

SKILLS FOR FIRST CERTIFICATE

Reading

Teacher's Book

Malcolm Mann
Steve Taylore-Knowles


MACMILLAN

Unit 1 Films

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A What kind of film?

Aim: to encourage students to distinguish the main concept of a paragraph

Check that all students understand the kinds of film named in the box (you might like to explain that thrillers usually differ from action films in being more psychologically complex and involving more suspense). Ask students to read each review quickly and decide which kind of film from the box it is a review of. Quickly check that students have the correct answers, without going into detail.

- | | |
|---------------|------------|
| 1 comedy | 3 thriller |
| 2 horror film | 4 romance |

B How did you know?

Aim: to make awareness explicit

Ask students to read the reviews again and to underline two key words or phrases from each review that make clear what kind of film the review refers to. Explain that there may be more than one answer. When students have finished, discuss the answers as a class.

Students should underline any two of the following for each review:

- 1 amusing / makes fun of / hilarious / crazy situations / funny dialogue / grinning / crying for all the right reasons
- 2 frightening / ghosts / graveyards / scare / monster

3 complicated story / full of suspense / a world of spies and secrets / leave you looking over your shoulder ...

4 bring your tissues / plays with your emotions / her developing relationship / lets us into their hearts

C Choose the best title

Aim: to emphasise the main concept of a paragraph

Ask students to match the films to the titles, pointing out that there is one title they do not need to use, and then to speculate on what kind of film might be given the extra title. When everyone has chosen their answers, move on to exercise D, where students discuss their choices, without revealing the answers.

- 1 B 2 D 3 E 4 A
Extra title: a science fiction film

D Discuss

Ask students to discuss their answers to exercise C in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have correct answers.

- 1 The comedy might be called 'Where Does It Hurt?' because that's the kind of question that doctors ask patients and the film is about doctors and hospitals.
- 2 The horror film might be called 'They Walk at Midnight' because it sounds like it's about frightening things, like ghosts, in the middle of the night.
- 3 The thriller might be called 'Caught in the Net' because it's about people being followed and caught by the FBI and CIA.
- 4 The romance might be called 'Last Days of Innocence' because it's about a woman suffering from cancer who falls in love with her doctor.

E Choose the best heading

Aim: to encourage students to distinguish the main concepts in a whole text

Explain to students that they are about to read a review of a film. Ask them to read the review to the end and then decide which heading is best for each paragraph.

- 1 A disappointing result
- 2 An old-fashioned story
- 3 Poor leadership

F Choose the best title

Aim: to provide further practice in distinguishing the main concept

Explain to students that a film trailer is an advertisement for a film, which usually includes scenes from the film. Ask them to read each trailer and decide which title would be best for each film. When everyone has chosen their answers, move on to exercise G, where students discuss their choices, without revealing the answers.

- 1b 2a 3c

G Discuss

Ask students to discuss their answers in exercise F in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask them to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

- | | |
|-------------------|------------|
| 1 big screen | 6 trailer |
| 2 based on | 7 review |
| 3 cast | 8 row |
| 4 on | 9 director |
| 5 special effects | 10 acting |

EXAM PRACTICE — READING PART 1

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask students if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

- 1B 2F 3E 4A 5D 6G 7C

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Ask students to read the example sentences. Elicit the form of the passive voice (the verb *to be* in an appropriate tense and the past participle). Ask students to decide when we use the passive voice by circling Yes or No. Go through the answers and then ask students to read sentences 1-5 and choose the correct answers.

We might use the passive voice ...
 when we don't know who did something. Yes
 when who did something is not important. Yes
 to confuse others. No
 for emphasis. Yes
 to produce a more formal style. Yes

- 1a 2a 3a 4b 5a

Unit 2 Occupations

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A *What's their job?*

Aim: to develop understanding of the gist of a paragraph

Explain to students that each paragraph describes a job. Ask them to read each paragraph quickly and write which job they think each person does. When everyone has chosen their answers, move on to exercise B, where students discuss their choices, without revealing the answers.

1 lawyer **2** lorry driver **3** journalist **4** librarian

B *Discuss*

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers.

C *How did you know?*

Aim: to make awareness explicit

Ask students to read the paragraphs again and to underline two key words or phrases from each one that make clear what kind of job the paragraph describes. Explain that there may be more than one answer. When students have finished, discuss the answers as a class.

Students should underline any two of the following for each paragraph:

- 1** in court / clients / legal problems / represent / arrested for a crime / the police
- 2** lonely / away from your family / on the road / behind the wheel / cars / unload / journey
- 3** tabloid / paper / write / current affairs / press conferences / interviewing / name in print
- 4** whisper / books / literature / service to the public / borrow books

D *Answer the questions*

Aim: to check comprehension

Ask students to read the questions about each paragraph and choose the correct answers.

Paragraph 1 c
Paragraph 3 b

Paragraph 2 a
Paragraph 4 a

Then, ask students to choose the most appropriate heading for each paragraph and write

the number of the paragraph in the space provided.

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

E *Choose a heading*

Aim: to provide practice in selecting headings to express gist

Ask students to quickly read two more descriptions of jobs and to choose the most appropriate heading for each paragraph.

A An actor's life for me
B Building a building

F *Write a heading*

Aim: to develop understanding of gist and summarising

Ask students to read the description of the job and to write their own heading that expresses the gist of the paragraph. Point out that this doesn't mean that they should write the job being described. They should work out what the job is and then write a phrase to summarise the gist of the paragraph. When students have written their answers, go on to exercise G where students discuss their choices.

Suggested answers:
Dangerous but important
Trained to help
Careful and useful

G *Discuss*

Ask students to discuss their answers to exercises E and F in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers.

H *Who says what?*

Aim: to check comprehension

Ask students to read the statements and to write the letters of the correct job descriptions in the spaces provided.

1 B **2** A **3** B **4** C **5** C **6** A

I *Discuss*

Ask students to discuss their answers to exercise H in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then, ask them to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

- | | |
|------------------------------------|-------------|
| 1 raise / pay rise | 6 pension |
| 2 retire | 7 salary |
| 3 C.V./Curriculum Vitae/
Résumé | 8 redundant |
| 4 work as | 9 wages |
| 5 commute | 10 promoted |

EXAM PRACTICE — READING PART 2

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1 C 2 B 3 D 4 C 5 A 6 D 7 B

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Ask students to read the tense descriptions and the example sentences. Invite questions. You may like to point out in particular the difference in usage between the present perfect and the present perfect continuous, the latter being used for an action that is perceived as incomplete or in order to emphasise the duration of an action. Ask students to choose the time phrases that express the function of the tense used in each sentence.

1 a 2 b 3 a 4 a 5 b

Unit 3 Education

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A What comes before?

Aim: to encourage recognition of the role of lexical linking devices

Explain to the students that the sentences they are about to read all come from different texts about education. Ask students to read the sentences and to decide whether the sentence that came *before* the one given expressed a contrast, a supporting point or a cause. When everyone has chosen their answers, move on to exercise B without revealing the answers.

1 C 2 A 3 B 4 A 5 B 6 B 7 C 8 C 9 B 10 A

B Find and write

Aim: to focus on specific lexical linking devices

Ask students to underline words and phrases that helped them in making their decisions. When students have done so, check answers. Students should underline the following words and phrases. Check that all students now have the correct answers to exercise A.

- | | |
|---------------------|------------------|
| 1 As a result | 6 What's more |
| 2 However | 7 In consequence |
| 3 In addition | 8 Thus |
| 4 On the other hand | 9 Lastly |
| 5 Apart from that | 10 Despite this |

Now ask students to write the words and phrases in the appropriate columns in the table. Check their answers.

