiences, if applicable.

2 Shift the focus from the diagram to the text. Ask students to work individually to read the text and complete the paragraph-matching activity. Check the answers, asking students to point to evidence in the text which helped them complete the task.

Answers

gives information about nuclear energy: 2

describes how a nuclear power station works: 1

gives information about nuclear waste: 3

3 Explain that an essential aspect of academic reading is producing a record of what students read. This record may take the form of notes, such as the example in this activity. These sample student notes provide a framework for the main information in the text. Point out the headings (*How nuclear power stations work*, etc.), which students can add to their notes to help organize them.

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Answers

1 uranium
2 electricity
3 fossil fuel
4 CO_2
5 nuclear
6 land and water

TASK 2 Understanding facts and opinions in a seminar

1 7.1 Briefly recap the characteristics of a seminar, if necessary. Explain that the video is the first part of a seminar, and focuses on the main speakers including the tutor. Say to students that on the first viewing they will watch for broad meanings, and on subsequent viewings (in activity 2) for specific detail. Check understanding of the task, i.e. that students need to identify two answers in each question. Show the seminar extract once, if necessary pausing after each speaker to allow students to choose their answers. If necessary, show the extract a second time, without stopping.

Answers

1 a, b 2 b, c 3 a, b 4 b, c

2 7.1 The second viewing is for detail. You could ask students to predict the answers, based on their short-term memory (having just watched the seminar) plus their world knowledge – ask them to pencil in their answers or write on a separate page. Show the seminar extract, again allowing for pauses where necessary for students to write. As this is listening practice, you may or may not want to check spelling accuracy at this point; work on spelling can be done separately if preferred.

Answers

1 1, 8
2 cleaner
3 safe
4 energy
5 dangerous
6 1986, 2011
7 10
8 renewables
9 can't

3 The final task in the sequence introduces the unit academic focus of understanding fact and opinion. Explain that in academic texts, including textbooks and seminars, there is normally a mixture of fact and opinion. Go through the 'What is a fact?' box (see notes on the right), emphasizing that a fact is something that can be independently checked, and is not controversial – people mainly do not argue over facts, but rather how to interpret them. Notions such as interpretation and evaluation are subjective, and related to opinion. In academic contexts, opinion is generally based on or supported by evidence. For instance, an opinion such as *Nuclear power is dangerous* needs support, such as *There have been x serious nuclear accidents in the last 50 years, which have resulted in y injuries and deaths*. Go through one or two as examples as a whole class. The first statement is a fact and can be checked. The second has two parts, with the first being essentially factual and the second more of an opinion. Check answers as a whole class, inviting students to say why they reached their decisions.

Answers

2 F / O (Nuclear power doesn't produce CO_2 – this is a fact. However, it's an opinion that it's cleaner than fossil fuels, because nuclear power produces other types of waste.)
3 O
4 O
5 O
6 F
7 F
8 F
9 O

ACADEMIC TERMINOLOGY

What is a fact?

Go through the information in the box. As an extension, show some examples of facts and opinions related to the unit theme, for example:

1 Coal, petroleum, and natural gas are all fossil fuels. (F)
2 The world's fossil fuels are running out at a worrying rate. (O)
3 A renewable source is one that we can use without it running out. (F)
4 Nuclear fuel releases energy without burning so it does not make CO_2. (F)
5 Governments should develop renewable energy rather than fossil fuels. (O)

Students can then discuss these, saying why they are facts or opinions.

ACADEMIC LANGUAGE

Expressing opinions Giving and supporting opinions, agreeing / disagreeing

7.2 Explain that this Academic Language box presents some useful language for four functions related to opinions. Emphasize that the first, *Asking for opinions*, is very important, as students need to ask for other people's opinions as well as just giving their own. Explain that *I think* ... is a very frequent and acceptable way of giving an opinion. For supporting examples, textbook information, experience, and examples may all be valid depending on the academic context. Finally, say that students can agree or disagree with anyone, including their teachers / professors. Add that it is usual to give a reason why you agree or disagree. Practise the language as a whole-class drill, and play the audio once or twice for further practice. Refer students to page 154 of the Language reference for more information.

TASK 3 Practising the language of discussion

1 7.1 Check that students understand the task and show the seminar extract a further time, without pausing. There should be no need for a subsequent showing, but do so if students haven't managed to put ticks for all the expressions.

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Answers

The textbook says ... **Tutor**
I agree. **Adam**
I also think ... **Adam**
What do you think? **Tutor**
Do you agree with ...? **Tutor**
In my opinion ... **Travis**
Yes, but ... **Adam**
I don't agree that ... **Travis**
There are famous examples of ... **Travis**

2–4 Explain or elicit that the five statements are opinions, and that there are no correct answers – students can agree or disagree with any of the statements. Allow students sufficient time to read, understand, and respond individually to the statements. Move straight on to activity 3. If feasible, bring in selected accessible resources to use as evidence. These could be leaflets or information sheets about energy, extracts from an encyclopaedia or textbook, and certain online resources. Monitor while students assemble their information. Check that it is relevant, asking questions such as *Does this text / graph support the statement?* and *Why?* In activity 4, students can work in pairs or small groups. Remind students of the target language in the Academic Language box, and spend a moment practising it again if necessary. You could write up a brief checklist for students to follow: use the language of discussion; give your opinion; support your opinion with facts.

INDEPENDENT STUDY

This Independent Study box consolidates the work done up to Task 3 by encouraging students to find their own facts to support their opinions. Emphasize that it is good academic practice to do this: when giving an opinion in academic contexts such as seminars and discussions, other people will ask *Why?* and ask for support. If possible, find time in the next class for some feedback on this task.

TASK 4 Discussing an issue

1 This task allows freer practice. The suggested topic relates to the material in the earlier text and seminar in the module, but if necessary you can adapt the question to suit your students' interests and local context, for example by changing the topic to oil, gas, or renewables. Allow time for preparation so that students can formulate their opinion. Depending on time, bring in text resources to add support. Remind students of the importance of bringing in facts and other evidence (including experience and examples) to support their opinions. Conduct a whole-class feedback stage for students to share some of their exchanges.

7B Reading Textbooks (7)

TASK 1 Understanding factual information in a text

1 Start by quickly checking the word forms of *fact* (noun) and *factual* (adjective), putting these in sentences if possible. Say that the topic of this module is renewable energy sources, or renewables. Five such resources are presented in this activity for students to respond to. If students say they do not know much about them, ask them to visualize the world (or use a map of the world) and suggest which parts of the world might be best suited to each resource. Ask students with a scientific or technical interest in the topic to say what they know about the resources in a whole-class format.

2 Explain that the text presents information on the five energy resources in 1. Set a time limit for students to complete the task, asking them to work individually and quietly at this stage. A 5-minute time limit means 1 minute per paragraph, which should be sufficient to read and understand the language and meanings related to each energy source. Check the answers.

Explain any useful language at this point. Suggested language to work on could include one or two items per paragraph: the phrasal verb *run out* (line 1 of the text); *generate* (paragraph 1); *common* (2); *coastlines* (3); *surrounded by* (4); and *burned* (5). This selection is more general than specific: it is best to focus on words like these which students can see and use in a wide variety of texts. Use pictures, including the diagram accompanying the text, to illustrate concrete nouns such as *dam* and *turbine*. In addition, point out the Glossary in the margin, which defines two key words including the technical term *watt*.

Answers

1 d 2 b 3 e 4 c 5 a

3 Explain that many words, or more usually parts of words, are derived from Greek and Latin words. Ask if the five examples in the first column are the same in the students' languages. Check the answers, then ask students to find the words in the text. As an extension, ask students to think of further words or collocations for each one, e.g. *solar power*, *solar energy*, *solar eclipse*; *photograph*, *photosynthesis*, *telephoto*. Some students may be interested in building sets of words around each item, and gradually adding new Greek- / Latin-based words.

Answers

2 e 3 b 4 a 5 c

4 Numbers tend to form the detail of texts, such as examples and supporting facts. Ask students to work individually, and consider setting a time limit. Six minutes would allow 1 minute for each item – students first need to find the number in the text, work out its

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referent, and note this down in writing. Do one or two examples to emphasize that the number needs plenty of contextualization (see sample answers below).

Sample answers

100: the Sun provides 100 watts of solar power per square metre of ground

70: Iceland produces 70% of its electricity from hydroelectricity

2: large numbers of wind turbines produce 2W (watts) of electricity per square metre

5: in the UK, more than 5% of electricity is produced by wind farms

11: countries with long coastlines (e.g. the UK) can produce around 11 kWh of tidal power per person per day

50: in the USA, more than 50% of corn is used for ethanol production

ACADEMIC LANGUAGE

Present simple passive (1) Describing facts and processes

Ask what students know about the passive – some students may have encountered it before. Explain that the passive is very frequent in written academic texts, accounting for about 25% of main verbs. Refer students to page 154 of the Language reference for more information. It is worth stressing that the topic of the text is important when choosing the active or passive. In a text about water, things will happen to water, so the passive is likely, e.g. *Water is heated.* Check that students understand how to form the passive, and give a few further examples for them to practise with. There is a list of irregular verbs on page 158. Ask students to refer to this when forming the passive; the past participle is sometimes referred to as the third part of the verb, or 'verb three'.

TASK 2 Practising the present simple passive

1 Explain that five sentences from the text have been transformed into the active form and are given here. Start by focusing on these. Read them aloud and ask students if they sound natural: some sound fine, but students may pick up on the use of *People* – the sentences are grammatically correct, but in objective descriptive texts such as Text 1, there is no need to mention *people* very often. Ask students to find the passive equivalent forms in the text, and extract the relevant part and write this out as a complete sentence. This requires simple technical changes including capitalization and full stops. As an extension, ask students to study the five pairs of sentences for a few minutes, close their books, and write the passive form of the sentences you read aloud. This oral task requires students to understand and process the meaning without being able to study the written form, thereby developing their processing skills for lectures and other spoken texts.

Answers

1 Rainwater is stored behind a dam.
2 It is used to turn turbines.
3 More than 5% of the UK's electricity is now produced by wind farms.
4 Biofuels are used in transportation.
5 Some plants are also burned in thermal power stations.

2 This activity presents a graded authentic text with ten examples of verbs in either the passive or the active. Ask students to quickly scan the text and say what the topic is: wind and wave energy. As they read the text and do the task, ask students to think about the logic of what is being expressed. A key question is *Who is doing what*? Check the answers as a whole class. In examples where students are not sure, try reading both versions aloud for students to hear the difference.

Answers

1 is used
2 turns
3 generates
4 are located
5 are built
6 provides
7 is called
8 produces
9 is fixed
10 are driven

TASK 3 Noticing features of text types

1 This task compares two text types. Students should be familiar with one, textbooks, as textbook extracts have been used in every unit so far. The second, personal blogs, might be familiar to some students. Ask students if they ever read personal blogs, and in what language(s). They can then answer the four questions a–d. Check the answers, reminding students that this course and academic texts generally give the source of text extracts; in this way the reader can follow them up if they want. You could go through some language features at this point, although language is specifically covered in activity 3.

Answers

a Text 2
b Text 3
c Text 2
d Text 3

2 Explain that this activity presents some points related to the unit academic focus of understanding fact and opinion. Ask students to relate each point to one or both of the texts, then check the answers. Students may argue for the use of material from blogs – this may be appropriate depending on the context, but generally blogs are not considered to be reliable academic sources.

Sample answers

gives a strong opinion about the use of nuclear energy: 3

gives more facts about different fuels: 2

would you use to support your opinion in a seminar discussion: 2

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3 This activity encourages students to look at the language features of the different types of text. Allow plenty of time, as students will have to re-read the texts intensively. Encourage students to count the features in each text; they can do so by keeping a record for each item. As it is a scientific text, Text 2 has a high proportion of passive forms, about a third of the verbs. Round up by asking which features in the table are appropriate for their academic writing. The following are: definitions; examples; passive forms and active forms; accurate names, dates, and figures; and adjectives (some academic texts use quite a lot of adjectives).

Answers

several passive forms: Text 2 has 6 passive and 11 active; Text 3 has 17 active and no passive forms

all active forms: Text 3

accurate names, dates, and figures: Text 2

personal opinions: Text 3

contracted forms: Text 3

more adjectives: Text 2 has about 3; Text 3 has about 8

informal punctuation: Text 3

TASK 4 Distinguishing between fact and opinion

1 This task focuses on language related to the unit academic focus of fact and opinion. Evaluative words such as the adjectives *ugly* and *beautiful* are associated with opinion. The adjective *reliable* is also evaluative, but is used in sentence 2 in an essentially factual statement.

Answers

1 is	5 I think
2 reliable	6 ugly, beautiful
3 1994	7 6 out of 10
4 20	8 aren't

2 This activity consolidates the language work in 1. Encourage students to read the sentences as a whole and consider whether each statement is generally true and can be verified, i.e. a fact; or more subjective, i.e. an opinion. Ask students to say why.

Answers

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

INDEPENDENT STUDY

This is a potentially broad task, as there are many different text types which students may read. You might want to limit these to the academic text types covered, mainly textbooks and spoken texts such as lectures. Ask students to build up a list of text types they are familiar with, and then evaluate the extent to which these are likely to present mainly facts or mainly opinions. Get some feedback in the next class.

TASK 5 Critical thinking – expressing facts and opinions

1 Give students time to consider each topic. If necessary, students could choose another topic related to the unit theme of resources. Explain that they can refer back to the texts in the unit, including the transcripts, to use as sources for facts and opinions. Also encourage students to find out something new. This activity can be done as independent study for the next class.

2 and 3 Ask students to do these activities orally as far as possible, so that they are not always relying on written texts. Explain that the person identifying whether the sentence is a fact or an opinion should say why, i.e. identify the language and meaning in the sentence which expresses this. They can then go on to further topics. As an extension, keep forming new pairs of students so that they get the chance to try out their sentences on different students.

7C Writing (1) Sentences about processes

TASK 1 Describing steps in a process

1 Begin the module by explaining that processes are an important academic focus. There are many possible processes, including the following examples: natural physical processes such as photosynthesis and erosion; man-made or human-led processes such as urbanization and extracting coal; processes which may involve both, such as breeding farm animals; and more abstract processes such as producing a new law. You could use these headings to elicit examples from students, or ask them to categorize the above examples. Focus attention on the eight pictures, and explain that they each show a single process. In turn, any of these single processes can combine in more complex processes. Ask students to work individually; they can then compare briefly in pairs before checking the answers as a whole class.

Answers

2 drive	6 burn
3 transform	7 connect
4 combine	8 grow
5 build	

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ACADEMIC LANGUAGE

Present simple passive (2) Describing a process

Explain that this Academic Language box builds on the Present simple passive (1) box in the Reading module. This box introduces the '*by* + agent' phrase. Grammatically, this is an adverbial, so it is optional. Say that students should include the agent where helpful or necessary, and exclude it when it is unnecessary or obvious, as in the two final examples in the box. Explain that the agent can be a person / people, animal, or inanimate entity such as the sun. Refer students to page 154 of the Language reference for more information.

