Throw Away Your Dictionary!

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An Intensive Reading Skills course.

Student's Book   Post Beginner

Acknowledgements

Trevor (Yvonne's brother) lives in SEEDNEY Australia where he is a graphic artist. We have long admired his drawings, cartoons, photography, painting & sculpture. He kindly helped out with the cover, the miner in a 'cave-in' illustration and some cartoons. We hope to involve him more in the future. He loves the sea, the desert (the Outback), and is a keen surfer, fisherman and golfer.

To see more of Trevor's work go to :
www.montagecreative.biz

Aims of this book:

• to show you all the ways native speakers use to guess unknown words.

• to help you with other reading skills e.g. scanning and understanding.

• to make it easier to increase your reading IELTS score and help you to study at university.

• to reduce your time with a dictionary if you practise all the ways.

Notes to the student:

   This is a self study book to improve your reading skills without a dictionary. Don't really throw away your dictionary! Use your dictionary at the end of the unit to check exact meaning. If you know every word in this book, then 95-100% of your answers should be right. If you know a lot of the words but not all of the words in this book, then it is perfect for you.

How to use this book:

1. Start from Unit 1 and answer the questions. Don't use your dictionary until the end of the unit.

2. Circle, underline or highlight vocabulary   (any new help in the text boxes.)

3. Finish the diagrams to help you remember everything. Copy them, add colour and your own pictures or symbols.

4. Look at the glossary on the next two pages to help you with new terms in this book.

5. Work with a friend, then they can look at the answers while you work together through the unit. Don't know? Your friend can help you with the answer.

How to practise with other books:

1. What is your reading level?   In a text of two to three paragraphs, you should know most of the words. Four of five new words is the right level.

2. Look for the key words and use the reading ideas from this book. It will help you to become a more effective reader.

Notes to the teacher:

1. For self study, one unit is about one hour or more.   Self Study Development for homework is one option.

2. Communicative group work: use Self Study Development in small groups competitively. One student from another group holds the answers and helps/scores two or more students. (This ensures students use the answer section for self study for future homework.) Rotate the 'answer/scorer' so they get a chance to answer some of the questions.

3. If you are using this book as an input session then follow up with the different strategy focus every time you introduce a new reading from another source. The texts are sequential in that each new text builds on previous learning development strategies.

4. Dictionary use is most useful at the END of each unit.

5. Use the diagrams in the unit or from Section 4 as a test.   Groups complete it and keep it on your classroom wall. Encourage use of colour, and pictures or symbols.

Glossary of terms in this book

* means look for the meaning of this word in the glossary

Words about grammar

adjective: this word gives information about a *noun e.g. big, beautiful, woman (woman is the noun)

adverb: this word gives information about a *verb e.g. walk (walk is the verb) <u>slowly</u>, <u>quickly</u>

conjunctions: joining words e.g. and, so, but, because, or

form: the part of speech and tense e.g. the work (*noun), I worked (past tense *verb)

grammar markers: special words with meaning for the words near them e.g. *reference words

noun: a naming word

prepositions: little words to help with direction, time or place e.g. in, on, at

proper noun: a *noun with a capital letter e.g. the name of a person (Yvonne), place (Auckland)

punctuation: not words or pictures but other marks e.g. ? ! that help with meaning

reference: e.g. this, these, it and they usually refer back to another word

tense: the past, present or future *form of a *verb

verb: doing word or the action

word form: see *form

(syntax: the order of words, punctuation and *form in a language)

Names for words about words

captions: the words about an *illustration

category: a group (of words) e.g. cat and dog are in the animal category

collocation: the words in front of and after a word; e.g. words that go together with work - miner's work, hard work, work long hours

content: the main *ideas

detail: a small part of a whole *text

diagram: a picture with words to show how something works

font: the kind of computer writing name e.g. times new roman, helvetica, arial, chicago

formal: words for speeches, business and university or school writing; the opposite of everyday talking and writing (informal)

given: names for words somebody or someone gave you e.g. the word meaning

glossary: a list of *terms from the reading or book

headlines: the words at the top or head of a *text in a newspaper

illustration: a group word to describe pictures, photos, maps, *diagrams

mnemonic: a word to remember information; each letter of the word helps remember other words and is a kind of *symbol e.g. GOV - <u>G</u>rammar markers, <u>O</u>ther ways and <u>V</u>ocabulary prediction: guess the future from some information or general knowledge

negative: - (bad)

object: someone or something is doing something to it e.g. I (*subject) drink tea (object) everyday.

paragraph: one or more sentences about one idea

phrase: two or more words e.g. *preposition phrase: at work

plural: two or more e.g. chairs, people

positive: + (good)

prefix: the first part of a two (or more) *syllable word e.g. dis- in disappear

side-notes: extra information on the side of a *text

singular: one thing e.g. a chair, a person

speech: the words people say

subject: the main part. It is doing the action e.g. I (subject) drink tea (*object) everyday.

styles: the kind of computer writing *font change e.g. *italics*, **bold** and underline

suffix: the end of a two (or more) *syllable word e.g. -er in miner

syllable: a part of a word with one sound e.g. beau - ti - ful has three syllables; it is not about the spelling

symbol: a mark or a picture with a meaning e.g.* means look in another place for the meaning

synonymn: a word with the same meaning or similar meaning

text: a short piece of writing

title: the name of a piece of writing

vocabulary: the group word for all the words in a language

Words about skills

comprehension: understanding

connections: links or joining things to an *idea e.g. there are *negative connections between die, drown, accident

definition: all of the information about a word or *phrase; the meaning

describe and description: giving information about something

gist: the main meaning of the *text

idea: thoughts or thinking about something

identify: to find a part (in the *text)

in depth: to look carefully at one part or every part

inference: meaning you take out of a *text

link: to join 2 ideas together

reason: why you do something

repetition: saying or doing something again and again

result: what happens after you do something

revision: looking back and remembering new information

scanning: reading quickly for special kinds of words but not reading for meaning

skimming: reading quickly for the main idea

*means the meaning of this word is also in the glossary

SECTION	Unit	Reading Skill	Self study skills and language development
1 Other Ways	1 - Have you heard...?	Gist; making connections between captions & illustrations.	On top, under and beside: Practising prediction of meaning from illustrations and headlines
	2 - Jobs under-ground	Inference from punctuation; prediction and gist of the text, title and pictures.	Dots and dashes: Using punctuation clues for guessing unknown meaning of words.
	3 - Health dangers for coal miners	Inference from font styles, using illustrations, side-notes and glossary; prediction of content from title and diagrams; comprehension of details.	Things to look for: Finding given meanings of words; the use of arrows and text on a diagram; revision of punctuation and uses of font styles.
2 Grammar markers	4 - Where can I smoke?	Prediction of content from a time-line and title; inference from pronouns; in depth comprehension.	Back and forth: Identifying the word or words referred to; connecting meaning to reference words.
	5 - Energy in our homes	Inference from a graph and conjunctions; prediction of content from title, graph and photo; scanning for numbers.	Joining words: Identifying +/- meaning of unknown words and phrases from: and, so, but, because, or, however, on the other hand, another, the other(s).
	6 - Millions of years ago	Prediction of content from title, map and pictures; in depth comprehension; inference from examples.	It's like ...: Using comparison and examples to help with meaning: like, similar to, the same as, different from, for example, e.g., for instance, such as, which includes.....; finding given meanings of words.
	7 - Do you like me?	Prediction from title and pictures; inference from definition words.	You know... : Identifying definitions, informal and formal definition words to help with word meaning; revision of all grammar markers in Section 2.
3 Word Inference	8 - Wild West Coast beaches	Prediction from title and pictures; positive and negative inference from other words; collocation (words before and after an unknown word).	Yes and no: Understanding meaning from other words around the unknown word(s) (Collocation); connecting meaning from answers to who, what, when, why etc....
	9 - Big Day Out (BDO)	Prediction from title, pictures and word form; scanning for similar words or ideas; collocation (words before and after an unknown word).	Again and again: Identifying feeling from repetition of idea with different words; identifying links to a main idea and word form.
	10 - Little things	Scanning for details; prediction of meaning from word parts; scanning for similar words; collocation (words before and after an unknown word).	Bits and pieces: Extending word family from the root form, prefixes and suffixes.
4 Revision and overviews	All texts so far	Scanning for grammar and punctuation markers, prediction of meaning and connecting ideas, filling in chart summaries, prefixes and suffixes.	Putting it altogether: Prefix and suffix tables; revising all the ways to get meaning with tests and mindmaps.
5 Answers			

Section 1

Other Ways:

Illustrations
Punctuation
Side-notes
Glossary
Styles

Unit 1: Have you heard?
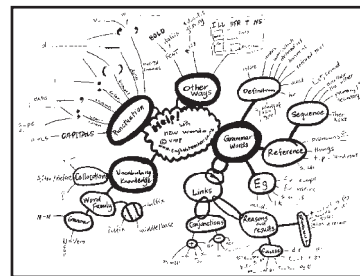
Title!

Illustrations!
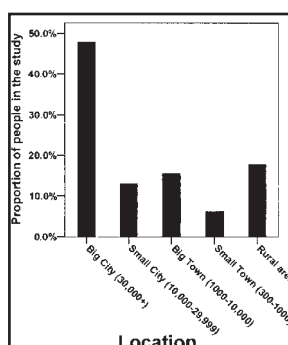
Pre reading task 1: Prediction of vocabulary (guessing from information).

Look at the title of the text in Unit 1: 'Have you heard?' and the illustrations above (the pictures, photo, graph, map, diagram and photo). Do not use your dictionary. What words do you think will be in the text?
E.g. picture, photo _____
_____

Pre reading task 2: Two main ways to guess the meaning of new words.

What are some ways to guess the meaning of new words?
The letters are missing from the following words. One __ = one letter e.g. L o ok

L _ _ k   _ t   th _   _ _ _ _ _ _ _ _ _ _ _ _ _ s and the _ _ _ _ _ of the text.

Pre reading task 3: Prediction of content from the title and pictures.

Before you read the text, which is the best description for all of text 1?
  a) looking at illustrations
  b) ways to use new words
  c) looking at illustrations and titles
  d) where to look in a text
  e) the news

Text 1: Have you heard?

Read this but don't use a dictionary.

There are two very important ways to guess the meanings of new words without your dictionary! One way is to look carefully at any illustrations with the text. An illustration is the group word for a picture, graph, photo, diagram, drawing or map etc.... It is something that gives you information but usually without words.

When you look, try thinking of the English words to describe things, actions and possible past and future of an illustration. Under, next to or nearby there are usually words about the illustration. Try and make links with the words and the illustration to help understand the main meaning of the text.

The second way is to look at the title above the text. Sometimes it is a question and the answer is in the text. Sometimes it is the general idea of the text and sometimes the title makes you want to read more because it has a key interest word in it e.g. cars or love.

Don't throw away your dictionary ! This book's aim is to show you ways to find meaning without your dictionary. The best time to use your dictionary is at the end of every unit.

Title!

Illustrations!
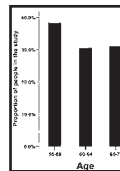
Graph
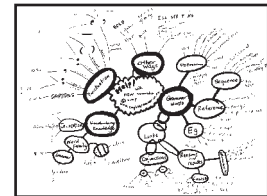
Diagram

Photo

Picture/Drawing

Map

Test your understanding.

Answer these questions about Text 1.

1. Pre reading task 3: Were you correct?   Yes/No

2. There are 4 ways in the text to help you guess meanings of new words from an illustration.   Yes/No/Don't know

3. There are five paragraphs in Text 1.   Yes/No/Don't know

4. Paragraphs 1 and 2 are about using illustrations to help you. Yes/No/Don't know

5. Paragraph 3 is about titles of the text. Yes/No/Don't know

6. This text is from   a) a business letter   b) a women's magazine c) a school book

7. Text and illustrations are the same. Yes/No/Don't know

8. What are 6 examples of illustrations? _____

9. When does the writer think you should use your dictionary? _____

10. Where is the title? _____

About Your reading skills.

1. In Text 1 there is at least one new word. Yes/No/Don't know What is it? _____

2. The meaning of Text 1 is easy to understand.   Yes/No/Don't know

3. I can guess the meaning of new words easily.   Yes/No/Don't know

4. I looked at the pictures to help me understand.   Yes/No/Don't know

5. I used my dictionary before I answered these questions. Yes/No/Don't know

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Self Study development - On top, under and beside

Before you use your dictionary let's practise using pictures and text to make links and help understand the meaning of a new word. There are four steps to do in one minute or less:

1. Look at the title and think about the main idea and words about it.

2. Look at the illustration (pictures etc...) and ask questions about it.

3. Find the words in the illustrations from the text next to it.

4. Link the title, illustration and illustration text to help think about vocabulary in the main text. This is on your own!!!

Step 1: Here are some titles of text and 7 main ideas. Choose the best idea and write the number beside the title. What word or words in the title helped you? Underline it or them.

Ideas: 1. weather 2. news 3. sport 4. free time (recreation) 5. health 6. business 7. education (schooling)

Titles: (Note: titles usually have capital letters of nouns, verbs and important words.)

___ Come and Stay by the Sea. ___ Dutch Swimmer's Cancer Fight. ___ The New King of Tennis.

___ London Holds Early Olympic 2012 Party. ___ 2 Months Rainfall in 2 Days. ___ US Money Supply Drops.

___ Safety Warning for Asian Tourists. ___ Fuel Bills Bring Packed Trains. ___ Showbiz Guide.

___ Bike Events Pushed Back. ___ Students mark their lecturers on a new web site. ___ All Aboard!

___ Triple Skiing Accident. ___ Blue Skies on the Way for the Weekend. ___ Always Something New.

___ Stay Together and Healthy. ___ Body Found in Auckland Hotel. ___ Home-made Goodness.

___ Relax! It's a Holiday. ___ Customers Wait for Better Cell phone Deals. ___ New Tax laws.

___ 7000 Police on Streets for Celebrations. ___ An Australian Holiday. ___ Business Student Wins Again.

___ Spring Cleaning in the Home. ___ An Apple a Day.   ___ France Moves Against Baby TV.

___ Microphones in Classes Help Learning. ___ Walk This Way. ___ Plane Crash Kills 150.

Now in one minute how many words can you think of for each main idea. Write them down or say them aloud. 6-8 words is good. Think of nouns (n.), verbs (v.), adjectives (adj.) and adverbs (adv.).

Examples: **Plane Crash <u>Kills</u> 150.** plane airport flight hospital (nouns), fly go hurt (verbs), loud smoky (adjectives), fast quickly (adverb)
Come and <u>Stay</u> by the Sea. hotel holiday beach fun summer view (n.), go book (v.), expensive hot (adj.), cheaply (adv.)

Step 2: Here are some illustrations: pictures, photos, diagrams, graphs, maps. Do not use your dictionary. Ask questions about each one. What is it? What are they? What is happening? Where? When? Who uses or does this? Why? How? The answers make you think about words in the main text and new words you only know in your language. This helps you guess meanings of new English words.

Step 2: Look at the illustration (pictures etc...) and ask questions about it.
Answer in less than one minute for each illustration.

Where?
Why?
What?
Who?

What?
When?
Why?
Who?

What?
Where?
When?

What?
Where?
When?

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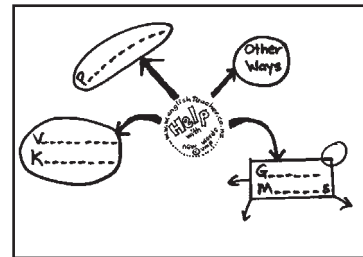
What?
When?
Who?

Why?
What?
When?

Who?
What?
When?
Why?

What? Who? Why? When?

Step 3: Find the words in the illustrations from the text under, on top or beside it.

Passive smoker with cigarette smokers.

Shaking hands is an example of a friendly custom.

A lookout person points out swimmers.

Air pollution from factories in our world is changing our environment.

Predator with kill.
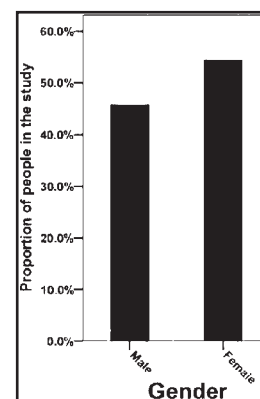
Graph to show gender of people in the study by percentage.

Your turn.

Step 4. Link the title, illustration and text (the title, under the photo text and the first sentence of the main text) to help think about vocabulary in the main text. You cannot see the main text yet.   How many English words can you think of in one minute (for each example)? Do not use a dictionary, <u>underline words</u> from the title and texts with the illustration to help.

Supermarket war over the sale of cheap petrol and groceries.

Sainsbury's was the first supermarket to give a petrol discount with groceries. Customers loved it.

Try and write 8-10 key words in one minute. Can you think of different words about the main idea too?

_____
_____
_____
_____
_____

Supermarket customers at the petrol pumps
 after their weekly shopping.

Can you get fat from playing computer games?

Parents worry about children playing computer games and eating too much junk food at the same time.

Try and write 8-10 key words in one minute. Can you think of different words about the main idea too?

_____
_____
_____
_____
_____

The growing size of children.

Using the language - asking other students questions and getting information.

1. How many students in the class have an electronic dictionary (not a book)? _____

2. Who likes reading more than listening? _____

3. Who reads comics (books with pictures) more than books? _____

Unit 2: Jobs underground

From the picture, do you think coal mining is a safe job? Why or why not?

_____

_____

_____

_____

_____

_____

Pre reading task 1: Prediction of vocabulary (guessing from information).

Look at the title of the text in Unit 2: 'Jobs underground' and the picture above. Do not use your dictionary. What words do you think will be in the text?
E.g. coal, mine, _____
_____

Pre reading task 2: Four main ways to guess the meaning of new words.

What are some ways to guess the meaning of new words? Do you want to know more? The letters A E I O U L K are missing from the following words to help you with the ways to guess the meaning of new words. One __ = one letter e.g. L o o k

1. L _ _ k _ t th _ p _ ct _ r _ s.

2. L _ _ k at dots and dashes (p _ nctuation) _ r _ _ nd th _ new words.

3. _ _ _ k _ t th _ gr _ mm _ r.

4. L _ _ _ _ t th _ p _ rts of the n _ w w _ rd. D _ you kn _ w _ny of the

m _ _ nings of the parts? (e.g. moth<u>er</u>: the end part <u>-er</u> means person or thing.)

Pre reading task 3: Prediction of content from the title and pictures.

Before you read the text, which is the best description for all of text 2?
a) Coal mines in China
b) Money and coal
c) Work and accidents in coal mining
d) Coal mining is a great job
e) Miners' rest breaks

Text 2: Jobs underground

Read this but don't use a dictionary.

Coal miners can die because their work is dangerous. They dig coal in mines under the ground, work long hours and there is always the danger of a 'cave-in' (the roof or walls of the tunnels fall in). There is often no way out so they wait for rescuers. Sometimes the rescue is too late because a lot of water gets into the tunnel and the miners drown.

Which countries have a lot of coal mining accidents? China, United States, Australia, and Canada have many coal mines; hundreds of miners drown, die from rocks falling or are hurt every year in these countries.

coal: useful black or dark brown rock for burning.

a coal miner after a 'cave-in'

Test your understanding.
Answer these questions about Text 2.

1. Pre reading task 3: Were you correct?   Yes/No

2. A coal miner's job is easy and safe.   Yes/No/Don't know

3. There are four paragraphs in Text 2.   Yes/No/Don't know

4. Paragraph 1 is about the dangers of digging for coal underground. Yes/No/Don't know

5. Paragraph 2 is about mining accidents in some countries. Yes/No/Don't know

6. This text is from   a) a business letter   b) a women's magazine   c) a school book

7. Why do coal miners sometimes wait? _____

8. How can coal miners die after a 'cave-in'? _____

9. How many miners die every year in China? _____

10. What happens in coal mining accidents? _____

_____

About Your reading skills.

1. In Text 2 there is at least one new word. Yes/No/Don't know What is it? _____

2. The meaning of Text 2 is easy to understand.   Yes/No/Don't know

3. I can guess the meaning of new words easily.   Yes/No/Don't know

4. I looked at the pictures to help me understand.   Yes/No/Don't know

5. I used my dictionary before I answered these questions. Yes/No/Don't know

Self Study development - Dots and dashes

Before you use your dictionary learn about 'dots and dashes' (punctuation).

Punctuation -

? question mark   , comma

- dash   ( ) brackets

'...' inverted commas   ; semi-colon

: colon   . full stop

Highlight or circle the punctuation examples in Text 2.

What are new examples of punctuation for you?

_____

To understand all the words in Text 2, it helps to understand punctuation - question mark, comma, dash, brackets, inverted commas, semi-colon, colon and full stop.

Yes/No/Don't know

1. Punctuation may be a new word. A dash, (-), means the word meaning is next or examples of the word are next. Yes/No/Don't know

2. (a) A special work place word has '...' (inverted commas) around it. Yes/No/Don't know

Which word has got ' ' (inverted commas) around it in Text 2: Jobs Underground? _____

2. (b) Slang words (everyday 'street' English) sometimes have inverted commas (' ') around them.   Yes/No/Don't know

3. The writer gives you the meaning of 'cave-in' after it. What is the meaning?

_____
_____

What is the punctuation help?   B _ _ _ _ _ _ _

4. A comma (,) can show you more information . Yes/No/Don't know

5. What are two things miners do in coal mines?_____
_____

6. Commas can show you examples in a list. Yes/No/Don't know

Go back to Text 2 paragraph 2 of Coal mining and underline the lists.

Use commas in these examples:

Bananas oranges apples and strawberries are fruit.

Americans Canadians Australians New Zealanders and British people speak English.

7. Names of people, places and important names start with a big (capital) or a small letter? _____

8. Which words are names in Text 2: Coal mining?

_____ _____ _____ _____

What is the group word for these words? C _ _ ntr _ _ s.

9. The first letter in a sentence is a big letter (capital letter). Yes/No/Don't know

10. A question mark (?) means the answer is next. Yes/No/Don't know

11. 'Which countries have a lot of coal mining accidents?' There are examples of 'accidents' in the answer of Text 2: Jobs Underground. Yes/No/Don't know

What is one example of an accident in paragraph 2? _____
_____

12. A semi-colon (;) gives you more information, an example or uses easy English to help with the bit before it. Yes/No/Don't know

13. The ; (semi-colon) ' in paragraph 2 means there is more information or examples about accidents next. Yes/No/Don't know

14. A colon can show the meaning is next. Yes/No/Don't know

15. A colon can also show a list of examples. Yes/No/Don't know

16. **coal**: useful black or dark brown rock for burning.

The colon (:) after coal is for a list of examples. Yes/No/Don't know

17. **coal**: black or dark brown rock. The colon (:) is to show you the meaning is next.

Yes/No/Don't know

18. Put the colons (:) and commas (,) and full stops (.) in these sentences:

Fruit   bananas oranges apples and strawberries

Countries Canada Australia New Zealand and USA

Verbs do come go talk read say and listen

Adjectives dangerous safe hurt late and long

Your turn.

Here is Text 2: Coal mining without any punctuation. Can you put in the missing capital letters, commas, full stops, question mark, inverted commas, colon, semi-colon and brackets?

coal miners can die because their work is dangerous   they dig coal in mines under the ground work long hours and there is always the danger of a cave-in   the roof or walls of the tunnels fall in   there is often no way out so they wait for rescuers   sometimes the rescue is too late because a lot of water gets into the tunnel and the miners drown

which countries have a lot of coal mining accidents   china united states australia and canada have many coal mines   hundreds of miners drown, die from rocks falling or are hurt every year in these countries.

coal black or dark brown rock.

Using the language - asking other students questions and getting information

1. How many students in the class have coal mines in their country? _____

2. How many students in the class know a coal miner? _____

3. Do you want to be a coal miner? Why or why not?

Test your knowledge.

Finish the words in the punctuation diagram. One space(_) is one letter. Add colour to help remember.

Diagram labels:

- meaning next
- c____ a
- c___n
- L__st
- L__st / example example example example
- extra inf_____t__n
- proper n___n
- name
- first word in a sentence
- CAPITALS
- rqu_____ m____
- ans___ is next
- ?
- meaning is near
- d____
- meaning is near
- sl___g
- work/sp_c___l w_rd
- _nv_rt_d c_mm_s
- extra inf_____t__n list
- semi-colon
- m__n__g
- br_ck_t
- t____n
- x____ c
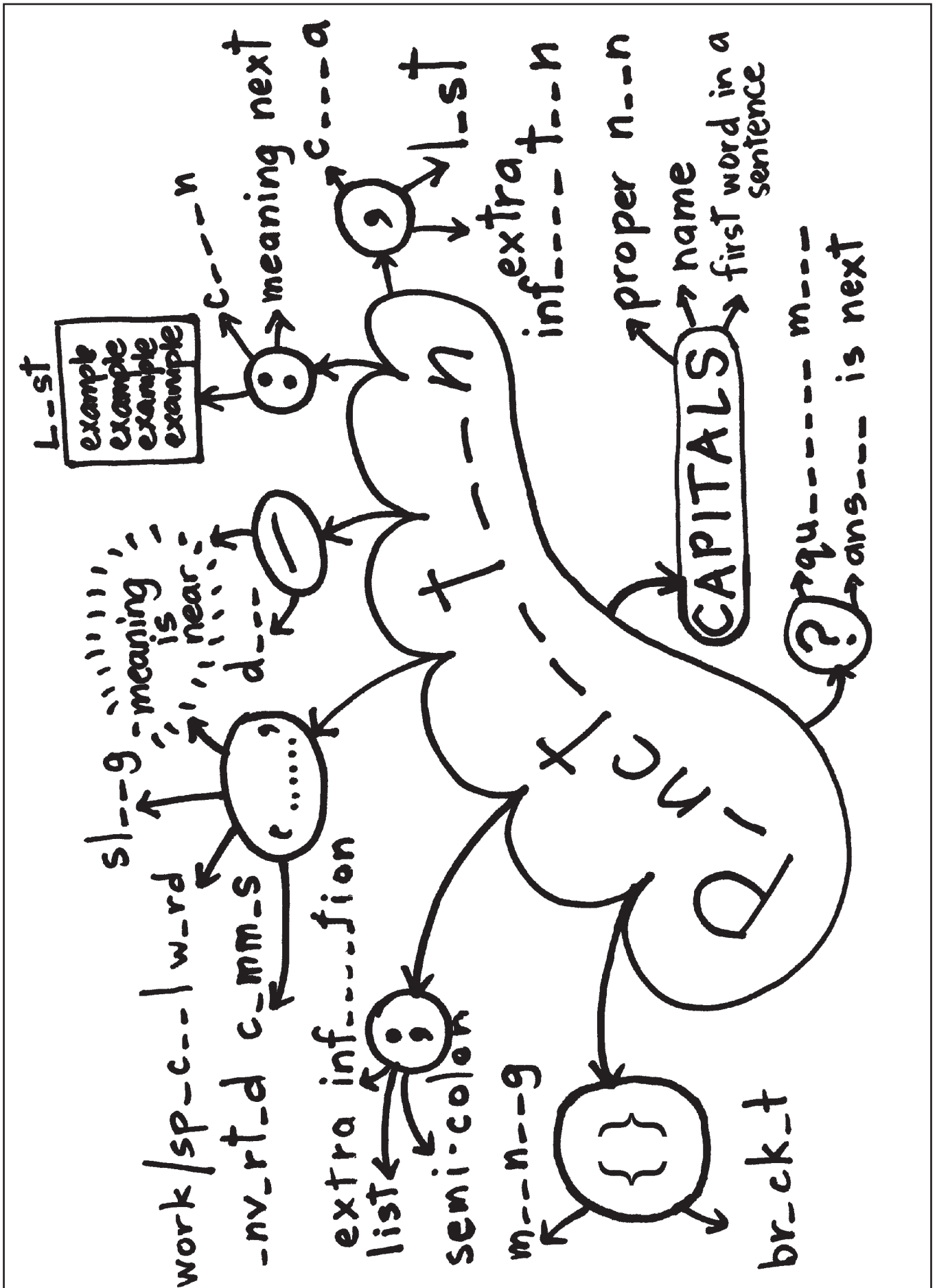
Unit 3: Health Dangers for Coal Miners

Pre reading task 1: Prediction of vocabulary (guessing from information).
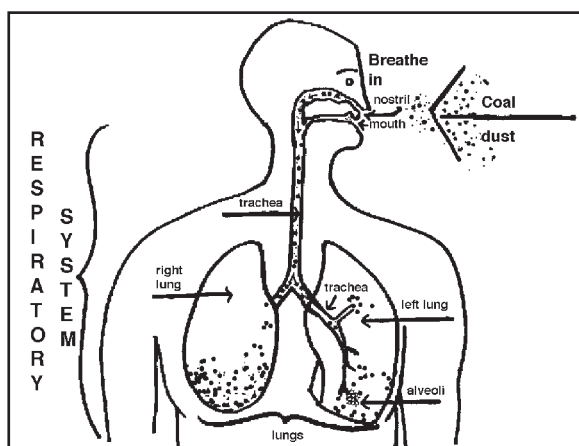
Look at the title of the text of Unit 3: 'Health Dangers for Coal Miners' and the diagram above. Do not use your dictionary. What parts of the body do you think will be in the reading about Health Dangers for Coal Miners? _____

What other words do you think will be in the reading?

_____

_____

Pre reading task 2: Four main ways to guess the meaning of new words.

The letters a e i o u k rtlndshmf are missing from the following words. These ways help you to guess the meaning of new words. One __ = one letter e.g. Loo_k_

1. Loo _ at the il _ _ _ _ _ _ _ _ _ _ s.

2. _ _ ok   at the dots a _ _   d _ _ _ _ es (p _ nct _ _ tion)   ar _ _ nd   th _ new words.

3. _ ook _ _   t _ _   gr _ _ m _ _.

4. L _ _ k   _ t   th _   p _ rts _ _ the new w _ rd. D _ y _ _   _ n ow   _ny of the

m _ _ nings of the parts? (e.g. moth_er_: the end part _-er_ means person or thing.)

Pre reading task 3: Prediction of content from title, diagram and picture.

Before you read the text about 'Health Dangers for Coal miners', choose which answer from a-e is the best for all of text 3. When you finish reading the text, check your answer. Change the answer if you are wrong.
a) money for dangerous work
b) miners' health problems
c) dirty work   d) accidents in coal mining
e) parts of the body

A coal miner

Text 3: Health Dangers for Coal Miners.

Read this but don't use a dictionary.

Coal mining is dirty work because coal is black and dusty. It is also dangerous work for miners because the black coal dust gets into the lungs through the nose and mouth. This dust causes some lung diseases e.g. [1]Emphysema, [2]Pneumoconiosis and causes *cancer too.

[1]Emphysema:

damage to the alveoli (air sacs) in the lungs; the alveoli cannot fill with fresh air so there is difficulty with inhaling (breathing).

[2]Pneumoconiosis:

or Black lung disease is caused by inhaling coal dust.