Introducing contrast: However, On the other hand, Despite this

Introducing a supporting argument: In addition, Apart from that, What's more, Lastly

Introducing a result: As a result, In consequence, Thus

C *What comes next?*

Aim: to further develop recognition of the role of lexical linking devices

Explain to students that they are going to read sentences from different texts, and this time decide what kind of sentence *follows* the one given. When everyone has chosen their answers, move on to exercise D without revealing the answers.

1 A 2 B 3 G 4 F 5 E 6 C 7 D

D *How did you know?*

Aim: to focus on specific lexical linking devices

Ask students to underline the phrases that helped them make their decisions. When they have done so, check that all students now have the correct answers to exercise C.

- | | |
|---------------------|----------------|
| 1 On the other hand | 5 According to |
| 2 Secondly | 6 Therefore |
| 3 For instance | 7 To my mind |
| 4 To sum up | |

Note: You might like to point out that we don't normally use 'according to' to introduce our own opinion. A common mistake at this level is to use phrases such as 'According to my opinion, ...'.

E *When do writers use these expressions?*

Aim: to develop the students' range of lexical linking devices

Ask students to read each phrase and decide which of the functions from exercise C each phrase fulfils.

1 G 2 B 3 D 4 F 5 C 6 A 7 D 8 B
9 D 10 B 11 D 12 D 13 F 14 C 15 G 16 A

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask students to write

the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

1 essay 2 qualifications 3 assessed
4 public school 5 state school 6 illiterate
7 nursery (school) / kindergarten 8 skills
9 graduate 10 degree

EXAM PRACTICE — READING PART 3

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask students if they have any questions about the tips.

A *Read and answer*

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1 G 2 A 3 C 4 B 5 F 6 D

B *Discuss*

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Ask students to read the example sentences. Elicit the form of the emphatic present simple and emphatic past simple (the verb *to do* in an appropriate tense and the bare infinitive). Point out that these forms are used to add emphasis. Then ask the students to read the sentences and decide why the writer has chosen to use the emphatic forms.

1 a 2 b 3 a 4 a 5 b

Unit 4 Sport

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A What's the sport?

Aim: to encourage students to make deductions

Ask students to read the statements about different sports and to deduce which sport is being referred to from the information given. When everyone has chosen their answers, move on to exercise B without revealing the answers.

- 1 athletics
- 2 football
- 3 mountaineering/rock climbing
- 4 windsurfing
- 5 volleyball
- 6 golf
- 7 swimming

B Find and write

Aim: to make awareness explicit

Ask students to read the statements again and to write in the table three key words or phrases from each statement that make clear what kind of sport the statement refers to. Explain that there may be many answers. When they have finished, move on to exercise C without revealing the answers.

Students should write any three of the following for each statement:

- 1 field events / javelin / high jump / track events / 1500 m
- 2 goal / match / three two / half-time
- 3 achievement / the top / man against nature
- 4 beach / board / sail / keep my balance / in the water / stay on

5 like tennis / net / don't have a racket / hit the ball with your hands / before it touches the ground

6 courses / professionals / stuck in the sand / losing their ball

7 pool / leisure centre / lengths / splashes around / shallow end

C Discuss

Ask students to discuss their answers to exercise B in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercises A and B.

D What did they mean?

Aim: to encourage students to draw further deductions

Ask students to read the statements from exercise A again and to choose the correct answers to the questions. When they have finished, move on to exercise E without revealing the answers.

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

E Discuss

Ask students to discuss their answers to exercise D in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercise D.

F Match

Aim: to encourage students to deduce the meaning of statements

Ask students to read the sentences, which all refer to different sports. Ask them to match each sentence to one of the meanings.

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

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

- | | |
|---------------|---------------|
| 1 spectators | 6 court |
| 2 referee/ref | 7 pools |
| 3 pitch/field | 8 competitors |
| 4 betting | 9 gymnastics |
| 5 athletics | 10 draw |

EXAM PRACTICE — READING PART 4

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask students if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1 F 2 D 3/4 B/E 5/6 A/D 7 E 8/9 C/F
10/11/12 B/C/F 13/14 C/D 15 C

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Tell students to read the example sentences. Point out that the versions of the sentences without auxiliary verbs, etc are likely to be seen in advertisements, notes, and public notices. Ask students to rewrite the sentences given in full.

- 1 Do you want to get fit and have fun at the same time?
- 2 Are you satisfied with your local gym?
- 3 Coach parties are welcome.
- 4 There is only limited wheelchair access.
- 5 Vegetarians are catered for.
- 6 Membership details will be provided on request.

Unit 5 People

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A What does their teacher say?

Aim: to develop summarising skills

Explain to students that each text comes from a school report card. Ask them to quickly read each extract and to underline words and phrases, as explained in the task. Students then choose the best summary for each report. When they have finished, move on to exercise B without revealing the answers.

- 1 Unfortunately, I'm rather disappointed with Rebecca's attitude and performance this term. / She doesn't seem to be committed to her studies in the way that she was in the past. / Rebecca used to be such a hardworking and dedicated student.

Best summary: sentence a

- 2 Charlotte is struggling / her rather low mark in the end of term exam

Best summary: sentence a

- 3 Chris has a natural talent for all forms of painting and drawing / He certainly deserved to win the Art Prize. / very mature choices / he has a good eye for perspective

Best summary: sentence a

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers.

C What does their social worker say?

Aim: to encourage the recognition of salient points

Explain to students that a social worker is somebody who is responsible for helping people in the community with social problems, such as poverty, unemployment or problems at school. You might like to contrast this with the term 'public employee', which simply means a person employed by the government. Ask students to read the reports, underlining one sentence which states the main problem and one which states the social worker's intentions. When students have finished, move on to exercise D without revealing the answers.

- 1 Since then, his wife has divorced him and he has developed an alcohol problem. / I therefore recommend that he is given a place on the council's Freedom From Alcohol programme.
- 2 Since then, she has been unable to sleep properly and is terrified of staying at home alone. / I have arranged to visit Ms Jackson once a week for the next two months and advised her to seek counselling with a professional therapist if her condition does not improve.
- 3 It appears that Tim has been severely bullied by other children at his school. / I shall check up on Tim's progress at regular intervals from now on.

D Discuss

Ask students to discuss their answers to exercise C in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers.

E Match

Aim: to give further practice in identifying salient points through summarising

Ask students to choose the report that matches each summary sentence. There is one extra sentence that is not used.

a 2 b 3 c not used d 1

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

- | | |
|---------------|-------------|
| 1 strict | 6 condition |
| 2 poverty | 7 attitude |
| 3 fashionable | 8 qualities |
| 4 will | 9 bullying |
| 5 mature | 10 skilled |

EXAM PRACTICE — READING PART 1

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask students if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1C 2G 3A 4D 5F 6B

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Ask students to read the example sentences showing the relationship between *unless* and *if*. Ask them to decide whether the answers to the questions are Yes or No.

Is she taking her studies seriously at the moment? No

Will she pass if she takes her studies seriously? Yes

1 Yes 2 No 3 No 4 Yes

Unit 6 Travel

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A What's behind the words?

Aim: to encourage students to recognise implied meaning

Explain to students that each extract comes from a different text. Ask them to read the extracts and decide what the writer is implying, underlining any words or phrases that help them. When they have finished, move on to exercise B without revealing the answers.

- 1 b / Decent food for a change.
- 2 c / Even the children are involved ...
- 3 a / ... which everybody says is not bad ... I only hope I can do my bit.
- 4 c / A good example for Mum and Dad, eh?

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers.

C What does the writer imply?

Aim: to develop understanding of implication at sentence level

Ask students to read the sentences and decide what is being implied by circling the correct word or phrase.

- 1 another kind 2 increase 3 good 4 wasn't

D Where are they?

