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Ask students to look at the photos and elicit vocabulary related to educational subjects, teaching methods and gender preferences in eduQation. Vocabulary may include: *single sex, mixed, sciences, arts, humanities, technical, vocational, future career, ability, skill, training, instruction.*

Reading p9

Skim and scan reading

Aim

The ability to skim and scan academic texts is an essential skill for university studies. As it is never possible to read all the books on a reading list, students must learn to read quickly for gist and select the texts that are relevant to their research or essay titles. The three reading techniques of prediction, skimming and scanning increase reading speed and allow students to read tactically, giving them time to focus on the most relevant sections of the texts.

Elicit predictions from the title of the article about the content and write them on the board. Include all predictions, however unusual. Students will be able to see which predictions are correct or incorrect when they have read and discussed the passage in detail (Exercise 2).

1 Ask students to read the title of the passage and answer questions 1 and 2.

Answers

- 1 C
- 2 D

2 Students skim the passage individually and compare the content with the predictions on the board in a class discussion. This is an opportunity to explain why some predictions may have been wrong. For example, students may not have paid enough attention to or may have misunderstood the keywords in the title.

3 Explain that when scanning for names and numbers we can limit our reading to looking for capital letters, figures and symbols.

Ask students to underline the keywords in each question. Go through the answers with the class.

Keywords: 3 year/OECD 4 average 5 professor/Yale 6 university /Dr. Elizabeth Spelke

Students scan the passage for specific information to answer questions 3-6.

Ask students to compare their answers with a partner and discuss any differences.

Answers

- 3 2003
- 4 10%
- 5 C. Megan Urry
- 6 Harvard

Matching: Headings to sections

Aim

Matching headings to sections is a way of testing that the reader understands the main ideas in a passage. As the heading in the question and the original passage will not have the same wording, it is important for students to look for synonyms (single words which have similar meanings) and parallel expressions (phrases that have similar meanings).

4 Students look for synonyms or parallel expressions for *controversy (fierce reaction)* and *inborn (innate)* in Section A of the passage.

5 Students match the sections of the reading passage to the headings to answer questions 1-5. Go through the answers with the class.

Answers

- 1 Section B ii
- 2 Section C v
- 3 Section D ix
- 4 Section E vi
- 5 Section F i

Matching: Opinions and people

Aim

In the IELTS Reading module, students will be asked to attribute opinions to people mentioned in the passage. This exercise gives students practice in scanning for names and finding the corresponding opinion.

6 First ask students to highlight the keywords in questions 6-11.

Keywords: 6 ability/brain/ anatomy 7 attitude/performance 8/9 men/ women/ respect 10/11 ability / gender

After finding the opinions expressed in the passage, students should scan the passage again to link the opinions with the names of the people (A-G). Students work in pairs to answer questions 6-11.

Answers

- 6 C
- 7 E
- 8/9 D/F
- 10/11 B/G

Sentence completion (from a list)

Aim

Some of the expressions that answer the reading questions in the IELTS examination will be identical to those in the passage, but sometimes students will need to find parallel or similar expressions.

7 Refer students to the underlined words in questions 12-16 and ask them to highlight the parallel expressions in the passage. The questions follow the order of the passage. Parallel expressions are:

Question	Passage
12 learning capacity	aptitude (line 67)
13 language	verbal (line 70)
14 got better results in math	scored higher (line 93)
15 worst opinion	more negative attitudes (line 102)
16 effort	work harder (line 114)

Students complete questions 12-16 individually and check their answers with a partner.

Answers

- 12 F
- 13 C
- 14 E
- 15 B
- 16 0

Vocabul~ry p12

Synonyms and parallel expressions

1 Students work individually to match the expressions from the reading passage with parallel expressions. Students check their answers with a partner or the whole class.

Answers

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

Further practice

Refer students to Unit 1 Vocabulary, Exercises 1 and 2, page 179. If necessary, briefly revise the functions of nouns and adjectives.

Refer students to Photocopiable I, Exercises 2 and 3 (TB page 106).

Students use parallel expressions to summarize the reading passage and discuss their answers. Point out that they should only write one sentence about the main idea of each paragraph and that they should not copy from the passage.

Word formation: Prefixes

Aim

As it is very unlikely that students will know all the words in a reading passage, it can be valuable for them to learn the technique of guessing the meanings of words from prefixes. Being able to identify the meanings of prefixes can help students develop both reading skills and vocabulary.

1 Elicit possible paraphrases of *neuroscientist* and *subcategory* as used in the passage. Elicit other associated words. Other possibilities are: *neurotic*, *neurosurgeon*, *neuron*. If students suggest *substandard*, *submarine* or *subscription*, you could explain that *sub* commonly means *under*.

2 Students can complete this matching exercise individually or in pairs. Disagreements can be discussed in a plenary session.

Answers

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

3 Students can do this completion exercise individually and compare their answers in pairs.

Answers

- 1 profit
- 2 final
- 3 write
- 4 graduate
- 5 president
- 6 information
- 7 annual
- 8 esteem
- 9 ability

Refer students to Photocopiable I, Exercise 1 (TB page 106) to practise generating new words from prefixes.

Language focus p14

Unreal sentence subjects

There is/was ...

Aim

Impersonal sentence subjects are used in scientific and academic writing to emphasize objectivity. The following exercises clarify and practise the use of these structures.

Explain that the normal word order in English sentences is subject/verb/object. However, in sentences beginning with *there is/was*, the grammatical subject (*there*) comes first and the real subject comes after the verb (*is/was*). For example:

There was a similarity between male and female task performance figures in children under the age of 8.

There was *a similarity...*
(grammatical subject) (verb) (real subject)

In other words: *A similarity existed between male and female task performance figures in children under 8.*

Further practice

For a more detailed explanation of this structure, refer students to Unit 1 Grammar, page 169.

1 Students complete the exercise individually and compare their answers with a partner.

Answers

- 1 are
- 2 is
- 3 was
- a singular
- b plural

2 Remind students that the tense of the verb *to be* will correlate with the tense of the other verbs in the sentence. For example:

... there have been scientists who have suggested... (both verbs in the present perfect)

Students complete the exercise individually and compare their answers with a partner.

Answers

- 1 have been
- 2 is
- 3 were
- 4 was
- 5 will... be

3

Aim

The purpose of Exercise 3 is to raise awareness of word order. Students may have a tendency to put the participle

after the verb *to be* as they would when forming a continuous or passive form.

However, in sentences beginning with *there + be*, the noun complement cannot be separated from the verb *to be*.