Glossary:

*cancer: a malignant growth; a growth in your body which can kill you; a growth gets bigger and bigger and your body cannot stop it.

A coal miner

Diagram 1: to show where coal dust goes when you breathe (inhale)
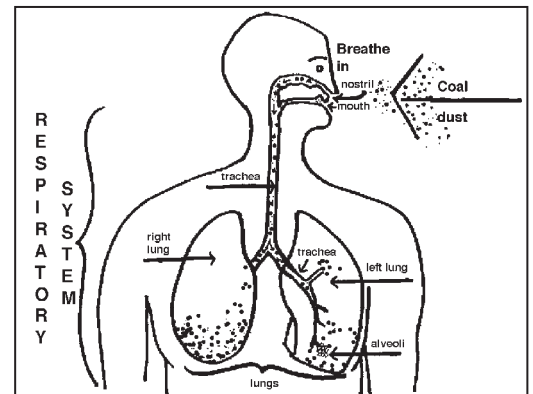
Test your understanding.

Answer these questions about Text 3.

1. Pre reading task 3 'Health Dangers for Coal miners'. Were you correct?   Yes/No

2. This text is from:

a) a newspaper   b) a letter c) a health magazine d) a TV web site

3. Coal dust is small and in the air.   Yes/No/Don't know

4. Coal dust causes health problems.   Yes/No/Don't know

5. Coal mining is not a safe job. Yes/No/Don't know

6. Where does coal dust go in the body? From the _____

to the _____ .

7. What are 3 dangerous illnesses for miners? _____ _____

and _____ .

8. You can breathe easily with Emphysema. Yes/No/Don't know

9. What is another name for Pneumoconiosis? _____

Where do you think this name comes from? _____

10. What damages alveoli? _____

About Your reading skills.

1. I used my dictionary before I answered the questions. Yes/No/Don't know

2. The main meaning of Text 3 is easy to understand.   Yes/No/Don't know

3. In Text 3 the writer thinks you know every word. Yes/No/Don't know

4. I looked at the diagram to help me understand.   Yes/No/Don't know

5. I am using punctuation to help with the meaning of new words. Yes/No/Don't know

To understand some new words in Text 3: Health Dangers for Coal Miners, you read the meanings in the side-notes and glossary. Yes/No/Don't know

1. Is there more than one way in the text to show a word is in the glossary?

Yes/No/Don't know

2. Is a glossary a kind of small dictionary? Yes/No/Don't know

3. Is 'cancer' a new word? Yes/No/Don't know

Is 'cancer' a word you can usually hear, say or read? Yes/No/Don't know

Does the writer think you know the word 'cancer'? Yes/No/Don't know

Is there an asterisk (*) in front of the meaning of 'cancer' in Text 3? Yes/No/Don't know

Is the meaning of 'cancer' on the right side of Text 3? Yes/No/Don't know

Glossary is the name of a small dictionary you see after the text. Yes/No/Don't know

4. Are side-notes under the text? Yes/No/Don't know

In front of the word 'Emphysema' is a number. What is it?   ____

Do you want to know the meaning of 'Emphysema'?   Yes/No/Don't know

Does the writer think you know the word 'Emphysema'?   Yes/No/Don't know

In front of the word 'Pneumoconiosis' is a number. What is it?   ____

Do you really need to know the meaning of 'Pneumoconiosis'? Yes/No/Don't know

Does the writer think you know the meaning of 'Pneumoconiosis'? Yes/No/Don't know

Is the meaning of 'Pneumoconiosis' on the left side of Text 3? Yes/No/Don't know

A doctor knows the words 'Emphysema' and 'Pneumoconiosis'. Yes/No/Don't know

Side-notes are on on the side of the page and can help you with meaning of unknown words. Yes/No/Don't know

Your turn.   What do you know?

1. Look at the Glossary again. You can see two ; (semi-colons) in the meaning of cancer.

Is a simple English example and extra information after the ; (semi-colons)?

 Yes/No/Don't know

2. A name (proper noun) starts with a capital letter.

What are two examples of 'proper nouns' in Text 3? _____

_____

What kind of diseases are Emphysema and Pneumoconiosis? L _ _ _

3. Is disease a word for a group of things e.g. fruit, jobs, colours? Yes/No/Don't know

Which group of diseases are Emphysema and Pneumoconiosis from?

Heart or respiratory? _____

Does a disease make you sick? Yes/No/Don't know

4. Does 'malignant' tell you about growth?   Yes/No/Don't know

Can the growth kill you?   Yes/No/Don't know

Is 'malignant' a doctor's word?   Yes/No/Don't know

5. In the side-notes, find the word 'alveoli'. What does it mean? (two words)

_____ _____

In the side-notes, find the word 'inhaling'. What does it mean? _____

What punctuation helped you with the meaning of 'alveoli' and 'inhaling'?   B _ _ _ _ _ _ _

6. What is the result of damage to the alveoli? _____

_____

Is 'damage' something bad for the body and causes problems? Yes/No/Don't know

7. Find 4 words from Text 3 which are both nouns and verbs with no spelling change:

 w _ _ k   d _ _ t   k _ _ l   and d _ m _ g _

Compete in pairs or small groups to write two correct sentences for each of the above words.

A cat with its kill.

A dog with a hunter's kill.

Using the language.

A. Write sentences with work, dust, kill and damoage 2 as a noun and a verb to help remember the meaning.

a) verb:_____

noun: _____

b) verb:_____

noun: _____

c) verb:_____

noun: _____

d) verb:_____

noun :_____

B. Talk to the students in the class.

1. Are breathing diseases common in your cities? Why or why not?

2. How many students in the class have breathing problems (e.g. asthma) from dust, dirty air or from flowers and grass? _____

3. How many students want to work in jobs to do with health? _____

Test your knowledge.

Finish the words in the Other Ways diagram. One space is one letter. Add colour to help remember.
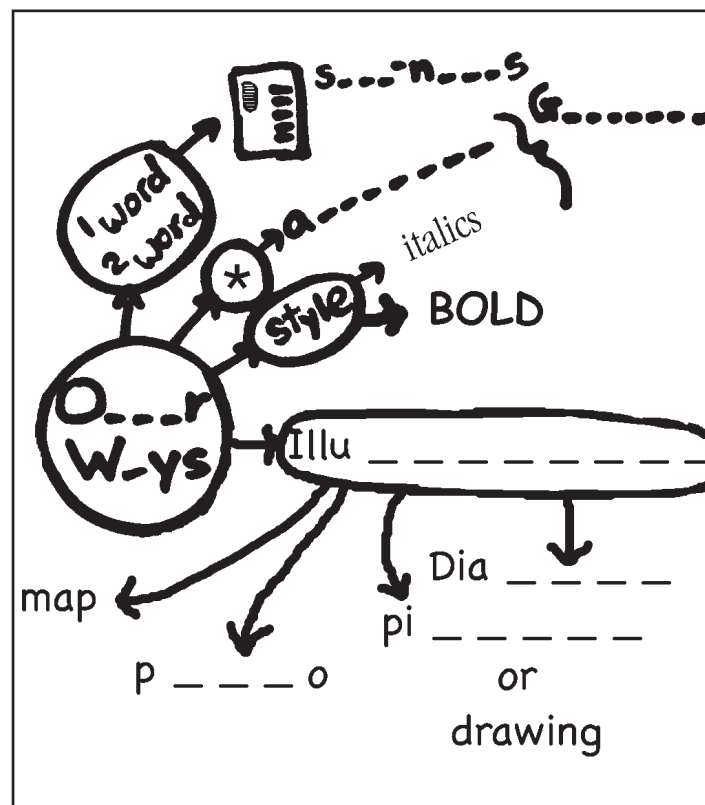
Diagram: Other Ways to show meaning of unknown words in a reading or text.

Section 2

Grammar Markers:

Reference words
Conjunctions
Example signal words
Definition signal words

Unit 4: Where can you smoke?

Pre reading task 1: Prediction of vocabulary (guessing from information).

Time line of smoking bans in public areas in some places in the world

Year	Places
2004	New Zealand, Ireland, Brazil, Norway
2005	parts of Canada
2006	Spain, Argentina
2007	most of Australia, Bermuda and some cities in USA, Germany, France, Finland, Iceland, Hong Kong, Italy, India, Iran, Latvia, Lithuania, Malta, United Kingdom, Denmark
2008	two major cities in China, Netherlands, Belgium, Turkey, Olympics in China
2009	Mexico (complete ban)
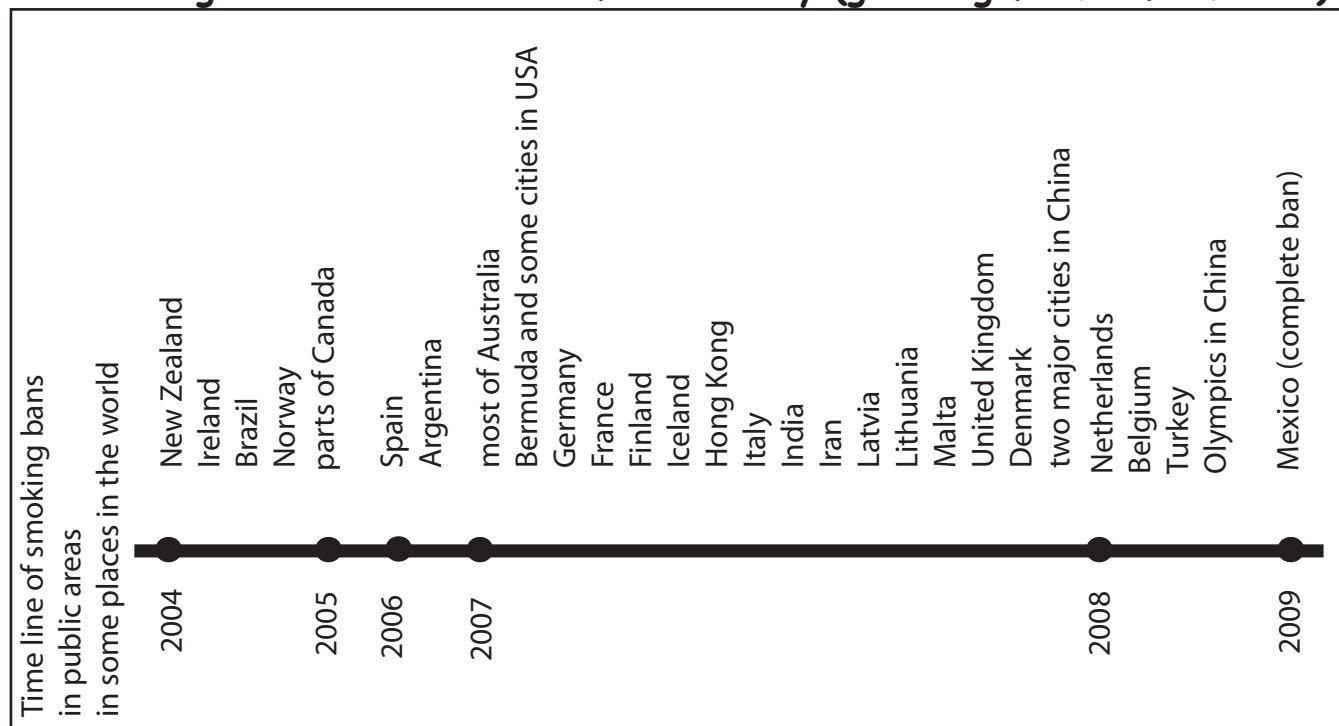
1. Look at the title of the text of Unit 4: 'Where can you smoke?' and the time line above. Do not use your dictionary. Which countries do you think will be in the text? Choose 3.
_____
What other words do you think will be in the text? _____
_____
Ban is a positive or negative word? _____

Pre reading task 2: Four main ways to guess the meaning of new words.

What can you remember? Words are missing from 1-4 and they help you to guess the meaning of new words. The first letter is given. Check in the glossary for spelling.
1. Look at the i _____. (e.g. pictures, diagrams, photos, maps, graphs)
2. Look at the p_____. (e.g. ? : ; , _ { } .)
3. Look at the g_____ markers. (e.g. and, so, but, because, reference words)
4. Look at the parts of the word e.g. (e.g. moth<u>er</u>: the end part <u>-er</u> means person or thing.)

Pre reading task 3: Prediction of content from title & time-line diagram.

Before you read the text about 'Where can I smoke?', choose which answer from a-e is the best for all of the text. When you finish reading the text, check your answer. Change the answer if you are wrong.

a) money and health   b) laws about smoking in the world
c) the cost of cigarettes   d) smoking in the workplace
e) where smoking laws are changing and why

Text 4: Where can you smoke?

In 2004 New Zealand banned all smoking in work places and public places like school grounds, pubs, banks, restaurants and shopping malls. New Zealand is not the only country to do this; Ireland, Brazil and Norway also passed laws in the same year to stop people smoking in public areas. It is a growing movement around the world. So, why do some governments think smoking is harmful?

[1] chemicals which cause cancer

There are [1]carcinogens in cigarette smoke e.g. nicotine, Hydrazine and Dimethylnitrosamine. Some of these are addictive, for instance nicotine, so people can't stop smoking easily and always want another cigarette.
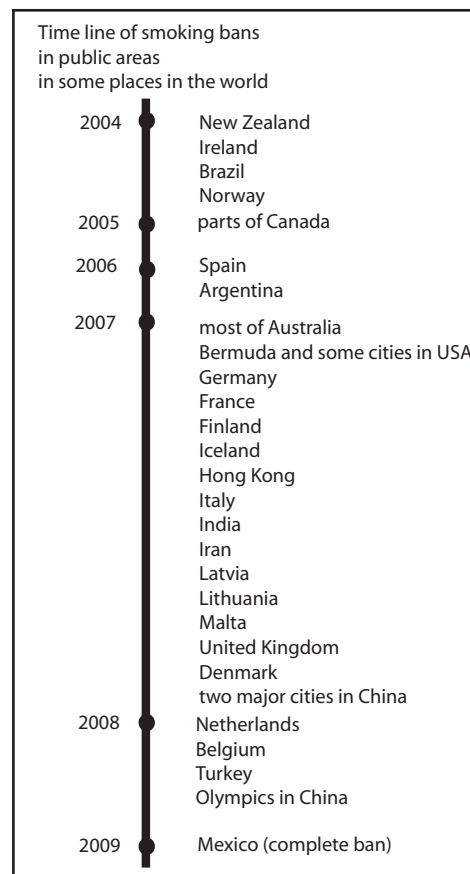
Another reason is that in the workplace or a restaurant, people who don't smoke, breathe others' cigarette smoke and inhale it into their lungs. These people are now smoking passively. Passive smokers don't buy cigarettes or smoke them but are beside someone with a lit cigarette and breathe second-hand smoke.

Governments are banning smoking because the health costs are now high for smokers and people around them. In New Zealand nearly all business people agree with the ban and there is also better air quality in all public places now.

Time line of smoking bans in public areas in some places in the world

Year	Place
2004	New Zealand
	Ireland
	Brazil
	Norway
2005	parts of Canada
2006	Spain
	Argentina
2007	most of Australia
	Bermuda and some cities in USA
	Germany
	France
	Finland
	Iceland
	Hong Kong
	Italy
	India
	Iran
	Latvia
	Lithuania
	Malta
	United Kingdom
	Denmark
	two major cities in China
2008	Netherlands
	Belgium
	Turkey
	Olympics in China
2009	Mexico (complete ban)

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Answer these questions about Text 4.

1. Pre reading task 1 & 3 'Where can you smoke?'. Were you correct?   Yes/No

2. There are five paragraphs.   Yes/No/Don't know

3. Choose the best answer from a-d. This text is from:

a) a news web site   b) a sports newsletter c) a friend's letter   d) a car magazine.

4. Match the paragraphs to the main ideas. Write the number of the paragraph in the space:

results: paragraph _   a reason for smokers to stop: paragraph _

a reason for no smoking in public places: paragraph _   history: paragraph _

Note: Not Given means there is no information in the text. It does NOT mean you don't know.

5. There is a link between smoke, smokers, people around smokers and bad health.

Yes/No/not given

6. Carcinogens are good for you.   Yes/No/not given

7. What are two reasons to ban cigarette smoking in public places?

_____

8. More and more countries and cities are banning smoking in public areas.

Yes/No/not given

9. People can smoke in a shopping mall in Korea. Yes/No/not given

10. When did United Kingdom make law changes about smoking? __

11. 'To ban' means to pass a law to stop people doing something. Yes/No/not given

12. Complete the diagram to help you remember information in the text. Use colour to help.
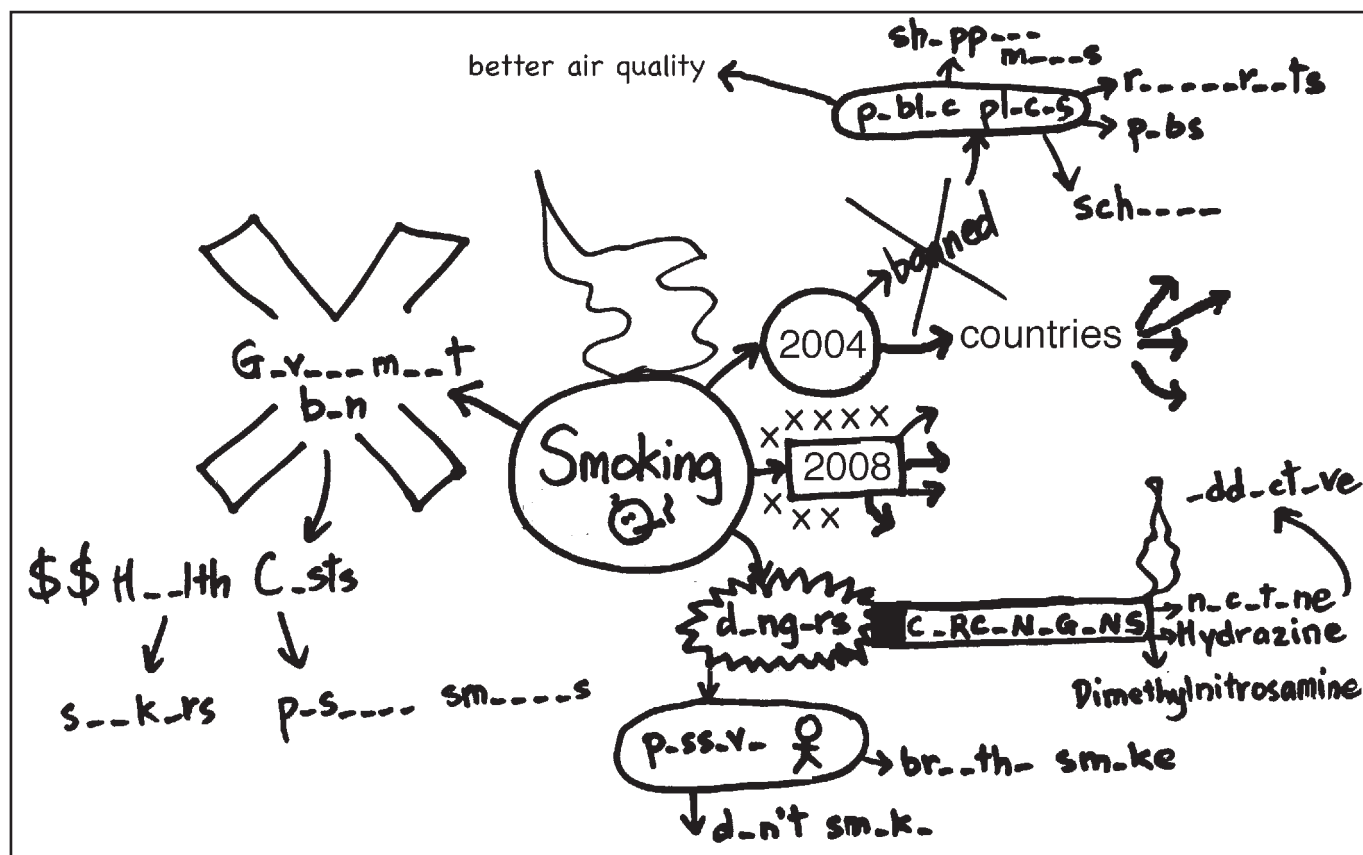
better air quality ←

sh_pp___ m___s

p_bl_c pl_c_s

r_____r__ts

p_bs

sch____

G_v____m__t b_n

Smoking

2004 → banned → countries

2008

$$ H__lth C_sts

s__k_rs   p_s____ sm____s

d_ng_rs   C_RC_N_G_NS   Hydrazine   Dimethylnitrosamine

_dd_ct_ve

n_c_t_ne

p_ss_v_ → br__th_ sm_ke

d_n't sm_k_

About Your reading skills.

1. I used my dictionary before I answered the questions. Yes/No/Don't know

2. The main meaning of Text 4 is easy to understand. Yes/No/Don't know

3. I looked at the time line to help me understand. Yes/No/Don't know

4. I am using punctuation and other ways to help with the meaning of new words. Yes/No/Don't know

5. Which of the following words are new for you and you can't guess the meaning?

Check (x) in the box ☐ after each word if you CANNOT guess the meaning from the text or illustrations.

public places ☐   movement ☐   harmful ☐ nicotine ☐   addictive ☐

breathe ☐ inhale ☐   Dimethylnitrosamine ☐ Hydrazine ☐ ban ☐

shopping mall ☐ lit ☐   quality ☐ air ☐   chemicals ☐

6. Do you need to know the meaning of all of these words to understand the meaning?

Yes/No/Don't know

7. Which words in the text helped you with the meanings? _____

_____

Self Study development - Back and forth

Before you use your dictionary, learn about reference words. In English we use reference   words e.g. this, that, it, my, your, his, her, their, him, them, one, other(s), these, those etc... to replace words from before (or sometimes in front). You look at the word, words or sentence before in order to choose the referred word or words. Think about :

• is the reference word singular ?(1 e.g. it) or plural (2 or more e.g. these)

• does the meaning change if I use the referred words in the new sentence?

• is the referred word a subject e.g. one , other, he, governments, my, his?

• is the referred word an object e.g. him, her, them?

1. Find and circle the following words in text 4:

Paragraph 1: this, in the same year, it

Paragraph 2: some of these,

No thanks mate! I'm only a passive smoker.

Paragraph 3: other's it, their, these people, them

Paragraph 4: them

Draw a line from each reference word to the word, words or sentence it refers to (replaces).Put the referred word or words into the sentence to check the meaning is the same. e.g. 'this' in paragraph 1 means 'banned all smoking in work places and public places'.

Check your answers. How many of the reference words were correct? _____

Here are 3 more examples from units 2 and 5. Draw a line from the **bold** word to the word or words that it refers to (replaces).

1. 'Coal miners can die because **their** work is dangerous.' (unit 2)

Does 'their' mean the work is the coal miners' work?   Yes/No/Don't know

Coal mining is dirty work because coal is black and dusty. **It** is also dangerous work for miners because the black coal dust gets into the lungs through the nose and mouth. **This dust** causes some lung diseases ......

2. **It** in line 2 means coal mining. Yes/No/don't know
3. What two adjectives does '**this dust**' refer to? _____ _____

4. Reference words are also about time. e.g. in the same year. What other time reference words can you add? once, in the same hour, _____
Note: use 'on' not 'in' for any time words with 'day' e.g. on the same day.

5. Sometimes reference words are before the main words. Look at this example from unit 5:We all use electricity everyday for **things** like lights, for cooking and kitchen appliances.

What does **things** refer to? _____

Your turn - what can you remember?

1. What are 6 names in the text?

_____

2. Addictive is a positive word. Yes/No/Don't know

3. What is an example of an addictive chemical? _____

4. 'so people can't stop smoking easily' is a reason. Yes/No/don't know

5. A 'lit' cigarette means someone is smoking one. Yes/No/Don't know

6. 'beside someone with a lit cigarette' repeats the idea of smoking passively .
   Yes/No/Don't know

7. 'breathe', 'inhale', and 'lungs' link with which word in the last sentence? H _ _ _ _ _ _

8. Passively is in the same word family as _____

9. What noun in the text is in the same word family as 'smoke' and 'smoking' ? _____

10. Ban is a noun and a verb in the text. Yes/No/don't know

Test your knowledge.

Finish the words in the Grammar Markers diagram. One space(_) is one letter.

Add colour to help remember. Add more grammar markers too.

DEFINITION

LINKS   so + result

Gr_mm_r M_rk_rs

EXAMPLES

Ref_r_nce

12:15PM

th_n

_nc_

s_m_

th_ngs

that   *   th_ _ _ _

t_ _s_/_h_s_

th_ _/_ _ _ _r
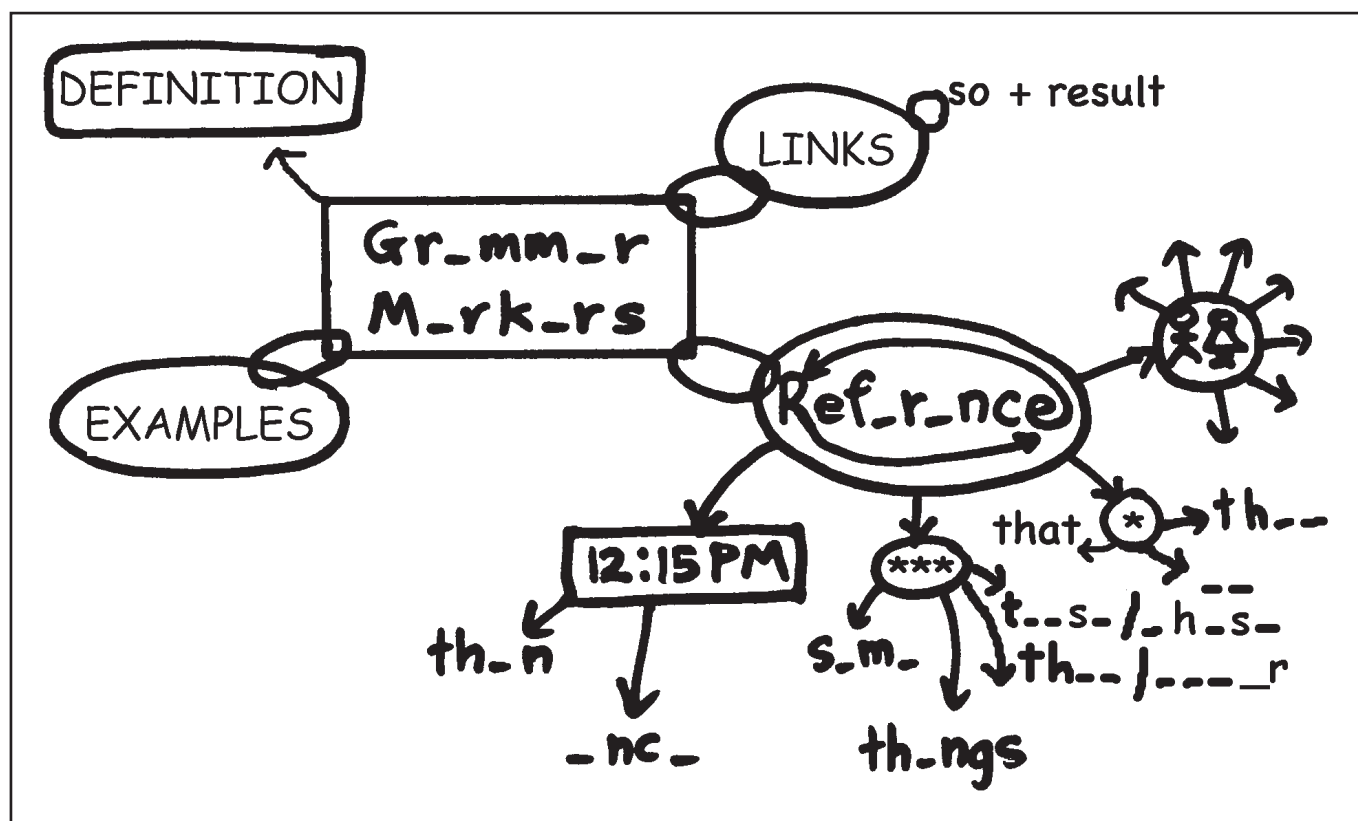
Using the language.

1. How many students have smoking bans in public areas in their countries now? _____

2. Where can you smoke now in this country? _____
   _____

3. Which countries have expensive cigarettes? _____
   _____

Unit 5: Energy in the home

Photo 1: to show kitchen appliances.
From left to right: electric stove, kettle, blender, cake mixer, rice cooker, toaster.
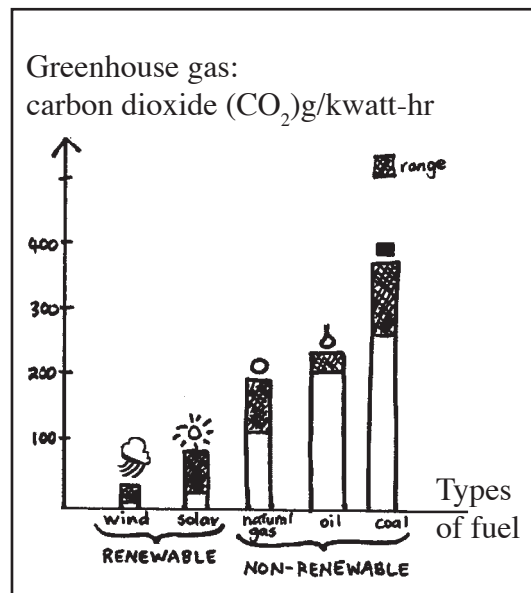
Greenhouse gas: carbon dioxide (CO_2)g/kwatt-hr

Graph 1: to show Greenhouse CO_2 gas emissions by fuel type (in grams of carbon equivalent per kilowatt-hour)

What energy can you use for kitchen appliances? e _ _ _ _ _ _ _ _   power
(Look behind the kettle at the wall of the kitchen.)
A lot of greenhouse CO_2 gas is not good for our world.   Yes/No/Don't know
From the graph, do you think making energy from coal is good for our world? Why or why not? _____
There is a connection (link) between energy for kitchen appliances and Greenhouse gas emissions.   Yes/No/Don't know

Pre reading task 1: Prediction of vocabulary (guessing from information).

Look at the title of the text of Unit 5: 'Energy in the Home' and the illustrations above. Do not use your dictionary. What words do you think will be in the text?
E.g. electric, use, _____
_____

Pre reading task 2: Three main ways to guess the meaning of new word.

What are some ways to guess the meaning of new words? **GOV** is a mnemonic (see the glossary) to help you remember. Can you add examples or letters to finish the words? Write in the spaces.
Grammar markers e.g. and, because, _____, _____, _____
Other ways e.g. glossary, side-_ _ _ _ _ , *italics*, **Bold**, *, illust _ _ _ _ _ _ s
Vocabulary e.g. word family, prefixes and suffixes, form

Pre reading task 3:Prediction of content from the title, photo and graph.
Before you read the text, which answer from a-e is the best for all of text 5: Energy in the Home? When you finish reading the text, check your answer. Change the answer if you are wrong.
   a) coal in USA
   b) money and coal
   c) using coal in the kitchen
   d) the good and bad things about coal for fuel
   e) making electricity from coal

Unit 5: Energy in the home

Read this but don't use a dictionary.

