

## UNIT 1: LANGUAGE PRACTICE

### **Personality adjectives, question forms, prefixes and present simple and continuous**

1 Below you will read three different discussions between colleagues who work together in an office. Fill in the gaps and answer the questions.

- A He is terrible at making decisions.  
 B I know, he's so *indecisive*<sup>1</sup>, he will never make a good manager.  
 C Who is \_\_\_\_\_<sup>1</sup>?  
 B Oh, I didn't see you there. We were just talking about Dave Saunders.

<sup>2</sup> In C's question above, is the *wh-* word the *subject* or the *object*?

- A Mr. Simpson can be so \_\_\_\_\_<sup>3</sup> sometimes. He just doesn't seem to be aware of other people's feelings.  
 B I know. I was at the photocopier the other day and he told Natasha from the office that her sweater was far too small for her.  
 A You're joking! Oh my word! \_\_\_\_\_<sup>4</sup> you think he has a sensitive bone in his body?  
 C \_\_\_\_\_<sup>5</sup> you seen his jumpers? They aren't exactly top Paris fashion, are they?

<sup>6</sup> What tense is C's question – present simple, present continuous, past simple or present perfect?

- A Have you seen Carla yet this morning?  
 B She \_\_\_\_\_<sup>7</sup> (talk) to Elaine Bryson in the Director's office.  
 A Really? Why?  
 B Well, she \_\_\_\_\_<sup>8</sup> (arrive) ten minutes late every single day so I expect she \_\_\_\_\_<sup>9</sup> (get) a warning.  
 A \_\_\_\_\_<sup>10</sup> there a reason why she \_\_\_\_\_<sup>11</sup> (be) always late?  
 B I don't know but she's so \_\_\_\_\_<sup>12</sup> once she gets here that she doesn't deserve to get into any trouble.  
 A I know. She does work extremely hard. It never used to be like this. Management \_\_\_\_\_<sup>13</sup> (watch) us so carefully now, we don't seem to have any freedom.  
 B When \_\_\_\_\_<sup>14</sup> you last have a good talk to her?  
 A Not for a while now.

<sup>15</sup> In B's final question, is the *wh-* word the *subject* or the *object*?



## UNIT 1: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to give further practice in personality adjectives, question forms, prefixes and the present simple and present continuous.  
This worksheet is designed to be used after Lesson 1.3.
- Time:** 20 to 30 minutes
- Materials:** photocopies of the worksheet for each student

### ***Personality adjectives, question forms, prefixes and present simple and continuous***

- 1 Clarify to students that they are recycling and extending the grammar and vocabulary aims of the unit. Make sure they understand that the content is three separate conversations between colleagues at work.

- 1 *indecisive* (the opposite of 'decisive'. Compare also: sufficient / insufficient; capable / incapable; competent / incompetent)
- 2 *'Who' is the subject.* This is a subject question. Think of the full answer: 'Dave is indecisive.' 'Dave' is the subject of this sentence.
- 3 *insensitive* (the opposite of 'sensitive')
- 4 *Do* (present simple question)
- 5 *Have*
- 6 *C's question is a present perfect question.* This could be present perfect for the 'recent past' or for 'general experience'.
- 7 *is talking* (an action happening around now)
- 8 *arrives* (this is a regular or habitual action)
- 9 *is getting* (an action happening around now)
- 10 *is* (question with 'be')
- 11 *is* (regular or habitual action)
- 12 *hard-working*
- 13 *is watching* or *are watching* (a trend or a changing situation)
- 14 *did* (past simple question)
- 15 *'When' is the object.* This is an object question. Think of the full answer, e.g. 'I last had a good talk to her two weeks ago.'

## UNIT 1: READING

### OPTIMISTS AND PESSIMISTS

The study of personality has changed in recent times and more focus is now placed on the different ways that people understand their environments. One example of this type of approach is the study of optimism and pessimism. So what is the definition of optimism and pessimism?

Optimists tend to see all the events in their lives in a positive light. Everything seems positive to optimists. Even negative events may still be viewed as having the potential to be positive. Pessimists on the other hand generally focus on the negative potential of everything.

For example, pessimists who receive a poor grade in an exam will probably see this as a problem with their ability. In other words, they will see a poor grade as their own fault. Alternatively, pessimists may blame an external reason that is not within their control, e.g. a poor exam question or a strict examiner. The result is that pessimists will have lower expectations for the future and this can even lead to depression.

In contrast, optimists will most likely view a poor exam result as useful feedback. They will take it as a warning that they need to change their study habits or exam preparation techniques. Optimists often then make the decision to change that aspect of their study patterns and would fully expect to do better in the next exam.

In general, and not surprisingly, optimists do better in life. Taking students as an example, optimists generally believe that factors such as making an effort and improving study habits will lead to better results. Of course such beliefs lead to greater achievement. In one academic study, low-achieving students did much better when researchers helped them to overcome their negative feelings.

However, optimists should be careful. Over-optimistic people can sometimes ignore potential problems. Indeed, a person who is always positive in every situation, including times of crisis, is unlikely to be considered normal.

**1 Based on the information in the article, are the following statements 'true', 'false' or 'don't know'?**

- 1 Being an optimist always results in better outcomes. *false*
- 2 Optimists are likely to blame bad results on other people.
- 3 Optimists can sometimes view bad events as having potentially positive outcomes.
- 4 Pessimists will always view a poor exam result as their own fault.
- 5 Low-achieving students are always pessimistic.

**2 Choose the best definition for the following words from the text:**

- 1 overcome (para. 5)
  - a) to successfully deal with something or control it
  - b) to forget about something
  - c) to achieve something
- 2 over-optimistic (para. 6)
  - a) not optimistic enough (negative meaning)
  - b) too optimistic (negative meaning)
  - c) very optimistic (positive meaning)

## UNIT 1: READING

### TEACHER'S NOTES

**Aim:** to give further practice in reading skills in the subject area of Unit 1;  
to give practice in reading for specific information;  
to develop further awareness of prefixes.  
This worksheet is designed to be used after Lesson 1.3.

**Time:** 20 to 30 minutes

**Materials:** photocopies of the worksheet for each student

**Warmer** Write 'optimists and pessimists' on the board. Brainstorm ideas about what characterises these different types of people. If students have a lot of ideas, you could ask them to do Exercise 1 before they read. They could then read to confirm or reject their answers.

1 Students read the text and decide if the statements are 'true', 'false' or 'don't know' based on the content of the article.

- 1 False. See paragraph 6. Being too optimistic can result in people viewing you as abnormal if you are extremely positive in very negative situations.
- 2 False. See paragraph 4. Optimists usually view bad results as an indication that they need to improve something that they are doing themselves.
- 3 True. See paragraph 2. Even in negative situations, optimists may think that there will be positive outcomes.
- 4 False. See paragraph 3. Although pessimists will sometimes view a bad result as their own fault, they may also blame it on an external factor.
- 5 Don't know. The article doesn't tell us this. In paragraph 5, one study is mentioned where low-achieving students were helped to improve by researchers who assisted them in being more positive. This does not imply that all low-achieving students are pessimistic.

2 Students choose the correct definition for the words. You can use this to do further work with the prefix 'over'.

- 1 a)
- 2 b) When added to an adjective, this has a negative connotation. An over-excited person is *too* excited.

### Possible follow-up activities

- 1 Students discuss the positive and negative aspects of pessimistic and optimistic people in given situations. Students devise situations where it is better to be a pessimist.
- 2 Students discuss whether people can be categorised as optimists and pessimists or whether all people have elements of both in different situations.
- 3 Role-plays where students play very pessimistic or very optimistic roles.

## UNIT 1: STUDY SKILLS

### Comparative text patterns

#### Text A

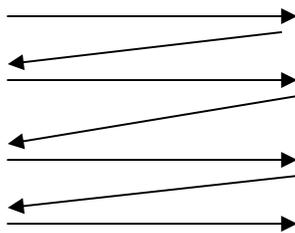
There are clearly differences between men and women but are these differences as big as we think? The most common distinctions between the two sexes are often presented as proof that men and women are essentially two different animals. Anatomically, there are obvious differences between men and women and these are defined even before we are born. Men tend to be aggressive and assertive whereas women are peace-loving and sensitive. Men are also often antisocial compared with the caring and social nature of women. It is also often said that men are good at mathematical tasks while women are better at subjects such as literature and languages. Finally, men are presented as being single-minded and unable to cope with more than one task at a time. In contrast, women are able to multi-task and cope simultaneously with a number of situations.

#### Text B

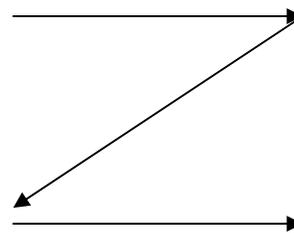
There are clearly differences between men and women but are these differences as big as we think? The most common distinctions between the two sexes are often presented as proof that men and women are essentially two different animals. Anatomically, there are obvious differences between men and women and these are defined even before we are born. Men tend to be aggressive and assertive and are also often antisocial. It is also often said that men are good at mathematical tasks. Finally, men are presented as being single-minded and unable to cope with more than one task at a time. On the other hand, women are described as peace-loving and sensitive people who are caring and sociable. Typically, they are presented as being better at subjects such as literature and languages. Finally, women are also referred to as multi-taskers able to cope simultaneously with a number of situations.

- 1 When writing comparative texts, there are typically two patterns which are used. One piece of writing may use one of these patterns or a combination of both. If you are aware of the two patterns, it can help to structure your writing.

Texts A and B contain the same content. One represents the 'horizontal' pattern of organisation and the other represents the 'vertical' pattern of organisation. Which text is 'horizontal' and which text is 'vertical'?



Horizontal pattern



Vertical pattern

### Taking notes while reading

- 2 A good way to take notes when reading a comparative text is to use a table so you can easily pick out the points of comparison. Take notes on the texts above using a table with two columns.

Men	Women
<i>aggressive and assertive</i>	

## UNIT 1: STUDY SKILLS

### TEACHER'S NOTES

**Aim:** to raise awareness of two typical comparative text patterns;  
to give practice in note-taking when reading.

This worksheet is designed to be used after Lesson 1.5.

**Time:** 30 to 60 minutes

**Materials:** photocopies of the worksheet for each student

- 1 If Lesson 1.5 has not been done, students could brainstorm some of the differences between men and women. Students read the texts to see if they match their own ideas. Students then read Exercise 1 and study the texts again.

Text A follows the horizontal pattern. This is where the points of comparison are presented together. The horizontal pattern typically uses more linking words such as 'while', 'whereas', 'in contrast' and 'however'.

Text B follows the vertical pattern. This is where all the points of comparison are presented for one of the subjects first (in this case 'men'). Then, the points of comparison for the other subject ('women') are presented in the same order. This pattern is more descriptive and often uses fewer linking words and phrases.

- 2 Students take notes in a table. The point to realise is that a table is an excellent way to take notes from comparative texts as it gives a visual comparison between the main points.

#### Example answer:

Men	Women
aggressive and assertive	peace-loving and sensitive
antisocial	nurturing, caring, sociable
good at mathematical tasks	better at literature and languages
single-minded, single tasks only	multi-taskers

#### Possible follow-up activities

- 1 Students brainstorm points of comparison between two things and write two paragraphs, one in the vertical pattern and one in the horizontal. Cultural differences between two countries are a good source of ideas.
- 2 Students take notes in tables from each other's texts.

## UNIT 2: LANGUAGE PRACTICE

### Past simple or present perfect?

- 1 Read the extract from the blog (online diary) of someone who has taken six months' leave from work to travel around Central and South America. Fill in the gaps using the past simple or present perfect form of the verb given in brackets and any other given words. Do Exercise 2 before checking your answers.

It is Saturday and finally I have arrived<sup>1</sup> (arrive) in Arequipa in the south-west corner of Peru after setting off from Quito ten days ago. I \_\_\_\_\_<sup>2</sup> (not / write) anything on my blog since last week and I \_\_\_\_\_<sup>3</sup> (already / fill up) the memory stick on my new digital camera. I \_\_\_\_\_<sup>4</sup> (do) so much this week, it \_\_\_\_\_<sup>5</sup> (be) truly incredible.

I \_\_\_\_\_<sup>6</sup> (cross) the border with Ecuador at Tumbes and \_\_\_\_\_<sup>7</sup> (look around) for a bit before taking a plane straight to Lima. When I \_\_\_\_\_<sup>8</sup> (get to) Lima, I \_\_\_\_\_<sup>9</sup> (take) a bus to the centre and then a taxi to the hostel that I had booked. I \_\_\_\_\_<sup>10</sup> (only / stop off) in Lima for a day and then \_\_\_\_\_<sup>11</sup> (jump) on a bus straight down to Pisco and then Nazca. I \_\_\_\_\_<sup>12</sup> (always / have) a lifelong ambition to see the Nazca lines in the desert. I can

honestly say that I \_\_\_\_\_<sup>13</sup> (never / see) anything so amazing in my life.

In the middle of the desert, there are huge designs and drawings of shapes and animals that can only be seen from the air. I \_\_\_\_\_<sup>14</sup> (join) a group of five people from my hotel. We \_\_\_\_\_<sup>15</sup> (take off) in a small plane and \_\_\_\_\_<sup>16</sup> (circle) the Nazca lines. The pilot \_\_\_\_\_<sup>17</sup> (tilt) the plane to the side so we could look straight down at the designs below. I \_\_\_\_\_<sup>18</sup> (even / manage) to take some photos so click the link to have a look at my photo album! I must finish uploading all my photos soon because I \_\_\_\_\_<sup>19</sup> (not / do) them all yet and I need the space on my camera. There \_\_\_\_\_<sup>20</sup> (be) too many distractions this week! With all this going on, I mustn't forget that I am going on to Cuzco early tomorrow morning by train.

- 2 Before you check your answers, try to put the number of each gap in the text into the table below. This will help you to think about the meaning of each sentence as well as the form of the verb.

Past simple for finished actions in the past (often when describing a sequence of events or with a specific date/time)	Present perfect for finished actions in a time period that continues up to now	Present perfect for general life experience with no specific time given
	1	

### Phrasal verbs

- 3 Find the phrasal verbs in the text that have the following meanings:

- 1 leave set off
- 2 finish something (leaving no more space)
- 3 explore
- 4 arrive in
- 5 stay somewhere briefly / for a short time
- 6 leave the ground and go up into the sky

## UNIT 2: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to give further practice in past simple and present perfect forms;  
to give further practice in understanding usage of past simple and present perfect;  
to revise and extend the phrasal verbs studied in Lesson 2.2.  
This worksheet is designed to be used after Lesson 2.3.
- Time:** 40 to 60 minutes
- Materials:** photocopies of the worksheet for each student

### *Past simple or present perfect?*

- 1 Clarify to students that they are recycling and extending the grammar and vocabulary aims of the unit. Using the Unit 2 Reading worksheet will introduce the topic of online blogs and travel diaries. This could be useful to set this worksheet in context.

1 have ('ve) arrived 2 have ('ve) not written 3 have ('ve) already filled up 4 have ('ve) done 5 has ('s) been 6 crossed 7 looked around 8 got to 9 took 10 only stopped off 11 jumped 12 have ('ve) always had 13 have ('ve) never seen 14 joined 15 took off 16 circled 17 tilted 18 even managed 19 have ('ve) not done 20 have ('ve) been

- 2 Exercise 2 should help students to reflect further on their answers for Exercise 1. It practises rules presented in Unit 2 of the Course Book.

Past simple	Present perfect for finished actions	Present perfect for general life experience
6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18	1, 2, 3, 4, 5, 19, 20	12, 13

### *Phrasal verbs*

3

1 set off 2 fill up 3 look around 4 get to 5 stop off 6 take off

### *Possible follow-up activities*

- 1 Students write a travel blog or diary about a holiday or journey they have done. Feedback on the texts focussing on the use of past simple and present perfect.

## UNIT 2: READING

### REFLECTIONS ON MODERN LIFE: TRAVEL BLOGS

For people in the UK, taking a gap year to travel around the world is no longer a rare and unusual thing to do. Many students take a year out to go travelling after leaving school and before starting university. Increasingly, older people are also choosing to take a year away from their work or careers in order to spend time travelling to discover new cultures, become more independent and broaden their horizons.

One major difference between modern-day travellers and those in the past is the rise of technology and the increasing use of online websites or 'travel blogs' to chart a traveller's progress around the world. Blogs (a short form of 'web logs') are online diaries that open up the travelling experience to the world. Using both text and pictures, travellers can communicate their adventures to anyone with access to the web simply by stopping off once in a while in an internet café. Such adventurers are no longer solitary people who disappear from society for a year to appear 12 months later as changed and wiser people. They no longer carry a diary to fill with notes and sketches. They are permanently connected to the world.

Those who believe that blogging is an essential part of modern life claim that there are a number of advantages to using travel blogs. One suggested advantage is that you only need to write once for all your family and friends to be informed of where you are and what you are doing. It is also free. There is a whole range of sites available for you that do not require any payment and give you a generous amount of storage space for

uploading photos. Finally, it is supposed to be a secure way to store your information. Once uploaded, your photos are safe. Once saved, the text you have written should be there for good. So, there is no need to carry a heavy diary with you and the risk of dropping your valuable information on a bus you will never see again is significantly reduced.

However, there is a growing feeling that the advent of such online recording of travelling is actually detracting from the overall experience. There is a strong argument that travelling is essentially a solitary experience. The whole point of a gap year is to distance yourself from your normal life. The aim is to discover new and fascinating things not only about the world but also about yourself. Furthermore, although your friends and relatives can access the information free, it can become an onerous task for them to follow an almost daily, generic diary and access hundreds of photos while being simultaneously bombarded with Internet advertising. Finally, although generally secure, using an online storage system is not free from risk. If the website you use ceases to exist or is taken over by another company, you could potentially lose a significant amount of time and effort.

So, are online travel blogs killing the benefits of travelling? Are they destroying the mystery and the pleasure of escaping for a year to play out the fantasy of adventure? Is it not more exciting to return home full of stories to tell around a fire on a cold, frosty night?

Steve Patterson

**1 Read the magazine article above. What is the writer's opinion? Underline the language in the text that helped you choose your answer.**

- 1 The writer is neutral. He presents both sides of the argument and does not suggest an opinion.
- 2 The writer probably believes that travel blogs are a good thing.
- 3 The writer probably believes that travel blogs are not necessarily a good thing.

**2 Choose the best definition for the following words from the text:**

- 1 uploading photos (para. 3)
  - a) printing photos
  - b) storing photos
  - c) transferring photos from your camera to the computer or Internet

- 2 it is supposed to be a secure way (para. 3)
  - a) some people claim it is a secure way
  - b) it is definitely a secure way
  - c) it is unlikely to be a secure way
- 3 to detract from the overall experience (para. 4)
  - a) to change the overall experience
  - b) to have a negative effect on the overall experience
  - c) to add a new element to the overall experience
- 4 to distance yourself from something (para. 4)
  - a) to make a change from something
  - b) to forget about something
  - c) to separate yourself from something
- 5 onerous (adj.) (para. 4)
  - a) difficult or unpleasant
  - b) interesting or enjoyable
  - c) boring or dull
- 6 generic (adj.) (para. 4)
  - a) interesting
  - b) with no special or unusual characteristics
  - c) boring or dull
- 7 to be bombarded with something. (para. 4)
  - a) to be shocked by something
  - b) to be forced to face or look at a lot of something
  - c) to have something appear in front of you

## UNIT 2: READING

### TEACHER'S NOTES

**Aim:** to give further practice in reading skills in the topic area of Unit 2;  
to give practice in inferencing by interpreting the author's opinion;  
to develop vocabulary;  
to give practice in guessing meaning from context.

