

Headway

Academic Skills

Reading, Writing, and Study Skills

LEVEL 2 Student's Book

OXFORD

Sarah Philpot

Series Editors: Liz and John Soars

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CONTENTS

1 International student

READING Going abroad to study p 4–6
Following instructions: *filling in forms*
Reading methods: *skim; scan; intensive reading; extensive reading*

WRITING A host family p 7
Checking your writing: *error correction – punctuation and spelling*
Writing an informal email

2 Where in the world...?

READING Three countries p 10–11
Skimming and scanning: *reading for the general idea, and for particular information*

WRITING My country p 12–13
Brainstorming ideas: *topic areas and examples; completing a paragraph*
Linking ideas (1): *but, however, although*
Writing a description of my country

3 Newspaper articles

READING An unexpected journey p 16–17
Predicting content: *using the title and the pictures*
Meaning from context: *guessing the meaning of new words*

WRITING Mistaken identity p 18–19
Sentences/Paragraphs: *helping your writing flow*
Varying the structure: *making writing interesting*
Writing an article p 21

4 Modern technology

READING Innovations p 22–23
Identifying the main message: *using topic sentences to identify paragraph content*

WRITING Technology – good or bad? p 24–25
Organizing ideas (1): *planning the arguments for and against*
Linking ideas (2): *first, for instance, in conclusion ...*
Writing a discursive essay

5 Conferences and visits

READING A conference in Istanbul p 28–30
Purpose and audience (1 and 2): *using visual and written clues*

WRITING Invitations p 31
Using formal expressions: *writing academic emails and letters*
Writing a formal email

6 Science and our world

READING Air pollution p 34–35
Making notes: *organizing, recording, and remembering important information*
Interpreting meaning: *recognizing fact and speculation*

WRITING Trends p 36–37
Paraphrasing and summarizing: *using other sources*
Writing a summary

7 People: past and present

READING Three famous writers p 40–41
Using original sources: *dealing with difficult language and unknown vocabulary*

RESEARCH Information on the Net p 42–43
Using the Internet: *search engines; online encyclopaedias; subject directories*
Developing a search plan: *making a search efficient and reliable*

8 The world of IT

READING Computers p 46–47
Rephrasing and explaining: *dealing with difficult scientific and technological words*
Avoiding repetition (2): *pronouns and what they refer to*

WRITING IT – benefits and drawbacks p 48
Linking ideas (3): *cause and result*
Coherent writing: *writing up notes*
Writing from notes

9 Inventions, discoveries, and processes

READING How things work p 52–53
Intensive reading: *strategies for focusing your reading*
Linking ideas (4): *sequencing words to describe a process*

WRITING How things are made p 54
The passive voice: *writing in a neutral style*
Clarifying a sequence: *describing a process*
Writing a description of a process

10 Travel and tourism

READING International tourism p 58–59
Interpreting data: *statistical information in graphs, charts, and texts*

VOCABULARY DEVELOPMENT Varying vocabulary (2) p 60
Avoiding repetition (3): *describing graphs using synonyms, adjectives + nouns, verbs + adverbs*

VOCABULARY DEVELOPMENT Dictionary work p8

A dictionary entry: *understanding information about a word*
Recording vocabulary (1): *word cards*

REVIEW p9

VOCABULARY DEVELOPMENT Organizing vocabulary (1) p14

Synonyms and antonyms: *recognizing synonyms and antonyms*
Recording vocabulary (2): *diagrams; a scale; synonyms and antonyms; labelling a picture*

REVIEW p15

The definite article – *the*

VOCABULARY DEVELOPMENT Word-building (1) p20

Antonyms from prefixes: *making an opposite word using un-, in-, il-, im-, ir-*

REVIEW p21

VOCABULARY DEVELOPMENT Varying vocabulary (1) p26

Avoiding repetition (1): *using synonyms to vary your writing*

REVIEW p27

VOCABULARY DEVELOPMENT Word-building (2) p32

Suffixes: *identifying parts of speech*
Prefixes: *changing the meaning of words*

REVIEW p33

VOCABULARY DEVELOPMENT Words that go together p38

Noun/Verb + preposition: *associated words*
Using numbers: *numbers in writing*

REVIEW p39

WRITING Biographies p43–44

Adding extra information: *non-defining relative clauses*
Organizing ideas (2): *structuring your ideas logically, e.g. chronologically*
Writing from research

REVIEW Organizing vocabulary (2) p45

Topic vocabulary

VOCABULARY DEVELOPMENT e.g., etc. p49

Abbreviations (1 and 2): *how to write and say common abbreviations*

REVIEW p51

RESEARCH Crediting sources p50

Acknowledgements: *acknowledging book and website sources*

RESEARCH Reference books p55–56

Using indexes: *identifying keywords and categories for a search, and finding them in a reference book*

REVIEW Word-building (3) p57

Compound nouns
Compound adjectives

WRITING Graphs and bar charts p61–62

Illustrating data: *using a graph or bar chart*
Describing a graph or chart: *transforming data into text*
Writing about data

REVIEW p63

WORD LIST p64–70

PHONETIC SYMBOLS p71

1 International student

READING SKILLS Following instructions • Reading methods

WRITING SKILLS Checking your writing • Writing an informal email

VOCABULARY DEVELOPMENT A dictionary entry • Recording vocabulary (1)

READING Going abroad to study

1 Personal information often appears on documents, especially official documents. Use the ideas in the box to say what personal information is on ... ?

- a birth certificate
- a bank statement
- a driving licence
- an exam certificate

name date of birth address parents' names
grades driver number account number
name of school or university place of birth

2 Simon Elliot lives in Geneva, Switzerland. He is returning to the UK to study. Answer the questions.

- 1 Label the documents. Which is ... ?
 - a passport
 - a formal letter
 - an informal letter
 - an application form
- 2 Where is Simon going?
- 3 What is he going to study?
- 4 Who is John?

c

Apartment 25,
Lac de Lemman Building,
Geneva,
Switzerland

email simon.elliott@gen.com

Dear John,

Just writing to let you know that I've got a place at West London University to do my MSc! So, I'm finally coming back to London. I'm really looking forward to seeing you again. I'm not sure where I'll be living. I'm applying for accommodation with a host family - that way I won't have to cook! I just hope that there's a vegetarian family available. As soon as I know my new address, I'll email or ring you, and we can meet! Do you like the photos I've sent? Do you remember ...

a

University of
WEST LONDON

Apartment 25,
Lac de Lemman Building,
Geneva,
Switzerland

Dear Mr Elliot,

We have pleasure in offering you a place at the University of West London to study for a Master's degree (MSc) in Applied Biochemistry. The academic year commences on 10 October and classes start ...

d

United Kingdom of Great Britain and Northern Ireland

Passport

Passport No
012234556



Surname
ELLIOT

Given names
SIMON

Nationality
BRITISH CITIZEN

Date of birth
22 OCTOBER 1989

Date of issue
06 JUNE 2010

Date of expiry
05 JUNE 2020

- 3 Look at the application form. What is it for?
- 4 Read the documents on page 4. Use the information to complete the application form for Simon.