Explain that the verb and the real subject are not separated when the verb *to be* is followed by a present or past participle (*-ing* or *-ed*).

Further practice

Review the forms of the verb *to be* referring to Form in Unit 1 Grammar, page 168.

Ask students to work in pairs to find the correct form for each of the sentences in the reading passage.

Answers

- 1 b
- 2 a

4 Students rewrite the sentences using *There + to be ...* and the correct word order.

Answers

- 1 There was something unusual about the test results.
- 2 There was a loud noise outside the classroom.
- 3 There's no reason to believe that men are more capable than women.
- 4 There's someone waiting to meet you.
- 5 There were similar results obtained by Japanese boys and girls.

For further practice, write these prompts on the board and ask students to put them in the correct order.

- 1 There / some healthy meals / being / are / sold / in school canteens.
- 2 There / healthy food / in some but not all schools / is / offered.

Answers

- 1 There are some healthy meals being sold in school canteens.
- 2 There is healthy food offered in some but not all schools.

Listening p15

Section 1 Form completion

Aim

In the first few days at university, students have to answer a variety of questions about themselves and may have to fill in a number of forms. The dialogues in the listening section of this unit are typical of conversations with tutors taking students' personal details and giving general orientation.

Language focus p14

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Answers

- 1 There are some healthy meals being sold in school canteens.
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Listening 1.5

Section 1

Form completion

Aim

In the first few days at university, students have to answer a variety of questions about themselves and may have to fill in a number of forms. The dialogues in the Listening section of this unit are typical of conversations with tutors taking students' personal details and giving general orientation.

Explain the different types of accommodation available to students in the UK:

university residence - purpose built accommodation on campus for the exclusive use of students during term time

host family - a family that takes international students into their home for a fee

shared house/flat - a rented house or flat which is shared by several people

bed-sit - a room which is both a bedroom and a sitting room/ study

Explain the different types of answers required in this section. In this unit there are short answers (questions 1-6) and map completion exercises (questions 7-12).

Explain that for questions 1-6 (Exercises 1 and 2), students must limit their answers to one word.

1 and 2 1.1 Give students time to read the instructions and the questions, and underline the keywords (1 year 2 feeling 3 name 4 room 5 nationality 6 number).

Play the recording and ask students to answer questions 1-6 only.

Students compare their answers in pairs and discuss any differences. (The correct answers are underlined in the recording script below.)

Answers

- 1 first
- 2 confused
- 3 Sondra Da Costa
- 4 13
- 5 Spanish
- 6 07764543302

1.1

[T = Tutor; S = Student]

T: Good morning, and how can I help you?

S: Good morning, my name is Sondra da Costa. I'm a first year student and I'm a bit confused about a few things. I was told by a lecturer to come here.

T: OK then, take a seat Sondra and let me see how I can help you. Because this is your first year here, I'll need a few personal details. What did you say your name was again?

S: Sondra da Costa.

T: Is that Sandra?

S: No, it's spelt with an 'O'.

T: So that's S-O-N-D-R-A. And can you spell your surname. please?

S: It's D-A-C-O-S-T-A.

T: Is that all one word?

S: No, it's two words, actually.

T: Fine, and are you living on campus or in other accommodation?

S: I'm living in university residences in Bramble House, the one on the main campus, room number 13.

T: How are you finding it so far?

S: Much better than I expected. I have quite a large room and we have a shared kitchen and bathroom. The other students I've met seem really friendly.

T: That's good to hear. I think you've made a wise decision living on campus. Now just a few more details and then we can go on to discuss what's worrying you. Where are you from?

S: My mother is from South America, but I was born in the north of Spain.

T: That's interesting and ... er ... one more thing ... Do you have a number we can contact you on in emergencies?

S: Yes. I have a mobile number. It's 07764 543302.

T: Let's just check that. Did you say 07764 543332?

S: No, it's 54-33-02.

T: That's fine, Sondra. Thank you. That's all the information I need for the moment.

Map completion

3 Revise vocabulary for places and locations from the Useful language box by asking students to answer 1-3.

Answers

- 1 next to Chemistry Lab A
- 2 Lecture Hall B
- 3 Go to the top of University Lane and turn left into Newton Drive. Take the first left and turn into Isaacs Street. At the bottom of Isaacs Street on the left is Lecture Hall A.

4 1.2 Explain that in this exercise students have to answer questions by listening to a conversation and following directions on a map.

On this recording, the tutor is explaining to the student how to find the Computer Rooms (in the Arts Block opposite Dalton House), the Library (to the right of Lab B), the Finance Office (at the end of Newton Drive), Students' Union (behind the cafeteria) and the Bank (in Isaacs Street, opposite Lecture Halls A and B, in the middle).

Play the recording for students to answer questions 7-12. The correct answers are underlined in the recording script.

Answers

- 7 G
8 B
9 C
10 E
11 F
12 (tutor not available all day) D

In pairs, students practise giving each other instructions to get from one building to another on the map.

1.2

IT = Tutor; S = Student]

T: So, how can I help you?

S: Well, I'm really worried about how I'm going to cope with university life ... I mean I feel like I don't know what's going on.

T: Don't worry, Sondra. Most undergraduates feel like this in their first week.

S: Well, maybe if I knew the campus a bit better, that might help.

T: Do you have a map of the campus?

S: Yes. I was given one during orientation week, but to be honest, I don't really understand it.

T: Well, let's look at it together. OK, we are here now in Dalton House. Opposite this building is the Arts Block where you'll find the computers. The Computer Rooms (E) are open from 9.00 a.m. till 10.30 p.m. weekdays, but closed on the weekends.

S: Are there no other computers on campus?

T: There are a few in the Library that are available throughout the year, except Sundays. To get to the Library (F) you keep going down University Lane, past the Science Block on your left. Opposite the Science Block are the Chemistry Labs and the Library is just on the right next to Lab B.

S: Fine.

T: Another important building is the Students' Union (G). Turn left into Newton Drive. There are some trees and a little outside cafeteria. The Students' Union is just behind this.

One thing I must check ... have you sorted out your fees yet?

S: Well, I filled in a direct debit form so I suppose that means everything is fine.

T: Probably, but you should go to the Finance Office (B) just to make sure. It's at the end of Newton Drive. You'll need some identification ... your passport or student ID.

S: And is there a Bank (C) on campus?

