

Series Editor Scott Miles

Effective *Reading*

Teacher's File

Scott Miles


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Intermediate

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Introduction

Welcome to *Effective Reading*, a four-level reading course specially designed to meet the needs and interests of students studying English in universities. *Effective Reading* is different from other course books of its kind in the following principle ways:

High interest reading texts

The main aim of *Effective Reading* is to provide reading texts of high interest to university students. Too often course books aimed at an international audience contain content that is either uninteresting or simply irrelevant to students, making it difficult for teachers to keep students engaged in the material. In *Effective Reading*, all reading texts have been written specifically to match the interests of young adults. To increase student interest in reading materials, scholar Anthony Bruton (1997) recommends avoiding '(a) general topics with the predictable liberal slant, often communicating nothing that is new; (b) topics of technical or scientific interest to which nothing can be added; (c) culturally distant and anecdotally irrelevant topics; and (d) narratives with a high cultural content.' We took this advice to heart when selecting and developing reading texts in order to maximize student interest, while ensuring that the content is still appropriate for an academic institution.

Reading skills development

Effective Reading teaches reading skills and strategies to help students become more efficient and successful readers. Skills such as skimming, scanning and guessing word meanings from context are found in every unit. *Effective Reading* also promotes the practice of extensive reading. Information on how to read extensively, as well as extracts from Macmillan Graded Readers, give students the opportunity to discover that reading in English at their level of difficulty can be an enjoyable way to develop reading skills, as well as other language skills.

Academic vocabulary development

University students need to be able to read English materials relating to their major, and this requires consolidating their existing knowledge of vocabulary commonly used in academic settings. To reinforce the vocabulary support in *Effective Reading* books 1–4, the Teacher's Files provide additional vocabulary exercises and tests on words selected from the Academic Word List (a list of words which are common in academic texts).

Improving vocabulary knowledge is dependent on good dictionary skills. Using examples from the *Macmillan English Dictionary*, the Teacher's File provides dictionary skills exercises to increase students' familiarity with English-English dictionaries and to help students use them more effectively.

Overview of *Effective Reading* books 1–4

Each book is composed of 12 units, with two reading texts per unit. The format of each unit is as follows:

PRE-READING EXERCISES

These exercises activate the reader's background knowledge to make the text more accessible, preview key vocabulary and stimulate interest in the text.

FIRST READING TEXT

This is the main reading text of the unit. The core language (vocabulary and grammar) exercises are drawn primarily from this text.

POST-READING EXERCISES

The first post-reading exercise checks general comprehension of the first reading text. The second post-reading exercise highlights specific sentences and expressions from the text, which are typically problematic for learners. Rather than waiting for the teacher to explain or translate the text, this exercise gives students a chance to find the answers on their own.

LANGUAGE DEVELOPMENT AND SPEAKING EXERCISES

These exercises provide extended work on essential vocabulary and grammar from the first reading text. Only language items which are common in natural English use are selected, as these are words and structures which students are likely to encounter again and again in their future English study. The speaking exercises give students the chance to reflect on and evaluate the first reading text, as well as personalize the content.

SECOND READING TEXT AND READING SKILLS WORK

The second reading text is shorter and slightly simpler in language than the first reading text. In this section, students further develop specific reading skills such as skimming, scanning, reading speed, guessing word meanings from context, and so on.

NOTES ON 1ST TEXT

Culture notes

ABO blood types were first discovered in 1901. This discovery is still considered one of the major breakthroughs in medical history.

Blood-type-personality beliefs in Asia continue to be widely held today. Many women's magazines have regular features on blood-type personality and relationships. Comic book authors usually give their main characters blood types that match their personalities.

In the West, the **blood-type diet** has recently become relatively popular. This is the theory that blood type is an important factor in determining which foods people should eat. According to the theory, people with blood type O should eat a diet rich in meat, while people with blood type A should eat mainly vegetarian food. People with blood type B may have a more flexible diet and eat a lot of dairy products, while people with blood type AB should eat a combination of foods recommended for blood types A and B.

ANSWER KEY

Pre-reading 1

1. link, consequences
2. evidence
3. critics
4. predictions, accurate

Comprehension 1

1. F (line numbers 8–12)
2. T (line numbers 17–19)
3. T (line numbers 27–28)
4. T (line numbers 48–51)
5. F (line numbers 56–58)
6. T (line numbers 76–77)

Comprehension 2

1. b
2. c
3. a
4. a
5. c
6. turns out

Vocabulary focus 1

1. a
2. d
3. a
4. c
5. c
6. d
7. a
8. c

Vocabulary focus 2

1. independent
2. optimistic
3. creative
4. stubborn
5. selfish
6. outgoing
7. confident
8. considerate
9. friendly
10. proud

Grammar 1

1. Students coming early tomorrow will get bonus points.
2. The lady working on the contract said she hasn't finished.
3. The man brought in a bag full of money.
4. Actors in big movies often become very famous.

Grammar 2

1. My friend has a book signed by Stephen King.
2. Islam is a religion founded by the Prophet Muhammad.
3. *The Lord of the Rings* is a film based on a book.
4. The pyramids in Egypt are huge structures built by thousands of slaves.

Summary correction

our blood group can shape our future (lines 5–6) personality is related to ABO blood group; scientist (line 7) secondary-school administrator; 1990s (line 9) 1970s; liberal (line 43) conservative; enjoy confrontation (line 46) tend to avoid confrontation; disorganized (line 49) well-organized; considerate (line 19) selfish; easily make close relationships (lines 22–23) close relationships with them difficult; usually finish what they start (lines 34–35) often have trouble finishing what they start; unlikely to divorce (line 34) tend to be uncommitted in relationships; always sociable (line 59) sociable in some situations; their personality doesn't change often (lines 56–57) contradictory, easily switching from one extreme to the other



Personality and language learning

There is no one ideal personality type for learning a language. Every personality type has its own strengths and weaknesses. This activity will help you understand the strengths and weaknesses of your own language-learning personality type.

1. Read the statements and score them according to the scale (1–5) on the left. Your total score tells you what your learning style is.

- | | |
|---|--------------|
| 1 | false |
| 2 | mostly false |
| 3 | unsure |
| 4 | mostly true |
| 5 | true |

In class I usually enjoy speaking activities with partners and in small groups.

I prefer studying with a partner to studying on my own.

I don't mind asking questions and speaking out in front of the whole class.

If my English class is not doing something active, I easily get bored.

I don't mind if people laugh a little when I make mistakes in speaking.

I don't worry about grammar very much when I speak in English.

Total score:

<i>more than 26</i>	<i>extrovert learning style</i>
<i>21-25</i>	<i>mostly extrovert learning style</i>
<i>16-20</i>	<i>mixture of both extrovert and introvert learning styles</i>
<i>11-15</i>	<i>mostly introvert learning style</i>
<i>less than 10</i>	<i>introvert learning style</i>

2. Read the following descriptions of learning styles.

Extrovert-style learners enjoy active learning with others. They are good at making opportunities to speak and do not worry about making mistakes very much. They are likely to learn English well living in an English-speaking country. However, extrovert-style learners sometimes have trouble studying on their own, and are dependent on an active environment to develop language skills. They are also more likely to have grammar problems in their speaking and writing.

Introvert-style learners prefer studying alone and can concentrate well. They are not dependent on the outside environment for their learning and they often do well on written language tests. However, they are much more cautious in using the language, and their speaking skills may take longer to develop than those of extrovert-style learners.

3. Discuss your answers with a partner.

- What is your learning style?
- What can you do to overcome your weaknesses?

NOTES ON 1ST TEXT

Culture notes

Shoplifting is one of the most common crimes in the West. In the reading text, the convenience store did not formally press charges. Children and teenagers caught stealing often have to appear in juvenile court, a special court for young people. In the US, typical punishments for first time offenses are fines ranging from \$100-\$2,500. Stores often put up signs warning that they will always prosecute those caught shoplifting.

Vocabulary notes

In the United States, *summer vacation* generally lasts for two to three months from June to September or May to August. It is typically a time in which children have a lot of freedom.

Five-finger discount is a slang term for shoplifting used in the US, the UK and Australia. "Five-finger" refers to the fingers of your hand, which you use to steal, i.e. get a complete discount.

ANSWER KEY

Pre-reading 1

1. punishment 2. lecture 3. cassette 4. shoplift

Comprehension 1

	What did he steal?	How was he caught?	What did his parents do?	What was the result?
First time stealing	a music cassette	His brother told their mother.	made him return the tape, lectured him, made him stay home for two weeks	He was angry and continued to steal.
Last time stealing	a cassette	A store clerk caught him.	His mother just cried.	He never stole again.