TASK 2 Practising passive sentences

1 Explain that the first activity uses the eight process verbs covered in Task 1. Students need to select the appropriate verb for each sentence, then write it in the present simple passive. There should be plenty of language to help students choose, for instance sentence 8, which contains the words *photosynthesis*, *carbon dioxide*, *oxygen*, and *plants*. Check the answers visually to ensure that students have produced all the parts correctly: the auxiliary verb *is* / *are* and the past participle.

Answers

2 are combined
3 are driven
4 is connected
5 are built
6 are grown
7 is burnt
8 is transformed

2 This activity continues with the same set of verbs and provides practice with slightly less scaffolding than 1.

Answers

2 are driven
3 are combined
4 is burnt / is burned
5 are built
6 are connected
7 is transformed
8 is grown

3 This activity gives students practice in using the passive in response to a series of visuals. Go through the labels for each visual. Elicit the verb grammar: the verbs are in the infinitive form. Explain that students need to transform these into the passive, and add further detail to their sentences to make them complete. If necessary, do one as a whole-class example. Monitor while students work to ensure that they are using the target language correctly. Students can compare in pairs before you show the sample answers to the whole class.

Sample answers

1 First, a wind turbine is built on the roof.
2 Next, the turbine is connected to the house.
3 The wind energy is then transformed into electricity.

ACADEMIC TERMINOLOGY

What is evaluation?

Draw students' attention to the *What is evaluation?* box in the margin. Explain that evaluation is subjective, because different people can evaluate the same thing in different ways. One person's evaluation is not more or less valid than that of another person, as long as each can justify their evaluation using evidence, argument, and persuasion.

TASK 3 Evaluating a process

1 Explain that in this task students will practise evaluation, in which adjectives are particularly important. State that there is one evaluative adjective in each sentence. Students can work individually before you check as a whole class. As an extension, introduce the adverbial forms of some of the evaluative adjectives in this task: *effectively*, *easily*, *cheaply*, *in a complex way*, *safely*, *in a dangerous way*, *importantly*.

Answers

b It's a very easy way to cook.
c This type of energy is cheap in countries with many rivers and lakes.
d They are more expensive than turbines on land.
e This process is a complex part of the lifecycle of the natural world.
f The gas smells, but it is a safe process.
g Carbon dioxide is one of the most dangerous of these.
h They are probably the country's most important product.

2 and 3 These activities lead to the production of similar sentences. First, students match the evaluation to the appropriate sentence in Task 2.1, then they write their own. You can easily extend the activity by asking students to write more than one sentence using different evaluative adjectives. Encourage students to share their sentences with other students.

Answers

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

7C Writing (2) A description of a process

TASK 1 Analysing a paragraph about a process

1 and 2 This task brings together a photo, diagram, and accompanying text. Judge how much time to spend on

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the photo; you can do it as a whole-class activity to bring in more knowledgeable students, or ask students to do it in pairs. If the latter, try to put students with different levels of knowledge together, to create an information gap. Move on to activity 2 by focusing on the diagram and accompanying text. Students may have described some of these processes in 1 and talked about some of the information; this is fine as the text then serves to confirm and consolidate this prediction process. As an extension, ask students to work in pairs and take turns to explain the process illustrated in the diagram. Encourage the use of linking language to connect their spoken texts.

Answers

2 1 in hot countries
2 the sun
3 when it is hot

3 This activity aims to enable students to analyse process paragraphs such as the one in this task. Ask students to work individually, then compare in pairs. When checking the answers, emphasize that this macro structure is quite typical, i.e. a paragraph is likely to start by introducing the topic, then any accompanying graphics such as diagrams, before leading into a more detailed description of the process; finally there is likely to be some evaluation of the process. Ask students to look out for answers to evaluative questions such as *Is it effective? Is it useful? How expensive is it?* and *Does it work all over the world?*

Answers

Sentence 1: c to introduce the topic of the paragraph

Sentence 2: a to introduce the diagram

Sentences 3, 4, and 5: d to describe the steps in the process

Sentence 6: b to give an evaluation

ACADEMIC LANGUAGE

Linking language (6) Describing steps in a process

Remind students that the book has introduced several Academic Language boxes on linking language, and explain that this one builds on this information. Students will find some of the items in this box quite familiar. Explain that the linking adverbials in the middle of a description are often interchangeable in terms of choice of word and word order. The items *then, next, after that* fall into this category. These words help the reader / listener follow the sequence of steps in the process, and also help the writer / speaker organize their text. Go through the material in the box and answer any questions before referring students to page 154 of the Language reference for more information.

TASK 2 Practising describing a process

1 The first activity gives students practice in working out descriptions and relating these to a visual, in this instance the diagram covered in the Reading module. You could ask students to predict the order first, based partly on their memory, or do the activity with reference to both sentences and the diagram in the earlier text. Review the answers, and ask students to point out the linking language (underlined in the Answers below).

Answers

Then, it is used to turn the turbines. 4

Hydroelectric power stations are often built in regions with high mountains, rivers, and lakes. 1

First of all, rainwater is stored behind a dam. 3

This diagram shows how the process works. 2

Overall, hydroelectric power stations are expensive to build, but the energy is renewable and cleaner than fossil fuels. 6

When the turbines turn, electricity is generated and, finally, it is transferred to power lines. 5

2 Explain that this activity presents a complete process description paragraph with five examples of linking language blanked out. Ask students to work individually before checking answers in pairs and then as a whole class. Note that the items are mostly not interchangeable, as the grammar dictates the use of *when* in 2 and *then* in 3. The others are logically placed, e.g. *First of all* is obviously the first item. The meaning of the final two items is different: *finally* signals the last stage in a sequence or process, while *in general* sums up an argument or description, and often introduces evaluation, as in this text.

Answers

1 First of all
2 When
3 then
4 finally
5 In general

TASK 3 Writing a description of a diagram

1 Explain that the final task leads to the learning outcome of writing a paragraph describing a natural process. Remind students of the practice they have had in Writing (1) and (2). The first activity breaks down the stages of producing electricity from solar energy. The process should be familiar.

Answers

1 solar PV panel(s)
2 battery / batteries
3 an inverter

2 and 3 These activities constitute the writing and evaluation stages. Remind students of the overall structure of a paragraph, as analysed in Task 1.3 and repeated here. Students can go back and read the paragraph as necessary. You could give students who are struggling some extra time or help from other students. Encourage students to use vocabulary and chunks from the sentences and paragraphs in the module. In the self- and peer-evaluation stage, ask students to show

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each other the part of their paragraph which covers each item, or ask the other student in the pair to identify it in their partner's text. Finally, refer students to the sample answer on page 160. Explain that this is just one possible answer, and is not perfect or the only way of answering the question.

INDEPENDENT STUDY

You could find examples of descriptions of processes for students to analyse. It is useful practice, however, for students to try and find their own. Ask students to look out for specific language, such as linking language, or the use of verbs in the active and passive. They should also recognize the overall structure of the descriptions, as covered in Task 1.3. Ask students to bring their written texts to the next class.

7D Vocabulary

TASK 1 Resources

1 The first task reviews vocabulary related to energy resources. As an initial activity, you could ask students to close their books and think of as many energy resources as they can in 1 minute. Then they can do the task individually (in class or at home) or in pairs. There is plenty of contextualizing information in the sentences to help them complete them.

Answers

1 biofuel
2 Wind
3 hydroelectric
4 oil
5 Wood
6 wave
7 gas
8 Nuclear
9 Solar
10 Coal

TASK 2 Vocabulary-building: Adjectives

1 and 2 The second task focuses on evaluative adjectives. As with the suggestion in Task 1, you could ask students to close their books and write down (or say) as many evaluative adjectives as they can remember. The first activity asks students to form the words correctly, while the second asks them to provide the adjective from the given nouns, plus the antonym (opposite). Students can work together on these activities.

Answers

1 1 dangerous
2 expensive
3 reliable
4 beautiful
5 noisy
6 useful
2 2 dangerous – safe
3 expensive – cheap
4 reliable – unreliable
5 beautiful – ugly
6 noisy – quiet
7 useful – useless

INDEPENDENT STUDY

Encourage students to use both texts and language reference books to help them in this task.

7E Academic Language Check

TASK 1 Giving and supporting opinions, agreeing / disagreeing

1 The first activity covers spoken language from the Listening & Speaking module. Explain that the first letters are given to help students. If necessary, they can turn back to the Listening & Speaking module to remind them of the target language.

Answers

1 opinion
2 examples
3 agree
4 with
5 think
6 what
7 Yes
8 says
9 don't

2 Ask students to use their imagination to develop an original conversation, using as many of the expressions in 1 as they can. This could work well as a collaborative activity; alternatively, ask students to do it individually or at home.

TASK 2 Describing facts and processes

1 and 2 This task reviews the present simple passive using familiar language and contexts. Check the first part of the activity before moving on to the second. In activity 2, explain that students have to work back from the passive forms given in order to produce the active. If students are finding this hard, refer them to page 154 of the Language reference.

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Answers

1 1 Solar panels are heated
  2 Hydroelectricity is generated
  3 Turbines are designed
  4 Sea water is moved
  5 Plants are grown
2 2 heats solar panels
  3 generates hydroelectricity
  4 design turbines
  5 moves sea water up and down
  6 grow plants for food but also for biofuels

TASK 3 Describing steps in a process

1 This task reviews the linking language covered in Writing (2). Students simply have to choose from the two given items, using their knowledge of the language and the logic of the text.

Answers

1 First of all
2 Then
3 When
4 Finally
5 Overall

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UNIT 8 **Impact**

ACADEMIC FOCUS: UNDERSTANDING CAUSE AND EFFECT

INTRODUCTION

Unit 8 introduces the important academic focus of cause and effect. Students learn how to identify causes and effects and express these connections in spoken and written texts using appropriate language.

8A Listening & Speaking explores causes and effects in a tourism setting. Students focus on chains of cause and effect, where the effect of something becomes the cause of something else. The academic language covers the verb phrase in cause and effect sentences, moving from main verbs such as *cause* to the use of selected modal verbs to express possibility. The module leads up to a seminar task where students present their case for the best option in a new development, giving possible positive and negative effects.

8B Reading includes two texts which cover different aspects of tourism: social and environmental. This previews the Unit 9 academic focus of perspective. Students personalize the content by relating different types of impact to their own life, in particular for tourism. The module builds students' academic language by looking at the use of prepositions to express cause and effect connections. The active and passive is also revisited from Unit 7 with a range of cause-and-effect verbs. Students gain repeated practice in identifying causes and effects, and the language used to express these in sentences and texts. A key task in the module requires students to extract information from a text and process it in visual flowchart format.

8C Writing moves from cause-and-effect sentences to paragraphs. Students use a range of structures to express cause-and-effect connections; these include active and passive forms, and prepositions. Through this focus, students learn to manipulate sentence patterns to vary the presentation of information. The second Writing module builds up to the writing of a cause-and-effect paragraph through analysis of a sample paragraph, presentation of information in a text, and notes: these stages form the material for students' paragraphs. As in previous Writing modules, students practise evaluating their own and their peers' writing.

8D Vocabulary includes noun phrases which follow the noun + noun and adjective + noun patterns. Prepositions are also covered, following words such as verbs, adjectives, and nouns.

8E Academic Language Check reviews cause-and-effect verbs, plus the modal verbs used with them to express possibility. Students produce sentences using active and passive forms as well as prepositions. The final task introduces an error-correction task.

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DISCUSSION

1 The Discussion aims to activate students' interest in the unit theme of impact through the topic of tourism. Starting with the picture, set up the discussion by putting students in groups. You could start by asking students simply to describe what they see in the picture, then go through the adjectives and apply the relevant ones to the picture. Encourage students to teach each other any unknown adjectives.

Sample answers

Students could suggest any of the adjectives, though *peaceful* and *quiet* are more difficult to argue for.

2 Present the idea that evaluative and descriptive adjectives often have a positive or negative meaning, or sometimes both depending on the context. Ask students to do this activity in their groups; they can nominate one student to write the answers in the Venn diagram. Offer guidance with dictionaries by bringing in suitable dictionaries or taking time to do a short session on dictionary use.

Sample answers

Positive: clean, exciting, healthy, interesting, peaceful, refreshing, relaxing

Negative: boring, crowded, noisy, polluted, stressful, unhealthy

Both: busy, quiet

3 Explain that this activity offers students the opportunity to exchange and critique each other's opinions. Assuming that they covered the previous unit (7), remind students that they can use the language of giving and supporting opinions, and agreeing and disagreeing. Encourage students to go for less obvious answers – try one or two examples as a whole class to show that for each job, tourism can be a positive or a negative force. For instance, use the bus driver example given on the Student's Book page plus the sample answers below. Circulate and monitor while the groups are speaking, and consider writing interesting points or language mistakes to review in a subsequent whole-class activity. Invite some groups to present selected answers to the whole class.

Sample answers

a bus driver: (as example) It can be positive for a bus driver because the tourists bring extra work.

a hotel owner: It is positive because more tourists mean more business.

a local resident: It can be negative because the number of tourists may cause noise, pollution, and overcrowding.

a shop owner: It is positive because tourists will probably spend money in the local shops.

an unemployed person: It can be positive because tourism creates jobs, so the unemployed have more opportunities to find work.

8A Listening & Speaking
Seminars (2)

TASK 1 Reading a text to prepare for a seminar

1 This is the second Listening & Speaking module based on seminars. Like Unit 7, the first task introduces a reading text to prepare for the seminar. Spend a moment exploring the key word 'impact': elicit related words (*effect*, *result*) and ask concept-check questions, e.g. *Can an impact be positive or negative?* (yes). Ask students to read the Glossary definition in the margin. Consider setting a time limit for students to read the text and identify the three types of impact – students can see that these are explained in the text.

Answers

1 both
2 economic, social, environmental

2 This activity develops the types of impact presented in the reading text. This also serves to preview the academic focus of Unit 9: recognizing perspective. Go through one or two examples, including Comment 1, explaining or eliciting why unemployment going down is both economic (because unemployment is a recognized part of a country's economic picture) and social (because unemployment involves people and has social impacts). Then put students in small groups to complete the rest of the table before checking the answers as a whole class.

Answers

2 'The town is always crowded and the shops are more expensive.': Economic / Social
3 'When I was a child there was a beautiful forest next to the sea. Now it's all concrete.': Social / Environmental
4 'I left the town years ago, but I'm moving back here to open a restaurant.': Economic
5 'It's expensive for the local council to clean up the litter on the beach.': Economic / Social / Environmental
6 'Nowadays you can get a bus late at night, so I don't have to pay for a taxi home.': Economic / Social

TASK 2 Taking notes in a seminar

1 8.1 Explain that when participating in a seminar, it is good academic practice to take notes. This task gives students manageable practice in completing notes. Ask students first to read the information in the table, and go through any difficult language. Show the seminar, pausing where necessary to allow students time to complete the eight gaps. Show the seminar a second time for students to check; alternatively they could follow the transcript on page 172. Check answers visually.