Read STUDY SKILL

STUDY SKILL Following instructions

When filling in official documents, it is important to read and follow the instructions carefully, for example:

- Use black ink only.
- Please **print** / Write in BLOCK CAPITALS.
- Tick ✓.
- Please specify (give more details).
- Delete (cross out) as appropriate.
- Circle the correct answer.

b

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*Please print.
Use black or blue ink only.
Tick (✓) the relevant boxes.*

Application for Accommodation

Family name Elliot

First name(s) _____

Male/Female (Delete as appropriate) Single Married

Children Yes No Number

Date of birth / / Nationality _____

Passport/ID number _____

Home address _____

Postcode _____ Country _____

Course title _____

Course start date / /

Type of accommodation

- Host family
- University hall of residence
- Shared house

Special diet Yes No

Please specify:

How and why do you read?

- 5 What do *you* read? Tick (✓) the different reading materials a–j that you read.

- | | |
|--|--|
| a <input type="checkbox"/> textbooks | f <input type="checkbox"/> reports |
| b <input type="checkbox"/> novels | g <input type="checkbox"/> timetables |
| c <input type="checkbox"/> emails | h <input type="checkbox"/> indexes |
| d <input type="checkbox"/> search engine finds | i <input type="checkbox"/> a dictionary |
| e <input type="checkbox"/> journals | j <input type="checkbox"/> instruction manuals |

- 6 Which reading materials from exercise 5 do you read for pleasure; for work; for your studies? Make three lists.

7 Read the handout for new students about reading. Answer the questions.

- 1 Which two ways of reading are the quickest?
- 2 Which way would you read for enjoyment?
- 3 Which way of reading is the slowest?

Effective Reading

During your course, you will do a lot of reading. It is essential that you learn how to be an effective and efficient reader in order to make the best of your study time. Learning to be a good reader takes practice. You need to develop different strategies or methods of reading.

Skimming

Sometimes you will read just to get a general idea of a text. This is skim reading. First, identify your reason for reading, for example, to decide whether an article meets your needs, or perhaps to understand a writer's attitude. To do this, read the text very quickly. Don't worry about reading and understanding everything. Instead, look particularly at the first and last paragraphs, and the first and last sentences of paragraphs. These often summarize the main points.

Scanning

Sometimes you will read quickly to find particular pieces of information, for example, a statistic, a date, a person's name, or the name of a place. Again, you do not need to read every word to find this information. Instead, scan the text using a finger or a pencil to move quickly through the words. You could time yourself to see how long it takes you to find the information. Always try to improve your speed.

Intensive reading

Sometimes you read for every detail, for example, a description of a process, the results of a scientific study, or a set literature text. To do this, take your time. Stop and think about what you are reading. Have you understood the text? You may need to read the text more than once, in order to make notes or highlight important points for future reference. This is called intensive reading or study reading.

Extensive reading

Sometimes you will read for pleasure – perhaps as extra research, or purely for interest. You may concentrate, but you don't have to worry about detail. This is extensive reading.

We do not always read the same kinds of texts in the same way, and we often use more than one method of reading for a single text. Your reason for reading will help you decide how to read.



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CJ Study Skills ER07

8 Choose five examples of reading materials from exercise 5 on page 5. *Why* and *how* do you read?

text book	Why?	<i>to find a relevant chapter</i> <i>to take notes</i>
	How?	<i>scan contents page</i> <i>read intensively</i>

9 Look back at exercises 2 and 4 on pages 4 and 5. In which exercise did you 'skim' and in which did you 'scan'? **Read STUDY SKILL**

STUDY SKILL Reading methods

You usually have a reason for reading something. That reason changes the way you read, and the time you spend on a text.

Think about what you want from the text, and decide the best way to get it. For example:

- Skim a journal to find an article of interest.
- Scan an article for specific information.
- Read relevant parts of an article intensively to make notes.

WRITING A host family

- 1 Imagine you are going abroad to do a short course and are going to live with a host family. What information would you give them and what information would you want? Think about:

dates food personal information transport computer access hobbies

- 2 Burcu Sancak, a Turkish student, is writing to her host family. Read her email. Tick (✓) the items from exercise 1 that she mentions.



Accommodation message

From: Burcu Sancak [bsancak@mailnet.com.tr] **Sent:** 16 July 2011
To: Mr and Mrs Baker
Subject: Accommodation

Dear Mr and Mrs Baker,

I'm very happy to accept your offer of acommodation. I'm really excited about coming to London for the first time to do an English course.

I am in my last year of school and next year I want to go to university to study english Language and Literature. at the moment i am preparing for my final exams, so I'm working very hard. When I'm not so bisy, I spend a lot of time reading, but I also enjoy sports I play basketball for my school team once a week. I also enjoy swimming. Is there a sports club with a swimming pool near your house.

As I mentioned in my last email, my course starts on 24th July but I'm coming two days earlier and my plain arrives at heathrow on the 22nd at 14.25 Could you tell me the best way of getting from the airport to your house?

I hope to here from you soon and I'm really looking forward to seeing you in London.

Best wishes,
Burcu Sancak

- 3 **Read STUDY SKILL** Read Burcu's email again. There are 12 mistakes (capital letters, full stops, question marks, and spelling). Find and correct them.

Writing an informal email

- 4 Imagine you are going to stay with a family for a short course. Write them an email. Write about 100 words.
- Say you accept their offer of a room.
 - Tell them about your studies and your hobbies.
 - Give them information about your arrival.
 - Ask for information you would like.

Check your work carefully. Give it to another student to check again.

STUDY SKILL Checking your writing

Every time you write, remember to check your work for:

- capital letters at the beginning of sentences and for proper nouns (names of people, cities, and countries)
- full stops at the end of sentences
- question marks at the end of questions
- spelling mistakes. Use a dictionary or computer spellchecker to check your spelling. Keep a record of any words you misspell. Learn the correct spelling.

VOCABULARY DEVELOPMENT Dictionary work

- 1 Put the following words into alphabetical order as quickly as you can. Compare your order with a partner.

brainstorm skim question accommodation dictionary
 biography student vocabulary writing punctuation scan
 pronunciation computer technology study voice keyboard

- 2 **Read STUDY SKILL** Here is an entry from the *Oxford Student's Dictionary*. Label the parts of the entry 1–5 using the words in the box.

part of speech definition pronunciation
 example sentence stress mark

accommodation /əˌkɒməˈdeɪʃn/ *noun* [U]
 a place for sb to live or stay: We lived in rented accommodation before buying this house. • The price of the holiday includes flights and accommodation.