Aim: to develop understanding of implication at paragraph level

Ask students to look at the photographs and read the texts. None of the texts say explicitly which place is being referred to, but the information is there implicitly. Ask students to match the texts to the photographs and to decide which writer makes each of the given statements.

Paragraph 1 c (the pyramids)

Paragraph 2 a (the Great Wall of China)

Paragraph 3 d (Stonehenge)

- 1 writer 1 4 writer 1
- 2 writer 3 5 writer 1
- 3 writer 2

E What does it really mean?

Aim: to further encourage students to see beyond surface meaning

Explain to students that the statements come from a travel brochure. In travel brochures, the writers usually make an effort to make the place they are describing sound attractive. They often take a bad point and describe it so that it sounds like a good point. Ask students to read the sentences from the brochure and decide what the writer's description might really mean. Then ask them to read the remaining sentences and try to work out themselves what the writer might imply.

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

Suggested answers:

- 9 The Hotel Bellevue doesn't have a restaurant.
- 10 It's old-fashioned and primitive.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

- 1 steward(ess) 6 travel agent
- 2 brochure 7 trip
- 3 journey 8 resorts
- 4 voyage 9 check in
- 5 departure lounge 10 destination

EXAM PRACTICE — READING PART 2

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask students if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1 C 2 A 3 D 4 D 5 B 6 A 7 C

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Ask the students to read the examples of the third conditional and the explanations of what these mean. Ask them to then read the sentences given and decide which other sentence has a similar meaning.

1 b 2 b 3 c 4 b

Unit 7 Food and Drink

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A Referring backwards

Aim: to develop awareness of logical cohesion

Explain to students that texts make logical sense because the sentences are connected to each other in different ways. Ask them to read each pair of sentences and find the words or phrases in the second that refer to the same things as the words or phrases in bold in the first. Explain that they may need to circle more than one word or phrase.

1 it	4 that
2 The small one / the other	5 how
3 some	6 had

B Referring forwards

Aim: to develop awareness of logical cohesion

Ask students to read each pair of sentences and find the words or phrases in the first that refer to the same things as the words or phrases in bold in the second.

1 traditional dishes 2 one thing 3 It

C Spot the mistakes

Aim: to further develop understanding of logical cohesion at paragraph level

Explain to students that each paragraph has a sentence that is in the wrong place. Ask students to read each paragraph and decide which sentence is in the wrong place and put an arrow showing where it should be. Certain words are printed in bold to help students.

Paragraph 1 The incorrectly placed sentence is the one that begins 'I knew Rene, the chef ...'. It should be placed after the sentence that ends '... and picked up a menu.'

Paragraph 2 The incorrectly placed sentence is the one that begins 'In Asia, though ...'. It should be placed at the end of the paragraph.

Paragraph 3 The incorrectly placed sentence is the final one. It should be placed after the first sentence of the paragraph.

D *What's so funny?*

Aim: to develop understanding of logical cohesion through jokes

Explain to students that each set of sentences makes a joke when they are put in the right order. Ask them to read the sentences and try to decide which order they should be in logically in order to recreate the joke. When they have found the correct answers, you might like to invite one or two students to try to tell the jokes to the class.

Joke 1 B / E / C / G / A / D / F

Joke 2 D / H / F / A / C / B / G / E

E *Where do the sentences go?*

Aim: to further develop understanding of logical cohesion at paragraph level

Explain to students that the sentences given have been removed from the paragraph. Ask them to read the paragraph and the sentences and to draw arrows showing where the sentences should appear in the paragraph. Certain words are printed in bold to help them. When they have finished, move on to exercise F without revealing the correct answers.

Sentence a should go after the sentence that ends '... well, drink.'

Sentence b should go after the sentence that ends '... when they had finished.'

Sentence c should go after the sentence that ends '... with the right.'

Sentence d should go after the sentence that ends '... hold a symposium.'

F *Discuss*

Ask students to discuss their answers to exercise E in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercise E.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then, ask them to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

1 herbs
2 fry
3 bake
4 spices
5 peel

6 speciality
7 slice
8 recipe
9 ingredients
10 roast

EXAM PRACTICE — **READING PART 3**

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask students if they have any questions about the tips.

A *Read and answer*

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1E 2C 3A 4G 5F 6B

B *Discuss*

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Ask students to read the example sentences and the explanations given. Explain that these modal structures are used for making deductions. Ask students to read the remaining sentences and to decide which makes logical sense in each pair.

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

Unit 8 *The Media*

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the

pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A *Where would you click?*

Aim: to encourage students to scan for specific information

Explain to students that they are given internet links and they have to decide which link to follow to find certain information. Ask them not to read the links in detail but to scan for the relevant information. Tell them to do this exercise as quickly as possible. You might like to set a time limit and stop students when the limit is up.

1 C 2 E 3 F 4 A 5 G 6 D 7 B

B *Find the synonyms*

Aim: to provide further practice in scanning

Ask students to quickly scan the descriptions of the links to find synonyms of the words and phrases given. Again, you might like to set a time limit and stop students when the limit is up.

- 1 broadcasters (E)
- 2 bands (A)
- 3 traffic bulletins (B)
- 4 interviews (A)
- 5 the people behind the science (E)
- 6 greetings (G)
- 7 documentary programmes (D)
- 8 updated (B)
- 9 loved ones (G)
- 10 schedules (A)
- 11 chat to your mates (F)

C *Complete the notes*

Aim: to further develop scanning skills

Explain to students that in the past news was spread by people who were employed to shout in the streets, the town criers. Ask students to imagine that they are journalists preparing an article. Then, tell them to scan the encyclopedia entry for the relevant information to complete the notes. Explain that it is not necessary to read the passage in detail. They only have one minute to do this exercise.

Not many people could read until the late 19th century.

The words they traditionally shout mean 'listen, listen'.

Earliest records are from 1066.

They spread the news of the Great Fire of London in 1666.

They were replaced by public notices and newspapers.

The present London town crier brought people the news of Prince William's birth.

D *Find the opposites*

Aim: to provide further practice in scanning

Ask students to scan the encyclopedia entry again, looking for opposites of the words in the box. Check understanding of the words given and explain that the words are not necessarily given in order. You might like to set a time limit and stop the students when the limit is up.

unusual - familiar / dull - bright / many - few /
whispering - shouting / modern - traditional /
rapidly - gradually / special - ordinary

E *Speed scan*

Aim: to develop scanning skills using the whole book as a resource

Ask students to turn to the pages given and to find the words. Explain that you want them to do this as quickly as possible. Set a time limit of one minute and stop the students when the limit is up. This exercise should be lively and fun, as students race to find the words.

- 1 Page 59: 'tabloid journalism' appears in the first paragraph
- 2 Page 67: 'satellites' appears in the definition for 'telecommunications'
- 3 Page 69: 'video recorder' appears in Grammar focus, question 4
- 4 Page 83: 'TV screens' appears in paragraph 4

F *Media word hunt*

Aim: to further develop scanning skills using the whole book as a resource

Ask students to find the relevant words on the pages given as quickly as possible. Students are given a time limit of two minutes. Again, this exercise should be lively and fun.

- 1 computers (Wordperfect, sentence 5)
- 2 interviewer (end of the first paragraph)

- 3 arts centre (final paragraph)
- 4 spectators (second word presented in Wordperfect)
- 5 webpage (Wordperfect, sentence 10)
- 6 TV chefs (first paragraph)

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask them to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

- | | |
|-----------------|--------------------|
| 1 on-line | 6 broadcast |
| 2 viewers | 7 TV channels |
| 3 radio station | 8 website |
| 4 on (the) air | 9 the press |
| 5 news bulletin | 10 current affairs |

EXAM PRACTICE — READING PART 4

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

- 1/2 A/C 3 B 4 C 5 D 6/7 A/D 8/9 B/D
10 C 11/12 A/E 13 B 14 C 15 B 16 E

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Explain to students that a verb in the past tense does not necessarily refer to past time. This is called the unreal past. Ask them to read the example sentences and to think of other uses of

the past tense that do not refer to past time. Students might suggest second conditionals or wishes, for example. Then, ask them to read the remaining sentences and decide whether the sentences refer to a real past time or not.