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Answers

1 money
2 business
3 people
4 jobs
5 facilities
6 expensive
7 parks
8 pollution

ACADEMIC LANGUAGE

Cause and effect (1) Verbs

8.2 Introduce the academic language of cause and effect by saying that it is very important and frequent in spoken and written academic texts. Also, students need to use it correctly so that their audience can understand the cause-effect connection correctly. The first Academic Language box on cause and effect focuses on verbs. Draw students' attention to the colour coding which follows through the whole box. Point out that the cause can come first or second in a sentence, although all the examples in this Academic Language box move from cause to effect using a number of verbs in the active voice. Ask students which verb looks different: the verb *lead to* has two parts (the base verb + a preposition). Explain that both these parts are necessary and fixed together; for example the question form is *What does it lead to?*

To check the concept, read out some of the sentences and ask students to name the cause and the effect in each one. Go through the cause-effect series (it is sometimes known as a 'chain'). Finally, focus on the pronoun *This,* which refers back to the cause-effect event of the previous sentence. Remember to play the audio so that students can get practice in pronouncing the language. Refer students to page 155 of the Language reference for more information.

ACADEMIC TERMINOLOGY

What is cause and effect?

Explain that in academic contexts different items (e.g. X and Y) are often connected, e.g. X causes Y, where X is the cause and Y is the effect. Give examples using local contexts, e.g. *The new highway is producing more / less traffic.*

TASK 3 Practising describing cause and effect

1 Following on from the Academic Language box and the *What is …?* box in the margin, this task explores causes and effects in sentences and in cause–effect chains. Give students about 3 minutes to do the first activity, then check visually to show the exact causes and effects – students should not just circle / underline all parts of the sentence excluding the verb because of extra words such as *This*.

Answers

1 Business owners employ more people and this produces more jobs.
2 New facilities for tourists lead to better leisure facilities for local people.
3 Millions of tourists travelling by air causes global pollution.
4 Trees and parks for tourists also create a better environment for locals.
5 Many tourists drive to the coast. This leads to traffic problems.
6 Tourists want hotels on the beaches. This produces an ugly coast.

2 Start by focusing students' attention on the flowchart diagram in the margin. Ask questions such as: *How many stages are there*? (6); *Which is the first stage?* (1 tourists visit); *Is that a cause or an effect?* (a cause); *What is the effect of this first stage?* (2 income for tourist businesses). Ask students to study the diagram and then complete the summary text.

Answers

2 income
3 businesses
4 more
5 employment
6 spend
7 money
8 income
9 economic
10 growth

3 and 4 When they have finished 2, ask students to look for the verbs in the summary text. You could give the total number to help them (four). Students can then use these verbs in the final activity (4); explain that the verbs are broadly synonymous so they can decide which verb to use for each stage in the cause-effect series. Monitor and listen while they do the task, and note down any inaccuracies as well as good examples of phrasing and language. You can then use this as a basis for whole-class feedback to round off the task.

Answers

3 creates, leads to, produces, causes

TASK 4 Expressing possibility

1 and 2 **8.3** Explain that cause-effect connections are not always 100% clear and certain; often they are possible or probable. To express this lack of certainty we use the modal verbs *could*, *may*, and *might*. Play the audio once for students to write the verbs. Check the answers, then move to 2, asking students what form the main verbs are in.

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Answers

1 1 could, may
  2 might, may
  3 could, might
2 The modal verbs are followed by the main verb in the infinitive form, e.g. *lead to*.

ACADEMIC LANGUAGE

Expressing possibility Modals *could*, *might*, and *may*

8.4 This Academic Language box clarifies the notion of possibility which students encountered in Task 4. Explain that cautious language is frequent in academic texts. For positive statements, students can use any of the three modal verbs given; there are subtle differences of meaning, but at Elementary level they can be used interchangeably. Go through the explanation on negative forms, explaining that *could not* is used to express lack of ability rather than lack of certainty. Refer students to page 155 of the Language reference for more information.

TASK 5 Practising modal verbs

1 This task gets students using modal verbs in cause-effect sentences. Ask students to select a range of modal verbs from the three given, and write out the whole sentences. Remind students that they may have to change the form of the main verb to the infinitive. They can compare and evaluate each other's sentences.

Sample answers

1 Business owners employ more people and this could produce more jobs.
2 New facilities for tourists may lead to better leisure facilities for local people.
3 Millions of tourists travelling by air could cause global pollution.
4 Trees and parks for tourists may also create a better environment for locals.
5 Many tourists drive to the coast. This might lead to traffic problems.
6 Tourists want hotels on the beaches. This could produce an ugly coast.

2 Students can then do something similar using the second text from Task 3. Remind them that they can use any of the modal verbs, remembering to use the infinitive form of the main verb. Look out for any mistakes with third-person *s* on the main verbs.

Sample answers

When tourists visit a city, they might spend more money. This could create more income for tourist businesses. More business may lead to more employment and local people might spend more money. This may produce income for other businesses. More income could cause economic growth.

TASK 6 Participating in a seminar

1 and 2 This task explores cause-effect connections in a fictional case study. Explain that students are going to process information from the case study to use in a seminar. In activity 1, give students sufficient time to read the text and pick out the positive and negative points. Ask them to write these in note form; they can change the text slightly rather than copying exactly. In activity 2, ask students to work in groups and draw their diagram in the style of the one on page 108, or simply use arrows to connect the causes and effects. Encourage them to think of interesting effects. If necessary, do one or two as a whole-class example – elicit several effects for a single option.

Answers

1 Positive points: beautiful beaches; a lot of UK tourists visit in summer; some good hotels, restaurants, and leisure facilities

  Problems: most facilities are closed for 6+ months per year; 3 hours from an airport / London

3 and 4 Activity 3 extends the previous activity by evaluating the possible effects. Ask students to make clear lists in their groups of the positive and negative effects. This material should help them select the most appropriate option in activity 4. Set up this activity by setting times for each group to present their choice. Ask the listeners, i.e. the rest of the class, to note down main points while listening, and ask questions at the end. The groups should be able to justify their choices.

INDEPENDENT STUDY

This task underlines the importance of reading to prepare for a seminar. Explain that the students who prepare by reading are likely to perform better in the seminar and be noticed by the seminar leader. Remind students that the purpose of a seminar is not simply to offer opinions but to do some reading, preparation, and thinking on the topic – for example by looking at advantages and disadvantages of an issue – and in this way coming to the seminar with some good ideas to raise.

8B Reading Textbooks (8)

TASK 1 Critical thinking – evaluating your impact

1–3 This task aims to personalize the unit theme of impact by asking students to consider various tourism activities. In the first activity, ask students to work individually and rank the five activities. They can then compare with a partner or in groups in activity 2. Do one or two examples as a whole class; students may like to hear your own preferences. Remember that students should give reasons. In the third activity, students evaluate the impact. Remind them of the final task in the Listening & Speaking module – students should use

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their knowledge and creativity to think of interesting and relevant impacts.

Sample answers

3 Visiting ancient places, monuments, or museums: erosion of stone; overcrowding; increase in traffic (negative)

Doing organized sporting and leisure activities (e.g. skiing, snorkelling): opportunities for young people to work as guides and sports instructors (positive); pollution of water; damage to local environment (negative)

Watching cultural events (e.g. festivals, religious ceremonies): better understanding of local cultures; benefits to local cultures including financial (positive); threats to the 'purity' of traditional events (negative)

Visiting local shops or markets: increased business for local traders; job opportunities (positive); overcrowding (negative)

Relaxing (e.g. reading, swimming, watching TV or films): quiet enjoyment of local surroundings (positive); limited benefit to local economy; isolated from other people (negative)

TASK 2 Identifying the purpose of a paragraph

1 Remind students that there can be many different types of impact, such as social, environmental, and economic. Explain that students are going to read a text on the social impacts of tourism. Ask if these are likely to be positive, negative, or both (answer: both). Set up the activity and allow students 8–10 minutes to read the text and complete the task. Decide how students will deal with unknown or difficult language; for instance, you can explain a limited number of key items as a whole class, or students can use dictionaries. With longer words, try breaking them down, e.g. *de-valu(e/a)-tion*. The following activity focuses on eight words, all nouns.

Answers

a 2 b 1 c 3

2 Explain that eight key nouns or noun phrases are selected in this activity for more focused study. Since there is quite a lot of information to read and process, you could make the activity easier by asking students to work together, or by allowing students to use a monolingual dictionary to check their initial answers. After checking the answers, do further practice by asking students to close their books while you say a definition for students to provide the word, and vice versa.

Answers

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

3 and 4 Ask students to go back to the text on the previous page and complete these two activities individually or in pairs. Explain that it is necessary to be able to correctly identify causes and effects in a text, and a key part of this process is the cause-effect language. Show the answers visually as this will be more efficient.

Answers

3 1 cause
2 effect
3 cause
4 effect
5 effect
6 cause
7 effect

4 However, tourism can also lead to the disruption of the traditional way of life. Due to the growth of tourism in some countries, many local people have left farming in the countryside. These have often been younger adults, who have moved to cities or tourist resorts to work and have left the older population behind. Traditional communities in the countryside may disappear because of tourism.

Many long-haul tourist destinations are in the less economically developed world (LEDW) and the traditional ways of life of the people who live there are interesting to many visitors from countries in the more economically developed world (MEDW). In places such as the Maldives (photo A), for example, tour companies organize excursions to local villages. Tourists spend a lot of money to watch local people perform traditional dances and religious ceremonies (photo B). Local people have more money as a result of these visits. However, some people think this kind of tourism produces a negative social impact, due to a devaluation of the local culture and its religious beliefs.

ACADEMIC LANGUAGE

Cause and effect (2) Introducing cause with prepositions

Explain that verbs are just one way of expressing cause-effect connections; prepositions are also used to do this. The three prepositions covered in the Academic Language box are frequent; slightly less frequent ones include *owing to* and *on account of*. Point out that all the words are necessary in the phrase, and they come in a fixed, inseparable order. As they are prepositions, they are usually followed by a noun phrase. In each case the noun phrase is the cause. Explain that the colour coding is the same as the previous Academic Language box. This illustrates how the cause can be placed either before or after the effect; in each case the preposition comes before the cause. Allow students time to go through the material individually, and refer them page 155 of the Language reference for more information.

TASK 3 Practising identifying the cause

1 and 2 This activity gives students further practice in identifying causes. Elicit the sentences where the cause is presented first. You can put students together to help each other if necessary, before checking the answers as a whole class.

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Answers

1 There is more overseas tourism due to cheaper air travel.
2 Because of more people having cars, there is less public transport.
3 More aeroplanes cause noise pollution for people living near the airport.
4 There are fewer tourists in winter as a result of the cold weather.
5 Tourists meeting local people leads to sharing cultural ideas.
6 Due to mobile phone technology, communication has become faster.
7 There is more air pollution because of more industrialization.
8 An increase in overseas visitors creates a need for foreign language training.
9 As a result of colder summers, there are fewer tourists.

Sentences 1, 2, 4, 6, 7, and 9 introduce the cause with a preposition. Note: although *lead to* contains a preposition (*to*), this is considered to be part of the verb (as with the verb *look at*), rather than part of a prepositional phrase.

TASK 4 Taking notes on cause and effect in a text

ACADEMIC TERMINOLOGY

What is a flowchart?

Many students will be familiar with flowcharts. Elicit the types of information they can best present: processes and cause-effect series are good examples. Encourage students to extract information using flowcharts when they are taking notes from written or spoken texts.

1 and 2 Remind students of the usefulness of taking notes from the texts they read. Elicit the reasons: to help understand the text; to practise processing information in the text (by evaluating it and selecting it); to have a permanent record of the main points in the text. Study the 'What is …?' box at this point (see above). It may be quite challenging for students to complete the flowchart, so you could put pairs / small groups of students together to help each other. Alternatively, give the answers in jumbled order for students to put in the gaps. However, it is best to attempt the task as instructed, to give students the most useful practice. If students have worked individually, move on to activity 2 before checking answers as a whole class.

Sample answers

1 more opportunities for sport and entertainment
2 meet and learn
3 young adults move to cities or tourist resorts
4 traditional communities may disappear
5 cultural events in Maldives
6 devaluation of local culture and religious beliefs

TASK 5 Recognizing cause and effect in a text

1 Introduce the second text by focusing students' attention on the title. Ask concept-check questions, e.g. *Will the text discuss causes or effects?* (effects, as expressed by the word *impacts*); and *Which aspects?* (environmental). Point out the Glossary in the margin, which defines three key words in the text. Make sure students do activity 1 before exploring further language queries.

Answers

Types of impact: pollution, such as air and noise pollution (negative); on resources, e.g. water, land, and energy (negative).

2 This activity focuses on the language of cause and effect in contrasting sentences. Read the sentences aloud, or ask students to read them quietly. As students have studied the passive, they should be able to answer the two questions; these lead directly into the following Academic Language box. The key point about this pair of sentences is that the meaning is the same. The grammar has changed (from active to passive), which necessitates further grammatical changes in word order. Allow students time to study the differences.

Answers

1 The subject of the sentence is the cause. The verb is in the active form.
2 The subject of the sentence is the effect. The verb is in the passive form.

ACADEMIC LANGUAGE

Cause and effect (3) Active and passive

Remind students of the first Academic Language box in the unit (Listening & Speaking module). Ask which verbs they can remember from this box. Three are used here; *lead to* is not normally used in the passive. Crucially, when shifting to the passive, the cause-effect order has to be reversed for the meaning to remain the same. Go through the material and refer students to page 155 of the Language reference for more information.

TASK 6 Practising active and passive forms

1 This task builds on earlier tasks by requiring students to identify the causes and effects in sentences, with close reference to the language used to express these. Explain that students need to understand the language correctly; if necessary go back over the three Academic Language boxes on cause and effect in this unit. Check the answers carefully to ensure that students correctly understand the cause-effect connection and the verbs used.

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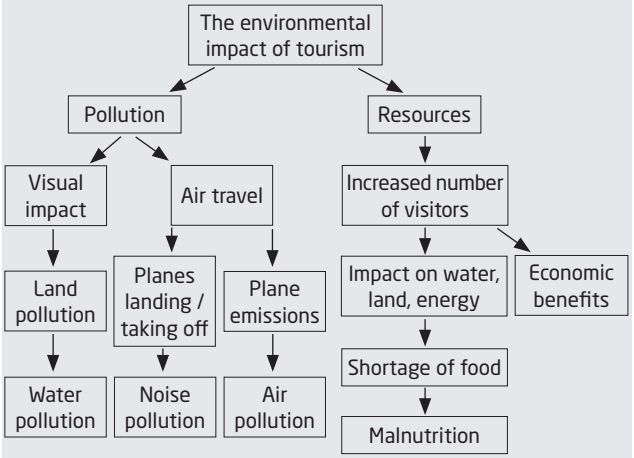
Answers

1 noise pollution E / planes landing and taking off C – verb: is produced = passive verb
2 increase in tourism C / other types of pollution E – verb: can [also] mean = active verb
3 local resources E / tourism C – verb: are [also] affected by = passive verb
4 impact on water, land, and energy E / increased number of visitors C – verb: is [often] caused by = passive verb
5 locally-produced food goes to tourist islands C / a shortage of food on some islands E – verb: As a result of (this) = preposition

TASK 7 Organizing information with a flowchart

1 The final task in the module revisits flowcharts. Ask students to focus back on Text 2 and extract the information in visual, flowchart format. Explain that students can do this in different ways, but all versions should include the information with the correct connection, e.g. cause to effect.