Comprehension 2

1. c 2. b 3. b 4. a

Comprehension 3

1. c 2. a 3. b 4. a 5. b 6. c 7. lecture 8. c

Vocabulary focus 1

1. extreme 2. severe 3. complain 4. rules

Vocabulary focus 2

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

Grammar

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

Comprehension

1. T 2. T 3. T 4. F 5. F 6. F 7. F 8. F
9. T 10. F

Summary completion

1. punishment 2. killed 3. forest 4. pot
5. laughing 6. quiet 7. frightened 8. shake
9. cried 10. weak



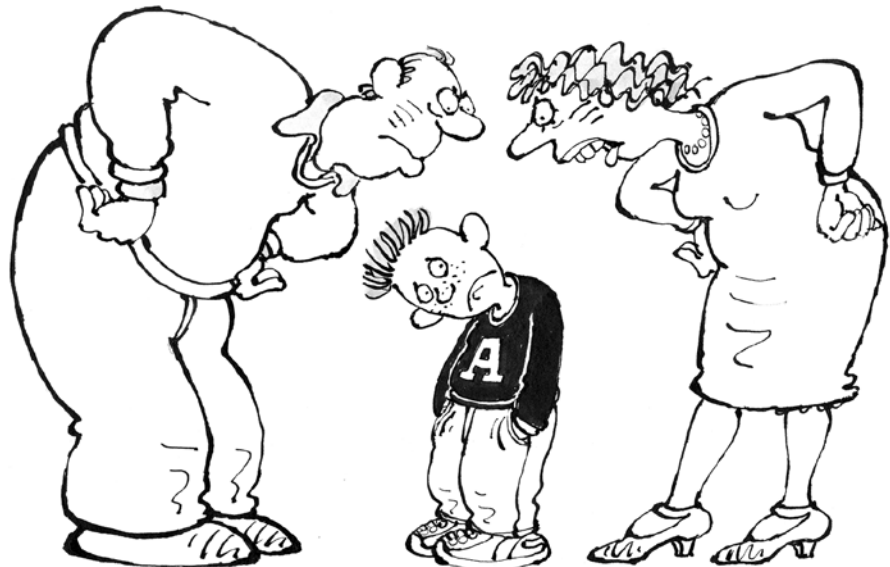
Disciplining children

1. The following are typical types of discipline and punishment parents use with their children in the West. Which ones are also common in your country?

- a. give physical punishment — hit or spank the child
- b. give “time out” punishment — make the child stand in a corner or sit quietly for up to ten minutes
- c. take away privileges — not allow the child to play with something or do something they like to do, for example, take away a video game console, or not give pocket money
- d. give extra chores — give small jobs like cleaning and washing dishes
- e. ground the children — not allow the child to meet their friends and make the child come home directly after school
- f. give a lecture and warning — not give any punishment, just tell the child why the action was wrong and warn them not to do it again

2. Imagine you are a parent with a child. Decide which of the punishments above you would give your child if he/she...

- ...was caught cheating on a test at school.
- ...got angry and hit his friend while playing at your house.
- ...got in a fight with another child at school.
- ...was caught shoplifting at a department store (for the second time).
- ...was caught stealing money from you.
- ...refused to share his toys with his younger brother.
- ...was told to study, but you found out she just chatted online with friends.
- ...received very bad grades in school.



NOTES ON 1ST TEXT

Culture notes

With regard to language learning, there are four ways of reading:

1. **skimming** (looking over a text quickly to catch the main idea)
2. **scanning** (looking over a text to locate specific information)
3. **intensive reading** (dissecting a text line by line for careful analysis)
4. **extensive reading** (reading a lot at a fairly simple level)

The purpose of extensive reading is, as defined by the *Longman Dictionary of Language Teaching & Applied Linguistics*, "to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading." (Jack C Richards, Richard Schmidt and Heidi Platt, 1992, 133)

Harold Palmer is credited as the first scholar to coin the phrase extensive reading in 1917 and define it as it is generally known today. He contrasted extensive reading with intensive reading, which is the more common method of teaching reading by carefully analyzing and, in some ELT settings, translating each line of the text.

Intensive reading practices are generally considered useful for introducing new language and helping students develop strategies to comprehend difficult texts. Most scholars suggest a balance of both extensive and intensive reading practices in language programs.

See the *Essential Reading* website for more information on extensive reading: www.macmillanenglish.com/essentialreading

ANSWER KEY

Pre-reading 2

Students' answers may vary, though extensive reading research suggests that reading alone can be very useful for all the language skills listed.

Comprehension 1

1. T (line numbers 3–6)
2. F (line numbers 12–15)
3. T (line numbers 12–13)
4. F (line numbers 19–20)
5. T (line numbers 34–35)
6. T (line numbers 43–45)
7. F (line numbers 55–58)
8. T (line numbers 64–66)

Comprehension 2

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

Vocabulary focus 1

1. term
2. reluctant
3. accurately
4. oral
5. behind
6. effective
7. consistent
8. compulsory

Vocabulary focus 2

1. made
2. conduct
3. receive
4. acquired
5. conduct
6. take

Grammar 1

1. b
2. e
3. d
4. a
5. c

Scanning

1. Q2
2. Q4
3. Q3
4. Q1
5. Q5

Comprehension

- 3, 4 and 6

Vocabulary review

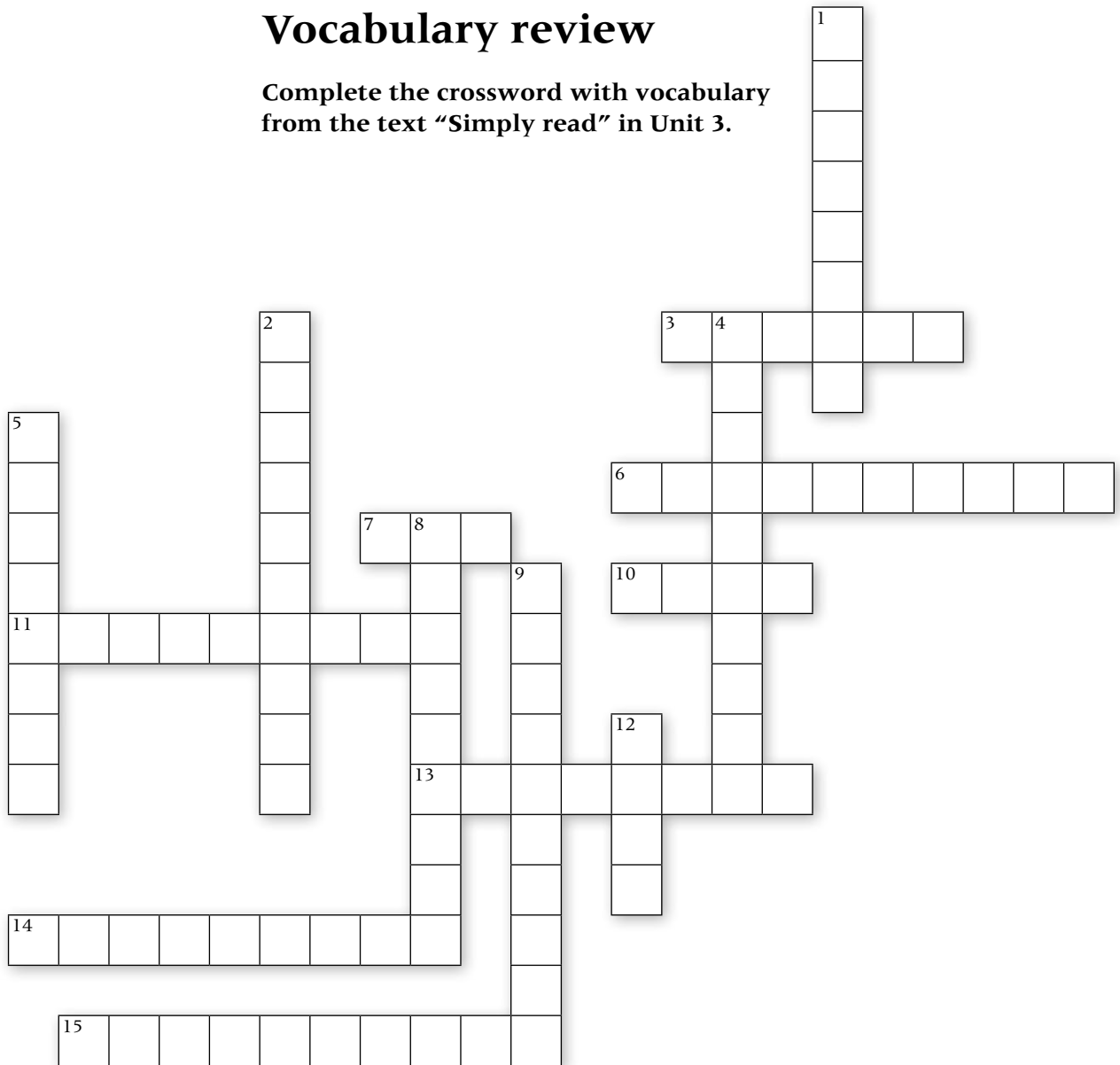
- Across
3. behind
6. previously
7. few
10. gain
11. reluctant
13. students
14. effective
15. dictionary

- Down
1. dramatic
2. consistent
4. experiment
5. accuracy
8. extensive
9. compulsory
12. term



Vocabulary review

Complete the crossword with vocabulary from the text "Simply read" in Unit 3.