This worksheet is designed to be used after Lesson 2.3.

**Time:** 20 to 30 minutes

**Materials:** photocopies of the worksheet for each student, dictionaries

**Warmer** Write 'blogs' on the board. Discover what students know about blogs and what they are often used for.

- 1 Students read the text and make a judgement on the opinion of the author. They should underline the language (if any) that has led them to reach their answer.

3 The writer probably believes that travel blogs are not necessarily a good thing.

Paragraph 3 contains language which suggests that the author may not believe that the advantages are necessarily right. He implies three times that these are other people's views and that they are claims and suggestions rather than facts. There is no such language in paragraph 4, which presents the disadvantages.

'Those who believe that blogging is an essential part of modern life claim that...'

'One suggested advantage...'

'...it is supposed to be...'

- 2 Students use the context of the text to choose the best definition and then confirm their answers by using monolingual or bilingual dictionaries.

1 c) 2 a) 3 b) 4 c) 5 a) 6 b) 7 b)

### **Possible follow-up activities**

- 1 Students use dictionaries to do further vocabulary work with the text.
- 2 Students make notes from the reading in a table to see if the author has presented direct comparisons between the advantages and disadvantages.
- 3 Students brainstorm more advantages and disadvantages of travel blogs and then debate whether they contribute to or detract from the travel experience.

## UNIT 2: STUDY SKILLS

### TAKING NOTES WHILE LISTENING

**This is an extract from a lecture at a UK university. The lecturer is talking to a group of new students from all over the world. She is giving them advice about how to take effective notes while listening to lectures and talks.**

'In the last session before lunch, we talked about a number of useful tips to help you take notes in lectures and talks. We talked about listening for language such as 'firstly' and 'now let's move on to'. These signposts are also sometimes referred to as 'structuring language'. We also talked about using abbreviations and focusing on verbs and nouns, in other words, the words that carry the main content of the talk. Finally, we also looked at a number of ways of structuring your notes (the numerical system; flow charts; spidergrams; tables and diagrams) and how to decide on the best one to use.

However, even if you follow all this advice to the letter, you may still experience problems. Often, when non-native speakers are trained to take notes in lectures and talks, the trainers forget to deal with one very important aspect of note-taking. So it is this that I want to mention now.

Taking notes when reading is much easier even though you still have the same issues of which type of notes to do and linguistic problems such as understanding vocabulary. Written text never changes. You can read it again, you can go at your own speed, you can stop and look up words in the dictionary or ask for help. Speech, on the other hand, is ephemeral. Unless it is recorded or written

down, there is no permanent record of it. For most of us it exists for a short time in your memory and then it is gone. You could record talks or lectures, but going over them again afterwards is boring and there may not be enough hours in the week to do it.

Therefore, to take good notes in lectures and talks you need to be fully prepared before the lecture takes place and I'm going to suggest a number of ways in which you can do this. The main point is to have as much knowledge about the topic as you can before the talk starts. There are a number of things you can do to help with this. For example, you can contact the speaker in advance and ask for handouts, important reading references and even lecture notes. If you explain the reasons, the lecturer will usually be more than happy to help you. You can get together with other audience members before the talk to predict the content of the lecture and discuss the language that will be used. You can read the main references and check the meaning of new vocabulary. Reading around the topic before the lecture will not only help you to take notes but also encourage a deeper understanding of the lecture or talk....'

### *Understanding the gist*

#### 1 Which of these statements best summarises the point the lecturer is making?

- 1 Taking notes in lectures and talks is much more difficult than taking notes while reading.
- 2 The main strategies to help you take notes in lectures and talks are to choose patterns of notes, to use abbreviations, to focus on verbs and nouns and to identify linguistic signposts.
- 3 As well as developing good note-taking skills such as using abbreviations and identifying certain language, it is crucial to be extremely well prepared before the talk or lecture takes place.

### *Vocabulary*

#### 2 Find words or phrases in the text that mean the following:

- 1 an idea or suggestion that can be useful for you (noun, paragraph 1)
- 2 to follow advice or instructions exactly without doing anything different (verb phrase, paragraph 2)
- 3 something that lasts for a very short time (adjective, paragraph 3)

## UNIT 2: STUDY SKILLS

### **TEACHER'S NOTES**

**Aim:** to encourage further reflection on successful note-taking in talks and lectures and extend the input in Lesson 2.5;  
to give practice in reading to understand the main point;  
to develop vocabulary.  
This worksheet is designed to be used after Lesson 2.5.

**Time:** 20 to 30 minutes

**Materials:** photocopies of the worksheet for each student

#### ***Understanding the gist***

1 This aims to check comprehension of the point of the reading / lecture extract.  
Students read, choose the best answer and – if possible – discuss in pairs or groups.

- 1 This is not the best summary. However, it is true. This is the main point of paragraph 3 but not the whole extract.
- 2 This is not the best summary. The lecturer does not deny that all these things will help (paragraph 1). However, the point of this lecture extract is that while all these things will help, they may not be enough.
- 3 This is the best summary. The main point of the extract is about being well prepared for lectures and talks in order to take good notes. The lecturer accepts that all the note-taking skills outlined in paragraph 1 are important and useful. However, even excellent note-taking skills may not be enough if the listener is not well prepared.

#### ***Vocabulary***

2

- 1 a tip (paragraph 1)
- 2 to follow advice / instructions to the letter (paragraph 2)
- 3 ephemeral (paragraph 3)

#### ***Possible follow-up activities***

- 1 Students list all the advice, suggestions and tips in the extract and rank them in order of importance.
- 2 Students list all the advice, suggestions and tips in the extract and create a self-assessment form in which they evaluate their own note-taking skills. This can be repeated at intervals throughout the course.

## UNIT 3: LANGUAGE PRACTICE

### Present perfect simple and present perfect continuous

- 1 Complete the sentences with the correct form of the verb in brackets. Then decide which rule gives the best explanation of why that form is used: A, B, C or D.

Present perfect simple

- A To describe an action started in the past which is completed. Use of the present perfect means that there is some link with the present or that it has been done recently, e.g. *I've prepared the leaflets you asked for.* (The leaflets are ready now.)
- B To describe an action started in the past. It may emphasise the result of the activity. This may be answering the question 'how much' or 'how many', e.g. *I've done 50 of these puzzles already.*

Present perfect continuous

- C To describe an action that started in the past and to emphasise that it is still continuing, e.g. *I've been doing this puzzle all morning.* (I'm still doing it now.)
- D To describe an action that started in the past and to emphasise the duration of the activity. This may answer the question 'how long', e.g. *I've been doing this activity for 20 minutes.* (And I still haven't finished.)

- I have already done (do) half of the questions in this activity and I still don't understand it. Can you help me? *Explanation B (possibly also Explanation A)*
- I \_\_\_\_\_ (apply) for jobs since last January but I \_\_\_\_\_ even \_\_\_\_\_ (not have) an interview yet.
- I have excellent knowledge of Microsoft Office because I \_\_\_\_\_ (teach) computer skills for the last two years in my current position.
- I \_\_\_\_\_ (finish) my CV. Do you think I should send it to them now?
- Can you believe I \_\_\_\_\_ (write) eight covering letters in the last two days?
- I \_\_\_\_\_ (write) covering letters for years now but I'm still terrible at them.
- You \_\_\_\_\_ (have) too much time to think about this application. Just get on and write it.
- I know I need to find a job! Stop hassling me! I \_\_\_\_\_ (look) in the newspaper, OK?

### Dependent prepositions

- 2 Look at this extract from the briefing notes for someone who has just started a new job as an administrator in an office. Complete the gaps with the correct preposition.

Your knowledge of<sup>1</sup> software applications will be important for you to be successful in<sup>2</sup> this role. Furthermore, you are responsible for<sup>3</sup> ensuring that your administrative team achieve the same level of skills that you possess yourself. It is particularly important that all staff develop their knowledge of<sup>4</sup> our database and the way it works. We expect you to excel in<sup>5</sup> this area and to demonstrate that you can enhance the prospects for<sup>6</sup> our employees by passing these skills on to them. You will answer to<sup>7</sup> the Director of Administration (DoA). Although you will report directly to<sup>8</sup> the DoA, you may also be asked from time to time to do presentations to the Executive Board who will depend on<sup>9</sup> you to give a clear and perceptive snapshot of the dynamics of<sup>10</sup> your team.

## UNIT 3: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to give further practice in the form and usage of the present perfect simple and continuous;  
to give further practice of the dependent prepositions in Lesson 3.1 and introduce new examples.  
This worksheet is designed to be used after Lesson 3.2.
- Time:** 20 to 30 minutes
- Materials:** photocopies of the worksheet for each student

### ***Present perfect simple and present perfect continuous***

1

- 1 examples – both A and B are correct
- 2 *have ('ve) been applying* (Explanation D (possibly Explanation C)); *haven't even had* (Explanation A)
- 3 *have ('ve) been teaching* (Explanation D)
- 4 *have ('ve) finished* (Explanation A)
- 5 *have ('ve) written* (Explanation B (possibly Explanation A))
- 6 *have ('ve) been writing* (Explanation D (possibly Explanation C))
- 7 *have ('ve) had* (Explanation B)
- 8 *have ('ve) been looking* (Explanation C)

You may notice that it is sometimes difficult to choose between Explanation A or B and Explanation C or D. Don't worry about this. It is not really important to make a clear distinction between them. The difference is sometimes a matter of what the speaker wants to emphasise. The important thing is to make a difference between A/B and C/D.

### ***Dependent prepositions***

- 2 Students use the correct prepositions. Some revise those in Lesson 3.1 while others develop the theme further.

1 of 2 in 3 for 4 of 5 in 6 of 7 to 8 to 9 on 10 of

## UNIT 3: READING

### A LETTER FROM GRANNY

Dear Will,

It must be strange for you to receive a letter on paper with that Internet mail business that everyone seems to be using these days. Your mother asked me to write to you because she said you've been getting some careers advice at school about what to do when you reach school-leaver age next year.

I find it hard to imagine that you are still thinking about being a professional footballer at your age. You're such a lovely lad and these days footballers seem to be nothing more than a bunch of irresponsible young men with more money than sense. When your grandad and I were young, footballers were such good, honest people who did useful, full-time jobs and then played for fun. Some of them used to do an early morning shift in the mine before turning up to play in the afternoon!

I know it looks glamorous but don't you think being a footballer would be quite boring and repetitive? Every day, getting up to play football in the morning and exercise in the gymnasium? Then you would have to play at evenings and weekends. I can't see it will be good for your personal development. On top of that, I doubt your colleagues would be friendly and you'd have to spend so much time travelling to games all over the country.

And all that foreign travel? Very stressful. Also, earning that much money, you will never find yourself a nice girl to settle down with. You'll be followed by people who just want you for your wallet.

Both your grandad and your dad have good jobs. I'm sure you would be well suited to either. Your grandad's lorry driving is rewarding and flexible. Every time he sets off, he's doing some good for our society – don't forget most of that food on your table has arrived by road. He gets regular bonuses, flexible hours and lots of opportunities for foreign travel but only if he wants it. He's been all over Europe – in fact, he's in France at the moment!

And then there's your dad. He has made a good career of being an accountant. That's a challenging and satisfying type of job. He has a pleasant working environment, a good pension and excellent opportunities for promotion. On top of that he gets a company car! What a perk! I know sometimes he does jobs where he doesn't get home until late at night but you can live with that when you're working for a prestigious company.

Anyway, whatever you decide to do, love, I'm sure you'll make us proud. But be careful.

Love, Granny xxx

#### 1 Read the letter to William from his grandmother and answer the following questions.

- 1 Did Will's granny write to him by email? *No, she didn't.*
- 2 How old do you think Will is?
- 3 Why do you think Will has been getting 'careers advice' at school?
- 4 Does Will's granny think that being a professional footballer is a good job?
- 5 Does Will's granny think that footballers are sensible with money?
- 6 Does Will's granny think that being a footballer offers good opportunities to travel?
- 7 Do you think Will's grandad enjoys his job?
- 8 What perk does Will's dad have with his job?
- 9 Do you think Will's dad has to work hard in his job?
- 10 Does Will's dad work for a good company?
- 11 Do you think Will's granny will persuade him that being a footballer is not a good job?

2 Find the adjectives that Will's granny uses to describe the three jobs she talks about. Write them in the table below.

Footballer	Lorry driver	Accountant
<i>irresponsible</i>		

## UNIT 3: READING

### TEACHER'S NOTES

**Aim:** to give further practice in reading skills in the topic area of Unit 3;  
to give practice in reading for specific information;  
to give practice in inferencing;  
to revise and practise the work adjectives and expressions connected with work introduced in Lesson 3.1.

This worksheet is designed to be used after Lesson 3.1.

**Time:** 20 to 120 minutes

**Materials:** photocopies of the worksheet for each student

**Warmer** Write 'Grandfather' and 'Grandmother' on the board. Ask students in pairs to come up with as many variations for these two words as they can, i.e. more informal versions such as Gran, Granny, Grandpa, Grandma, Gramps, etc. Invite students to share experiences about their own grandparents and what they think about their grandchildren.

1 Students read the text and answer the comprehension questions.

- |    |  |
|----|--|
| 1  | No, she didn't. ('It must be strange for you to receive a letter on paper')  |
| 2  | Will is probably about 15 ('when you reach school-leaver age next year' – children can leave school at 16 in the UK).  |
| 3  | The year before children can leave school, they are usually given careers advice in school. This is to help them make decisions about what they want to do in the future.  |
| 4  | No. She seems to have only negative things to say about modern footballers (e.g. 'nothing more than a bunch of irresponsible young men with more money than sense').   |
| 5  | No. She says they have 'more money than sense' which means that they have a lot of money and are careless and irresponsible with it.   |
| 6  | No. Although she talks about travelling as a lorry driver in a positive light, she is negative about the travelling for footballers ('you'd have to spend so much time travelling to games all over England. And all that foreign travel? Very stressful' – by saying 'you'd have to' she is implying that he would have no choice). |
| 7  | Yes, probably. She writes about his job in a very positive light so he is probably positive about it. ('He gets regular bonuses, flexible hours and lots of opportunities for foreign travel but only if he wants it.' She says it is 'rewarding and flexible'.)   |
| 8  | He gets a company car, i.e. a car that is paid for by the company he works for.  |
| 9  | Yes, probably. Will's granny admits that he sometimes gets home late at night.   |
| 10 | Yes, a very good company ('prestigious').  |
| 11 | No. All the things she says are negative about the job, but a 15-year-old boy who's keen on football will probably see being a player as an ideal career.  |

2 Students put the adjectives in the table.

Footballer	Lorry driver	Accountant
<u>Now:</u> irresponsible (looks) glamorous boring repetitive stressful unfriendly <u>In the past:</u> decent honest	rewarding flexible	challenging satisfying

### ***Possible follow-up activities***

- 1 Students take on the role of Will and write a reply to his granny. They should try to make the letter polite but explain all the reasons why being a footballer is exactly what Will wants to do.
- 2 Students try to write a letter persuading Will not to become a professional footballer. They could take on the role of sister, brother, friend or cousin.
- 3 Students discuss the different attitudes towards work of older and younger people in their societies. Have views about work changed?
- 4 Students role-play a discussion between Will and his mother after he has received the letter.
- 5 Students role-play Will talking to his friends about the letter.
- 6 Students discuss how seriously young people take the advice of older people in their cultures.

## UNIT 3: STUDY SKILLS

### ***A covering letter: action words and phrases***

- 1 Read the extract from a covering letter for a job as a lecturer in the School of Education at a British university. Covering letters should contain action words and phrases to create a positive impression. Fill the gaps in the letter with the positive action words and phrases from the box.**

can bring    have worked    have shown    have started  
 have supported    experience of    developed

I am writing to apply for the post of Lecturer in Teaching English to Speakers of Other Languages (TESOL) as advertised in the job vacancies section of your website. I am currently employed as a lecturer at the University of Exeter and believe that the skills, experience and knowledge I have developed throughout my career can serve to make a significant contribution to your academic school.

I can bring<sup>1</sup> extensive knowledge and experience to this position including teaching at all levels. With 14 years' \_\_\_\_\_<sup>2</sup> English Language Teaching, postgraduate teaching and teacher training, I \_\_\_\_\_<sup>3</sup> closely with international students both in the UK and abroad. I am an active researcher and I \_\_\_\_\_<sup>4</sup> and supervised postgraduate dissertations. I \_\_\_\_\_<sup>5</sup> and \_\_\_\_\_<sup>6</sup> activities that have brought money into the centres where I have worked. Finally, I \_\_\_\_\_<sup>7</sup> a high level of organisational and administrative skills as a Degree Director, manager of several large-scale projects and in promotional activities for the university.

### ***Present perfect simple***

- 2 There are a number of examples of the present perfect simple in this letter. This is typical of covering letters as writers are describing things they have done in the past. These things are part of their life experience but may not have specific dates. Look at the letter. How many verbs can you find in the present perfect form? Underline them.**

## UNIT 3: STUDY SKILLS

### TEACHER'S NOTES

**Aim:** to raise awareness and give practice of the importance of action words and phrases in covering letters.

This worksheet is designed to be used after Lesson 3.5.

**Time:** 30 to 60 minutes

**Materials:** photocopies of the worksheet for each student

### ***A covering letter: action words and phrases***

- 1 Revise the advice about covering letters from Lesson 3.5 as a lead-in to this activity.

1 can bring 2 experience of 3 have worked 4 have supported  
5 have started 6 developed 7 have shown

### ***Present perfect simple***

- 2 There are nine examples of the present perfect simple (see below). Notice that the auxiliary *has/have* does not always need to be repeated within the same sentence.

I am writing to apply for the post of Lecturer in Teaching English to Speakers of Other Languages (TESOL) as advertised in the job vacancies section of your website. I am currently employed as a lecturer at the University of Exeter and believe that the skills, experience and knowledge I have developed throughout my career can serve to make a significant contribution to your academic school.

I can bring extensive knowledge and experience to this position including teaching at all levels. With 14 years' experience of English Language Teaching, postgraduate teaching and teacher training, I have worked closely with international students both in the UK and abroad. I am an active researcher and I have supported and supervised postgraduate dissertations. I have started and developed activities that have brought money into the centres where I have worked. Finally, I have shown a high level of organisational and administrative skills as a Degree Director, manager of several large-scale projects and in promotional activities for the university.

### ***Possible follow-up activities***

Students write a covering letter focusing on the use of action words and phrases.

## UNIT 4: LANGUAGE PRACTICE

### First conditionals, language learning vocabulary and phrasal verbs

- 1 Fill the gaps using the words in the box. The words may be used more than once. Some words may not be used.