- 1 not real past
- 2 real past
- 3 not real past
- 4 not real past

Unit 9 The Weather

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask them to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A What are the paragraphs about?

Aim: to develop prediction and deduction skills

Ask students to read each paragraph heading quickly and circle the option they think the paragraph is about. For Heading 4 ask them to make notes on the line provided. When everyone has chosen their answers, move on to exercise B, where students discuss their choices, without revealing the answers.

Heading 1 b, Heading 2 a, Heading 3 c, Heading 4 accept all logical, relevant ideas, such as 'You shouldn't believe everything you hear about climate change.'

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercise A.

C Match the paragraphs to the headings

Aim: to develop the skill of understanding main points in a paragraph and matching them to a heading

Ask students to read the paragraphs quickly and match four of the five paragraphs to the four headings from exercise A. Remind them that one paragraph won't have a heading. When everyone has chosen their answers, move on to exercise D without revealing the answers.

Heading 1 D

Heading 2 E

Heading 3 A

Heading 4 C

D How did you know?

Aim: to develop the skill of locating main points in a text

Ask students to underline two phrases or sentences in each paragraph which helped them make their decision. When everyone has chosen their phrases and sentences, move on to exercise E, where students discuss their choices, without revealing the answers.

Paragraph A two of the following: It's no good comparing this spring to last spring ... / It's no good just looking at decades. / We can't really ... throughout our lifetime. / We have to see how the weather ... changes over ... of years / It's only that that gives a clear indication ...

Paragraph C What we must avoid ... subject. / Just because ... doesn't make it true.

Paragraph D You hear it ... doesn't it? / Scientists ... And we are.

Paragraph E All we are ... stable climate. / Just because ... very much.

E Discuss

Ask students to discuss their answers to exercises C and D in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercises C and D.

F Choose the best heading

Aim: to develop the skill of understanding main points in a paragraph and matching them to a heading

Ask students to look again at paragraph B and circle the best heading. When everyone has made their choice, move on to exercise G, where students discuss their choices, without revealing the answer.

d

G Discuss

Ask students to discuss their answers to exercise F in pairs, giving reasons for their choice. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now agree that d is the best heading.

H True or false

Aim: to develop students' comprehension and skimming skills

Ask students to quickly skim the passage again and decide whether the statements they are given are True or False according to the writer. Tell them that the relevant parts are in the same order in the passage as the statements. When they have finished, check the answers.

1 True

2 True

3 False

4 True

5 False

6 False

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

1 blizzard

2 thunderstorm

3 gale

4 pouring

5 overcast

6 drought

7 Centigrade/Celsius

8 forecast

9 climate

10 degrees

EXAM PRACTICE — READING PART 1

Exam know-how

Ask students to read the exam know-how tips, and check understanding. Ask if they have any questions about the tips.

A *Read and answer*

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1 D 2 H 3 A 4 C 5 F 6 B 7 E

B *Discuss*

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Ask students to read the example sentences. Explain that different grammatical structures can have the same meaning. For the pairs of sentences 1-5, ask students to put a tick on the line if they have a similar meaning to each other, and to put a cross if they mean something very different. If they are different, elicit the difference from students as you go through the answers.

- 1 X (a: it is very windy, b: it is not windy at all)
- 2 ✓
- 3 X (a: it's quite warm so they can go to the beach, b: it's cold so they can't go to the beach)
- 4 X (a: winters are very bad, b: winters are not bad at all)

Unit 10 *The Environment*

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A *Get a basic understanding*

Aim: to develop the skill of reading for gist

Explain to students that they are going to read a review of a television programme. Ask them to read through questions 1-5 before they read, and check that they understand the questions. Tell them to read the review quickly, just to answer the five questions. Remind them to ignore all unknown words at this stage. When all students have finished reading, check their answers.

1 b 2 b 3 a 4 a 5 b

B *Find the words and phrases*

Aim: to develop the skill of understanding language function

Ask students to look at the review again and underline the words and phrases which answer questions 1-10. When they have completed exercise B, ask them to move on to exercise C without revealing the answers.

- 1 8.30pm, CBC2
- 2 From 'Rainforest Realities was the worst kind of lazy ...' to the end of the paragraph.
- 3 A beetle scuttling up a tree. A spider building its web. Birds flying overhead.
- 4 So far, so good.
- 5 Did they look at why no more trees are being planted? No, they didn't.
- 6 Did they just assume we would take their little fact and say 'Oh, how terrible!' without questioning it? Yes, they did.
- 7 And of course they're not.
- 8 don't you think they'd do that?
- 9 'You could be next!' is the message on the screen.
- 10 wants to leave us feeling furious about the situation, but happy that it's not our fault.

C *Find the paragraphs*

Aim: to develop the skill of understanding text structure

Ask students to look at the review again and to write the correct paragraph numbers to answer questions 1-5. Remind them that they may need to write more than one paragraph number on each line. When they have completed this task, ask

them to move on to exercise D, where they discuss their choices, without revealing the answers.

- 1 paragraphs 1, 2, 3, 4, 5
- 2 paragraph 5
- 3 paragraphs 2, 3, 4
- 4 paragraphs 2, 3, 4
- 5 paragraph 3

D Discuss

Ask students to discuss their answers to exercises B and C in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercises B and C.

E What does the writer mean?

Aim: to develop the skill of understanding referencing

Ask students to find in the review the phrases and sentences in numbers 1-6, and to answer the questions by working out what these phrases and sentences refer to. They should write their answers in note form on the lines provided. Accept any answers similar in meaning to those given in the key.

- 1 the cause of making people aware of what is happening to the rainforests
- 2 the programme/documentary
- 3 Once the trees are gone, they're gone forever.
- 4 harvest the hectare for fruit, latex and timber
- 5 stupid
- 6 why the doctor isn't doing anything about the situation and why the pharmaceutical companies aren't trying to rescue the endangered species

F Find the words and phrases

Aim: to further develop the skill of understanding language function

Ask students to find the relevant words and phrases from the review and write them on the lines provided. Point out that there might be more than one word or phrase for some questions. Check their answers.

- 1 really made me angry / disgraceful
- 2 can't you?
- 3 their little fact
- 4 Gosh!
- 5 In short,

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask them to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

- | | |
|--------------|------------------|
| 1 extinct | 6 exhaust fumes |
| 2 recycling | 7 rural |
| 3 pollutants | 8 global warming |
| 4 urban | 9 ozone layer |
| 5 green | 10 ecology |

EXAM PRACTICE — READING PART 2

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1B 2D 3A 4C 5D 6B 7A

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Ask students to read the example sentences. Point out that *They'd* can mean *They had* (followed by the past participle) or *They would* (followed by the bare infinitive). Ask students to look at sentences 1-5 and write *had* or *would* on the lines next to the sentences.

1 had 2 would 3 would 4 had 5 would

Unit 11 Technology

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A What does it refer to?

Aim: to develop an understanding of grammatical referencing

Ask students to look at the two paragraphs and decide what the words in bold refer to. Students should write their answers on the lines provided. When they have completed this task, move on to exercise B without revealing the answers.