The price of oil and gas is going up so many countries are burning coal again for heating and generating electricity. We all use electricity everyday for things like lights, for cooking and kitchen appliances. Coal is a very cheap kind of fuel because it is a natural resource but it produces the most carbon dioxide (CO_2) and too much of this is not good for the environment. Another disadvantage is that coal is a non-renewable resource; once you remove it by mining, then there is no more. Wind and solar power, on the other hand, are renewable clean resources.

However, coal is plentiful and many countries have large *deposits* of it for example, USA, China, Australia, Canada and New Zealand. It is often the cheapest choice for generating electricity.

Which do you think is more important, the land, air and water around you and your future children or the price of electricity? ©VMP 2009www.englishteacher.co.nz
a *deposit*: a large amount of something in one place; coal or other metals in the earth; money in the bank.

Photo 1: kitchen appliances

from left to right: stove, kettle, blender, rice cooker and toaster. In front is a cake mixer.
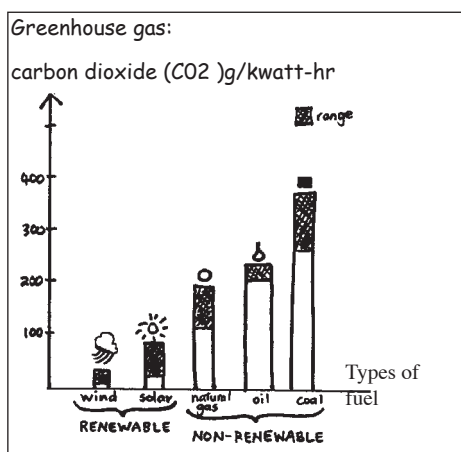
Graph 1 : to show Greenhouse CO_2 gas emissions by fuel type* in grams of carbon equivalent per kilowatt-hour.
*includes fuel mining, preparation and transport; plant construction; power production.

Answer these questions about Text 5.

1. Pre reading task 3 'Energy in the Home'. Were you correct? Yes/No

2. How many paragraphs are there? _____

3. You can find this kind of text in:

a) a music magazine b) a letter c) a schoolbook d) an advertisement e) a shop window

4. What do electric appliances use? _ _ _ _ _ _ _ _ _ _ _ _

5. What is CO_2 ? _____ _____

6. Non- renewable fuel types make more Greenhouse CO_2 gas emissions.

Yes/No/Don't know

7. What are two disadvantages of using coal for fuel? _____
_____

8. What are 3 good things about using coal for fuel? _____
_____

9. What are 5 examples of fuel in the text?

   _____

10. Where is coal plentiful? (5 examples) _____ _____

_____   _____   _____

11. Countries with large deposits of coal are starting to use it for generating electricity again because it is expensive. Yes/No/Don't know.

12. What word in paragraph 1 means the same as 'the land, air and water around you' in paragraph 3? _____

13. Which 3 fuel types make more than 100g of CO_2 per kwatt hour? _____

14. Which 2 fuel types sometimes make more than 200g of CO_2 per kwatt hour? _____

15. Which fuel type makes the most CO_2 per kwatt hour? _____

About Your reading skills.

1. I used my dictionary before I answered the questions. Yes/No/Don't know

2. The main meaning of Text 5 is easy to understand.   Yes/No/Don't know

3. I looked at the graph and photo to help me understand.   Yes/No/Don't know

4. I can guess the meaning of new words easily.   Yes/No/Don't know

5. Which of the following words are new for you and you can't guess the meaning?

Check (x) in the box ☐   after each word if you CANNOT guess the meaning from the text or illustrations.

   generating ☐   electricity   ☐   disadvantage ☐ environment ☐   earth
     deposit ☐ plentiful ☐   carbon dioxide ☐ construction ☐ emissions ☐
   kilowatt-hour ☐   equivalent   ☐   includes ☐   solar ☐   production ☐ choice ☐
          plant   ☐   metal   ☐   natural ☐

6. Which words in the text helped you with the meanings? _____
_____

7. Do you need to know the meaning of all of these words to understand the main meaning? Yes/No/Don't know

---

Self Study development: conjunctions (joining words)

To understand all the words in Text 5, you need to know the uses of these joining words and, so, because, or, also, another, but, however, on the other hand and their uses. How do they work?

So shows you the result after the word so.
Because shows you the reason after the word because.
And always joins two or more things. The things are always in the same group.
Or can show you another choice or another example.
Also, too and another mean they add (+) to the idea or words before.
But, however and on the other hand show you the opposite or negative or a different idea are next.
Find and, so, because, or, also, too, another, but, however, on the other hand in text 5 and underline them.

What do you know? Choose the best word: or, but, result, next, however, reason, and, the same, add, on the other hand.

1. 'So' shows you the _____ after the word so.

2. 'Because' shows you the cause or the _____ after the word because.

3. _____ always joins two or more things. The things are always in ___ _____ group.

4. _____ can show you another choice/example.

5. You can use also to _____ ideas.

6. _____ or _____ or _____ show you something different is _____.

A and B and C show the meanings with ✧. Put the correct letter in the brackets ( ).
(A) ✧ + ✧   ( ) ONE AND THE OTHERS
(B) ✧ + ✧ + ✧ + ✧   ( ) ONE AND THE OTHER
(C) ✧ + ✧✧✧✧   ( ) ANOTHER AND ANOTHER AND ANOTHER

'...so many countries are burning coal again.'
7. 'so' shows you the result of the prices going up. Yes/No/Don't know

'...for heating and producing electricity.'
8. 'and' shows you the the actions (-ing) are similar. Yes/No/Don't know

'...for cooking and kitchen appliances.'
 'and' shows you the the things are similar. Yes/No/Don't know

Both things and actions are positive (+). Yes/No/Don't know

9. 'Coal is a very cheap kind of fuel because it is a natural resource but it produces the most carbon dioxide (CO_2)...'

Why is coal a cheap fuel? Underline the answer in the sentence above.

10. 'but' shows you a change or argument against cheap coal.   Yes/No/Don't know

'...and too much of this is not good for the environment.'
'and' shows you both ideas (the most CO_2 and not good for the environment) are negative. Yes/No/Don't know

11. '...Another disadvantage is...   ''Another' adds to the negative (-) ideas before.

Yes/No/Don't know

12. ...once you remove it ...'   'once' refers to the first time. Yes/No/Don't know

'...then there is no more.' 'Once' and 'then' are time markers. Yes/No/Don't know

'...Wind and solar power, on the other hand, are ...'
13.   'on the other hand' shows you the next idea is the opposite.   Yes/No/Don't know

You have got two hands and they are opposite shapes. Yes/No/Don't know

14. 'However, coal is plentiful...' 'However' and 'but' mean the same thing in Text 5.

Yes/No/Don't know 'However' can start a sentence. Yes/No/Don't know

'However' can start a paragraph. Yes/No/Don't know

It is best to start a sentence in formal writing with 'however',

not with 'but'.   Yes/No/Don't know

 'However' shows you the next bit is negative or opposite.

        Yes/No/Don't know

15. '...your future children or the price of electricity?'

'or' shows you the next thing is a possible choice.   Yes/No/Don't know

16. When you understand the use of grammar marker words, it helps you understand the main meaning.   Yes/No/Don't know

Your turn - what can you remember?

1. What do the following words refer to?

Paragraph 1: things, _____ it (3) _____ and this_____

Paragraph 2: it (2) _____   How many were correct? _____

2. What word in paragraph 1 is the opposite of advantage? _____

Good vocabulary guessers always look at the illustrations. Yes/No/Don't know

3. Look at the picture above solar on the graph.

Is a symbol a picture with meaning? Yes/No/Don't know

4. Is the first symbol similar to wind?

Yes/No/Don't know

Are the other symbols similar to their shapes?

Yes/No/Don't know

Do you think solar generation means the making of power

from the sun? Yes/No/Don't know

Types of fuel

5. Does it take a long time to make coal, oil and gas in the ground? Yes/No/Don't know

Can you make new coal and oil and gas again quickly? Yes/No/Don't know

Do natural resources belong to your country or people in your country? Yes/No/Don't know

Are **resources** important things, you can use them and they belong to your country?

Yes/No/Don't know

6. Do **non-renewable resources** take a very long time to make again ? Yes/No/Don't know

Is **non-renewable resources**   the opposite of **renewable resources**? Yes/No/Don't know
Which part of the word helped you? _____

7. Where is the meaning for 'deposit' in the text?   In the _____ The word
Glossary is not always at the end of the text. Yes/No/Don't know
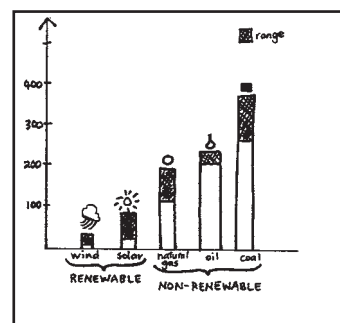
Using the language.

1. Which do you think is more important, the land, air and water around you and your

future children or the price of electricity? How many people agree with you? _____

2. What are other ways to generate electricity? From w _ t _ r (another name is hydro-electricity) and n _ c l _ _r power. How many ways do you generate electricity in your country? From _____

_____

Unit 6: Millions of Years Ago
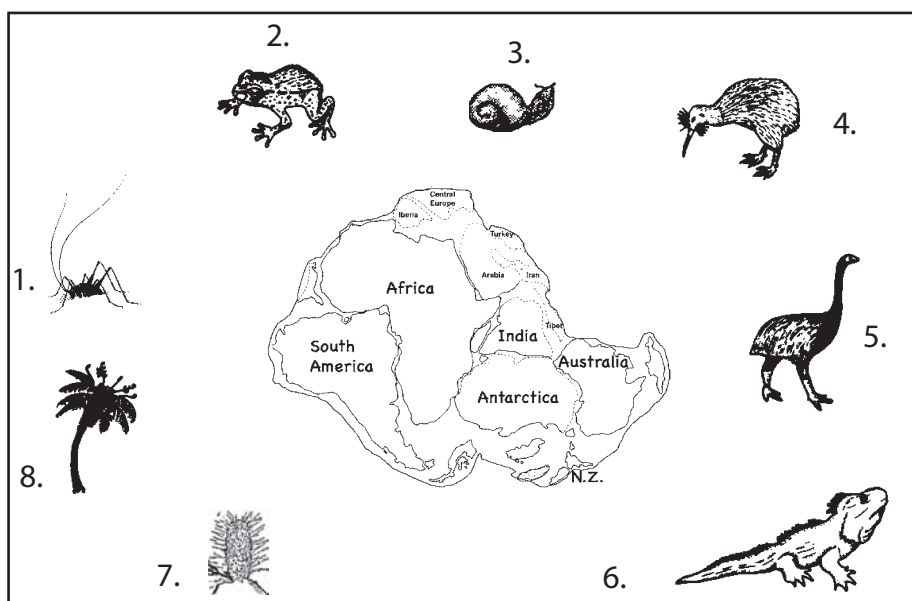
Diagram to show animals and plants in New Zealand from the super continent Gondwanaland - from 180 million years ago.
1. Weta - the longest insect in the world. 2. Frog. 3. Giant land snail. 4. Kiwi. 5. Moa -2-3m high birds; Maori hunted them to extinction (so there are no more now). 6. Tuatara lizards live for hundreds of years.
7. Rewarewa tree flower. 8. Ponga/tree fern

Pre reading task 1: Looking at the illustrations and title of the text.

Australia and New Zealand (NZ) are next to South America. Yes/No/don't know

What other continents can you see? _____

The birds and animals are unusual.   Yes/No/Don't know

Look at the title of the text of Unit 6: 'Millions of Years Ago.' and the illustrations above. Do not use your dictionary. What words do you think will be in the reading?
E.g. frog, lizard, _____
_____

Pre reading task 2: Three main ways to guess the meaning of new words.

What are some ways to guess the meaning of new words? **GOV** is a mnemonic to help you remember. Can you add examples or letters to finish the words? Write in the spaces.
G _ _ mmar m_ _ kers e.g. and, because, _____, _____, _____
Oth _ r w _ ys e.g. glossary, side-_ _ _ _ _ , *italics*, **Bold**, *, illust _ _ _ _ _ _ s
V_ _ _ _ _ _ary e.g. word family, prefixes and suffixes, form

Pre reading task 3: Prediction of content from the title and pictures.

Before you read 'Millions of Years Ago', predict which answer from a-e is the best for all of the text. When you finish reading the text, check your answer. Change the answer if you are wrong.
a) things to see in Gondwanaland   b) 180 million years ago in New Zealand
c) why New Zealand has some unusual animals   d) birds and animals in Gondwanaland
          e) museums in New Zealand

Text 6: Millions of Years Ago

kiwi
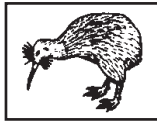
Ponga/tree fern

Gondwanaland
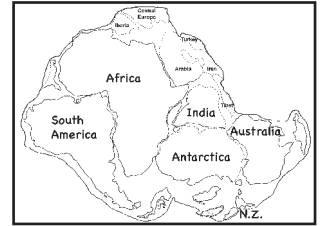
Giant land snail (left)
tuatara lizard (above)

Read this but don't use a dictionary.

[1]kauri: Maori name for the giant tree *Agatha australis*
[2]rewarewa: Maori name for the tree *Knightia excelsa*
[3]ponga: Maori name for the tree ferns *Cyathea cunninghamii*
[4]tuatara: Maori name for the reptile lizard *Sphenodon punctatus*
[5]kiwi:Maori name for the ground bird *Apteryx* and in the same family as moa
[6]weta: Maori name for the huge insect below *Hemideina crassidens*

New Zealand (N.Z.) today is similar to a museum because it still has ancient plant and animal species: [1]kauri [2]rewarewa and [3]ponga, [4]tuatara, [5]kiwi, [6]weta, frogs and giant land snails. Where did these **species** come from?

New Zealand was once part of a huge ancient continent 180 million years ago - Gondwanaland- along with other continents, for example Australia and Antarctica. New Zealand separated from Australia around 50-80 million years ago but was probably completely underwater 13 million years ago. Humans and other large land mammals did not arrive until 1-2000 years ago.

Before this time there were lots more places to live (habitat) for every species because they filled a lot of the mammal **niches**. Some animals like the moa and weta became giants and others became flightless, for instance the kiwi.

The kiwi, which is a descendant of the ancient Gondwana **ratites**, did not need to fly because the food was on the forest floor. There were also no dangerous predators around such as rats, cats, dogs or human hunters -Maori and Europeans- so they lived on the ground with other large flightless animals (insects, lizards, snails and frogs). It was safer for all of these animals at that time too.

moa

Glossary:
niches: the habitat and place in the animal or plant world
ratites: an ancient bird family group which includes moa, kiwi, emu and ostriches
species: a name of a group of living things

Answer these questions about Text 6.

1. Pre reading task 3 'Millions of Years Ago' .

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Were you correct?   Yes/No

2. Match the 4 paragraphs to the main ideas:

a) changes to animals' niches without mammals.

frog

b) Gondwanaland museum

c) ancient history of continents

d) the forest floor species

Paragraphs: (1) ___   (2) ___   (3) ___   (4) ___

3. This text is from

a) a school newsletter   b) a business email   c) a history textbook   d) a TV magazine

4. What do the following words refer to?

Paragraph 1: it _____, these species _____

Paragraph 3: Before this time _____, they _____, others _____

Paragraph 4: they _____, at that time _____ it _____

35

Note: Not Given means there is no information in the text. It does NOT mean you don't know.

5. New Zealand and Australia were parts of a super continent. Yes/No/Not Given

6. Today in New Zealand there are examples of plants and animals from 180 million years ago. Yes/No/Not Given

7. There were kangaroos in Australia 80 million years ago. Yes/No/Not Given

8. There are moa in New Zealand now. Yes/No/Not given

9. Why didn't the kiwi need to fly? (2 reasons)

_____

10. What reptile from Gondwanaland is in New Zealand now? _____

11. Why are cats, rats and dogs a problem in the New Zealand forest?

_____

12. Complete the words in the mindmap below. Add colour and more words to remember the text.
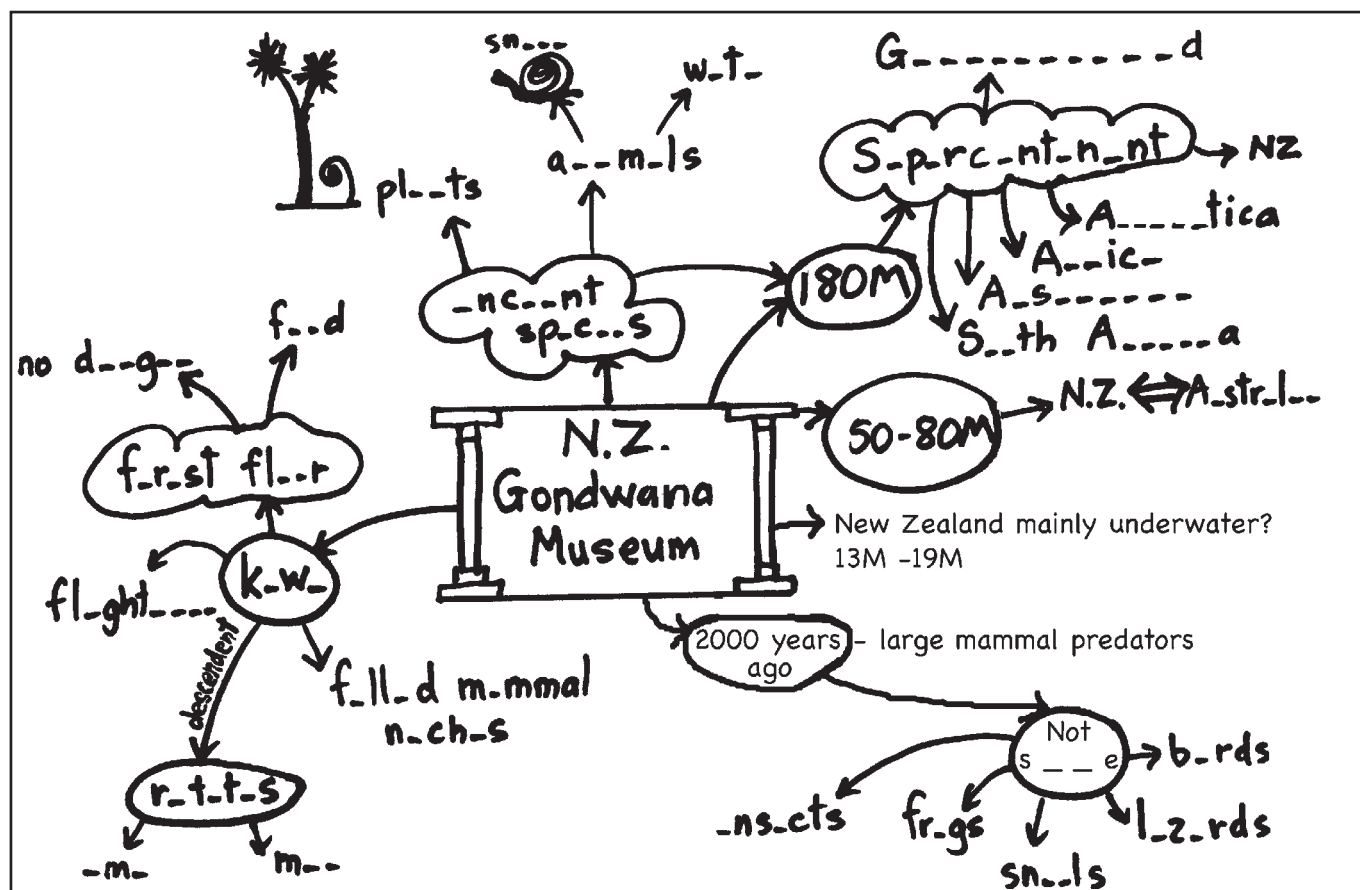
About Your reading skills.

1. I used my dictionary before I answered the questions. Yes/No/Don't know

2. The main meaning of Text 6 is easy to understand. Yes/No/Don't know

3. I looked at the illustrations, punctuation, glossary and side-notes to help me understand. Yes/No/Don't know

4. I can guess the meaning of most new words better now. Yes/No/Don't know

5. I don't need to know the meaning of every word in this text. Yes/No/Don't know

6. I am going to use my dictionary after Self Study Development. Yes/No

Self Study development: it's like a ...

To understand all the words in Text 6, it helps to look for grammar marker words before examples.   Yes/No/Don't know

These words help you with the meaning of new words: like, similar to, the same as, which includes, such as, for instance and for example.   Yes/No/Don't know

Find these example grammar markers in text 6 and <u>underline</u> them.

1. Which two animals became giants?(Paragraph 3) _____ _____

Does 'like' mean love in paragraph 3 Text 6 ? Yes/No/Don't know

Does 'like' have another meaning? Yes/No/Don't know

Can 'like' mean for example or e.g.? Yes/No/Don't know

Can 'like' also mean similar to? Yes/No/Don't know

Can 'like' also mean the same as? Yes/No/Don't know

The opposite of 'like a ... ' is 'different from a ....'   Yes/No/Don't know

2. What is New Zealand similar to? a _____

3. You read e.g. but you say ____ _____ (paragraph 2).

4. Kiwi is one example from the flightless group of animals.   Yes/No/Don't know

Which two words helped you with this answer? _____ _____

These 2 words mean the next word is one example from the group.   Yes/No/Don't know

5. What are 4 examples of predators? (Paragraph 4) _____
Which two words helped you with this answer? _____ _____

These two words mean 'for example'.   Yes/No/Don't know

6.   *ratites:* an ancient bird family group which includes moa, kiwi, emu and ostriches.
   'includes' means in the same group.   Yes/No/Don't know

7. Paragraph 4: Two examples of humans are Maori and Europeans. Yes/No/Don't know

'Humans' is a group word for kinds of (sorts of) people. Yes/No/Don't know

Your turn - what can you remember?

1. What does habitat in paragraph 3 mean? _____

What punctuation helped you? B _ _ _ _ _ _ s.

2. Paragraph 2: What is Gondwanaland? _____

Paragraph 4: Who are human hunters? _____

What punctuation helped you?   A d _ _ _ .

3. What are 6 examples of Maori words in the text? _____

4. 'Insects' is the name of one group of animals.   Yes/No/Don't know

5. Which 5 words in the text does 'ancient' go in front of?_____ _____
_____ _____ 'ancient' means very very old.

Yes/No/Don't know

The kiwi, which is a descendent of the ancient Gondwana *ratites*, did not need to fly because the food was on the forest floor.

6. Which 2 words in the sentence above link 'descendent' with the meaning 'from the past'? _____ _____

7. Kiwi came from the ratites. Yes/No/Don't know

8. Which 5 words in paragraph 4 helped you with the meaning of 'flightless'?

_____ _____ _____ _____ _____

9. -ful and -less are suffixes.   Yes/No/Don't know

-ful means full of and -less means without or not having any.   Yes/No/Don't know

10. A 'weta' is a very small insect. Yes/No/Don't know

Which 2 words in paragraphs 2 and 3 also mean very big? _____ _____

11. 'It was safer for all of these animals at that time too.' Paragraph 4. **'too'** means the animals lived on the ground and were 'also' safe from predators. Yes/No/Don't know

12. A 'museum' is a place with animals, plants and things from the past. Yes/No/Don't know

Test your knowledge.

Finish the words in the Grammar Markers diagram. One space(_) is one letter. Add colour to help remember.

d _ ff _r _nt fr _m

LINKS

G _ _ _ _ _ _

M _ _ _ _ _ _

the s _ m _ as

Ex _ _ _ _ _

eg

R _ f _ r _ nce

s _ m _ l _ r to

l _ ke

for e _ _ _ _ _ _

for in _ _ _ _ _ _

s _ ch _ s
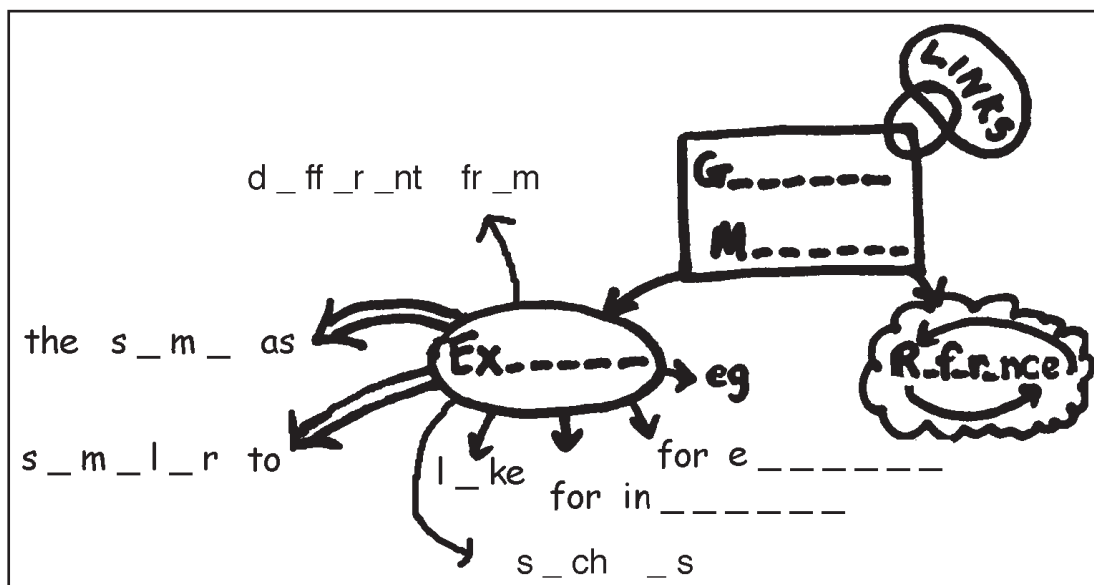
Using the language.

1. How many students in the class have got a bird, rat, lizard, cat or dog? _____

2. How many students in the class live on a continent? _____

3. Ask another person, "Do you want to work in a museum? Why or why not?"

How many people agree with you? _____

4. Which student visits museums the most? _____

Unit 7:
Do you like me?

These are photos of body language and show feelings like disgust (left) and love (right). They are common on faces all over the world.

The first photo shows I like something or some-one.   Yes/No/Don't know

The second photo shows I like something or some-one.   Yes/No/Don't know

How do you know? You look at the person's _____ and _____ and _____.
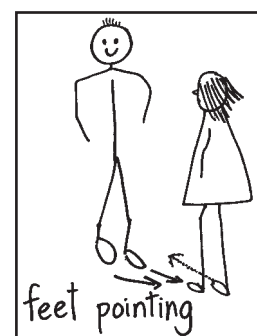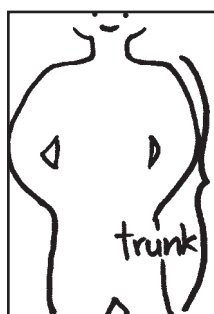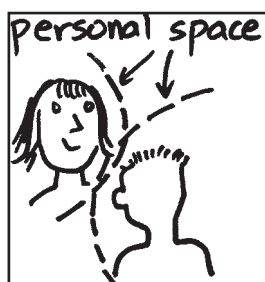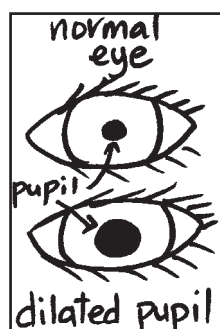
Four pictures show happy feelings.   Yes/No/Don't know

The five pictures above are also probably about body language.   Yes/No/Don't know

Pre reading task 1: Prediction of vocabulary (guessing from information)

Look at the title of the text of Unit 7: 'Do you like me?' and the illustrations above. Do not use your dictionary. What words do you think will be in the text?
E.g. body, _____
_____

Pre reading task 2: Three main ways to guess the meaning of new words.

What are some ways to guess the meaning of new words? GOV is a mnemonic to help you remember. Can you add examples or letters to finish the words? Write in the spaces.
G_____ m_____s e.g. and, this, _____
Other ways e.g. glossary, _____
V_____ e.g. word family, prefixes and suffixes, form

Pre reading task 3:Prediction of content from the title, photos & pictures.

Before you read 'Body language: Do you like me?' , which answer from a-e is the best for all of text 7?
a) men and women in love
b) looking at people
c) presents for your girlfriend
d) body language on St. Valentine's Day
e) parts of the body

Text 7: Do you like me?

Read this but don't use a dictionary.

Body language is an important part of communication without words. Only 7% is spoken words and we show most of our communication with our face, gestures and body positions. Universal body language displays include feelings like love and disgust, but how do you know if someone really likes you?

Nearly everybody in the world also agrees on these five common body language displays and their universal meaning: I like you.

1. Their eyes – the pupils (round black inner parts) grow bigger; big pupils and their eyes water means I really like you.

2. Their feet point at you. It's like they want to be face to face with you.

3. Their trunk – from the neck to the top of the legs - faces you.

4. They come very near to your body – kind of into the personal space around the body usually only for family and close friends.

5. They touch you for any reason e.g. take a hair off your sleeve, pick lint off your jacket, pat your hand. You know...that sort of stuff.

Today look around you at some people together and look at their body language. Are they friends? Maybe some-one is displaying the top five body language movements towards you right now! They say it's the first step to love. Happy Valentine's Day!

The illustrations on the right show two photos of universal body language and the five common body language displays of 'I like you'.
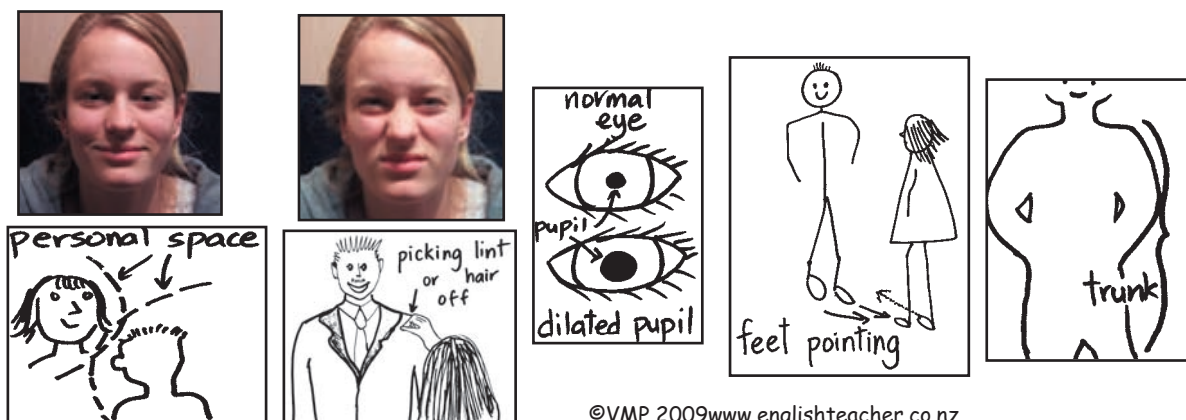
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Answer these questions about Text 7.