#### Part A

if when unless as soon as let accent(s) bilingual dialect catch on get by  
fall behind keep up with pick up

- 1 This job requires absolute fluency in both Arabic and English. Therefore, unless<sup>1</sup> you are \_\_\_\_\_<sup>2</sup>, there will be no point applying.
- 2 Most large cities in the UK have a local \_\_\_\_\_<sup>3</sup>. A \_\_\_\_\_<sup>3</sup> is a version of English that is used in that particular area or city. It can usually be explained by the history of the area and has a name. For example, in Liverpool there is Scouse, in London there is Cockney and in Newcastle the local \_\_\_\_\_<sup>3</sup> is Geordie. Scouse, Cockney and Geordie are also \_\_\_\_\_<sup>4</sup>.
- 3 \_\_\_\_\_<sup>5</sup> you spend time in Newcastle, you will soon \_\_\_\_\_<sup>6</sup> the Geordie dialect. It can be difficult to \_\_\_\_\_<sup>7</sup> the local people at first but listening to a dialect in context makes it easier to \_\_\_\_\_<sup>8</sup> to what people are saying.
- 4 \_\_\_\_\_<sup>9</sup> you arrive in a new city in the UK, one of the first things you will notice will be the local \_\_\_\_\_<sup>10</sup>. Usually, spoken words will sound different to the way you remember from your English lessons.
- 5 \_\_\_\_\_<sup>11</sup> you \_\_\_\_\_<sup>12</sup> yourself \_\_\_\_\_<sup>13</sup> in your language classes, you may have real problems trying to catch up with the other students.
- 6 I can speak excellent French and Spanish and I can \_\_\_\_\_<sup>14</sup> in Japanese. I've only studied Japanese for two months but I'd like to learn more.

#### Part B

if when as soon as bilingual dialect foreign grammar native slang take up

- 7 Speaking a \_\_\_\_\_<sup>15</sup> language is an excellent skill to have. You don't need to be \_\_\_\_\_<sup>16</sup> to be a good communicator in the language. In fact, you can give the impression that you are a \_\_\_\_\_<sup>17</sup> speaker by concentrating on developing your spoken, communicative language.
- 8 Can you recommend any good self-study language books? I'm a little bored with only studying Italian, I want to \_\_\_\_\_<sup>18</sup> a new language.
- 9 \_\_\_\_\_<sup>19</sup> you are with \_\_\_\_\_<sup>20</sup> speakers who are using a lot of \_\_\_\_\_<sup>21</sup>, \_\_\_\_\_<sup>22</sup> you have to ask them to explain it to you. It is not always a good idea for non- \_\_\_\_\_<sup>23</sup> speakers to use \_\_\_\_\_<sup>23</sup> but you need to be able to understand it.
- 10 \_\_\_\_\_<sup>24</sup> you get the new self-study CD, the first thing you should do is transfer it onto your mobile phone. Then you can listen to it on the bus.
- 11 I don't have any problems with learning vocabulary but I just don't seem to be able to remember the \_\_\_\_\_<sup>25</sup>, particularly verb tenses. \_\_\_\_\_<sup>26</sup> you have any good tips that may help, can you pass them on to me?
- 12 In Geordie \_\_\_\_\_<sup>27</sup>, the word 'yem' means 'home'. \_\_\_\_\_<sup>28</sup> you go to Denmark, you will find that the Danish word for 'home' is 'yem'. This is because Newcastle is in the north-east of England where many Scandinavians landed in the 7<sup>th</sup> and 8<sup>th</sup> centuries.

## UNIT 4: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to give further practice in first conditionals;  
to give further practice in the vocabulary content of Lesson 4.1.  
This worksheet is designed to be used after Lesson 4.3.
- Time:** 20 to 30 minutes
- Materials:** photocopies of the worksheet for each student

### *First conditionals, language learning vocabulary and phrasal verbs*

- 1 Make students are aware that this is revising and recycling the vocabulary and grammar content of Lessons 4.1 and 4.3.

2 bilingual 3 dialect 4 accents 5 if 6 pick up 7 keep up with 8 catch on  
9 when / as soon as 10 accent 11 if 12 let 13 fall behind 14 get by  
15 foreign 16 bilingual 17 native 18 take up 19 if / when 20 native 21 slang  
22 native 23 slang 24 as soon as / when 25 grammar 26 if 27 dialect 28 if

### *Possible follow-up activities*

Ask students to write a personal account of their history of language learning using the words in the box.

## UNIT 4: READING

The text is from a monthly magazine for language teachers and learners. It is number 11 in a series of tips about languages and language learning. Read it and then complete the activities below.

### LANGUAGE LEARNING: THINGS YOU HAVE TO KNOW No.11

#### Grammar: prescriptive or descriptive?

When you are learning a language, there is one very important issue on which you should have an opinion. Do you think that grammar is prescriptive or descriptive? Your answer to this question will strongly influence the way that you learn a language.

Many language learners report that they have 'problems with grammar'. However, understanding the difference between these two attitudes can help motivate learners to be more successful with language learning.

Traditionally, the prescriptive view of language has been more common. Someone who has a prescriptive view of grammar will believe that grammar books provide you with the rules of the language and those are there to be obeyed.

Language learners with a prescriptive view of grammar are likely to think that learning and studying grammar is very important. They may believe that language ability is fundamentally linked to knowledge of grammar, i.e. the more grammar someone knows and understands, the better that person is at the language. Such learners may worry about language that cannot be explained by rules.

The term 'prescriptive' comes from the verb 'prescribe'. In other words, grammar rules prescribe or dictate the way a language should be used.

In contrast, someone with a descriptive view of grammar will believe that grammar books are simply trying to describe the way that the language is used in real life. For these people, grammar books are just descriptions of real language use. As such, they can be used as a guide. However, you should also observe how the language is actually used.

Language learners who agree with the descriptive approach to grammar may be less worried about learning rules and grammar. They will understand that there are lots of exceptions to grammar rules because the rules are simply attempting to simplify and describe how the language is used. Such learners may spend time observing actual language usage by native speakers and thinking about it.

The term 'descriptive' comes from the verb 'describe'. In other words, grammar books do their best to describe how a language is used. As such, they are imperfect records of real language use.

So, what's your view of grammar? Is it prescriptive, descriptive or somewhere in between? Does it affect the way you learn languages? Write to us with your opinion and we will print the best two letters in our next issue.

#### 1 Based on the content of the article, decide if the following people have a prescriptive or descriptive view of grammar.

- 1 'I'm hopeless at learning languages. I could never remember the grammar rules at school so I gave it up as soon as I could.' (a Japanese student) *Prescriptive view*
- 2 'My grammar book says that in British English I should use the present perfect with "already", e.g. "Have you already eaten?" But some of my British friends say, "Did you eat already?" So if they say that, then I'm going to say it, too!' (a Korean student)
- 3 'Since I came to live in the UK, I have been shocked at how terrible English people's grammar is when they speak.' (a Saudi Arabian student)
- 4 'My English teacher sent me a text message last Wednesday with a grammatical mistake in it. I'm so embarrassed. Is she good enough to teach me, do you think?' (a Peruvian student)

- 5 'Since I started teaching English, I've developed a really in-depth knowledge of English grammar. I find it really annoying now when my native-speaker friends make grammar mistakes. Even though I try not to, I always correct them.' (an English teacher from the UK)
- 6 'English grammar rules are so annoying! I really hate them. There are so many exceptions. Honestly, sometimes I feel like giving up.' (a Spanish student)

**2 According to the article, are these statements true or false?**

- 1 In the past, most people had a descriptive approach to grammar.
- 2 Learners with a prescriptive approach will usually not worry about exceptions to grammar rules.
- 3 People with a descriptive viewpoint think that grammar rules are not useful at all.
- 4 Grammar books may change to reflect the changing way that native speakers use language.

## UNIT 4: READING

### TEACHER'S NOTES

**Aim:** to give further practice in reading skills on the topic of Unit 4;  
to give practice in inferencing.

This worksheet is designed to be used after Lesson 4.2.

**Time:** 30 to 120 minutes

**Materials:** photocopies of the worksheet for each student

**Warmer** Write 'grammar' on the board and elicit from students their opinion about grammar. What is their attitude to it? What do they think about it?

- 1 Students match the examples with the meaning of the text. They should be encouraged to explain their choices further.

- 1 *Prescriptive.* For this person (and probably their teacher), learning rules = learning language.
- 2 *Descriptive.* This person has identified a change in the language. Americans use the past simple with 'already' and in the last ten years or so this has become more common in the UK. He/she has understood that it's more important to use the language in the same way as the people around them.
- 3 *Prescriptive.* This person thinks that the way native speakers use English when speaking is wrong. For people with a descriptive view, the way native speakers use the language is correct. Grammar books try only to describe how they use it.
- 4 *Prescriptive.* Text messages often contain text language with abbreviations and grammatical 'mistakes'. These can be seen as normal changes to the language which may not yet be included in grammar books.
- 5 *Prescriptive.* This teacher corrects English-speaking friends. He/she believes that the rules in grammar books are 'correct' and that the language used by native speakers can be 'incorrect'.
- 6 *Prescriptive.* This student is getting frustrated as they think that the rules are the most important thing. Understanding a descriptive view of grammar could help here.

- 2 Students choose true or false based on the content of the article.

- 1 *False.* 'Traditionally, the prescriptive view of language...' (para. 3)
- 2 *False.* 'Such learners may worry about language that cannot be explained by rules.' (para. 4)
- 3 *False.* 'As such, they can be used as a guide.' (para. 6)
- 4 *True.* '...grammar books are just descriptions of real language use.' (para. 6)

### Possible follow-up activities

- 1 Students write a letter in reply to the article, outlining their own views.
- 2 Set up a discussion activity in groups where students debate the two sides of the argument and discuss the implications for language teaching and learning.

## UNIT 4: STUDY SKILLS

### Describing tables and charts

This is an extract from a report about a self-study English language learning website at a British university. The chart shows the total number of hits recorded at different hours of the day.

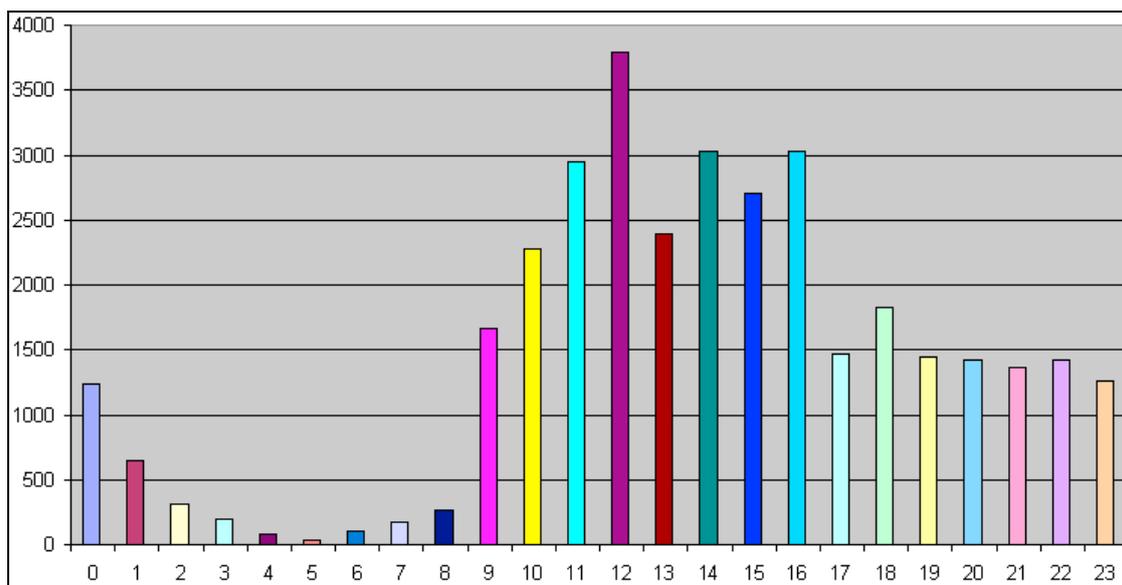


Figure 1: Hits by hour of the day from March 2005 to 18 June 2007

- 1 Fill the gaps using the words from the box. Each gap is one word. The words in the box may be used more than once.

of is this it are if the

There is consistent usage of the site throughout the evening from 5 p.m. onwards with the period between 5 p.m. and midnight (10,193 hits) representing just over 29% of the total hits throughout the week. Even more interesting is the number of hits occurring between midnight and 9 a.m. (3,045), which represents nearly 8.7% of the total hits. However, the<sup>1</sup> demand for such a website which can be used outside normal working hours is<sup>2</sup> demonstrated by the 15,090 hits which occurred between 5 p.m. and 9 a.m. Thus over 43% of the total usage is taking place outside the normal 'working week'.

At 18 June 2007, the statistics show that 622 students had recorded scores for activities. 622<sup>3</sup> represents 36.6% of<sup>4</sup> the total number of student users (1,701) to date. In total, 4,585 scores have been recorded by these 622 students giving a mean of 7.37 scores per user.

In the 1980s, people believed that if you provided language learners with computer-based materials, they would use them. It is<sup>5</sup> now widely agreed that this is simply not true. Putting teaching and learning materials online is<sup>6</sup> not a solution in its own right. In fact, teaching and learning materials are<sup>7</sup> only teaching and learning materials that<sup>8</sup> they are used by teachers and learners. The CALL (Computer Assisted Language Learning) community is<sup>9</sup> now becoming much more concerned with how to integrate CALL into language learning programmes.

**2 Read the following statements. Are they true or false?**

- 1 Students hardly use the website at night.
- 2 Nearly a third of the total hits occur in the evening between 5 p.m. and midnight.
- 3 There is little need for this type of website outside normal office hours. (Normal office hours in the UK are considered to be 9 a.m. to 5 p.m.)
- 4 All students who use the site record scores for the activities that they study.
- 5 For those students who have used the website, the average number of scores recorded per user is 7.38.
- 6 If you offer language learners a website to help them learn, they will not necessarily use it.

## UNIT 4: STUDY SKILLS

### **TEACHER'S NOTES**

**Aim:** to give further practice in describing tables and charts and writing reports;  
to encourage students to reflect on the grammar of this genre of writing.  
This worksheet is designed to be used after Lesson 4.5.

**Time:** 30 to 40 minutes

**Materials:** photocopies of the worksheet for each student

### ***Describing tables and charts***

- 1 Lead in to this task with a speaking activity about the usage of the site. Get students to think about studying at a British university. When would they use a free, self-study English language support website? Students look at the table of hits and discuss what surprises them about it. Students work in pairs to fill the gaps.

1 the 2 is 3 This 4 of 5 It 6 is 7 are 8 if 9 is
--

- 2 Students read the extract of the report and decide if the statements are true or false.

- |   |
|---|
| 1 False (8.7% of site usage occurs between midnight and 9 a.m.)   |
| 2 True (just over 29%)  |
| 3 False (43% of hits occur outside normal office hours)   |
| 4 False (36.6% of users have recorded scores)   |
| 5 False (7.38 is the average number of scores for those users who have recorded scores, i.e. $4585 \div 622 = 7.38$ ) |
| 6 True  |

## UNIT 5: LANGUAGE PRACTICE

### Comparatives and superlatives

- 1 Read the conversation below. Three marketing executives are meeting to discuss a new advertising campaign for a soft drink called 'Bubbles'. 'Bubbles' is going to be relaunched onto the market in six months. Complete the gaps (A to F) with comparative or superlative forms of the adjectives given in brackets.

- Jackie So, the last time we met<sup>1</sup> to discuss this together was last year when we started<sup>2</sup> planning the first launch of 'Bubbles'. As we all know, the promotional campaign that we devised<sup>3</sup> was<sup>4</sup> fairly successful. However, the Director feels that we need to relaunch. She thinks the first campaign was<sup>5</sup> not eye-catching or witty enough to attract young people to 'Bubbles'. As we all know, the 16– 25 market is one of the age groups that 'Bubbles' is particularly focused on.
- Steve OK – so basically what you're saying<sup>A</sup> is that we've got to develop a new campaign which is more attention-grabbing<sup>B</sup> (attention-grabbing), \_\_\_\_\_<sup>C</sup> (dull) and \_\_\_\_\_<sup>C</sup> (persuasive) for 16- to 25-year-olds?
- Carla I don't think the last campaign was<sup>6</sup> dull.
- Steve Oh come on. Let's be honest. We did<sup>7</sup> a standard promotional campaign. We had<sup>8</sup> posters, TV commercials and magazine ads. It wasn't<sup>9</sup> \_\_\_\_\_<sup>D</sup> (original) campaign we have done.
- Carla OK, you've made your point.
- Jackie So, where do we go from here? Other companies have started to use \_\_\_\_\_<sup>E</sup> (original) and innovative ideas which have been very effective.
- Steve If we had<sup>10</sup> more time, we would have a \_\_\_\_\_<sup>F</sup> (good) chance of doing something excellent.
- Carla But we don't have more time, so let's get started now. What if we used<sup>11</sup> a combination of celebrity endorsement and an interactive website? If that created<sup>12</sup> interest and led<sup>13</sup> to knowledge about 'Bubbles' by word of mouth, we could have something really exciting and innovative.
- Steve We talked<sup>14</sup> about that last time but we couldn't<sup>15</sup> agree on a suitable celebrity to use.
- Jackie Well, perhaps if we revisited<sup>16</sup> that now, we might have some better ideas this time.

### Past simple: past meaning or unreal present/future meaning?

- 2 Look at the 16 underlined past simple forms in the conversation above. Decide if they refer to (1) the past or (2) an unreal present/future situation (see the Unit 5 Language reference for an explanation). Write the number in the box below.

	(1) the past	(2) unreal present/future
1		

## UNIT 5: LANGUAGE PRACTICE

### TEACHER'S NOTES

**Aim:** to give practice in identifying different usage of the past simple form;  
to give practice in forming comparative and superlative structures;  
to give further language practice in the topic area of Unit 5;  
to recycle the vocabulary presented in Unit 5.  
This worksheet is designed to be used after Lesson 5.3.

**Time:** 20 to 120 minutes

**Materials:** photocopies of the worksheet for each student

### Comparatives and superlatives

- 1 Students form comparative and superlative structures using the adjectives given in the brackets.

A	more attention-grabbing (comparative)
B	less dull (comparative)
C	more persuasive (comparative)
D	the most original (superlative)
E	more original (comparative)
F	better (comparative)

### Past simple: past meaning or unreal present/future meaning?

- 2 Clarify to students that they are recycling and extending the grammar and vocabulary aims of the unit. Refer students to the Language reference section of Unit 5 for revision if necessary.

(1) the past	(2) unreal present/future
1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15	10, 11, 12, 13, 16

### Possible follow-up activities

- 1 Students continue writing the script of the meeting.
- 2 Students perform or role-play the meeting. Less able students can use the script. More able groups could be given a product and discuss how to promote it. Feedback can focus on usage of the past simple, comparative and superlative structures.
- 3 Students in pairs write the script for a meeting to discuss a different product.

## UNIT 5: READING

**A university Business School student has written a short summary of a seminar discussion. The discussion was about the four main approaches which multinational companies can take to advertising when launching a product worldwide. Read the text and complete the activities below.**

### THE ERA OF GLOBAL ADVERTISING

One of the ways in which multinational enterprises (MNEs) promote their goods and services is by advertising. The method that they choose to promote their products worldwide will usually be defined by the nature of the product itself.

In this age of global companies, there are four general ways in which an MNE might promote a product across the globe.

The first method is 'identical product and identical message'. This is when an MNE believes that its product can sell worldwide without it being changed. Therefore, the product remains the same in every country and so does the way it is promoted.

The second method is 'identical product but different message'. This approach is used when the MNE feels that the product does not need to be changed in order for it to be sold in other countries. However, the message conveyed to the consumers in the advertising and promotion may differ from country to country.

The third approach is 'modified product but same message'. With this method, a different version of

the product is produced for different country markets. Despite the requirements of different markets, the needs of the consumer may be the same. Therefore the advertising message is not changed.

Finally, the fourth approach is 'modified product and modified message'. This is adopted when the way that the product is used in other countries is different and the buying habits of those consumers are different. The product will need to be altered and so will the manner in which it is promoted.