T: Yes, it's open normal banking hours and there is a 24-hour cash machine. The Bank's in Isaacs Street which runs parallel to University Lane where we are now. Go past Lecture Hall B and the Bank is opposite, just before you get to Lecture Hall A.

S: Great.

T: Probably the best thing to do is to walk around and familiarize yourself with everything. Don't worry, it won't take you long to settle in.

S: I'm sure you're right. I feel a lot better.

T: I also need you to fill in this form for the tutorial file. Take it away with you and then make an appointment to see me again and we'll go over it. My telephone number is on the form, here, at the bottom of the page. You can ring me anytime between 9.00 a.m. and 3.30 p.m. from Monday to Friday... er ... except on a Thursday when I'm only available in the morning.

Review the answers with the whole class. Play the entire recording a second time to give students a chance to listen again and confirm the correct answers.

Note: In the IELTS Listening module, the recording is only played once. If you want to focus on exam practice rather than listening practice, only play the recording once.

Speaking' p1,6

Understanding the test

Aim

In the Speaking module of the IELTS exam, students are expected to progress from describing personal experiences in informal language to adopting a more formal register to discuss and speculate on topics of global interest.

1 In pairs, students ask each other the questions and discuss their opinions. They then join another pair and compare their opinions in a group.

2

Aim

By making notes before the 1-2 minute talk in Part 2 of the Speaking module, students can organize their ideas logically. This exercise shows students the advantages of making clear notes in advance of the talk,

Point out that the IELTS topic card is a useful guide to developing the main points of the talk.

In pairs, students take one minute to make notes on topics A and B. They then exchange their notes with their partner and give a talk from each other's notes.

3 Ask students to underline the keywords in the questions.

1 future / teachers / smaller / role / education / students / Internet

2 compare single sex education / co-educational environments

3 physics / chemistry / more important / art / music

4 agree or disagree / learn / outside / inside classroom

5 differences / approaches / men / women / learning

Write questions 1-5 on slips of paper. In pairs, students pick a slip of paper at random and brainstorm the topic together. They discuss how to develop their ideas by answering the questions *Why ...?* and *How ...?* and by thinking of examples to illustrate their points.

Individually, students pick another slip of paper and prepare to discuss their topic with a small group.

writing.>1 ..p17

Task 1

1 Ask students if they can remember the answers to 1-5. Refer students to the front of the book. Students discuss any doubts in groups. Any unresolved questions can be clarified in a whole group session.

Answers

1 20 minutes. Use the time to select the most important data and identifying trends, organize your ideas. Write and edit your essay. Check you have an overview at the beginning and a conclusion at the end.

You should write a factual description of a diagram.

2 150 words in 2/3 paragraphs

3 Achievement, Coherence and Cohesion, lexical Resource, Grammatical Range and Accuracy

4 No. You are only expected to describe the most significant facts. You are not asked for your opinion.

5 No. You should only include the most important data and the main trends.

2 In groups, students produce drawings A-H and label the diagrams with the words in 2. Each group draws one of their labelled examples on the board for whole class revision.

Task 1: Changes over time

3

1 Explain that diagrams may show changes over a period of time or compare several situations at a given moment, or both. By first establishing the time period, students will be able to decide which tense(s) they need to use in their Task 1 writing question.

Answers

Diagram 1: both

Diagram 2: comparisons only

Diagram 3: both'

Diagram 4: comparisons only

2 Students review the forms of the tenses by completing Unit 1 Grammar, Exercises 1 and 2, page 169. Refer to the Tense revision section on page 168 to troubleshoot errors. Students work in small groups to discuss the tenses they should use to describe the diagrams.

Answers

1 past

2 present

3 past

4 future

3 When students have written the introductory sentences individually, they compare and discuss them with a partner.

4 Students work in pairs to select suitable vocabulary from the Useful language box and extend the descriptions of Diagrams 1 and 3. After completing the descriptions individually, students compare and discuss their answers with their partner.

5 Before asking students to write descriptions of the main changes in the diagrams, review the type of information required (changes over time/ comparison) and the tense *to be* used (past).

It may be helpful for students to discuss 2 and 3 before writing individual descriptions of the diagrams in 1.

Answers

2 C, A, S, D

3 For graphs, use a pencil to draw a line joining the first and last points. This will reveal the overall trend and make it easier to see if there are any major variations from that trend. For bar charts, use a pencil to connect the tops of the bars to see the main pattern. For tables and pie charts, circle maximum and minimum figures.

6 Brainstorm the answers to 1-6 as a whole class before asking students to work in pairs for Exercise 7.

Answers

- 1 yes
- 2 formal
- 3 past tenses
- 4 both
- 5 Student enrolment from three countries at one university in a five-year period
- 6 See model answer in Exercise 8.

7

Answers

- . uses an informal register
- . lacks precision
- . *blue line* is meaningless
- . errors with adjectives and adverbs
- . inappropriate to give explanation

Students can refer back to the questions in Exercise 6 to establish the following:

- . no dates and figures
- . use of informal language (*Well, first of all, After a bit more*)
- . use of wrong tense (past dates indicate past tense needed)
- . no comparison between national groups
- . no identification of groups or lines
- . main features not highlighted
- . unsupported opinion (*the strong Chinese economy*)

8 Check and discuss answers to paragraph 2 with the whole group. Encourage students to recognize that there is a range of possible correct answers.

Answers

- 1 enrolment of students, Japanese admissions, Chinese numbers, numbers of Indian students
- 2 almost, from...t over, around, about, approximately <f>
- 3 (*accept any suitable answers*) 1 grew steadily 2 sharp rise 3 in 2003 4 steady growth 5 decreased dramatically 6 a high 7 levelled off 8 from 2001 to 2002
- 4 The answer does follow the paragraph plan (page 20).

9 Before students answer 1-3, ask them to look at the diagram and identify:

- the percentage range (10%-40%)
- the time span (2003-2006/3 years)
- the starting point of each company (O 20%, C 25%, A 27%, B 34%)
- the finishing point of each company (O 35%, C 36%, A 27%, B 28%)
- the peak (36%) and the lowest point (17%) and the year of each (2004)

In pairs, students answer 1-3.

Answers

- 1 percentages
- 2 A changes little. S, C and D have all increased but by very different amounts.
- 3 See model answer on page 189.

10 Students write their answers for homework. In the next class, students work in pairs. They exchange answers, compare their partner's work with the model answer on page 189 and discuss differences.

Study skills p23

Aim

Students who can describe their strengths and weaknesses in each of the study skills will be in a better position to develop strategies for improving in problem areas.