1. Pre reading task 3: 'Body language: Do you like me?'   Were you correct?   Yes/No

2. Choose the best answer from a -d. This text is from:

a) a health textbook   b) a magazine c) an advertisement d) a letter

3. The writer is 'talking to you' more than 'school style writing' to you. Yes/No/Don't know

What phrases helped you decide? _____

4. Which paragraph has no examples of body language? _____

5. 'these five common body language displays' in paragraph 2 refers backwards or forwards?

6. What does the writer want you to do in paragraph 3? _____

7. Paragraph 3: 'They say it's the first step to love.' Who is 'they'? _____

8. Which short sentence in paragraph 3 links with the title: Do you like me?

_____ Why?_____

9. How much of body language is not spoken words? _____

10. Where is your 'personal space'? _____

40

About Your reading skills.

1. I used my dictionary before I answered the questions. Yes/No/Don't know

2. The main meaning of Text 7 is easy to understand.   Yes/No/Don't know

3. I looked at the illustrations and punctuation to help me understand.   Yes/No/Don't know

4. I can guess the meaning of most new words better now.   Yes/No/Don't know

5. I think I need to know the meaning of these words to really understand the text:

_____

6. Before I use my dictionary I am going to try self study development and see if there are some new ways to help me guess new words. Yes/no

---

Self Study development: you know....

To understand all the words in Text 7, it helps to look for words we use WITH the meanings of words (definitions). Yes/No/Don't know

Punctuation and the present tense help you with meanings of new words (definitions). Yes/No/Don't know

Some words and phrases e.g. is, are, means, meaning, include(s), kind of, the meaning of, it's like..., sort of stuff help with the meaning of new words.

Yes/No/Don't know   Underline the examples of these definitions words above and the verb to be in Text 7.

---

1.   In paragraph 1 of text 7: Body language: Do you like me? What 2 things do you know about body language from the verb to be? _____

_____

What two feelings in paragraph 1 are universal body displays? _____

Does 'like' mean for example or the feeling in paragraph 1? _____

2. Find the following words in paragraph 2:

universal meaning, means, it's like, kind of, that sort of stuff

What is the meaning of the 5 common body language displays and their universal meaning?

_____ _____ _____

What punctuation also helps? C _ l _ n

What does 'their eyes water' mean? _____

What does 'point their feet at you' mean? _____

'It's like...' can give an example with a verb.   Yes/No/Don't know

'like' means similar to or an example is next. Yes/No/Don't know

You can use a noun or a subject and verb after 'like'.   Yes/No/Don't know

3. In paragraph 2 what verb tense does the writer use? Choose one.

a) past   b) present tense   c)   future tense

Use a different colour and <u>underline</u> all the present tense verbs in paragraph 2.

We use present tense for definitions to show it is true everytime. Yes/No/Don't know

4. Can you see the 'personal space' around your body? Yes/No/Don't know

Paragraph 2 number 4: Does 'kind of' mean it's difficult to explain. Yes/No/Don't know

Can 'kind of' mean the same as 'sort of'? Yes/No/Don't know

Can 'kind of' and 'sort of' mean part of a group. Yes/No/Don't know

What are two examples of 'that sort of stuff'? _____

_____

Stuff means you cannot count something. Yes/No/Don't know
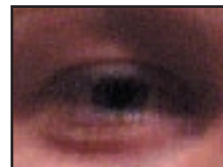
Your turn - what can you remember?

Use the present tense and the verb to be to make some definitions. The verb to be is for the group word and the present tense describes the actions. Finish the sentences after the example.

e.g. A cat is an animal with four legs. It lives with humans, eats meat and fish and drinks milk.

A dog_____

A hand_____

Pupils are_____

Friends_____

Love_____

1. What is the meaning of 'trunk'? _____

What punctuation helps? A   d _ sh.

2. 'Pupils' are parts of the eye. Yes/No/Don't know

What punctuation helped you? B_____s

3. What three parts of the face show disgust? _____ _____ _____

4. 'Disgust' is a positive word. Yes/No/Don't know

5. In paragraph 2, the fifth example, the writer thinks the reader understands the display examples. Yes/No/Don't know   What two words helped? ___ _____

6. The writer repeats the idea of 'everybody in the world' with which word in paragraph 1?

_____

7. In paragraph 2-5, what three verbs link with 'touch'? _____ _____ _____

Which part of the body do they touch you with? _____

8. In paragraph 1 which two words have nearly the same meaning and are both verbs and nouns?   s _ _ _   d _ _ _ _ _

Words with two or more syllables are usually formal (school book writing).

Yes/No/Don't know

9. 'Water' is a noun and a verb. Yes/No/Don't know

When you cry, water comes out of your eye. Yes/No/Don't know

When your eyes 'water', there is more water than usual in your eyes. Yes/No/Don't know

10. 'towards', 'forward', 'backward' all mean movement and direction. Yes/No/Don't know

Test your knowledge.

Finish the words in the Grammar Markers diagram. One space(_) is one letter. Add colour to help remember.

things ** ** -ing punctuation

the m _ _ n _ ng of

stuff ← for

is/are

m _ _ ns

incl _ d _ s

gr _ _ p
w _ rd

{ k _ nd   s _ rt } of

Def-------

LINKS

G-------

M-------

c _ t _ g _ ry

d _ ffer_nt fr _ m

the s _ m _ as

Ex------

eg

R_f_r_nce

s _ m _ l _ r to
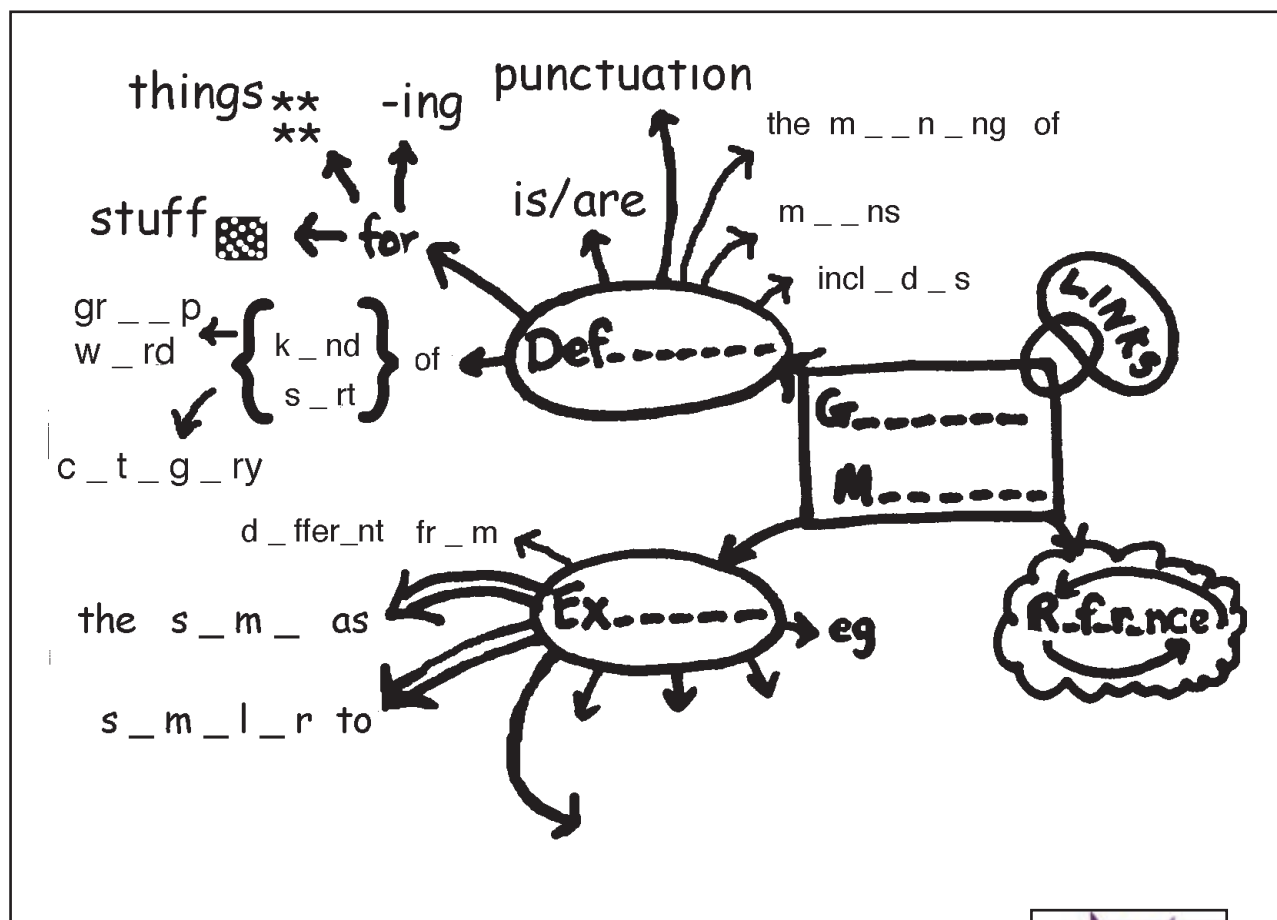
Shaking hands is an example of body language.

Using the language.

1. What other body language meanings do you know? _____

2. How many of the 5 body language displays are the same for you? _____

Who agrees with you? _____

3. Which student shows the most body language everyday? _____

4. Why is body language important in 'face to face' meetings ? _____

Who agrees with you? _____

Section 3

Vocabulary Knowledge:

Asking questions about new words
Repetition of ideas and form
Prefixes and suffixes
Collocation

Unit 8: Wild West Coast beaches
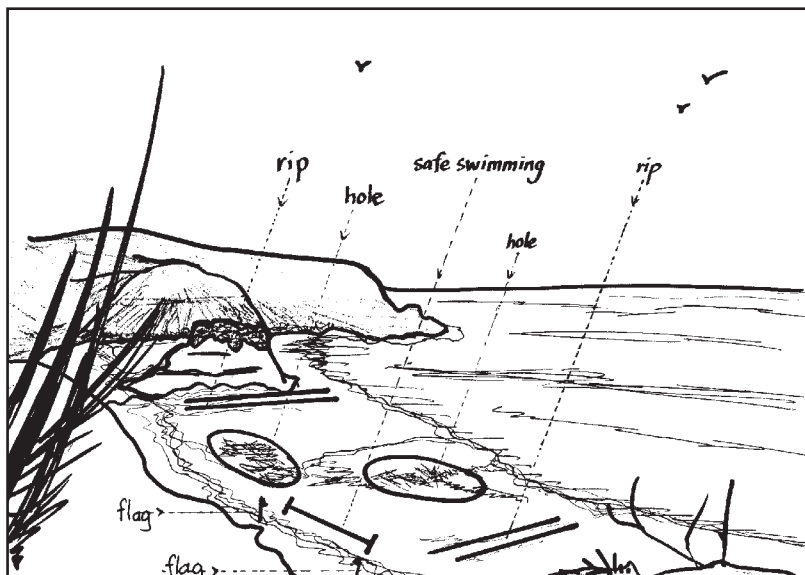
Above: swimmers in the surf.
Left: a diagram of Piha Beach showing dangerous and safe places to swim.
Below: lifeguards racing at the beach.

Pre reading task 1: Prediction of vocabulary (guessing from information).

Are rips and holes safe places to swim? Yes/No/Don't know
Look at the title of the text of Unit 8: 'Wild West Coast Beaches' and the picture and text above. Do not use your dictionary. What words do you think will be in the reading?
E.g. beach, _____

_____

Pre reading task 2: Main ways to guess the meaning of new words.

        GOV is a mnemonic. Yes/No/don't know

G is for g _ _ m m _ _   m _ _ k _ _ s
O is for o t h _ _   w _ y s
V is for v _c_ b _ l _ _ y   k n _ w l _ _ g e _
        Another mnemonic is FEAR WORD PC. Yes/No/don't know
F is for f _ _ m e.g. _____
E is for e x _ _ _ _ _ _   w _ _ d s e.g. _____
A is for a s k _ _ _ _   q _ _ _ t _ _ _ s
R is for r _ f _ _ _ _ c _   w _ _ _ s e.g. _____

W is for w _ _ d f _ _ _ _ _ y e.g. _____
O is for o _ h _ r w _ _ s e.g. _____
R is for r _ p _ t _ t _ _ _   of i d _ _ s and form
D is for d _ f _ n _ t _ _ _   w _ _ d s e.g. _____

P is for p _ n c t _ _ t _ _ n e.g. _____
C is for c _ n j _ _ c t _ _ _ s e.g. _____
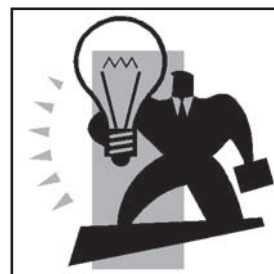
Pre reading task 3:Prediction of content from the title, photos & diagram
Before you read 'Wild West Coast Beaches', which answer from a-e is the best for all of the reading?

a) children's safety   b) surfing and safety   c) dangers in summer
d) how to stay safe at West Coast beaches   e) swimming at Piha Beach

Text 8: Wild West Coast beaches

Read this but don't use a dictionary.

Every summer Auckland surf life savers stop hundreds of people from drowning at the West Coast beaches. At trouble spots like Piha, Karekare and Te henga Beaches the surf life saver patrols put two flags on the beach to show you the safest swimming area. Many swimmers do not stay between them and have problems in the surf.

It is dangerous to swim outside the flags. Danger zones are rips and holes because they trap swimmers in them. A rip is a strong current floating out to sea. It rips sand from the sea floor nearby and makes holes. Swimmers get into these holes and there the breaking surf hits them again and again.

No flags or surf life-savers on guard? Swim where the waves are breaking. There are also several ways to identify rips:
- They often appear as areas of calm or rippled water.
- They can also look like patches of discoloured water.
- Foam on the surface far beyond the surf line.
- Plastic rubbish floating seaward.

Simple rules for beach safety:
- ALWAYS stay between the flags.
- Never swim or go surfing alone especially when tired.
- Have a lookout person when you go for a swim.
- If you get in a rip, go with the flow of the water then swim towards the nearest breaking waves.
- If you are in difficulty, float and put up your arm to show you need help.

Be safe this summer and help our life-guards because they can't always save you!!

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Above: swimmers in the surf.
Left: a diagram of Piha Beach showing dangerous and safe places to swim.
Right: lifeguards racing at the beach.

Answer these questions about Text 8.

1. Pre reading task 3: Were you correct? Yes/No

2. Choose the best answer from a-d. This text is from:

a) a newspaper b) a blog (an on-line diary) c) and advertisement d) an email

3. Match the paragraphs to the main ideas:

Danger spots ___   How to stay safe ___   Where on the West Coast ___   Rips or not? ___

4. Circle the reference words and draw a line to the referred word or words:

Paragraph 1: them

Paragraph 2: they   them   it   there

Paragraph 3: Other things   they   How many were correct? _____

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5. West Coast surf is not dangerous. Yes/No/Don't know

6. 'Rips' and 'holes' are safe areas. Yes/No/Don't know

7. Why do some people drown? _____

8. 'Breaking waves' are safe areas. Yes/No/Don't know

9. Life guards and surf life savers help you at dangerous beaches. Yes/No/Don't know

10. Why do you need to help the life guards? _____

About Your reading skills.

1. I used my dictionary before I answered the questions. Yes/No/Don't know

2. The main meaning of Text 8 is easy to understand.   Yes/No/Don't know

3. I looked at the illustrations and punctuation to help me understand.   Yes/No/Don't know

4. I can guess the meaning of most new words better now.   Yes/No/Don't know

5. I think I need to know the meaning of these words to really understand the text:
_____

6. Before I use my dictionary I am going to try self study development and see if there are some new ways to help me guess new words. Yes/no

---

Self Study development:yes & no....(asking questions)

To understand all the words in Text 8, it helps to ask questions about new words and look at other words that go with them before you use a dictionary.
Yes/No/Don't know
Maybe surf is a new word. <u>Underline</u> the words in front of and after the word 'surf' in the text Wild West Coast Beaches.
Sometimes the word surf is a noun, sometimes it is part of another noun and sometimes it is also a verb. Yes/No/Don't know
Nouns and verbs with the same spelling often have nearly the same meaning.
Yes/No/Don't know

Look at the picture and paragraph 1 and answer these questions about 'surf':

Is surf in the water?   Yes/No/Don't know What words helped you?_____

Is it difficult to swim in the surf? Yes/No/Don't know   What word helped you? _____

What word in the title helps you? _____

Who saves swimmers in the surf? _____

Look at paragraph 2 and answer these questions about surf:

Is surf strong?   Yes/No/Don't know What verb helps you? _____

What adjective describes surf? _____

Look at paragraph 3 and answer these questions about surf:

What word helps you with the shape? _____ Is surf straight or not? _____

Look at paragraph 4 and answer these questions about 'surf':

What fun activity can you do alone or with other people? _____   _____

Is surf very strong waves and breaks in lines?   Yes/No/Don't know

Surfies use surfboards to ride the big waves at Piha but my Dad body surfs without a surfboard. What do you think a surfie is? _____

What does Dad use to surf with? He uses his _____

I surf the Internet for two hours every night. Am I moving around on the Internet?

Yes/No/Don't know   (Did you look at the picture of swimmers in the surf? Yes/No)

Maybe 'foam' is a new word.   (Find it and underline it in paragraph 3 and 4.)

What is foam part of? _____ Where is it? _____ _____ _____

Is it light or heavy? _____

Can you also see it from far away? Yes/No/Don't know

What colours on the top of blue or green water are easy to see? _____

What colour is foam probably? _____

Is foam light, part of a rip, moving and on the surface? Yes/No/Don't know

Paragraph 4:

What can float? _____ Is it heavy or light? _____

Where do things float? _____

Does 'floating' mean moving? Yes/No/Don't know

Look at paragraph 4 and answer these questions:

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Who can float? _____

Can you float and raise your arm? Yes/No/Don't know

Does 'float' mean light things move and rest on or partly in the water? Yes/No/Don't know

Your turn - what can you remember?

1. Is 'drowning' a positive word? Yes/No/Don't know What word helped you? _____

2. 'Danger zones' and 'trouble spots' are places. Yes/No/Don't know

3. You can see and touch flags. Yes/No/Don't know   What 3 verbs help you?

_____ _____ _____

4. What are 2 things a 'rip' does? _____ _____

5. 'Current' (paragraph 2) and 'flow' (paragraph 4) move. Yes/No/Don't know

6. Discoloured' water is negative. Yes/No/Don't know Which part of the word help? _ _

7. A 'lookout person' watches you in the water. Yes/No/Don't know

8. Life guards and surf life savers are people. Yes/No/Don't know

9. What are 5 names in the text? _____

10. 'Calm' or 'rippled water' look the same. Yes/No/Don't know What word helps? _____

48

Test your knowledge.

Finish the words in the Vocabulary Knowledge diagram. One space(_) is one letter. Add colour to help remember. Add more examples from other units.

f_rm
id__
(link)

V_____l__y
K___l__ge

→ s _ m _ lar words

→ _ pp _ site words

P_s_t__n

B_f_r_ A_...

Y_s
N_
answers

A_k

Q___t__ns

+ -

Why?
W___?
H__?
W____?
W___?

n___
v___
adj_____

w__d f___ly

F_rm

base

s_____x

p_____

X ||

Noun/Verb
sp_ll_ng
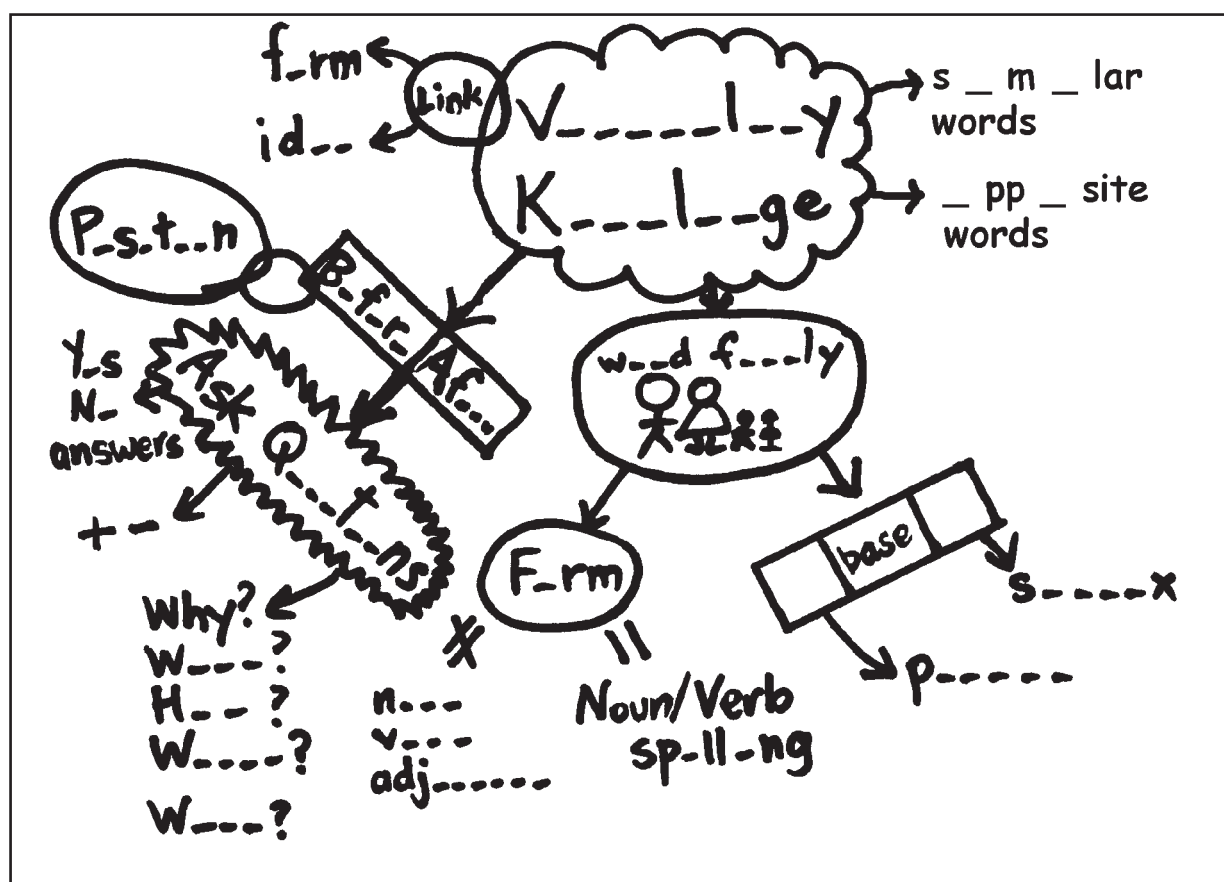
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Right: togs (NZ slang for swimsuit, boardies and bikini.)

Above: surf lifesavers patrol.

Above: a look out person (with the hat).

Above: a surfie riding the wave.

Using the language.

1. How many people have watched surfing on a West Coast beach (anywhere)? _____

Which country or countries? _____

2. How many students can swim 50 metres? _____

Who prefers swimming in the sea to swimming in a lake or river? _____

3. What is the most important safety rule for swimming in a pool? _____

4. Who surfs the Internet the most? _____

Unit 9: Big Day Out (BDO)

Left: the Main stage in the afternoon
Right: the Main stage at night

Pre reading task 1: Prediction of vocabulary (guessing from information).

A stage is a place to see bands playing music. Yes/No/Don't know
Big Day Out (BDO) is a music festival popular with young people. Yes/No/Don't know
Look at the title of the text of Unit 9: 'Big Day Out' and the picture and text above. Do not use your dictionary. What words do you think will be in the text?
E.g. fun, music, _____
_____

Pre reading task 2: Main ways to guess the meaning of new words.

Look at the first letters of the words going down. **PC WORD FEAR** is a mnemonic. Yes/No/don't know

P is for p _ n c t _ _ t _ _n
C is for c _ n j _ n c t _ _ _ s

W is for w _ _ d f _ m _ _ y
O is for o t h _ r w _ y s
R is for r _ p _ t _ t _ _ n   of i d _ _ _   and form
D is for d _ f _ n _ t _ _ n   w _ _ d s

F is for f _ _ m e.g.
E is for e x _ _ _ _ _ _   w _ _ d s
A is for a s k _ _ _   q _ _ _ t _ _ _ s
R is for r _ f _ _ _ _ c _   w _ _ _ s

How many of these ways do you use? __

Pre reading task 3: Prediction of content from the title and photos.

Before you read about 'Big Day Out' , which answer from a-e is the best for all of text 9?
a) picnic at the BDO music festival   b) 45,000 ticket holders
c) rock bands and their concerts   d) Big Day Out review   e) teenagers at BDO

Text 9: Big Day Out (BDO)

Read this but don't use a dictionary.

The 14th Big Day Out in Auckland was a great success with fine hot weather, about 45,000 ticket holders, thousands of extra people on the day, 7 different stages and more than 70 acts; 39 of these were local New Zealand talent e.g. Shihad. International singer Bjork from Iceland and rock group Rage Against the Machine were the head liners of the festival.

BDO *bloggers* comments:

• Rage Against the Machine was amazing and I'm so glad I spent the money on the ticket.

• My highlight was definitely Rage Against the Machine - the boys put on an awesome show! The crowd was amped.

• Another spectacular day! What a great atmosphere 4 Rage.

• There was a big increase in ticket price and nothing to show for the $. Less top acts than just about every other year. The sound was generally bad.

• I am a Bjork fan but was highly disappointed in her sound quality.

• US band Anti-Flag on the main stage jumped about and it was HOT! Their catchy brand of punk rock went down well with the crowd.

• Dizzee Rascal pumped in the Boiler Room and was fantastic but after 3 songs we left. The heat and sauna-like temperatures....

• Arcade Fire were astounding. Wow! Rocking piano accordion and violin!

• The surprise act of the day was American rock outfit Spoon.   They had fun rollicking, danceable tunes. A great energy boost.

• UK MC Dynamite was a master sampler in the Boiler Room.

bloggers: informal writers on-line

Left: nearly empty stands early in the morning
Middle: view to the Main stage from the stands
Right: rocking out with the band at night.

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Test your understanding.
Answer these questions about Text 9.

1. Pre reading task 3: Were you correct?   Yes/No

2. This text is from   a) a newspaper and its blog   b) a business report

c) an advertisement d) a letter to a friend

3. What does a blogger use to mean the word 'for'? _____

Blog comments are formal (school book writing).   Yes/No/Don't know

4. The main feeling from the text is positive. Yes/No/Don't know

5. The main acts were Bjork and Rage Against the Machine. Yes/No/Don't know

Which word helped? _____

6. How many bloggers were unhappy with the music? _____

7. How many bloggers agreed about Rage Against the Machine? ____

8. The Boiler Room is a place. Yes/No/Don't know

9. Which 3 other international acts did the bloggers write about? (Not Bjork or Rage Against the Machine) _____

10. Auckland is in New Zealand. Yes/No/Don't know Which word helped? _____

About Your reading skills.

1. In Text 9 there are some new words. Yes/No/Don't know

What are they? _____

2. I need to know the meaning of all the words to understand the main meaning.

Yes/No/Don't know

3. The meaning of Text 9 is easy to understand.   Yes/No/Don't know

4. I can guess the meaning of new words easily.   Yes/No/Don't know

5. I looked at the photos to help me understand.   Yes/No/Don't know

6. I used my dictionary before I answered these questions. Yes/No/Don't know

---

Self Study development: again and again....

Writers don't like to repeat words in a text so they use different words to give the same feeling or idea. Sometimes they repeat the verb with a different tense or part of speech (form) or they use opposite words.

To understand all the words in Text 9, it helps to look for the same ideas because unknown words will have similar meanings. Yes/No/Don't know

Underline all the positive words in the text.

Use a different colour and underline all the words about music.

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1. Which two positive words describe the BDO? _____ _____

2. Which 8 positive adjectives and 2 nouns describe the performers: musicians, samplers, groups, bands and singers and their music e.g. amazing _____ _____ _____

_____ _____ _____ _____ _____

3. Which 3 positive verbs describe the bands? (1) _____ (2) _____ (3) _____ _____ well

4. Which 2 negative words describe the sound ? _____ _____

5. Which 10 nouns are similar in meaning to people e.g. band _____ _____

_____ _____ _____ _____

6. Which 9 other words link to music? _____ _____ _____ _____

_____ _____ _____ _____ _____

7. Which words go with 'ticket'? Ticket _____, ticket _____, _____ the money

___ _____ ticket.

8. What words and phrase repeat the idea of hot? fine, _____, _____-like

t_____ What joining word helped you? _____

What is the name of the stage where it is hot? The B_____ R_____.

Your turn - what can you remember?

1. What 2 words in paragraph 1 repeat the idea of top acts? _____ _____

2. What 2 words in the text are in the same word family as to 'sing'?

_____ _____

3. 'Rollicking' (the 9th blog) is a positive word. Yes/No/Don't know

'A great energy boost.' from the same blog is positive or negative? _____

4. '39 of these' in paragraph 1 refers to what word? _____

5. Which word in the text has the same spelling but is a noun and a verb? s _ _ _

6. What 3 words in the text go with 'rock'? rock _____, _____ rock,

rock _____.

Do musicians usually play rock music on piano accordion and violin? Yes/No/Don't know

Were Arcade Fire good at this? Yes/No/Don't know What word helped? _____

7. What does one blogger use to mean the word 'money'? _____

8. How do you know which words are names of groups and people?

They start with c _ _ _ _ _ _ letters.   ©VMP 2009www.englishteacher.co.nz

Put the words with capitals from the text in the best category:

Place (6)	Person/Nationality (3)	Band (6)	Thing
			Big Day Out

9. What words in paragraph 1 repeat the idea of crowd? _____

_____

10. What is one example of a New Zealand band? _____

11. ! is an exclamation mark. It means surprise; positive or negative. Informal writers use them more to show feelings. There are five ! in the blogs. Find them.

How many are positive? _____   53

Test your knowledge.