1 stress mark
 2
 3
 4
 5

STUDY SKILL A dictionary entry

Choose an English–English dictionary and make sure it is a recent edition.

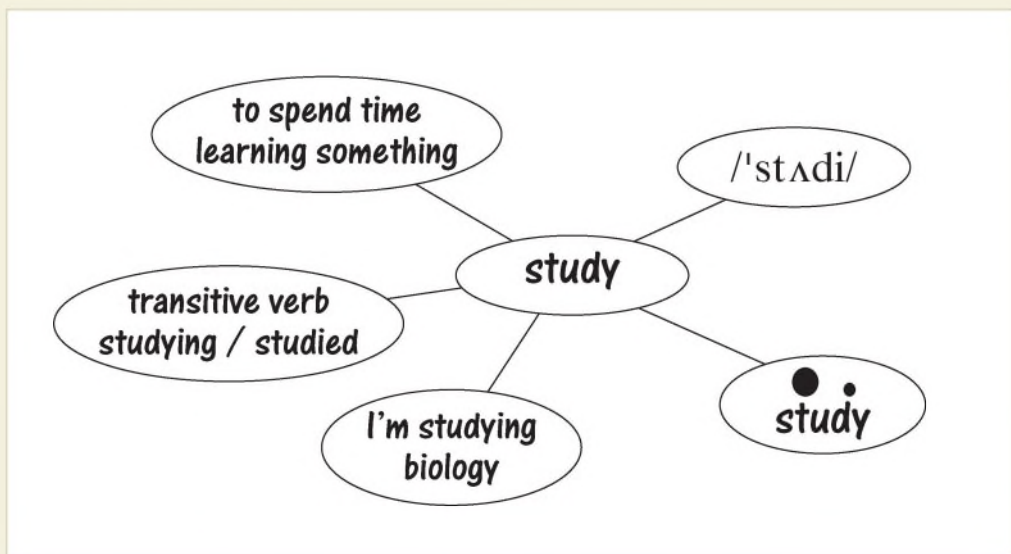
Dictionaries include a lot of useful information.

For example:

- parts of speech
- stress
- pronunciation
- definitions
- example sentences

Be careful! Some words have more than one meaning and use. Make sure you look at the correct part of a definition.

- 3 Look at the word card. What five pieces of information does it give you about the word *study*?



- 4 Make word cards for the underlined words in 1–6. Use your dictionary. **Read STUDY SKILL**

- 1 I am studying Chemical Engineering.
- 2 We scan a timetable to get the information we want.
- 3 Correct punctuation is very important in good writing.
- 4 Always check in a dictionary if you are not sure about how a word is spelt.
- 5 A biography is the story of someone's life.
- 6 Novels, plays, and poetry are examples of literature.

STUDY SKILL Recording vocabulary (1)

It is important to keep a record of new vocabulary. You may wish to keep these records in a vocabulary notebook or in a special vocabulary file on the computer.

Wherever you record new vocabulary, it is helpful to note more than the translation. Also note, for example:

- the pronunciation
- the stressed syllables
- part of speech
- associated words and grammar, e.g. a *biography of someone*

REVIEW

1 Complete the visa application form about you.

VISA APPLICATION

Please print. Use black or blue ink only. Tick (✓) relevant boxes.

Family name _____ **First name** _____
Middle name(s) _____

Date of birth _____

Place of birth _____

Nationality _____ **Passport/ID number** _____
Place of issue _____

Sex Male Female

Marital status _____

Title Dr Mr Mrs Ms Miss Other (specify) _____

Home address _____ **Email address** _____

_____ **Home or mobile telephone number** _____

Reasons for visit **Duration of visit**

Business 1–7 days
Study 8–15 days
Tourism Up to one month
Family visit More than one month (specify length) _____
Other (specify) _____

Date of arrival (if known) _____ **Date of departure (if known)** _____

Address in country (if known) _____

2 Use your dictionary to correct the spelling of the underlined words.

- 1 She payed for her books with a credit card.
- 2 He boughth a new car last month.
- 3 What subject are you studing?
- 4 My parents always give me good advise.
- 5 Have you applyed to university yet?
- 6 Please put the books back on the correct shelvs.

3 Review the texts and vocabulary in Unit 1. Choose at least five words that are new for you. Make word cards for them.

2 Where in the world ...?

READING SKILLS Skimming and scanning

WRITING SKILLS Brainstorming ideas • Linking ideas (1) • Writing a description of my country

VOCABULARY DEVELOPMENT Synonyms and antonyms • Recording vocabulary (2)

READING Three countries

1 Look at photos a–c and skim texts 1–3 on page 11. Match them with the titles below. **Read STUDY SKILL**

- Cities, Deserts, Seas
- A World on an Island
- Your Dream Castle?

2 Scan the texts. Find information to complete the table.

	location	important date	economy	attractions	language(s)
Singapore			<i>strong economy, tourism</i>		<i>Malay, English, Mandarin, Tamil</i>
Morocco	<i>North Africa</i>			<i>Fez, beaches, Sahara Desert</i>	
Wales					

3 Scan the texts again to answer the questions.

Which country ...

- has a border with England?
- has a desert?
- has a lot of ancient castles?
- is an island?
- has man-made beaches?
- is ruled by a king?
- has a wild coastline?
- is in South-East Asia?
- has an ocean to the west, and a sea to the north?

4 Scan the texts to match a word in A with a word in B, and a definition in C.

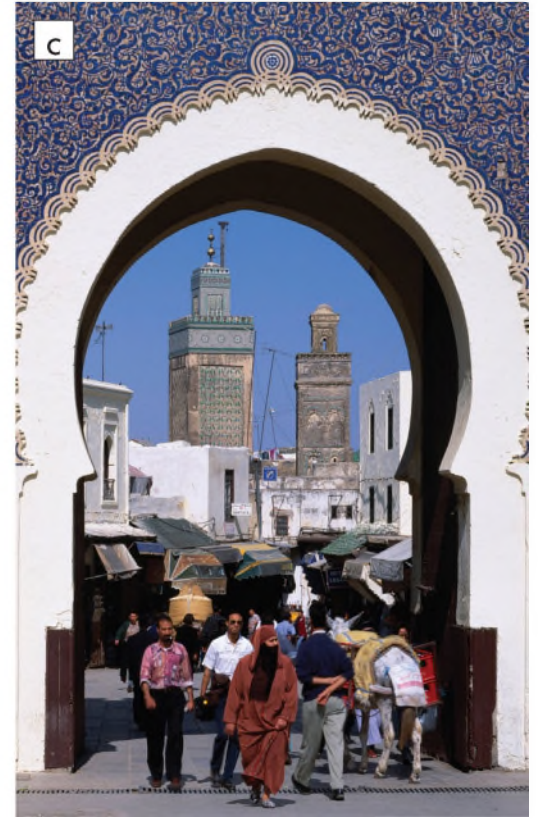
A	B	C
historic	1 _____ beaches	a <input type="checkbox"/> beaches made by people, not by nature
natural	2 _____ city	b <input type="checkbox"/> coal, gas, oil, and fresh water are all examples of these
tourist	3 _____ destination	c <input type="checkbox"/> a popular place to go on holiday
national	4 _____ language	d <input type="checkbox"/> a place with a long and important history
man-made	5 _____ resources	e <input type="checkbox"/> the main language used in a country
official	6 _____ assembly	f <input type="checkbox"/> the group of people chosen to govern a country

5 Read the texts again more slowly. In pairs, discuss similarities and differences between the three countries and your own country.