Across

- 3. achieving less progress or success than others
- 6. before
- 7. not many
- 10. an improvement or increase in something
- 11. not willing to do something
- 13. the people who a teacher teaches
- 14. working well and producing intended results
- 15. a book you use to look up word definitions

Down

- 1. sudden and surprising
- 2. not changing in behaviour, attitudes or qualities
- 4. to try new ideas and methods to see if they work
- 5. the quality of being correct or true in every detail
- 8. very large in amount or degree
- 9. must be done because of a rule or law
- 12. one of the three periods of about 12 weeks that the school year is divided into

NOTES ON 1ST TEXT

Culture notes

In contrast to Asians, Westerners often value individual happiness above family obligations. Westerners may be more likely to choose careers and marriage partners based on how those choices will affect their happiness, rather than what their parents deem more important. There is also considerably less pressure to spend a large amount of money on their children's education than there is in Asia.

In the United States the **income gap** between the very rich and the very poor has been widening for the past 30 years and though most Americans say this is troubling, there is no popular movement to halt it. Harvard scholar Orlando Patterson argues that this apparent lack of concern about income inequalities

stems from the fundamental beliefs among Americans that money is not the measure of one's worth, and those who desire money can get it if they work hard enough anyway. Other scholars argue that Americans simply do not believe the government can change the income gap.

Vocabulary notes

Pay lip service (to sth) is to say publicly that you agree with an idea, but do nothing to support it.

Golden years is the time of life when one retires from work and is able to relax. A 50th year anniversary is also referred to as a *golden anniversary*.

ANSWER KEY

Pre-reading 2

(according to the text) 1. F (line numbers 13–16)
2. F (line numbers 19–21) 3. T (line numbers 19–21)
4. T (line numbers 38–39) 5. T (line numbers 39–40)
6. T (line numbers 44–46)

Comprehension 1

1. most people (few people) 2. lower than (the same as) 3. long (short) 4. positive (negative)
5. more time (less time) 6. less important (more important)

Comprehension 2

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

Vocabulary focus 2

1. debt 2. temporary 3. wealth 4. sacrifice
5. logically 6. earn 7. satisfied 8. income

Vocabulary focus 3

1. satisfied, satisfaction 2. pursue, pursuit
3. initially, initial 4. depression, depressed
5. stressed, stress 6. fail, failure

Grammar 1

- Even though the musician Ray Charles was blind, he became a very famous songwriter and musician.
- Bill Gates became the richest man in the world even though he left Harvard University before graduating.
- Even though Japan, Korea and Taiwan were very poor after World War II, they are some of the wealthiest countries in the world today.

4. Even though Amy was unable to gain a university place, she didn't stop trying.

Grammar 2

- Despite the bad weather, we will still go hiking.
- Despite the fact that Luke is not good looking, he has a beautiful girlfriend.
- Despite a leg injury, he kept playing in the soccer game.
- Despite the very low temperatures these days, some people still aren't wearing coats.

Scanning

Paragraph 3: money a symbol of ability;
Paragraph 4: live in a good environment;
Paragraph 5: better chance for love;
Paragraph 6: provide well for children

Summary and reflection

1. Money is important to happiness. 2. Money gives social approval, which is important for most people. 3. Ability and achievement bring financial rewards – but not happiness, necessarily. 4. Money helps us live in a safe, clean environment. 5. Money gives us more opportunity for love and permission to get married. 6. Money is needed to provide a good education for children.

Dictionary skills

1. b 2. a 3. b 4. a



Life priorities

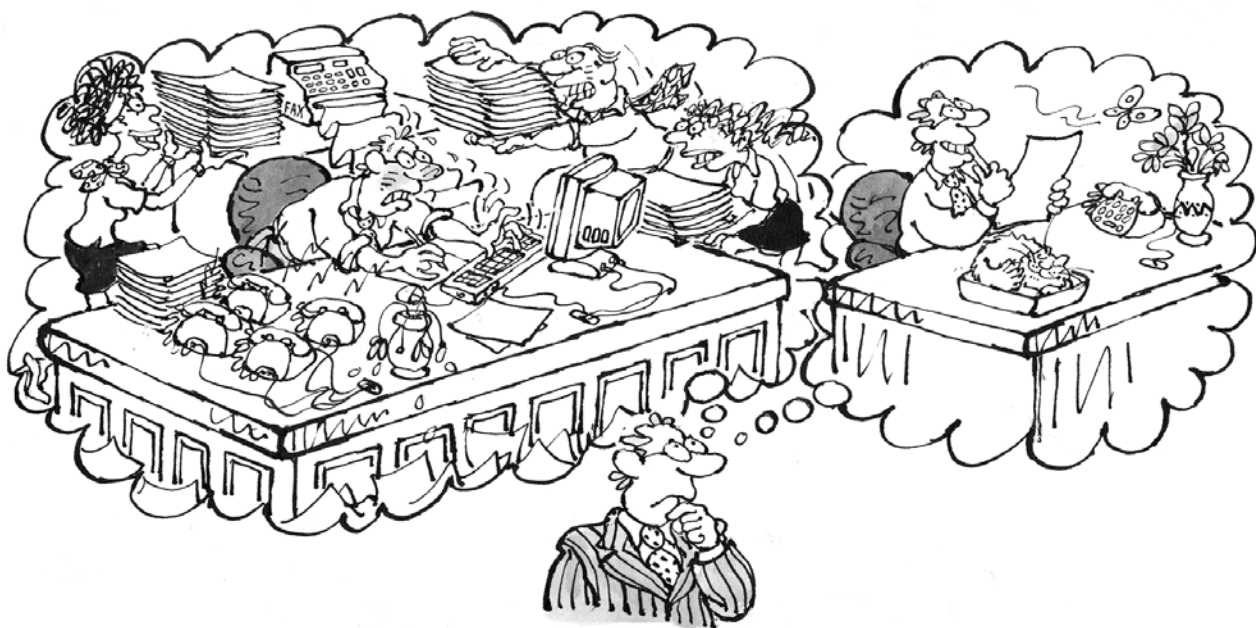
Read the scenarios and decide what you would do in each case.
Discuss your answers with a partner.

Scenario 1

You have met the love of your life and you plan to get married. However, as your marriage date approaches, your love tells you some bad news. Due to some family problems, your partner has inherited a huge family debt that will take at least 15 years to pay off. If you get married, this debt will become your debt as well and you can expect to live a life without much money. Will you still marry your true love even if it means you will live in poverty?

Scenario 2

You have graduated from college and you get two job offers. The first company offers you a very well-paid job. However, the job requires you to do difficult and tedious work in a stressful environment. The money will be great, but the work will be hell. The second company offers you your dream job, doing the kind of work you love. However, the pay is a bit low, and you will most likely struggle financially. Which job do you take?



Scenario 3

You are married with children and working in a company. You make just enough money to cover the basic necessities, but your job gives you a lot of free time to spend with your family and friends. Your boss offers you a promotion to a position which will double your salary, but will require you to spend twice as much time at the office. You will get home very late every day, and you'll have to work most weekends. Do you accept the promotion?

Scenario 4

You have a great job that pays an enormous amount of money. However, you soon find out that to keep your job, you are expected to do some dishonest things. You will have to break the law occasionally, and some of your company's actions will make innocent people suffer financially. The chances of you getting caught and going to jail are small, however. Do you keep the job?

NOTES ON 1ST TEXT

Culture notes

Susan Hendrick and Clyde Hendrick are a husband and wife team of psychologists who developed the "Love Attitudes Scale" in 1990. They tested the Scale primarily on college students, but also based their findings on other adults they have counseled.

The terms Eros, Storge, Pragma, Manic and Agape are borrowed from Greek. Ludus is of Latin origin. These terms are not in common usage among native English speakers.

In Greek, eros means "passionate love." Storge means "natural affection" or "familial love." Pragma has many different meanings, including "action,"

"business," "circumstance," "necessity" and "objective." From "pragma" comes the adjective *pragmatic*. Manic means "insanity." Agape means "unconditional love." Ludus is from the adjective *ludic*, meaning "playful" in Latin.

The Hendricks found that men tend to score higher on the Ludus scale, while women tend to score higher on the Pragma and Manic scales. They also discovered that there are no significant differences between heterosexuals and homosexuals with regard to love style tendencies.

ANSWER KEY

Pre-reading 1

1. commitment 2. attracted 3. practical
4. relationship 5. passion 6. attitude

Comprehension 1

1. Manic 2. Eros 3. Ludus 4. Agape
5. Pragma 6. Storge

Comprehension 2

1. a 2. building on 3. flirts 4. b 5. a 6. lines
56–58 7. c 8. b

Vocabulary focus 1

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

Vocabulary focus 2

1. Entry 1b 2. Entry a 3. Entry 1 4. Entry 1

Grammar 1

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

Comprehension

- 1 and 3 follow the advice in the text.