Finish the words in the Vocabulary Knowledge diagram from the text and general knowledge. One short space(_) is one letter. Write an example in the long spaces. Add colour to help remember.

adjectives eg _____ /_____

verbs eg _____ /_____

eg _____ /_____ nouns ←

similar words

form ←

+

i_ _ _

-

Link

Vo c _ _ _ _ _ _ _ _

K n _ _ _ _ _ _ g _

opposite words
eg _____

Word family
eg _____

tense

verb ←

2 word (or more)
eg ___ _____

different grammar

singular/plural noun

2 word noun
eg _____ _____
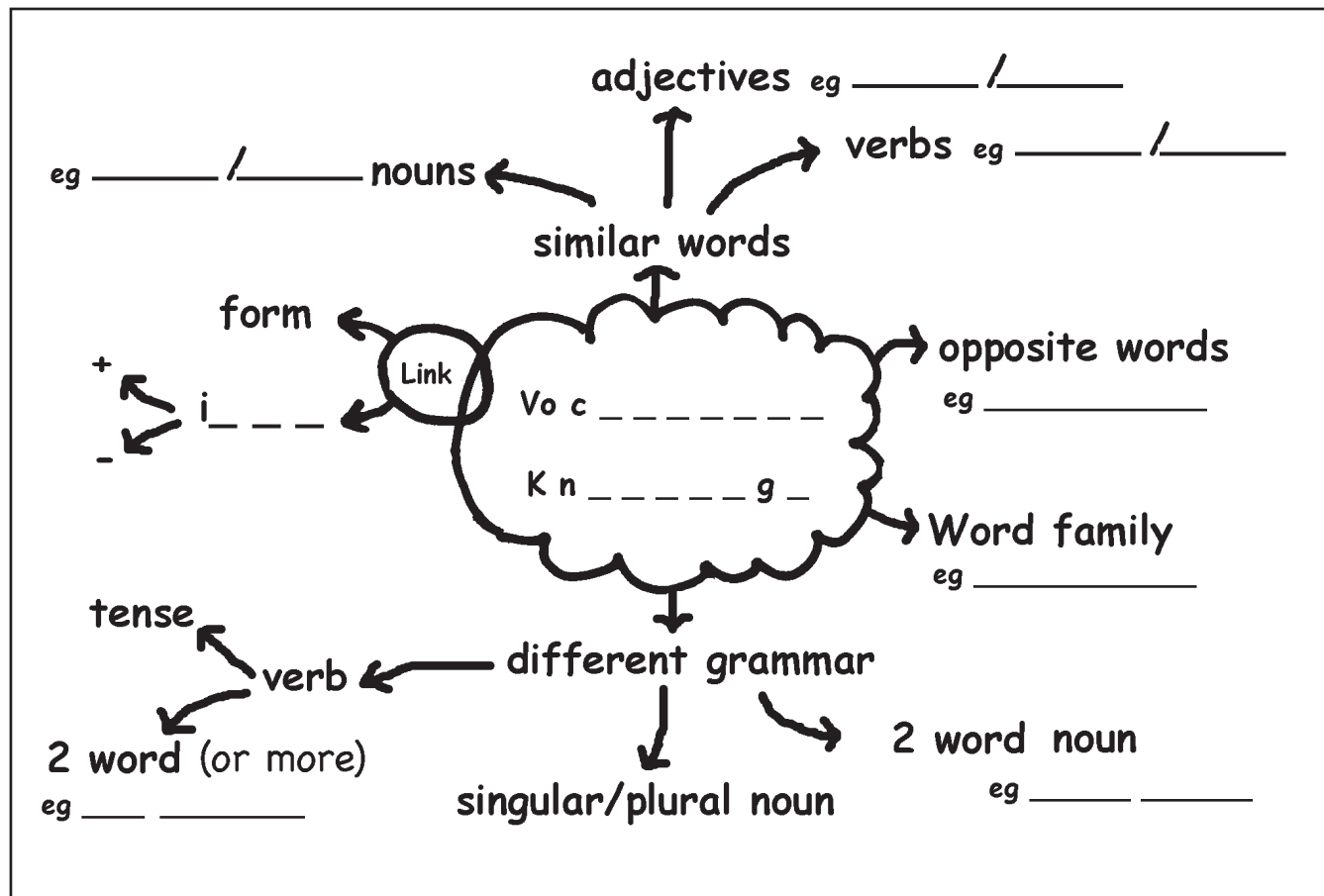
Using the language.

1. Who has got a blog? _____

2. Most people think music festivals are expensive. True or false? _____

3. How many students prefer watching sport to watching musicians or bands? _____

4. What kind of music is most popular in the class? _____

The Boiler Room

Unit 10: Little Things.
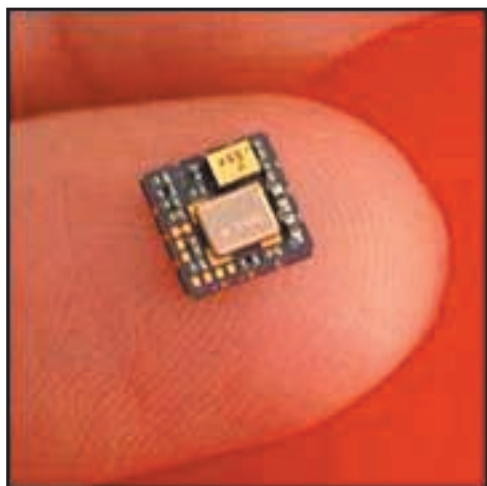
Left: the smallest GPS RF so far on a finger tip.
Right top: Navman - a GPS product for sale.
Bottom: Satellite around the Earth.

Pre reading task 1: Prediction of vocabulary (guessing from information).

The GPS RF is smaller than a finger. Yes/No/Don't know
The GPS RF is part of a GPS product. Yes/No/Don't know
GPS maps help drivers find the way to a place. Yes/No/Don't know
Look at the title of the text of Unit 10: 'Little Things' and the pictures and text above.
Do not use your dictionary. What words do you think will be in the text?
E.g. Navman, _____

_____

Pre reading task 2: Main ways to guess the meaning of new words.

Look at the first letters of the words going down.   **WORD PC FEAR** is a mnemonic. Yes/No/don't know

W is for w _ _ _   f _ _ _ _ y
O is for o t h _ r w _ _ s
R is for r _ p _ t _ tion   of i d _ _ s and form
D is for d _ finit _ _ n   words

P is for p _ n c t _ _ t _ _n
C is for c _ _ j _ _ c t _ _ _ s

F is for f _ _ _
E is for e _ _ _ _ _ _   words
A is for a _ _ _ _ _   q _ _ _ _ _ _ _ s
R is for r e f _ r _ n c e w _ _ _ _
How many of these ways do you use? _____

Pre reading task 3: Prediction of content from the title, photo & picture.

Before you read about 'Little Things' , which answer from a-e is the best for all of Text 10: Little Things?
a) Rakon's smallest GPS receiver
b) GPS in boats
c) cars and GPS
d) Norwegian and US GPS companies
e) GPS in mobile phones

Text 10: Little Things.

Read this but don't use a dictionary.

Auckland electronics company Rakon makes high performance crystal and oscillators. Over half of all GPS* products in the world have a Rakon crystal or oscillator in them.

In 2008 Rakon built the world's smallest GPS radio frequency (RF) receiver module. It is smaller than a baby's fingernail. These tiny GPS receivers work in PDAs*, mobile phones and GPS enabled watches. In the future GPS designers may also embed them into other things such as micro-implantable tracking devices for animals and humans. Some people worry about possible misuse of this.

Brent Robinson from Rakon says the miniaturisation of the GPS RF module is very important for its future uses and profits, especially in the next two years. The R & D team (Research and Development) is working to make it three times more sensitive as well but right now it is impossible to use for tracking humans and animals.

Among Rakon's investors is Peter Maire who owned 20% of the business. In 2008 the Queen awarded this New Zealander the title of DCNZM (Distinguished Companion of the New Zealand Order of Merit) for his service to business - his company built the Navman GPS tracking system and used Rakon technology.

Navman is the trade name for very successful GPS devices. However, the US Brunswick Corporation bought the New Zealand company and the trade name in June 2004. Then in April 2007 the Norwegian company Navico bought the Navman Marine Division. This manufactures fish finders, sailing instruments, sonar etc.

*GPS: the Global Positioning System first developed by USA; a tool for navigation and map-making which uses 24 satellites orbiting the Earth. Similar systems are GLONASS (Russian), COMPASS (China), IRNSS (India), Galileo (European).
*PDAs: Personal Digital Assistants; small hand held or palm top computers.

Left: a satellite orbiting the Earth   Middle: the smallest GPS RF so far.   Right: Navman - a GPS product

Test your understanding.

Answer these questions about Text 10.

1. Pre reading task 3: Were you correct?   Yes/No

2. This text is from   a) an advertisement   b) a business page c) an email to a friend

3. There are 6 paragraphs.   Yes/No/Don't know

4. Match the correct heading to the paragraph. There is one extra.

A really small receiver __ Rakon's future __ Peter Maire ___   History of Navman ____

Rakon products ___   GPS in boats ___

5. Crystals and oscillators are very small. Yes/No/Don't know

6. You can put GPS RF modules into things. Yes/No/Don't know

7. There is a link between 'Navman' and 'Rakon'. Yes/No/Don't know What is it?

8. Who makes the Navman marine GPS devices now? _____

9. Navman marine products are useful at sea. Yes/No/Don't know

Which words helped you? _____

10. Why do Rakon think the GPS RF module is successful? _____

_____

About Your reading skills.

1. In Text 10 there are some new words. Yes/No/Don't know

What are they? _____

2. I need to know the meaning of all these words to understand the main meaning.

Yes/No/Don't know

3. The main meaning of Text 10 is easy to understand.   Yes/No/Don't know

4. I can guess the meaning of new words easily.   Yes/No/Don't know

5. I looked at the pictures to help me understand.   Yes/No/Don't know

6. I am going to use my dictionary before I answer self study development.

Yes/No/Don't know

Self Study development: bits and pieces

Words with 2 or more syllables are usually formal/schoolbook words. Parts of two or more syllable words help us with meaning and grammar. Sometimes prefixes (the bits at the front) and suffixes (the pieces at the end of the word) have more than one meaning e.g. the prefix in- can mean: in, into or the opposite of the next bit of the word. The root (or middle part) of the word e.g.-port- often comes from older languages like Latin or Greek. When you know common root meanings, it helps to understand a new word. Ends of words can also show us the part of speech e.g. -ion, -ance, -ment, -er, -or, -ness, -ency and -ology mean the word is a noun.   Formal words are usually long. Yes/No/Don't know

It helps to know the meaning of common roots, prefixes and suffixes. Yes/No/Don't know

Underline words in text 10: Little Things with the ending:

-ion,-er,-or -able,-ible, -ful, and words that start with mis-, en-, or em-, mini- and -micro.

1. What 3 little words are also sometimes in front of a noun? _   __ ___

2. Which words are things and which words are people?
    Write NT for thing and NP for person.

designer ____ investor ____ receiver ____ oscillator ____ New Zealander ____ fishfinder __

What 4 verbs helped you with NT _____ _____ _____ _____

What words helped you with NP _____ _____ _____ _____

3. Successful means full of success. Yes/No/Don't know

-ful is a suffix and it means full of. Yes/No/Don't know

What do beautiful (note the spelling change), wonderful and colourful mean?

Put -ful in the suffixes table in Section 4.

-able (and -ible) mean can. Which word in paragraph 2 has -able? _____

4. en- is a prefix. en- can mean make or do and -able means can. So, what does GPS enabled watches mean? _____

_____

What do **enlarge, enjoy, ensure, enrich** mean? Say your answer, don't write it e.g. " Enlarge means to...." Sometimes when we hear someone saying the answer, we remember better.

When we add -en to some adjectives we can also make a verb. What do these verbs mean:

to harden, to sharpen, to widen, to loosen, to soften. Say your answer, don't write it e.g. "Harden means to make hard." What is the spelling change if the root of the word ends in -e? Put en- and en- in the prefixes and suffixes table in Section 4.

_____

en- can change to em- in front of words because it is easier to say. The meaning is still the same but it also has the feeling of 'into' i.e. to make into. What word in paragraph 2 is a verb which means to put into a base (bed) of something?_____

5. mini- means it's small. What noun in paragraph 5 starts with mini- ? _____

-isation means the making of something. So, what is the main meaning of this new word in paragraph 5? Put mini- in the prefixes table in Section 4.

_____

What time word means a small part of an hour? _____

Here are some more words in modern English. What do you think they mean?

mini-skirt, mini-market, Mini (the British car)
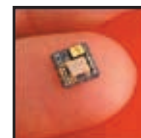
6. micro- means very, very small. What word in paragraph 2 starts with micro- ?

_____ Put micro- in the prefixes table in Section 4.

Which is shorter, a mini-skirt or a micro-skirt? _____

In science we use a **microscope** to look at big or very little things? _____

7. mis- can mean bad. What word in paragraph 2 starts with mis-? _____

What does it mean? _____ Put mis- in the prefixes table in Section 4.

What word means something is wrong? A m _ s t _ k _ .

8. Before the letter p, in- changes to im-. Which word means the opposite of possible?

in- or im- can have two meanings:to put into or the opposite of the next bit.

To 'plant' means to put something in the main part, so what does 'implantable' mean? Look carefully at the meaning of the sentence to help you.

_____

Products with GPS:
Marine GPS, Navman and
cellphones

Your turn - what can you remember?

1. What does GPS mean? _____

What does PDA mean? _____

Where did you find the answer? In the g _ _ _ _ _ _ y.

What does R & D mean? _____ __ _____

What helped you? B _ _ _ _ _ _ _

2. What does 'them' in paragraph 1 refer to?

What does 'it' in paragraph 2 refer to? _____

What does 'them' in paragraph 2 refer to? _____

What does 'this' in paragraph 2 refer to? _____

What does 'this' in paragraph 4 refer to? _____

What does 'it' in paragraph 5 refer to? _____

3. What are 3 devices with Rakon products in them? _____ _____ _____
_____ _____ _____.

Devices are big.   Yes/No/Don't know.

Devices are useful things. Yes/No/Don't know.

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4. Which 2 adjectives and one phrase (with 5 words) tell us about the size of the new receivers? _____ _____ _____ _____ _____
_____ _____

5. The noun **nav**igation and the verb **nav**igate mean a way to get somewhere. What are 2 other names in the text with the same meaning and the same first three letters **nav-**?

_____ _____ Put nav- in the prefixes table in Section 4.

6. Manu**fact**ure means to make in a **fact**ory? Yes/No/Don't know

7. Put the names in the text into the best category. Remember to use capital letters.

About people (6)	About companies (5)	Places (6)	Product names (2)	Months (2)

Using the language.

1. How many of us have a GPS device in our car? _____

2. GPS for tracking people is most useful for prisons and governments.

Who agrees? _____

3. Do you want GPS on your cell phone (mobile phone)? Why or why not?

Who agrees? _____

Section 4

Revision and Overviews
Mind maps
Word building
Extra questions
Category charts
Matching exercises

Prefix	How to use	meaning	example	spelling changes?
mis-	mis- + verb	bad	misuse	

Suffix	How to use	meaning	example	spelling changes?
-er	verb + -er	person	baker	bak(e) + r
	heat + -er	thing	heater	
	verb + -er	person	baker	bak(e) + r
	heat + -er	thing	heater	

Unit 1

Quick and easy photography!

Using your digital camera on holiday.

1. Prediction of vocabulary
Try and write 8-10 key words in one minute. Can you think of different ones too?

_____

_____

_____

_____

_____

Unit 2

1. Word form

Verbs usually mean do, take or have the same meaning as the noun.
Yes/No/Don't know

The spelling is often the same. Yes/No/Don't know

1. 'Coal mining is also dirty work.'   'work' is a noun   Yes/No/Don't know

2. 'The black coal dust gets into the lungs.' 'dust' is a noun   Yes/No/Don't know

3. The baker dusted the cake with chocolate powder. 'dusted' is a noun.

Yes/No/Don't know

    We need to dust in here because it's dirty!

    To dust means to take away dust. Yes/No/Don't know

4. You can mine for gold in the South Island. 'mine' is a verb. Yes/No/Don't know

    To mine means to take away something out of a mine. Yes/No/Don't know

2. Punctuation use

Match the words with their use. The first one is an example.

side-notes (3)	1. to show you a list of things
asterisk ( )	2. to show you the word is a name
capital letters ( )	3. to show you the meaning of an unusual (or a scientific) word
dash ( )	4. to show you the meaning
glossary ( )	5. to show you simple English or an example
brackets ( )	6. to show you the meaning is in another place
semi-colon ( )	7. to show you a list of things or a definition
colon ( )	8. to show you the meaning is before (usually)
comma ( )	9. to show you the meaning is next

63

Unit 3

1. Match the name to an example or meaning in the cloud on the right. 0 is an example.

2. Word building.

-y is the end part for adjectives (describing words). Sometimes we add -y to a singular (1) noun to show it describes the noun. -y can mean 'with'.

-y is at the end of which 2 words in text 3?

_____ _____

'Windy' means with wind. Yes/No/Don't know

'Cloudy' means with clouds. Yes/No/Don't know

'Grassy' does not mean with grass.

Yes/No/Don't know

'Watery' means with water. Yes/No/Don't know

'Foggy' does not mean with fog. Yes/No/Don't know

'Sunny' means with sun. Yes/No/Don't know

Which words have a spelling change?

_____ _____

0. style
1. glossary
2. side-notes (0) BOLD italics
3. asterisk
4. semi-colon
5. colon
6. inverted commas
7. proper nouns
8. suffix
9. noun
10. verb
11. adjective
12. dash

( ) *
( ) — ( ):
( ) describing words
( ) a kind of mini-dictionary after the text
( ) the end part of the word
( ) the first letter is a CAPITAL
( ) meaning on the side of the page
( ) actions or 'doing' words
('......') ( );
( ) 'naming words' for things or stuff
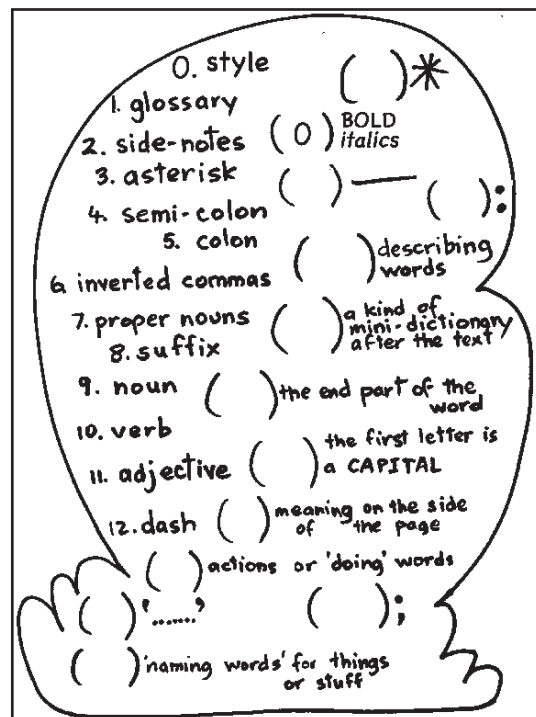
3. a) The 'end part' is a suffix. -er is at the end of which word in text 3? _____
Is this 'end part' about people? Yes/No/Don't know
(Remember mother, father, sister, brother, dancer, singer?)

Here are a list of people. Write what they do in the spaces:
e.g. A teacher *teaches*.
1. A worker _____.
2. A driver _____.
3. A cleaner _____.
4. A baker _____.
5. A builder _____.
6. A buyer _____.
7. A waiter _____. for your order.
8. A manager _____.
How many more people with -er endings do you know?

_____
_____
_____
_____
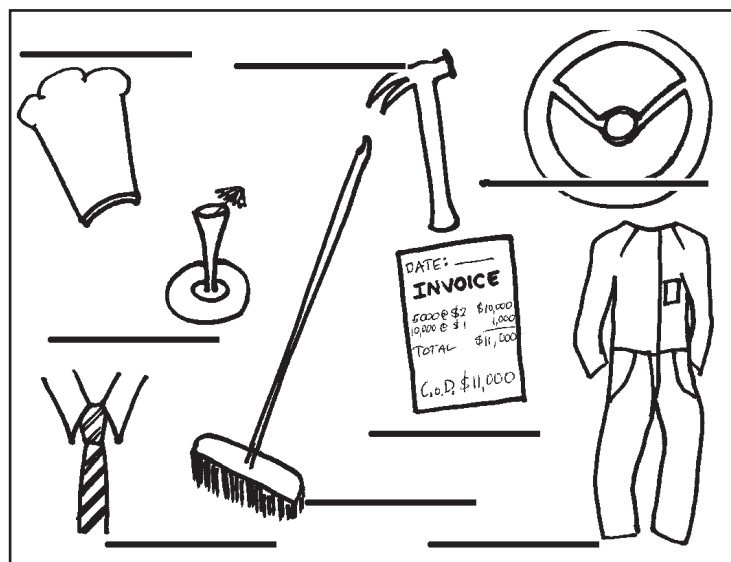
Write the number of the job name from question 3 on the line.

NB. -er can also mean a thing.
A heater, a toaster, a blender, a rice cooker, a hairdrier, a miner, a juicer, a mixer.
Which one is not a thing? _____
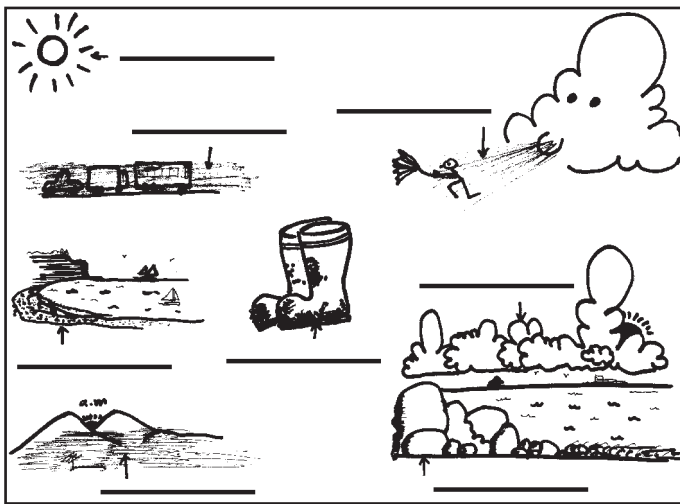
4. Revision of -y adjectives. Write the correct adjective number next to the correct picture:

1. windy 2. sunny 3. dirty 4. cloudy

5. rocky 6. sandy 7. misty 8. foggy

Unit 4

1. Put the following words in the correct column. The first is an example.

comma   semi-colon   it   so   they   because   and   dash   this   capital letters
they   asterisk   some   also   but   these   or   he   brackets   too   inverted commas

reference	conjunction (joining word)	punctuation
		comma

2. Word building

What word in paragraph 1 in text 4 ends in -ful? _____

Here are some adjectives. What are the nouns?

painful, hopeful, powerful, colourful, helpful, playful, careful and beautiful.

_____

What are the opposite of these words? painful, powerful, hopeful, helpful and careful.

Hint: Remember the suffix -less means without or having no and is the opposite of the suffix -ful.

_____

Can you make these words? Without a friend, without air, without water, without a child.

_____

Unit 5

c_nc_r
L_ng di_____s

'c_v_-in'

w_t_r → d___n

d_ng_rs

h___th

d_s__

POWER

r_s__rc_

$ch__p

Imp_rt__t

Coal
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m_ne → d_p_s_ts

USA
C___a
A_str____
N.Z.
C_n_d_

CO₂ env_r_nm__tX_s

d_rty w__k
d_g
w_rk l_ng h__rs

d_ng_r__s

n_n_r_n_w_bl_
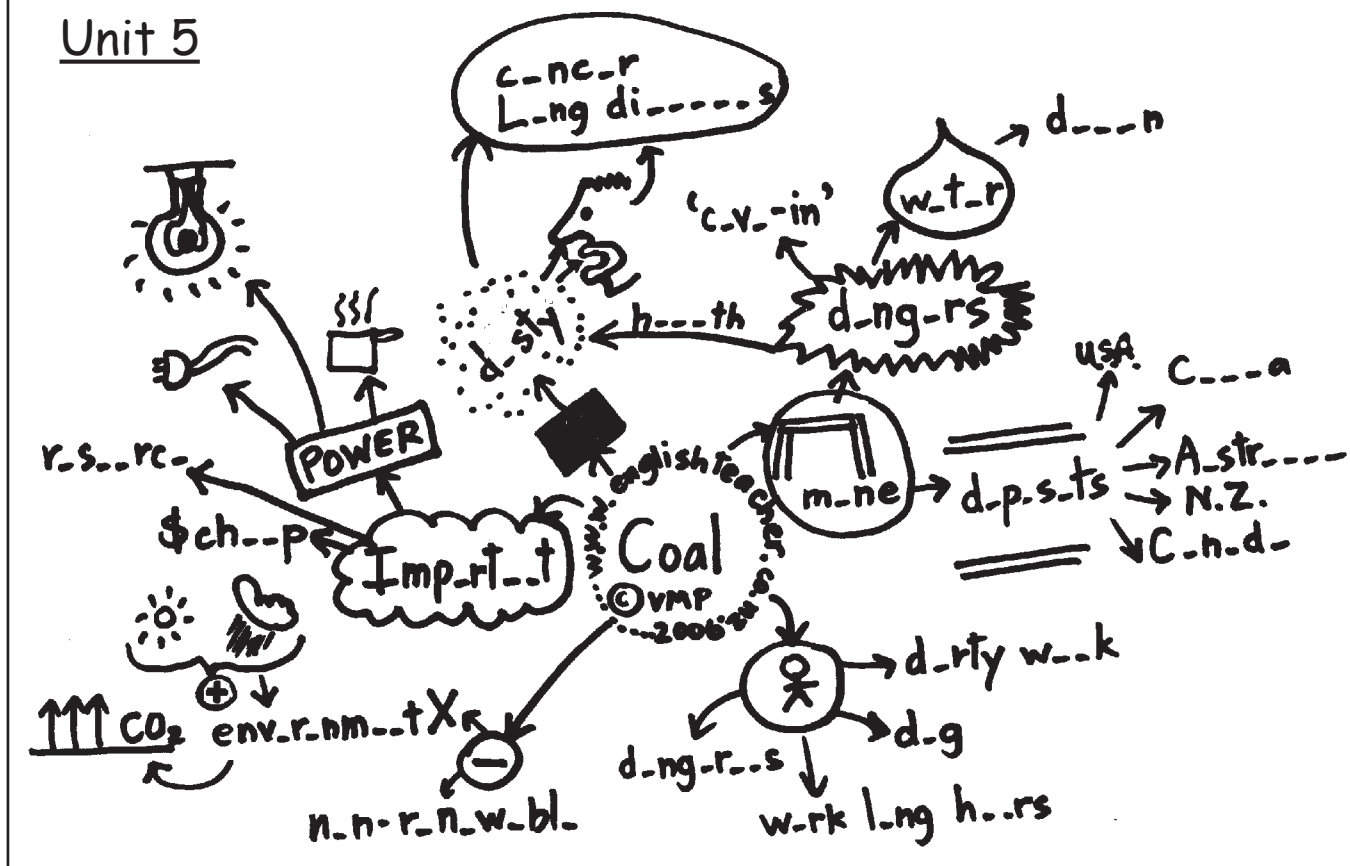
1. Complete the mindmap above. Add letters and colours.

2. Complete the mindmap on the right about links. Add letters and colours.

th_n
-nc_ or alternative category
12:15 PM choice reason
result
change or contrast
LINKS

Def_n_t___

G_____r
M__k_rs

joining addition

b_t
h_____r
on the o____
h__
_nd
_not___
_ls_
t__
_th_r

Ex_mpl_

Reference

Unit 6

1. proper nouns   ( )*
2. adjectives
3. prefix   ( ) the meaning
4. illustration   ( ) the first part of the word
5. italics   ( ) a photo, diagram, graph...
6. asterisk   ( ) things you can't count
7. category   ( ) joining something
8. definition   ( ) this way of writing
9. stuff   ( ) describing words
10. symbol   ( ) a group of things
11. marker   (1) names of special people & things
12. link   ( ) showing meaning of words around it.
                   ( ) pictures or letters for the meaning

Write the best number in the brackets.

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Unit 7

Revision of grammar marker categories:

Put the following words under the correct category. The first is an example:

 these / similar to /them / another / they / however / sort of /some /like /means /
caused by / once / too/ includes / for -ing / because / it / e.g. /the same as / is & are /
for instance / an example of... /the meaning of / things / this / kind of / for example /
there / along with / category /

links	reference	example	definition

Unit 8

1. Collocation - Which words go together the best?

Draw a line from the word(s) on the left to the best word(s) on the right.

put up	a rip
discoloured	floats
plastic rubbish	your arm
breaking surf	water
identify	hits

2. Before or after the word surf?

life saver   alone   the Internet

line   in the   board   body   breaking

Before	After
body surf	surf alone

3. Word building

What word in paragraph 3 of text 8 starts with dis- ? _____

The prefix dis- means the opposite and often with a negative feeling. It also can mean away e.g. appear and disappear.

Write the number of the best meaning in the brackets next to the dis- word. The first is an example.

DON'T USE YOUR DICTIONARY!

Myriam and Carlos at the Big Day Out

dislike (11)   1. to go away

disappear ( )   2. to not please someone

disagree ( )   3. to put something away from the right place

displease ( )   4. to be of no interest to you

disbelieve ( )   5. to not believe someone

disobey ( )   6. to make the colour bad or dirty

discolour ( )   7. to not agree with someone

disown ( )   8. to say or show you do not own something or they are not family

distrust ( )   9. to not obey someone

discontinue ( )   10. to not trust someone

disinterest ( )   11. to have negative feelings about someone or something

displace ( )   12. to not continue with something

Note: These words are mainly from the First One thousand Word List from

Vocabulary Lists ©I.S.P Nation 1996 ISBN 0 475 10507 9

Now write dis- in the prefix and suffix table. Now is a good time for dictionary work!

Unit 9

1. Word building   What adjective from the blogs ends in -y? _____

Below are some nouns which make the adjectives with the suffix -y. Put the correct number from the second box examples into the brackets in the first box. The first is an example. What is the spelling rule for nouns with the ending -e?_____
_____

rubber (5) smoke ( )
bush ( ) bubble ( )
salt ( ) silver ( ) chill ( )
sleep ( ) smell ( ) sex ( )
wool ( ) sugar ( ) cream ( )
greed ( ) craze ( ) scare ( )

1. smoky 2. silvery
3. wooly (US) woolly (British)
4. smelly
5. rubbery 6. salty
7. sleepy 8. chilly
9. sexy 10. bubbly
11. creamy 12. crazy
13. greedy 14. bushy
15. sugary 16. scary

2. Repetition of idea

Pak 'n' Save on Lincoln Rd is the biggest supermarket in Auckland. It is huge; 5000 sq m with a roof 40m high above you. More than 1000 car park spaces. Lots and lots of space! Each section has hundreds of choices in an aisle 8m high. Three shoppers with extra big trolleys for their groceries can move along these 65m long aisles. In fact you can probably walk half a kilometre if you are doing your weekly shopping, then forget things and go back for them. It's so large! Great exercise but you can get lost in there!

1. Which is the best idea of the whole text?
a) walking a lot   b) a big place for groceries   c) driving to supermarkets   d) weekly shopping

2. Choose the best 2 repeated ideas from a) to g) :
a) shopping   b) forgetting   c) aisles   d) money   e) big   f) shopping car parks
g) Auckland   _____ _____

3. Underline the words with the repeated idea about number and size.

4. Underline the words with the repeated idea about shopping with a different colour.

Unit 10

1. Collocation -

Which words go together the best?