1 Students complete the table.

Answers

Making notes during lectures: Paolo

Selecting key information when reading: Yuan

Learning new vocabulary: Yuan

lime organization: Paolo

2 and 3 Ask students to discuss individual study skills with a partner to decide their degree of confidence. Pairs can join together to form small groups and share strategies for developing study skills. Ask each group to present its strategies to the rest of the class.

Dictionary focus p23

Aim

As students' writing will be more interesting if they can use alternative words to express one idea, it is important for them to build up a bank of synonyms.

1 In pairs, students look up the words on the list in the dictionary and discuss possible synonyms.

Answers

- 1 discrepancies = *differences*
stabilize = *stop changing*
amount = *quantity*
data = *computer information*
element = *part*
converge = *come together*
figure = *number*
trends = *general patterns*
- 2 Suggested answers
data: *computer information*
element: a - *weather* b - *earth, water, air, fire* c - *single atom such as hydrogen*
figure: a - *important person* b - *person's shape, c - illustration*
trend: a *fashion*

Warm up p24

Elicit vocabulary relevant to the photos at the beginning of the unit before dividing students into groups to discuss 1 and 2. Vocabulary may include: *texting, gambling, unemployed, street crime, gangs, litter.*

Listening 1 p24

Section 2

Aim

It is easier to follow a speech or conversation if we can predict the vocabulary associated with the topic. The following exercises prepare students for the IELTS Listening module by activating vocabulary in advance, encouraging students to find keywords in the questions before listening.

Ask students to brainstorm vocabulary associated with smoking. These words could be organized on the board into themes such as: *public health, personal health, ways to quit.* Ask if anyone has personal experience of giving up smoking. Discuss the advantages and disadvantages of being a non-smoker or a smoker.

Note completion

1 Ask students to look at the extract and underline the keywords (*smoker, smoking, passive, anti-social*) before completing the notes. Focus students' attention on reading the question carefully for the number of words required (see Tip on page 25).

Answers

B (C is 4 words, A is incorrect)

2 1.3 In pairs, students discuss suitable parts of speech for each space. As students may not be fully aware of word forms, explain the answers to the whole group.

Answers

- 1 verb - we expect *there* to be followed by *is/are/was/were* or a modal
- 2 verb - to will be followed by the basic form of the verb
- 3 gerund - the parallel structure leads us to expect a verb ending in *-ing*
- 4 and 5 plural or uncountable noun (no article suggests a plural or uncountable object noun)
- 6 noun - singular or plural object

Emphasize the importance of reading the questions in advance to be able to predict the main ideas before focusing on details.

Students listen to the recording once to answer questions 1-6. This will give them an idea of how well they would do in the exam. If you want to give students further listening practice, play the recording again and focus on the questions students found difficult.

Answers

- 1 are various methods
- 2 stay focused
- 3 phoning
- 4 smoking aids
- 5 (nicotine) withdrawal symptoms
- 6 your local pharmacy

1.3

Good afternoon. Welcome to *Stop Smoking Now*. You're all here today because you've decided to stop smoking. However, making the decision to stop is just the first step. Yet if you follow these guidelines, no matter how tough it may be to begin with, rest assured, you will be on your way to becoming what you want to be, an ex-smoker. The first thing to remember is that there is not only one way. What I'll give you today are various methods you can choose from. They all work and they can all help.

The first method I would recommend is based on something we all have, but in different degrees, namely willpower.

Of course just making the decision to stop is an enormous act of willpower alone, but what exactly does this mean? It means having a strong mind, waking up every morning and telling yourself that you will not have that cigarette no matter how much you may want one. To do this successfully you really have to be determined to stay focused. You need to be in the right frame of mind. But this isn't as easy as it may sound and it may mean doing other things to take your mind off having that cigarette, particularly when the urge is strong. I've found that different things can help you do this like taking up a hobby or having a smoking buddy - someone you can phone up when the going gets tough, a friend who can help you think about something else. Remember that each time you don't have a cigarette, you will feel better and stronger.

Of course, this method does not work for everyone, but there are other ways to help keep you on track.

Another way is to use smoking aids. There are many types, so find one that suits you best. Take for example nicotine patches. You put one on every day and it gives you a controlled nicotine dose. Basically, you keep reducing the amount until your body stops craving nicotine. As your body gets used to less nicotine, you may experience withdrawal symptoms. Don't worry about feeling embarrassed people will notice because many nicotine patches are see-through. So where do you get them? Well, you can buy them from your local pharmacy or supermarket. You can also ask your GP for a prescription.

Matching

- 2 ~ 1.4 Remind students that they must listen carefully for distracters and parallel expressions in true/false questions. In questions 7-10, students must look out for:
- 7 50/15,90/19
 - 8 *won't* put on weight
 - 9 takes harmful toxins ... out of ...
 - 10 from the inside

Answers

- 7 N
- 8 N
- 9 Y
- 10 Y

1.4

Another method that is becoming more popular is alternative therapies. Giving up smoking is not only difficult for your body, but also your mind as the emotional stress can be really severe. One therapy that springs to mind is acupuncture. This can help you relax, calm you down, making you much more likely to want to give up. Acupuncture usually lasts between 50 to 90 minutes. As your body and mind become stronger, you should need fewer sessions. The good thing about acupuncture is that it takes harmful toxins caused by smoking out of your body. And, I'm sure you'll all like this, it does not increase your appetite, so giving up smoking using this method means you won't put on weight! It can take as few as five acupuncture sessions to cure you, but of course, this depends on the type of person you are. I suppose one of the biggest advantages of using this method is that there are almost no withdrawal symptoms because it works from the inside. What I mean by this, is that acupuncture takes away your wanting to smoke and this feeling, on top of the feeling of calmness, stays with you after the treatment is over.

At the end of the day, it doesn't really matter which method you choose. What's important is that you make the decision and then stick to it no matter what. If you give up, think of the money you'll be saving! There is no better time to start than today. You can kick the habit for good!

Speakingp25

Part 2: Making notes

Aim

Active student participation in seminar discussions is an important characteristic of UK university study. Students are often required to lead seminars from papers they have prepared. Basic presentation skills are tested in Part 2 of the IELTS Speaking module.

1 Students give examples of older people who have had an influence on their lives. Brainstorm vocabulary for describing people. Focus more on personality than physical appearance. Vocabulary may include: *adventurous, brave, clever, intelligent, kind, thoughtful, generous, interesting, creative.*

Exam tip: Remind students again of the importance of making notes before giving their talk. Notes will help them cover all the points on the topic card and remember what they have planned to say, especially if they are nervous.