1

his: primitive man
it: a piece of flint or stone
this: the wheel
it: the wheel
does: serve as a symbolic reminder
do not: have control over their environment or actions
it: necessity
to be: to be the mother of invention
them: the wheel, the plough, ships, buildings
need to: need to invent
can: can invent

2

they: the injustices here on Earth
it: the argument
the money: the money spent on space research each year
these: the salaries
This: unemployment or hundreds and thousands of highly creative and intelligent scientists becoming unemployed
most of these people: (hundreds and thousands of) highly creative and intelligent scientists

doing: carrying out scientific and technological research

which: the scientific and technological research

them: modern computers

B Backwards or forwards?

Explain that most of the words in bold refer to words, phrases and ideas which have already been mentioned in the text, but that two of them (one in each paragraph) refer to words, phrases or ideas mentioned later in the text. Ask students to circle the two examples. When they have done this, move on to exercise C, where students discuss their choices, without revealing the answers.

paragraph 1: It (line 1), **paragraph 2:** doing

C Discuss

Ask students to discuss their answers to exercises A and B in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercises A and B.

D Put in the correct order

Aim: to develop further the skill of recognising grammatical referencing devices

Ask students who their favourite comedian is. Ask them if their favourite comedian tells jokes or plays different funny characters. Explain that they are going to read a comedy act by a comedian, and that the sentences are in the wrong order. Ask the students to put the sentences into the correct order. Explain that they should use the words in bold to help them decide on the order. When they have completed all three parts, move on to exercise E, where students discuss their choices, without revealing the answers.

part 1: 2 B 3 A 4 C

part 2: 2 B 3 A 4 D 5 G 6 F 7 C

part 3: 2 C 3 D 4 A

E Discuss

Ask students to discuss their answers to exercise D in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercise D.

F *Do the routine***Aim: to consolidate an understanding of grammatical referencing devices**

You may wish to ask students to do this task as pairwork. Alternatively, you could do this as a class activity, with one student speaking and the others listening. One student is the comedian, doing the comedy routine. Encourage them to experiment with different voices and speeds to see whether and how that affects how funny the text is.

G *Find the inventions***Aim: to consolidate technology vocabulary**

Ask students to look at the comedy routine again and find any things mentioned which humans have invented or developed. Ask them to write them in the table, in the appropriate column. Move on to exercise H, where students discuss their choices, without revealing the answers.

Invented: phone, gun**Developed:** window, apartment block, armchair, door, money**H** *Discuss*

Ask students to discuss their answers to exercise G in pairs. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercise G. Ask students what the difference between *invented* and *developed* is. Accept all logical and sensible answers, along the lines of the following: We use *invented* to refer to things which didn't exist in any form until someone had the idea for them, (eg the phone). We used *developed* for things which resulted from more simple things, (eg the chair – it couldn't be invented, because a tree-stump could serve the same function. The chair is just a more developed kind of tree-stump.)

WORDPERFECT**Aim: to develop key FC vocabulary**

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

1 equipment**2** progress**3** research**4** discovered**5** inventor**6** telecommunications**7** developed**8** cure**9** experiments**10** breakthrough**EXAM PRACTICE —**
READING PART 3*Exam know-how***Aim: to provide students with key exam skills**

Ask students to read the exam know-how tips, and check understanding. Ask if they have any questions about the tips.

A *Read and answer*

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1 D 2 F 3 A 4 E 5 B 6 G**B** *Discuss*

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS**Aim: to develop awareness and understanding of key receptive grammar**

Ask students to read the example sentences. Explain that the verbs *do*, *be* and *have* are sometimes used instead of repeating a verb. Ask them to look at sentences 1-6 and circle whether the verb in bold is being used as a main verb or whether it is being used instead of repeating the first verb. For the latter situation, when you discuss the answers as a class, you may wish to ask students which verb is being replaced.

1 main verb**2** used instead of repeating the verb *to have***3** used instead of repeating the verb *to improve***4** main verb**5** used instead of repeating the verb *to go***6** main verb

Unit 12 Health and Fitness

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask them to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A *Plip, ploppy, flopper and flippily*

Aim: to develop the skill of dealing with unknown words

Explain to students that they are going to read four texts connected to health and fitness, but that some of the words have been replaced with 'nonsense' words. Point out that they will still be able to understand the texts, even though they don't know exactly what these 'nonsense' words mean.

Ask students to work down the list of questions, 1-12. For each question, they should skim read the short texts (read them quickly, for gist) and write the appropriate numbers of the texts on the lines provided. When this task has been completed, ask them to move on to exercise B, where they discuss their choices, without revealing the answers.

1 C 2 B 3 A, D 4 C 5 D 6 A 7 C 8 D 9 A
10 A 11 A, B, D 12 A, B

B *Discuss*

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Tell them also to discuss what parts of speech they think the 'nonsense' words represent. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercise A.

Note: it is not necessary to ask the class to speculate exactly which words have been replaced by the nonsense words.

plip: verb, *ploppy*: adjective, *flopper*: noun, *flippily*: adverb

C *Choose the best title*

Aim: to develop the skills of reading for gist and matching a text with an appropriate heading

Ask students to look at the texts again and choose the best title for each one. When everyone has chosen their answers, move on to exercise D, where students discuss their choices, without revealing the answers.

Text A Want to get fit? Now you can!

Text B Carol Dean's health column

Text C A visit to the doctor's

Text D Exercise machine

D *Discuss*

Ask students to discuss their answers to exercise C in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercise C.

E *Why would you read them?*

Aim: to further develop the skill of reading for gist

Ask students to read the four texts as quickly as they can to answer the questions. Remind them to ignore all unknown words. When they have completed this task, move on to exercise F without revealing the answers.

Text 1 c

Text 2 d

Text 3 a

Text 4 b

F *Match*

Aim: to further develop the skill of reading for gist

Ask students to look again at the four texts and to match each one with its appropriate text type as quickly as they can. When they have completed this task, move on to exercise G, where they discuss their choices, without revealing the answers.

Text 1 b

Text 2 d

Text 3 a

Text 4 c

G *Discuss*

Ask students to discuss their answers to exercises E and F in pairs, giving reasons for their choices.

Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercises E and F.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

1 diet	6 exercise
2 have an operation	7 recover
3 in shape	8 operations/surgery
4 a temperature	9 come down with
5 treatment	10 surgery

EXAM PRACTICE — READING PART 4

Exam know-how

Aim: to provide the students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1 B 2/3 A/D 4/5 B/C 6 C 7 C 8 D 9 A
10 D 11 A 12 B 13 C 14 D

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Ask students to read the example sentences. Explain that, in the first sentence, the word *that* refers back to something mentioned in a previous

sentence. In the second sentence, however, *that* does not refer to anything. For sentences 1-4, ask students to circle whether it *refers* or *doesn't refer* to something in a previous sentence.

1 refers	3 refers
2 doesn't refer	4 refers

Unit 13 Transport

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A Read and underline

Aim: to develop awareness of lexical grouping

Ask students to read the text as quickly as they can, underlining all the means of transport mentioned. You may wish them to do exercise B at the same time.

camels, the space shuttle, horses, jets, carts pulled by horses, cars, boats, submarines, cruise ships, sailboats, hot-air balloons, rockets, ships, oil tankers, trucks, lorries, vans, electric trains, diesel trains, steam trains, underground, bus, tram, taxi, bicycle, motorbike, plane, ferry, hydrofoil, coach, donkey, limousine

B Think in categories

Aim: to develop the skill of creating lexical groups

Ask students to write the means of transport from exercise A in the correct columns. Remind them that some means of transport might fall into more than one category.

Note: Students may be able to justify different categorisations. In some countries, for example, travelling by camel may not be perceived as being old-fashioned. Allow all answers which students can justify.