Understanding vocabulary from context

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



Love attitudes scale

1. Read the statements and score them as follows:

- 1 false
- 2 mostly false
- 3 unsure
- 4 mostly true
- 5 true

Answer the questions with your current/most recent partner in mind *or* say what you think your answers might be.

Eros love style Total score: ____

- My partner and I were attracted to each other immediately after we first met.
- I feel that my partner and I were meant for each other.
- My partner and I became emotionally involved rather quickly.
- My partner fits my ideal standards for physical beauty/handsomeness.

Ludus love style Total score: ____

- I try to keep my partner a little uncertain about my commitment to him/her.
- I could get over my relationship with my partner pretty easily and quickly.
- My partner would get upset if he/she knew some of the things I've done with others.
- When my partner gets too dependent on me, I want to back off a little.

Storge love style Total score: ____

- It is hard for me to say exactly when our friendship turned into love.
- I expect always to be friends with my partner.
- Our love is the best kind because it grew out of a long friendship.
- We don't really need special romance for our relationship to be good.

Pragma love style Total score: ____

- I considered my partner's background and what he/she will become in life before I committed myself to him/her.
- I would break up with my partner if I realized he/she might not match with my future life plan.
- An important factor for my partner was whether or not he/she would be a good parent.
- Romance and passion are not really big factors for me when choosing a partner.

Mania love style Total score: ____

- When I'm in love, I have trouble concentrating on anything else.
- I feel very jealous and worried if I think my partner might be interested in someone else.
- If my partner ignores me, I sometimes do stupid things to try to get his/her attention back.
- If my partner and I broke up, I would be so depressed that I might consider suicide.

Agape love style Total score: ____

- I would rather suffer myself than let my partner suffer.
- I am usually willing to sacrifice my own wishes to let my partner achieve his/hers.
- Whatever I own is my partner's to use as he/she chooses.
- When my partner gets angry with me, I still love him/her fully and unconditionally.

2. Add up your score for each love style. The highest totals indicate your primary love style or styles.

Love attitudes scale from *Liking, Loving, and Relating* by Susan Hendrick, Clyde Hendrick. Brooks/Cole, 1992 (2nd edition)

NOTES ON 1ST TEXT

Culture notes

The Internet is somewhat dominated by the young and the educated. Current UK statistics indicate that the Internet is dominated by the young and educated. 'Adults under 70 years of age who had a degree or equivalent qualification were most likely to have access to the Internet in their home, at 93 per cent. Those individuals who had no formal qualifications, were least likely to have an Internet connection in their home at 56 per cent.'

Popular **Instant Messaging** (IM) services include Yahoo Messenger and MSN Messenger. These services allow users to create a network of friends. The service alerts them whenever their friends are online and available for chatting. Many companies experience trouble due to employees spending too much working time using IM services.

Using **text messaging** features on cellular phones is extremely popular among young people in the UK. Many teenagers send as many as 100 text messages

a day to friends, according to recent surveys. Some schools have had trouble with students using text messaging to cheat on tests, by having their friends send in answers to test questions via text messages. In a recent US survey, approximately 65 percent of all teenagers said they had heard or seen other students using mobile telephones to cheat at school. In a recent US survey, approximately 65 percent of all teenagers said they had heard or seen other students using mobile telephones to cheat at school.

The term **zero tolerance** is typically used in reference to policies on crime. Zero tolerance policies restrict the right of authorities to use their subjective judgment in law enforcement, compelling them to strictly observe the written law in each case.

David Crystal is a leading linguist and popular author from the UK, perhaps best known for his books on the topics of global English and the need to preserve languages.

ANSWER KEY

Pre-reading 1

1. linguists 2. corrupted 3. Netspeak
4. generation 5. standard 6. literacy

Comprehension 1

1. concerned 2. Netspeak 3. harming
4. creativity 5. encourages 6. corrupted
7. change 8. standard

Comprehension 2

1. b 2. b 3. b 4. the skills of reading and writing
5. end up 6. c 7. a 8. c

Vocabulary focus 1

1. harms 2. generations 3. blame
4. motivation 5. considerably 6. complain

Vocabulary focus 2

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

Comparing texts

Answers may include:

1. In email A, the student did not identify herself.

2. In email A, the student went directly to the request, while in email B, the student introduced the topic of the email.

3. In email A, the student uses direct language for the request, while in email B, the student uses indirect request language.

4. In email B, the student apologizes for the request, thanks the professor and gives a sincere compliment.

Identifying errors

- A. Mistakes 1, 4 and 7 B. Mistakes 2, 3, 5 and 6

Netspeak word search

bf = boyfriend; bfn = bye for now; brb = be right back; btw = by the way; cuz = because; cya = see you; f2f = face to face; g2g = got to go; gf = girlfriend; gn = good night; imo = in my opinion; j/k = just kidding; l8r = later; lol = laughing out loud; np = no problem; pic = picture; sry = sorry



Netspeak word search

Read the list of Netspeak abbreviations. Find the definition of each in the word search puzzle. The first letter of each expression is highlighted.

bf =

cya =

gn =

lol =

bfm =

f2f =

imo =

np =

brb =

g2g =

j/k =

pic =

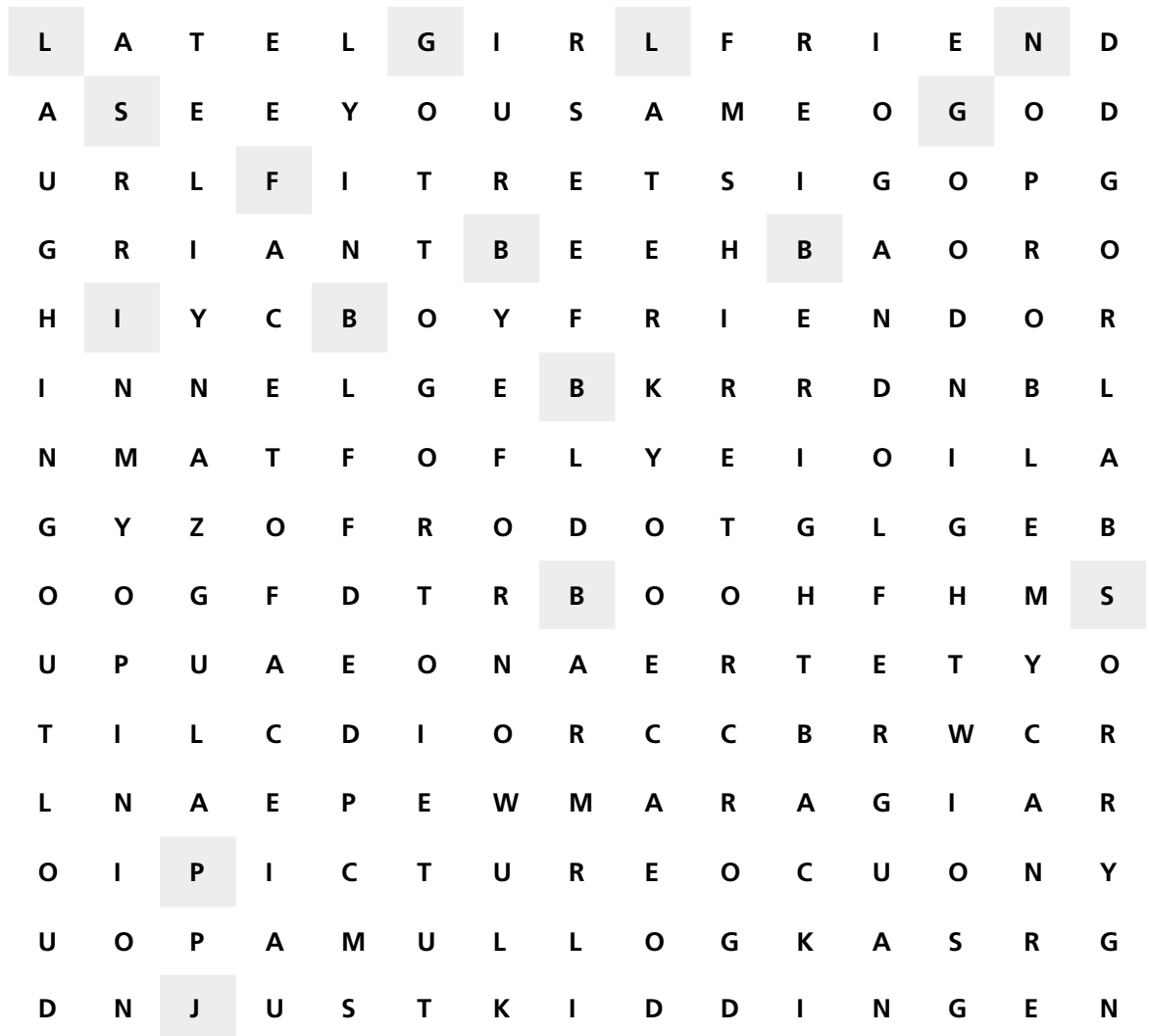
btw =

gf =

l8r =

sry =

cuz =



NOTES ON 1ST TEXT

Culture notes

Contrary to the idea that **bilingualism** can be harmful, studies have found that there are many benefits for bilinguals beyond just additional language mastery. Bilinguals generally have superior verbal and non-verbal intelligence compared to monolingual children. Additionally, bilinguals have proven to be better problem-solvers and often do better on aptitude tests later in life. Perhaps even more importantly in the age of globalization, bilinguals often have a head start over their monolingual peers in seeing the world from a multicultural perspective. Studies on bilingual adults show that there are rarely any psychological problems with identity confusion as a result of learning two

or more languages. If children feel accepted by both cultures, they will identify positively with both.