In terms of advertising, MNEs will often prefer to use the same advertising campaigns worldwide as marketing costs are reduced significantly. However, there are times when campaigns must be adjusted to suit the local market.

To summarise, there are two principal reasons that underpin this need for change. Firstly, if the way the product is used is different from its use in the home country. Secondly, if the advertising message doesn't make sense to the audience when directly translated.

#### 1 Answer the questions relating to the vocabulary in the text.

- 1 Find three different words in the text with the same meaning which can be used to fill the gap.  
'I don't think we have any choice. There's no way we can use the same product in other countries across Europe. It will have to be \_\_\_\_\_.'
- 2 Find two different words in the text with the same meaning which can be used to fill the gap.  
'I think the product itself will be absolutely fine in the eight countries that we are targeting. However, the \_\_\_\_\_ we adopt – in terms of the promotional campaign – is going to be crucial.'
- 3 Find two different words in the text with the same meaning which can be used to fill the gap.  
'Our view is that we should not limit the promotional campaign to Europe or even to Europe and the USA. This time, we aim big and make it a \_\_\_\_\_ campaign.'

**2 Below are some extracts from marketing meetings in multinational companies. Read the comments and decide which of the approaches the person is suggesting.**

- Approach 1: identical product and identical message  
Approach 2: identical product but different message  
Approach 3: modified product but same message  
Approach 4: modified product and modified message

- 1 'Look, consumers in those countries only buy white fridges. There's no way we can sell the silver and black models. But all we have to do with the campaign is make sure that the promotional materials all show the white ones and we won't have to waste money recreating all our advertising.' Approach 3
- 2 'I think the fact that we are promoting pure water from the Scottish hills is absolutely global. The images of the cold, ice, mountains and nature that are dominant in our advertising campaign have a global appeal. It's crisp, clear, natural water. Why alter anything? I think we've got a winner.'
- 3 'OK. If we're trying to sell the cars there, we're going to have to adapt our approach a little. I think all we have to do is create a separate advertising campaign that stresses the safety aspect of the car. In this country, it's definitely the look and speed of the car that are going to sell it. But, for them, safety always comes first. And, let's face it, our cars have both.'
- 4 'They're going to love the drink, and the packaging is fine, but what about the advertising campaign? The humour in it is so culturally based. Let's face it, only people in this country are going to find this funny. So over the next couple of weeks, I want you all to go away and generate some ideas about how we can approach the promotion differently.'
- 5 'In my view, these hats are really fashionable now in this country but they may well not work so well elsewhere. The waterproof material, however, is the strength of the product. I think if we redesign the hats to make them more generally appealing and alter the advertising to focus more on the waterproof aspects of the product, we can still make it work.'

## UNIT 5: READING

### **TEACHER'S NOTES**

**Aim:** to give further practice in reading skills in the topic area of Unit 5;  
to provide vocabulary practice;  
to give practice in reading to understand the gist.  
This worksheet is designed to be used after Lesson 5.3.

**Time:** 20 to 120 minutes

**Materials:** photocopies of the worksheet for each student; monolingual dictionaries for optional further vocabulary work

**Warmer** Write 'multinational enterprises' and 'advertising' on the whiteboard. Ask students to think about what the issues are that connect these two things and discuss together.

**1** Students read the text and answer the vocabulary questions.

- |   |                              |
|---|------------------------------|
| 1 | changed / modified / altered |
| 2 | method / approach            |
| 3 | worldwide / global           |

**2** Students decide which approach is being recommended in each case.

- |   |  |
|---|--|
| 1 | Approach 3 (different fridge but same advertising)                       |
| 2 | Approach 1 (same water, same advertising)                                |
| 3 | Approach 2 (same car but the advertising will focus on different things) |
| 4 | Approach 2 (same drink but the advertising needs to change)              |
| 5 | Approach 4 (different hat, different focus in the advertising campaign)  |

### **Possible follow-up activities**

- Students write more examples like those in Exercise 2. Other students identify the approach being advocated.
- Choose a number of products or brainstorm them from the students. Form meetings with groups of students (multinational groups if possible). The groups discuss the best ways to approach the promotion of the chosen products in their own countries. They should identify which of the four approaches is going to work best in order to sell the product in all their countries.

## UNIT 5: STUDY SKILLS

### *Features of formal letters*

**Daniel and Christine Parkinson have had to cancel their holiday in Spain in August. Because Christine is pregnant, she will be unable to fly. They bought their tickets from the airline FlySafe and are unhappy about the claims that FlySafe uses in its advertising. Read their letter of complaint.**

16 January

Dear Sir/Madam,

Following my telephone conversation with your office a couple of weeks ago, I am writing to complain about the problem with our tickets. Your advertising campaign keeps telling us your slogan: 'Sky High Service'. In our case, this could not be further from the truth. Every time I see your adverts on the TV or in the newspaper, they make me very angry!

I enclose a copy of the letter I sent six weeks ago. In this letter, I confirmed that my wife is pregnant. I even sent you a letter from my wife's doctor confirming her pregnancy. As a result of my wife's condition, we are now unable to fly to Spain in August (booking reference number 0893421-25).

In my original telephone conversation, your operator confirmed that we would be able to receive a credit note for the full price of the tickets. She said this was due to section 7e in your General Conditions of Carriage which clearly states that a refund may be available if tickets are cancelled due to unexpected circumstances. This also matches the promise in your TV advertisements that claims to give refunds and top customer service to all your customers.

However, after waiting for six weeks, I telephoned your office again today. This time I spoke to someone different. I was told that, in these circumstances, we would not receive a credit note. Instead I was told that we should use our travel insurance. Unfortunately, we do not have travel insurance as we did not consider it necessary. What happened to the 'personal customer relations' promised in your magazine adverts?

We sincerely hope that you will be able to help us with this matter. We look forward to receiving the credit note and thank you in advance for your help. You should make sure that you can fulfil the promises of your advertising. Please do not hesitate to contact me should you require any further information.

Yours faithfully,

Daniel Parkinson

### **1 Answer the questions about some of the features of formal letters.**

- A Underline a phrase that you can use to refer to a previous letter or telephone call you have made about the same matter.
- B What do you use at the beginning of a formal letter if you do not know the name of the person you are writing to?
- C What do you use at the end of a formal letter if you do not know the name of the person you are writing to?
- D If you put something in with the letter, e.g. a certificate, what phrase do you use to tell the reader about it?
- E Look at the final paragraph of the letter. There are two sentences that you could use in almost any formal letter without changing them. Which are they?
- F There are four formal linking words or phrases in the letter, e.g. 'as a result of'. These help to structure the letter, give the attitude of the writer and achieve a more formal style. Can you identify them?

## UNIT 5: STUDY SKILLS

### **TEACHER'S NOTES**

- Aim:** to give further practice in the style of formal letters.  
This worksheet is designed to be used after Lesson 5.5.
- Time:** 20 to 60 minutes
- Materials:** photocopies of the worksheet for each student

### **Features of formal letters**

- 1 Read the letter of complaint and answer the questions.

- |   |  |
|---|--|
| A | Following <u>my telephone conversation with</u> (Following my letter dated...)   |
| B | Dear Sir/Madam   |
| C | Yours faithfully   |
| D | I enclose....  |
| E | We sincerely hope that you will be able to help us with this matter. / Please do not hesitate to contact me should you require any further information.<br><br>(These are good 'closing statements' for formal letters.) |
| F | As a result of / However / Instead / Unfortunately   |

### **Possible follow-up activities**

- 1 Give students a slightly controversial advertisement. Students write a letter of complaint, taking on a role if necessary. They should try to use some of the features of formal letters identified in the worksheet.

## UNIT 6: LANGUAGE PRACTICE

### Past continuous

- 1 Read the story below. Underline all the examples of the past continuous. In the box, there are four situations in which we use the past continuous (see the Unit 6 Language reference for examples). For each example of the past continuous, which use explains it best (1 to 4)? The first one is done as an example.

1	to talk about background actions
2	to talk about a longer background action in the past when a shorter action interrupts it or happens during it
3	to talk about repeated actions in the past that take place over a temporary period of time
4	to emphasise the duration or continuity of a past action

This happened two years ago. At the time I was working (4) in a bookshop. I was locking up the shop one day when I saw this poster for a national business plan competition. It was a good time to see it! At the time, I was working on an idea for a new product which I believed could make children more interested in books. I was going home every night and developing the product in my garden shed. I suppose you could say I was running a company from my own office! Anyway, I remember that I stopped and looked at the poster. It was the end of the day. The sun was shining, people were going home from work, the sky was blue. I felt as if it was my destiny! I was so excited when I read it that I started running home. My head was so full of ideas that I wasn't really looking where I was going. I was just turning into my street when suddenly I heard someone shout in a really loud voice. I stopped and turned round. This really big guy was running after me waving his arms. He was out of breath when he reached me. I was pretty scared and my heart was thumping. He held up a bunch of keys – the keys to the shop. I had left them in the bookshop door.

### Business vocabulary

- 2 Fill the gaps below with a word from the box. Each word is used once only.

loss	company	profit	go	product	launching
make	introduce	found	competitors	bankrupt	

- 1 If you want to \_\_\_\_\_<sup>1</sup> a \_\_\_\_\_<sup>2</sup> in this country, it's fairly easy. You can just register yourself as a business. It's very cheap and doesn't take very long. You don't even actually need to be doing any business at all. That's it – a new company!
- 2 If you plan to \_\_\_\_\_<sup>3</sup> a new \_\_\_\_\_<sup>4</sup> into the market, you have to make sure that you have done some good market research first. \_\_\_\_\_<sup>5</sup> a new product without analysing your \_\_\_\_\_<sup>6</sup> first is a big mistake.
- 3 When you do your financial calculations for your business plan, do not be afraid to show that your business will make a \_\_\_\_\_<sup>7</sup> in the first two or three years. Most successful businesses will spend a certain amount of time in the red before they start to \_\_\_\_\_<sup>8</sup> a \_\_\_\_\_<sup>9</sup>. The important thing is that you are honest in your financial calculations. Make sure all your costs are included. If you don't take this advice, there is a good chance that you will \_\_\_\_\_<sup>10</sup> \_\_\_\_\_<sup>11</sup> in the first three years.

## UNIT 6: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to give further practice in the past continuous tense;  
to recycle selected business vocabulary studied in Unit 6.  
This worksheet is designed to be used after Lesson 6.3.
- Time:** 20 to 30 minutes
- Materials:** photocopies of the worksheet for each student

### Past continuous

- 1 Make students aware that this is revising and recycling the grammar content of Lesson 6.2. Students should refer to the Language reference section of Unit 6 for examples of the four uses of the past continuous which are given.

This happened two years ago. At the time I was working (4) in a bookshop. I was locking up (2) the shop one day when I saw this poster for a national business plan competition. It was a good time to see it! At the time, I was working (4) on an idea for a new product which I believed could make children more interested in books. I was going (3) home every night and developing (3) the product in my garden shed. I suppose you could say I was running (3) a company from my own office! Anyway, I remember that I stopped and looked at the poster. It was the end of the day. The sun was shining (1), people were going (1) home from work, the sky was blue. I felt like it was my destiny! I was so excited when I read it that I started running home. My head was so full of ideas that I wasn't really looking (4) where I was going (4). I was just turning (2) into my street when suddenly I heard someone shout in a really loud voice. I stopped and turned round. This really big guy was running (4) after me waving his arms. He was out of breath when he reached me. I was pretty scared and my heart was thumping (4). He held up a bunch of keys – the keys to the shop. I had left them in the bookshop door.

### Business vocabulary

- 2 This activity recycles the business vocabulary from Lessons 6.1 and 6.3.

1 found 2 company 3 introduce 4 product 5 Launching 6 competitors 7 loss  
8 make 9 profit 10 go 11 bankrupt

### Possible follow-up activities

- 1 Ask students to write a short personal story using at least six examples of the past continuous. Students swap stories, identify the past continuous forms and the usage.

## UNIT 6: READING

The text is from an advertisement in a business magazine. It is for a national business plan competition run by the Business Development Agency.

### BUSINESS PLAN COMPETITION

1

There are two important things which a successful business needs at the start: a good idea and a strong business plan. If you have the idea, we can help you with the skills, knowledge and support you need to develop a first-rate business plan. Furthermore, you could win up to £50,000 to help develop your business idea.

Many of the participants in previous competitions have founded companies and gone into business with the knowledge they need to be successful. So it is not only the winners of the competition who could end up running companies and making healthy profits.

2

The competition has two parts.

In part 1 you will attend some two-day workshops at various locations in the UK. Our trainers are experienced business people and successful entrepreneurs from manufacturing, retail and service industries. They will use examples from a wide range of business areas to help develop your skills and knowledge.

In part 2, our expert professionals will be your coaches and mentors to help you develop expert business plans.

3

With a first prize of £50,000, two runners-up prizes of £25,000 and five awards of £10,000, this is an opportunity for you to find the money you need to start your business. Prizes are not awarded for the best ideas. They are awarded for the business plans which are judged to have the best potential to help turn your business idea into reality. Other prizes may be awarded in different categories at the judges' discretion.

4

The competition is open to any member of the public. It does not matter what your previous skills and experience are. This is your chance.

5

To enter, all you need is a one-page outline of your business idea. This should include a business description, a description of the product or service, a basic market analysis and your market strategy.

Application forms and full details of the competition, including information on previous winners, are available on our website.

6

Outline business ideas must be submitted by 16 June.

1 Below are the six headings for the different sections of the advertisement. Read the advertisement and decide which heading goes in which gap (1 to 6).

- |                |               |
|----------------|---------------|
| The prizes     | Closing date  |
| Who can enter? | Introduction  |
| How to enter   | The structure |

**2 According to the article, are these statements true or false?**

- 1 To enter this competition, you need a good idea and a strong business plan.
- 2 This competition will not only help the people who win it.
- 3 You must have some previous experience of writing a business plan.
- 4 There are eight cash prizes to be won totalling £150,000.
- 5 Prizes are awarded for the best ideas.
- 6 You will not receive any individual help to write your business plan.
- 7 People who work in business will provide training.
- 8 Your one-page business plan outline should contain three sections.

## UNIT 6: READING

### TEACHER'S NOTES

**Aim:** to give further practice in reading skills on the topic of Unit 6;  
to give practice in understanding the gist of paragraphs/sections;  
to give practice in reading for specific information.  
This worksheet is designed to be used after Lesson 6.3.

**Time:** 20 to 120 minutes

**Materials:** photocopies of the worksheet for each student

**Warmer** Ask students to think about business plan competitions. What would be the point of such a competition? Why would a government department want to encourage business plan competitions? Has anyone entered a competition like this? Would they consider entering one?

1 Students identify the main meaning of sections of the advertisement.

1 Introduction	2 The structure	3 The prizes	4 Who can enter?	5 How to enter
6 Closing date				

2 Students choose true or false based on the content of the article.

- |   |   |
|---|---|
| 1 | <i>False.</i> You need a good idea. The competition will help you to develop the business plan. (section 1)   |
| 2 | <i>True.</i> Anyone who participates in the competition can benefit from it. Many previous participants have launched companies. (section 1)                            |
| 3 | <i>False.</i> You do not need any previous experience. (section 4)  |
| 4 | <i>True.</i> 1 x 50,000; 2 x £25,000; 5 x £10,000 (section 3)   |
| 5 | <i>False.</i> Prizes are awarded for the best business plans. (section 3)   |
| 6 | <i>False.</i> The word 'mentor' is usually used to refer to someone who has more experience than you and is there to help you on a one-to-one basis. (section 2)        |
| 7 | <i>True.</i> There are training sessions in part 1 of the competition. The trainers are experienced people who work in different types of businesses. (section 2)       |
| 8 | <i>False.</i> It should have four sections: a business description; a description of the product or service; a basic market analysis; your market strategy. (section 5) |

### Possible follow-up activities

- Students in groups write an entry for the competition.
- A panel of student judges decides on the criteria by which the one-page plans will be judged (while the other groups are writing). The panel questions the groups on their entries. Groups are given the opportunity to explain their ideas. The panel decides on the winning group.

## UNIT 6: STUDY SKILLS

### Formal and informal emails

Read the two versions of the same email below. The email is giving feedback on a draft version of a business plan. Both emails contain the same information but one is written in a formal style and one is informal.

- 1 Which email is formal and which is informal?
- 2 Can you fill the gaps with the missing words? Try to do this first without help. If you need help, you can refer to the table in Lesson 6.5 (on page 67).

#### Email A

Got *this*<sup>1</sup> just as I was leaving for a week's holiday. I was tempted to just 'miss' it but I know you need the feedback as soon as possible.

Generally, *g* \_\_\_\_\_<sup>2</sup> news! It's a good effort and interestingly you are suggesting no need for investment. I think you should still probably think about £50–100k of equity for some comfort. Won't be a problem if the numbers can be justified. We should review this when I get back.

Not sure if you have enough for an accountant but £15k for an admin person should be enough. Have you added on employment costs? That will be 13% of salaries or more if you pay pensions. Don't forget you need a travel budget for you and the sales person.

I checked the Wills building rates and £600 per month should be more than enough for an office.

I have a profit and loss template (*s* \_\_\_\_\_<sup>3</sup> I send this to you?). Attached *i* \_\_\_\_\_<sup>4</sup> a document that outlines the things you need to include on it. Some of these you already have, others are not relevant and some will be included in your general 'Expenses' figure. I've highlighted the ones that you may want to think about.

I'm back on 29/1. Well done. Please *c* \_\_\_\_\_<sup>5</sup> you make the changes and send again. *M* \_\_\_\_\_<sup>6</sup> me again if you need any more help.

See you *s* \_\_\_\_\_<sup>7</sup>.

#### Email B

With *r* \_\_\_\_\_<sup>8</sup> to the email you sent yesterday, I am returning the feedback as I am aware that you need it as soon as possible.

I am delighted to inform you that generally this is a good effort. It is interesting that you are suggesting no need for investment. I believe that you should probably think about £50–100k of equity for some comfort. This will not be a problem if the numbers can be justified. This will need to be reviewed when I return.

I am not sure whether you have enough for an accountant but £15k for an administrator should be sufficient. You will need to ensure that you have included employment costs. Such costs will be 13% of salaries or more if you pay pensions. It is important not to forget that you also need a travel budget for you and the sales person.

I checked the Wills building rates and £600 per month should be more than enough for an office.

I have a profit and loss template (if you wish I *w* \_\_\_\_\_<sup>9</sup> be happy to send this to you). Please *f* \_\_\_\_\_<sup>10</sup> attached a document that outlines the items you need to include on it. Some of these you already include, others are not relevant and some will be included in your general 'Expenses' figure. I have highlighted the ones that you may want to consider.

I return from holiday on 29<sup>th</sup> January. I would be *g* \_\_\_\_\_<sup>11</sup> if you could make the changes and send it back to me again. If you have any further questions, please do not *h* \_\_\_\_\_<sup>12</sup> to contact me.

I look forward to hearing from you.

## UNIT 6: STUDY SKILLS

### TEACHER'S NOTES

- Aim:** to give further practice in formal and informal language in emails;  
to raise awareness of formal and informal style;  
to recycle the language in Lesson 6.5.  
This worksheet is designed to be used after Lesson 6.5.
- Time:** 20 to 30 minutes
- Materials:** photocopies of the worksheet for each student

### *Formal and informal emails*

- 1 Students identify which mail is formal and which is informal.

Email A is informal, email B is formal.