They are public: electric trains, diesel trains, steam trains, underground, bus, tram, taxi, plane, ferry, hydrofoil, coach

They are old-fashioned: camels, horses, carts pulled by horses, steam trains, tram, donkey

They have a driver: cars, trucks, lorries, vans, electric trains, diesel trains, steam trains, bus, tram, taxi, coach, limousine

They don't travel on land: the space shuttle, jets, submarines, cruise ships, sailboats, hot-air balloons, rockets, ships, oil tankers, plane, ferry, hydrofoil, boats

C Choose the best summary

Aim: to develop the skill of recognising a main point and matching it with a summary

Ask students to look at the text again and decide whether the statements given are True or False. They should then choose the sentence which best summarises each paragraph. You may wish students to do this task in pairs. Encourage students to give reasons for their choices.

1 True 2 False 3 False 4 False 5 True
Paragraph 1 a Paragraph 2 c Paragraph 3 a

D Choose the best heading

Aim: to develop the skill of recognising a main point and matching it with a heading

Ask students to read the three texts as quickly as they can, circling or underlining the most appropriate heading for each text. When they have finished, move on to exercise E without revealing the answers.

1 Danger on two wheels
2 Taming the natural world
3 Too many travellers

E Choose the best summary

Aim: to further develop the skill of recognising a main point and matching it with a summary sentence

Ask students to look at the three texts again, and to choose the sentence which best summarises each text. When they have finished, move on to exercise F, where they discuss their choices, without revealing the answers.

Paragraph 1 a
Paragraph 2 b
Paragraph 3 b

F Discuss

Ask students to discuss their answers to exercises D and E in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercises D and E.

G Match

Aim: to further develop the skill of recognising and matching main points

Ask students to match each of the sentences 1-6 with a sentence a-f. Explain that the matching sentences don't mean exactly the same thing, but that they express similar ideas.

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

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask them to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

1 public transport	6 traffic jam
2 at the wheel	7 fare
3 saddle	8 diesel
4 commute	9 cargo
5 rush hour	10 lorry

EXAM PRACTICE — READING PART 1

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1 E 2 B 3 G 4 A 5 D 6 C

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS**Aim: to develop awareness and understanding of key receptive grammar**

Ask students to read the example sentences. Ask how the meaning of the first sentence would change if there were commas before and after *who drive dangerously* (the sentence would be talking about ALL taxi drivers); and how the meaning of the second sentence would change if the commas were removed (the sentence would only be talking about the cyclists who have little protection). Tell students to read the six sentences and circle whether they refer to all or some of the group of people mentioned.

- | | |
|--------|--------|
| 1 all | 4 all |
| 2 some | 5 some |
| 3 some | 6 some |

Unit 14 Fashion**WARM-UP****Aim: to encourage students to think about the unit topic**

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS**A Fact or opinion?****Aim: to develop sentence function recognition skills**

Ask students to read sentences 1-8 and decide whether they present a fact or the writer's opinion.

1a 2b 3b 4b 5a 6b 7a 8b

B Find the opinions**Aim: to further develop sentence function recognition skills**

Explain to students that there is one sentence in each of the paragraphs in which the writer presents their opinion. Ask them to read the paragraphs as quickly as they can and underline the opinion sentences. When you go through the answers, you may wish to ask which opinion sentence also contains a fact (**3** *Make-up is lighter this season*). You may also wish to ask the class which two words or phrases in the sentences explicitly indicate that this is the writer's opinion (**3** *to my mind*, **4** *Thankfully*).

- 1 Fashion designers fool us into buying clothes that our parents bought twenty years ago.
- 2 It's time the situation was changed.
- 3 Make-up is lighter this season and, to my mind, that is good for those with light skin.
- 4 Thankfully, we are not seeing the return of the perm.

C Read and decide**Aim: to further develop sentence function recognition skills**

Ask students to read the paragraph as quickly as they can. For each sentence, they must decide whether an opinion or a fact is presented. When this task has been completed, move on to exercise D, where students discuss their choices, without revealing the answers.

F/ F/ O/ O/ F/ F/ O/ F

D What do they think?**Aim: to develop the skill of recognising summary statements of opinion**

Ask students to read what the three different people have to say about fashion, and to underline one sentence for each person which best summarises that person's opinion. When they have chosen their sentences, check the answers.

- 1 If you ask me, it's all a waste of time, energy and money.
- 2 It's worth paying a bit more to get the right pair.
- 3 As far as I'm concerned, they're not really my idea of smart clothes.

E Discuss

Ask students to discuss their answers to exercise C in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercise C.

F What's their position?

Aim: to further develop sentence function recognition skills

Ask students to decide if the sentences show the writer is for the use of fur, against the use of fur, or whether we can't tell from the sentence. Encourage them to underline the words and phrases which help them decide.

- 1 for 'no evidence that the animals suffer', 'why should I feel guilty?'
- 2 don't know – purely factual information
- 3 against 'Fortunately'
- 4 for 'There's nothing quite like'
- 5 don't know – purely factual information
- 6 against 'just as attractive', 'without the suffering'
- 7 don't know – purely factual information

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask them to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

- | | |
|-----------|--------------------|
| 1 top | 6 model |
| 2 suits | 7 in |
| 3 costume | 8 craze |
| 4 trendy | 9 designer clothes |
| 5 fit | 10 label |

EXAM PRACTICE — READING PART 2

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for

homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1 A 2 B 3 C 4 A 5 D 6 C 7 C

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Ask students to read the example sentences. Explain that adverbs sometimes show the attitude of the writer, and sometimes show how something was done (manner). Ask them to decide whether the adverbs in bold in the sentences indicate attitude or manner.

- | | |
|------------|------------|
| 1 attitude | 5 attitude |
| 2 attitude | 6 attitude |
| 3 manner | 7 manner |
| 4 manner | 8 attitude |

Unit 15 Crime

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A Reconstruct the crime

Aim: to develop an understanding of discourse markers

Ask students to order the sentences to create a description of a robbery. Remind them to pay

particular attention to time phrases such as *At that moment*, and to ensure that words such as *he* or *they* refer back to people already mentioned.

7/ 5/ 10/ 1/ 4/ 3/ 6/ 8/ 9/ 2

B Find the phrases

Aim: to develop an understanding of the role of discourse markers

Ask students to look at the four questions. Check they understand the meaning of *consequence* (result) and *contrast* (opposing or different view or idea). Then, ask them to read the paragraph and find the appropriate phrases. Remind them that there may be more than one phrase for each question.

- 1 This meant that
- 2 Mind you
- 3 In fact
- 4 before, Straight away, At that moment, then, A second later, now

C Complete the gaps

Aim: to further develop the skill of recognising the role of discourse markers

Ask students to look at the three phrases and to decide which one introduces an example (*for instance*), which one introduces more detail (*in fact*), and which one introduces a result (*because of this*). Explain that each one of the three phrases is used once in each of the three texts. Tell students to ignore the fact that the phrases are written in lower case letters – they can be used here at the beginning of a sentence or in the middle of a sentence. Ask them to write the letters of the phrases in the appropriate gaps.

- 1 b, c, a
- 2 a, c, b
- 3 c, a, b

D What's the structure?

Aim: to further develop the skill of recognising the role of discourse markers

Ask students to look at the list of descriptions A-E. Make sure they understand what each one means. You may wish to point out that *describing steps in a process* refers to a description of how something is done generally, whereas *describing a sequence of events* refers to a description of a specific occasion. Ask students to write a letter

from A-E next to each of the pairs of sentences 1-10. Explain that the lettered sentences describe what the writer is doing. Remind students that they can use the letters more than once.

1 a 2 d 3 e 4 b 5 d 6 c 7 e 8 a 9 a 10 c

E Match

Aim: to further develop the skill of recognising the role of discourse markers

Ask students to write each phrase in the appropriate box. You may wish students to do this task in pairs.