2 1.5 Students listen to the recording and answer 1-5 individually before discussing their answers in small groups.

Answers

- 1 Yes, the student attempts to do this, but not successfully.
- 2 No. The student starts talking about an older person and then goes off topic and begins discussing books.
- 3 Yes.
- 4 Tried to use discourse markers. Gave support for the answer (reasons).
- 5 Keeping to the topic. Giving more details. Varying discourse markers more. Used *actually/lytoo* often.

1.5

[E = Examiner; S = Student]

E: Now I'm going to give you a topic and I want you to speak about it for one to two minutes. First you have one minute to think about what you are going to say and you can make some notes.

Here is your topic. I want you to describe an older person who has had an influence on your life. OK?

S: Um... well, I think a person who had most influence is probably my grandfather. He is important for me. He always help me. I did not meet him really because he is my grandfather so actually he was always in my life. Really, we did many things together. He play with me always and sometimes read me story. Actually I like reading books because it can help me to relax. Um ... "m reading a good book now. It's about this woman and she remember her life ...er ... Actually, it's a bit of a love story, but I'm liking it very much.

v-T -::'li! -"''''-1 \1'1/1;-

3 In pairs, students discuss vocabulary for describing places. Vocabulary may include: *countryside, city, village, farm, house, flat, garden, patio, brick, wood, tiles, detached, semi-detached, terraced*. Students make notes for the talk. Students can use 1-5 in Exercise 2 as a checklist when listening to and evaluating each other's talk.

Listening 2 p27

Section 3

Elicit vocabulary to describe the spending habits of the person in the picture. Vocabulary may include: *clothes, shoes, CDs, music, drink, going out, concerts, travelling, fast food, cinema, theatre, presents, mobile phone.*

In pairs, students respond to 1 and 2. They interview each other and discuss their different priorities and preferences.

Multiple choice

1 <IJ 1.6 Before listening to the recording, students highlight keywords in the stems for questions 1-4. Students predict possible answers without looking at the options (A-C). Students can then check their predictions with the options.

Answers

- 1 B
- 2 C
- 3 B
- 4 A

1.6

[S = Student]

- S 1: Hi there, Sang Min. What have you been up to?
- S 2: I've just been to a tutorial. Weren't you two supposed to attend?
- S 3: Yes, we were, but I had an essay to finish and Juliane offered to help.
- S 1: Did we miss much?
- S 2: Well, I thought it was quite interesting. Er ... it was all about spending habits among undergraduates. It was based on recent research done by a PhD student studying behavioural psychology.
- S 1: Oh yes, I remember being interviewed by him about what I usually spend my money on.
- S 2: And what did you say?
- S 1: Well, most of my money, probably around 75%, goes on basic living: paying rent, food costs and of course, university fees.
- S 3: I'm the same, except my food bill is higher!
- S 2: We are all in the same boat here. Virtually all my money goes on that too, but I also spend a lot of money on textbooks, between £100 and £120 a month, usually more. Realistically, it's closer to £150.

- S 1: That explains why you get such good marks! Another aspect of the interview was students' use of credit cards, with a particular focus on how students manage these.
- S 3: In my case, not very well! I always end up spending more than I planned to. It's too easy to use.
- S 2: Surely that must be the point that students are given credit cards too easily before they've learnt how to use them. And the number of credit cards some students get, it's frightening. The average is about three cards.
- S 1: Not only cards, students need to learn how to manage money, too. And this is what the interview's meant to find out. By comparing and contrasting all the data, the root causes of student spending could be highlighted.
- S 3: And the effects this has on students, I'd imagine would be more negative than positive.
- S 1: Perhaps, but this was the other part of what the student was trying to achieve. You also need to study the effects to find answers.

Table completion

2 1.7 In pairs, students discuss possible answers to questions 5-12, limiting themselves to a maximum of three words per answer.

Answers

- 5 resist the urge
- 6 practical allowance
- 7 Saving
- 8 to personal finance
- 9 savings account
- 10 participate in buying
- 11 their allowance/their personal allowance
- 12 for the rest

Suggested alternatives: 5 try not to / refuse to 6 serious discussion/ spending limit 8 to financial planning /to careful spending 9 bank account 10 make financial decisions /plan their spending /decide for themselves 11 their pocket money /monthly allowance 12 for luxuries /extra expenses

1.7

1.7

[S = Student]

- S 1: But I think it all goes back to how we were taught to manage money when we were children.
- S 3: That's true. Our behaviour now is closely related to the childhood environment and what we learnt from that.
- S 2: But how far back should we go? When do children really begin forming an understanding of what money means?

- S 3: I've read that children between three and five can understand what's right and wrong. That's when they can learn concepts like sharing. At the age of six, most children can understand the value of money.
- S 1: This suggests that if parents offered practical advice to their children at an early age, it could have a very positive impact on their spending habits in later life.
- S 2: It basically comes down to three areas. The first one is allowance. Parents should not try to focus on how much money they give their children, but rather on what they need.
- S 3: Needs are difficult to define so parents need to resist the urge to give in when their children say, *I want*.
- S 1: For me, the only way to teach children the difference between needs and wants, is to give them a practical allowance. If my parents had not done that for me when I was younger, I don't think I would be able to handle the money they give me now.
- S 2: Mmm... true. The second thing I think is important is saving.
- S 3: Can you explain a bit more?
- S 2: Basically, parents need to introduce their children to personal finance. If we are expected to deal with money now, then we have to learn when we're younger.
- S 3: I see what you mean. And it could be in quite simple ways like by helping them to open their own savings account.
- S 1: There's one more area I think is vital.
- S 2: What's that?
- S 1: It's buying. We spend excessively on credit cards because we don't know how to control money. We almost need to learn how and what to buy, which is why parents should allow their children to participate in this. If they want something expensive like a new pair of trainers, then they could be encouraged to save a bit of their allowance.
- S 3: And parents could also promise to help by saying that they will pay the rest if the child, at the end of their period of saving, still does not have enough.

Reading p28

Aim

Students at all university levels must be able to read, summarize and paraphrase academic texts in their writing. Summary completion exercises practise scanning for detail, and looking for synonyms and parallel expressions. These are both fundamental skills for paraphrasing.

1 Brainstorm teenage problems to activate related vocabulary, which may include: *drugs, loneliness, exams, sex, drinking, bullying, violence, peer pressure*.