Sample answers



2 Allow a few minutes for students to discuss these questions. Encourage personalization and examples – what works for them? Time permitting, have a brief feedback stage with the whole class.

Sample answer

A flowchart is a useful way of presenting information as it gives a short visual summary which is easy to refer to.

INDEPENDENT STUDY

This task encourages students to explore their own subject of study. Students can either look for a cause-effect connection in an academic text such as a textbook, or think of their own. The output should be a flowchart. Encourage students to be creative in designing and representing these. You could ask students to collaborate and turn this task into a mini project.

8C Writing (1) Cause and effect sentences

TASK 1 Comparing cause and effect sentences

1 Explain that this module is based around sentences which express cause-and-effect relations in different ways and with a range of language. The first activity sets the context with a short discussion. If students are unfamiliar with the term, explain that a *travel agent* is an office which you can visit to discuss and book your travel arrangements, such as a holiday or business trip.

2 Students should be familiar with causes and effects in short texts. They could underline or circle the causes and effects, using a coloured pen, or simply note them down separately. Monitor while they work to ensure that they identify a cause and an effect in each sentence.

Answers

The travel industry is changing. [1]As a result of online selling, more people travel abroad. [2]Nowadays tourists may find cheaper tickets and better deals due to the competition between travel websites. [3]Online selling also leads to easier booking of flights and hotels. [4]Overall, the increase in travel is caused by the growth of internet sales. [5]However, traditional high street travel agents are closing because of many more online bookings.

3 The final activity in the task moves the focus to language. Remind students that causes and effects are expressed using verbs and prepositions. This mini language analysis task flags up the patterns covered in the following Academic Language box.

Answers

1 Sentences 1, 2, 5
2 Sentence 4
3 Sentence 3

ACADEMIC LANGUAGE

Sentences (3) Writing about cause and effect

The third in the series of cause-and-effect language boxes brings together the previous language to show how it can be used in different sentence patterns. Essentially, these patterns show that the focus of the sentence can change depending on whether the verb is active or passive, or on the position of the prepositional phrase. Refer students to page 155 of the Language reference for more information.

TASK 2 Practising cause and effect sentence patterns

1 and 2 Explain that the outcome of this task is a series of sentences which are true for each student. To do this, students need to choose whether to make the given sentences positive or negative. Do one as a whole-class example, eliciting both the positive and negative version.

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Conduct a quick show of hands to see how many students agree with each version. Students can then write their own sentences. In activity 2, allow students a few moments to compare their answers. Ask students to say why they chose positive or negative versions.

Sample answers

1 1 Cheap travel websites produce / do not produce more tourists.
2 Air pollution is (not) caused by better transport links.
3 Train travel creates / does not create a smaller carbon footprint.
4 Noise pollution is (not) produced by tourist facilities such as bars and nightclubs.
5 New employment opportunities are (not) created by tourism.

3 In this activity students need to go back to their sentences in 2. Start by asking which ones are active and which are passive. Explain that they will write new sentences using the opposite voice, i.e. passive becomes active and vice versa. Ask students to work individually, and monitor while they are writing to check for accuracy of the cause-effect verbs.

Answers

1 More tourists are (not) produced by cheap travel websites.
2 Better transport links cause / do not cause air pollution.
3 A smaller carbon footprint is (not) created by train travel.
4 Tourist facilities such as bars and nightclubs produce / do not produce noise pollution.
5 Tourism creates / does not create new employment opportunities.

4 Explain that the final activity in the task shifts the focus from verbs to prepositions to express the cause-effect connections. The prepositions are given in the first two sentences. For these, ask students whether the cause or effect comes first (answer: the cause). Sentences 3–5 open with *There is* / *There are* – ask students whether the cause or effect comes first (answer: the effect). Explain that students will need to make further changes to the sentences, e.g. by adding *there are* to sentence 1. When they have finished writing, ask students to work in pairs and read their sentences aloud in order to see if they sound complete and accurate.

Answers

1 Due to better cycle paths, there are more cyclists on the road.
2 As a result of the high price of fuel, more people are using public transport.
3 There are more campsites because of / as a result of / due to the warmer summers.
4 There is more tourism in our city because of / as a result of / due to the new airport.
5 There are more visitors from the USA because of / as a result of / due to a strong dollar.

TASK 3 Writing cause and effect sentences

1 and 2 Explain that the outcome of this task in the module is a series of sentences expressing cause-effect connections in students' areas. Start with the matching exercise, which students use their logic to complete. Check the answers and move on to 2. Allow around 10 minutes for this activity, to give students time to compose and check their sentences. Encourage a good range of cause-effect language covering the verbs and prepositions covered in this unit.

Answers

1 1 c 2 e 3 d 4 a 5 b

Sample answers

2 2 Less traffic leads to cleaner air. / There is cleaner air because of less traffic.
3 Building a new park could lead to more children playing outside. / Due to the new park, more children are playing outside.
4 Recycling bins create less waste. / As a result of recycling bins there is less waste.
5 The new sports centre leads to more people going to the gym. / More people are going to the gym because of the new sports centre.

3 This activity gives students the opportunity to personalize the content. Allow time initially for students to think about their local context (or another familiar context, if preferred). More proficient students could write more than three sentences. Since the content of their sentences is potentially interesting, allow several minutes for the final comparison stage. Students can ask in more detail about the cause–effect situations in each other's contexts.

INDEPENDENT STUDY

Explain that this task encourages memorization. Ask students what they think about using their memory in this way. Many students are likely to be familiar with memorizing sentences; they can draw on this experience. Stress that students' sentences need to be accurate. Check these first if possible for accuracy and range of structures.

8C Writing (2) A cause and effect paragraph

TASK 1 Analysing a cause and effect paragraph

1 This module has just two tasks, which prepare and lead up to the production of a cause-and-effect paragraph. Start with the picture, encouraging students to draw on the content of the whole unit for ideas on possible positive and negative impacts. If necessary give some prompts, such as: the number of tourists; how the tourists will arrive (e.g. by aeroplane); where

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their food will come from; who will work in the resort; whether trees need to be cut down to make space for the accommodation buildings, and so on. Conduct a brief whole-class feedback session to exchange ideas. Note these down.

2 The first activity serves to give students a reason to read the text. Ask students to use the notes of their ideas in 1 to check whether they are included in the paragraph. Also ask which new ideas are included. Ask some global and more detailed questions, such as: *Is the impact of tourism on Khao Sok National Park mainly positive or negative?* (positive). As an extension, ask students to make up one or two questions based on the text. They can then ask and answer these in pairs or small groups.

3 Explain that in this activity students will analyse the paragraph at sentence level. First, briefly review the overall structure of such paragraphs: they move from the general to the specific, and tend to give information in this order: definition ➔ explanation ➔ example.

Answers

Sentence 2: a
Sentence 3: f
Sentences 4, 5, and 6: c
Sentences 7 and 8: e
Sentence 9: b

4 Following the work on meaning and text organization, this activity looks at language. Students should by now be familiar with the range of cause-effect language covered in this unit. If necessary, briefly remind them or elicit the key language. Students can work individually or in pairs on this activity.

Answers

[1]Eco-tourism is a type of environmentally friendly tourism. [2]It is when people visit an environmentally important destination without changing that environment. [3]A good example of eco-tourism is the Khao Sok National Park in Thailand. [4]There are hundreds of visitors every year due to the Park's beautiful mountains and rainforest. [5]Tourism leads to jobs for the local people in the Park shops and hotels. [6]In addition, the Park restaurants create local business because they buy food grown by the farmers in the area. [7]The only negative impact is that environmental problems in the Park are caused by too many tourists. [8]As a result of these problems, the Park limits the number of visitors per day. [9]Overall, the Khao Sok National Park is a good example of how eco-tourism can have a positive impact.

TASK 2 Writing a cause and effect paragraph

1 and 2 As in Task 1, start with the picture. Ask students what they think *agri-tourism* means. Put students in small groups to first describe the picture and then discuss reasons why agri-tourism might be popular. Activity 2 adds information through the notes from an academic text. Elicit, explain, or show pictures of a ranch.

3 This stage checks students' understanding of the notes. Set up the activity and look through their sentences to check that they have understood. If you are short of time, you can skip this activity or conduct a brief oral question and answer stage, e.g. *What is agri-tourism?* (a type of tourism when people stay on a farm).

Sample answers

1 Agri-tourism is a type of tourism.
2 It is when people stay on a farm or a ranch.
3 For example, many agri-tourists visit Californian farms and ranches.
4 2.5 million agri-tourists per year creates extra income and employment for farmers and local people.
5 Tourists learn about the countryside and agriculture.
6 The only negative impact is the increase in traffic in the countryside.

4 and 5 Refer students back to the Task 1 paragraph, which students have already analysed. They can follow a similar structure to create their own paragraph. Remind students to use the language of cause and effect; go back over the Academic Language boxes as necessary. Ask students to consider their audience and purpose – at this level they are writing to inform their teacher about the topic. If students require more guidance, ask them to use some of the sentence structures from Task 2.3. Move to the final evaluation stage, activity 5, allowing time both for students to check their own and each other's work. Finally, look through the sample answer on page 160 with students.

8D Vocabulary

TASK 1 Noun phrases

1 Explain that this task reviews noun phrases made up of two words. All are taken from the unit and relate to the topic of tourism within the unit theme of impact. Emphasize that the noun phrases need to make sense, and the first word has to modify (i.e. add or limit the meaning of) the second noun. The first word can be a noun or an adjective. If short of time, set the Vocabulary module for independent study.

Answers

1	impact	6	global
2	travel	7	beliefs
3	Local	8	footprint
4	leisure	9	economic
5	communities	10	holiday

2 The second activity builds on the work in 1 by analysing the structure of the noun phrases in 1. Explain that there are two patterns, and both are frequently used in academic English. The second noun in each instance

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is known as the 'head noun', and the first word (whether it is a noun or an adjective) modifies the head noun.

Answers

2 NN 3 AN 4 NN 5 AN 6 AN 7 AN 8 NN 9 AN 10 NN

TASK 2 Prepositions

1 The prepositions in the list are all used in Unit 8. As students may often make mistakes with prepositions in English, it is always worth focusing on them. When checking the answers, ask students to say which words they follow – this is added to the Answers below.

Answers

1 for [adjective + preposition]
2 on [noun + preposition]
3 to [verb + preposition]
4 on [verb + preposition]
5 to [verb + preposition]
6 of [noun + preposition]
7 at [verb + preposition]
8 in [noun + preposition]
9 to [verb + preposition]
10 from [verb + preposition]

INDEPENDENT STUDY

Explain that prepositions are very frequent in academic English, and help to hold texts together. Go through the examples in the box: sometimes prepositions are part of verbs, as in the example of the prepositional verb *lead* ***to***; they also follow adjectives, such as *good* ***at***. To do the task, either give students a text, or ask them to find their own academic texts. They can then highlight the prepositions and say which words they follow.

8E Academic Language Check

TASK 1 Cause and effect: Verbs and prepositions

1 and 2 This task covers the three key cause-and-effect verbs of the unit. Ensure that students use these at this stage. Though they are related in meaning, there is often one verb that works best in a given context. As this task is relatively free, it is probably best to do it in class where you can monitor and support students.

Sample answers

1 1 Online booking creates cheaper holidays.
  2 More aeroplanes produce noise pollution.
  3 More business creates more local jobs.
  4 More tourism causes more litter.
2 1 Cheaper holidays are created by online booking.
  2 Noise pollution is produced by more aeroplanes.
  3 More local jobs are created by more business.
  4 More litter is caused by more tourism.

3 The third activity in the task shifts the language focus to prepositions. Explain that these need to be used with the *There is / are* … structure. Say that students can choose any appropriate preposition in number 4.

Answers

1 Due to online booking, there are cheaper holidays.
2 There is noise pollution as a result of more aeroplanes.
3 There are more local jobs because of more business.
4 There is more litter because of / due to / as a result of more tourism.

TASK 2 Modals: *could*, *might*, and *may*

1 The final task brings together the key language area of modals within cause-and-effect structures. Briefly elicit or go over the main characteristics of modals: they are followed by the main verb in infinitive form – without *to* and without third-person *s* added; the modal *could* is not used in the negative with the same meaning; the word order in negatives has *not* placed directly after the modal.

Answers

1 New leisure facilities could **lead** to better health.
2 The plan might **create** an increase in employment.
3 More police on the street **may** (*or* **could**) lead to fewer crimes.
4 Crowded beaches **might not** create a good atmosphere in the town.
5 Improved public transport **might** (*or* **may**) not guarantee more tourists, but it's possible.

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UNIT 9 **Invention**

ACADEMIC FOCUS: RECOGNIZING PERSPECTIVE

INTRODUCTION

Unit 9 introduces perspective, which is the way something is viewed. For example, an issue or idea can be analysed from various perspectives, such as financial, ethical, and economic.

9A Listening & Speaking introduces the academic focus of perspective, particularly in relation to evidence: the evidence given for a theory or argument is likely to comprise different types, such as historical and medical. The academic language focus is based around verbs: the contrast in use of the past simple and present perfect, and using reporting verbs to express evidence. Students put this learning together in the final task, where they express their opinions using given statements and supporting evidence.

9B Reading presents the academic focus of understanding perspective through four texts on the same topic. Students evaluate these text types, with particular reference to reliability. They learn how different text types vary in their balance of objectivity (through description) and subjectivity (through the presentation of personal evidence and opinion). The academic language builds on the work done on the passive, using verbs in the past simple. Thus students develop their critical thinking skills of evaluating the reliability of texts and analysing perspective in texts and ideas.

9C Writing is built round the unit theme of invention. The first module focuses closely on the use of active and passive verbs in descriptions of past events. Students become familiar with why each form is used, depending on the topic and focus at text and sentence level. Writing (2) looks at paragraphs, focusing closely on how they are made cohesive through the use of pronouns and determiners. Students work with the language to gain a good understanding of how it is used in natural written and spoken discourse.

9D Vocabulary covers three word classes which are prominent in the unit: adjectives, verbs, and nouns. Students practise recognizing these different word classes, and select the correct one in various sentence-based contexts. The module also looks at prepositional phrases.

9E Academic Language Check reviews verbs: past simple and present perfect, and the past simple passive. The module also covers the key language of cohesion: pronouns and determiners.

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DISCUSSION

1 The Discussion introduces and develops the unit theme of invention. Start by focusing students' attention on the picture. Students could speculate on various historical developments, including the use of horses to serve the needs of humans. Clothes and tools or weapons are also shown, but the most important invention is near the centre of the picture: the wheel. As the rubric states, this picture is about 4,500 years old (it dates from between 2,600 and 2,400 BC). Ask follow-up questions such as which other inventions are of similar importance.

Answer

the wheel

2 The second activity introduces other inventions or discoveries. Explain that an invention is when people create something new, while a discovery is when they find an existing thing for the first time.

Answers

1 linguistic
2 mathematical
3 medical
4 scientific
5 engineering

3 and 4 The final activities enable students to personalize the theme by coming up with their own material. Start by giving students enough time to do this, adding any prompts to help them if necessary, e.g. pictures. Each student in the pair should come up with something different and then complete the factual information given in the three bullet points. Allow time for each student to describe their discovery or invention. As an extension, ask students to evaluate the importance of their choices of discovery or invention; they can do this by ranking the whole list, from most to least important. As a variation, ask students to describe their discovery or invention to the whole class without naming it, and the rest of the class then have to guess what it is.