Examples: for instance, such as, for example
Results and consequences: this means that, because of this, as a consequence
Order of events: just then, having done that, meanwhile, following this

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask them to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

- | | |
|------------|---------------------|
| 1 theft | 6 community service |
| 2 jury | 7 fine |
| 3 sentence | 8 shoplifting |
| 4 smuggle | 9 mugged |
| 5 inmates | 10 burglary |

EXAM PRACTICE — READING PART 3

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips, and check understanding. Ask students if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

1 D 2 A 3 G 4 B 5 F 6 C

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS

Aim: to develop awareness and understanding of key receptive grammar

Ask students to read the example sentences. Explain that *went on* in the first sentence is a phrasal verb, while *went out* in the second sentence isn't. Ask students to decide whether the verbs in bold in the sentences are phrasal verbs or not. If they are, encourage students to write what they think each one means.

- 1 **phrasal verb** find information in a book
- 2 **phrasal verb** mention, state
- 3 **verb plus preposition**
- 4 **phrasal verb** empty
- 5 **verb plus preposition**
- 6 **phrasal verb** get, obtain

Unit 16 Shopping

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR READING SKILLS

A What kind of text?

Aim: to develop awareness of text type

Ask students to read each sentence and choose what kind of text it has probably come from. As you discuss the answers, encourage students to give reasons for their choices.

- 1 b (informal grammar, informal punctuation, informal subject matter)
- 2 a (formal grammar, use of passive, negative conclusion)
- 3 a ('this', 'us')
- 4 b (use of past perfect and simple past, 'my father')
- 5 a ('Statistics', present simple)
- 6 b (chatty, conversational style, informal grammar, informal vocabulary)

B Read and decide

Aim: to further develop awareness of text type register and function

Ask students to read the three paragraphs and decide what kind of text they are from. Encourage them to note down reasons for their answers. When they have finished, move on to exercise C, where they discuss their choices, without revealing the answers.

- 1 (short) story / narrative (simple past, suspense: 'It was important that nobody saw me buying the clothes', descriptive vocabulary)
- 2 news report ('this morning', direct and indirect speech, combination of simple past 'praised' and present simple 'says')
- 3 introduction to a magazine article ('We sent our roving reporter along')

C Discuss

Ask students to discuss their answers to exercise B in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now agree on the text types.

D Match the text types

Aim: to further develop awareness of text type register, function and layout

First, ask students to match each text type with a picture.

- | | |
|--------------------|-----------------|
| 1 friendly letter | 5 short story |
| 2 business report | 6 news report |
| 3 magazine article | 7 autobiography |
| 4 advertisement | |

When all students agree on the text types, ask them to match the numbers of the text types with their appropriate descriptions.

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

E Choose the best sentence**Aim: to develop the skill of recognising differences in register**

Ask students to choose the more appropriate sentence for each text type. Encourage them to base their decision on formality and style. When they have completed this task, move on to exercise F, where students discuss their choices, without revealing the answers.

Friendly letter b (a might be from an article)**Short story** a (b might be from a report)**Advertisement** a (b might be from an autobiography)**News report** b (a might be from an article)**F Discuss**

Ask students to discuss their answers to exercise E in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercise E.

WORDPERFECT**Aim: to develop key FC vocabulary**

Ask students to read the example sentences, and check if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gap-fill exercise. You may wish to assign this task for homework.

- | | |
|------------------------------|---------------------|
| 1 supermarket | 6 counter |
| 2 trolley | 7 receipt |
| 3 corner shop | 8 shopkeeper |
| 4 Value Added Tax/VAT | 9 till |
| 5 discount | 10 refund |

**EXAM PRACTICE —
READING PART 4***Exam know-how***Aim: to provide students with key exam skills**

Ask students to read the exam know-how tips. Check understanding. Ask students if they have any questions about the tips.

A Read and answer

Exercise A can be done in class or you might like to set it for homework. If you set it for homework, you might like to do exercise B as a whole-class activity at the start of the following lesson.

**1 A 2 F 3 C 4/5 A/C 6 D 7 F 8/9 B/E
10 B 11/12 E/F 13 B 14 A**

B Discuss

Ask students to discuss their answers to exercise A in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas.

GRAMMAR FOCUS**Aim: to develop awareness and understanding of key receptive grammar**

Tell students to read the example sentences and ask if they recognise the grammatical structure and know what it is called (the causative form). Ask them to decide if the actions in sentences 1-6 have been or will be done by someone else or by the writer.

- | | |
|------------------------|------------------------|
| 1 somebody else | 4 somebody else |
| 2 the writer | 5 somebody else |
| 3 the writer | 6 somebody else |

Exam know-how

HOW TO DO ...

Draw students' attention to the 'How to do ...' section after Unit 16. This provides valuable practical information on how to approach the four parts of the Reading paper. You may wish to remind them to look at the relevant part of this section before they attempt the unit exam practice tasks. You may also wish to look at this section again with the students shortly before they sit the FC exam.

EXERCISES A-P

These exercises provide skills development in skimming, scanning, prediction and speed reading. For them to be effective, it is essential that students are given no prior warning that they are to do each particular task. They should also not be assigned for homework. It is probably advisable to do one exercise each week, but to vary the day and time you ask students to do the task.

A

Aim: to develop scanning and speed reading skills

Ask students to close their books. Explain to them that, when you tell them, they should turn to page 102. They will see twenty lines of letters. As quickly as they can, they must find in the line of letters the word on the left and underline it. They must stop as soon as you say 'Stop', which will be after 80 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their scanning skills are. Ask students to keep a record of their score. This is to see if there is any improvement when they – on a later date – do exercise B (although do not tell them that Exercise B will be similar).

B

Aim: to develop scanning and speed reading skills

This exercise is similar to exercise A, except that the distractors are made up of the letters of the words themselves and it's all lower case. This, of course, makes it more difficult. Ask students to close their books. Explain to them that, when you tell them, they should turn to page 102. They will see twenty lines of letters. As quickly as they can, they must find in the line of letters the word on the left and underline it. They must stop as soon as you say 'Stop', which will

be after 120 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their scanning skills are. Ask students to keep a record of their score. This is to see if there is any improvement when they – on a later date – do exercise C (although do not tell them that exercise C will be similar).

C

Aim: to develop scanning and speed reading skills

This is similar to exercises A and B, except that students now have to find a synonym of the word on the left. Ask students to close their books. Explain to them that, when you tell them, they should turn to page 103. They will see twenty lines of letters. As quickly as they can, they must find in the line of letters a synonym of the word on the left and underline it. They must stop as soon as you say 'Stop', which will be after 140 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their scanning skills are. Ask students to keep a record of their score. This is to see if there is any improvement when they – on a later date – do exercise D (although do not tell them that exercise D will be similar).

1 ALWAYS	8 PULLOVER	15 HAT
2 WARM	9 STORE	16 ESSAY
3 PERHAPS	10 FILM	17 KID
4 LEAVE	11 WIRE	18 CONTINUE
5 BAR	12 MANAGER	19 RING
6 VACATION	13 TAPE	20 MOTHER
7 LIGHT	14 TOLERATE	

D

Aim: to develop scanning and speed reading skills

This is similar to exercise C, except that students now have to find the opposite of the word on the left. Ask students to close their books. Explain to them that, when you tell them, they should turn to page 103. They will see twenty lines of letters. As quickly as they can, they must find in the line of letters the opposite of the word on the left and underline it. They must stop as soon as you say 'Stop', which will be after 140 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their scanning skills are. Ask students to keep a record of their score. This is to see if there is any improvement when they – on a later date – do exercise E (although do not tell them that exercise E will be similar).