2 After pair discussions, students answer questions 1 and 2 individually. For further practice of distinguishing text type and purpose, refer students to Photocopiable 2, Exercises 2 and 3 (TB pages 107-108).

Answers

- 1 C
- 2 0

3 After finding what the numbers in 1-5 refer to in the passage, students compare their answers with a partner.

Answers

- 1 ages of children studied
- 2 percentage of Portuguese children who start the day with a meal
- 3 number of countries involved in the study
- 4 number of children counselled by *Chi/dline*
- 5 average number of children studied who saw peers as kind/helpful

Summary completion: From a list

4 Students discuss possible answers to 1 and 2.

Answers

- 1 better than, worse than, comparable to
- 2 comparable to

5 In pairs, students discuss possible word forms. Review with the whole class.

Answers

- 1 comparative adjective
- 2 number, fraction or percentage
- 3 size adjective
- 4 number or fraction
- 5 noun
- 6 noun
- 7 number, fraction or percentage
- 8 adjective
- 9 verb
- 10 verb

6 Students complete the summary.

Answers

- 1 comparable to
- 2 a fifth
- 3 the youngest
- 4 a quarter
- 5 peers
- 6 studies
- 7 half
- 8 less
- 9 find
- 10 affect

True, False, 'Not Given

7 Students write their answers to questions 11-15.

Answers

- 11 Not Given (no comparison of Scottish and English teenagers)
- 12 True (wide range of factors)
- 13 True (there is more that could be done to protect young people)
- 14 False (It would also help to have a ban on ...)
- 15 Not Given (passage only mentions 11-year-olds)

Languagefocus.p31

Aim

As sentences in academic texts tend to be complex and dense in content, it is essential for students to be able to recognize the subjects and verbs of all principle and subordinate clauses.

Further practice

Revise parts of speech by referring students to the exercises in Unit 2 Grammar, pages 170-171.

Sentence subjects

This section focuses on word order in English sentences. Refer students to Unit 2 Grammar, pages 170-171 for detailed revision notes.

1 and 2 Students complete the exercises individually and compare their answers with a partner.

Answers

Exercise 1

- 1 The survey (s), is conducted (v)
- 2 It (s), is (v)
- 3 The children (s), were asked (v)
- 4 Childline (s), counselled (v)
- 5 English youngsters (s), have (v)
- 6 Attitudes, behaviour and lifestyle (s), influence (v)

Exercise 2

- 1 The most important thing children need from their parents is love.
- 2 Many parenting strategies that work at one age stop working with adolescents.
- 3 Physical affection, love and praise from parents are important.
- 4 Behaviours and attitudes learned at an early age can have a lifelong effect.

Sentence subjects reporting numerical information and comparisons

Aim

An important skill in academic writing is to be able to interpret information in diagrams and graphs and to convert it into coherent text to be incorporated in essays and dissertations.

3 Students will not need to solve difficult mathematical problems for the IELTS exam but they will need some familiarity with the more basic ways of expressing and reporting information numerically. Give students time to practise saying the fractions, percentages and expressions in pairs.

Answers

- 1 33.3% f
- 2 66.6% a
- 3 50% c
- 4 25% g
- 5 75% d
- 6 60% b
- 7 70% e

4 Students may benefit from doing the completion exercise (5) before attempting their own sentences in Exercise 4. Revise qualifying expressions. Refer students to Box A in Exercise 5. Explain that *less* is used with uncountable nouns and *fewer* with countable nouns. Elicit examples from the class.

5 Students complete the sentences with expressions from Box A and Box B.

Answers

- 1 *Half as many* Estonian girls as boys smoke.
- 2 There are *five times as many* girls who smoke in Greenland as (there are) in Lithuania.
- 3 The number of boys who smoke in Greenland is *double* that in Estonia.
- 4 In France, *the same* number of boys and girls smoke.
- 5 *Twice as many* teenagers smoke in Greenland as do in Finland.

6 Comparative structures can be difficult for students to master. This exercise gives students the opportunity to produce their own comparative sentences. Encourage students to practise a range of structures and exchange their sentences with a partner to correct and discuss differences and alternatives.

Further practice

For further practice of sentence subjects, refer students to Photocopiable 2, Exercise 1 (TB page 107).

Vocabulary 1 p33

Social issues

Aim

The use of correct collocations in academic writing improves accuracy, and allows the writer to express complex concepts more fluently and clearly. Critical thinking, the fundamental approach to learning in UK universities, is supported by the problem/solution format for discussion and writing, revisited in this section.

Further practice

Refer students to Unit 2 Vocabulary, Exercise 2, page 179.

1

Answers

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

2 Students discuss answers in pairs.

Suggested issues

- 1 Money: low income, personal debt
- 2 Health: cost and quality of health care
- 3 Family: care of the elderly, breakdown of the extended family
- 4 Social groups: juvenile delinquency, homophobia

3 Remind students of the problem/ solution/ evaluation pattern in essay questions. Point out that the solution to a problem may create a new problem which needs evaluation and a further solution.

Ask students to make brief notes about a social problem in their country before describing it to their partner.

Vocabulary 2 p33

Word formation: Nouns and verbs

Explain the addition of suffixes to change word forms. Elicit examples of nouns having the most common endings.

1 Point out that when verbs are formed from nouns, it may be necessary to make some spelling changes.

Answers

- 1 apply
- 2 associate
- 3 communicate
- 4 concentrate
- 5 direct
- 6 educate
- 7 examine
- 8 form
- 9 inform
- 10 instruct
- 11 operate
- 12 organize
- 13 populate
- 14 produce
- 15 react
- 16 relate
- 17 situate
- 18 vary

2 Students underline the stressed syllables. Observe that for words ending in *-tion* the stress falls on the second syllable from the end.

Answers

- 1 appli'cation lap'ply
- 2 associ'ation I as'sociate
- 3 communi'cation I com'municate
- 4 concen'tration I 'concentrate
- 5 di'rection I di'rect
- 6 edu'cation I 'educate
- 7 examin'ation I e'xamine
- 8 for'mation I form
- 9 infor'mation I in'form
- 10 in'struction I in'struct
- 11 oper'ation I 'operate
- 12 organi'zation I 'organize
- 13 popu'l'ation I 'populate
- 14 pro'duction I pro'duce
- 15 re'ac'tion I re'act
- 16 re'la'tion I re'late
- 17 situ'ation I 'situate
- 18 vari'ation I vary

3 ~ 1.8 Play the recording for students to check their answers. In pairs, students practise saying the nouns and verbs in Exercise 1.