9A Listening & Speaking
Seminars (3)

TASK 1 Understanding evidence in a presentation

1 The first task in the module looks at the importance of evidence to support theories and claims. This activity aims to personalize the topic. Put students in pairs or small groups and say that they have a few minutes to come up with numbers, which they will then tell the rest of the class. They can note down numbers of people for each social networking site. You could also ask them to estimate the number of people they communicate with face-to-face over a fixed period (e.g. one year). Conduct whole-class feedback to compare answers.

2 9.1 Say that the topic of the presentation follows on from the discussion in 1, but do not give any more details. Show the presentation introduction once, and if feasible carry out a quick visual check of students' answers. Show the introduction a second time for students to complete their answers. Encourage them to write a coherent answer for the main argument – point out that a fragment like *150 members* is not meaningful in itself. Students should spell *Dunbar* correctly as it is written in the rubric.

Answers

Main topic: the Dunbar Number / theory

Main argument: humans prefer to be in groups with approximately 150 members

3 9.2 This activity introduces the unit academic focus of understanding perspective; the term *perspective* is not used at this point. Show the presentation extract once, or if necessary twice, before checking answers. The speaker mentions the three perspectives explicitly, i.e. by using the same words. You could ask students' reactions at this point, e.g. *Are the types of evidence interesting / relevant / new?*

Answers

Types of evidence mentioned: business; historical; social media

4 9.2 Explain that students will watch again in greater detail. Ask students to read the notes quietly; alternatively read them aloud yourself. Say that the gaps in the notes may be one word or more than one. You could do a quick task before watching: ask what the three headings in bold are likely to be (the three perspectives). Show the presentation extract a further time as necessary before checking answers as a whole class.

Answers

1 historical
2 people
3 soldiers
4 business
5 employees
6 opened a new factory
7 social media
8 social communication
9 students
10 friendship
11 an older friend
12 didn't
13 the number of friends

5 The final activity in the task shifts the focus to grammar. Ask students to scan the notes and quietly write the two tenses before you check the answers.

Answers

past simple (e.g. *lived*); present perfect (e.g. *has reached*)

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ACADEMIC LANGUAGE

Past events Past simple and present perfect

9.3 This Academic Language box covers two frequently-confused verb forms: the past simple and the present perfect. Students are likely to be more familiar with the past simple than the present perfect. The uses of these two verb forms can be complex, particularly the present perfect, and it is unrealistic to expect students to grasp the full range of meanings at this level. Start by eliciting what students know about the past simple. They should remember its form (add *-ed* to regular verbs); irregular verbs from the book are listed on page 158. The past simple is used for events and states in the past which are finished. In contrast, if there is some connection with the present, then the present perfect is preferred. You could add further examples: *Dunbar discovered the number 150 for social groups in the 1990s* (past simple for finished action in the past) vs *Dunbar's work has influenced thinking on social media* (present perfect to express the present significance of Dunbar's work). Go through the material and refer students to page 156 of the Language reference for more information.

TASK 2 Practising talking about discoveries and evidence

1 This task aims to contrast the two verb forms: past simple and present perfect. Explain that the context is necessary – in particular, students need to notice the time references such as *in the eleventh century*. Briefly recap that if the time references are specific past time references such as *ten years ago*, then the past simple is used; if they include the present, e.g. *more recently* and *since* [*point of time*] and *for* [*period of time*], then the present perfect is used. Students can work together and/or check their answers in pairs before you check as a whole class.

Answers

2 studied, was
3 have become
4 hasn't changed
5 found
6 have disagreed, have also studied

2 This activity offers guided practice in selecting and forming the appropriate tense. Recap that students need to notice time references. Also remind students that some verbs are irregular; you could elicit these first from the verbs given in the sentences, e.g. *teach – taught*.

Answers

1 Over the last 40 years, he has taught in Sweden and the UK.
2 In 2007, he started working at Oxford University.
3 Recently he has studied human relationships on social networking sites.
4 In 2010, he wrote a book called *How Many Friends Does One Person Need?*
5 Lots of people have become interested in his theories.

TASK 3 Giving evidence in a discussion

1 **9.4** Explain that this task introduces a seminar which is based on the material in the presentation they watched in Task 1. Give students an opportunity to read the seven statements. As an optional pre-listening task, they could predict which ones are mentioned. Play the audio once for students to identify the answers.

Answers

2, 3, 4, 5, 7

2 **9.4** This activity requires students to link the four given statements with the correct student in the seminar. Play the audio straight through once; a further playing should not be necessary.

Answers

1 female
2 female
3 male
4 male

ACADEMIC LANGUAGE

Referring to evidence Reporting verbs

9.5 This Academic Language box brings together the notion of evidence and using verbs to express it. Explain that verbs which say what someone or something did or said are known as *reporting verbs*. The simplest is *say*; the verb *state* is effectively a synonym but is more associated with academic contexts. The other verbs given in the Academic Language box have various meanings, and it is worth exploring these. Encourage students to use dictionaries to establish the meanings. Ask concept questions to check, e.g. *Which verb is more certain – state or suggest?* (state). Finally, play the audio for students to practise their pronunciation. Refer students to page 156 of the Language reference for more information.

TASK 4 Practising reporting verbs

1 **9.4** This task focuses on the reporting verbs used in the recording; you could ask students to predict which verbs are used in each sentence 1–6 from memory. Then play the audio, pausing as necessary to allow students time to write.

Answers

1 believes
2 shows
3 states
4 supports
5 suggests
6 reports

TASK 5 Using evidence in a discussion

1 This task gives students practice in using evidence, and starts by presenting evidence from a recent research study. Allow a few minutes for students to read the findings and answer the questions. They can offer their own reaction to question 2, saying why. As an extension,

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ask students to think of further questions based on the text; they can then ask and answer these in their pairs.

Answers

1 adults' use of social networking sites

2 Go through the three statements and ask a few questions to check, e.g. *Which issues are covered in the statements?* (age; gender; online vs real life). Set up the groups for the discussion. Explain that students are welcome to have their own opinion on the statements, but should try and support this with evidence. Monitor while the discussions are taking place, listening out for interesting expressions of opinion and use of supporting evidence. Feed these ideas back to the whole class.

INDEPENDENT STUDY

This task wraps up the work on evidence by asking students to notice evidence in the academic texts they encounter. Time permitting, conduct a session where students list possible texts to use, including spoken and written texts. They can then find these texts independently and bring their results back to the classroom. Conduct a follow-up session where students present their opinions on statements and issues, report the evidence, and finally evaluate it: is the evidence believable?

9B Reading Textbooks (9)

TASK 1 Evaluating text types for academic study

1 and 2 This task explores students' reactions to different text types. Encourage students to give examples and evaluation in activity 1. For instance, they may read Wikipedia articles to gain an overview of a topic. Ask *What type of texts are these? Are they reliable?* This discussion can lead into activity 2. Students can work either individually or in small groups for these activities.

Sample answers

2 an academic journal: 3

a daily newspaper: 2 (this depends on the newspaper – some push the balance towards subjective opinion-oriented articles which are not reliable)

a personal blog: 1

a science magazine: 2 or 3

a textbook in your library: 3

a webpage on the university website: 3 (although it may make claims about the quality of the university, which need verifying)

3 If students worked individually on 2, ask them to compare and evaluate their answers. Feed in key questions like *Why do you rate this text in this way?*

ACADEMIC TERMINOLOGY

What is a reliable text?

The answer to the question could be that no text is 100% reliable, but of course some texts are more reliable than others. Examples of reliable academic texts include textbooks published by established and respected publishers and written by acknowledged experts in the field. For instance, a textbook on a scientific subject such as biology, published by a university, in its third edition, and widely used in educational settings is likely to be considered reliable. In contrast, a personal blog article on a topic in the social sciences is not. If possible, bring in a few examples of texts to show students; a library visit would also be very beneficial.

TASK 2 Evaluating different texts on one topic

1 This activity introduces the topic of 3D printing. Encourage students to share what they know about this. Many students might not know much, but if there are any students who have some knowledge of 3D printing, encourage them to share this with the whole class.

Sample answer

A 2D printer uses paper, card, or other two-dimensional surfaces to print; it uses special ink (coloured or black only). A 3D printer builds up a three-dimensional object using a polymer (a form of plastic). It responds to designs using software, and builds the object from the bottom up using the polymer thread. The completed object can then be coloured as necessary.

2 This activity brings in four texts on the topic of 3D printing. Set a time limit for the task, as the aim is not to understand the four texts in complete detail at this point; rather it is to establish the text type and its purpose. Focus on detail later on in the lesson.

Answers

1 d 2 b 3 a 4 c

3 The third activity builds on the discussions in Task 1 regarding reliability. Encourage students to give reasons and examples.

Answers

Texts 1 and 2 are academic. Textbooks are widely used in academic contexts including schools and universities. They are typically written by people working in academic contexts and they aim to cover either academic fields (e.g. sciences), or a wider range of topics (e.g. sports) in an academic way. Scientific journals are written by experts working in academic contexts, e.g. professors at universities. They are used by researchers in similar contexts.

Texts 1, 2, and to some extent 3 are reliable. Textbooks are typically written by experts in the field and published by reliable publishers. Scientific journals are peer-reviewed, i.e. other experts in the field evaluate the articles before they are published, typically without knowing who wrote them.

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4 This activity aims to cover the four texts in a greater level of detail. The Glossary in the margin gives definitions for three terms. Students can work out the meanings of other words from the context, and/or use their dictionaries. Ask students to read the eight descriptions a–h and match these to the correct text 1–4. As an extension, ask students to extract further details from the texts and ask their partner to say which text each one is taken from.

Answers

b 4 c 4 d 2 e 3 f 1 g 2 h 4

ACADEMIC LANGUAGE

Past simple passive Describing discoveries and inventions

This Academic Language box presents the passive in the past simple. Explain that the choice of active or passive depends on the topic and focus of the text. If the focus is on the invention, then the passive is used, e.g. *The wheel was invented 4,500 years ago.* The person doing the action can optionally be added in a *by* [*person*] phrase. If the focus is on the person who discovered or invented something, then the active is used, e.g. *Charles W. Hull invented the 3D printer. He also discovered …* Go through the material in the Academic Language box. Refer students to page 156 of the Language reference for more information.

TASK 3 Practising identifying passive and active forms

1 This task focuses students' attention on the passive as used in the texts. The first activity is fairly mechanical: ask students first to locate each verb. Students should be able to spot which verbs are in the passive. Check the concept: *How do you know what tense the verb is in?* (look at the auxiliary verb *be* – the present is expressed by *is* / *are*, and the past by *was* / *were*).

Answers

2 is added (Text 1)
3 is increased (Text 1)
4 is used (Text 1)
5 was invented (Text 2)
6 was used (Text 2)
7 is sold (Text 2)
8 was printed (Text 3)
9 was sprayed (Text 3)
10 were grown (Text 3)

Verbs in the past simple: 5, 6, 8, 9, 10

2 You could ask students to first predict which text types are likely to have the most / least passive forms.

Answers

1 Text 1 2 Text 4 3 yes

ACADEMIC TERMINOLOGY

What is perspective?

The unit academic focus, perspective, has already been covered in the unit, for example through noticing the types of evidence in a presentation (Listening & Speaking Task 1). Frequent perspectives include economic, technological, scientific, medical, environmental, financial, ethical, global, historical, geographical, and cultural. These represent objective ways of looking at something. For example, a topic (whether energy, food production, or a war) can be discussed and analysed from multiple perspectives which may vary across writers – one writer may focus on environmental and political perspectives, while another may look more closely at historical and ethical perspectives. In each case the writer considers their chosen perspectives to be important to the development of the topic.

TASK 4 Noticing perspective in texts

1 This task puts the notion of perspective into practice. Focus students' attention back onto Text 2, which has several perspectives. Ask them to read the text, identify the perspectives covered in the table, and check the answers.

Answers

Historical, Financial, Industrial

2 Explain that perspectives can be referred to explicitly by using a form of the word of the perspective, e.g. a historical perspective can be expressed by the words *historical*, *history*, *historically*. Alternatively, a perspective may be expressed implicitly by using a word with a related meaning, e.g. a financial perspective can be expressed by the words *cost*, *money*, and *expensive*. Ask students to look out for both types of perspective language.

Answers

Historical: Historically, the twentieth century, recent years

Financial: expensive, costs, affordable, cost, $20,000, sold, $1,000, economics

Industrial: specialist industries, everyday business

ACADEMIC LANGUAGE

Perspective Expressions and vocabulary

This Academic Language box introduces the language of perspective using both explicit and implicit examples. Grammatically, there are a number of patterns to express perspectives explicitly. One is the adjective in a phrase such as *From a political / economic / environmental perspective.* Another is a free-standing adverb, e.g. *Technologically* or *Politically.* Alternatively, the noun form can be used, e.g. *in terms of politics / human behaviour / the environment.* Ask students to say which word class is used in each example of perspective language in bold in the Academic Language box. Refer students to page 156 of the Language reference for more information.

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TASK 5 Practising identifying perspective

1 Explain that this task introduces short (single-sentence) extracts from six texts, and that students need to identify the main perspective in each extract. Remind them to look out both for explicit language and implicit language. You could do the first sentence as an example: elicit the perspective and the language – a medical perspective expressed through the words *Doctors*, *patients*, *illness*, and *hospital*.

Answers

1 d (Doctors, patients, illness, hospital)
2 f (face-to-face contact, human relationships)
3 e (Governments, control)
4 a (worth, £100 billion, economy)
5 b (children, classroom)
6 c (invented (i.e. a verb in the past tense, signifying a historical perspective), in 1989)

2 Ask students to follow the same procedure as in Task 4 before checking answers as a whole class.

Answers

Text 3: Medical

From a medical perspective, 3D printing has already had a huge impact on areas such as dentistry and artificial limbs. Now, bio-engineers at Cornell University in New York have developed a 3D bio-printer. A research report on the *Public Library of Science* website describes how a human ear was printed with a special type of 3D printer. A material containing living cells was sprayed in layers instead of using normal plastic polymers and these cells were grown into an ear. At the moment, these ears are prototypes, but in three years the bio-engineers plan to test them on real humans.

Text 4: Financial, Industrial, Sociological

From an industrial point of view, 3D printing has transformed modern engineering. For example, you've probably flown on an aeroplane with parts made on a 3D printer. However, the next question is whether it will ever take off in the home? To test this question I bought the cheapest 3D printer on the market. It costs around $1,000. You connect it to your computer, download a design and press print. The printer can only create plastic models such as toy frogs or action figures, so the choice is limited at the moment. However, as the technology improves, I think 3D printers will eventually change the way we live by delivering everything from cakes to car parts, clothing to kitchenware, and we won't have to leave the house.