To create a good environment for bilingualism in the home, some researchers recommend the “one parent, one language” approach, in which each parent communicates with the child in one of the target languages (for example, the father speaks English with the child and the mother speaks German). The child will favour the language that is used the most (within the home or within the community), but can achieve a native-like or near-native-like mastery of the second, providing there is enough input and interaction.

ANSWER KEY

Pre-reading 1

1. exposed 2. bilingual 3. native language
4. advantage

Pre-reading 3

c

Comprehension 1

1. F (line numbers 22–23) 2. F (line numbers 26–28) 3. T (line numbers 42–45) 4. T (line numbers 47–48) 5. T (line numbers 53–55)
6. T (line numbers 76–78)

Comprehension 2

1. a 2. b 3. b 4. simultaneously 5. c
6. exposure 7. a

Vocabulary focus 1

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

Vocabulary focus 2

1. a. confusion b. confuse 2. a. observed
b. observation 3. a. prefer b. preference
4. a. interaction b. interact 5. a. motivate
b. motivation 6. a. intervention b. intervene

Grammar 1

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

Predicting / Comprehension

1. As a first language, Mandarin Chinese; as a first or second language, English 2. Spanish
3. estimates of 6,000–6,800 4. about 3,000
5. Indonesia 6. most likely English

Inferring

1. Yes. Scholars anticipate the rate of language decline will increase.

2. No. The number of Spanish speakers is growing, but this does not imply that English will be replaced as the main language.

3. Yes. The number of people learning Mandarin as a foreign language is increasing.

4. Yes. The official language is taught in schools, so many children would speak their native language and the official language.

5. No. The rate of language loss implies the opposite: governments are not doing enough to preserve languages.

6. Yes. Papua New Guinea and Indonesia together have about 1,500 languages. This total plus the number of languages in other Southeast Asian countries adds up to more than a fifth of all languages in the world.

7. Yes. Contact with other cultures results in an influx of new vocabulary.

8. No. You can communicate with just 2,000–3,000 words.

Dictionary editor

- a. advantage; succeed b. capacity; ability
c. confirm; prove d. consistent; changing
e. convince; believe f. delay; later g. diminish;
less h. interfere; involved i. simultaneous; time
j. substantial; large k. sufficient; needed l. wise;
experience



Dictionary editor

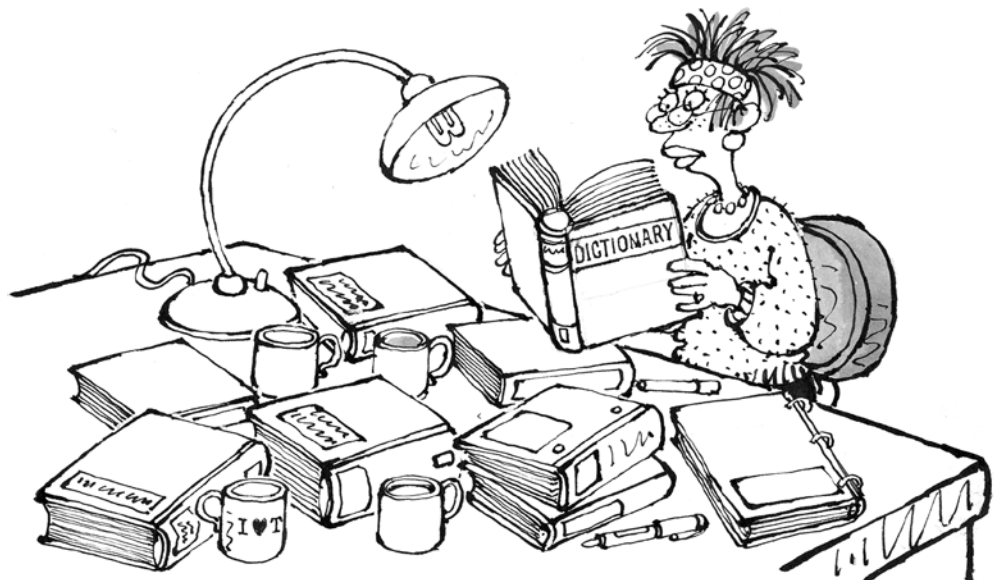
1. Write the words in the box in alphabetical order in definitions a-l below. The first and last ones have been done for you.

interfere	confirm	delay	wise	substantial
convince	capacity	advantage	consistent	
sufficient	diminish	simultaneous		

- a. advantage : something that makes one person or thing more likely to succeed than others
- b. _____ : the _____ to do something
- c. _____ : to _____ that something is true
- d. _____ : not _____ in behaviour, attitude or qualities
- e. _____ : to make someone _____ that something is true
- f. _____ : happen _____ or more slowly than expected
- g. _____ : to become _____
- h. _____ : to deliberately become _____ in a situation and try to influence the way that it develops
- i. _____ : happening or done at the same _____
- j. _____ : _____ in amount or degree
- k. _____ : as much as is _____
- l. wise : being able to make good choices and decisions because you have a lot of _____

2. Complete the definitions above with the words in the box. The first one has been done for you.

changing	later	prove	less	succeed	needed
ability	believe	experience	time	large	involved



NOTES ON 1ST TEXT

Culture notes

Some experts note that a **declining population** is not necessarily a bad thing. While the country may be weakened economically, individuals benefit from falling prices, particularly in housing, and per capita income – the amount of money each person makes – usually rises.

The **East-West Center** is a US government research organization established in 1960 that focuses on issues concerning the Asia Pacific region and the United States. Its primary purpose is to increase understanding and strengthen relationships between the countries and people of Asia, the Pacific and the United States. It is based in Honolulu, Hawaii.

Racial demographics in the US as of 2005, according to the US Census Bureau:

White American (non-Hispanic) 74.7%

Hispanic 14.5%

African American 12.1%

Asian American 4.3%

Two or more races 1.9%

American Indian 0.8%

Native Hawaiian (and other Pacific Islanders) 0.1%

Other 6%

Source: US Census Bureau

ANSWER KEY

Pre-reading 1

- workforce
- declining
- birth rates
- immigrants

Pre-reading 3

- 2012
- Russia, countries of the former Soviet Union, Germany, Spain, Italy, Japan, Korea, the United States
- \$128,000
- Hispanic

Comprehension 1

- F (line number 4)
- F (line numbers 21–24)
- T (line numbers 21–24)
- T (line numbers 32–35)
- T (line numbers 41–43)
- F (line numbers 60–62)
- F (line numbers 69–72)
- F (line numbers 73–76)

Comprehension 2

Reasons for low birth rate: Russia: people pessimistic about future; Western Europe: rising levels of education, prosperity, more females in workplace, birth control; Korea, Japan: same as Western Europe, high costs of education.

Effects of low birth rate: declining population; insufficient workforce; cuts in social programs; higher taxes

Comprehension 3

- declining, falling
- gloomy
- a
- c
- a
- trade-off
- c
- b

Vocabulary focus 1

- declining
- elderly
- proportion
- estimated
- decrease
- reverse
- replenish
- encourage
- citizens
- immigration

Vocabulary focus 2

- lacking
- current
- temporarily
- maintain
- honor
- cause

Grammar 1

- c
- b
- b
- c
- d
- a
- b
- d

Predicting

Students' answers may vary, but could include: desire for freedom/independence; unable to find the right person; do not want to have children; do not want to have the responsibilities of married life.

Identifying support sentences

- B
- A
- A
- A
- B
- A
- B
- B

Cohabitation: for or against?

- a. for b. against c. for d. against e. for f. against g. for h. against i. against j. for k. for



Cohabitation: for or against?