STUDY SKILL Skimming and scanning

Remember there are two ways of reading quickly:

- skimming for the general idea
- scanning for particular information



1

The Republic of Singapore is an island in South-East Asia, just 137km north of the Equator. It became an independent city-state in 1965. Singapore has few natural resources. However, it developed a strong economy and is a popular tourist destination. People come here for its fabulous shopping, the famous Singapore Zoo, and its beautiful man-made beaches. Singapore has a rich mixture of people and many languages are spoken here, including Malay, English, Mandarin, and Tamil.

2

The Kingdom of Morocco is a country in North Africa. It has the Atlantic Ocean to the west, the Mediterranean Sea to the north, Algeria to the east, and Western Sahara to the south. It became an independent kingdom in 1956. Its economy depends on mining and tourism. Morocco's attractions include the historic city of Fez, the wonderful beaches on the Atlantic and Mediterranean, and the Sahara Desert. Arabic is the official language, although French is often used for business.

3

Wales is in northern Europe. It is part of the United Kingdom. It borders England to the east, and has the Irish Sea on the west. Wales was ruled by England for many centuries, but in 1999 its own National Assembly was created. Farming and tourism are important parts of its economy. Tourists come to Wales to see its many ancient castles, to walk and climb in its beautiful mountains, or to walk along its wild coastline. Although most people speak English, both Welsh and English are the official languages.

WRITING My country

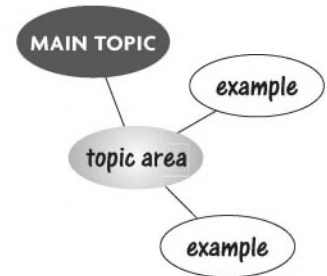
- 1 Complete the diagram about France using the topic areas and examples in the box. **Read STUDY SKILL**

skiing in the Alps	economy	coal
the Atlantic Ocean	Spain	1789
tourism	French	Euro Disney

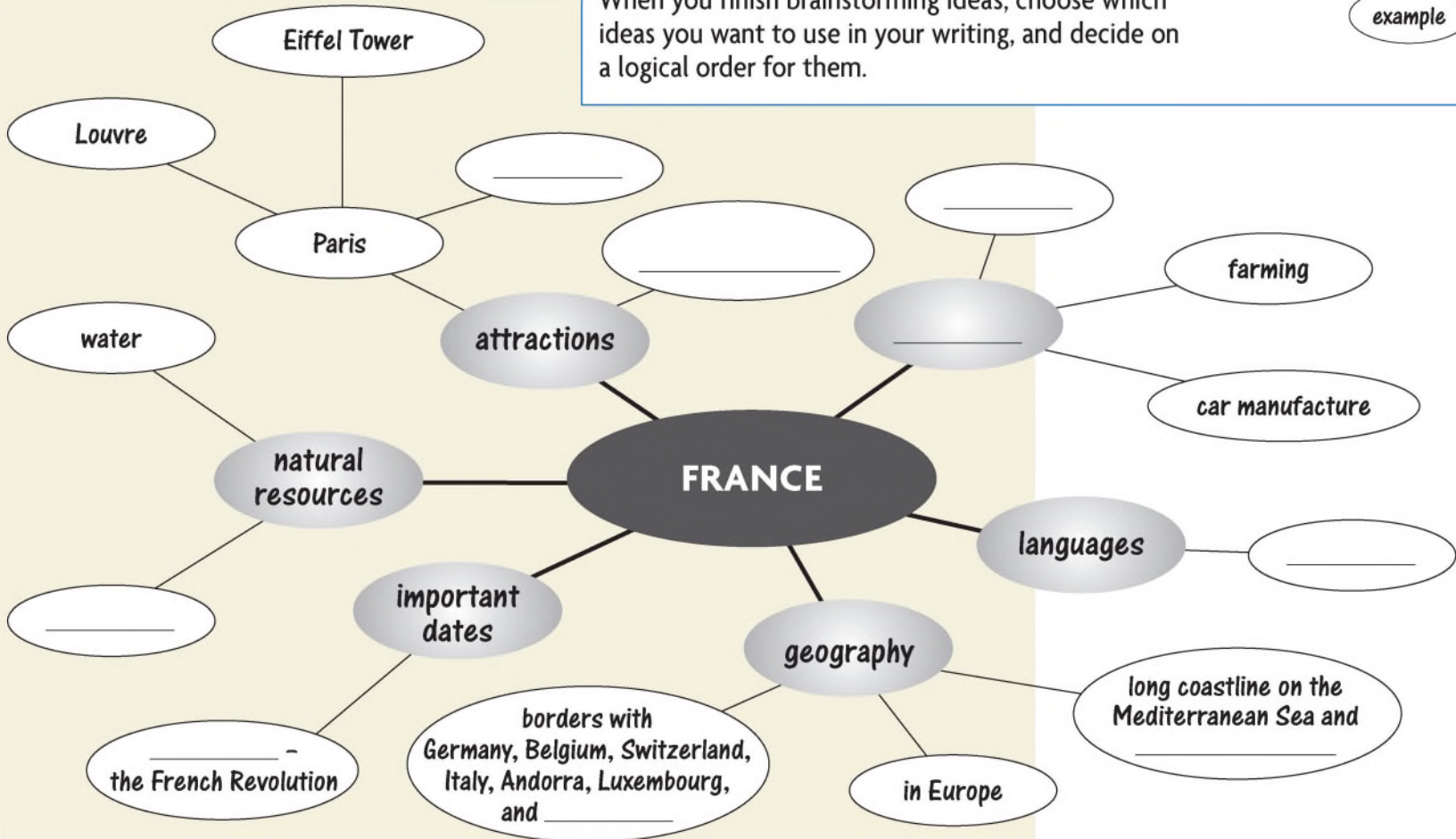
STUDY SKILL Brainstorming ideas

Before you write, think about the topic. Work with a partner or in a group.