TASK 6 Critical thinking – applying different perspectives

1 The final task aims to put into practice the work on perspective done in the module in a critical way. Start with the notes, and ask students about their reactions using questions such as, *Do you like the notes? Why / Why not? How are they organized?* Students can work either individually or in pairs / small groups to develop a further perspective. Ask them to look back through the module for examples (e.g. sociological, technological, environmental). They should then develop this perspective. Encourage creativity. For instance, use the environmental perspective as a whole-class example and elicit ideas: printing (i.e. manufacturing) products at the place they are needed (e.g. a human body part in a hospital, a prototype in a design studio, or a machine part in a factory) minimizes transportation costs, and in this way reduces the environmental impact of a product.

2 The final activity allows students free practice in analysing their chosen invention or discovery. They can select from the list or think of another one if they prefer. You could put students in groups instead of pairs to encourage more discussion and a wider pool of ideas. Make sure each pair / group produces a clear plan, such as the mind-map in 1. Allow time for each pair / group to present their ideas to the whole class.

INDEPENDENT STUDY

This task aims to put perspective into practice. Remind students of the importance of perspective: it expresses how a writer or speaker has approached and analysed their topic. If possible, spend a little time preparing. Ask students which texts they will use, where they will find them, and how they will record their findings. Allow time for feedback in a subsequent class.

9C Writing (1) Sentences about invention

TASK 1 Recognizing sentence patterns

1 Start by saying that the first Writing module develops the unit academic focus of perspective, also focusing on the use of active and passive forms in sentences. Set a time limit of 2 or 3 minutes for students to read the text and identify the main perspective in each paragraph. Check the answers, and then spend a little time going into the text in more detail; alternatively do so after activity 2. You could ask students to read the text more slowly, then ask them to cover the text while you ask questions, e.g. *Where was Morse from?* (the USA), *What was his main invention?* (Morse code), and *What was the main use of Morse code?* (a tool for communication across distances).

Answers

Paragraph 1: historical
Paragraph 2: scientific

2 This activity wraps up the work on the text by looking at the language used for each paragraph. When students have done the task, briefly explain why each verb form is used: when talking about someone, we typically say *He lived there*, *he did this*, *he invented that*, *he was* (i.e. using active verbs). In contrast, if the focus is on something inanimate (e.g. a machine, product, invention, chemical), we typically say what happens to it or what is done to it

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(e.g. by people) – therefore the passive has to be used. Read through the text again to see this explanation in action.

Answers

Paragraph 1 is about the inventor. The verbs are in the active form.

Paragraph 2 is about the invention. The verbs are in the passive form.

ACADEMIC LANGUAGE

Sentences (4) Changing emphasis with active / passive / *by*

This Academic Language box aims to clarify the use of the active and passive in the sample text in Task 1. Explain or recap this briefly (see teacher's notes in Task 1.2 above). In essence, the key difference is that a person (e.g. Morse) can do things, while a thing (e.g. a message) has things done to it – hence the use of the passive in the second paragraph. Remind students of the use of the *by* phrase which they encountered in the Academic Language box on page 125. Emphasize that we include the *by* phrase only when it is helpful or informative to do so. Refer students to page 156 of the Language reference for more information.

TASK 2 Practising past simple active and passive forms

1 Explain that this task contrasts the form and use of the past simple passive and active. The first activity requires students to select the correct verb form in a complete text. Point out or elicit that part of the text describes a process, so the passive is likely to be used here (gaps 4–9). Remind students of the main points covered on this Student's Book page. Allow plenty of time for students to read and process the information, and make their choices. When checking the answers, select a few sentences to concept check, e.g. in number 1 ask *Who did what?* – Gutenberg invented the printing press, which is why the active form is used.

Answers

2 wasn't invented
3 made
4 was put
5 was heated
6 was put on
7 was then applied
8 were also developed
9 were made

2 The second activity focuses on the passive and active in sentences. Ask students to look briefly at the sentences and say whether they are active or passive. Remind students to look out for what people are doing (active) and what is happening or being done to things (passive). Do one or two as examples to show that students need to work with the whole sentence and not only the verb. Check the answers visually so that students can focus closely on accuracy.

Answers

1 used the wheel
2 was calculated by Archimedes
3 were discovered by Galileo Galilei (1564–1642)
4 played chess
5 produced paper in China
6 was observed by Antonie van Leeuwenhoek
7 were invented around the seventh century
8 launched the first satellite into space in 1957

TASK 3 Writing about inventors and inventions

1 Explain that the final task in the module focuses on a series of notes which students need to write up into an accurate and coherent text. The main language focus is on verbs: whether to use the passive or active. Say that students need to ensure that each verb is in the past tense (active or passive) as the whole text is a description of a series of past events.

Sample answer

Benjamin Franklin was an author, printer, scientist, politician, and inventor. In 1741, he invented a stove. It was made from a metal box with a door and (it) was connected to a chimney. The new type of stove produced more heat than a normal fireplace. Unfortunately, the early Franklin stoves did not sell very well. Later, the design was developed and improved and it became popular.

2 When reading each other's texts, students should look particularly for accuracy of the verbs – has the correct form (active or passive) been chosen? Is it used accurately (form, spelling, auxiliary verb)? Ask selected students to read out their text to the whole class. As an extension, set up an independent study task: ask students to choose and research a person or invention, take notes, and write up a descriptive paragraph following the guidelines in this module.

9C Writing (2) A description of an inventor

TASK 1 Analysing paragraph structure

1 The Writing (2) module is focused around paragraphs, exploring paragraph structure and cohesion. Explain that each sentence in Paragraph 1 has a clear purpose, expressed in the three descriptions a–c. Ask students to work individually; they can then compare before checking the answers as a whole class.

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Answers

a 2 b 1 c 3

ACADEMIC TERMINOLOGY

What is cohesion?

Cohesion is how a text is held together through meaning and language. This language can be quite complex; this module focuses on pronouns and determiners, which usually refer back to something already mentioned in the text.

TASK 2 Understanding cohesion

1 This activity compares and contrasts the use of cohesive language in the two paragraphs. Students will need a little time to notice and work out the difference between the two paragraphs. Suggest that they read each paragraph sentence by sentence, looking for specific differences. They can then put these together to say how they are different, and if possible why.

Sample answer

The topic, content, and focus of the two paragraphs are the same. The difference is in the use of cohesive language. Paragraph 1 does not use such language; instead it repeats nouns and noun phrases. Paragraph 2 uses pronouns and determiners as cohesive language, thereby reducing the need to keep repeating nouns and noun phrases. The style of Paragraph 2 is more natural and expected of academic texts.

2 The second activity looks at the specific language of cohesion, i.e. pronouns and determiners. Briefly explain that these take the place of a noun or noun phrase, e.g. *Gutenberg* → *he* (or *him* in object position). Students need to do this activity carefully, making sure they identify the whole referent, e.g. item 3 is not *Gutenberg* or *inventions*, but *Gutenberg's inventions*.

Answers

2 Gutenberg's
3 Gutenberg's inventions
4 1448
5 books
6 a book

ACADEMIC LANGUAGE

Linking language (7) Using pronouns and determiners for cohesion

Students should now have some useful initial understanding of cohesion in texts. This Academic Language box looks at the two typical language items for cohesion: pronouns and determiners. You could give an example without such items to show how unnatural that style is, e.g. *Sara went to the shop. Sara bought some bread in the shop. Then Sara went to another shop. The other shop was a vegetable shop. In the vegetable shop Sara bought carrots. Sara then went home with Sara's bread and Sara's carrots to Sara's house* ... Students should be able to understand the unnatural and comic nature of such texts without conventional cohesive language. It is worth going over the grammar of pronouns and determiners: give the subject pronoun, e.g. *he*, and elicit the object pronoun *him* and determiner *his*. For ease of reference these are listed in a three-column table on page 157. Refer students to page 156 of the Language reference for more information.

TASK 3 Practising cohesion

1 and 2 Since cohesion is primarily a feature of whole texts (though it is also present at sentence level), this task presents two texts for analysis. You can ask students to do both, before checking the answers as a whole class. Alternatively, you could set the whole task for homework / independent study. Briefly elicit the type of text: each one is a descriptive text about a person and their work. In 1 students have to fill the gaps using given words; in 2 they have to think of the correct word. Say that students can use the same pronoun or determiner more than once in activity 2. You may want to point out that *Stephanie* is a woman's name, so the pronoun is *she* rather than *he*.

Answers

1 2 his
3 his
4 him
5 it
6 them

2 1 She
2 Her
3 it
4 her
5 Her
6 its
7 it
8 these

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TASK 4 Writing a paragraph about an inventor

1 Explain that in the final task in the Writing module, students are going to write a cohesive paragraph using written prompts. Students are unlikely to have heard of Ajay Bhatt, so the information will probably be new to them. Give students a few minutes to read the notes, then personalize the content using the question in the rubric. As an extension, ask students to evaluate his invention using questions such as *How significant is it? Which other computing inventions are more / less significant? Will USB technology continue into the future, or will it be replaced with something better?*

Sample answers

computer, laptop, tablet, camera, plus other electronic devices

2 and 3 Explain that students should now be familiar with descriptive paragraphs of this type. Remind students to use the two key language areas correctly: cohesive language (pronouns and determiners) and verbs (active and passive). While planning and writing, they should also focus on clarity of content. It may be a good idea to look at the five evaluative questions in 3 first, as these constitute useful criteria for planning and writing the texts. Build in some variety in the writing process as appropriate; for example, if students have been working mainly individually on their writing, they can collaborate on this task. Allow time for students to read each other's writing and offer feedback using the criteria in 3. Finally, look at the sample answer on page 160.

9D Vocabulary

TASK 1 Vocabulary-building: Adjectives and nouns

1 This task contrasts the two key word classes of adjectives and nouns. Start by giving examples of adjectives and nouns and eliciting the equivalent forms, e.g. *history* ➔ *historical / historical* ➔ *history*. Emphasize that mistakes in word form are frequent in students' academic writing at all levels, and it is beneficial to recognize and use the correct form.

Answers

1 economy
2 educational
3 historical
4 medical
5 politics
6 sociological
7 technology
8 industry
9 mathematics
10 scientific

TASK 2 Vocabulary-building: Verbs and nouns

1 Explain that in this task two different word forms of the same word are used in the same sentence, and students have to identify which is which. Start by eliciting typical endings of words: nouns frequently end in *-tion*, *-ity*, and *-ment*, while verbs may end in *-ize* and *-ate*. As an extension, ask students to make up their own sentences using further verbs and nouns from the unit.

Answers

1 V, N 2 N, V 3 V, N 4 V, N 5 N, V

TASK 3 Prepositional phrases

1 The final task looks at prepositional phrases. Briefly elicit what these typically refer to: time, place, and contexts such as groups. Do the task, check the answers, then ask students to say what each prepositional phrase refers to: 1 context (i.e. how / where); 2 time; 3 context (people); 4 place.

Answers

1 with (with a maximum of 150 people)
2 at (at the end of the nineteenth century)
3 by (by a group of scientists)
4 from (from Yale)

9E Academic Language Check

TASK 1 Past simple and present perfect

1 The first task reviews the earlier grammar area of past simple vs present perfect; mention that all these verbs are in the active (the passive is covered in Task 2). These tenses tend to cause difficulties for students, and if they make one or two mistakes, you may want to stress that they need not worry excessively as they should gradually get the hang of the language over a longer period of time. Remind students to look for time expressions, i.e. past time expressions like *in the 1970s* are associated with the past tense, while present time expressions like *recently* and *now* are associated with the present perfect.

Answers

1 has discovered
2 made
3 has recently published
4 invented
5 switched
6 developed
7 has grown

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TASK 2 Describing discoveries and inventions

1 This task focuses only on the passive, using verbs in the past tense. The main challenge for students is to choose the correct verb for each sentence. Remind students to check the auxiliary verb *be* for accuracy: with subjects in the singular *was* is used; with plural subjects *were* is used. If students are having difficulty, look again at the Language reference on page 156.

Answers

1 were discovered
2 was invented
3 were written
4 was flown
5 was reached
6 was sent
7 was made

TASK 3 Using pronouns and determiners for cohesion

1 The final task reviews the cohesive language covered in Writing (2). Suggest that students think of a sentence to use each pronoun / determiner in while completing the table. They can check their answers using the complete table on page 157. One source of confusion is that a few forms are identical, e.g. *his* (object pronoun and possessive determiner).

Answers

2 your
3 him
4 she
5 her
6 it
7 our
8 them

2 Remind students that pronouns and determiners are used to avoid repetition in a text, and to produce a natural style. Explain that students need to find the nouns, including proper nouns, which are repeated in sentences 1–5. They then choose the correct pronoun or determiner to replace it (actually all the answers are subject or object pronouns). As an extension, ask students to make up their own texts, or find a published text, and blank out selected pronouns and determiners for another student to put back.

Answers

1 it
2 them
3 He
4 They
5 Its

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UNIT 10 **Research**

ACADEMIC FOCUS: QUESTIONING

INTRODUCTION

Unit 10 extends and consolidates students' learning from the preceding nine units of the book. The unit theme of research is explored in a broad range of contexts, while the accompanying academic focus of questioning runs through all the modules.

10A Listening & Speaking is built round three recordings of different text types: extracts from a lecture, a presentation, and a seminar. All these spoken texts are on the unit theme of research. Students identify key information in the extracts and take guided notes, which form the basis of the subsequent speaking activity. The main academic focus is understanding and asking critical questions, which students practise using a range of question types.

10B Reading is based around two longer texts on the unit theme of research. Students work with text structure and organization as well as greater levels of detail. They discover that any text on a topic will answer certain questions but not others. Academic language work includes verb + noun collocations. The module ends with a critical thinking task in which students work with a research questionnaire and try to improve it. A feature of the module is its communicative nature – students collaborate to process, evaluate, and discuss the material in the reading texts.

10C Writing leads up to the production of a report made up of about eight sentences. In Writing (1) students work intensively on the unit academic focus of questions within the context of questionnaires. This module reviews all the verb tenses covered in the book, as well as open and closed questions. In Writing (2) students first analyse and then write their own report using given data. There is a focus on accuracy of language and structure.

10D Vocabulary covers two key areas from the unit: vocabulary related to the unit theme of research, and verb + noun collocations. Students are encouraged to build on their knowledge of this language by adding further vocabulary of their own as they continue in their studies.

10E Academic Language Check reviews the academic focus of question forms, looking at open and closed questions. In addition, the module covers the functional language of reports presented in Writing (2).

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DISCUSSION

1 The Discussion opens with a lexical set of key terms related to the unit theme of research. These items are used throughout the unit. Depending on students' academic levels, some may be familiar. Focus students' attention on the vocabulary in the five sentences; useful items include: *study* (the noun, referring to the academic process of investigation); *research method* (i.e. how the research is done, e.g. experiments, observations); *face-to-face* (i.e. in the same place, person-to-person). Give any students with experience in research the opportunity to present what they know to the whole class.

Answers

2 Online research
3 An interview
4 a questionnaire
5 respondents

2 and 3 Say that research is a major goal of many universities, although some universities specialize mainly in teaching rather than research. However, research is not limited to universities, as it is carried out in the production and services sectors, as well as by governments. Ask students first to think of jobs, then evaluate which of these jobs particularly involve research. There are many possible jobs, some of which are given in the sample answers below. The second question narrows the focus to five specific areas, while the third personalizes the topic by relating it to what students do now, or may do in the future. Encourage students to use examples and people they know. These activities can either be done in pairs or in groups. Allow time for whole-class feedback if possible.