1. Read the opinions on living together before marriage. Decide which are *for* and which are *against* it.

- | | <i>for or against?</i> |
|---|------------------------|
| a. It is very convenient in terms of time and money. | _____ |
| b. Your family and friends might disapprove. | _____ |
| c. You can save money by sharing costs for bills and food. | _____ |
| d. It is socially unacceptable. | _____ |
| e. You can really get to know the person before you marry them. | _____ |
| f. There is no sense of commitment to work out problems. | _____ |
| g. You have a chance to see the person's true character. | _____ |
| h. It usually does not lead to marriage. | _____ |
| i. It can give you a bad reputation in your neighborhood, at school or at work. | _____ |
| j. You can get to know the person's cleaning and living habits. | _____ |
| k. It's easy to see each other often when you live together. | _____ |

2. Complete the thesis statement with your own opinion. Then complete the outline using the sentences above that support your argument. Make sure your main points are general and your support sentences are specific. If you wish, add a third point to the outline using your own sentences.

Thesis statement:

Living together before marriage is a _____ (good/bad) idea.

Main point 1:

Support sentence:

Main point 2:

Support sentence:

Main point 3 (optional):

Support sentence:

NOTES ON 1ST TEXT

Culture notes

The **World Cup** is officially known as the FIFA World Cup (Fédération Internationale de Football Associations). It is held once every four years, though the qualifying rounds take place for several years before the main tournament is held. It began in 1930. The 2006 World Cup in Germany was won by Italy.

Football is called 'soccer' in the United States to differentiate it from 'American football'. This sport is more like rugby, being played with an oval-shaped ball, which is thrown rather than kicked.

Professional soccer is much less popular in the US than in other nations, but is now gradually gaining popularity around the country. The arrival of some big-name international players like David Beckham has raised the game's profile.

The **Falklands/Malvinas War** was triggered in 1982 when Argentina occupied the Falkland Islands (*Las Malvinas* in Spanish), a small group of islands east of Argentina which are controlled by the UK. Argentina claimed that historically the islands were Argentinean territory that was stolen by European colonial powers in the 18th century. The war lasted for less than two months, with the UK successfully maintaining control of the islands.

In 1977 Brazilian soccer superstar **Pelé** wrote a book called *My Life and the Beautiful Game*. Since then, soccer has often been referred to as "the beautiful game."

Vocabulary notes

Fever pitch refers to a state of extreme excitement or emotion. It is also the title of a popular novel about football by the UK writer Nick Hornby.

ANSWER KEY

Pre-reading 2

1. e 2. a 3. c 4. b 5. d

Pre-reading 3

3, 5, 1, 6, 2, 4

Comprehension 1

1. in the United States (in the world) 2. few countries (all countries) 3. lessens (creates) 4. less important (more important) 5. one of the many countries (one of the few countries) 6. Europe (Great Britain) 7. Mexico (Canada) 8. 2008 World Cup (2010 World Cup)

Comprehension 2

1. b 2. a 3. b 4. b 5. stumble 6. a 7. b 8. inability to stick

Vocabulary focus 1

1. held 2. participated 3. eliminating 4. dominated 5. advantage 6. host 7. appeal 8. competing

Vocabulary focus 2

1. save 2. goal post 3. throw-in 4. strikers 5. forward 6. crossbar 7. penalty area

8. goalkeeper 9. penalty spot 10. tackle 11. goal 12. referee 13. defenders 14. dribble 15. head 16. score

Vocabulary focus 3

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

Grammar 1

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

Comprehension

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

Summary completion

1. Panagura 2. bribed 3. was making 4. bullet-proof 5. Peruvia 6. bugle 7. soldiers 8. programmes 9. reflected 10. intense 11. ashes 12. referee

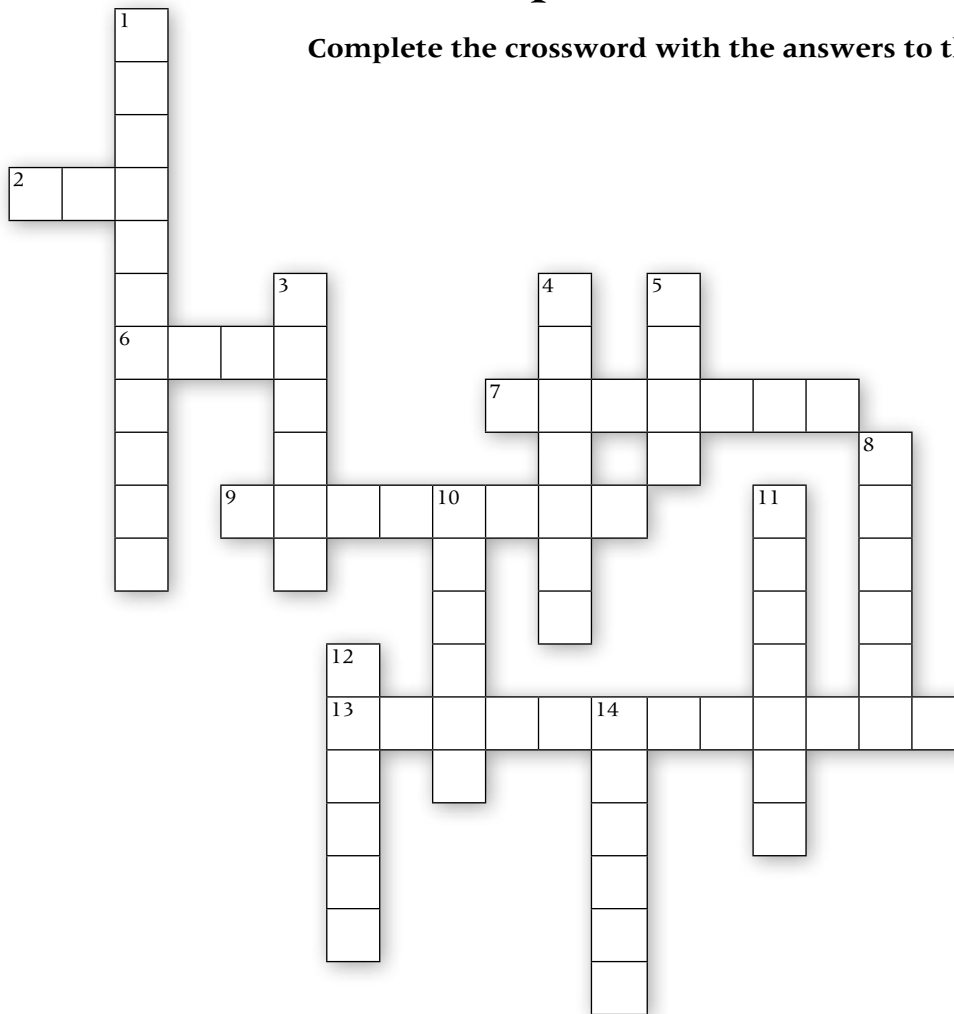
World Cup crossword

Across 2. net 6. five 7. England 9. football 13. United States Down 1. South Africa 3. yellow 4. Ronaldo 5. Pelé 8. Zidane 10. Brazil 11. red card 12. Turkey 14. diving



World Cup crossword

Complete the crossword with the answers to the trivia questions.



Across

- 2. Soccer players are happy if they can get the ball to hit this.
- 6. Number of seconds a goalkeeper is allowed to hold the ball.
- 7. Country where modern soccer originally comes from.
- 9. What "soccer" is called in English-speaking countries outside of North America.
- 13. This country has won two of the four Women's World Cup soccer tournaments.

Down

- 1. Host country of the 2010 World Cup.
- 3. The "warning" color.

- 4. This player holds the record for the total goals scored in World Cup soccer. He was the MVP in the 2002 World Cup.
- 5. Retired Brazilian player who is one of the most famous soccer players in the world.
- 8. Winner of the Golden Ball award in the 2006 World Cup (a French player who really knows how to "use his head").
- 10. The team that has won the most World Cup championships.
- 11. When a player gets this, he is out of the game.
- 12. This country holds the record for the fastest goal from kick-off (10.8 seconds). The team took third place in the 2002 World Cup.
- 14. When a player intentionally falls down in order to get a penalty called against an opponent.

NOTES ON 1ST TEXT

Culture notes

The **Vietnam War** was fought in Vietnam, Laos, and Cambodia from 1959 to 1975. The war was fought between communist North Vietnam, supported by its communist allies, and the government of South Vietnam, supported by the United States and other members of the Southeast Asia Treaty Organization (SEATO). The United States wanted to prevent a communist takeover of South Vietnam. A huge number of people died, including 3 to 4 million Vietnamese from both sides, 1.5 to 2 million Laotians and Cambodians, and 58,000 U.S. soldiers.

Antoine de Saint-Exupéry (29 June 1900—31 July 1944) was a French writer and aviator. He is most famous for his children's book *Le Petit Prince*, but is also well known for his books about flying, including *Vol de Nuit* and *Terre des Hommes*.

Vocabulary notes

In psychology and cognitive science, **confirmation bias** is a human tendency to interpret new information or interpretations in a way that confirms our preconceptions and ignores information which contradicts these beliefs.

An **intelligence quotient**, or **IQ**, is a score derived from standardized tests used to measure intelligence. IQ was coined by the German psychologist William Stern in 1912 as a proposed method of scoring children's intelligence tests. These days, IQ scores are used in different ways: for example, as predictors of educational achievement or special needs, or as predictors of job performance and income.