Email A: has phrasal verbs, e.g. 'get back'  
has words missing, e.g. 'won't be a problem if'; 'not sure if'  
uses contractions, e.g. 'it's'; 'I've'; 'I'm'  
uses direct questions, e.g. 'have you added on'

- 2 Students try to complete the activity without referring to the table in Lesson 6.5. They can use the table to check their answers.

1 this 2 great / good 3 shall / should 4 is 5 can / could 6 Mail 7 soon  
8 reference 9 would 10 find 11 grateful 12 hesitate

## UNIT 7: LANGUAGE PRACTICE

### Modal verbs

1 Fill the gaps with the modal verbs in the boxes. You may use them more than once.

have to	don't / doesn't have to	must	mustn't
---------	-------------------------	------	---------

- We \_\_\_\_\_<sup>1</sup> decide on this now. The deadline is not until next week so we have plenty of time to think about it.
- When we think about manufacturing this, we're going to \_\_\_\_\_<sup>2</sup> consider whether we should have this product made at home or abroad.
- In my opinion, we \_\_\_\_\_<sup>3</sup> act quickly. I don't agree with the majority in this case. I don't think we have enough time. Really, we \_\_\_\_\_<sup>4</sup> get the agreement signed now.
- We \_\_\_\_\_<sup>5</sup> rush into this. If we sign an agreement before the design is even finished, there is a risk that we will not have the finished product ready in time.
- He \_\_\_\_\_<sup>6</sup> choose the final materials for manufacturing yet. Let's do some consumer testing and see how it works first.

can	can't	could	should	shouldn't
-----	-------	-------	--------	-----------

- We \_\_\_\_\_<sup>7</sup> say this product is handmade. It isn't! That would be breaking the law.
- When you're designing a new product, you \_\_\_\_\_<sup>8</sup> be too influenced by other people. Each product \_\_\_\_\_<sup>9</sup> be driven by one designer's vision.
- Is it a good idea to start work on this next year? We \_\_\_\_\_<sup>10</sup> be out of business by then! In my view we \_\_\_\_\_<sup>11</sup> get started on it now.

### Design vocabulary: word families

2 Fill the gaps with different words from the same family as the word in brackets. The first one is done as an example.

- He's an artist<sup>1</sup>. He is very artistic<sup>2</sup>. Art<sup>3</sup> is the main thing in his life. (art)
- The \_\_\_\_\_<sup>4</sup> of a product is very important. It needs to be done by a really experienced \_\_\_\_\_<sup>5</sup>. If she \_\_\_\_\_<sup>6</sup> it, it will be very elegant. (design)
- For this product, the \_\_\_\_\_<sup>7</sup> took over a year. To \_\_\_\_\_<sup>8</sup> something like this should only take four months. The team who were \_\_\_\_\_<sup>9</sup> it were far too slow. (develop)

- 4 This is a very \_\_\_\_\_<sup>10</sup> idea. As a designer he is a real \_\_\_\_\_<sup>11</sup>. This company tries to \_\_\_\_\_<sup>12</sup> and produce futuristic product design. \_\_\_\_\_<sup>13</sup> is the key to the future.  
(innovation)
- 5 He is always \_\_\_\_\_<sup>14</sup> new ways of combining materials for products. His last – and rather bizarre – \_\_\_\_\_<sup>15</sup> was a shirt made of both plastic and cotton. He comes from a family of \_\_\_\_\_<sup>16</sup>. I think they had so many \_\_\_\_\_<sup>17</sup> in the kitchen that no one else was able to cook in it. They even had something which automatically fed their cat. They are a very \_\_\_\_\_<sup>18</sup> family! (invent)

## UNIT 7: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to give further practice in the modal verbs presented in Unit 7;  
to give productive practice in the word families introduced in Lesson 7.1.  
This worksheet is designed to be used after Lesson 7.2.
- Time:** 20 to 30 minutes
- Materials:** photocopies of the worksheet for each student

1 This is revising and recycling the grammar content of Lesson 7.2.

- 1 We don't have to<sup>1</sup> decide on this now. The deadline is not until next week so we have plenty of time to think about it.
- 2 When we think about manufacturing this, we're going to have to<sup>2</sup> consider whether we should have this product made at home or abroad.
- 3 In my opinion, we must / have to<sup>3</sup> act quickly. I don't agree with the majority in this case. I don't think we have enough time. Really, we must / have to<sup>4</sup> get the agreement signed now.
- 4 We mustn't / don't have to<sup>5</sup> rush into this. If we sign an agreement before the design is even finished, there is a risk that we will not have the finished product ready in time.
- 5 He doesn't have to<sup>6</sup> choose the final materials for manufacturing yet. Let's do some consumer testing and see how it works first.
- 6 We can't / shouldn't<sup>7</sup> say this product is handmade. It isn't! That would be breaking the law.
- 7 When you're designing a new product, you shouldn't<sup>8</sup> be too influenced by other people. Each product should<sup>9</sup> be driven by one designer's vision.
- 8 Is it a good idea to start work on this next year? We could<sup>10</sup> be out of business by then! In my view we should<sup>11</sup> get started on it now.

2 This activity practises the word-building vocabulary presented in Lesson 7.1.

- 2 The design<sup>4</sup> of a product is very important. It needs to be done by an experienced designer<sup>5</sup>. If she designs<sup>6</sup> it, it will be very elegant.
- 3 For this product, the development<sup>7</sup> took over a year. To develop<sup>8</sup> something like this should only take four months. The team who were developing<sup>9</sup> it were far too slow.
- 4 This is a very innovative<sup>10</sup> idea. As a designer he is a real innovator<sup>11</sup>. This company tries to innovate<sup>12</sup> and produce futuristic product design. Innovation<sup>13</sup> is the key to the future.
- 5 He is always inventing<sup>14</sup> new ways of combining materials for products. His last – and rather bizarre – invention<sup>15</sup> was a shirt made of both plastic and cotton. He comes from a family of inventors<sup>16</sup>. I think they had so many inventions<sup>17</sup> in the kitchen that no one else was able to cook in it. They even had something which automatically fed their cat. They are a very inventive<sup>18</sup> family!

## UNIT 7: READING

Read the text below about a new design centre.

### **INNOVATIVE DESIGN CENTRE FOR SERVICES (IDCS)**

The design of products is well understood, taught and practised the world over. Our experience as consumers is shaped by the physical and functional design of these products. From the clothes on our back and the house that we live in to the tools that we use and the food that we eat, product designers ensure there is function and beauty in the everyday things around us.

However, our lives are also influenced by our 'experience' as consumers of services, from the banks we use, the trains we get on and the schools we attend to the healthcare we need. But where do people learn how to design good quality services?

Well-designed services benefit individuals, organisations and society as a whole through increased efficiency and higher productivity. However, there was previously nowhere to educate the designers of services in the discipline of service design. Now, there is: the IDCS.

#### **IDCS courses**

The IDCS offers courses from one week to four years in length. The courses attract student participants who want to change the way that services work in the real world. Most of the practical work that IDCS students

complete is based on authentic projects that clients bring to the IDCS. The courses provide students with the knowledge and skills needed in work environments.

#### **IDCS projects**

The IDCS takes commissions for projects from industry. Projects improve the usefulness of services and increase their efficiency for the client organisation. The main work carried out by the IDCS is in healthcare, transport and business support.

Currently, the main way of teaching design is to focus on the individual and his/her skill within a discipline. But it seems clear that the only way to face the design challenges of today is to address them in teams of people who have different skills.

The old professional ideal was for the individual to be taught by a master. The new ideal is to encourage the power of the design team so that it develops a broad range of knowledge and achieves excellent design solutions.

As all projects undertaken at the IDCS are team projects, students learn to develop a high level of team-working skills.

### **1 Choose the description that best summarises the text.**

- 1 This is a newspaper article about teamwork. It uses the IDCS as an example to demonstrate how important teamwork is in the modern working environment.
- 2 This is an information leaflet which explains the purpose of the IDCS. It is probably designed to attract local businesses, particularly in the service industry, to give the IDCS practical projects to work on.
- 3 This is an information leaflet which explains the purpose of the IDCS. It is probably written to try to encourage people to attend its courses. It gives information about the purpose of the courses and what the teaching philosophy is.
- 4 This is a newspaper article which is investigating the purpose of the IDCS, the courses it runs and the way the courses are taught.

**2 Answer the questions based on the information in the leaflet.**

- 1 What two things define our experience of everyday objects?
- 2 Our lives are influenced by the design of physical objects. What other aspect of design affects our everyday lives?
- 3 How long have design centres been training people to design services?
- 4 What do the IDCS's clients provide that helps the students?
- 5 What seems to be the teaching philosophy of the IDCS? In other words, what does it seem to believe is the most important thing for its students to learn?
- 6 Do students have the opportunity to work alone on projects?

## UNIT 7: READING

### **TEACHER'S NOTES**

- Aim:** to give further practice in reading skills on the topic of Unit 7;  
to give practice in identifying the genre of a text;  
to provide reinforcement of selected vocabulary from Unit 7;  
to give practice in reading for specific information.  
This worksheet is designed to be used after Lesson 7.1.
- Time:** 20 to 30 minutes
- Materials:** photocopies of the worksheet for each student

1 Students identify the best description of the text.

- 1 No. The third section talks a lot about teamwork. However, it is describing IDCS's approach to how it runs its courses. It is not the main idea of the text.
- 2 No. It is an information leaflet and does explain the purpose of the IDCS. However, the main focus seems to be on its students. If it was designed to attract projects from businesses, there would probably be more information about what the IDCS has done in the past.
- 3 Yes. It explains the purpose of the IDCS. It is an information leaflet as it describes the function and activities of the centre. The second section describes the type of courses on offer. The third section talks about the philosophy behind the courses. It is very positive about the courses and what the students will learn.
- 4 No. It does talk about the purpose of the IDCS, the types of courses and the way they are run. However, it is unlikely to be a newspaper article as there is little discussion about what the IDCS does and other organisations that do the same thing.

2 Students answer the questions.

- 1 physical design and functional design (para. 1)
- 2 the design of services (para. 2)
- 3 not very long OR they haven't been training people. This is a new area and the IDCS is the first place to do it. 'However, there was previously nowhere to educate the designers of services in the discipline of service design. Now, there is: the IDCS.' (para. 3)
- 4 the IDCS's clients provide real-life projects for the students to work on. (para. 4)
- 5 to develop students' abilities to work as part of a team. The IDCS sees teamwork (with people who have different skills) as extremely important. (paras. 6–8)
- 6 No. All the projects are team projects. (para. 8)

### **Possible follow-up activities**

- 1 Students (alone or in groups) think of a service industry in their home country that needs to be improved. They work on how it could be improved and present their proposals to the rest of the class.

## UNIT 7: STUDY SKILLS

### Linking words and phrases

- 1 This report is from a consumer magazine. Fill the gaps with the linking words and phrases from the box. There may be more than one possibility.

in addition	on the other hand	therefore	although
consequently	also	moreover	

### CONSUMER REPORT: FIVE DIFFERENT TYPES OF ELECTRIC TOOTHBRUSH

In our tests, the rechargeable B200 toothbrush removed more plaque than the other electric toothbrushes. \_\_\_\_\_<sup>1</sup>, a built-in sensor is a helpful feature that stops the brush if you are brushing too hard. Another innovative design feature is a two-minute timer that tells you when to clean another area. The B200 also stays charged for on to two weeks.

\_\_\_\_\_<sup>2</sup>, the Zap250 electric toothbrush may appeal to those who like innovative products. a microchip checks the battery, notifies you when the brush head should be replaced, and display's a smiley face when you have completed the recommended two-minute brush time. This is a fun design feature! \_\_\_\_\_<sup>3</sup>, \_\_\_\_\_<sup>4</sup> it is expensive, the Zap250 could be for you if you are the type of person who needs encouragement to brush your teeth for two minutes a day.

\_\_\_\_\_<sup>5</sup> most reviews choose the B200 as the best, we \_\_\_\_\_<sup>6</sup> found very good reviews for the Spin10. The Spin10 has excellent cleaning ability, it's very light and it had a long battery life. \_\_\_\_\_<sup>7</sup>, the Spin10 includes a second smaller brush for harder-to-reach areas. Very clever! \_\_\_\_\_<sup>8</sup>, it is great for people of small mouths!

The Viper25 costs far less than the other rechargeable electric toothbrushes because its a much simpler product. One of the first electric toothbrushes to be invented, this is a rechargeable version of a battery-powered toothbrush. nevertheless, Viper25 user's point to the fact that it is cheap and that it is better than brushing manually.

Finally, the Shine200 didn't cost much more than a manual toothbrush. \_\_\_\_\_<sup>9</sup>, reviews say that the battery-powered Shine200 toothbrush does a good job of cleaning and is comfortable to use. It uses AA batteries and is not rechargeable. You will need to buy new batteries about every two months.

### Proof reading

- 2 Proof read the text looking for the following errors:

- 1 four spelling mistakes
- 2 two missing capital letters
- 3 one missing apostrophe
- 4 two incorrect apostrophes
- 5 two incorrect tenses
- 6 two incorrect prepositions

## UNIT 7: STUDY SKILLS

### TEACHER'S NOTES

**Aim:** to give further practice in linking words and phrases of contrast, addition and result;  
to develop proof-reading skills.  
This worksheet is designed to be used after Lesson 7.5.

**Time:** 20 to 30 minutes

**Materials:** photocopies of the worksheet for each student

### ***Linking words and phrases***

1 Students fill the gaps with the words from the box. Where there is more than one possibility, it should be pointed out to students that they should try not to repeat the same words / phrases.

1 In addition / Moreover / Also	2 On the other hand	3 Therefore / Consequently	
4 although	5 Although	6 also	7 In addition / Moreover / Also
8 Therefore / Consequently	9 In addition / Moreover / Also		

### ***Proof reading***

2 Corrected errors are given below.

1	four spelling mistakes: helpful (para. 1), recommended (para. 2), cheap (para. 4), comfortable (para. 5)
2	two missing capital letters: A (para. 2), Nevertheless (para. 4)
3	one missing apostrophe: it's (para. 4)
4	two incorrect apostrophes: displays (para. 2), users (para. 4)
5	two incorrect tenses: has (not 'had') (para. 3), doesn't cost (not 'didn't cost') (para. 5)
6	two incorrect prepositions: up (not 'on') (para. 1), with (not 'of') (para. 3)

## UNIT 8: LANGUAGE PRACTICE

### Defining or non-defining relative clauses?

1 Read the sentences below. The relative clauses have been underlined. Without looking at the Language reference for Unit 8, decide if they are defining or non-defining relative clauses. The first one is done as an example.

- 1 Students who attend the BA in English Language and Linguistics<sup>1</sup> have to take the compulsory course 'Analysing text types'. *defining*
- 2 The 'Analysing text types' course is assessed using continuous assessment which consists of three short essays<sup>2a</sup> that are submitted in weeks 4, 7 and 10 of the term<sup>2b</sup>.
- 3 Continuous assessment, which is used on around 80% of our courses<sup>3</sup>, is designed to take the focus away from having one single, final examination.

Now underline the relative clause(s) before deciding if they are defining or non-defining.

- 4 Students who fail the exams will be given the opportunity to re-sit them in the summer months.
  - 5 In universities where continuous assessment is used, the drop-out rate of students is much lower.
  - 6 The term 'lifelong learning', which was first used in the 1990s, was designed to attract older members of society back into education.
  - 7 In the 1980s, when distance learning was very uncommon, the Open University was one of the few institutions in the UK that offered degree courses on a part-time basis.
  - 8 Can the students whose essays are due to be handed in today please come to see me after this lecture.
- 2 Fill the gaps with one of the vocabulary items from the box. Underline the relative clause(s) and decide if they are defining or non-defining.

continuous assessment	postgraduate programmes	home schooling
higher education	e-learning	compulsory education

- 1 \_\_\_\_\_, which was introduced only recently in some countries, is the only way to guarantee that some of the poorest children in developing countries receive a basic education.
- 2 The government is trying to encourage more young people whose parents and grandparents did not attend university to finish school at 18 and then continue into \_\_\_\_\_.
- 3 One of the problems of \_\_\_\_\_, which is used quite a lot now in universities, is that because the work is completed in the students' own time, there is a much higher risk of copying.
- 4 For families who disagree with the state schooling system, one unusual option is \_\_\_\_\_, which many people consider to be damaging for children.
- 5 Increasingly, busy working people are turning to \_\_\_\_\_ that use \_\_\_\_\_ to deliver the course content. This allows such people, who may have limited study time but free access to computers and the Internet, to continue working full time while studying for a postgraduate degree.

## UNIT 8: LANGUAGE PRACTICE

### TEACHER'S NOTES

**Aim:** to give further practice in identifying defining and non-defining relative clauses;  
to recycle selected vocabulary items from Unit 8.  
This worksheet is designed to be used after Lesson 8.3.

**Time:** 20 to 30 minutes

**Materials:** photocopies of the worksheet for each student

- 1 This is revising and recycling the grammar content of Lessons 8.2 and 8.3 and selected target vocabulary in the unit.

1 defining	2a defining	2b defining	3 non-defining
4	defining: Students <u>who fail the exams</u> will be given the opportunity to re-sit them in the summer months.		
5	defining: In universities <u>where continuous assessment is used</u> , the drop-out rate of students is much lower.		
6	non-defining: The term 'lifelong learning', <u>which was first used in the 1990s</u> , was designed to attract older members of society back into education.		
7	non-defining / defining: In the 1980s, <u>when distance learning was very uncommon</u> , the Open University was one of the few institutions in the UK <u>that offered degree courses on a part-time basis</u> .		
8	defining: Can the students <u>whose essays are due to be handed in today</u> please come to see me after this lecture.		

- 2 This activity continues the theme of Exercise 1 but also gives practice in passive knowledge of selected vocabulary items from Unit 8. For stronger students, you could remove the vocabulary box.

1	non-defining: <b>Compulsory education</b> , <u>which was introduced only recently in some countries</u> , is the only way to guarantee that some of the poorest children in developing countries receive a basic education.
2	defining: The government is trying to encourage more young people <u>whose parents and grandparents did not attend university</u> to finish school at 18 and then continue into <b>higher education</b> .
3	non-defining: One of the problems of <b>continuous assessment</b> , <u>which is used quite a lot now in universities</u> , is that because the work is completed in the students' own time, there is a much higher risk of copying.
4	defining / defining: For families <u>who disagree with the state schooling system</u> , one option is <b>home schooling</b> , <u>which many people consider to be damaging for children</u> .
5	defining / non-defining: Increasingly, busy working people are turning to <b>postgraduate programmes</b> <u>that use e-learning to deliver the course content</u> . This allows such people, <u>who may have limited study time but free access to computers and the Internet</u> , to continue working full time while studying for a postgraduate degree.

## UNIT 8: READING

Read the text below from the Education section of a daily newspaper in the UK. Before you read, it might help you to think about going abroad to study at a university, e.g. in the UK. What are the advantages and disadvantages? Would you consider doing it? Do you know people who have done this? Are more people doing this every year?

### UK HIGHER EDUCATION: INTERNATIONAL STUDENTS AND E-LEARNING

1

Politicians in the UK want e-learning to be part of the higher education (HE) system. The political vision for a 21st century HE system in the UK is one that involves personalisation, choice and independence. Furthermore, the EU also believes it is important to have educational innovation including language learning and support.

In the UK, the Higher Education Funding Council for England (HEFCE) produced an e-learning strategy in 2005. This strategy outlined the need to help higher education to use new technology effectively. HEFCE's aim is for technology to become a normal part of the activities of HE institutions.