Sample answers

2 1 marketing executive (market research); medical practitioner / pharmaceutical staff (research into new treatments); designer (research into new materials); journalist (research into a topic for a news story); politician (research into how people will vote)

2 Academic study: a major focus of academic study is to find new answers, materials, opportunities, and ideas; this involves research.

Business: in business, a competitive edge can be gained through new research into markets and sectors to find out what customers want.

Medicine: curing illnesses and diseases depends on finding new drugs and treatments, which involves expensive research.

Politics: politicians benefit from knowing what voters think on various issues, and they can find this out through research.

Technology: new technologies are always being developed, which requires research into materials, products, processes, and consumers.

10A Listening & Speaking

Questions

TASK 1 Understanding a topic

1 This task focuses on the topic of research, which is developed throughout the unit. Ask students to work in pairs or small groups, look at the pictures, and extract the key information from the short text. The task requires plenty of thought and sharing of knowledge. Students need to learn how to discuss questions they think they know little about. Emphasize that the service, i.e. selling tea, is very familiar across cultures. Ask students to put themselves in the position of the person starting the company.

Sample answers

1 She researched who her potential customers might be and what level of demand there would be for her service. She researched different types of tea: their origins, cost, and flavour. She created a questionnaire aimed at finding out what type of tea people like, how much they are prepared to pay, and what times of day they are likely to buy their tea.

2 You can borrow from family or friends. Conventionally, you go to a bank. You could also use your savings or borrow money against your property.

3 Many businesses fail because they have not researched their potential market properly. You need to research your market, product, service, competitors, customers, technologies, and so on. The more you know about these, the more likely you are to create a business which is likely to succeed.

2 This activity aims to get students thinking about the topic of business funding. Again, stress that they do not have to be business students and do not need specialist knowledge. Encourage a wide range of ideas; you could put students in groups and appoint a group 'secretary' to note down all the ideas. Students can certainly add to the ideas given in the sample answers below.

Sample answers

a Crowdfunding may be attractive. The funding is potentially global, but the business is highly local – if you rarely or never pass through the City of London, why would you invest in a service there? Typically, rewards are given to crowdfunding investors, but it is hard to see what reward would work here – maybe a share in the company?

b This would be attractive for the business, but would be unlikely – why would a government fund someone to start up a tea company in London? Usually grants are for specific purposes relating to wider areas such as education or the environment.

c A loan is the most likely source of finance. It's predictable – you know what you are borrowing and what you need to pay back and when. A bank is likely to look at this type of business objectively and may lend it some money.

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TASK 2 Taking notes on a topic

1 and 2 **10.1, 10.2, 10.3** Explain that students will watch three extracts one after the other; this means the whole listening will be about three times as long as in earlier units. Point out the three listening genres, which students should be familiar with. Show the extracts once, asking students to take notes on a piece of paper which they can then transfer to the table. Allow time for students to compare in 2, then check answers visually.

Answers

Extract 1 Sources of finance: banks, government grants, organizations

Extract 2 Topic / Sources of finance: businesses that use a new source of finance called *crowdfunding* – using the example of the Good and Proper Tea Co.

Extract 3 Topic: the best source of finance for a case study / Sources of finance: bank loan, family loan, borrow from friends, government grant

TASK 3 Identifying key information

1 **10.1** Explain that in this task students are going to watch the three extracts again in greater detail. Allow time for students to read the questions before each viewing. Explain that the answers to the first extract vary greatly in length: question 2 has six questions to note down. If this is too much writing for your students, you could ask them to write two each, or as many as they can; alternatively put the questions on the board / screen together with one or two extra ones, and ask students to identify which questions they hear.

Answers

1 asking the right questions

2 How big is the market? Who are my customers? How much will they pay for my product or service? Who is the competition? How big is their share of the market? How much money will I need?

3 b

2 **10.2** As with Extract 10.1, allow time for students to read the questions. Say that the answers are very short: students only need to write the correct letter (a or b). Show the extract once, or a further time if necessary, and check answers as a whole class.

Answers

1 a 2 b

3 **10.3** Follow the same procedure as the previous extracts. As this is the final extract, ask students if they would like to watch all the extracts again while reading the transcript. Also, they may have language questions, which you can answer at this point, using the transcript to help you. Encourage any students with an interest or background in business to contribute responses.

Answers

1 a 2 a

ACADEMIC TERMINOLOGY

What is critical questioning?

Explain or elicit that critical questioning involves asking questions which go beyond the basic facts and figures. Critical questions may look at why something happened, or what the implications are, and do not always have a definitive answer. Encourage criticality in students, as it is highly valued in academic contexts.

TASK 4 Recognizing the purpose of questions

1 This task introduces three types of questions with different purposes (a, b, and c). Type 'a' is essentially factual or objective and is frequent in academic contexts where someone is presenting and explaining a concept or physical object. Type 'b' is subjective as it involves a person's opinion or stance, and this will vary across different people. Type 'c' is more critical and investigative, looking more deeply into why something happened / is happening.

Answers

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

ACADEMIC LANGUAGE

Questions (1) Open and closed questions

10.4 This Academic Language box brings together different types of questions. Explain the distinction between open and closed questions: open questions are used to find out a wide range of information, and include critical questions such as *Why ...?* In contrast, closed questions are used to check or confirm information, where a *yes / no* answer is sufficient. Allow time for students to study the material, then play the audio for them to practise the rhythm and intonation of the questions. Finally, refer students to page 157 of the Language reference for more information.

TASK 5 Practising questions

1 The first activity enables students to accurately use the auxiliary verbs and question words for a range of question types. Typical student errors include omitting the auxiliary or getting the wrong form of the verb. Ask students to work individually on the first two activities before carefully checking answers.

Answers

1 What
2 Are
3 Do
4 Can
5 Why
6 Is
7 What
8 How

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2 This activity analyses the type of questions in 1. Students may be confused about the *Can you explain …?* question – grammatically it is a closed question because the answer is strictly *yes* or *no*, but semantically it is asking for more information. In this sense it is more like an open question such as *Why …?*

Answers

1 open	5 open
2 closed	6 closed
3 closed	7 open
4 open	8 open

3 Explain that students are going to do an information gap activity. Working in pairs, each student has some information in a table, but with gaps. Each student needs to ask the other student questions about the missing information in order to complete their table. They should take turns to ask and answer questions to get their missing information. Emphasize that they should not look at each other's tables. Language for questions is given on pages 161 and 163. Go through this language to practise it, and if necessary do one line of the table as a whole-class activity so that students fully understand what they are doing. Monitor while they do the task, and bring it to a close when most students have most of the information. Students can then check in pairs by looking at each other's tables.

TASK 6 Critical thinking – using questions critically

1 Emphasize that students do not need to have a formal understanding of research to do this task. They can build on what they have covered earlier in the unit, so encourage creativity. Students can start with the question words (e.g. *Why?*) or simply think of ideas based on the three statements. The sample answers below give a possible range of questions, but there are many more which your students may be able to think of.

Sample answers

1 What sort of research should they do? How can they do this research? What will the research tell them? How should they interpret the results? Who should carry out the research? Why is research so important? Why should people who know the answers, i.e. successful business operators, tell you their secrets? Can you rely on the research? How much will it cost?

2 Does every scientist need to understand this methodology? How can you adapt your knowledge to developments in technology? Are methodologies culturally constructed? Will the same methodologies work in different parts of the world and in different sectors? Who should pay for you to learn about the methodologies? Can you learn from free online courses such as MOOCs, or do you have to go to university to study them?

3 How do you define the goal? Who decides whether the goal is clearly defined? How can you get help in formulating a goal? Why is the starting point a goal, rather than some creative ideas, for example?

2 Explain that each pair should present their questions – they can share this by asking half each. Encourage students to think about the accuracy of the question forms, as well as creativity. Time permitting, each pair can move around to work with another new pair.

INDEPENDENT STUDY

Explain that it is not a bad thing to prepare questions in advance. For instance, interviewers (and interviewees) do so before an interview so that they can clarify what they want to find out. Also, planning questions gives time to work on the language – in this way mistakes are less likely. You could ask students to prepare a number of questions on a topic they are currently studying, or suggest that they do this in preparation for any forthcoming speaking event such as a presentation or seminar.

10B Reading Textbooks (10)

TASK 1 Identifying relevant information in a text

1 Task 1 is based on the module reading text, with the first activity aimed at activating students' knowledge of and interest in the topic of market research. Write the title of the text (*Market research in business*) on the board. Where possible, put students in groups which have at least one student with some knowledge of one of the topics in the questions – business, research, and marketing. Encourage students to speculate on answers to any questions they are unsure about – stress that it does not matter if they get some answers wrong, or cannot answer the question at all; it's the discussion around the questions which is important.

2 Having had a chance to examine the five questions in 1, students can now read Text 1 to find out the information in the text. This will take some time, so monitor while students work, and adapt the amount of time accordingly. Remind students to read the items in the Glossary in the margin, and help with any other unknown vocabulary either during the reading, or at the end. Ask students to make notes actively (rather than just highlighting sequences of text) to make sure students reprocess the information. Depending on their language level, students can copy limited extracts of text, or paraphrase it slightly by changing structures and words, as in the sample answers below.

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Sample answers

1 Market research covers primary and secondary research.
2 Marketing includes any business activity which relates to its customers, such as finding out what customers think of and expect from the business's products or services.
3 Market research is important to a business because it helps it to improve its understanding of its customers' needs, to estimate demand for its products, and to find out about competitors' location, products, and prices.
4 Primary research means gaining new information, for example from interviews and questionnaires. Secondary research involves analysing existing information, such as previous sales information.
5 Not always – market research is sometimes unreliable.

ACADEMIC TERMINOLOGY

What is relevance?

Ask students to read the information in the box and then check their understanding: *What is the key point about relevance?* (That information is connected to what you are researching); *What is the adjective form of 'relevance'?* (relevant). Explain that relevance is important in academic contexts because a point has to be relevant to be logical and useful. If a piece of information is irrelevant, then it shouldn't be included (even though it might be interesting in its own right).

Time permitting, give an example, e.g. A small regional chain of specialist coffee shops ('The Coffee Company') is planning to expand nationally, and it is in a good position to borrow money from its bank. Which of the following points is *not* relevant to its plans?

- A competitor chain is also planning to expand.
- The Coffee Company has made a good profit for the past three years.
- The price of tea is falling on global markets.
- The Coffee Company's bank is currently offering some good deals on business loans.

The point about the price of tea is probably not relevant because The Coffee Company specializes in coffee, not tea; also the price of tea or coffee is likely to be only a small percentage of the company's total costs. The price of tea or coffee is likely to go up and down, but The Coffee Company is planning a major expansion and need not get too concerned about this level of detail.

3 This activity goes into greater detail by focusing on specific points throughout the text. Start by explaining that a text on any topic, such as Text 1 on Marketing, will provide clear answers to some questions on the topic, but not to every question. In other words, some information is 'not given' – it is not in the text. For instance, question 4 is not answered in the text – the answer may be *Yes* or *No*, but the reader would have to go to another source of information to find out. Ask students to work individually, and allow plenty of time for them to go through the text in detail before checking answers as a whole class.

Answers

1 No
2 Yes
3 Yes
4 Not given
5 Yes
6 Not given
7 Yes
8 No
9 Not given

TASK 2 Taking notes about reasons

1 Students should now have a good understanding of Text 1. This task starts by looking at the text at paragraph level. This should add to students' understanding by helping them see how the whole text is structured and organized. Set a short time limit for activity 1, perhaps 1 minute.

Answers

1 Paragraph 3
2 Paragraphs 1 and 2
3 Paragraph 4

2 Allow more time for the second part of the activity. Remind students of the importance and usefulness of taking notes while reading – to help understand the text and provide a permanent record of the most important information in the text. Stress that information from texts can be recorded in different ways, and a table such as this may work well for some texts but not for others. Check the answers visually as a whole class.

Answers

Advantages of primary research: up to date; specific; allows business to define aims and target market; understand customers' needs, and estimate demand; also find out about competitors

Disadvantages of primary research: can be unreliable; you can draw incorrect conclusions

Advantages of secondary research: none given in the text

Disadvantages of secondary research: information can be out of date, imprecise, or incorrect

ACADEMIC LANGUAGE

Collocation Verb + noun

Explain or remind students that words often go together in English, and there are many verb + noun collocations. Go through the examples in the Academic Language box, stressing that these are just a very small number of many such collocations. Advise students that to build up their understanding and awareness of collocations, they should read and listen to many texts in English. Ideally they should do this every day. Refer students to page 157 of the Language reference for more information.

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TASK 3 Practising collocations

1 Explain that Text 1 is typical in that it has many examples of frequent collocations. Ask students to look at the list of verbs (A) and nouns (B). As an optional preparatory task, ask students to predict which verbs and nouns collocate. They can then scan the text to check their answers.

Answers

ask for opinions
carry out a survey
define aims
do research
draw conclusions
interview people
receive feedback
set objectives
study data

2 This activity 'reverses' the previous activity by asking students to identify the word which does not collocate. Look at the example together: it is a common mistake to say *make research*, but this is not a natural collocation in English. Students can find some of the answers using their own knowledge of the language, but they may need some extra help. This could include: reading the collocations aloud to establish whether they sound natural; looking the items up in a dictionary of collocations; typing the two target items into Google with quotation marks around them – e.g. "carry out data" – and seeing how many 'hits' there are – frequent collocations will be in the millions, with unnatural combinations having much smaller numbers.

Answers

1 objectives
2 set
3 defined
4 research
5 data
6 compared
7 interviewed

TASK 4 Applying information from a text

1 and 2 This task introduces the second text of the module. Explain that the first activity starts with a personalized task – some students may have had these experiences but many will not. Move on to the second activity as soon as students have recounted their experiences. You could ask students who have done these things to present this information to the whole class. In activity 2, set a time limit for students to read the text. Emphasize that the activity checks students' global understanding of the text, so they do not have to understand every word at this point. Point out the Glossary; an *issue* is usually something negative, like a problem.

Answer

2 a

3 Say that this activity focuses on the first paragraph, and activity 4 on the second. Ask students to write clear and complete answers – either a sentence or clause.

Answers

1 It is the easiest and cheapest way of discovering information on how to improve your business.
2 in order to identify issues (i.e. problems) and increase customer numbers

4 This activity encourages students to take notes while reading. The format given here is a table, so students can write a few words in each cell. Explain that this information will help students clarify their understanding of the text, and provide a useful record of the text which they can read at a later date to remind themselves of the main points.