- Use a diagram to help you organize your thoughts.
- Decide on topic areas, and think of examples.
- Write notes and single words on the diagram.
- Don't discard any ideas or thoughts at this stage.
- Don't worry about what is more or less important at this stage.



When you finish brainstorming ideas, choose which ideas you want to use in your writing, and decide on a logical order for them.



- 2 Complete the paragraph about France. Use information from the diagram in exercise 1.

FRANCE – SOMETHING FOR EVERYONE!

France is a large country in ¹_____. It has ²_____ with many countries, including Germany, Italy, and Spain. It was ruled by a king. However, after the revolution in ³_____, it became a republic. France has good natural resources, such as water and ⁴_____. Farming, car manufacturing, and ⁵_____ are other important parts of its economy. The capital of France is Paris, which lies on the River Seine. Many tourists stay in the city to see the ⁶_____ Tower, or to visit the world-famous Louvre Museum and the many other attractions. There are also lots of other things to do outside Paris. You can go skiing in the ⁷_____, visit ⁸_____, or go swimming in the Mediterranean. Although the official language is French, many people speak a little English. So, whatever your interests and wherever you come from, France has something for you.



- 3 Look back at the text on page 12. Write the topic areas from the box next to numbers 1–5 in the order they appear in the text.

languages attractions geography important date(s) economy

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

- 4 With a partner, quickly brainstorm ideas about your country. Write your ideas on a diagram. Use the topic areas from exercise 3.
- 5 **Read STUDY SKILL** Underline other examples of *but*, *however*, and *although* in the three texts on page 11.

STUDY SKILL Linking ideas (1)

Linking ideas in a clear and logical way is part of good writing. Use *but*, *however*, and *although* to contrast two ideas.

Look at sentences **a** and **b**. Compare the way *but*, *however*, and *although* are used to link them. What differences are there?

a *The official language is French.*

b *Many people speak a little English.*

*The official language is French, **but** many people speak a little English.*

*The official language is French. **However**, many people speak a little English.*

***Although** the official language is French, many people speak a little English.*

*The official language is French, **although** many people speak a little English.*



- 6 Link the pairs of sentences using the word in brackets.

- 1 Many people think that Sydney is the capital of Australia. Canberra is really the capital. (but)

- 2 The Amazon is the longest river in South America. The Nile is the longest river in the world. (however)

- 3 Mount Everest is the highest mountain in the world. It is not the most difficult to climb. (although)

- 4 It is very hot in the Sahara during the day. It can be very cold at night. (although)



Writing a description of my country

- 7 Write a paragraph of about 150 words describing your country. Use your ideas from exercise 4. Link them using *but*, *however*, and *although*.



VOCABULARY DEVELOPMENT Organizing vocabulary (1)

- 1 Put the words in the box into two groups. Then organize them in order of size (**smallest** ← → **biggest**) or speed (**slowest** ← → **fastest**).

bicycle sea ocean aeroplane space rocket lake car pond

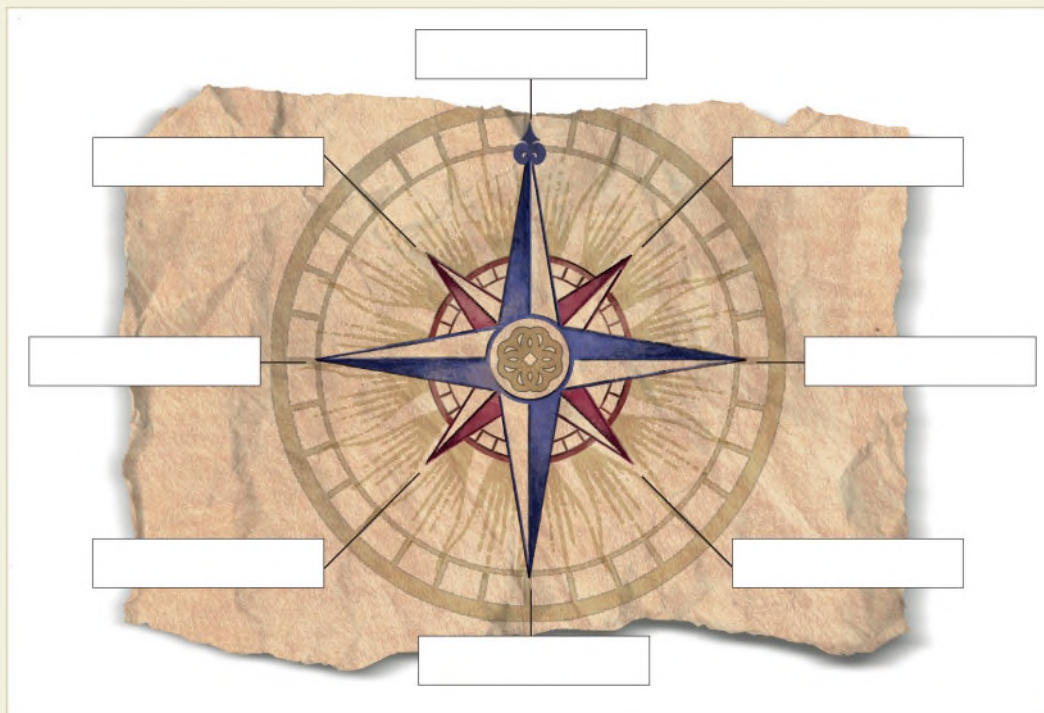
- 2 **Read STUDY SKILL** Match 1–5 with synonyms (=) and antonyms(≠) from the box.

frontier big new noisy old quiet small seashore

- | | | |
|-------------|---|-------|
| 1 border | = | _____ |
| 2 coastline | = | _____ |
| 3 modern | = | _____ |
| | ≠ | _____ |
| 4 large | = | _____ |
| | ≠ | _____ |
| 5 loud | = | _____ |
| | ≠ | _____ |

- 3 Use the words in the box to label the compass.

north south east west north-west south-west north-east south-east



- 4 Look at the words in the box. Organize them into four groups of four words each. Record them using different methods. **Read STUDY SKILL**

a cottage clean the North Pole deserts dirty
 the Earth lakes mountains a house unpolluted
 an apartment block polluted a skyscraper
 rainforests the South Pole the Equator

STUDY SKILL Synonyms and antonyms

A **synonym** is a word or phrase that has the same meaning as another word or phrase.

An **antonym** is a word or a phrase that means the opposite of another word or phrase.

STUDY SKILL Recording vocabulary (2)

Recording words in groups can make them easier to remember. You can use:

- diagrams like the ones in this unit
- a scale as in exercise 1
- synonyms and antonyms as in exercise 2
- a picture with labels as in exercise 3

Continue to add new words to each group as you learn them.