~1.8

- 1 appli'cation lap'ply 2 associ'ation I as'sociate 3 communi'cation I com'municate 4 concen'tration I 'concentrate 5 di'rection I di'rect 6 edu'cation I 'educate 7 examin'ation I e'xamine 8 for'mation I form 9 infor'mation I in'form 10 in'struction I in'struct 11 oper'ation I 'operate 12 organi'zation I 'organize 13 popu'l'ation I 'populate 14 pro'duction I pro'duce 15 re'ac'tion I re'act 16 re'la'tion I re'late 17 situ'ation I 'situate 18 vari'ation I vary

~1.8

II

4

Answers

- 1 reaction
- 2 formation
- 3 production
- 4 relations
- 5 education
- 6 operated
- 7 situated
- 8 examination
- 9 applications

Writing p34

Task 2

Aim

One of the most important skills in academic study is the ability to analyse an essay title and to respond appropriately to it. Students often have difficulty distinguishing between the main topic and the specific aspect of the topic to be discussed. They must also be able to express their viewpoint clearly in discursive writing.

1 Ask students to find the answers to 1-5 in the Introduction on pages 4-7 and discuss any doubts in their group. Any unresolved questions can be clarified in a whole group session.

Answers

- 1 250 words
- 2 40 minutes, it is worth two thirds of the marks
- 3 Task Response, Coherence and Cohesion, lexical Resource, Grammatical Range and Accuracy
- 4 A response to a given opinion or problem
- 5 Suggested structure: Introduction, Development, Conclusion
Steps involved in writing an essay: Thinking and Planning, Writing and Checking

Understanding the question

2 Explain that each essay title has four parts: *the topic, the focus, the viewpoint* and *the task*. The topic is the most general theme, the focus is a specific aspect/part or influence on that theme, the viewpoint may be established in the title or may be required of the writer and the task tells the writer what type of essay he/she is expected to write (for example problem/ solution, discussion/ opinion, criticism, description).

Answers

- 1 and 4 are instructions
2 is the statement
3 is the task

3

Answers

- 1 no
- 2 only if the habits are a cause of stress
- 3 not in detail but your experience can be part of your evidence
- 4 no
- 5 yes
- 6 yes (opinion + arguments)

4

Answers

Topics are underlined, tasks are in bold italics.

1 *The age at which children are allowed to work for money (tooic) varies from country to country. While some people believe it is wrong, others regard it as a valuable opportunity to gain experience of the work environment.*

Discuss the arguments for and against (task) children participating in paid work.

Briefly state that the attitude to children's work varies according to culture and law. Describe the arguments for and against. Conclude with a summary and your own opinion.

2 *These days, the wealthy in society often throw away perfectly good products in order to replace them with more up-to-date models.*

Do the environmental disadvantages of this development outweigh the economic advantages?

Briefly describe the 'throw-away culture' of today's consumer society. Describe the environmental costs of this, then contrast with the economic benefits. Conclude with a summary and your own opinion.

3 *Many governments state that they value equal opportunities for all but do not provide adequate support for the disabled.*

Discuss this view and give your own opinion.

Briefly describe the idea of equal opportunity and its relevance to the disabled. Then outline the arguments for the statement (why governments are failing to provide enough support) and then outline the arguments showing how governments are succeeding. Conclude with a summary and your own opinion.

Argument/Opinion Questions 1: The Balanced Argument Approach

5 Students underline the topic (*teenagers*), focus (*stressful*), viewpoint (*more... than previous generations*) and task (*discuss... and give your opinion*) in the essay question in Exercise 2 and compare their answers with a partner.

Students then make a note of their arguments supporting and contradicting the statement, and discuss them with their partner.

6 Students complete 1-5.

Using the arguments they discussed in Exercise 5, students write a paragraph each for statements i-v.

Answers

- 3 the body of the essay
- 4 No, not necessarily. Select those that are strongest and that you have sufficient vocabulary to describe.
- 5 one main idea which may be supported by other ideas

7

Answers

Three main ideas:

- 1 exposed to more products than earlier generations (films/media, youth-oriented advertising)
- 2 pressure to succeed at school (achieve lifestyle in media, compete for best jobs, parental pressure)
- 3 stresses in earlier times (hunger, physical hardship)

8 Linking expressions are reviewed in detail in Unit 8 Language focus, page 124; Unit 8 Grammar, page 176 and Unit 9 Dictionary focus, page 151.

Revise the functions of the linking words in the box. Students could complete the box with the words from Exercise 9 before adding the words from the box to the correct place in the essay.

Answers

- 1 as a result of
- 2 In addition
- 3 Consequently
- 4 In order to
- 5 so
- 6 On the other hand
- 7 for example
- 8 Nevertheless

9

Answers

- 1 contrast/concession = *although, while, in spite (of)*
- 2 reasons = *because, due to*
- 3 further support = *furthermore, moreover*
- 4 examples = *for instance*
- 5 result/consequence = *therefore, thus*
- 6 purpose = *such as to* + infinitive

10

Answers

- 1 Firstly, On the other hand, To sum up,
- 2 In addition, Consequently, Nevertheless
- 3 Despite, as a result of, In order to, so, although

11

Answers

- Longest = *peer pressure to conform by owning the latest designer-label clothing + produces*. Other long sentence subjects = *life for modern teenagers + is, youth-oriented advertising + makes, Parental pressure, exams and homework + are (all) reported, hunger and physical discomfort + would (undoubtedly) have caused, consumerism and academic pressure + are*
- 2 -tion = *generations, examinations*
-ity = *celebrities, anxiety, society*
-er = *teenagers, designer*
-ness = *awareness*
-ism = *consumerism*
-ment = *improvement, arguments*

12 Refer students to the model answer Unit 2 Writing, page 189 to discuss use of linking words and structure.

Study skillsp39

Using a dictionary

1 Students discuss the advantages and disadvantages of using a monolingual dictionary.

Advantages: develop language by reading definitions in English, meanings shown in context, wider range of meanings shown

Disadvantages: definitions may use unknown vocabulary, slower

2

Answers

- 1 adverb
- 2 conjunction
- 3 preposition
- 4 infinitive
- 5 uncountable noun
- 6 transitive verb
- 7 somebody
- 8 followed by a clause beginning with *that*
- 9 followed by an infinitive
- 10 followed by verb + *-ing*

3

Answers

- 1 /dʒʌstɪs/
- 2 INJUSTICE
- 3 social justice
- 4 anything in italics
- 5 1a. the fact that something is reasonable and fair

Dictionary focus p39

1

Answers

- 1 in sth
- 2 of sth
- 3 advice/solution/use
- 4 on sth/sb
- 5 uncontrolled
- 6 annoying/bad
- 7 express/give/offer

2 Students record word families in a table. Point out that not all words take all forms and discuss the alternatives for: *addict/become addicted to*, *opinion/to have an opinion*.