1 STUPID	8 NEW	15 FIND
2 DRY	9 BEGIN	16 TIGHT
3 ALWAYS	10 FAILED	17 HEAVY
4 DARK	11 UGLY	18 LENGTH
5 STOP	12 GREAT	19 AWAKE
6 SINGLE	13 YOUNG	20 SAFE
7 DEAD	14 MODERN	

E**Aim: to develop scanning and speed reading skills**

This is similar to exercises A to D. Ask students to close their books. Explain to them that, when you tell them, they should turn to page 104. They will see twenty lines of letters. As quickly as they can, they must find in the line of letters a synonym of the word on the left and underline it. They must stop as soon as you say 'Stop', which will be after 140 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their scanning skills are. Ask students to compare their score here with their score in exercise D. A better score suggests that their skills are improving.

1 SCARED	8 NATION	15 BET
2 HUGE	9 AUTHOR	16 PART
3 MENTION	10 TUNE	17 FAST
4 OCEAN	11 CHAT	18 UNTRUE
5 RISE	12 WASH	19 VISITOR
6 LAST	13 CARING	20 CALL
7 APPEAR	14 MIDDLE	

F**Aim: to develop scanning and speed reading skills**

This is similar to exercise D. Ask students to close their books. Explain to them that, when you tell them, they should turn to page 104. They will see twenty lines of letters. As quickly as they can, they must find in the line of letters the opposite of the word on the left and underline it. They must stop as soon as you say 'Stop', which will be after 140 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their scanning skills are. Ask students to compare their score here with their score in exercise D. A better score suggests that their skills are improving.

1 PRIVATE	8 PUSH	15 RICH
2 FALSE	9 ILL	16 SUDDEN
3 NASTY	10 RUDE	17 FOOLISH
4 DENY	11 DESTROY	18 DEEP

5 PROFIT	12 STAY	19 LOW
6 WEAK	13 TALL	20 DEPART
7 SOFT	14 LATE	

G**Aim: to develop scanning and speed reading skills**

This is similar to exercise E, except that the distractors are made up of the letters of the words themselves and it is all lower case. This, of course, makes it more difficult. Ask students to close their books. Explain to them that, when you tell them, they should turn to page 105. They will see twenty lines of letters. As quickly as they can, they must find in the line of letters a synonym of the word on the left and underline it. They must stop as soon as you say 'Stop', which will be after 120 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their scanning skills are.

1 half	8 biro	15 comic
2 seat	9 create	16 writer
3 healthy	10 purchase	17 push
4 doctor	11 products	18 kitten
5 clean	12 totally	19 gale
6 sincere	13 money	20 can
7 band	14 faith	

H**Aim: to develop scanning and speed reading skills**

Ask students to close their books. Explain to them that, when you tell them, they should turn to page 105. They will see twenty words or phrases. As quickly as they can, they must find in the four options given a word which means the same as or is connected with the word or phrase on the left and underline it. They must stop as soon as you say 'Stop', which will be after 90 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their scanning skills are. Ask students to keep a record of their score. This is to see if there is any improvement when they – on a later date – do exercise I (although do not tell them that exercise I will be the same).

1 D	2 B	3 C	4 A	5 B	6 B	7 D	8 B	9 C
10 A	11 C	12 B	13 A	14 D	15 A	16 D	17 B	
18 B	19 A	20 D						

I

Aim: to develop scanning and speed reading skills

Ask students to close their books. Explain to them that, when you tell them, they should turn to page 106. They will see twenty words. As quickly as they can, they must find the same word in the four options given and underline it. They must stop as soon as you say 'Stop', which will be after 45 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their scanning skills are.

1 D 2 B 3 C 4 A 5 D 6 D 7 C 8 B 9 C
10 B 11 D 12 D 13 C 14 B 15 C 16 C 17 C
18 C 19 B 20 D

J

Aim: to develop scanning and speed reading skills

This exercise is similar to exercise H. Ask students to close their books. Explain to them that, when you tell them, they should turn to page 106. They will see twenty words or phrases. As quickly as they can, they must find in the four options given a word which means the same as or is connected with the word or phrase on the left and underline it. They must stop as soon as you say 'Stop', which will be after 80 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their scanning skills are.

1 D 2 B 3 C 4 C 5 C 6 A 7 C 8 B 9 D
10 B 11 C 12 A 13 C 14 A 15 D 16 A 17 C
18 D 19 B 20 C

K

Aim: to develop skimming and speed reading skills

Ask students to close their books. Explain to them that, when you tell them, they should turn to page 107. They will see seven sentences. As quickly as they can, they must find in the four options given a word, phrase or title which best summarises each sentence and underline it. They must stop as soon as you say 'Stop', which will be after 60 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their skimming skills are. Ask students to keep a record of their score.

This is to see if there is any improvement when they – on a later date – do exercise L (although do not tell them that exercise L will be similar).

1 B 2 D 3 A 4 D 5 A 6 C 7 D

L

Aim: to develop skimming and speed reading skills

This exercise is similar to exercise K. Ask students to close their books. Explain to them that, when you tell them, they should turn to page 107. They will see seven sentences. As quickly as they can, they must find in the four options given a word, phrase or title which best summarises each sentence and underline it. They must stop as soon as you say 'Stop', which will be after 60 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their skimming skills are. Ask students to keep a record of their score. This is to see if there is any improvement when they – on a later date – do exercise M (although do not tell them that exercise M will be similar).

1 C 2 B 3 C 4 D 5 A 6 B 7 A

M

Aim: to develop skimming and speed reading skills

Ask students to close their books. Explain to them that, when you tell them, they should turn to page 108. They will see seven sentences. As quickly as they can, they must find in the four options given a word, phrase or title which best summarises each sentence and underline it. They must stop as soon as you say 'Stop', which will be after 60 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their skimming skills are. Ask students to keep a record of their score. This is to see if there is any improvement when they – on a later date – do exercise N (although do not tell them that exercise N will be similar).

1 B 2 B 3 A 4 B 5 C 6 C 7 B

N

Aim: to develop skimming and speed reading skills

This exercise is similar to exercise M. Ask students to close their books. Explain to them that, when you tell them, they should turn to page 108. They will see seven sentences. As quickly as they can, they must find in the four options given a word, phrase or title which best summarises each sentence and underline it. They must stop as soon as you say 'Stop', which will be after 60 seconds. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their skimming skills are.

1 B 2 A 3 A 4 B 5 D 6 B 7 D

O

Aim: to develop skimming, prediction and speed reading skills

Ask students to close their books. Explain to them that, when you tell them, they should turn to page 109. They will see a passage about abseiling. As quickly as they can, they must skim each paragraph and decide which of the four options given is the best opening sentence for that paragraph. They must stop as soon as you say 'Stop', which will be after 5 minutes. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their skimming skills are. Ask students to keep a record of their score. This is to see if there is any improvement when they – on a later date – do exercise P (although do not tell them that exercise P will be similar).

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

P

Aim: to develop skimming, prediction and speed reading skills

This exercise is similar to exercise O. Ask students to close their books. Explain to them that, when you tell them, they should turn to page 110. They will see a passage about sharks. As quickly as they can, they must skim each paragraph and decide which of the four options given is the best opening sentence for that paragraph. They must stop as soon as you say 'Stop', which will be after 5 minutes. As soon as you tell them to start, start timing them. When the time limit is up, tell them to stop immediately. The more they have got right, the more effective their skimming skills are.

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

Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 1 405 01746 5

Text and design © Macmillan Publishers Limited 2003

First published 2003

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Original design by Polyplano, Thessaloniki, Greece
Additional design by Anne Sherlock

Printed in Thailand

2010 2009 2008 2007 2006 2005
13 12 11 10 9 8 7 6 5 4