REVIEW

- 1 Go back through Unit 2. Add examples to the table. Write the definite article *the* where necessary.



countries	continents	rivers	deserts	cities	seas and oceans	mountains/ mountain ranges
Wales, <i>the Republic of Singapore</i>	Asia	<i>the River Seine</i>	<i>the Sahara</i>	Fez	<i>the Atlantic Ocean</i>	Mount Everest

- 2 When is the definite article *the* used? Complete the rules.

RULES

Use *the* with rivers, deserts, mountain ranges, _____ and oceans.

Do not use *the* with most countries, _____, mountains, and _____.

- 3 Add some examples from your own country or region to the table.
- 4 Make sentences 1–8 true by replacing the word in *italics* with another word from Unit 2.
- 1 Asia is a large *country*.
 - 2 Morocco has beaches on the Atlantic *Sea*.
 - 3 Spain is *north* of France.
 - 4 A *castle* is where you can go to see lots of different animals.
 - 5 A *lake* is bigger than a sea.
 - 6 Sydney is a very *old* city.
 - 7 Russia is a *small* country.
 - 8 A village is *bigger* than a town.
- 5 Make your own records of any new words. Use the methods from this unit.

3 Newspaper articles

READING SKILLS Predicting content • Meaning from context

WRITING SKILLS Sentences • Paragraphs • Varying the structure • Writing an article

VOCABULARY DEVELOPMENT Antonyms from prefixes

READING An unexpected journey

- 1 Look at the headline and pictures in the newspaper article. What do you think the story is about? Discuss your ideas with a partner.

A free flight to Dubai

A twenty-three-year-old Dutch student has enjoyed a short but unexpected holiday in Dubai. Mr Frank Vreede, a business student, had taken a part-time job at Schiphol Airport to help pay for his studies. He worked as a **baggage handler** and was responsible for loading the suitcases into the **hold** of passenger planes.

Last Friday night, after an exhausting day in the university library preparing for his final exams, Frank was loading a plane at the airport. He was waiting for the next baggage truck to arrive and he felt tired. He decided to have a quick rest, so he sat down in the hold of the plane and shut his eyes – just for a moment.

However, while he was sleeping, the plane **took off**. An hour later, Frank woke up and was **horrified** to discover that the plane was in the air. There was a terrible noise from the engines, and he tried not to panic. It was dark, uncomfortable and very, very cold. Frank knew the flight would be long because it was an airline from the Middle East. He also knew he could not survive the freezing temperatures. It was an impossible situation.

He decided to make as much noise as possible. He **banged** on the ceiling of the baggage hold and shouted at the top of his voice. Luckily, a passenger heard the noise and called a flight attendant, who immediately informed the pilot. Once the captain understood what was happening, he ordered hot air to be pumped into the hold.

When the plane arrived at Dubai International Airport, an ambulance was waiting to take a very cold and frightened Mr Vreede to hospital. Doctors examined him, but he was **unhurt** and was allowed to leave after a few hours. News spread quickly about this 'stowaway'. The Managing Director of one of Dubai's top hotels offered him a free room for the weekend. 'He must have wanted to come to Dubai very much if he was prepared to travel in the hold!' joked the MD.

'Everyone's been so kind,' said Mr Vreede. 'I'm really enjoying my stay in Dubai and I'm getting a lot of rest, so I won't fall asleep on the job again!'

When Frank returned to Schiphol Airport on Monday, his friends and **relatives** were overjoyed to see him. 'When he didn't come home after his evening **shift** on Friday, I called the airport – but nobody had seen him for hours,' his mother said to reporters. Frank explained that he was very lucky because it is possible to die of cold in the hold of an aircraft. He **apologized** to his boss for sleeping at work instead of working, and promised it would not happen again. 'During the flight I was **petrified**. I thought I was going to die!' said Mr Vreede. 'I wouldn't want to do it again. Next time, I'll catch a regular flight!'



- 2 **Read STUDY SKILL** Make questions about the article. Use the question words in the box.

Why ...? Where ...? Who ...? When ...? What ...? How ...?

Why was it a free flight?

STUDY SKILL Predicting content

Predicting the content of a text prepares you for what you are about to read. Being well-prepared helps comprehension.

Before you read a text:

- look at the title
- look at any pictures

Use these to get an idea of what the text is about. Ask some questions (*Who? Where? Why?* etc.) to help you predict the content and to focus on the information you need.

- 3 Skim the text to get a general idea of the story. Were your ideas right? Does the text answer your questions?

- 4 Read the article more slowly and answer the questions.

- 1 **Who** is the article about?
- 2 **What** other people are mentioned in the article?
- 3 **Where** did the events happen?
- 4 **When** did the events happen?
- 5 **What** was the problem?
- 6 **How** was the problem solved?

Compare your answers with a partner.

- 5 **Read STUDY SKILL** Copy the table. Guess the meaning of the words in bold in the article *A Free Flight to Dubai*. Use the part of speech and the context to help.

STUDY SKILL Meaning from context

Texts often contain words we don't know. Looking up every word takes time and slows down your reading.

To help you guess the meaning from the context:

- look at the words and sentences around the unknown word.
- identify the part of speech.
- use your knowledge of the world (what you already know about the situation).
- think about whether the word has a generally negative or positive meaning.
- replace the unknown word with another word with a similar meaning and check that it makes sense in the sentence.

word	part of speech	context	guess
baggage handler	noun	job or duty / airport responsible for loading suitcases/ passenger planes	person who puts bags on a plane

- 6 Compare your guesses with a partner. Check meanings in a dictionary.
- 7 Underline other new words in the article. Make guesses about them. Check your guesses in a dictionary.

Why ...?
Where ...?
Who ...? When ...?
What ...? How ...?

WRITING Mistaken identity

- 1 Look at paragraph 1 of the newspaper article *A Case of Mistaken Identity* on page 19. Separate it into six sentences. Punctuate the sentences correctly.

Read **STUDY SKILL**

STUDY SKILL Sentences

- write short, clear sentences.
- join ideas and sentences using linking words, for example, *however, after, etc.* (see Study Skill p13).
- punctuate correctly using capital letters, full stops, question marks, and exclamation marks.

- 2 Complete paragraph 2 of the article using the words in the box.

after and unfortunately but because so

- 3 Read the beginnings of paragraphs 3 and 4 of the article. Choose which sentences, a or b, from 1–5 belong to each paragraph. Write the paragraphs.

- a Then the car stopped in front of a large conference centre. **Paragraph 3**
b He told John that everything was ready for him. **Paragraph 4**
- a Mr Taylor jumped out of the car with his briefcase and rushed into the centre.
b 'Follow me, please,' he said.
- a John Taylor got up, checked his tie was straight, and picked up his briefcase.
b There, to his relief, he was greeted in English by the conference organizer.
- a He followed the organizer out of the room.
b 'Welcome to Paris, Mr Taylor,' said the smartly-dressed organizer and he led John Taylor down a long corridor and into a small room.
- a After giving Mr Taylor a coffee, the organizer went off to make sure everything was ready.
b The organizer opened a door and led John Taylor into a large hall full of ... schoolchildren!