2

The British Council's 'Vision 2020' document predicted that the global demand for international education will increase from 2.1 million (in 2005) to 5.8 million by 2020. This figure includes all types of students going abroad to study in any country. Over the same period, the demand in the HE sector worldwide is likely to triple to 850,000 students. This increase is partly being caused by cheaper transport, new technologies and improved communications.

3

Thus the international student market is growing worldwide. However, competition is also growing in both the world higher education market and within the UK.

The fight for student market share has even led many countries such as France and Germany to develop postgraduate programmes taught in English. This is due to the fact that English is the language that the majority of international students will have learned in their home education environment. This has resulted in the USA and the UK losing some of the world market share between 2000 and 2004.

Therefore, UK HE institutions now have to become more competitive in the global market. They can no longer rely on the market share that they currently have. In addition, individual HE institutions will have to become more competitive in order to keep their share of the UK international student market.

4

There is possibly one solution that can provide an answer to two of these issues. Universities in the UK should develop English language e-learning for international students.

By doing this, universities will make themselves more attractive to international students. Therefore, this will make them more competitive. Furthermore, it will also satisfy the political drive to introduce educational innovation. Such e-learning can support international students and give them personalisation, choice and independence.

#### 1 Put the four sub-headings from the article in the correct place (1 to 4).

The future: more international students

The political aspect

One solution

Global market share

**2 Are the following statements true, false or not given? (Answer 'not given' if there is no information in the article about it.)**

- 1 Politicians in the UK want British universities to use e-learning as part of their educational activities.
- 2 HEFCE disagrees with politicians in the UK about e-learning.
- 3 Global demand for international education worldwide is expected to increase by at least three times between 2005 and 2020.
- 4 French and German universities are now offering some degree programmes which are taught in English.
- 5 International student numbers in the UK decreased between 2000 and 2004.
- 6 France and Germany are offering degree programmes in English because English is the language used in most academic books and journals.
- 7 The numbers of international students at British universities could start to decrease if those universities do not change.
- 8 There are two main reasons why it is a good idea for British universities to develop English language e-learning.

## UNIT 8: READING

### TEACHER'S NOTES

**Aim:** to give further practice in reading skills on the topic of Unit 8;  
to give practice in reading to understand the gist;  
to provide reinforcement of selected vocabulary from Unit 8;  
to give practice in reading for specific information.  
This worksheet is designed to be used after Lesson 8.4.

**Time:** 20 to 30 minutes

**Materials:** photocopies of the worksheet for each student

**Warmer** Ask students their personal views about going abroad to study at a university. Is it a good idea or not? Why do people do it? Do they think that the numbers of people studying at universities abroad are increasing? What are the advantages and disadvantages?

1 Students match the sub-headings with the sections.

1 The political aspect    2 The future: more international students  
3 Global market share    4 One solution

2 Students answer the questions.

1 True (para. 1)  
2 False (paras 1 and 2 tell us that both HEFCE and the politicians want e-learning to be a part of university activities)  
3 False (para. 3 tells us it is likely to increase from 2.1 million to 5.8 million)  
4 True (para. 5)  
5 Not given (para. 5 says that the UK's world market share decreased. However, as the world market is increasing, we do not know if this means international student numbers went up or down in the UK during this time.)  
6 False (para. 5 tells us it is because most international students have learned English as their second language)  
7 True (para. 6 tells us that they have to start becoming more competitive)  
8 True (para. 8)

### Possible follow-up activities

- 1 Students discuss in groups their opinions about e-learning and languages. What is their experience? Can e-learning replace language classrooms?
- 2 Students discuss in groups the idea of studying abroad. They give their personal views on it.
- 3 Students discuss e-learning in general. What are its advantages and disadvantages? This could lead to a writing task.

## UNIT 8: STUDY SKILLS

### ***A formal letter: skimming***

**1 Skim read the letter very quickly (this should take about 20 to 30 seconds). What is the letter about? Which description is the most accurate?**

- 1 It is a letter to a university lecturer asking for information about international students at universities in the UK.
- 2 It is a letter to a newspaper which has been written to congratulate it on writing an excellent article about overseas students in the UK.
- 3 It is a letter to a newspaper complaining about an article which contained inaccurate information and did not present both sides of the argument.

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6 February

Dear Editor

I was extremely disappointed to read the article about overseas students in the UK in yesterday's edition of your newspaper. It contained a lot of inaccurate information and one-sided arguments. I hope that you can correct this rather serious mistake by printing some of this letter.

In financial terms, it is true that overseas student fees are very important for universities in the UK. Overseas (non-EU) student fees represented 7% (£16.9bn) of the total income of UK Higher Education Institutions (HEIs) in 2003–2004. Furthermore, the number of non-EU students in the UK continued to increase steadily each year from 1994 to 2004. However, universities in the UK now understand that they must work harder to attract overseas students as there is a lot of competition. To do this, universities are having to improve their facilities and services. This type of improvement is extremely expensive.

Moreover, and this is the aspect that your article failed to mention, the importance of overseas students for UK HEIs is not only financial. Universities in the UK recognise the important contribution to teaching, learning and research made by international students. The wide variety of experience that international students bring in their subject areas is extremely important. This is true of overseas students on campus as well as those studying by distance learning. In addition, universities in the UK benefit from formal links with education and industry in other countries around the world. Therefore internationalisation in UK universities is not simply about money, but also about developing an international outlook in terms of teaching and research.

I expect your newspaper to fully research articles such as this which are potentially damaging to the UK HE market. I look forward to seeing this letter printed. If you need any further information, please do not hesitate to contact me.

Yours faithfully,

Jean Henderson

Director

### ***Scanning***

**2 Scan the letter. Look for these numbers and note down what they refer to.**

12                      7%                      1994 to 2004                      £16.9bn                      6

## UNIT 8: STUDY SKILLS

### **TEACHER'S NOTES**

**Aim:** to give further practice in skimming and scanning on the topic of Unit 8;  
to give further practice in reading formal letters and raising awareness of style.

This worksheet is designed to be used after Lesson 8.5.

**Time:** 20 to 30 minutes

**Materials:** photocopies of the worksheet for each student

**Warmer** Ask students to brainstorm the reasons why universities in the UK are keen to increase their numbers of international students.

### **A formal letter: skimming**

- Students skim the text. If you are doing this in class, ask students to fold the page over so they can read the exercise instructions but not the text. Once they have read the instructions and checked what they are going to do, give them around 30 seconds to read the text (depending on the level of your group) before asking them to fold the paper over again. Then give feedback. Ask students to come up with phrases they read that led them to the correct answer.

Number 3 gives the best description of the letter.

### **Scanning**

- After scanning for the numbers (again do this in a limited time depending on the level of your class), students should reach answers similar to the following:

12	the street number of the Daily Chronicle office
7%	the percentage of the total income of HEIs in the UK represented by overseas student fees in 2003 to 2004
1994 to 2004	the number of non-EU students continued to increase each year between 1994 and 2004
£16.9bn	the total sum of the fees paid by non-EU students to UK universities in 2003–2004
6	the letter was written on 6 February

## UNIT 9: LANGUAGE PRACTICE

### Articles

1 Fill the gaps with *the, an, a* or leave a blank. Then choose the correct rule in each case. The first one is done as an example.

- 1 There are usually 90 undergraduate engineering students each year in our university and approximately one in six of these are --- women. (*nothing – Rule 9*)
- 2 The bacteria work at high temperatures and this process produces methane. ---<sup>1</sup> methane can then be used to heat the water so it becomes ---<sup>2</sup> self-sufficient process.
- 3 There are two types of undergraduate engineering degrees in this university. ---<sup>3</sup> MEng lasts for four years and is equivalent to ---<sup>4</sup> undergraduate degree plus ---<sup>5</sup> Master's degree. ---<sup>6</sup> BEng lasts for three years and is purely undergraduate. Students need to do ---<sup>7</sup> Master's degree for one year to make this into a postgraduate qualification.
- 4 ---<sup>8</sup> Bangladesh, ---<sup>9</sup> Tanzania and ---<sup>10</sup> UK all have geological problems with natural pollutants in the environment.
- 5 ---<sup>11</sup> worst case of environmental pollution in recent history is probably still ---<sup>12</sup> Chernobyl disaster.
- 6 Using clay pots to filter water can help ---<sup>13</sup> people clean their own water using ---<sup>14</sup> cheap local products.

Rule 1	a / an	when we mention something (a singular noun) for the first time
Rule 2	a / an	when something is just one example of many
Rule 3	the	when we refer to something that has been mentioned before
Rule 4	the	with the names of some countries
Rule 5	the	with the names of some geographical features
Rule 6	the	with superlatives
Rule 7	the	when there is only one of something
Rule 8	the	when we know which thing the speaker/writer refers to
Rule 9	nothing	with general plural countable nouns
Rule 10	nothing	when we refer to something (a plural noun) for the first time
Rule 11	nothing	with the names of towns and cities, and most countries

### Word combinations and verb patterns

2 Match the verbs in the first box with the most appropriate words and phrases in the second box. There may be more than one possibility.

Example: *to attract someone to something*

to harness / to offer / to improve / to find / ~~to attract~~ / to create / to follow / to pursue / to reach / to achieve

a solution / the power of something / people's lives / alternatives / ~~someone to something~~ / an opportunity / a dream / an ambition / your target / your goal

## UNIT 9: LANGUAGE PRACTICE

### TEACHER'S NOTES

- Aim:** to give further practice in articles and their rules;  
to develop further awareness of collocations and verb patterns.  
This worksheet is designed to be used after Lesson 9.3.
- Time:** 15 to 60 minutes
- Materials:** photocopies of the worksheet for each student

### Articles

- 1 Make sure students are aware of the four types of articles. Students fill the gaps and select the appropriate rule that explains the article use. Some may be open to discussion.

- 2 <sup>1</sup> the (Rule 3) / <sup>2</sup> a (Rule 2)
- 3 <sup>3</sup> The (Rule 8 – it is the degree in 'this university') / <sup>4</sup> an (Rule 2) / <sup>5</sup> a (Rule 2) / <sup>6</sup> The (Rule 8 – it is the degree in 'this university') / <sup>7</sup> a (Rule 2)
- 4 <sup>8</sup> nothing (Rule 11) / <sup>9</sup> nothing (Rule 11) / <sup>10</sup> the (Rule 4)
- 5 <sup>11</sup> The (Rule 6) / <sup>12</sup> the (Rule 7 or 8)
- 6 <sup>13</sup> nothing (Rule 9) / <sup>14</sup> nothing (Rule 10)

### Word combinations and verb patterns

- 2 Students match the verbs with the most appropriate words and patterns

to harness the power of something; to offer a solution; to offer an opportunity; to offer alternatives; to improve people's lives; to find a solution; to find alternatives; to attract someone to something; to create an opportunity; to follow a dream; to follow an ambition; to pursue alternatives; to pursue a dream; to pursue an ambition; to pursue your goal; to reach your target; to reach your goal; to achieve a solution; to achieve an ambition; to achieve your target; to achieve your goal

### Possible follow-up activities

- Students create their own sentences using Exercise 1 as a model. They use the same box of rules and add gaps to their own texts. Students swap sentences, do their partner's and then check together and feedback.
- Students choose any text and try to apply the 11 rules in Exercise 1 to all the articles in the text.
- Students create sentences using the word combinations and verb patterns in Exercise 2. They can then gap the word combinations and phrases and give these to a partner to recycle the vocabulary.
- Challenge students to write a paragraph using at least three of the verb patterns/word combinations from Exercise 2.
- Students use dictionaries to look for more words that are typically used with the verbs in Exercise 2. Alternatively, they can search for other verbs that are often used with these words.

## UNIT 9: READING

Read the article from a magazine for high school students who are thinking about going to university. Complete the activities below.

### CIVIL ENGINEERING: IT'S NOT ALL BRICKS AND METAL

Ask anyone in the street what civil engineering is and the most likely reply will involve metal or concrete. In other words, most people associate engineering with bridges, roads, buildings and factories. We are not taught about engineering in school, so why should people consider anything else?

Structural, geotechnical and transport engineering are certainly three important strands of civil engineering and without them, we would not have houses to live in or roads to travel home on. But civil engineering extends further than this. Indeed, it can be viewed as something that covers everything you need in life.

One area of civil engineering that has become increasingly important and popular in recent years is environmental engineering. Interestingly, the growth of this area seems to have attracted increasing numbers of women into engineering careers.

Dr Charlotte Paterson, a lecturer in Environmental Engineering at the School of Civil Engineering and Geosciences at Newcastle University, paints an interesting picture of environmental engineering through her own experience and specialisation: waste stabilisation ponds.

Dr Paterson spent several years in the late 1990s doing field work in Tanzania and Australia for her PhD. This research may sound like an exciting and romantic opportunity for a young

academic. However, Dr Paterson is quick to point out that she spent most of this time floating in a small boat on ponds containing sewage.

If the aim of civil and environmental engineering is to use the forces and power of nature for the benefit of mankind, then waste stabilisation ponds provide the perfect example of this in action. This way of treating sewage uses a natural process which exploits the energy of the sun and bacteria to clean dirty water.

How does it work? Sewage treatment systems need to be given good conditions for the biodegradation of waste. This is usually done by adding oxygen to the water which can be achieved by mixing the water mechanically. An alternative method, however, is to use solar power.

With this solar-powered method, algae are grown on the pond. The algae produce oxygen and the organic pollutants in the water are eventually broken down. The clean liquid is then separated from the dirtier solids which are removed to be treated. This offers a low-cost solution to a problem that affects billions of people worldwide.

This is one example of an environmental engineering technology that can improve the lives of many people worldwide. As Dr Paterson points out, one of the main aims of her own area of expertise is to find solutions for the billions of people who have neither clean water nor adequate sanitation.

#### 1 Read the text and choose the best of the three summaries below.

- Summary 1 Civil engineering can be broken down into four strands: structural, geotechnical, transport and environmental engineering. Women are more likely to choose environmental engineering.
- Summary 2 Environmental engineering is a growing part of civil engineering which aims to provide solutions to real problems around the world using natural resources.
- Summary 3 Waste stabilisation ponds work by using the power of the sun to clean water. This is an excellent example of the growing use of natural resources by environmental engineers to solve real world problems.

**2 Based on the content of the article, decide if the following statements are true or false. If the information is not given in the article, write 'not given'.**

- 1 Civil engineering is a narrow subject that does not affect our daily lives.
- 2 The growth in civil engineering in recent years has attracted more women to it.
- 3 Dr Paterson's field research was neither exciting nor romantic.
- 4 The bacteria for waste stabilisation ponds are obtained from sewage.
- 5 The article describes two methods of adding oxygen to the polluted water.
- 6 The remaining solids in the treatment process are taken away to be used in agriculture.
- 7 Waste stabilisation ponds offer a solution to a worldwide problem.

**3 How many passive verbs can you find in the article? Underline them. What tense are they? Check your answers.**

## UNIT 9: READING

### TEACHER'S NOTES

- Aim:** to give further practice in identifying the gist of an article;  
to give further practice in understanding specific information;  
to focus on recognition of the form of the passive tense.  
This worksheet is designed to be used after Lesson 9.2.
- Time:** 30 to 120 minutes
- Materials:** photocopies of the worksheet for each student; monolingual dictionaries for optional further vocabulary work

**Warmer** Write the term 'bricks and metal' on the board. Ask students to consider the title of the article and predict the content.

- 1 Students read the text and select the best of the three summaries below it. Students discuss in pairs which they consider to be the best summary and why. Higher level students could create their own summaries before comparing them with each other and then with the three possibilities.

Summary 1	No. It does not state that these are the only four strands of civil engineering – they are given as examples. So this is factually incorrect. The second sentence is also not confirmed by the article, which says that environmental engineering has been popular with women.
Summary 2	Yes. Of the three, this summarises the content best. It picks out the main theme, i.e. what environmental engineering is, what it is for and the fact that it is a growing area.
Summary 3	No. This is factually correct. However, it is not a good summary. It starts with the example (waste stabilisation ponds) before touching on the main theme of the article.

- 2 Students decide whether the statements are true or false based on the content of the article.

1 False (para. 2) 2 False (para. 3) 3 True (para. 5) 4 Not given (para. 6)  
5 True (para. 7) 6 Not given (para. 8) 7 True (para. 9)

- 3 Students underline or highlight all the examples of passives in the text.

There are ten examples of the passive. *We are not taught* (present simple passive) / *it can be viewed* (modal + passive infinitive) / *Sewage treatment systems need to be given* (verb + passive infinitive) / *This is usually done* (present simple passive) / *which can be achieved* (modal + passive infinitive) / *algae are grown* (present simple passive) / *the organic pollutants in the water are eventually broken down* (present simple passive) / *The clean liquid is then separated* (present simple passive) / *which are removed* (present simple passive) / *removed to be treated* (verb + passive infinitive)

### Possible follow-up activities

- Students identify ten new words and use the context, discussion with other students and dictionaries to establish the meaning and record them.
- Students brainstorm real world problems in their own countries or elsewhere and create real or imaginary processes that could solve those problems. As a class, you

could select one problem and then challenge teams to come up with the best solutions. The solutions are presented and the best one is voted for.

- 3 Students research waste stabilisation ponds and make a poster about them.

## UNIT 9: STUDY SKILLS

### Presentation skills

- 1 Tarek is a postgraduate engineering student at a university in the UK. As part of their studies, each student must give a 10-minute presentation to the lecturer and the other students. The lecturer takes notes during the talk to give feedback to Tarek. This is to help Tarek to develop his presentation skills.

Look at the lecturer's notes and decide if each note is positive feedback or an area where Tarek needs to improve. Put the number of each note in the table below. The first one is done as an example.

Tarek – Notes

- 1 He started quietly – a little difficult to hear at the beginning.
- 2 He introduced his topic at the beginning and stated why he chose that particular topic.
- 3 He's using small cards with notes on and isn't looking at them much.
- 4 He has gone straight into section 1 of his talk – in the introduction he didn't outline the structure of the talk and how many sections there are.
- 5 He's using PowerPoint slides projected onto the wall – but there's a lot of text and he's changing the slides rapidly. There must be about 25 slides in total.
- 6 Some of the colours on the slides make them difficult to read.
- 7 He's pausing between sections of the presentation to help people identify the different parts.
- 8 He's making good use of markers and transition signals, e.g. 'OK. Let's move on to...'; 'The first point I want to make is...'; 'We've considered X, now let's look at Y'; etc.
- 9 He's making people laugh with a humorous and well-chosen example.
- 10 He's summarised the sections that he's talked about, concluded his talk and invited people to ask questions.
- 11 Someone asked him a difficult question and he just moved on to the next person.

Positive feedback	Areas to improve
	1

### Writing skills: describing a process

- 2 When describing a process we usually start sentences with information that we already know. Using the passive form is one way of keeping the focus on the most important information. In each case, rewrite the second sentence to improve it.
- 1 Anaerobic digestion is a low-cost system that uses bacteria which work without oxygen to heat the waste. In very poor areas, people can use this process to help provide a local solution for sanitation problems.
  - 2 The bridge in our town was built in the second half of the 11<sup>th</sup> century and was one of the first in the country to be constructed with stone rather than wood. The famous local architect, Del Vechio, designed and built the bridge.
  - 3 Water with natural geological pollutants, such as fluoride in Tanzania, can often be treated using low-cost, local solutions. For example, villagers use locally produced clay pots to filter water and remove fluoride content in Tanzania.