Draw a line to the best word(s) from left to the right.

tiny   fishfinders

trade   uses/profits

manufactures   name

future   GPS receivers

tracking   performance

high   devices

2. Repetition of idea

Which 9 words without capitals are about business in text 10? _____

_____

_____

3. Word building

a) In text 10 paragraph 5 there is a word ending in -ly. What is it?_____

-ly is an ending for an adverb. An adverb adds some feeling to the verb. Yes/No/Don'know

The meaning of -ly is like or similar to.

Yes/No/Don't know

b) Add -ly to an adjective. Adjectives ending in -y have a spelling change to _____ .

polite becomes _____   safe becomes _____

rude becomes _____   quick becomes _____

Watch the special one! true becomes _____

c) Add -ly to a noun about time. Nouns ending in -y have a spelling change to _____ .
The meaning of -ly is for time words is EVERY. Yes/No/Don't know
Change the following to adverbs. Remember the spelling changes!

hour becomes _____	night becomes _____
easy becomes _____	passive becomes _____
week becomes _____	day becomes _____
careful becomes _____	final becomes _____
strong becomes _____	quick becomes _____
great becomes _____	complete becomes _____
year becomes _____	regular becomes _____
sudden becomes _____	correct becomes _____
fortnight becomes _____	(= 2 weeks in New Zealand, Australia, G.Br.)

d) Suffix -ion

Which 5 words in text 10 end in -ion?

_____

You add -ion to the base form of the verb to make a noun. Sometimes there are spelling changes so look carefully.

Write the number of the noun in the brackets. The first and last are examples.

form (2)   1. information
discuss ( )   2. formation
qualify ( )   3. invention
complete ( )   4. qualification
collect ( )   5. examination
repeat ( )   6. completion
inform ( )   7. repetition
invent ( )   8. collection
examine (5)   9. discussion

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What are the nouns from the following verbs. (See text 5 graph).

produce _____ emit _____ prepare _____ construct _____

4. Vocabulary revision and extension

a) (Revision) - er is for people and things. You should know most of these words.

If it is a thing write NT after the word and if it is a person write NP after the word:

E.g. heater   <u>NT</u>   e.g. Pro football player   <u>NP</u>
miner ____ vacuum cleaner ____ motor mower ____ rescuer ____ juicer ____
mixer ____ hair drier ____ lawyer ____ freezer ____ porter ____ sticker ____
can opener ____   computer programmer ____ blender ____ exporter ____
importer ____ blender ____ dishwasher ____ gardener ____ computer printer ____
CD player ____ employer ____ murderer ____ screwdriver____ photographer ____

b) Another ending for people or thing is -or.

Which thing in paragraph 1 of text 10 ends in -or(s)? _____
Which person in paragraph 2 of text 10 ends in -or? _____
If it is a thing write NT after the word and if it is a person write NP after the word:
You should know most of these words.   E.g. sailor <u>NP</u>
refrigerator ____ inventor ____ metal detector ____ inspector ____ actor ____
separator ____ director ____ counsellor ____ reflector ____ spectator ____
telephone operator ____ creator ____ investor ____ accelerator ____ motor ____
machine operator ____ computer monitor ____ connector ____ radiator ____
escalator ____ generator ____ translator ____ elevator ____ nuclear reactor ____
Which 5 things are car parts? _____ _____
_____ _____ _____
Which 2 things go up and down inside a building? _____ _____
Which 6 are important things in industry? _____ _____
_____ _____ _____ _____
Who works with people? (8) _____ _____ _____ _____
_____ _____ _____ _____
Who makes things (3)? _____ _____ _____
Who watches sports games? _____

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Section 5

Answers
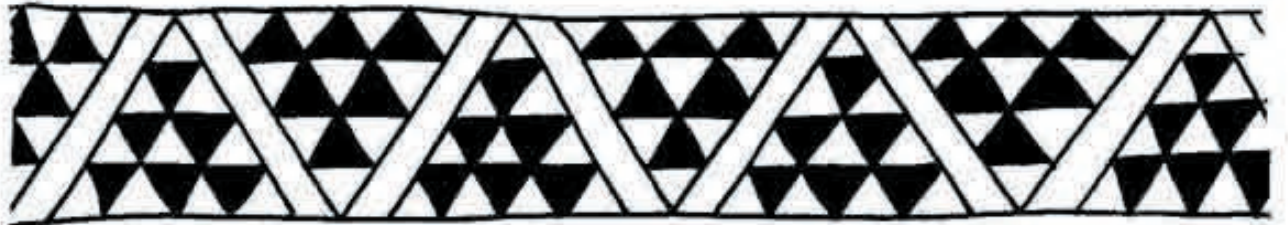
Unit 1: Have you heard?

Pre reading task 1: Prediction of vocabulary (guessing from information)
Prediction of vocabulary (guessing from information)
Look at the title of the text in Unit 1: 'Have you heard?' and the picture above. Do not use your dictionary. What words do you think will be in the text?
E.g. picture, photo, take, people, new, look, find, hear, know, idea....

Pre reading task 2: Two main ways to guess the meaning of new words.
Look at the illustrations and the title of the text.

Pre reading task : Prediction of content from the title and pictures.
The best description for all of the text?
c) looking at illustrations and titles

Test Your Understanding
Answer these questions about Text 1.
1. Pre reading task 3: Were you correct? (c) No? There were two key words to help you - illustrations and title.
2. There are 4 ways in the text to help you guess meanings of new words from an illustration.   No, there are only two ways suggested in the text.
3. There are five paragraphs in Text 2.   No, there are four. The title is not a paragraph.
4. Paragraphs 1 and 2 are about using illustrations to help you. Yes
5. Paragraph 3 is about titles of the text. Yes
6. This text is from   c) a school book
7. Text and illustrations are the same. No
8. What are 6 examples of illustrations? map, diagram, picture, drawing, photo, graph
9. When does the writer think you should use your dictionary? after the end of each unit
10. Where is the title? above the text.

About Your Reading Skills
1. In Text 2 there is at least one new word. Maybe the following words are new but there are ways to guess the meanings.
illustration picture, graph, photo, diagram, drawing or map
2. The meaning of Text 2 is easy to understand.   Yes? You should not know every word.
3. I can guess the meaning of new words easily.   No? This book shows you and practises the main ways.
4. I looked at the pictures to help me understand. Yes? Great! No? Use the help in Self Study development for any new ways too.
5. I used my dictionary before I answered these questions. Yes? The best time is after each unit!!

Self Study Development
Step 1:
Here are some titles of text and 7 main ideas. Choose the best idea and write the number beside the title. What word or words in the title helped you? Underline it or them.
Ideas: 1. weather 2. news 3. sport 4. free time (recreation) 5. health 6. business 7. education (schooling)
There are some titles with more than one answer so the best one is first.
4 -Come and Stay by the Sea. 5?3 -Dutch Swimmer's Cancer Fight. 3 -The New King of Tennis.
2?3?6 -London Holds Early Olympic 2012 Party. 1 2 -Months Rainfall in 2 Days. 6 -US Money Supply Drops.
2?4?6 -Safety Warning for Asian Tourists. 6 -Fuel Bills Bring Packed Trains.   4 -Showbiz Guide.
3 -Bike events Pushed Back. 7 -Students mark their lecturers on a new web site. 4 -All Aboard!
2 -Triple Skiing Accident. 1 -Blue Skies on the Way for the Weekend. 6 -Always Something New.
5 -Stay Together and Healthy. 2 -Body Found in Auckland Hotel. 5?4 -Home-made Goodness.
4 -Relax! It's a Holiday. 6 -Customers Wait for Better Cell phone Deals. 2 -New Tax laws.
2-7000 Police on Streets for Celebrations. 4 -An Australian Holiday. 7?6 -Business Student Wins Again.
4?5 -Spring Cleaning in the Home. 5 -An Apple a Day.   2?6 -France Moves Against Baby TV.
7 -Microphones in Classes Help Learning. 4?5 -Walk This Way. 2-Plane Crash Kills 150.

Step 2 and 3 will be different for everybody.

Unit 2: Jobs underground

Pre reading task 1: Prediction of vocabulary (guessing from information)
Possible words in the text from the picture and title:
jobs, underground, beneath, sitting down, shovel, spade, light, hat, dark, coal, mine, broken, man, men, fall, rocks, mine, miner,

Pre reading task 2: Four main ways to guess the meaning of new words.
1. Look at the pictures.
2. Look at dots and dashes (punctuation) around them.
3. Look at the grammar.
4. Look at the parts of the new word. Do you know any of the
meaning of the parts? (E.g. -er means person or thing.)

Pre reading task 3: Prediction of content from the title and pictures
c) Work and accidents in coal mining

Test your understanding

1. c) Work and accidents in coal mining
2. No, their work is dangerous and hard with long hours.
3. No, there are two. The last line is a glossary. There is a space between paragraphs and they start a new line. A paragraph has one main idea but can be one or more sentences.
4. Yes, the main idea in Paragraph 1 is about the dangers of digging for coal underground.
5. Yes, Paragraph 2 is about mining accidents in China, United States, Australia and Canada.
6. c) a school book is the best answer. This text is not from a business letter because there is no address or names. Women's magazines never have short texts about mining.
7. After a 'cave-in' there is often no way out so they wait for rescuers.
8. Coal miners can die after a 'cave-in' from rocks falling or drown or are hurt and then die.
9. Hundreds of miners die every year in China.
10. The roof or wall of the tunnels fall in, water gets into the tunnel and the miners drown, miners die from rocks falling or are hurt.

About Your reading skills.

1. No? This text is too easy for you.
2. Yes? Good. I hope you got 10/10 for understanding too. No? This book will help you to understand main meaning.
3. Yes ? Good you are using the pictures and titles for help. No? This book will show you some more ways.
4. No? Go back to unit one and answer the questions about pictures and illustrations.
5. Yes? The best time is at the end of this unit.

## Self Study Development.

Yes, to understand all the words in Text 2, it helps to understand punctuation - question mark, comma, dash, brackets, inverted commas, semi-colon, colon and full stop.

1. Yes, a dash, (-), means the word meaning is next or examples of the word are next. IELTS readings test this a lot.
2. (a) Yes, a special workplace word has '...' (inverted commas) around it. This is to show you it is a special word.
'cave-in' has got '   ' (inverted commas) around it in Text 2: Jobs underground.
2. (b) Yes, slang words (everyday 'street' English) also sometimes have inverted commas ('   ) around them.
3. The meaning of 'cave-in' is the roof or walls of the tunnels fall in. The punctuation help is brackets.
4. Yes, a comma (,) can show you more information.
5. There are more than two things that miners do so choose from the following:
Miners dig coal, work long hours, (wait for rescuers, drown, die from rocks falling, are hurt.)
6. Yes, a list is usually two or more examples so commas can show you examples in a list.
The list in Text 2:   <u>China, United States, Australia and Canada.</u>
Bananas, oranges, apples and strawberries are fruit.
Americans, Canadians, Australians, New Zealanders and British people speak English.
Modern English does not use a comma (,) before and.
7. Names of people, places and important names start with a big letter (capital).
8. Names in Text 2: Jobs underground: China, United States, Canada and Australia.
The group word for these names is countries. One country and two or more countries. (Watch the spelling change -y becomes -ies.)
9. Yes, the first letter in a sentence is a big letter (capital letter).
10. Yes, a question mark (?) means the answer is next.   In the text this helps you with the meaning of accidents.
11. Yes, there are examples of 'accidents' in the answer: miners drown, die from rocks falling or are hurt.
12. Yes, a semi-colon (;) gives you more information, an example or uses easy English to help with the bit before it. If this is new information, then look for semi-colons in your future reading to help you with meaning.
13. Yes, the ; (semi-colon) in paragraph 2 means there is more information or examples about accidents next.
14. Yes, a colon shows the meaning is next. This is one of the main uses and IELTS often tests this knowledge.
15. Yes, a colon can also show a list of examples.   This is another one of the main uses and IELTS often tests this knowledge.
16. Coal: black or dark brown rock. No, the colon (:) after coal is not for a list of examples but it describes and helps you with meaning.
17. Yes, the colon (:) is to show you the meaning is next.
18.   Fruit: bananas, oranges, apples and strawberries
        Countries: Canada, Australia, New Zealand and USA
        Verbs: do, come, go, talk, read, say and listen
        Adjectives: dangerous, safe, hurt, late and long

Your turn
See Text 2: Jobs underground

Test your understanding
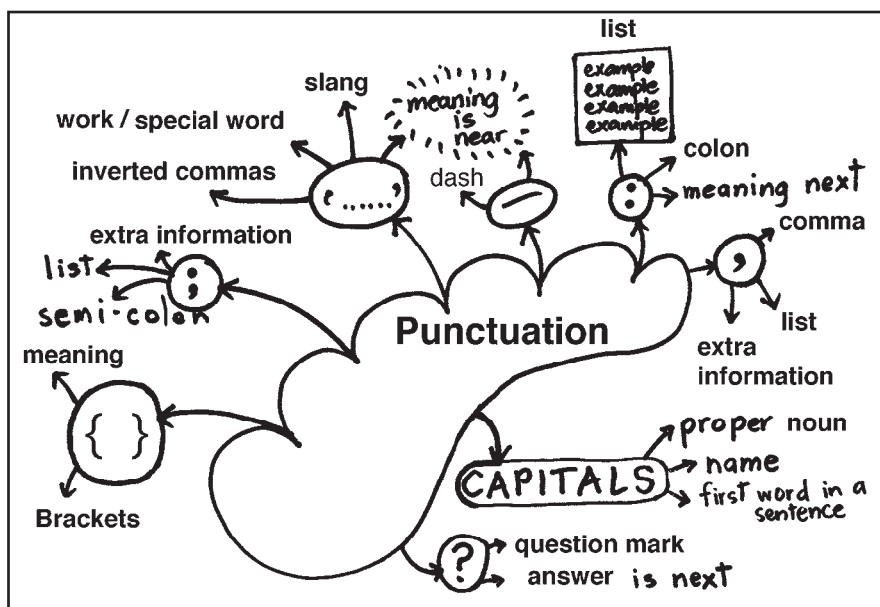
Unit 3: Health Dangers for Miners

Pre reading task 1: Prediction of vocabulary (guessing from information)
1. Look at the illustration for parts of the body: nostril (nose?), mouth, trachea, lungs alveoli, (arm, head, eye, shoulder, chest)
Other words: respiratory system, breathe in and out, breath, coal dust, through the mouth, down into the trachea/lungs/alveoli, dust in the lungs, dangers, dangerous for, healthy, health, coal miners, mine...

Pre reading task 2: Four main ways to guess the meaning of new words.
1. Look at the illustrations.
2. Look at the dots and dashes (punctuation) around them.
3. Look at the grammar.
4. Look at the parts of the new word. Do you know any of the meaning of the parts?
(E.g. -er at the end means person or thing.)

Pre reading task 3: Prediction of content from the title and pictures
b) miners' health problems
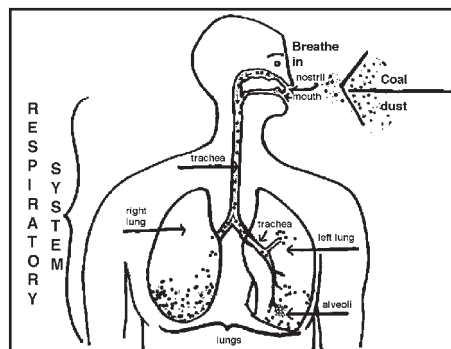
Test your understanding
1. b) miners' health problems is correct because a) and d) have no information; c) and e) are only part of the answer.
2. This text is from c) a health magazine.
It is not a) a newspaper because it has a different layout with no side-notes, b) a letter because there is no person to write to or d) a TV web site because there is no information about the time or day of the programme.
3. Yes, coal dust is small and in the air. You can see this from the diagram and it gets into the lungs through the nose and mouth so it must be small.
4. Yes, coal dust causes health problems e.g. some diseases and cancer.
5. Yes this is true, coal mining is not a safe job. It is dangerous work and the coal dust causes some diseases.
6. Look at the diagram. Coal dust goes from the nostrils (or nose and mouth) to the lungs (or alveoli).
7. 3 dangerous illnesses for miners are Emphysema, Pneumoconiosis (or Black lung disease) and cancer.
8. No, you cannot breathe easily with Emphysema. In the side-notes it says there is difficulty with inhaling (breathing).
9. Another name for Pneumoconiosis is Black lung disease.
This name comes from the black spots on the lungs. The lungs are black from the coal dust.
10. Coal dust damages alveoli. The coal dust causes Emphysema - damage to the alveoli in the lungs.

About Your Reading Skills
1. I hope not. The self-study section is to help you NOT use your dictionary.
2. Yes? Good, you are using the new ways to guess words. No? Finish the self-study development section, then answer this question again. There are a lot of words you do NOT need to know to understand the text's main meaning.
3. No, the writer does not expect you to know every word because they give you the meanings.
4. Yes, I looked at the diagram to help me understand. Good! You are becoming a good reader. No? Always look at the illustrations.
5. Yes, I am using punctuation to help with the meaning of new words.   Good! No? Go back and review Unit 2 on punctuation.

Self Study Development.
Yes, to understand some new words in Text 3: Health Dangers for Coal Miners, you read the meanings in the side-notes and glossary.
1. Yes, there is more than one way in the text to show a word is in the glossary. Sometimes the difficult word in the text is in a special style (**bold**, *italics*) or has * in front of it.
2. Yes, a glossary is a kind of small dictionary.
3. Is 'cancer' a new word? This is different from student to student.
Yes, 'cancer' is a word you can usually hear, say or read.
No, the writer does not think you know the word 'cancer' because they give you the meaning.
Yes, there is an asterisk (*) in front of the meaning of 'cancer' in Text 3.
No, the meaning of 'cancer' is not on the right side of Text 3, it is at the bottom of Text 3 in the Glossary. Always look for the help from the writer.
Yes, **Glossary** is the name of a small dictionary you see after the text.
4. No, the side-notes are not under the text. They are on the left of the text.
The number in front of the word 'Emphysema' is 1.
Maybe you want to know the meaning of 'Emphysema' but to understand the text you do NOT need to know.
No, the writer does not think you know the word 'Emphysema' because it is in the side-notes.
The number in front of the word 'Pneumoconiosis' is 2.
No, you do not really need to know the meaning of 'Pneumoconiosis' because the meaning is in the side-notes.
No, the writer does not think you know the meaning of 'Pneumoconiosis' because the meaning is in the side-notes.
Yes, a doctor knows the words Emphysema and Pneumoconiosis because they are formal medical words with more than two syllables.
Black Lung Disease is a miners' name for Pneumoconiosis.
Yes, Side-notes are on the side of the page and can help you with meaning of unknown words.   They are usually formal medical words or formal work words. The writer does not expect you to know these words.1. Yes, you can see two ; (semi-colons) in the meaning of cancer in the glossary. The first is a short definition but after the next two semi-colons are a simple English example and extra information. No? Go back and review unit 2.

Your turn. What can you remember?
1. Yes, you can see two ; (semi-colons) in the meaning of cancer in the glossary. The first is a short definition but after the next two semi-colons are a simple English example and extra information. No? Go back and review unit 2.2.
2. Yes, a name (proper noun) starts with a capital letter and the two examples of proper nouns in Text 3 are Emphysema and Pneumoconiosis. Go back and review unit 2.   Emphysema and Pneumoconiosis are lung diseases.
3. Yes, disease is a word for a group of things.
Emphysema and Pneumoconiosis are respiratory diseases. (See the diagram)

Yes, a disease makes you sick.

Yes, a disease is bad for you and makes you sick.

4. Yes, malignant describes a growth. Help for the meaning of malignant is also in the glossary. Grow is the verb and growth is the noun.

Yes, the growth can kill you.

No, malignant is not good.

Yes, malignant is a doctor's word; it is a formal word with three syllables.

5. Alveoli means air sacs in the lungs. Note the word sacs is similar to sacks. Sacks helps you with the shape of the alveoli and in the diagrams alveoli are small round shapes.

Inhaling means breathing in. In is the first part of the word and look at the diagram to help understand breathing in. No? Go back and review Unit 1.   Brackets helped you with the meaning of alveoli and inhaling.

6. The alveoli cannot fill with fresh air so there is difficulty breathing. This answer is a simple English explanation after a semi-colon in the side-notes. Don't know or wrong, go back and review Unit 1.

Yes, damage is something bad for the body and causes problems e.g. difficulty with inhaling.

7. 5 words from Text 3 which are both nouns and verbs with no spelling change:

 work   dust   kill   damage
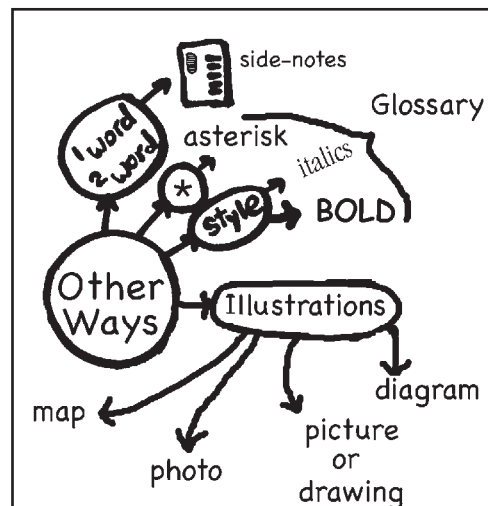
Using the language
Writing examples:

I work every day in a mine.   Have you got a lot of work?

I always dust the room before I vacuum.   There is a lot of dust on this table.

Cats kill rats. The lions slowly eat the kill.

How can you damage the computer? There was a lot of damage after the storm.

Unit 3: Test your understanding

Unit 4: Where Can You Smoke?

Pre reading task 1: Prediction of vocabulary (guessing from information)
1. The best answer is one or more countries from each date NOT all of them. The purpose of the task is to look at the dateline and think about those dates. Did you read or hear anything in your own language in those years to help you? What are the nationalities and/ or adjectives describing things from that country e.g. from each year: New Zealander, Irish, Canadian, Australian, Dutch and Mexican. There is not enough information to really help you so there are many possible answers.

Other possible words in the text maybe answers to the question in the title, 'Where can I smoke?'. So, places is the answer and one example is schools. Maybe 'public places' and 'ban' are new words but you know it is something important because it is about countries and places. I hope you think of the government because they decide about smoking and places. The next kind of word probably in the text is about smoking so smoke, smoker, smoked, people, cigarette, smoking ban and so on.

Ban is a negative word. At the moment there are still many places for smokers. This is changing so ban probably means stop the places for smokers. Also think about the title 'Where can you smoke?' It implies that you can't smoke everywhere anymore.

Pre reading task 2: Four main ways to guess the meaning of new words.
1. Look   at the illustrations. (E.g. pictures, diagrams, photos, maps, graphs)

2. Look   at the punctuation. (e.g. ? : : , _ { } .)

3. Look   at the grammar markers. (E.g. and, so, but, because, reference words)

4. Look at the parts of the word e.g. -er means person or thing.

Pre reading task 3: Prediction of content from title and time-line diagram.
e) where smoking laws are changing and why

Answer these questions about Text 4.
1. e) is the best answer because the first paragraph is about places and the other paragraphs are about reasons and results of the smoking laws. All other answers are not for ALL of the text.

2. No, there are four paragraphs. A paragraph starts a new line and often leaves white space between paragraphs. Side-notes are not a paragraph.

3. This text is from: a) a news web site. There is nothing about sport or cars and the writing is formal and not friendly.

4. Match the paragraphs to the main ideas:

results: paragraph 4   a reason for smokers to stop: paragraph 2

a reason for no smoking in public places: paragraph 3   history: paragraph 1

5. Yes, there is a link between smoke, smokers, people around smokers (See paragraph 3.) and bad health (See paragraph 4.).

6. No, carcinogens are not good for you. The side-notes tell you they cause cancer.

7. What are two reasons to ban cigarette smoking in public places?

a) passive smokers breathe carcinogens in cigarette smoke   b) the air quality is better See paragraph 4.

8. Yes, (more and more countries and cities are banning smoking in public areas) because 'it is a growing movement around the world.'

9. 'not given' is the best answer because there is no information in the text or time line about people smoking in a shopping mall in Korea. When you read this text maybe the laws in Korea have changed but this is your knowledge NOT information in the text.

10. In 2007 United Kingdom made law changes about smoking.

11. Yes, to ban means to pass a law to stop people doing something. In paragraph 4 governments are banning smoking so you know it something about the law.

12. Unit 4 complete the mind map.
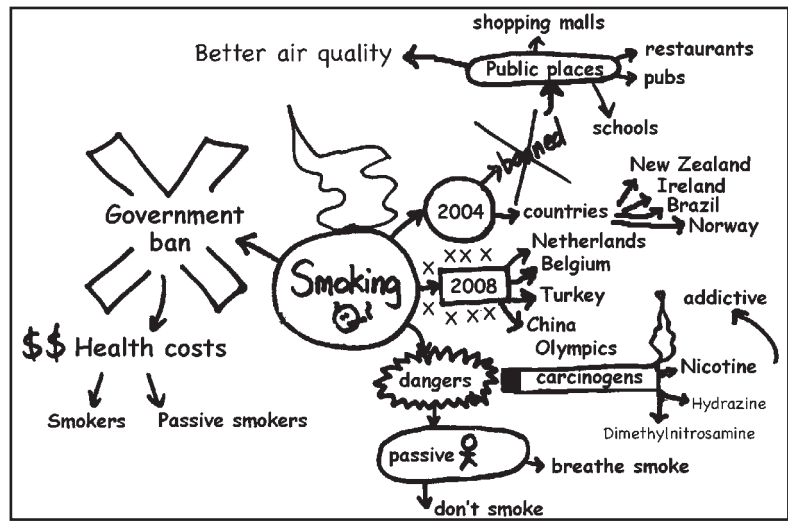
About Your reading skills.

1. I hope you didn't use your dictionary before you answered the questions because the best time is at the END of each unit.

2. The main meaning of Text 4 is easy to understand. Yes? Good. No or don't know? look at the first sentence of every paragraph. The main meaning is nearly always here. The rest of the paragraph gives you more information and examples. There is a question at the end of paragraph one and the answer is in two parts; paragraph 2 and paragraph 3 and 4. The last paragraph (4) also gives you the results.

3. I hope you looked at the time line to help you understand. Every illustration is there for a reason; to make you think about words in the text and to give you some idea of the main meaning of the text. Look again at unit 1 to practise this strategy.

4. I hope you are using punctuation and other ways to help with the meaning of new words but if you are not then try units 2 and 3 in the book. These units show you these ways to guess new words.

5. The answer is probably different for every student but if you cannot guess any of them, then you are not using the ways in this book!

6/7. You do not need to know the meaning of nicotine, Dimethylnitrosamine and Hydrazine because these are names of chemicals. It is NOT easy to guess what a shopping mall is from the text. Shopping you probably know but mall is maybe a place. You don't really know. Examples of public places are in paragraph 1 to help you. The verb move helps you with movement. Examples of harmful are in the answers in paragraphs 2 and 3. Addictive meaning is in paragraph 2. The description helps you. If you breathe/inhale smoke and it goes into your lungs, then you know it is an action of the nose and mouth. You can guess the meaning of ban because it is something a government does to stop you doing something. Lit describes the cigarette and you know it is smoking because the word smoke is in the next bit so lit probably means after you use a lighter to light the cigarette. Air and quality are not easy to guess from the text. You only know they are positive because of the word better and it is something in a public place.

Self Study development - Back and forth

•is the reference word singular (1 e.g. it) or plural (2 or more e.g. these)? This helps you find the referred word.

•does the meaning change if I use the referred words in the new sentence? NO. It shouldn't change the meaning.

• is the referred word a subject e.g. one , other, he, governments, my, his or an object e.g. him, her, them? This is useful when you look back at the sentence before for the subject or object.

Reference words:

1. Paragraph 1:
this refers to banned all smoking in work places and public places
in the same year refers to 2004
it refers to the idea: passed laws in the same year to stop people smoking in public areas
Paragraph 2:
some of these refers to carcinogens
Paragraph 3:
other's implies smokers -the opposite of people who don't smoke
it refers to cigarette smoke
these people refers to people who don't smoke
them refers to cigarettes
Paragraph 4:
them refers to smokers
All correct ? Well done! Less than 5, then you need to practise this way more. Examples:
1. Yes, the work is the miners' work.
2. Yes, it means coal mining.
3. Black coal i.e. black dust from coal.
4. At that time, at the same time, next, after that, in the same week/month/hour/day
5. things refers to lights, cooking and kitchen appliances.

Your turn - what can you remember?

1. 6 names: New Zealand, Ireland, Norway, Brazil, Hydrazine and Dimethylnitrosamine. Nicotine is a common name.
2. Addictive is not a positive word. If you cannot stop doing something easily e.g. smoking, then it is negative.
3. Nicotine is the example in the text of an addictive chemical. The words for instance tell you this.
4. No, so people can't stop smoking easily is a result. After 'so' is always the result not the reason. The next paragraph starts with 'another reason' so you also know the writer is adding to a reason in the paragraph before.
5. Yes, a lit cigarette means someone is smoking one. The word smoke is in the next bit of the sentence to help you.
6. Yes, beside someone with a lit cigarette and smoking passively repeat the same idea.
7. Health links with breathe, inhale and lungs.
8. passive (adjective) is in the same word family as passively (adverb). (paragraph 3)
9. smoke (noun) and smoker (noun) (paragraph 3) are in the same family as smoking (verb to smoke).
10. the ban (paragraph 4) is a noun and a verb in the text (paragraphs 1&4).
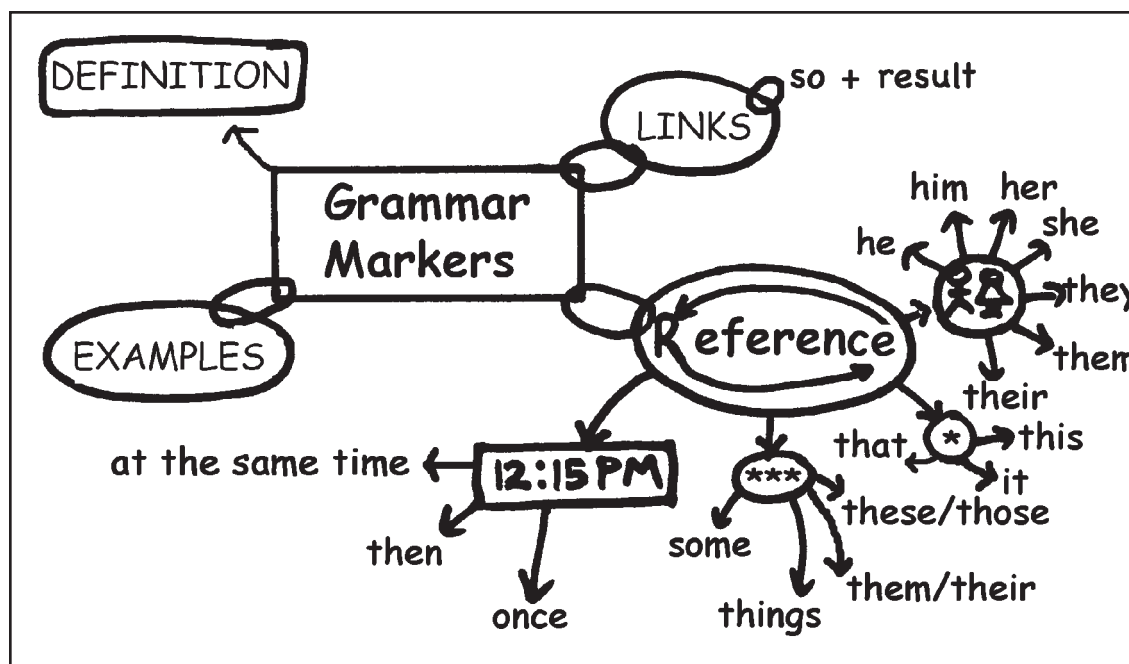
Unit 5: Energy in the Home

electric power (Behind the kettle on the wall of the kitchen is an electric socket. You put a plug into a socket.) Electricity is a noun, electric is an adjective.