Students can write sentences incorporating at least two forms of each word and discuss them in small groups.

Answers

noun - object	noun - person	noun - process	verb	adjective	adverb
product	producer	production	produce	productive	productively
-	addict	addiction	-	addictive	-
-	participant	participation	participate	participative	-
-	practitioner	practise	practice	practical	practically
-	-	influence	influence	influential	influentially
-	consumer	consumerism	consume	consuming	-
habit	-	-	habituate	-	habitually

opinion - - - opinionated -

Warm up p40

Elicit the vocabulary of transport and the environment by referring students to the pictures and asking them to compare the sizes and functions of the vehicles. Vocabulary may include: *off road, high performance, fuel consumption, fast, family car, racing, formula one, sporty, 00 miles per litre/gallon.*

In small groups, students discuss the relative popularity of different vehicles in their country and compare them with others. Encourage students to give reasons and explanations for their opinions.

Recycling (II)

Aim

Scanning titles and subtitles for relevance to an essay title or research question can be a valuable time-saving study technique. Students can also learn to read the first sentence of each paragraph for the gist of the content.

Elicit predictions from the title and subtitle of the article about the content. Make sure students read all the words in the subtitle (*wells, high oil prices, alternative fuels*).

1, 2 and 3 Ask students to read the title of the article and answer the questions in pairs.

Answers

- 1 and 2 D
3 British (para. 5: *we*)

Multiple-choice questions

4 Students complete this exercise individually. Review the answers with the whole class.

Answers

- 1 petrol shortage/near future
2 changes/North Sea oil supplies
3 not affect/price oil
4 higher fuel prices/bring about

5 Working in pairs, students have the opportunity to discuss the details of the article before choosing responses. They will benefit from their own and their partner's errors which should make them more aware of the dangers of distracters.

Answers

- 1 D
2 B
3 A
4 A

Matching

6 Students complete the matching exercise and confirm their responses with their neighbour.

Answers

- 5 D
6 D
7 H
8 a
9 P or D
10 P or D
11 H
12 a

Dealing with unknown vocabulary in a reading passage

Aim

When students come across unknown vocabulary in academic texts, they often feel the need to understand every word and refer to the dictionary frequently. This slows down their reading significantly and limits the range of sources they can consult. Guessing meaning from context and contingent words is a very useful way to speed up reading.

7 Remind students that they cannot only guess from context but, if they speak an Indo-European language, they can look for similarities between words in their own language and English (*cognates*). For example *nascent* means *being born*. Students must also be aware that not all cognates have similar meanings. However, this shouldn't prevent them from using the technique to guess possible meanings in context.

8 In pairs, students discuss possible meanings of the expressions before looking them up in a dictionary and checking the meaning.

Suggested answers

- 1 finite = *limited*
2 derived from = *coming from*
3 shortage = *not enough*
4 dwindling = *getting smaller*
5 massive = *very big*
6 burgeoning = *growing*
7 initial = *at the beginning*
8 sustained = *supported, continued*

9 Explain that we do not necessarily need to know the meaning of words that are:

- examples in a list (*are emulsion, shales, geopolitics, petrol/electric, hybrid/bio fuels*)
- between commas in non-defining relative clauses (*balance of payments*).

Language focus p44

Compound adjectives used in place of relative clauses

Aim

The use of compound adjectives and correct collocations makes academic writing more concise and accurate. This section develops students' ability to combine concepts in compound adjectives and students' awareness of collocations.

Introduce compound adjectives by asking students to find the following examples in the article on page 41: *short-sighted* (para. 5), *tax-friendly* (para. 8), *off-road* (para. 12). Students should explain the examples in their own words. This exercise should demonstrate that compound adjectives are a concise way of describing two attributes of a concept without using a lengthy relative clause.

Students can practise forming compound adjectives by completing the exercise in the Grammar section on page 172.

1 and 2 Students combine compound adjectives and nouns to replace the relative clauses and check with the text.

Answers

- 1 long-awaited adoption
- 2 wallet-friendly alternatives
- 3 fuel-efficient cars
- 4 cleaner-burning petrol and diesel engines
- 5 high fuel-consumption vehicles
- 6 new-generation vehicles

3 Students work in pairs to create compound adjectives.

Suggested answers

- 1 Low-lying areas are more likely to flood.
- 2 It is recommended to eat a well-balanced diet.
- 3 Ford have produced a high-performance estate car.
- 4 People entering and leaving the building are monitored on closed-circuit television.
- 5 In spite of his qualifications and experience, he was offered only short-term employment and not a permanent post.
- 6 Teaching and nursing have traditionally been low-paid jobs.
- 7 Fox hunting is a long-standing British tradition.
- 8 We prefer to do business with well-established companies.

For a more detailed grammatical explanation refer students to Unit 3 Grammar, pages 171-172.

Vocabulary p45

Collocations

Explain that certain words are often found together. For example *against a background*, *to make a sacrifice*. The correct use of collocations makes writing and speaking more fluent and accurate.

1 Explain that *energy* can be a noun or an adjective. When it is a noun, it goes after the adjective or the verb (as an object); when it is an adjective it goes in front of the noun.

Answers

- 1 Words typically coming before: *alternative, atomic, conserve, conventional, generate, harness, nuclear, provide, renewable, solar, sustainable, wave, wind*
- 2 Words typically coming after: *consumption, costs, efficiency, policy, production, requirement, shortage*

2

Answers

- 1 policy
- 2 harness
- 3 sustainable
- 4 consumption
- 5 requirement
- 6 generate
- 7 renewable
- 8 conventional

3 and 4 \0 1.9 Explain that the text for completion is the transcript of a brief radio report on government energy policy. Students will listen to it to check their answers.

Students complete the text.

Play the recording for correction. Words used for completion are underlined in the recording script below.

Answers

- 1 harnessing (gerund because it follows *for*)
- 2 renewable/sustainable (*renewable* is normally an adjective, but has recently become a plural noun, *renewables*, meaning *renewable sources of energy*)
- 3 renewable/sustainable
- 4 generate
- 5 requirements
- 6 consumption
- 7 conventional