- 4 Look at the next two paragraphs. Which is paragraph 5? Which is paragraph 6? **Read STUDY SKILL**

STUDY SKILL Paragraphs

To help your writing flow:

- group ideas on the same topic together in a paragraph.
- make sure there is a clear link between the content of one paragraph and the next.

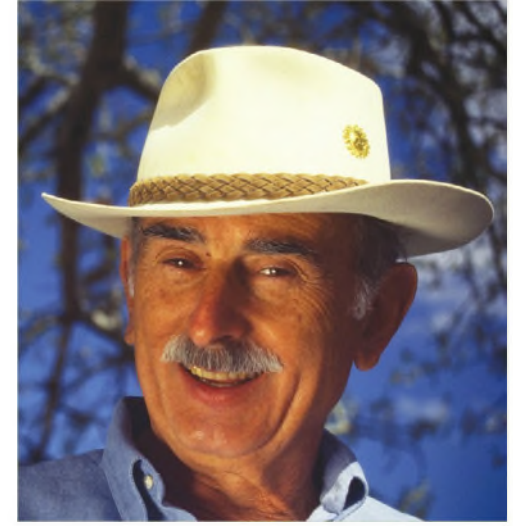
- 5 Read paragraph 1 of the article again. Find an example of the Present Perfect, Past Simple, Past Continuous, and Past Perfect. **Read STUDY SKILL**

STUDY SKILL Varying the structure

Interesting writing often contains a variety of tenses.

For example:

- Past Simple – *It was a comfortable flight.*
- Past Continuous – *He was loading a plane at the airport.*
- Present Perfect – *He has been to France before.*
- Past Perfect – *He had taken a part-time job at the airport.*



A case of mistaken identity

1 have you ever been mistaken for someone else last week Mr John Taylor, an Australian businessman, went to Paris for an important meeting he was sent by the Australian government to give a speech to French businessmen and women it was to encourage more trade it was, therefore, a very important speech and Mr Taylor had prepared it carefully at the same time a Mr Paul Taylor was also travelling on the same flight to Paris

2 It was a comfortable flight ¹_____ his plane arrived on time. John Taylor was expecting a driver to pick him up from the airport. ²_____ going through customs and immigration control, he went to find the driver. He saw a man who was holding a sign saying 'Mr Taylor', ³_____ he introduced himself. The driver replied in French. ⁴_____, Mr Taylor did not speak French, ⁵_____ he did understand the words 'hotel' and 'seminar'. ⁶_____ the meeting was early that morning, John Taylor decided to go straight to the seminar. He nodded his head at the driver and repeated 'seminar'.

3 While the car was speeding through Paris, Mr Taylor went through his notes one more time. _____

4 The organizer returned a few minutes later. _____

Paragraph

This case of mistaken identity was quickly noticed and put right. Both Mr Taylors, Paul and John, were put into taxis and driven at great speed to their correct meetings. Fortunately, both presentations were hugely successful, as they discovered when they were seated next to each other on the flight back to Australia!

Paragraph

John Taylor looked around in horror at the children. Then he heard the organizer asking them to welcome Mr Paul Taylor. He was going to tell them about kangaroo farming in Australia! Meanwhile, on the other side of the city, Mr Paul Taylor was also in a large hall full of people. Paul, dressed in blue jeans and cowboy boots, was staring in horror at 200 smartly-suited businessmen and women.

VOCABULARY DEVELOPMENT Word-building (1)

- 1 Put the adjectives from this unit with the correct prefix in the table. Use a dictionary to help you. **Read STUDY SKILL**

expected regular comfortable possible hurt important

un-	<u>unexpected</u>	_____
	_____	_____
in-	_____	_____

il-	_____	_____

im-	_____	_____
	_____	_____
ir-	_____	_____

STUDY SKILL Antonyms from prefixes

The antonyms of some words can be made by adding a prefix such as *un-*, *in-*, *im-*, for example, *successful/unsuccessful*.

In other cases, the antonym is a completely different word, for example, *good/bad*.

When you look up a new word in the dictionary, make a note of its antonym.

un-
in-
il- *im-* *ir-*

- 2 Use a dictionary to identify the correct prefixes for the adjectives in the box. Add them to the table in exercise 1.

appropriate direct experienced patient relevant mature
legal responsible logical legible mobile personal

- 3 Look back at the table in exercise 1. Can you see any general rules about when to use *il-*, *im-*, and *ir-*? Complete the rules.

RULES *il-*, *im-*, *ir-*

il- is used with words beginning with _____.

im- is often used with words beginning with _____ and _____.

ir- is used with words beginning with _____.

- 4 Match words 1–7 with antonyms a–g.

- | | |
|--------------------------------------|--------------------|
| 1 <input type="checkbox"/> different | a low |
| 2 <input type="checkbox"/> easy | b maximum |
| 3 <input type="checkbox"/> high | c small |
| 4 <input type="checkbox"/> large | d public |
| 5 <input type="checkbox"/> late | e early |
| 6 <input type="checkbox"/> minimum | f difficult / hard |
| 7 <input type="checkbox"/> private | g the same |

REVIEW

- 1 Look at the titles of these newspaper articles. What do you think each article is about? Work with a partner and write five questions about each article.



- 2 Read the beginning of John Taylor's talk. The words in bold are different parts of speech of the nonsense word **naman**. What part of speech are they? Choose from the box.

verb x (2) noun x (3) adjective x (2)

Good **naman**, everyone. I am sorry for **namaning** late, but thank you for being so patient. As you know, I am here to **naman** about the possibilities for increased commerce between our two **namanies** and I hope that this talk will lead to a fruitful discussion. Our two countries have had very good relations for many **namanies**, in fact since 1872! Last year, many of our **namanical** students came here to study your farming systems. It was a very **namaning** visit and they learnt a lot. In the future, . . .

- 3 Guess their meaning from the context and replace them with an appropriate real word.

Good **naman**, everyone. = *Good morning/afternoon, everyone.*

- 4 Make notes about each of the pictures. Write a paragraph of 20–40 words for each one in the past tense. Give your complete article a title.



4 Modern technology

READING SKILLS Identifying the main message – topic sentences

WRITING SKILLS Organizing ideas (1) • Linking ideas (2) • Writing a discursive essay

VOCABULARY DEVELOPMENT Avoiding repetition (1)

READING Innovations

1 Skim the articles and letters on page 23. Answer the questions.

- 1 Where would you expect to find a page like this?
- 2 How many articles are there?
- 3 What is the topic of each article?
- 4 How many letters are there?
- 5 What piece of technology is each letter about?