## UNIT 9: STUDY SKILLS

### TEACHER'S NOTES

- Aim:** to reflect on positive and negative aspects of spoken presentations;  
to give further practice in using the passive to improve sentence cohesion in writing.  
This worksheet is designed to be used after Lesson 9.5.
- Time:** 30 to 60 minutes
- Materials:** photocopies of the worksheet for each student

### *Presentation skills*

- 1 Introduce the context of the lecturer's notes to students. Make sure that they understand that 'areas to improve' are essentially 'negative' points. In education and work, people are generally encouraged not to give direct negative feedback to people. It is thought that giving direct negative feedback discourages them. This could be an interesting cultural point for discussion. Students write the number of each note in one of the two boxes.

#### Tarek – Notes

- 1 Area to improve – you must make sure that you are relaxed, confident and well prepared at the start of the talk. The first 30 seconds are very important to engage the interest of your audience.
- 2 Positive – it is very important that you make your topic clear at the start. It is also a good idea to tell your audience why you are speaking about this topic. They need to know why you chose it and why they should listen to you talking about it.
- 3 Positive – these are known as 'prompt cards'. You should not have too much information written on them – perhaps just the main points. You should use them to remind you of the structure of your presentation but not read them.
- 4 Area to improve – in the introduction, you should outline how many sections there are in your talk and what they are. You need to give people the structure of your talk so that they can follow it more easily.
- 5 Area to improve – be careful not to have too many slides and not to have too much text on them. Your audience will read the slides and stop listening to you. In a 10-minute presentation, five to eight slides are probably enough. Make sure the text is large enough for people to read. Use bullet points and lists rather than blocks of text.
- 6 Area to improve – use simple, plain slides. There is no problem using some graphics and colour, but the important thing is that the slide is clear and easy to read.
- 7 Positive – allow a few seconds of silence between each section of your talk. This gives people a chance to catch up and then listen clearly to the start of your next section. It also marks the transition between sections clearly.
- 8 Positive – use plenty of transition signals and markers to help guide the audience.
- 9 Positive – if you can make your audience laugh with something that also fits well into your presentation, this is likely to be a very positive sign.
- 10 Positive – summarise what you have told people at the end and then invite questions. This gives a good finish to the presentation.
- 11 Area to improve – you should have some pre-prepared answers to difficult questions to use in this situation, e.g. 'I haven't considered that issue in depth. I would be very interested to talk to you about it later, after the presentation.'

### **Writing skills: describing a process**

- 2 Students rewrite the second sentences so that the known information is at the start of the sentence. They should use the passive to do this.

#### **Example answers**

- 1 Anaerobic digestion is a low-cost system that uses bacteria which work without oxygen to heat the waste. *This process can be used by people in poor areas to help provide a local solution to sanitation problems.*
- 2 The bridge in our town was built in the second half of the 11<sup>th</sup> century and was one of the first in the country to be constructed with stone rather than wood. *It was built by the famous local architect, Del Vechio.*
- 3 Water with natural geological pollutants, such as fluoride in Tanzania, can often be treated using low-cost, local solutions. *For example, in Tanzanian villages, the fluoride can be removed from the water by filtering it through locally produced clay pots.*

### **Possible follow-up activities**

- 1 Students give short presentations and assess each other using an agreed set of criteria. These criteria can be developed, changed and added to as the presentations progress until there is a final set of what to do and what not to do in talks.
- 2 Students give short talks and include deliberate mistakes, which the audience have to spot.

## UNIT 10: LANGUAGE PRACTICE

### *Infinitive / -ing forms and phrasal verbs*

- 1 Fill the gaps with the correct form of one of the phrasal verbs in the box. It will either be the 'infinitive with *to*' or the '*-ing*' form. Each verb is used once. The first one is done as an example.

find out	pick up on	take over	catch on
die out	keep up with	buy into	slow down

- If you want to buy some unusual fashionable clothes, I suggest finding out where the smaller, more interesting shops are so you can get something different.
- Unless the government brings in laws to help protect school dinners, I expect them \_\_\_\_\_ . Then we will be back to the same situation as 200 years ago with lots of undernourished children in schools.
- There is a lot of demand for this new, fashionable style of trousers and we are manufacturing them as fast as we can. So if we begin \_\_\_\_\_ production, we will lose a lot of money. That would be a huge mistake.
- Teenage children will love the design of these clothes. We can start trying to sell them now in the shops as they could become very fashionable. So for this project to be successful, we really want the designs \_\_\_\_\_ quickly.
- We have some friends who love \_\_\_\_\_ the latest trends. Every month they buy at least a couple of new household gadgets. They always have the latest, most fashionable clothes.
- I advise \_\_\_\_\_ the company. They are not successful at the moment but I think fashions are about to change. In the next four years, I think some of the clothes they are making now will sell very well.
- My boss likes \_\_\_\_\_ every small mistake I make. Even if I make a spelling mistake in a report that no one else would notice, I can always guarantee he will see it.
- If you continue \_\_\_\_\_ everything he says to you, you could end up making some serious mistakes. You have to make your own decisions! Don't listen to everything he says.

### *Expressions of quantity*

- 2 Find examples in sentences 1–8 above that demonstrate the following patterns:
- three examples of 'some' + a general noun
  - one example of 'some of' + a specific countable noun
  - one example of 'a lot of' + a specific uncountable noun
  - one example of 'a couple of' + countable noun

## UNIT 10: LANGUAGE PRACTICE

### **TEACHER'S NOTES**

**Aim:** to give practice of the phrasal verbs taught in Lesson 10.1;  
to give further practice of infinitives and *-ing* forms;  
to give practice in identifying expressions of quantity.  
This worksheet is designed to be used after Lesson 10.3.

**Time:** 20 to 30 minutes

**Materials:** photocopies of the worksheet for each student

### ***Infinitive / -ing forms and phrasal verbs***

1 Make sure students have done Lesson 10.1 before attempting this activity.

1 finding out 2 to die out 3 slowing down OR to slow down 4 to catch on  
5 keeping up with OR to keep up with 6 taking over 7 picking up on OR to pick up on  
8 buying into OR to buy into

### ***Expressions of quantity***

2 This activity gives some further recycling of the patterns associated with expressions of quantity that are presented in the Language reference section of Unit 10.

1 three examples of 'some' + a general noun: some unusual fashionable clothes (1), some friends (5), some serious mistakes (8)  
2 one example of 'some of' + a specific countable noun: some of the clothes (6)  
3 one example of 'a lot of' + a specific uncountable noun: a lot of demand for this new, fashionable style of trousers (3)  
4 one example of 'a couple of' + countable noun: a couple of new household gadgets (5)

### ***Possible follow-up activities***

1 Students write further examples using the phrasal verbs from the box.

## UNIT 10: READING

- 1 There are seven paragraphs in the newspaper article below about school dinners in England. Match the paragraph summary in the table with the correct paragraph number. The first one is done as an example.

Paragraph summary	Paragraph number
The beginning of the decline in school dinners	
Two reasons for the recent drop in school dinners	
New research shows that school meals are at their lowest point	
Introduction to topic and background information	1
The battle for standards between the government and private companies	
The early history of school dinners	
Some positive indicators for the future	

### TRENDS IN SCHOOL DINNERS

What happens at midday in English schools? At the moment, schools in England have free school dinners for children from low-income families. Other pupils pay to have school dinners and some bring sandwiches. However, secondary school\* meals services in England are now experiencing a crisis. In fact, experts have warned that the provision of school dinners in England will die out unless something is done about it immediately.

School dinners were introduced in schools in England at the end of the 19th century. The idea was to help children from low-income families who were often poorly fed at home, but the meals were available to all children. By 1920 around 1 million children were having school dinners at a huge cost to the government. In 1944 every secondary school had to provide school meals.

In the 1970s the number of children having school dinners started to fall. This continued in the 1980s, when local education authorities were given the choice to stop offering free school dinners. At this time, free school meals became part of the government benefit system which supported poor families, so fewer children were receiving free dinners and more were paying for them.

In the 1990s school dinner systems were privatised and this led to a decline in the quality of the food provided. By the mid 1990s, less than half the children in English schools were having

school dinners. It was not until 2001 that the government started to focus on the quality of food in schools and set minimum standards for nutrition. By 2006 all school dinners had to meet certain standards.

So after this positive move, why the crisis? Research which is due to be published tomorrow will show that the number of students having school dinners has fallen dramatically. Now only 35% of children in secondary schools are having school dinners. This represents a drop of 17% in the last three years and is at the lowest level since 1944.

Some people blame this on two factors. Firstly, a lot of negative publicity has been generated by campaigns in recent years which have focused on the poor quality of food in schools. Secondly, the introduction of minimum standards for food in 2006 reduced the provision of certain types of popular food such as chips.

On a more positive note, catering in primary schools\*\* is maintaining a steady uptake of around 40%. This shows no signs of declining further. In addition, the government is committed to spending £220m on school meals over the next four years.

\* aged 11 to 16

\*\* aged 5 to 11

**2 Answer the following questions:**

- 1 What will happen if something is not done to help the school dinner system now?
- 2 Why were school dinners first offered to schoolchildren?
- 3 When did it become obligatory for schools to provide school dinners?
- 4 What two things happened in the 1980s that led to a decline in the number of children having school dinners?
- 5 According to the article, what was the effect of school dinners being run by private companies?
- 6 In which year did the government set standards for the quality of the food provided in schools?
- 7 What is special about the number of children having school dinners now?
- 8 What are the two reasons given for the low number of children having school dinners now?

## UNIT 10: READING

### TEACHER'S NOTES

- Aim:** to give practice in reading for the main ideas;  
to give practice in reading for specific information;  
to recycle selected vocabulary from Unit 10.  
This worksheet is designed to be used after Lesson 10.5.
- Time:** 30 to 120 minutes
- Materials:** photocopies of the worksheet for each student; monolingual dictionaries for optional further vocabulary work

**Warmer** Write 'school dinners' on the board. Brainstorm what this means to the students. Explain the school dinner system in the UK: meals are provided free for some children, others pay for them and some children take their own packed lunches to school.

1 Students match the paragraphs with the paragraph summaries.

Paragraph summary	Paragraph number
The beginning of the decline in school dinners	3
Two reasons for the recent drop in school dinners	6
New research shows that school meals are at their lowest point	5
Introduction to topic and background information	1
The battle for standards between the government and private companies	4
The early history of school dinners	2
Some positive indicators for the future	7

2 Students answer the questions.

1	Schools could stop offering school dinners and they could 'die out'. (para. 1)
2	To help feed children who were from poor families. (para. 2)
3	1944 (para. 2)
4	Schools no longer had to offer school dinners. Free school dinners became part of the state benefit system. (para. 3)
5	The standards of food offered became worse. (para. 4)
6	2006. (para. 4)
7	It is the lowest number since 1944. (para. 5)
8	Negative publicity generated about school dinners because of campaigns. The introduction of minimum food standards by the government. (para. 6)

***Possible follow-up activities***

- 1 Create a debate about whether children in schools should be provided with free meals or not. Students use examples from their own countries.

## UNIT 10: STUDY SKILLS

### Writing skills: describing a trend

The table below gives the population statistics of the town of Penruth in Scotland including predictions for the future.

Age Group	2003	2008	2013	2018	2023	2028
Population:						
0-14	44,500	41,300	38,900	38,100	37,500	37,000
15-64	179,600	180,600	178,700	174,800	169,400	164,200
65+	42,400	41,000	43,200	45,600	49,100	53,200
85+	4,900	5,600	6,000	6,600	7,200	7,000
<b>Total</b>	<b>266,600</b>	<b>262,900</b>	<b>260,900</b>	<b>258,500</b>	<b>256,100</b>	<b>254,500</b>
Percentage:						
0-14	16.7	15.7	14.9	14.7	14.6	14.5
15-64	67.4	68.7	68.5	67.6	66.1	64.5
65+	15.9	15.6	16.6	17.6	19.2	20.9
85+	1.8	2.1	2.3	2.6	2.8	3.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

The table above shows the 2008 population of Penruth by age category together with the statistics for 2003 and projections for four different years in the future up to the year 2028. The current statistics are judged to be at least 95% accurate. The predictions for the future are based on the trends in the population of Penruth which have been studied by the local authorities over a period of more than 60 years, since 1946.

Overall, the table shows us that the main trend is that the population of Penruth is becoming \_\_\_\_\_<sup>1</sup> aged. While the percentage of the population under 64 is expected to \_\_\_\_\_<sup>2</sup>, \_\_\_\_\_<sup>3</sup>, the number of people in Penruth over 65 is likely to show a steady increase.

A \_\_\_\_\_<sup>4</sup> increase is expected in the number of residents aged 85+, from 1.8% in 2003 to 3.0% in 2028. This steady rise may be

due to improved housing conditions, better facilities for the elderly and significant improvements in healthcare.

The percentage of 65- to 85-year-olds is also expected to continue to grow. Although there was a \_\_\_\_\_<sup>5</sup> decrease of 0.3% for this age group between 2003 and 2008, the numbers are expected to rise \_\_\_\_\_<sup>6</sup> between 2008 and 2028. In fact, by 2028, it is predicted that there will be 12,200 more people in this age range than in 2008.

In contrast, there will be a marked \_\_\_\_\_<sup>7</sup> in 0- to 14-year-olds as well as in the 15 to 64 age group. The reasons for this are not entirely clear and further studies may be required to investigate this further. However, the data is based on the trends identified in birth rates and the decrease in the number of young families moving into the area.

- 1 Fill the gaps in the text with one of the words from the box. Each word is used once. Also identify if each missing word is an adjective, noun, verb or adverb.

decrease	slight	gradual	significantly
slightly	fall	increasingly	

**Recording vocabulary: synonyms and phrases to avoid repetition**

- 2 When you are writing it is important that you avoid repeating the same words. It is sometimes difficult to do this when you are describing a table or a graph. To avoid repeating vocabulary you will need to use synonyms, i.e. words or phrases that mean the same thing.

When reading, it is good to keep a list of different terms in a vocabulary book. This can help to develop your reading skills and also your writing skills.

Look at the text above. The writer uses eight phrases to describe the age groups which are referred to in the study. Can you complete the list?

- |   |   |
|---|---|
| 1 | the population under 64 (para. 2)                 |
| 2 | the number of people in Penruth over 65 (para. 2) |
| 3 | _____ (para. 3)                                   |
| 4 | 65- to 85-year-olds (_____)                       |
| 5 | _____ (para. 4)                                   |
| 6 | people in this age range (_____)                  |
| 7 | _____ (para. 5)                                   |
| 8 | _____ (para. 5)                                   |

## UNIT 10: STUDY SKILLS

### TEACHER'S NOTES

**Aim:** to give further practice of the language used in describing trends;  
to raise awareness of the use of synonyms to avoid repetition of vocabulary when writing to describe trends;  
to encourage students to record the use of synonyms and pronouns when reading in order to develop both reading and writing skills.  
This worksheet is designed to be used after Lesson 10.5.

**Time:** 30 to 60 minutes

**Materials:** photocopies of the worksheet for each student

### *Writing skills: describing a trend*

1 Introduce the table and encourage students to discuss it before reading the text which accompanies it.

1 increasingly (adverb) 2 decrease (verb) or fall (verb) 3 slightly (adverb)  
4 gradual (adjective) 5 slight (adjective) 6 significantly (adverb)  
7 fall (noun) or decrease (noun)

### *Recording vocabulary: synonyms and phrases to avoid repetition*

2 Students complete the table of synonyms which are used in the text. It should be noted that the writer refers to the age groups on eight different occasions in the text. The writer uses a variety of ways of doing this.

1 the population under 64 (para. 2)  
2 the number of people in Penruth over 65 (para. 2)  
3 the number of residents aged 85+ (para. 3)  
4 65 to 85-year-olds (para. 4)  
5 this age group (para. 4)  
6 people in this age range (para. 4)  
7 0- to 14-year-olds (para. 5)  
8 the 15 to 64 age group (para. 5)

### *Possible follow-up activities*

- 1 Give students newspaper articles. They identify one person/group in the article and then search for the number of different synonyms/phrases that are used to refer to that person. They record them.
- 2 Students write a short text about someone/a group and must use five different ways of referring to that person/group.

## UNIT 11: LANGUAGE PRACTICE

### Reported speech

- 1 The rules for reported speech can also apply to written text. Look at the following quotations from a film magazine and insert the correct form of the verb. The first one is done as an example.

1 “A bout de soufflé” is a film that any film lover has to see.’

In the article Fabien said that ‘A bout de soufflé’ was (be) a film that any film lover had to (have to) see.

2 ‘The film does not fit easily into any of the typical genres of film.’

Fabien claimed that the film \_\_\_\_\_ (fit) easily into any of the typical genres of film.

3 ‘Is it a crime film?’

Fabien asked whether it \_\_\_\_\_ (be) a crime film or not.

4 ‘American and European films at the time typically followed certain rules and conventions.’

Fabien stated that American and European films at the time \_\_\_\_\_ typically \_\_\_\_\_ (follow) certain rules and conventions.

5 ‘The film was mainly shot on the streets of Paris.’

He revealed that the film \_\_\_\_\_ mainly \_\_\_\_\_ (shoot) on the streets of Paris.

6 ‘Everyone who has seen the film has wanted to visit Paris.’

Fabien claimed that everyone who \_\_\_\_\_ (see) the film \_\_\_\_\_ (want) to visit Paris.

### Vocabulary revision

- 2 These jumbled words are vocabulary that was introduced in Unit 11. Rewrite each word with the letters in order. The first one is done as an example.

1 nngtditousa     o u t s t a n d i n g

2 carretach     c \_ a \_ a \_ t \_ r

3 ieoehrn     h \_ r \_ \_ n \_

4 green     g \_ n \_ \_

5 opedise     \_ p \_ s \_ d \_

6 raislouhi     h \_ l \_ r \_ \_ \_ s

7 cisacsl     c \_ \_ s s \_ \_

8 tathikrangeb     b r \_ \_ t h t \_ k \_ \_ g

9 pechrat     c \_ a \_ \_ e \_

10 nomatinia     \_ n \_ m \_ t \_ \_ n

## UNIT 11: LANGUAGE PRACTICE

### **TEACHER'S NOTES**

- Aim:** to give practice in reported speech;  
to recycle the vocabulary of Unit 11.  
This worksheet is designed to be used after Lesson 11.3.
- Time:** 20 to 30 minutes
- Materials:** photocopies of the worksheet for each student

### ***Reported speech***

- 1 Make sure students have done Lesson 11.3 before attempting this activity. For revision of the grammatical changes in reported speech, refer students to the Unit 11 Language reference section.

- |   |  |
|---|--|
| 1 | was, had to (past simple)  |
| 2 | did not fit (past simple)  |
| 3 | was (past simple)  |
| 4 | had typically followed (past perfect)                              |
| 5 | had mainly been shot / had been mainly shot (past perfect passive) |
| 6 | had seen, had wanted (past perfect)                                |

### ***Vocabulary revision***

- 2 This activity encourages students to think about the vocabulary they have learned in the unit and to recycle it.

- |    |              |
|----|--------------|
| 1  | outstanding  |
| 2  | character    |
| 3  | heroine      |
| 4  | genre        |
| 5  | episode      |
| 6  | hilarious    |
| 7  | classic      |
| 8  | breathtaking |
| 9  | chapter      |
| 10 | animation    |

### ***Possible follow-up activities***

- 1 Students take newspaper reports and practise reported speech using quotations from the articles.