ANSWER KEY

Pre-reading 1

1. instinct 2. racial 3. tendency 4. stereotype

Comprehension 1

1. F (line numbers 12–13) 2. T (line numbers 14–16, 20–24) 3. F (line numbers 26–29) 4. T (line numbers 35–37) 5. F (line numbers 39–41) 6. F (line numbers 53–56) 7. T (line numbers 58–60) 8. T (line numbers 64–68)

Comprehension 2

1. a 2. c 3. b 4. b 5. segregate 6. a 7. b 8. promote 9. c 10. a

Vocabulary focus 1

1. overcame 2. overwhelming 3. discrimination 4. support 5. prominent 6. inspiration 7. emergence 8. prejudiced 9. courageous 10. integrate

Vocabulary focus 2

1. offended, offensive 2. integrate, integrative 3. inspirational, inspires 4. target, targeted 5. overwhelming, overwhelm

Understanding vocabulary from context

1. coincidence 2. favour 3. brunette 4. landslide 5. look down on 6. look up to 7. unconscious 8. guilty

Vocabulary challenge

1. instinct 2. racial 3. bias 4. stereotype 5. prejudices 6. cooperation 7. discriminated 8. multicultural 9. ethnic 10. self-esteem 11. coincidence 12. integrate 13. unconscious 14. look up to 15. favour 16. landslide 17. brunette 18. guilty 19. plastic surgery



Vocabulary challenge

Complete the sentences with the missing words. The first letters of each word are given.

1. People's first in_____ to distrust someone is often based on appearance.
2. Ra_____ tension is increasing and police are preparing for outbreaks of violence in the city.
3. There is a definite b_____ towards employing women in that company – at least 75 percent of the workforce are female.
4. The perception that people from the UK are cold and unfriendly is a national st_____. Many English people are warm and outgoing.
5. It is too common for people to develop pr_____ against other races. Hating is always easier than loving, unfortunately.
6. The government is trying to increase co_____ between EU countries.
7. Immigrants who do not fit in are usually looked down on and di_____ against. They often find it difficult to get good jobs, for example.
8. The UK is a mu_____ society, with ethnic groups from India, Pakistan, China, The West Indies, to name a few examples.
9. Canada is home to many races and et_____ groups.
10. People with low self-_____ can find it hard to make friends.
11. It was pure co_____ that they bumped into one another. They had not planned to meet.
12. It is never easy for immigrants to int_____ into a new society, but most are able to successfully adapt.
13. The psychoanalyst Sigmund Freud was extremely interested in the role of the un_____.
14. These days, people tend to lo_____ up to celebrities rather than those who really deserve our respect.
15. The polls currently fa_____ the Conservative Party, but this may change closer to the elections.
16. No-one is expecting a la_____ victory in this election. It is likely to be very close.
17. This season is all about being a br_____. Blondes are no longer fashionable.
18. He has been found gu_____ of fraud. It's all over the newspapers today.
19. More and more people these days are considering pl_____ surgery.

NOTES ON 1ST TEXT

Culture notes

Bill Walsh is a contributing writer for the Center for Media Literacy (<http://www.medialit.org/>), a nonprofit educational organization promoting the development of independent, critical-thinking skills, which the Center believes is necessary for living in our global mass media culture.

Hallmark is the largest manufacturer of greetings cards in the United States, controlling half of the greetings card market. The company also has a chain of Hallmark stores across North America.

Kodak (Eastman Kodak Company) is an American company, founded in 1881, which dealt primarily in photographic film but now focuses on digital cameras. Throughout the 70s, 80s and 90s Kodak ran very successful advertising campaigns, which made it among the most recognized brand names in North America.

Vocabulary notes

Bandwagon is from the idiomatic phrase *to jump on the bandwagon*, meaning to engage in some activity or accept an opinion only because many other people are doing it or believe it. It implies that one is following the group blindly.

The term *commercial* refers specifically to advertisements on television or radio. A relatively new term, *infomercial*, describes extended advertisements on television, which are made in the style of a regular program giving information on a particular topic. The very first commercial, which was broadcast on radio in 1922, was actually in the style of an infomercial.

ANSWER KEY

Pre-reading 1

1. consumers 2. commercials 3. associate
4. techniques 5. celebrity 6. appeal

Comprehension 1

1. F (line numbers 5–7) 2. F (line numbers 11–16) 3. T (line numbers 20–22) 4. F (line numbers 43–46) 5. F (line numbers 51–52) 6. T (line numbers 67–69) 7. T (line numbers 78–80) 8. F (line numbers 80–82)

Comprehension 2

1. manipulate 2. drives 3. a 4. b 5. strategic
6. b 7. c 8. c 9. a 10. immune 11. on some level 12. a

Vocabulary focus 1

1. commercials 2. clever 3. consumers
4. displayed 5. endorses 6. slogan 7. brands
8. characters 9. potential 10. led

Vocabulary focus 2

1. deny 2. exclude 3. prominent 4. permit
5. reliable 6. insecurity 7. astounding
8. restriction

Grammar 1

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

Predicting

b

Summary completion

1. consumerism 2. reduce 3. simplify
4. experiment 5. permit 6. attracted
7. exceptions 8. critics 9. movement
10. possessions



TV commercial analysis

Analyze five commercials currently on TV in your country. For each commercial, identify the product and the advertising techniques used. Use the information in the box to help you.

Advertising techniques

1. appeal to positive emotions
2. use of symbols (patriotic, religious etc.)
3. English voice-over or slogan
4. celebrity endorsement
5. appeal to insecurities and desires, for example
 - a. bandwagon advertisement
 - b. desire for fun and excitement
 - c. desire to be wealthy and respected

Commercial 1

Name of product:

Advertising techniques used:

Commercial 2

Name of product:

Advertising techniques used:

Commercial 3

Name of product:

Advertising techniques used:

Commercial 4

Name of product:

Advertising techniques used:

Commercial 5

Name of product:

Advertising techniques used:



NOTES ON 1ST TEXT

Culture notes

Surveys of HR (human resources) directors in the UK have identified the main qualities that companies look for in applicants. Most directors look for positive, bright, responsible and hard-working applicants. They also look for evidence that the applicant can work efficiently in a team and get along well with others. Finally, applicants exhibiting passion for their career and a desire to become an expert in their field also make a good impression.

Common applicant mistakes include the following:

1. Applicant does not show much knowledge of or interest in the company, nor has any clear purpose in applying to the company.
2. Applicant uses a lot of adjectives and adverbs in describing his/her ability, but fails to give specific examples to support the claims.

3. Applicant appears to be 'showing off' his/her abilities.

4. Applicant is too eager to display an 'I will do anything you ask of me' attitude.

5. Applicant uses many clichés, like 'I grew up in a strict but loving household.'

6. Applicant uses famous quotes too often.

7. Applicant has spelling mistakes on his/her résumé, or uses 'trendy' words.

8. Applicant fails to send in the required documents and pictures.

ANSWER KEY

Pre-reading 1

1. recruiters 2. recruits 3. applicants
4. interviewee

Comprehension 1

1. T (line numbers 5–10) 2. T (line numbers 37–40) 3. T (line numbers 40–41) 4. T (line numbers 24–26) 5. F (line numbers 57–60)
6. T (line numbers 41–43) 7. F (line numbers 45–49) 8. F (line numbers 75–80)

Comprehension 2

1. b 2. b 3. a 4. circulating 5. personally 6. c

Vocabulary focus 1

1. modest 2. moderate 3. balance
4. outstanding 5. monitor 6. confidence
7. impact 8. invest

Vocabulary focus 2

1. a. curious b. curiosity 2. a. confidence
b. confident 3. a. humour b. humorous 4. a.
passionate b. passion 5. a. Modesty b. modest
6. a. persuasive b. persuasiveness

Grammar 1

1. It is good to be early for a job interview.
2. It is crucial to dress formally for a successful interview.
3. It is not so important to ask questions in job interviews in Asia.
4. It is rude to ask the interviewer how much money he/she earns.
5. It is unacceptable to put your feet up on the interviewer's desk during an interview.
6. It is quite important to make good eye contact during the interview.

Comprehension

- 3, 4, 5, 8 and 9 are mentioned in the text.

Understanding vocabulary from context

1. do what it takes 2. breadth 3. rigid 4. asset
5. a race apart 6. nurture 7. shortcoming 8 up for grabs



My English study plan

People who define their goals are more likely to succeed than those who do not. List your goals for English language study and make a daily plan to achieve them.

1. Be clear about why you want to learn English. What motivates you? What are the advantages of speaking English well? What negative things can you avoid? List your goals below.

- a.
- b.
- c.
- d.
- e.

2. What long-term goals do you have for your English ability? Complete the sentences below.

- a. In five years I want to be able to...
- b. In ten years I want to be able to...