Answers

Item	Key point	Reason / Example
Question types	Closed, or with short answers	Easy to analyse
Length of questionnaire	As short as possible	Encourages people to take part; easier to analyse results
What to do before creating the questionnaire	Set research objectives	Helps to make the questions relevant
The first question	Ask about person – their age and gender	Questionnaire can be stopped if the person doesn't fit the profile
Other questions	Often used	To find out more information, e.g. the customer's buying habits and opinions

5 The final activity in the task provides an opportunity for students to process the information they have worked on: they have their notes in table format from activity 4, and they can build in their own ideas to create a useful set of ideas for writing questionnaires. Encourage students to add and share information. As a final stage, they can evaluate any new ideas using questions like *Is this tip useful / practical / workable?*

TASK 5 Critical thinking – improving a questionnaire

1 Explain that students are going to read a sample questionnaire, but that it is not perfect. Go through the two questions. Students need to be clear that they should carefully check the nine questions in the questionnaire against the advice in Text 2 in order

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to evaluate it. Students also need to understand the scenario – after they have read the business idea, ask some concept questions, e.g. *What will the proposed restaurant specialize in?* (vegetarian food), *Who are the target customers?* (people aged 18–40), *What is the local competition?* (nothing quite the same, only fast food outlets), *What will the restaurant's key selling points be?* (it will sell fresh, healthy, inexpensive food). Ask students to work closely together as the task is potentially highly communicative: students can compare, evaluate, and discuss ideas together.

Sample answer

1 The first two questions establish the profile of the interviewee – following the advice in Text 2. Question 3 is too open; also, it contains an assumption – that the interviewee likes vegetarian food. Clearly it is possible that they don't. Question 4 has two questions in one, and could be simplified – the answers are closed but there are two answers. Question 5 is a short answer question, which follows the advice. Question 6 is too open and long. Questions 7 and 8 are good: short, specific answers. Question 9 is too open. Regarding relevance, question 6 is not very relevant. Also, it is not clear why being male or female is relevant (question 2).

2 In the final activity, ask students to find someone new to work with. Encourage them to be critical in a constructive way. A good 'rule' is to offer criticism, but also suggest something better, e.g. *This question doesn't work because* [...]; *I would suggest* [...] *instead*.

INDEPENDENT STUDY

Explain that the Independent Study task is based on the Academic Language point in the module: collocations. The starting point can be an analysis of the texts in this book, but students could also look elsewhere for further examples. A feedback stage would be useful, to create an opportunity to check the collocations – is each one typical and useful, or is it rather infrequent?

10C Writing (1) Questions

ACADEMIC TERMINOLOGY

What is a survey?

Start the module by going through the 'What is a survey?' box in the margin. Ask students to read it silently, then ask questions to check understanding, e.g. *Is a survey a type of research?* (yes); *What can you use a survey for?* (gathering facts and evidence); plus some further questions based on the Reading module, e.g. *Is a survey an example of primary or secondary research?* (primary).

TASK 1 Identifying question forms

1 The first activity aims to personalize the topic. Students should be forthcoming about the brands they use. Build up a whole-class list. You could then categorize them according to how the students in the class perceive and understand them: *Which brands are popular with every student? Which brands are not popular? Which brands are the most global?* As a variation, collect logos for various brands such as Toyota, Apple, and Levi's. Present them visually and elicit the brands they represent. Alternatively, this could be a nice project for students to carry out.

2 Focus students' attention on the online survey extract. To set the context, ask if they have ever completed an online survey; allow a few minutes for students to feed back their experiences. Ask students to read the survey and answer the comprehension question. Check answers as a whole class.

Answer

It is for existing customers; for instance, there is no option (e.g. *never*) in question 1 for customers who don't use the product.

3 Give students a few minutes to complete the three further comprehension questions. Question 1 reviews the Academic Language box on page 137; questions 2 and 3 consolidate the input in the Reading module. Students can then briefly evaluate the survey. You could ask questions such as: *Is it suitable for its aims? Is it brief enough? Will it provide enough information about the consumer's habits?*

Answers

1 Open questions: 1, 3, 4; Closed questions: 2, 5, 6
2 Please give details
3 By providing a limited set of answers to choose from

ACADEMIC LANGUAGE

Questions (2) Form and tense

Explain that this Academic Language box aims to review the main verb tenses covered across all units in the book. Though relatively concise, this box does contain a lot of grammatical information; consider asking students to study it independently to save class time. When they have done so, prepare some questions to check knowledge and understanding. Ask students to carefully study the verb parts in bold – the auxiliary verbs (*do, be, have,* plus the modals) are very important. As an extension for independent study, ask students to make up their own questions (open and/or closed) for some or all of the tenses listed in the table. You can then check these for accuracy and work on any areas of difficulty. Refer students to page 157 of the Language reference for more information.

TASK 2 Practising questions

1 Explain that the three activities in this task all focus on question forms. The first activity checks that students can correctly name the various tenses. Ask students to work individually and consider setting a time limit before checking the answers as a whole class.

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Answers

2 present progressive
3 past simple
4 present perfect
5 modal verb (*will* + infinitive)
6 modal verb (*would* + infinitive)

2 Explain that tenses are an area where students often make mistakes in English. The seven questions have typical English-learner mistakes. Give students about 5 minutes to write out the sentences correctly.

Answers

1 How often **do you buy** this brand?
2 Which supplier of our products **are** you currently using?
3 How would you ~~to~~ describe the service you received?
4 How long **did** the treatment take?
5 How many times **have** you been ill in the last six months?
6 **Were** our staff helpful in solving your problem?
7 When **will you** next travel by plane?

3 The final activity requires students to write out questions accurately, based on a range of question types. Check students' writing for accuracy while they work, then present the answers visually as a whole class.

Answers

1 Are
2 Are you currently studying / Do you currently study
3 have you studied
4 do you live
5 did you find
6 have you moved
7 Would you be / Are you

TASK 3 Writing a questionnaire

1 The final task brings together the work students have done in this module and the Reading module. Spend time going through the Research objectives before students start writing. Ask some questions to check understanding, e.g. *Is the focus of the research social or academic?* (academic); *Is the cost of their mobile device relevant to the research?* (no); *Does the survey aim to find out about how students use mobile devices for study purposes*? (yes). Decide how students will work – you may want students to do the writing task individually; alternatively there are advantages in collaboration – students can share creative ideas and evaluate each other's writing for accuracy. Monitor while they write, and keep stressing the importance of accuracy – particularly in question forms.

2 Say that this activity gives students the opportunity to try out their questionnaires. Allow plenty of time, depending on the number of students in the class. You could give a target number of respondents for each student to interview – perhaps five. Make sure students write down the interviewees' responses.

INDEPENDENT STUDY

This task stresses the importance of accuracy. Explain why: inaccurate question forms can cause misunderstanding; they can lead to the wrong answer; they can cause confusion; and they can make the speaker / writer look bad. In questionnaires, many people will not complete the survey if they spot mistakes in grammar and question forms. This task encourages students to go back to the work they have done in this unit (and other writing work) to check it carefully for accuracy. Students could collaborate on this task.

10C Writing (2)
A description of results

TASK 1 Analysing a report paragraph

1 Explain that in this second Writing module, students are going to analyse a paragraph about survey results and then write their own paragraph to present the results of their own survey. The first task develops students' analytical skills so that they will be able to structure their own report later in the module. Activity 1 checks students' comprehension by asking them to note down the main points in the report.

Answers

1 financial
2 the spending habits of students aged between 18 and 21 years
3 online
4 33.5%
5 accommodation, heating, food

2 This activity analyses the structure of the report sentence by sentence. Remind students of the structure of paragraphs, based on their work done in earlier units: they move from the general to the specific, or global to local. Discussion and evaluation tend to come later in the text. Allow time for students to carefully re-read the text, and when you go through the answers, ask why they selected their particular responses.

Answers

Sentences 1 and 2: b
Sentences 3 and 4: a
Sentences 5, 6, and 7: d
Sentence 8: c

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ACADEMIC TERMINOLOGY

What is a report?

Students are likely to be familiar with reports as they are a long-established text type across cultures. You could elicit different types of report, such as scientific report, medical report, or legal report. If possible, bring in examples to show students, or find some online. Reports tend to be structured on conventional lines, usually starting with an introduction and moving through various sections which summarize the research. In a sense, it is like a story – in simple terms, someone has done some work, and they are telling other people about it through their report. Ask students whether they have read any reports in English or in their first language.

ACADEMIC LANGUAGE

Sentences (5) The language of reports

The language of reports can vary quite a lot, but it tends to be somewhat formal and objective. Reports may occasionally use *I*, but objective language is more likely, e.g. *This report aims to ...* rather than *In this report I aim to ...* Explain that the Academic Language box is divided into four functional areas which reflect the conventional order of reports, as covered in Task 1.2. Students should feel that they can confidently use the sentence frames presented in their own writing. Refer students to page 158 of the Language reference for more information.

TASK 2 Practising report language

1 This task checks students' understanding of the language of reports covered in the preceding Academic Language box. To add extra challenge, ask students to review the language for 5 minutes, then ask students to cover the Academic Language box and try to complete this report using the phrases they can remember: it is presented in a similar order to the Academic Language box. Alternatively, students can refer to the Academic Language box while they complete the report.

Answers

2 purpose of the survey
3 carried out
4 response rate
5 With reference to
6 The responses
7 According to
8 results suggest that

TASK 3 Writing a paragraph about research results

1 Explain that the final task is geared towards the production of a report, and that the data for the report is given in this activity. Students will write their report using this material, so it is worth spending time checking their understanding of this before moving on to activity 2. Questions 1–4 are essentially objective, based on the information in the report, while questions 5 and 6 are more subjective; so any student response can be valid, although they should provide evidence for it. For instance, for question 5, the company could draw the conclusion that most students use their own mobile devices (e.g. laptops, tablets, and mobile phones) for academic research more than technologies provided by their universities (e.g. university computers). Encourage students to think of critical questions, e.g. *What are the trends in the use of these devices?* – it is possible that one or more of them are becoming increasingly popular while others are becoming less popular.

Sample answers

1 students at university aged 18–21 years
2 students' internet use
3 about one third / one in three / 30%
4 Any of the following:
The average time spent on the internet by students was:
28% academic research
27% social media
15% email
30% other (news, video, gaming, etc.)
The technologies regularly used were:
99 personal laptops or tablets
25 university computers
91 mobile phones or handheld devices
9 video cameras
21 handheld audio recorders

2 and 3 Set up the writing activity by eliciting or explaining what students should write and how they should write it. Ask students to plan their writing, including a target number of sentences to write – about eight is a guide based on the structure of the sample paragraph in Task 1. Allow plenty of time, if necessary asking students to write independently at home – although ask them to bring in their reports for you to read and check. Monitor while students work, and note down any good examples of language. Remind students to focus carefully on the whole structure of their text. Allow time for students to evaluate their own and others' writing using the criteria in 3. Finally, look at the sample answer on page 160.

10D Vocabulary

TASK 1 Research

1 This module would work well set for independent study. If doing it in class, start by asking students to close their books and think of words related to the unit theme of research. They can then note these down using a mind-map or similar visual representation. Ask them to compare their words in pairs, then do this activity. As an extension, ask students to test each other in pairs by providing definitions or explanations of items and eliciting these from their partner.

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Answers

1 interviews
2 questionnaire
3 online
4 respondents
5 results
6 Research
7 surveys
8 Market
9 objectives

TASK 2 Collocation: Verb + noun

1 Remind students of the importance of collocations in English, and say that this task provides some examples of collocations students need to know. Explain that knowledge of these frequently used patterns will help them write more efficiently and accurately. In the first activity, students need to find the item which does not fit. Start by asking *Can you set an idea?* (no) for students to grasp the idea.

Answers

1 set
2 ask
3 do
4 set
5 carry out
6 set
7 interview
8 ask

2 Explain that in this activity students should choose the most appropriate verb from the remaining two in each set (the numbering remains the same). Check the rubric: in 3 and 8 both verbs fit the context.

Answers

1 have
2 define
3 draw / reach
4 give
5 analyse
6 interview
7 collect
8 complete / fill in

INDEPENDENT STUDY

This is a potentially broad task. Since this is the end of the book, students will be going on to study at a higher level, or following another English for Academic Purposes programme. Stress the importance of recording vocabulary. There is no single definitive way of doing so, and students can develop systems according to what works best for them. Time permitting, ask students to bring and present their vocabulary books, so that they can collaboratively compare and evaluate their systems of recording new words.

10E Academic Language Check

TASK 1 Open and closed questions

1 Explain that this task presents an interview between an interviewer and interviewee; the interview could be happening in a public place such as a university library. The gapped words are all question words (for open questions) or auxiliary verbs (for closed questions).

Answers

1 Can
2 How often
3 Is
4 What
5 do
6 Why
7 does

TASK 2 Questions: Form and tense

1 This task continues the review of questions by asking students to correct typical mistakes in question forms, as they did on page 143 in this unit. As an extension, ask what kind of mistake is in each question, e.g. auxiliary verb / subject – verb agreement (1, 4, 5, 9), main verb form (2, 3, 7, 8, 10), and tense (6). You could also review the open / closed question distinction: 1, 2, 5, 7, 8, and 10 are closed questions; 3, 4, 6, and 9 are open questions.

Answers

1 **Are** you interested in our products?
2 Does the university **help** you to find accommodation?
3 How often do you **use** our hotels?
4 Where **are** you currently studying?
5 **Were** the exam questions difficult?
6 When **did** Alexander Fleming discover penicillin?
7 Did our representative **call** you back last week?
8 Have you ever **used** our online library?
9 How many times **has** she taken this exam?
10 Will you ~~to~~ **apply** to university next year?

2 This activity offers free practice in using the target language of questions. Briefly go through the eight question words / auxiliaries; you could ask which are for open questions, and which are for closed (Open: *How Often*, *When*, *Why*; Closed: *Are*, *Do*, *Have you ever*, *Was*, *Will*). Stress accuracy – ask students to look out for word order (e.g. *Are you interested …?* not *You are interested …?*); form of main verb (e.g. infinitive without *to*, *-ing* form, past participle); punctuation, including capitalization of first letter of first word, and final question mark; spelling. Time permitting, ask students to read and evaluate each other's questions. Students can then work with one or more students and ask and answer their questions.

TASK 3 The language of reports

1 The final activity and task in the module reviews the functional language of reports. Ask students to work individually to match the six sentence stems / frames with their endings, before checking as a whole class.

Answers

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

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AUDIO CD TRACK LISTING

TRACK NUMBER	UNIT NUMBER		TRANSCRIPT AND EXTRACT NUMBER
1	1	Discussion	1.1
2	1A	Listening & Speaking	1.3
3	1A	Listening & Speaking	1.5
4	1A	Listening & Speaking	1.6
5	2A	Listening & Speaking	2.3
6	2A	Listening & Speaking	2.4
7	3A	Listening & Speaking	3.3
8	3A	Listening & Speaking	3.4
9	4	Discussion	4.1
10	4A	Listening & Speaking	4.3
11	4A	Listening & Speaking	4.4
12	4A	Listening & Speaking	4.5
13	5A	Listening & Speaking	5.3
14	5A	Listening & Speaking	5.4
15	5A	Listening & Speaking	5.5 Extracts A and B
16	5B	Reading	5.6
17	6	Discussion	6.1
18	6A	Listening & Speaking	6.4
19	6A	Listening & Speaking	6.5
20	7A	Listening & Speaking	7.2
21	8A	Listening & Speaking	8.2
22	8A	Listening & Speaking	8.3 Extracts 1–3
23	8A	Listening & Speaking	8.4
24	9A	Listening & Speaking	9.3
25	9A	Listening & Speaking	9.4
26	9A	Listening & Speaking	9.5
27	10A	Listening & Speaking	10.4

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