No. From the graph, making energy from coal is not good for our world because it makes a lot of greenhouse CO_2 gas. A lot of greenhouse CO_2 gas is not good for our world because it increases global warming. This is general knowledge and not in the text.

Yes, there is a connection (link) between energy for kitchen appliances and Greenhouse gas emissions because most countries use coal to make electric power and people are using more and more electric appliances.

Pre reading task 1: Prediction of vocabulary (guessing from information)

The idea is to think about words in the text from the title and illustrations, not to use your dictionary before you read. Just thinking about them helps your reading. When you read you may see a word and remember it because of the link to the title and illustrations. E.g. electric, kitchen appliances, have, use and make energy....

Pre reading task 2: Three main ways to guess the meaning of new words.

Grammar markers e.g. and, because, so, but, or, this, it,

Other ways e.g. glossary, side-notes, italics, **Bold**, *, illustrations

Vocabulary e.g. word family, prefixes and suffixes, form

Pre reading task 3: Prediction of content from the title, photo and graph

Before you read the text, which answer from a-e is the best for all of the reading?
d) the good and bad things about coal for fuel

Answer these questions about Text 5.

1. Pre reading task 3 'Energy' was (d) so were you correct? No? It's not a) because USA is only one of the countries in the text, it's not b) because money is only part of the text and the 'bad for the environment' idea is not here, it's not c) because only the photos and not the text show how coal becomes energy for the kitchen, and it's not e) because this is not the main idea but just why we use coal.
2. How many paragraphs are there? 3 Each paragraph starts on a new line with a break of white space between. Each paragraph is a new idea. The glossary at the end of the text (a deposit: a large....) is not a paragraph.
3. You can find this kind of text in c) a schoolbook
4. What kitchen appliances use? electricity
5. What is CO_2? carbon dioxide. (the brackets give you the answer) It's the meaning of the word before them.
6. Non- renewable fuel types make more Greenhouse CO_2 gas emissions. Yes, look at the graph again.
7. What are two disadvantages of using coal for fuel? It produces too much carbon dioxide and it is a non-renewable resource.
8. What are 3 good things about coal? It is cheap, plentiful and a natural resource.
9. What are 5 examples of fuel in the text? oil, gas, coal, wind and solar power
10. Where is coal plentiful? USA, China, Australia, Canada and New Zealand.
11. No. Countries with large deposits of coal are starting to use it for generating electricity again because it is cheap.
12. What word in paragraph 1 means the same as 'the land, air and water around you' in paragraph 3? environment
13. Which 3 fuel types make more than 100g of CO_2 per kwatt hour? natural gas, oil and coal.

14. Which 2 fuel types sometimes make more than 200g of CO_2 per kwatt hour? oil and coal.
15. Which fuel type makes the most CO_2 per kwatt hour? coal

About Your reading skills.

1. I hope you didn't use your dictionary before you answered the questions because this book is to help you NOT do this. The best time is at the end of each unit.
2. Yes? Good. If there are more than 6 words it is probably difficult for you.
3. Yes? Good. It is important to look at the graph and photo to help you understand.
4. I can guess the meaning of new words easily. No? You need to start from unit one and learn all of the ways to help so far. If you start with this unit there are a lot of ways before this unit to help you.
5. If you can't guess the meaning of the following words you need to do the self development section because it shows you how to guess: generating electricity disadvantage environment deposit plentiful carbon dioxide solar
There is nothing in the text to help with natural and choice. The only help is the word family: nature and choose.
6. Do you need to know the meaning of all of these words to understand the main meaning? No. You do not need to know the meaning of these words to understand the main meaning of the text: earth construction emissions kilowatt-hour equivalent includes production metal plant. Most of these are from the graph text.
7. Which words in the text helped you with the meanings? See the self development section.

Self Study development: conjunctions (joining words)

The price of oil <u>and</u> gas is going up <u>so</u> many countries are burning coal again for heating <u>and</u> generating electricity. We all use electricity everyday for things like lights, for cooking <u>and</u> kitchen appliances. Coal is a very cheap kind of fuel <u>because</u> it is a natural resource <u>but</u> it produces the most carbon dioxide (CO_2) <u>and</u> too much of this is not good for the environment. <u>Another</u> disadvantage is that coal is a non-renewable resource; once you remove it by mining, then there is no more. Wind <u>and</u> solar power, <u>on the other hand</u>, are renewable clean resources.

<u>However</u>, coal is plentiful <u>and</u> many countries have large deposits of it for example, USA, China, Australia, Canada <u>and</u> New Zealand. It is often the cheapest choice for generating electricity.

Which do you think is more important, the land, air <u>and</u> water around you <u>and</u> your future children <u>or</u> the price of electricity?

a deposit: a large amount of something in one place; coal <u>or</u> other metals in the earth; money in the bank.

Self-study development: conjunctions (joining words)

1. So shows you the <u>result</u> after the word so.
2. Because shows you the cause or <u>reason</u> after the word because.
3. <u>and</u> always joins two or more things. The things are always <u>in the same</u> group
4. <u>or</u> can show you another choice/example.
5. You can use also to <u>add</u> ideas.
6. <u>but</u> or <u>however</u> or <u>on the other hand</u> show you something different is next.

Generation of electricity from wind.

A and B and C show the meanings with ✳. Put the correct letter in the brackets ( ).	
(a) ✳ + ✳	(C) one and the others
(b) ✳ + ✳ + ✳ + ✳	(A) one and the other
(c) ✳ + ✳✳✳✳	(B) another and another and another

'...so many countries are burning coal again.'
7. 'so' shows you the result of the prices going up. Yes
'...for heating and producing electricity.'
8. 'and' shows you the the actions (-ing) are similar. Yes
'...for cooking and kitchen appliances.'
 'and' shows you the things are similar. Yes
  Both things and actions are positive (+). Yes
9. 'Coal is a very cheap kind of fuel <u>because it is a natural resource</u> but it produces the most carbon dioxide (CO_2)...'
Why is coal a cheap fuel? <u>Underline</u> the answer in the sentence above.
10. 'but' shows you a change or argument against cheap coal. Yes
'...and too much of this is not good for the environment.'
'and' shows you both ideas (the most CO_2 and not good for the environment) are negative. Yes
11. '...Another disadvantage is...'Another' adds to the negative (-) ideas before. Yes
12. ...once you remove it ...' 'once' refers to the first time. Yes
'...then there is no more.' 'Once' and 'then' are time markers. Yes
13. '...Wind and solar power, on the other hand, are ...'
 'on the other hand' shows you the next idea is the opposite. Yes
You have got two hands and they are opposite shapes. Yes
14. 'However, coal is plentiful...' 'However' and 'but' mean the same thing in Text 5. Yes
'However' can start a sentence. Yes
'However' can start a paragraph. Yes
It is best to start a sentence in formal, school writing with however, not with but. Yes
 'However' shows you the next bit is negative or opposite. Yes
15. '...your future children or the price of electricity?'
'or' shows you the next thing is a possible choice. Yes
16. When you understand the use of grammar marker words, it helps you understand the main meaning. Yes

Your turn - what can you remember?

1. What do the following words refer to?
Paragraph 1: things: lights, cooking and kitchen appliances; it: coal, coal, a non-renewable resource; and this: carbon dioxide

Paragraph 2: it   coal, coal

2. What word in paragraph 1 is the opposite of advantage? disadvantage

dis- is a negative prefix. It is the opposite of the part (advantage) in front of it.

Good vocabulary guessers always look at the illustrations. Yes

3. Look at the picture above solar on the graph. Is a symbol a picture with meaning?

Yes, look in the Glossary at the front of this book for help.

4. Is the first symbol similar to wind? Yes

Are the other symbols similar to their shapes? Yes.

Do you think solar generation means the making of power from the sun? Yes, look at the symbol. It is the usual symbol for the sun.

5. Does it take a long time to make coal, oil and gas in the ground? Yes

Can you make new coal and oil and gas again quickly? No

Do natural resources belong to your country or people in your country? Yes

Are **resources** important things, you can use them and they belong to your country? Yes

6. Do **non-renewable resources** take a very long time to make again ? Yes

 Is **non-renewable resources** the opposite of **renewable resources**? Yes.

Which part of the word helped you? The prefix non- means not.

7. Where is the meaning for 'deposit' in the text?   In the glossary. The word Glossary is not always at the end of the text. Yes

Unit 6: Millions of Years Ago

Pre reading task 1: Prediction of vocabulary (guessing from information)
No, Australia and New Zealand are not next to South America.

Other continents are: South America, Antarctica, Africa, India, Arabia...Most of the shapes are the same today.

Yes the birds and animals are unusual.

All the names of the plants and animals, live, were, was...

Pre reading task 2: Three main ways to guess the meaning of new words.
Grammar markers e.g. and, because, so, but, or, but, however, this, that, these etc

Other   ways e.g. glossary, side-notes, *italics*, **Bold**, *, illustrations

Vocabulary e.g. word family, prefixes and suffixes, form

Pre reading task 3: Prediction of content from the title and pictures
c) why New Zealand has some unusual animals

Answers to questions about Text 6.
1. Pre reading task 3 'Millions of Years Ago' . Were you correct?   The text does not tell you about museums, things to see (birds and animals) in Gondwanaland, or just about 180 million years ago. It tells you about birds and animals in New Zealand now and from the ancient past.

2. Paragraphs: (1) b   (2) c   (3) a   (4) d

3. This text is from c) a history textbook

4. What do the following words refer to?

Paragraph 1: it- New Zealand, these species - rewarewa, ponga, tuatara, kiwi, weta, frogs and giant land snails.

Paragraph 3: Before this time - 1-2000 years ago, they - every species, others - kiwi (not giants)

Paragraph 4: they - kiwi, it - living on the ground, at that time - before rats, cats, dogs or human hunters

5. Yes, New Zealand and Australia were parts of a super continent and they separated (came apart) 50-80 million years ago.

6. Yes, today in New Zealand there are examples of plants and animals from 180 million years ago. 'Still' helps you understand this idea.

7. There were kangaroos in Australia 80 million years ago. Not Given

8. No, there are no more moa alive in New Zealand. See the information under the diagram about moa.

9. Why didn't the kiwi need to fly? There was food on the forest floor and there were no dangerous predators.

10. The tuatara lizard is a reptile from Gondwanaland in New Zealand now. See the side-notes and paragraph 1.

11. Cats, rats and dogs are a problem in the New Zealand forest because they are predators and hunt and eat birds, weta, frogs and lizards. The word dangerous helps you with the meaning as it is dangerous for the other flightless animals.

12. See the diagram below.   ©VMP 2009www.englishteacher.co.nz
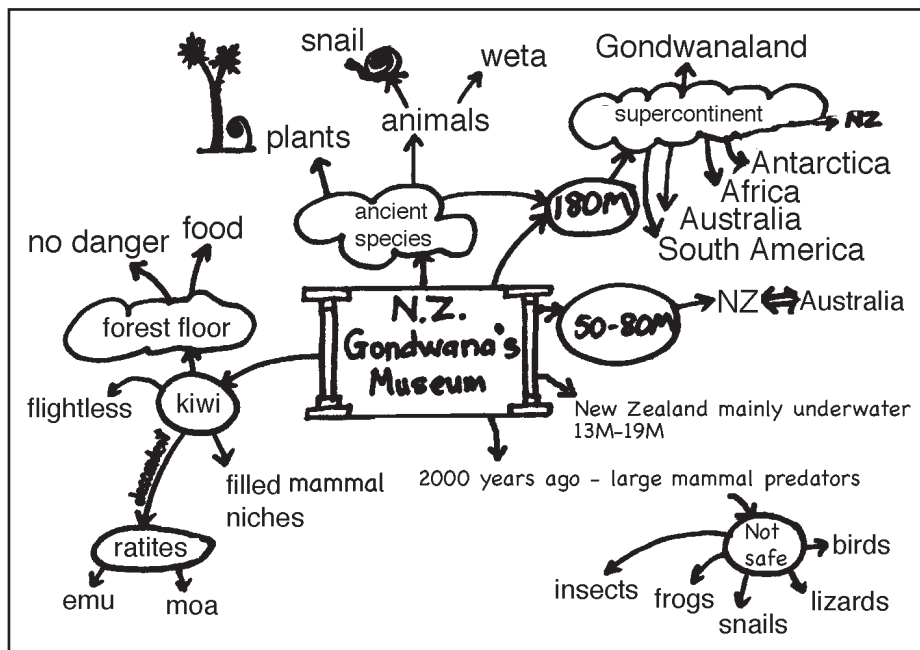
About Your reading skills.

1. I hope you didn't use your dictionary before you answered the questions. This text is to help you guess the meanings of new words.
2. If you used all the ways to guess new words, the main meaning of Text 5 is easy to understand.
3. You need to look at the illustrations, punctuation, glossary and side- notes to help you understand.
4. I hope you can guess the meaning of most new words better now.
5. You don't need to know the meaning of every word in this text because many of them are special scientific words. Glossary and side-notes help you with this.
6. Use your dictionary after Self Study Development because this section shows you how to guess new meanings.

Self Study development: it's like a ...

To understand all the words in Text 6, it helps to look for grammar marker words before examples. Yes
These words help you with the meaning of new words: like, similar to, the same as, which includes, such as, for instance and for example. Yes   Underlined grammar markers:

New Zealand today is <u>similar to</u> a museum because it still has ancient plant and animal species: [1]kauri [2]rewarewa and [3]ponga, [4]tuatara, [5]kiwi, [6]weta, frogs and giant land snails. Where did these species come from?

New Zealand was once part of a huge ancient continent 180 million years ago -Gondwanaland- along with other continents, <u>for example</u> Australia and Antarctica. New Zealand separated from Australia around 50-80 million years ago but was probably completely underwater 13 million years ago. Humans and other large land mammals did not arrive until 1-2000 years ago.

Before this time there were lots more places to live (habitat) for every species because they filled a lot of the mammal niches. Some animals <u>like</u> the moa and weta became giants and others became flightless <u>for instance</u> the kiwi.

The kiwi, which is a descendant of the ancient Gondwana ratites, did not need to fly because the food was on the forest floor. There were also no dangerous predators around <u>such as</u> rats, cats, dogs or human hunters -Maori and Europeans- so they lived on the ground with other large flightless animals (insects, lizards, snails and frogs). It was safer for all of these animals at that time too.

Glossary:

niches: the habitat and place in the animal or plant world
ratites: an ancient bird family group <u>which includes</u> moa, kiwi, emu and ostriches
species: a name of a group of living things
Side-notes: Maori name for the ground bird Apteryx and in <u>the same family as</u> moa

1. Giants? (Paragraph 3) moa and weta
Does 'like' mean love in paragraph 3 of Text 6 ? No
Does 'like' have another meaning? Yes
Can 'like' mean for example or e.g.? Yes
Can 'like' also mean similar to? Yes
Can 'like' also mean the same as? Yes
The opposite of 'like a ... ' is 'different from a ....'   Yes
2. What is New Zealand similar to? A museum.
rats, cats, dogs and humans. (Humans are large mammals too.)
3. You read e.g. but you say, "For example."
4. Kiwi is one example from the flightless group of animals.   Yes
Two words helped you with this answer: for instance
These 2 words mean the next word is one example from the group. Yes
5. What are 4 examples of predators? (Paragraph 4) rats, cats, dogs and human hunters.
Which two words helped you with this answer? such as
These two words mean for example.   Yes
6.   *ratites:* an ancient bird family group which includes moa, kiwi, emu and ostriches.
   'includes' means in the same group.   Yes
7. Paragraph 4: Two examples of humans are Maori and Europeans. Yes
Humans is a group word for kinds of (sorts of) people. Yes
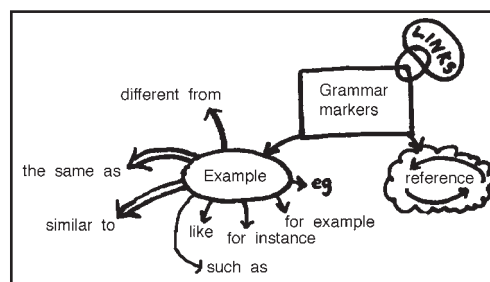
Your turn - what can you remember?

1. habitat in paragraph 3 means places to live.
What punctuation helped you? Brackets.
2. Paragraph 2: Gondwanaland is a huge ancient continent.
Paragraph 4: Who are human hunters? Maori and Europeans.
What punctuation helped you? A dash.
3. What are 6 examples of Maori words in the text? kauri, rewarewa, ponga, tuatara, kiwi, weta
4. Insects is another group of animal. Yes, see the weta side-notes and paragraph 4 - brackets.
5. Which 5 words in the text does 'ancient' go in front of?
plant, animal species, continent, bird family (group)
'ancient' means very very old.   Yes
The kiwi, which is a descendant of the ancient Gondwana *ratites*, did not need to fly because the food was on the forest floor.
6. 2 words in the sentence above which link 'descendant' with the meaning 'from the past' are ancient and Gondwanaland.
7. Kiwi came from the ratites. Yes, descendant means from dead relatives (family).
8. 5 words in paragraph 4 helped you with the meaning of flightless: did not need to fly
9. -ful and -less are suffixes.   Yes, they are parts with meaning at the end of a word.
-ful means full of and -less means without or not having any.   Yes
10. A weta is a very small insect. No, it is huge so it is very big. This word is also in front of continent so you know huge means not small.
Which 2 words in paragraphs 2 and 3 also means very big? large giant
11. 'It was safer for all of these animals at that time too.' Paragraph 4. 'too' means the animals lived on the ground and were safe. Yes
12. A museum is a place with animals, plants and things from the past. Yes, the first sentence helps you with this meaning.

Unit 7: Do you like me?

The first photo shows I like something or some-one.   No
The second photo shows I like something or some-one.   Yes
How do you know? You look at the person's mouth and nose and eyes.
Four pictures show happy feelings.   Yes, the people have smiles on their faces.
The five pictures above are also probably about body language.   Yes, the pictures all show parts of the body and the text on the left of the photos is about body language .

Pre reading task 1: Prediction of vocabulary (guessing from information)
Look at the title of the text of Unit 7: 'Do you like me?' and the illustrations above. Possible words do you think will be in the text?
E.g. body, body language, nose, smile, eyes, love etc...

Pre reading task 2: Three main ways to guess the meaning of new words.
Grammar markers   e.g. and, this, so, because, that, and etc...
Other ways   e.g. glossary, side-notes, illustrations, title, punctuation
Vocabulary   e.g. word family, prefixes and suffixes, form

Pre reading task 3: Prediction of content from the title and pictures
Before you read 'Body language: Do you like me?' , which answer from a-e is the best for all of text 7: Do you like me?
d) body language on St. Valentine's Day

Answer these questions about Text 7.
1. Pre reading task 3: 'Body language: Do you like me?' (d).
Were you correct?   No? a),b),c) and e) do not have the idea of body language and St. Valentine's Day.
2. Choose the best answer from a -d. This text is from:
b) a magazine because it is not very serious and it ends Happy Valentine's Day.
3. The writer is 'talking to you' more than 'school style writing' to you. Yes.
What phrases helped you decide? It's like, kind of, you know...that sort of stuff.
4. Which paragraph has no examples of body language? 3
5. 'these five common body language displays' in paragraph 2 refers forwards. Each example has a number before it.
6. What does the writer want you to do in paragraph 3? Look around you at some people.
7. Paragraph 3: 'They say it's the first step to love.' Who is 'they'? Other people. Probably experts on body language and love.
8. Which short sentence in paragraph 3 links with the title: Do you like me?
Happy Valentine's Day. Why? Because on this day we want to know if people like us, especially boyfriends or girlfriends.
9. How much of body language is not spoken words? 93% (100-7%= 93% spoken words)
10. Where is your personal space? 4. ...very near to your body. The - (dash) gives you the meaning.

About Your reading skills.
1. I used my dictionary before I answered the questions. No? Good, because this book is to show you how to guess new words.
2. The main meaning of Text 7 is easy to understand. No? You need to start from the first unit in this book and learn all the ways to guess new words.
3. I looked at the illustrations and punctuation to help me understand. No? This is a very important way to understand new words.
4. I can guess the meaning of most new words better now.   No? You need to practise all the ways so far and start from the first unit.
5. No you do not need to know the meaning of every word to really understand the text.
All the words have some hint in illustrations or other ways in the text. Make sure you do 'Self Study development: you know....' without a dictionary to help you understand.
6. Before I use my dictionary I am going to try self study development and see if there are some new ways to help me guess new words.
Yes, I hope so!

Self Study development: you know....
To understand all the words in Text 7, it helps to look for words we use WITH the meanings of words (definitions). Yes
Punctuation and the present tense help you with meanings of new words (definitions). Yes
Some words and phrases e.g. 'is, are, means, includes, kind of, the meaning of, it's like..., sort of stuff' help with the meaning of new words. Yes

Underlined examples of these definitions words and the verb to be in Text 7.
Body language is an important part of communication without words. Only 7% is spoken words and we show most of our communication with our face, gestures and body positions. Universal body language displays include feelings like love and disgust.

Nearly everybody in the world also agrees on these five common body language displays and their universal meaning: I like you.
1. Their eyes – the pupils (round black inner parts) grow bigger; big pupils and their eyes water means I really like you.
2. Their feet point at you. It's like they want to be face to face with you.
3. Their trunk – from the neck to the top of the legs – faces you.
4. They come very near to your body – kind of into the personal space around the body usually only for family and close friends.
5. They touch you for any reason e.g. take a hair off your sleeve, pick lint off your jacket, pat your hand. You know...that sort of stuff.

1. What 2 things do you know about body language from the verb to be? It's an important part of communication without words and only 7% is spoken words.
What two feelings in paragraph 1 are universal body displays? love and disgust
Does 'like' mean for example or the feeling in paragraph 2 : I like you. The feeling.
Does 'like' mean for example or the feeling in paragraph 2 number 2? for example.
If this is new, go back and look at unit 6 again.

2. Paragraph 2: universal meaning, means, it's like, kind of, that sort of stuff
What is the meaning of the 5 common body language displays? I like you.
What punctuation also helps? Colon. The : (colon) shows the definition is next.
What does 'their eyes water' mean? I really like you.
What does 'point their feet at you' mean? They want to be face to face with you.
It's like… can give an example with a verb.   Yes e.g. they want….
'like' can mean similar to or an example is next. Yes
You can use a noun or a subject and verb after 'like'.   Yes
3. In paragraph 2 what verb tense does the writer use?   b) present tense

Underlined present tense verbs with definitions in paragraph 2.
Nearly everybody in the world also <u>agrees</u> on these five common body language displays and their universal meaning: I like you.
1. Their eyes – the pupils (round black inner parts) <u>grow</u> bigger; big pupils and their eyes <u>water</u> means I really like you.
2. Their feet <u>point</u> at you. It's like they <u>want</u> to be face to face with you.
3. Their trunk – from the neck to the top of the legs - <u>faces</u> you.
4. They <u>come</u> very near to your body – kind of into the personal space around the body usually only for family and close friends.
5. They <u>touch</u> you for any reason e.g. <u>take</u> a hair off your sleeve, <u>pick</u> lint off your jacket, <u>pat</u> your hand. You know…that <u>sort of stuff.</u>
We use present tense for definitions to show it is true everytime. Yes
 4. Can you see the personal space around your body? No
Paragraph 2-4: Does 'kind of' mean it's difficult to explain. Yes
Can 'kind of' mean the same as 'sort of'? Yes. British use 'sort of' more than 'kind of'.
Can 'kind of' and 'sort of' mean part of a group. Yes
What are two examples of 'that sort of stuff'? Take hair off your sleeve, pick lint off your jacket
Stuff means you cannot count something. Yes

Your turn - what can you remember?
Example sentences:
A cat is an animal with four legs. It lives with humans, eats meat and fish and drinks milk.
A dog is an animal with four legs. It lives with humans, eats meat and is helpful.
A hand is a part of the body. You have two of them. They are at the end of the arm and have five fingers.
Pupils are black, round and in the middle of the eye.
Friends are people and we like to talk and do things with them.
Love is a nice feeling between two people. It makes you happy.
1. What is the meaning of 'trunk'? from the neck to the top of the legs
What punctuation helps? A   dash (-).
2. Pupils are parts of the eye. Yes
What punctuation helped you? Brackets ( )
3. What three parts of the face show disgust? nose, mouth and eyes
4. Disgust is a positive word. No
5. In paragraph 2, the fifth example, the writer thinks the reader understands the display examples. Yes   What two words helped? You know
6. The writer repeats the idea of 'everybody in the world' with which word in paragraph 1? universal
7. In paragraph 2, number 5, what three verbs link with touch? take off, pick off and pat. Which part of the body do they touch you with? their hand - see the illustrations.
8. In paragraph 1 which two words have nearly the same meaning and are both verbs and nouns?   show and display(s)
Words with two or more syllables are usually formal (school book writing). Yes
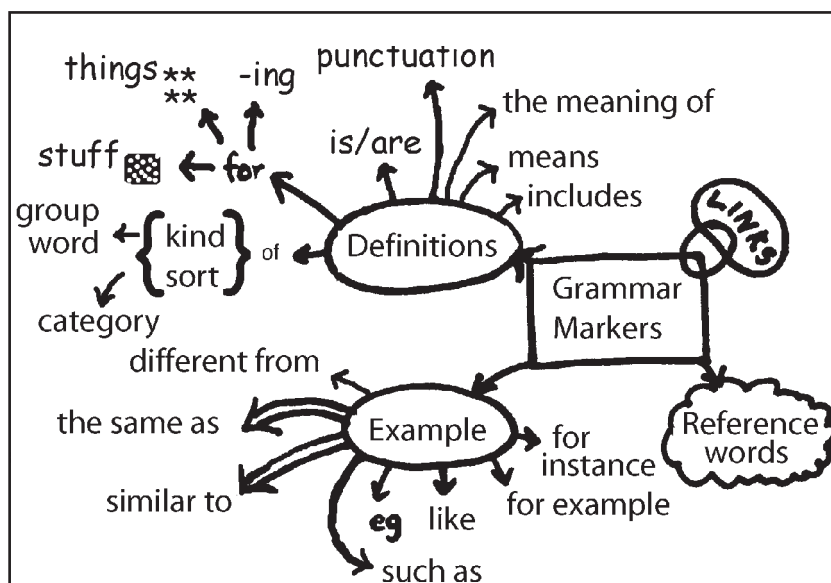9. Water is a noun and a verb. Yes
When you cry, water comes out of your eye. Yes
When your eyes water, there is more water than usual in your eyes. Yes
10. towards, forward, backward all mean movement and direction. Yes

Test Your Knowledge

Unit 8: Wild West Coast beaches

Pre reading task 1: Prediction of vocabulary (guessing from information)
No, the safe swimming place is in the diagram. The rips and holes are other places.
Look at the title of the text of Unit 8: 'Wild West Coast Beaches' and the picture and text above. Do not use your dictionary. What words do you think will be in the reading?
E.g. beach, coast, sea, wave, swim, swimming

Pre reading task 2: Main ways to guess the meaning of new words.
GOV is a mnemonic. Yes, see the glossary at the start of the book.
G is for grammar markers
O is for other ways
V is for vocabulary knowledge

Another mnemonic is **FEAR WORD PC**. Yes, see the glossary at the start of the book.
F is for form - grammar tense or part of speech eg safe, safer, the safest
E is for example words - e.g., like, for instance etc..
A is for asking questions - thinking about what, when, where, who etc..
R is for reference words e.g. this, that, him, them, one, these etc..

W is for word family e.g. a swim, to swim, a swimmer, swimming
O is for other ways - illustrations, glossary, side-notes
R is for repetition of ideas   and   form
D is for definition   words (this means, includes, kind of etc..)

P is for punctuation e.g. -, ( ) :
C is for conjunctions (and, so, but, or, because, however, on the other hand)

Pre reading task 3: Prediction of content from the diagram and photos
Before you read 'Wild West Coast Beaches' , which answer from a-e is the best for all of the reading?
d) how to stay safe at West Coast beaches

Answer these questions about Text 8.
1. Pre reading task 3: 'Safety at the West Coast beaches'. (d), were you correct? No? It's not just about Piha, or just about surfing or just about children's safety. Dangers in summer are not just at the beach.
2. Choose the best answer from a -d. This text is from:
a) a newspaper. It is not trying to sell something (advertisement) and is not a blog because it is not informal spoken language. An email usually has a letter writer and greeting from them.
3. Match the paragraphs to the main ideas:
Danger spots 2   How to stay safe 4 Where on the West Coast 1   Rips or not? 3
4. Circle the reference words and draw a line to the referred word or words.
Paragraph 1: them-the flags
Paragraph 2: they, them -rips and holes it- a rip   there- in the holes on the sea floor
Paragraph 3: they- rips
How many were correct? less than 3 then you need more practise
5. West Coast surf is not dangerous. No, the surf is dangerous so it is not safe.
6. Rips and holes are safe areas. No, they are danger zones.
7. Why do some people drown? The rips and holes trap swimmers and breaking surf hits them again and again.
8. Breaking waves are the safe areas. Yes (paragraph 3).
9. Life guards and surf life savers help you at dangerous beaches. Yes, they show you the safe places for swimming. (Paragraph 1)
10. Why do you need to help the life guards? Because they can't always save you.

Self Study development: yes and no.... (asking questions)
To understand all the words in Text 8, it helps to ask questions about new words and look at other words that go with them before you use a dictionary. Yes
Underlined words in front of and after the word 'surf' in the text Wild West Coast Beaches.
Every summer Auckland surf life savers stop hundreds of people from drowning at the West Coast beaches. At trouble spots like Piha, Karekare and Te henga Beaches the surf life saver patrols put two flags on the beach to show you the safest swimming area. Many swimmers do not stay between them and have problems in the surf.