2 **Read STUDY SKILL** Scan the text *The Silent Plane* and the readers' letters opposite. Pay attention to topic sentences only. Are the statements true (T) or false (F)?

- 1 Maybe one day planes won't make a noise. T
- 2 Noise is being reduced in two ways.
- 3 The project to build the plane hasn't begun yet.
- 4 Mr Campbell is happy with his computer.
- 5 The writer of the third letter wants help.
- 6 Paula Adams' opinion is the same as an earlier letter writers.

3 Read the summaries a–d of the paragraphs in the article *The Car that Drives Itself*. Match them with topic sentences 1–4. Do not read the article.

Summaries

- a describing how the car works
- b predicting future developments
- c outlining some problems
- d introducing the subject

Topic sentences

- 1 A car manufacturer has designed and built a car that drives itself.
- 2 Despite these disadvantages, car manufacturers see driverless cars as the future.
- 3 However, there are still two main drawbacks.
- 4 The car works using two main devices.

4 Skim the article to match topic sentences from exercise 3 to paragraphs A–D. Use the summaries to help.

STUDY SKILL

Identifying the main message – topic sentences

Students are often required to do a large amount of reading. To save time and to select the best text(s) for your needs, it is important to identify the main message as quickly as possible.

To do this:

- look at the title.
- quickly skim the text to find the topic sentences. They are usually the first sentence in each paragraph. They summarize what the paragraph is about.

INNOVATIONS

THE SILENT PLANE

Annoyance from aeroplane noise could be a thing of the past as plans are announced to design a silent aircraft. The aim is to reduce the noise from a plane so that city-dwellers will no longer hear it passing overhead once it has left the airport.

This noise reduction will be achieved in three main ways. Firstly, the plane is being designed as a single, wide wing. Secondly, the engines will be placed above the wing, inside the plane, rather than under the wings and outside, and thirdly the airplane will be flown differently, for example at a reduced speed when it is near the airport.

The aircraft is just a design concept at the moment and many technological challenges will have to be met before we have silent planes overhead.



THE CAR THAT DRIVES ITSELF

A _____ It can steer itself and control its speed. This is the latest development in the long history of the automobile industry.

B _____ The first is a radar sensor in the front of the car. It scans the road in front of the car, looking for other vehicles. It then speeds the car up or slows it down according to the traffic conditions. The second device is a camera below the rear-view mirror which watches the white lines in the road. It uses these lines as a guide to steering the car.

C _____ Firstly, the system can only work on motorways, and secondly, cars still need a driver. If the driver doesn't touch the steering wheel every 10 seconds, the devices can stop working.

D _____ They are already working on new models that will be able to drive on city roads. So, perhaps one day soon, we will be able to jump into our cars and sleep or read a book as we are driven to work!



Google self-driving car.

Opinions and Questions: the Readers Write!

Sir,

Is anyone else fed up with their computer? I bought one to make my life easier and it has done exactly the opposite! Everyone told me that it would be easy to set up. 'A child could do it!' they said. So, I tried and it has been a disaster. It crashes constantly and instead of saving me time, I seem to spend all my free time trying to make it work. If this is an example of modern technology, give me an old-fashioned typewriter anytime!

Yours

W.F. Campbell (Mr)

Dear Sir,

I strongly disagree with the previous correspondent about CD players being better than MP3 players. For most of us, who are busy and on-the-move, an MP3 player is ideal. It is light, portable and convenient. You can store thousands of songs on it to listen to wherever you are. What's more, most MP3 players now allow you to watch videos, look at photographs and connect to the Internet. Brilliant!

Yours faithfully,

Paula Adams

Sir,

I am writing to ask for some advice about memory sticks. I use mine to keep a copy of my data, in case something goes wrong with my computer. However, I was told that memory sticks are unreliable and are easily damaged by anything magnetic, or by going through scanners, at airports, for example. Could you please clarify for me whether this is true? I have a new job that requires me to travel regularly, and I have to take my memory stick on trips.

Yours,

A. Jefcoate

WRITING Technology – good or bad?

1 Brainstorm arguments *for* and *against* mobile phones.

Read STUDY SKILL

for	against
<i>Can make a call at any time, anywhere.</i>	<i>Annoying in a public place, e.g. in a restaurant.</i>

STUDY SKILL Organizing ideas (1)

When writing an essay where you have to give two sides of an argument:

- organize your ideas into arguments *for* and arguments *against*, and give some examples.
- write a paragraph *for*, and a paragraph *against*, giving your ideas in a logical order.
- write an introduction and a conclusion. Give your personal opinion in the conclusion.

2 Read the essay. Did you have the same ideas?

Mobile phones

A Mobile phones are now part of our everyday lives. Most people find them essential and could not manage without them. However, there are also some drawbacks to owning and using a mobile phone.

B There are three main advantages to having mobile phones. Firstly, there is the convenience of being able to make or receive a phone call at any time and in any place. Secondly, they are essential for keeping in touch with family and friends. Parents worried about their children can always ring them to check they are safe, and children can let their family know if they are going to be late home. Finally, mobile phones can save lives. For example, if there is an accident, help can be called immediately, wherever the accident takes place.

C On the other hand, there are significant problems with the use of mobile phones. In the first place, using mobile phones can cause accidents, for instance, when people are driving and using their phone at the same time. In addition, the loud use of mobile phones in public places such as restaurants and cinemas is rude and can be very irritating for other people. Lastly, there has been an increase in street crime directly related to mobile phones. People have been attacked and their phones stolen from them.

D In conclusion, I believe that, despite the disadvantages, mobile phones are essential to modern life and that the advantages of owning one are far greater than the disadvantages.



3 Consider the purpose of each paragraph. Which paragraph A, B, C, or D ...?

- says why mobile phone use can be a good thing
- introduces the subject
- concludes and gives the writer's opinion
- says why mobile phone use can be a bad thing

4 Read STUDY SKILL Go back through the essay. Underline 12 more linking words and phrases. Write them in the table.

sequence	<u>firstly</u>	_____	_____
		_____	_____
		_____	_____
contrast	<u>in spite of</u>	_____	_____
		_____	_____
		_____	_____
examples	<u>e.g.</u>	_____	_____
		_____	_____
endings	<u>to conclude</u>	_____	_____

STUDY SKILL Linking ideas (2)

To help the reader understand your writing and follow your ideas, link short, simple ideas. Use:

- *firstly, secondly, ...*
for more than one argument or idea
- *however* (see Study Skill p13), *on the other hand, despite ...*
for a contrast between two ideas
- *for instance, for example, ...*
for an example to illustrate an idea
- *in conclusion, to sum up, ...*
for the final comment