## UNIT 11: READING

### 1 Read this article from a film magazine. Which is the best title for the article?

- 1 Too old to be a classic: 'A bout de souffle'
- 2 Films to avoid: 'A bout de souffle'
- 3 Must-see classic films: 'A bout de souffle'
- 4 Classic romantic comedies: 'A bout de souffle'
- 5 Classic Hollywood vs. classic European films: 'A bout de souffle'

Directed by Jean-Luc Godard and released in 1959, the French classic 'A bout de souffle' (translated as 'Breathless') is a film that any film lover has to see. Many agree that it represents the film that started the French New Wave cinema.

The film follows a small-time thief, Michel, as he travels to Paris looking for someone who owes him money. Throughout the film he is being hunted by the police after killing a police motorcyclist. While in Paris, Michel tries to persuade a young American woman, Patricia, to run away with him to Italy.

The plot is simple and focuses mainly on the characters and the relationships between them. The action is almost unimportant. Michel is a classic anti-hero. In other words, although he is the main character whom we understand and relate to, he is also a criminal. The film does not fit easily into any of the typical genres of film at the time. Is it a crime film? Is it a romantic comedy? We don't know.

To truly understand the effect of this groundbreaking film, it helps to understand the cinematic culture that existed then.

American and European films at the time typically followed certain rules and conventions that had developed in the Hollywood film studios. One simple example of this is that cameras were still and rarely moved except in a slow, smooth way.

'A bout de souffle', however, didn't follow the rules. Part of the success of the film is due to a new system that Godard introduced. This allowed the camera person to walk and film at the same time. Therefore the camera could move with the characters. As a result, the film was mainly shot on the streets of Paris rather than on a film set and there is a lot of irregular camera movement.

In addition, the final edit of the film contains a lot of 'jump cuts'. This is where the film seems to 'jump', i.e. it appears to be interrupted or illogical. This was partly the result of Godard cutting out sections of the film in order to make the film shorter. These 'jump cuts' came to be an important feature of the film that demonstrated its groundbreaking approach.

The result is a breathtaking film that perfectly captures the feelings of the characters and the atmosphere of Paris in the late 1950s. The jazz music that was composed specifically for the film also plays an important part in creating the overall feel of the film. Everyone who has seen it has wanted to visit Paris. If you want to see one of the films that opened the doors to European film makers, this is a good place to start.

Written by Paul Fabien

### 2 Answer the following questions:

- 1 What does the writer say is the main focus of the film?
- 2 Why does the writer describe Michel as an 'anti-hero'?
- 3 What genre of film is it?
- 4 Give one example of a typical rule for the films of that period.
- 5 In short, why was 'A bout de souffle' a groundbreaking film?
- 6 Name two features of 'A bout de souffle' that were unusual for films at that time.
- 7 The author suggests two general reasons for the success of the film. What are they?
- 8 What is special about the music in the film?

## UNIT 11: READING

### TEACHER'S NOTES

- Aim:** to give practice in reading for the main idea;  
to give practice in reading for specific information;  
to recycle selected vocabulary from Unit 11.  
This worksheet is designed to be used after Lesson 11.4.
- Time:** 30 to 120 minutes
- Materials:** photocopies of the worksheet for each student; monolingual dictionaries for optional further vocabulary work

**Warmer** Write 'classic book' and 'classic film' on the board to elicit some examples and arrive at a definition of what 'classic' means in this context. This is recycling vocabulary from Unit 11.

**1** Students select the most appropriate title.

- 1 No, 'too old' implies a negative aspect of the film, i.e. that it is not a classic. The writer refers to the film as 'the French classic' in the first paragraph.
- 2 No, 'films to avoid' means that he is advising you not to see it. Clearly in this article he is suggesting that the reader should see this film.
- 3 Yes. He refers to the film as a 'must-see classic' and says that anyone who loves film should see it.
- 4 No. He says it is not really a romantic comedy.
- 5 No. He mentions a difference between this film and the Hollywood films of the time but this is not the main point of the article.

**2** Students answer the questions.

- 1 The characters and the relationships between them. (para. 3)
- 2 Because we see him as the main character, but he is also a criminal. (para. 3)
- 3 It is difficult to say. It doesn't fit easily into one genre. (para. 3)
- 4 Cameras were still (except for slow, smooth movement). (para. 5)
- 5 It didn't follow the rules and conventions of film making that existed at the time. (para. 6)
- 6 Camera movement; jump cuts (paras. 6 and 7)
- 7 The film captures the feelings of the characters and the atmosphere of Paris. (para. 8)
- 8 It was written especially for the film. (para. 8)

### **Possible follow-up activities**

- 1 Students write a 'must-see' or 'must-read' review of their favourite film or book. They should try to engage the audience. Other students in the group move round the room reading the reviews and vote for the one that captures their interest the most.

## UNIT 11: STUDY SKILLS

### Writing skills: a report

- 1 This is a report from a student magazine about a 'student film week' festival that is organised every year. Read the article and match each summary in the box with the correct paragraph. Paragraph 1 is done as an example.

type of people attending	introduction <i>para. 1</i>
recommendations	feedback from audiences
most and least popular film types	food and snacks

### STUDENT FILM WEEK AN OUTSTANDING SUCCESS

This year's festival was extremely popular with students from other universities. Some students even travelled over 100 miles to attend. Despite some films being poor quality, the vast majority were very popular with the people who watched them.

The audience who attended the different films throughout the week were 95% students. Some members of the public had responded to the advertisements which were placed in the town centre. However, most of the crowds were students from the five regional universities.

On the whole, the most popular genre of film was science fiction. Throughout the week, the science fiction films were full, with almost no seats available at all. Generally speaking, the room showing romantic comedies was the most empty every day. As 78% of the film week audience were women, this destroys the idea that the romantic comedy is the favourite genre among female film goers.

The popcorn sellers made the most money in the week. Most of the time, people chose to eat lunch outside the university in cafes and restaurants in the town. Nevertheless, the

outlets selling popcorn, drinks and snacks next to the rooms showing the films did a lot of business. The only negative aspect was that the festival organisers were left with 120 bags of salted popcorn as the most popular type tended to be sweet!

The feedback gathered at the end of the week showed that most of the people who attended were extremely satisfied with the festival and happy that they had attended. The vast majority of people were very complimentary about the organisation and stated that they would return the following year.

Based on the feedback, some of the main things that the organisers could think about for next year are:

- more variety of film genres
- clearer information about plots and characters
- fewer horror films
- more classic films.

### Making generalisations

- 2 In reports it is common to make generalisations. When reading reports you should develop your awareness of the type of language used to make generalisations. One example of this is 'the vast majority', which is underlined in paragraph 1. There are eight examples in the text. Can you find the other seven?

## UNIT 11: STUDY SKILLS

### TEACHER'S NOTES

**Aim:** to give further practice in the writing skills introduced in Lesson 11.5;  
to practise reading for the main ideas;  
to give practice in identifying language for making generalisations.  
This worksheet is designed to be used after Lesson 11.5.

**Time:** 30 to 60 minutes

**Materials:** photocopies of the worksheet for each student

### Writing skills: a report

1 Students reflect on the sections of the report by matching the summaries to the correct paragraphs.

type of people attending (para. 2)	introduction <u>para. 1</u>
recommendations (para. 6)	feedback from audiences (para. 5)
most and least popular film types (para. 3)	food and snacks (para. 4)

### Making generalisations

2 Students find the phrases used in the text to make generalisations.

Paragraph 1	the vast majority
Paragraph 2	most of the crowds
Paragraph 3	on the whole, generally speaking
Paragraph 4	most of the time
Paragraph 5	most of the people, the vast majority of people
Paragraph 6	some of the main things

### Possible follow-up activities

1 Brainstorm some details and statistics about an imaginary festival that your students would be interested in. Put students in small groups to produce reports for a newspaper. Groups read all the reports and vote for the one which should be published.

## UNIT 12: LANGUAGE PRACTICE

### ***Third conditional and vocabulary practice***

**1 For each of the third conditional sentences, answer the questions that follow it.**

- 1 If they hadn't stolen the keys from the owner, they wouldn't have been able to get into the car.

Did they steal the keys? \_\_\_\_\_

Did they get into the car? \_\_\_\_\_

- 2 If we had known there were problems with anti-social behaviour in this street, we would never have moved here.

Are there problems with anti-social behaviour in the street? \_\_\_\_\_

Does the speaker live in this street? \_\_\_\_\_

- 3 If the bank robbers had had a reliable getaway driver, they might have managed to escape.

Did they have a reliable getaway driver? \_\_\_\_\_

Did they escape? \_\_\_\_\_

**2 In the third conditional sentences below, fill the gap with the correct form of the word given in brackets. Use the answers to the two questions to help you.**

- 1 If the police \_\_\_\_\_ (investigate) the scene of the crime earlier, it is much more likely that the thieves \_\_\_\_\_ (be caught).

Did the police investigate the scene of the crime immediately? No.

Were the thieves caught? No.

- 2 I am 100% sure he is innocent. I'm sure that if his family \_\_\_\_\_ (have) a long tradition of involvement with crime, he \_\_\_\_\_ (go) to prison.

Does his family have a long tradition of involvement with crime? Yes.

Did he go to prison? Yes.

- 3 If the witness \_\_\_\_\_ (see) him going into the bank, it's unlikely that he \_\_\_\_\_ ever \_\_\_\_\_ (be charged) with the crime.

Did the witness see him going into the bank? Yes.

Was he charged? Yes.

Was he charged because of the information given by the witness? Yes.

- 4 If they \_\_\_\_\_ (find) a fingerprint, they \_\_\_\_\_ (be able) to identify a possible suspect.

Did they find a fingerprint? No.

Did they identify a suspect? No.

## UNIT 12: LANGUAGE PRACTICE

### **TEACHER'S NOTES**

**Aim:** to give further practice of the third conditional;  
to recycle the vocabulary of Unit 12.  
This worksheet is designed to be used after Lesson 12.3.

**Time:** 15 to 20 minutes

**Materials:** photocopies of the worksheet for each student

- 1 Make sure students have studied Lessons 12.1 to 12.3. Students answer the questions with yes or no to test their comprehension of the third conditional sentences. These sentences recycle some of the unit vocabulary. Students can refer to the Unit 12 Language reference section if necessary.

- |   |          |
|---|----------|
| 1 | yes, yes |
| 2 | yes, yes |
| 3 | no, no   |

- 2 This activity gives practice in the form of third conditional sentences. It also recycles the vocabulary of Unit 12. Students should refer to the Unit 12 Language reference section if necessary.

- |   |  |
|---|--|
| 1 | had investigated, would have been caught                           |
| 2 | hadn't had, wouldn't have gone ( <i>or might not have gone</i> )   |
| 3 | hadn't seen, would ever have been charged                          |
| 4 | had found, might have been able ( <i>or would have been able</i> ) |

### **Possible follow-up activities**

- 1 Students create third conditional sentences using the vocabulary from Unit 12. They may also extend this vocabulary on the theme of crime. They use the two activity types in this worksheet as models. In pairs, students create worksheets. These are then exchanged in the class and completed by other students. Finally, the worksheets come back to the authors for marking. Problem areas are identified and used for open class feedback.

## UNIT 12: READING

**1 Read the text below about Melchester, a city in the UK. What type of text do you think it is?**

- 1 an article in the local Melchester newspaper
- 2 an extract from a crime novel
- 3 a local government information leaflet
- 4 an information leaflet from the police
- 5 an information leaflet for schools

### **MELCHESTER COUNCIL NEW SAFETY STRATEGY: THREE-YEAR PLAN**

The Melchester Community Safety Group and the local council have joined together to form a new partnership – Safe Melchester. The aim of this new organisation is to bring different groups together to work effectively and make our communities safer.

Recent research into crime in the last three years has demonstrated that Melchester is a safe city. The crime statistics are consistently below the national average. We have also consulted with local people, community groups and organisations. Such consultations also demonstrated that, generally, our local residents feel that we live in a safe area. Therefore this new strategy is building on the successes of the past.

Safe Melchester has established six targets and listed the actions required to achieve these targets. This will contribute to the main Melchester City Council plan to improve the city over the next 20 years. These targets and actions will be monitored constantly to ensure that they are achieved.

The six targets are:

- 1 To reduce crime relating to theft by 15%
- 2 To tackle alcohol-related problems
- 3 To tackle anti-social behaviour
- 4 To ensure that young people are treated well and respected
- 5 To make the city centre clean and safe
- 6 To make the local transport systems safe and easy to use.

This strategy will make a huge difference as it brings

together a number of different groups. Local businesses, community groups and government agencies such as the police and social services will all be working together.

While we will continue to build on successful initiatives which were started in the past, we will also be creating some new ways of working.

One example of this is that we are developing ways of working with people in the communities to improve their own neighbourhoods. By involving people in local government decisions which affect them, we can give people more responsibility for their own local areas.

Another new initiative is to establish a telephone support line for drug- and alcohol-related problems. This service will allow anyone to call for advice at any time of the day or night. The service will be linked to police community officers who will be able to respond rapidly to problems.

These are two examples of work we are doing in order to achieve our six targets over the next three years. We all have a part to play in making this strategy successful. All the groups involved in Safe Melchester as well as every single resident of the city can work together to create stronger communities. This will result in better lives for everyone.

**2 Are the following statements true, false or 'not given'?**

- 1 Melchester has a higher crime rate than the average city in the UK.
- 2 People who live in Melchester believe it is a safe place to live.
- 3 The three-year strategy is part of a bigger plan.
- 4 Anti-social behaviour is one of the biggest problems in Melchester.
- 5 The strategies used to reduce crime in the past have not been successful.
- 6 Local people should help the local government make decisions about issues which relate to the community.
- 7 The telephone line for advice about alcohol and drugs will be free.
- 8 Everyone will have to work together to make the strategy work.

**3 What do the following numbers refer to in the text?**

three six 20 15

## UNIT 12: READING

### **TEACHER'S NOTES**

**Aim:** to give practice in identifying text types;  
to give practice in reading for specific information.  
This worksheet is designed to be used after Lesson 12.3.

**Time:** 20 to 30 minutes

**Materials:** photocopies of the worksheet for each student

1 Students select the most appropriate text type.

- |   |   |
|---|---|
| 1 | No. The constant use of 'we' in the text is unlikely to be used in a newspaper report. This is not an investigation or discussion of a topic.   |
| 2 | No. This is giving information rather than a creative piece of text.  |
| 3 | Yes. The 'we' that is used throughout the article seems to be the voice of the local government. It refers a lot to what 'we' are doing and these things seem to involve lots of different areas that local government (or local councils) work in. |
| 4 | No. See the explanation for 3. It is unlikely that 'we' refers to the police. The police are given as one example of a group that is involved in this plan.   |
| 5 | No. It seems to be written for local residents in the city. The focus of the information is on how this strategy will help the community.   |

2 Students decide if the statements are true, false or if the information is not given in the text.

- |   |   |
|---|---|
| 1 | False (para. 2)   |
| 2 | True (para. 2)  |
| 3 | True (para. 3)  |
| 4 | Not given (para. 4). Although it is one of the six targets, we don't know if it is one of the biggest problems. |
| 5 | False (para. 6)   |
| 6 | True (para. 7)  |
| 7 | Not given (para. 8)   |
| 8 | True (para. 9)  |

3

- |       |   |
|-------|---|
| three | the three-year plan / strategy; statistics in the last three years          |
| six   | the plan has six main targets or aims                                       |
| 20    | the City Council has a plan to improve the city in the next 20 years        |
| 15    | the strategy hopes to reduce crimes of theft by 15% in the next three years |

***Possible follow-up activities***

Students research on the Internet to find information about local strategies in their home cities. If none is available, they could look on local government websites of cities in the UK. All local government websites will have information about strategies which are being put in place to counteract crime.



## UNIT 12: STUDY SKILLS

### Summarising

- 1 **A good skill to develop is the ability to summarise a text or a section of a text in one or two sentences. If you can do this accurately and in your own words, it generally means that you have understood the text well. The text below is an extract from an article in a political newspaper in the UK. Try to summarise it in two sentences. Start with 'According to Heatherstone...'**

People from many different political parties are starting to realise that the statistics are hard to ignore. It is clear that children in single-parent families are much more likely to become dependent on financial support from the state in later life. In fact, statistically, those children who live with only one parent have a 21.6% chance of being financially dependent on the state once they reach the age of 21. This compares with a 4.8% chance for children who grow up in a stable family environment with married or co-habiting parents.

This link between single-parent families and welfare support is now understood. However, there is a more worrying link that is now emerging. Recent research has demonstrated that there is a strong link between single-parent children and violent crime. Increasingly, people are starting to understand that the root of violent crime may lie in the absence of a strong relationship between both parents and the child.

What other evidence supports these ideas?

- In the last 20 years, the number of families abandoned by fathers has risen. As a result<sup>1</sup>, teenage violent crime has risen.
- Some neighbourhoods have large numbers of families which have been abandoned by fathers. This has led to<sup>2</sup> an increase in juvenile crime in these areas.

- The increase in the number of single-parent children in certain neighbourhoods has resulted in<sup>3</sup> an increase in anti-social behaviour.
- The increase in aggressive and violent behaviour by pre-school age children is the result of<sup>4</sup> increased numbers of single-parent families.
- Children from single-parent families are more likely to form or join gangs. This is because<sup>5</sup> they often feel alone and find it difficult to form normal friendships with other children.

The truth is that many parents are not providing the loving and caring environment that our children need to become good citizens. As a consequence<sup>6</sup>, this has a negative effect on children and the communities they live in. In other words, many young people lack a sense of connection with their neighbourhood and this is caused by an absence of love and guidance in the home environment.

Therefore if we are to deal with the central causes of crime, we must stop the increase in single-parent families.

By Simon Heatherstone

### Writing skills: cause and effect

- 2 **The phrases in the box are from the text. These phrases are used to link two ideas in a cause and effect relationship. In what order do they link the ideas? Is it cause followed by effect or effect followed by cause?**

as a result <sup>4</sup>	this has led to <sup>2</sup>	has resulted in <sup>3</sup>	is the result of <sup>4</sup>
this is because <sup>5</sup>	as a consequence <sup>6</sup>		
cause—effect		effect—cause	
as a result			

## UNIT 12: STUDY SKILLS

### **TEACHER'S NOTES**

- Aim:** to give further practice in summarising a text;  
to give further practice in phrases used to express cause and effect;  
to raise awareness of the order of ideas in cause and effect phrases.  
This worksheet is designed to be used after Lesson 12.5.
- Time:** 30 to 60 minutes
- Materials:** photocopies of the worksheet for each student

### **Summarising**

- Students try writing a short summary of the text. This is an example answer. There are a number of possible variations.

According to Heatherstone, as well as being more likely to be financially supported by the state when they are older, children who live with one parent have a higher chance of becoming involved in criminal activity. To tackle the breakdown in communities and the rise in crime, we must work to keep more families together.

### **Writing skills: cause and effect**

- It is important to identify the order in which ideas are presented when using phrases to express cause and effect relationships. This exercise seeks to raise awareness of this and give practice in identifying the order of ideas.

cause–effect	effect–cause
as a result this has led to has resulted in as a consequence	is the result of this is because

### **Possible follow-up activities**

- Brainstorm further phrases of cause and effect and decide whether they are cause–effect or effect–cause.
- Set up a discussion activity based on the opinions given in the text. This is a fairly strong opinion-based article. As such, it should form a good topic of discussion. It can also be used to spark a more general discussion about the causes of juvenile crime.