3. What small things could you do every day to accomplish your long-term goals? Write a daily plan below.

language area	typical day's study	If I'm too busy for my typical day's study, I will at least...
vocabulary		
reading		
speaking		
listening		
writing		
(other)		

4. What obstacles do you face? Complete the sentences below.

- a. The biggest obstacles to my goals are...
- b. However, I can overcome these obstacles by...

5. Record your progress. If possible, find a partner and check your progress regularly with him or her. Don't hesitate to change your daily goals if they aren't working. Good luck!

Answer key

EFFECTIVE READING 3 REVIEWS

Review Unit 1 page 26

Exercise 2 1. T 2. NG 3. F 4. F 5. T 6. NG

Exercise 3 1. charismatic 2. cautious 3. stubborn
4. loyal 5. enthusiastic 6. analytical

Review Unit 2 page 27

Exercise 2 1. b 2. c 3. a

Exercise 3 1. accommodating 2. inhibit 3. lenient
4. strict

Review Unit 3 page 48

Exercise 2 1. b 2. a, b, d 3. d

Exercise 3 1. correlated 2. adolescents
3. philosopher 4. principle

Review Unit 4 page 49

Exercise 2 1. T 2. F 3. F 4. T 5. NG 6. T

Exercise 3 1. cost 2. income 3. sacrifice 4. earn 5.
afford 6. debt 7. bank loans 8. wealth

Review Unit 5 page 70

Exercise 2 Suggested answers 1. Some people
who try to find romance through the Internet succeed.
2. This advice is to help readers keep safe while out on a
date. 3. Finding romance through the Internet may be
dangerous if you are not careful. 4. For the first date, it
is good to meet in a public place.

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

Review Unit 6 page 71

Exercise 2 1. F 2. T 3. NG 4. F 5. NG 6. T

Review Unit 7 page 92

Exercise 2 1. T 2. F 3. NG 4. T 5. NG 6. NG

Review Unit 8 page 93

Exercise 2 1. population growth and the strain this
puts on the world's resources 2. 1 billion 3. around
1977 4. the additional strain population growth will put
on the world's resources 5. water and food shortages
6. developing countries

Exercise 3 1. famine 2. boom 3. shortage 4. analyst

Review Unit 9 page 114

Exercise 2 1. instant replay 2. American football
3. other sporting events 4. calls

Exercise 3 1. inevitable 2. tragedy 3. disrupt
4. implementation

Exercise 4 1. c 2. b 3. a 4. a

Review Unit 10 page 115

Exercise 2 1. T 2. F 3. T 4. F 5. F 6. NG

Exercise 3 1. minority 2. discrimination
3. immigrants 4. integrate 5. prejudiced 6. stereotype

Review Unit 11 page 136

Exercise 2 Suggested answers 1. The text deals
with the negative aspects of children watching TV
commercials. 2. The content of the commercial is not
as important as producing an exciting visual experience.
3. Commercials are filmed so that they hold our attention
throughout. 4. The negative effects of commercials may
stay with children throughout their lives.

Exercise 3 1. ensure 2. span 3. hinder 4. array
5. wander 6. adverse

Review Unit 12 page 137

Exercise 2 1. T 2. F 3. T 4. NG 5. NG 6. T

UNITS 1-3

Complete the sentences with the missing words. The first letters of each word are given. The first one has been done for you.

1. I need time to analyze the data and then I can tell you the results.
2. High levels of cholesterol and heart problems are the cons_____ of eating too much fast food.
3. The sec_____ in this building is lacking. Thieves could easily steal whatever they wanted from this place.
4. Harvard rej_____ his application, so he went to Princeton instead.
5. You and Jane have broken up and gotten back together three times now. Why can't you two have a sta_____ relationship?
6. Let's not copy what other people do. Let's try to think of something more inn_____.
7. There is a lot of pressure to con_____ to society. Most people don't like anyone who is different from the norm.
8. Are you willing to speak in English with a foreigner? Or are you a little rel_____ to do that?
9. During the monsoon season storms can be incredibly int_____ and cause great damage.
10. If you exp_____ your skin to the sun for too long, you might get cancer.
11. You just con_____ yourself. Yesterday you said you were a banker, but now you say you are doctor.
12. Junko acq_____ her English skills when she lived in Australia.

UNITS 4-6

Match three words in each list on the left to the correct definitions on the right.

1. consume		15. facility	
2. maintain	a. make something stay the same	16. emphasis	g. something that makes it certain that something will happen
3. promote	b. support or encourage something	17. guarantee	h. facts or physical signs that help to prove something
4. pursue	c. use a supply of something such as time or fuel	18. income	i. something needed in order for something to happen
5. exceed		19. requirement	
6. evolve		20. achievement	
7. purchase		21. evidence	
8. appreciate		22. considerable	
9. attain	d. improve something or make it more attractive or valuable	23. definite	j. large in size, amount or degree
10. perceive	e. accept or admit that something exists, is true, or is real	24. despite	k. important and directly connected to what is being discussed
11. decline	f. become less or worse	25. overall	l. clearly decided and specific
12. acknowledge		26. potential	
13. motivate		27. relevant	
14. enhance		28. ongoing	

Vocabulary review

UNITS 7-9

Complete the sentences with the missing words. The first letters of each word are given.

1. I don't know how many people were there exactly, but I est____ that there were at least 10,000.
2. Do we have a suff____ amount of food for the party? Or do we need more?
3. I couldn't con____ the teacher that I did the test fairly. She still thinks I cheated.
4. French was the dom____ world language before English, spoken by scholars from around the world.
5. Imm____ find themselves in a new culture that is often difficult to adapt to.
6. The pro____ of females to males in this class is 2:1.
7. The largest eth____ group in LA is Hispanic, followed by white Caucasians.
8. There are many factors, but the fun____ problem with poverty is lack of education and opportunities.
9. The rat____ of males and females in China is roughly 136 males to 100 females.
10. Our school does not dis____ against minorities. Everyone is treated equally.
11. Germany was eli____ from the World Cup by Italy. The loss was a very hard one for German fans.
12. There was a feeling of ten____ in the waiting room. Everyone was very nervous.

UNITS 10-12

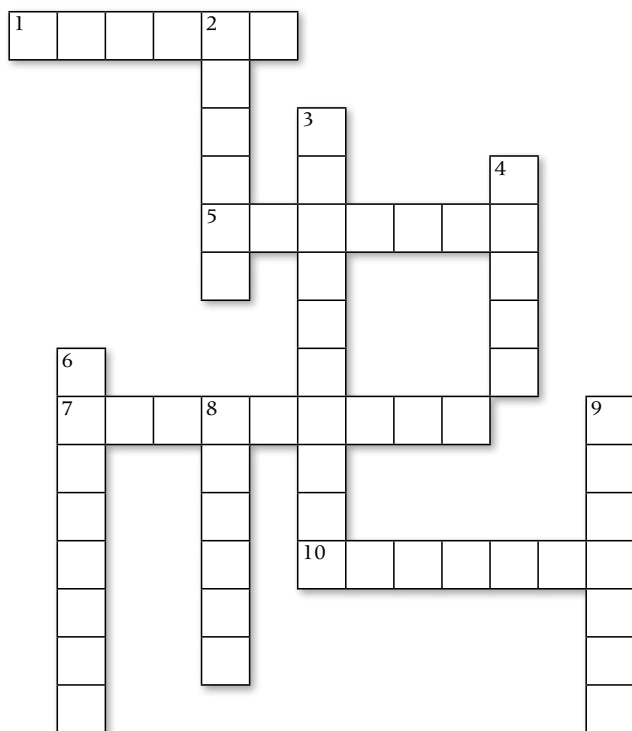
Complete the crossword with the definitions below.

Across

1. relating to a group of people who have the same culture and traditions
5. behave in a way that people think is correct
7. make something start to exist or happen
10. deliberately not include something

Down

2. an effect or influence
3. influence someone or control something in a clever or dishonest way
4. suggest you think something without saying it directly
6. to keep something within strict limits
8. believe that something is true, even though you have no proof
9. very great or extreme



Units 1-3

1. analyze
- 2 consequences
- 3 security
- 4 rejected
- 5 stable
- 6 innovative
- 7 conform
- 8 reluctant
- 9 intense
- 10 expose
- 11 contradicted
- 12 acquired

Units 4-6

- 2 a
- 3 b
- 1 c
- 14 d
- 12 e
- 11 f
- 17 g
- 21 h
- 19 i
- 22 j
- 27 k
- 23 l

Units 7-9

- 1 estimate
- 2 sufficient
- 3 convince
- 4 dominant
- 5 Immigrants
- 6 proportion
- 7 ethnic
- 8 fundamental
- 9 ratio
- 10 discriminate
- 11 eliminated
- 12 tension

Units 10-12

Across

- 3 ethnic
- 5 inevitable
- 8 conform
- 10 establish
- 13 exclude

Down

- 1 ability
- 2 minority
- 4 impact
- 6 manipulate
- 7 imply
- 9 restrict
- 11 assume
- 12 intense