It is dangerous to swim outside of the flags. Danger zones are rips and holes because they trap swimmers in them. A rip is a strong current floating out to sea. It rips sand from the sea floor nearby and makes holes. Swimmers get into these holes and there the breaking surf hits them again and again.

No flags or surf life-savers on guard? Swim where the waves are breaking. There are also several ways to identify rips:
• They often appear as areas of calm or rippled water.
• They can also look like patches of discoloured water.
• Foam on the surface far beyond the surf line.
• Plastic rubbish floating seaward.

Simple rules for beach safety:
•ALWAYS stay between the flags.
•Never swim or go surfing alone especially when tired.

Sometimes the word surf is a noun, sometimes it is part of another noun and sometimes it is also a verb. Yes
Nouns and verbs with the same spelling often have nearly the same meaning. Yes

Paragraph 1 :
Is surf in the water?   Yes What words helped you? swim and beach
Is it difficult to swim in the surf? Yes   What word helped you? problems
What word in the title helps you? Wild
Who saves swimmers in the surf? life savers
Paragraph 2:
Is surf strong? Yes What verb helps you? hits
What adjective describes surf? breaking
Paragraph 3:
What word helps you with the shape? line Is surf straight or not? a line is usually straight
Paragraph 4:
What fun activity (2 word verb) can you do alone or with other people? go surfing
Is surf very strong waves and it breaks and moves in lines?   Yes
Surfies use surfboards to ride the big waves at Piha but my Dad body surfs without a surfboard.
What do you think a surfie is? a person
What does Dad use to surf with? His body.
When I surf the Internet I am moving around on the Internet.

Maybe foam is a new word. (Find it and underline it in paragraph 3.)
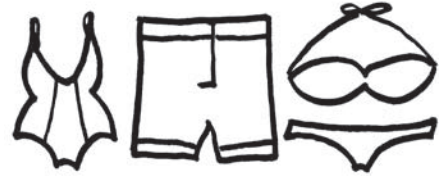What is foam part of? a rip   Where is it? on the surface
Is it light or heavy? light because it is on the surface (the top part)
Can you also see it from far away? Yes
What colours on the top of blue or green water are easy to see? White or red
What colour is foam probably? white
Is foam white, light, part of a rip, moving and on the surface? Yes

float underlined in paragraphs 3 and 4.
No flags or surf life-savers on guard? Swim where the waves are breaking. There are also several ways to identify rips:
• They often appear as areas of calm or rippled water.
• They can also look like patches of discoloured water.
• Foam on the surface far beyond the surf line.
• Plastic rubbish floating seaward.

Simple rules for beach safety:
• ALWAYS stay between the flags.
• Never swim or go surfing alone especially when tired.
• Have a lookout person when you go for a swim.
• If you get in a rip, go with the flow of the water then swim towards the nearest breaking waves.
• If you are in difficulty, float and put up your arm to show you need help.
Be safe this summer and help our life-guards because they can't always save you!!

What can float? plastic rubbish   Is it heavy or light? Plastic is light.
Where do things float? Seaward
Does floating mean moving? Yes, seaward helps you with this; forward, toward, backward and seaward all mean moving.
Look at paragraph 4 and answer these questions:
Who can float? You can.
Can you float and raise your arm? Yes
Does float mean light things move and rest on or partly in the water? Yes

Your turn - what can you remember?
1. Drowning is a positive word. No What verb helped you? stop because the paragraph links trouble, and problems. The whole
paragraph has many negative ideas.
2. Danger zones and trouble spots are places. Yes, because they are examples of places after the word like - Piha, Karekare and Te
Henga Beaches.
3. You can see and touch flags. Yes, paragraph 1: 'surf life saver patrols put them on the beach and they show you the safest swimming
areas' so you can see them.   What 3 verbs helped you? put   show   stay (between them)
4. What are 2 things a rip does? It rips sand from the sea floor nearby and makes holes.
5. Current (paragraph 2) and flow (paragraph 4) move. Yes, a current moves out to sea and you go with a flow.
6. Discoloured water is negative. Yes What part of the word helps? dis-   This is a prefix which means the opposite and is often
negative.
7. A lookout person watches you in the water. Yes, in paragraph 4 it is a beach safety rule. If you look at the word it also helps you. A
person looks out (to sea at you in the water).
8. Lifeguards and surf life savers are people. Yes, the suffix -er helps you and in paragraph 4 they help and save people.
9. What are 5 names in the text? Auckland, West Coast, Piha, Karekare and Te henga Beaches because they start with a capital letter.
10. Calm or rippled water look the same. No What word helps? or - this means there are two ways and they are not always the same.
Test your knowledge
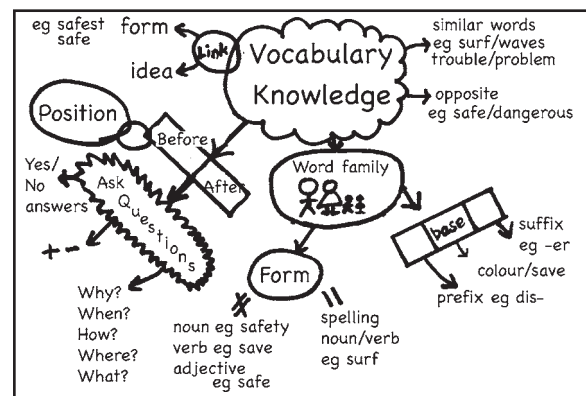
Unit 9: Big Day Out (BDO)

Pre reading task 1: Prediction of vocabulary (guessing from information)
Yes. A stage is a place to see music (and other live entertainment).
Yes, BDO is a music festival popular with young people.
E.g. fun, music, people, sing, concert, band....

Pre reading task 2: Main ways to guess the meaning of new words.

PC WORD FEAR   is a mnemonic. Yes, look at the glossary.

P is for punctuation
C is for conjunctions

W is for word family
O is for other ways
R is for repetition of idea and   form
D is for definition words

F is for form
E is for example words
A is for asking questions
R is for reference words   How many of these ways do you use? I hope you are using most of these ways by now.

Pre reading task 3: Prediction of content from the title and photos
Before you read about 'Big Day Out' , which answer from a-e is the best for all of the text?
d) Big Day Out review

Test your understanding
Answer these questions about Text 9.

1. Pre reading task 3: (d) Were you correct? No? It's not just about a picnic or the ticket holders or teenagers. That leaves c) and d).
c) does not include bloggers comments so the review is the best answer for bands, audience and comments.
2. This text is from   a) a newspaper and its blog
3. What does a blogger use to mean the word 'for'? 4 This is also common texting English.
Blog comments are formal (school book writing).   No. They use informal language, slang e.g. awesome and texting language e.g. 4=for
4. The main feeling from the text is positive. Yes, there are many positive words e.g. glad, success.
5. The main acts were Bjork and Rage Against the Machine. Yes
Which word helped? headliners   (This word comes from headline. Head means important, headline comes from the newspaper, TV and radio and it means most important, and -er means people.) International also implies more important than NZ musicians.
6. How many bloggers were unhappy with the music? 2 (There was a big increase in ..... and I am a Bjork fan but was highly disappointed....)
7. How many bloggers agreed about Rage Against the Machine? 3 (The first 3 bloggers)
8. The Boiler Room is a place. Yes, it has capital letters and one blogger heard music there from UK MC Dynamite.
9. Which 3 other international acts did the bloggers write about? UK MC Dynamite, American outfit Spoon and US band Anti-Flag.
10. Auckland is in New Zealand. Yes Which word helped? local (New Zealand talent)

About Your reading skills.
1. In Text 9 there are some new words. Yes, good! If there are no new words then this text is too easy for you.
What are they? This depends on you but remember all the names begin with capital letters and you don't need to know the meaning.
Some slang words e.g. awesome will be different in some other English speaking countries. Expected new words: talent, atmosphere, highlight, catchy, astounding, outfit, rollicking, energy boost, master sampler.
2. I need to know the meaning of all the words to understand the main meaning.
No, self study development is going to help you understand.
3. The meaning of Text 9 is easy to understand if you are using all the ways to guess new words by now.
4. I can guess the meaning of new words easily. I hope so. If this is your first time to use this book and it was difficult, start at Unit 1!
5. I looked at the photos to help me understand. Yes, I hope so. It is very important to use the photos to help you understand BDO.
6. I used my dictionary before I answered these questions. Yes? Why? This book is to help you use your dictionary less. At the end of each unit is the best time.

Self Study development: again and again....
To understand all the words in Text 9, it helps to look for the same ideas because unknown words will have similar meanings. Yes.
All underlined <u>positive</u> words and the words about **music**.

 The 14th <u>Big Day Out</u> in Auckland was a <u>great</u> <u>success</u> with <u>fine</u> hot weather, about 45, 000 ticket holders, thousands of extra people on the day, 7 different **stages** and more than 70 **acts**; 39 of these were local New Zealand **talent** e.g. Shihad.
International **singer** Bjork from Iceland and **rock** group Rage Against the Machine were the **head liners** of the **festival**.

BDO *bloggers* comments:

•Rage Against the Machine was <u>amazing</u> and I'm so <u>glad</u> I spent the money on the ticket.
•<u>My highlight</u> was <u>definitely</u> Rage Against the Machine – the boys put on an <u>awesome</u> <u>show</u>! The crowd was <u>amped</u>.
•Another <u>spectacular</u> day! What a <u>great</u> atmosphere 4 Rage.
•There was a big increase in ticket price and nothing to show for the $. Less top <u>acts</u> than just about every other year. The <u>sound</u> was generally bad.
•I am a Bjork fan but was highly disappointed in her <u>sound quality</u>.
•US <u>band</u> Anti-Flag on the main stage jumped about and it was <u>HOT</u>! Their <u>catchy</u> brand of <u>punk rock</u> <u>went down well</u> with the crowd.

• Dizzee Rascal <u>pumped</u> in the Boiler Room and was <u>fantastic</u> but after 3 songs we left. The heat and sauna-like temperatures....
• Arcade Fire were <u>astounding</u>. <u>Wow</u>! <u>Rocking</u> <u>piano accordion</u> and <u>violin</u>!
• The <u>surprise</u> <u>act</u> of the day was American <u>rock outfit</u> Spoon.   They had <u>fun</u> <u>rollicking</u>, <u>danceable</u> <u>tunes</u>. A <u>great</u> <u>energy boost.</u>
• UK MC Dynamite was a <u>master</u> <u>sampler</u> in the Boiler Room.

1. Which two positive words describe the BDO? great success
2. Which 10 positive adjectives and 2 nouns describe the performers: musicians, sampler, group, bands and singers and their music
e.g. amazing awesome fantastic astounding wow fun rollicking danceable   surprise (act) master (sampler)
3. Which 3 positive verbs describe the bands? (1) jumped about (2) went down well (3) pumped
4. Which 2 negative words link with the sound ? bad disappointed
5. Which 10 words are similar in meaning to people e.g. band, ticket holders, rock group, act, crowd, rock outfit, (talent), (the boys), (fan and sampler = only one person).
6. Which 9 other words link to music? stage, festival, sound, punk (rock), songs, piano accordion = 1 instrument/word, violin, tunes, sampler.
7. Which words go with ticket? Ticket holders, ticket price, spent the money on the ticket.
8. What words and phrase repeat the idea of hot? heat, sauna-like temperatures   What joining word helped you? and
What is the name of the stage where it is hot? The Boiler Room.

Your turn - what can you remember?
1. What 2 words in paragraph 1 repeat the idea of top acts? head liners
2. What 2 words are in the text are in the same word family as to sing?   song singers
3. Rollicking (the 9th blog) is a positive word. Yes, it links with fun and danceable.
'A great energy boost.' from the same blog is positive or negative? positive because it links with fun and danceable.
4. '39 of these' in paragraph 1 refers to what word? acts
5. Which word in the text has the same spelling but is a noun and a verb? show
6. What 3 words in the text go with rock? rock group, punk rock, rock outfit.
Do musicians usually play rock music on piano accordion and violin? No
Were Arcade Fire good at this? Yes What word helped? Wow! (astounding maybe a new word)
7. What does one blogger use to mean the word money? $
8. How do you know which words are names of groups and people? They start with capital letters.

The Boiler Room

Place	Person/Nationality	Band (6)	Thing
Auckland	Bjork	Shihad	Big Day Out
New Zealand	MC Dynamite	Rage Against the Machine (Rage)	
Iceland	American	Anti-Flag	
US		Dizzee Rascal	
UK		Arcade Fire	
Boiler Room		Spoon	

9. What words in paragraph 1 repeat the idea of crowd? 45 000 ticket holders, thousands of extra people,
10. What is one example of a New Zealand band? Shihad
11. ! is an exclamation mark. It means surprise; positive or negative. Informal writers use them more to show feelings. There are five ! in the text. Find them. All 5 ! are positive. awesome show!   ...spectacular day! ...it was HOT! Wow! Rocking pieano accordian and violin!

Test your knowledge
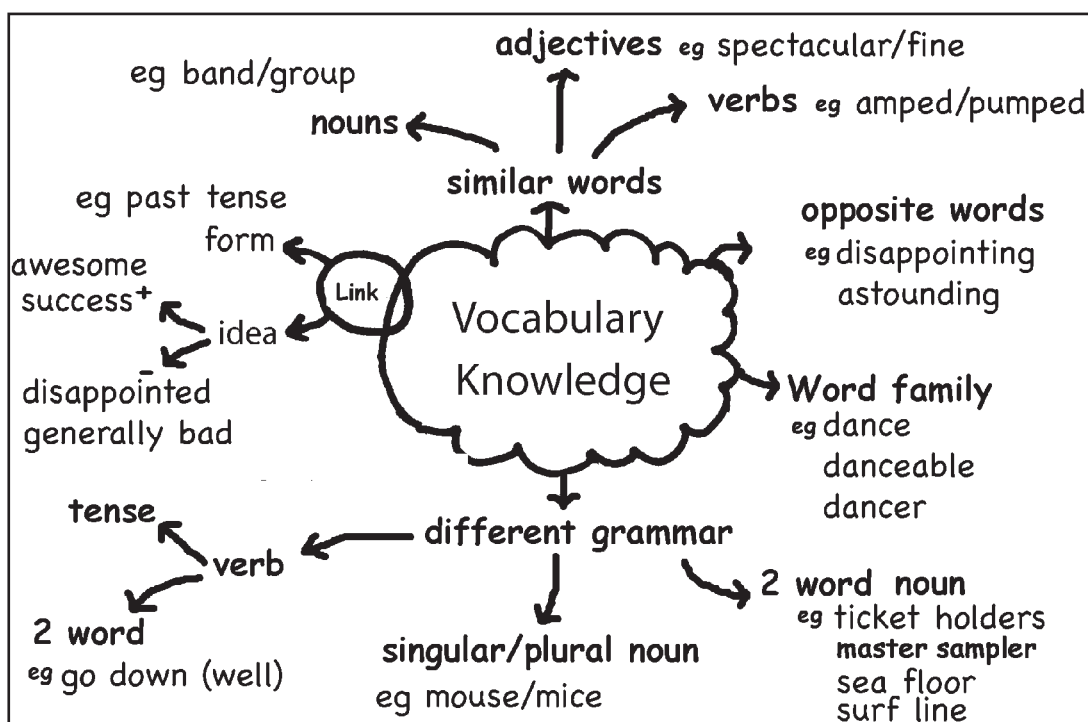
Unit 10: Little Things

Pre reading task 1: Prediction of vocabulary (guessing from information)
The GPS RF is smaller than a finger. Yes, a finger tip is the end of your finger.
The GPS RF is part of a GPS product. Yes
GPS maps help drivers find the way to a place. Yes/No/Don't know
E.g. satellite, Navman, cell phone....

Pre reading task 2: Main ways to guess the meaning of new words.
WORD PC FEAR   is a mnemonic. Yes, look at the glossary.

W is for word family
O is for other ways
R is for repetition of idea and form
D is for definition words

P is for punctuation
C is for conjunctions

F is for form
E is for example words
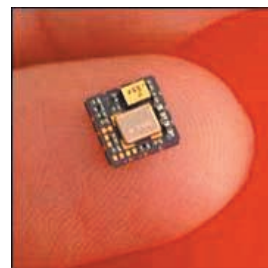**A** is for asking questions
R is for reference words   How many of these ways do you use? I hope you are using most of these ways by now.

Pre reading task 3: Prediction of content from the title, photo and drawings
Before you read about 'Little Things' , which answer from a-e is the best for all of the text?
a) Rakon's smallest GPS receiver

Test your understanding
Answer these questions about Text 10.

1. Pre reading task 3: a) Rakon's smallest GPS receiver. Were you correct? No? c) cars is not in the text, b) GPS and boats and d) Norwegian and US GPS companies are only about paragraph 4, and e) GPS and mobile phones is only paragraph 2.
2. This text is from   b) a business magazine
3. There are 6 paragraphs. No, there are 5 paragraphs and a glossary.
4. Match the correct heading to the paragraph. There is one extra.
A really small receiver 2 Rakon's future 3 Peter Maire 4 History of Navman 5
Rakon products 1 GPS in boats NOT A PARAGRAPH
5. Crystals and oscillators are very small. Yes, smaller than a baby's fingernail.
6. You can put GPS RF modules into things. Yes, (paragraph 2)
7. There is a link between Navman and Rakon. Yes, Navman used Rakon technology.
8. Who makes the Navman marine GPS devices now? US Brunswick Corporation.
9. Navman marine products are useful at sea. Yes, fishfinder and sailing help you with this. (Paragraph 5)
10. Why do Rakon think the GPS RF module is successful? Over half of all GPS have a Rakon product and the new RF is very small with many uses.

About Your reading skills.
1. In Text 10 there are some new words. Yes, or this workbook is too easy for you! Probably the words are: embed, oscillator, micro-implantable , sonar, sensitive and enabled.
2. I need to know the meaning of all these words to understand the main meaning. No
3. The main meaning of Text 10 is easy to understand.   I hope if you did every unit that by now the main meaning is easier to understand.
4. I can guess the meaning of new words easily.   No? Did you study every unit and practise these ways with other books?
5. I looked at the pictures to help me understand.   This is very important and perhaps review unit 1 if you have not!!
6. I am going to use my dictionary before I answer self study development. Yes? The best time for your dictionary is after the end of each unit.

Self Study development: bits and pieces
Formal words are usually long. Yes
It helps to know the meaning of common roots, prefixes and suffixes. Yes
Underline words in text 10: Little Things with the ending -ion, -ance, -er, -or, -ology, -ment, -ency
-able, -ful, and words that start with mis-, en- or em-, mini- and micro-.
Auckland electronics company Rakon makes high perform<u>ance</u> crystal and oscillat<u>ors</u>. Over half of all GPS* products in the world have a Rakon crystal or oscillat<u>or</u> in them.

In 2008 Rakon built the world's smallest GPS radio frequ<u>ency</u> (RF) receiv<u>er</u> module. It is smaller than a baby's fingernail. These tiny GPS receiv<u>ers</u> work in PDAs*, mobile phones and GPS <u>en</u>abled watches. In the future GPS design<u>ers</u> may also <u>em</u>bed them into other things such as <u>micro</u>-implant<u>able</u> tracking devices for animals and humans. Some people worry about possible <u>mis</u>use of this.

Brent Robinson from Rakon says the <u>mini</u>aturisation of the GPS RF module is very important for its future uses and profits, especially in the next two years. The R & D team (Research and Develop<u>ment</u>) is working to make it three times more sensitive as well but right now it is impossible to use for tracking humans or animals.

Among Rakon's invest<u>ors</u> is Peter Maire who owns 20% of the business. In 2008 the Queen awarded this New Zealand<u>er</u> with the title of DCNZM (Distinguished Companion of the New Zealand Order of Merit) for his service to busi<u>ness</u> - his company built the Navman GPS tracking system and used Rakon techn<u>ology</u>.

Navman is the trade name for very success<u>ful</u> GPS devices. However, the US Brunswick Corporat<u>ion</u> bought the New Zealand company and

the trade name in June 2004. Then in April 2007 the Norwegian company Navico bought the Navman Marine Division. This manufactures fish finders, sailing instruments, sonar etc...
*GPS: the Global Positioning System first developed by USA; a tool for navigation and map-making which uses 24 satellites orbiting the Earth. Similar systems are GLONASS (Russian), COMPASS (China), IRNSS (India), Galileo (European).
*PDAs: Personal Digital Assistants; small hand held or palm top computers.

1. What 3 little words are also sometimes in front of a noun? a an the
2. Which words are things and which words are people? Write NT for thing and NP for person.
designer NP investor NP receiver NT oscillator NT New Zealander NP fishfinder NT
What 4 verbs helped you with NT: makes works manufactures built
What 5 words helped you with NP embed? owns awarded (Peter Maire = one name) among?
3. Successful means full of success. Yes. Look at the spelling change.
-ful is a suffix and it means full of. Yes
What do these words mean: beautiful - full of beauty, wonderful - full of wonder, colourful - full of colour
-able (and -ible) mean can. What word in paragraph 2 has -able in it? micro-implantable.
4. en- is a prefix. en- can mean make or do and -able means can. GPS enabled watches means (the thing) can make or can do GPS
" Enlarge means to make large" " Enjoy means to make joy" " Ensure means to make sure " " Enrich means to make rich"
(The meaning does not always mean rich from money but more like good quality for the rich.)
When we add -en to some adjectives we can also make a verb.
"Harden means to make hard. Sharpen means to make sharp, widen means to make wide, loosen means to make loose and soften means to make soft. The spelling change if the root of the word ends in -e is take out the e.
en- can change to em- in front of words because it is easier to say.   What word in paragraph 2 is a verb which means to put into a base or bed of something? embed
5. mini- means it's small. What noun in paragraph 5 starts with mini- ? miniaturisation
The main meaning of miniaturisation is the making of something small. What time word means a small part of an hour? a minute.
Here are some more words in modern English. What do you think they mean?
mini-skirt: a very small skirt; mini-market: a very small market; Mini (the British car): a very small car.
6. micro- means very, very small. What word in paragraph 2 starts with micro- ? micro-implantable.
Which is shorter, a mini-skirt or a micro-skirt? A micro-skirt.
In science we use a **microscope** to look at very little things.
7. mis- can mean bad. What word in paragraph 2 starts with mis-? misuse
What does it mean? a bad or wrong use (or to use badly or wrongly if it is a verb.)
What word means something is wrong? A mistake.
8. Before the letter p, in- changes to im-.
in- or im- can have two meanings:to put into or the opposite of the next bit.
To 'plant' means to put something in the main part, so what does implantable mean? You can put something into the main part.
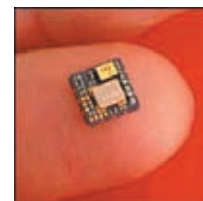
Your turn - what can you remember?
1. GPS means the Global Positioning System first developed by USA; a tool for navigation and map-making which uses 24 satellites orbiting the Earth. Similar systems are GLONASS (Russian), COMPASS (China), IRNSS (India), Galileo (European).
What does PDA mean? Personal Digital Assistants; small hand held or palm top computers.
Where did you find the answer? In the glossary.
What does R & D mean? Research and Development
What helped you? Brackets ( )
2. What does 'them' in paragraph 1 refer to? GPS
What does 'it' in paragraph 2 refer to? GPS Receiver module
What does 'them' in paragraph 2 refer to? GPS Receiver module
What does 'this' in paragraph 2 refer to? putting GPS Receiver module into animals and humans
What does 'this' in paragraph 5 refer to? Navman Marine Division
What does 'it' in paragraph 5 refer to? GPS RF module
3. 3 little things with Rakon products in them are PDAs, mobile phones, GPS enabled watches.
Devices are big.   No, everything in the text tells you the things are small.
Devices are useful things. Yes, e.g. they find fish, help you phone a friend etc....
4. Which 2 adjectives and one phrase (with 5 words) tell us about the size of the new receivers? smaller than a baby's fingernail
smallest and tiny
5. The noun navigation and the verb navigate mean a way to get somewhere. What are 2 other names in the text with the same meaning and the same first three letters nav-? Navman Navico
6. Manu**fact**ure means to make in a **fact**ory? Yes, fact and manu come from Latin to do and manu (by) hand. (The first factories were all things made by hand not machine.)

7.

About people (8)	About companies (5)	Places (6)	Product names and Systems (7)	Months (2)
Peter Maire	Rakon	Auckland	GPS	June
Queen	Brunswick Corp.	N. Z.	GPS RF	April
New Zealander	Navico	USA/US	PDAs	
Brent Robinson	Navman M. Div	Earth	Navman GPS	
Russian	R & D	China	GLONASS	
European		India	IRNSS	
Norwegian			Galileo	

Section 4

Unit 1
Look at the photo, photo text and title. Possible words: camera, take, photo, fun, easy, travel, friends, cheap, cell phone, snapshot

Unit 2
Word form
Verbs usually mean do, take or have the same meaning as the noun. Yes
The spelling is often the same. Yes
1. 'Coal mining is also dirty work.'   'work' is a noun   Yes
2. 'The black coal dust gets into the lungs.' 'dust' is a noun   Yes
3. The baker dusted the cake with chocolate powder. 'dusted' is a noun.
No, a verb.
   We need to dust in here because it's dirty!
   To dust means to take away dust. Yes
4. You can mine for gold in the South Island. 'mine' is a verb. Yes
   To mine means to take away something out of a mine. Yes

MATCH THE WORD(S) WITH THE USE

side-notes (3)   1. to show you a list of things
asterisk (6)   2. to show you the word is a name
capital letters (2)   3. to show you the meaning of an unusual word
dash (9)   4. to show you the meaning
glossary (4)   5. to show you simple English or an example
brackets (8)   6. to show you the meaning is in another place
semi-colon (5)   7. to show you a list of things or a definition
colon (7)   8. to show you the meaning is before (usually)
comma (1)   9. to show you the meaning is next

Unit 3 word building

1.
a) The 'end part' is a suffix. -er is at the end of which noun in text
3? miner(s) (bigger is an adjective.)
Is this 'end part' about people? Yes (Remember mother, father,
sister, brother, dancer, singer?)

2. Here are a list of people. Write what they do in
the spaces:

e.g. A teacher *teaches*.
1. A worker works in an office or factory.
2. A driver drives a bus or taxi or lorry.
3. A cleaner cleans floors and rooms for money.
4. A baker bakes cakes, biscuits and pies.
5. A builder builds houses and factories.
6. A buyer buys things for the company.
7. A waiter waits for your order.
8. A manager manages people and things in a
company.

3. NB. -er can also mean a thing.
A heater, a toaster, a blender, a rice cooker, a hair-
drier, a miner, a juicer, a mixer.
Which one is not a thing? a miner

4. -y is the end part for adjectives (describing words).
Sometimes we add -y to a singular (1) noun to show
it describes the noun. -y can mean 'with'.
-y is at the end of which 2 words in text 3?
dusty dirty
'Windy' means with wind. Yes
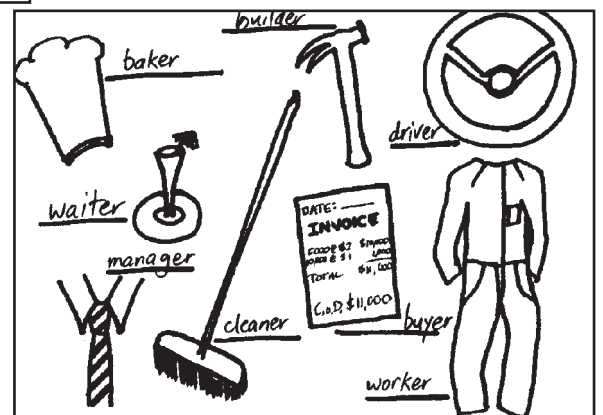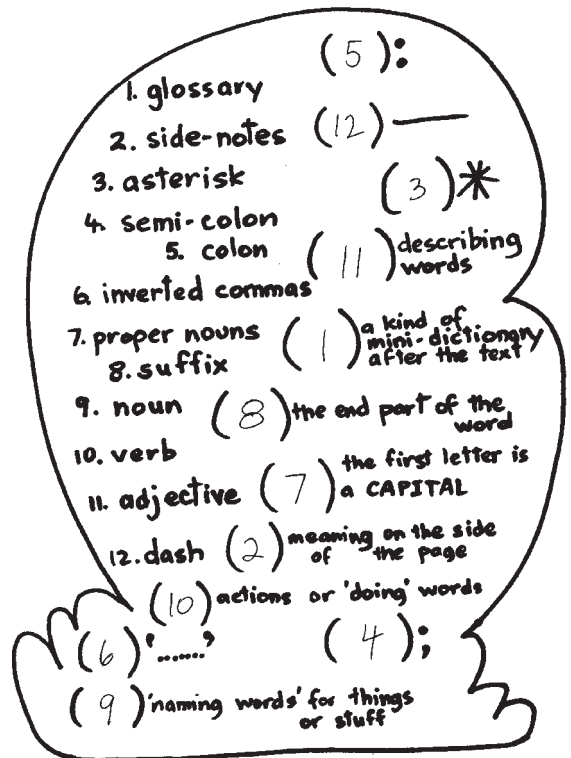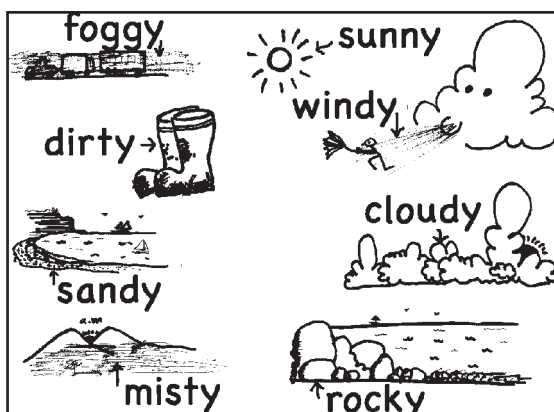'Cloudy' means with clouds. Yes
'Grassy' means with grass. Yes
'Watery' means with water. Yes
'Foggy' means with fog. Yes
'Sunny' means with sun. Yes
Which words have a spelling change? foggy sunny

(Callout box — punctuation/grammar list)
1. glossary (5):
2. side-notes (12) —
3. asterisk (3) *
4. semi-colon
5. colon (11) describing words
6. inverted commas
7. proper nouns (1) a kind of mini-dictionary after the text
8. suffix
9. noun (8) the end part of the word
10. verb
11. adjective (7) the first letter is a CAPITAL
12. dash (2) meaning on the side of the page
(10) actions or 'doing' words
(6) '......'
(4);
(9) 'naming words' for things or stuff

(foggy / weather illustrations)
foggy sunny windy dirty cloudy sandy misty rocky

(people illustrations)
builder baker driver waiter manager cleaner buyer worker INVOICE

Unit 4

reference	conjunction (joining word)	punctuation
it	so	comma
they	because	semi-colon
this	also	dash
some	or	asterisk
these	too	inverted commas
he	but	capital letters
they	and	brackets

Word building:
What word in paragraph 1 in text 4 ends in -ful? harmful
Here are some adjectives. What are the nouns?
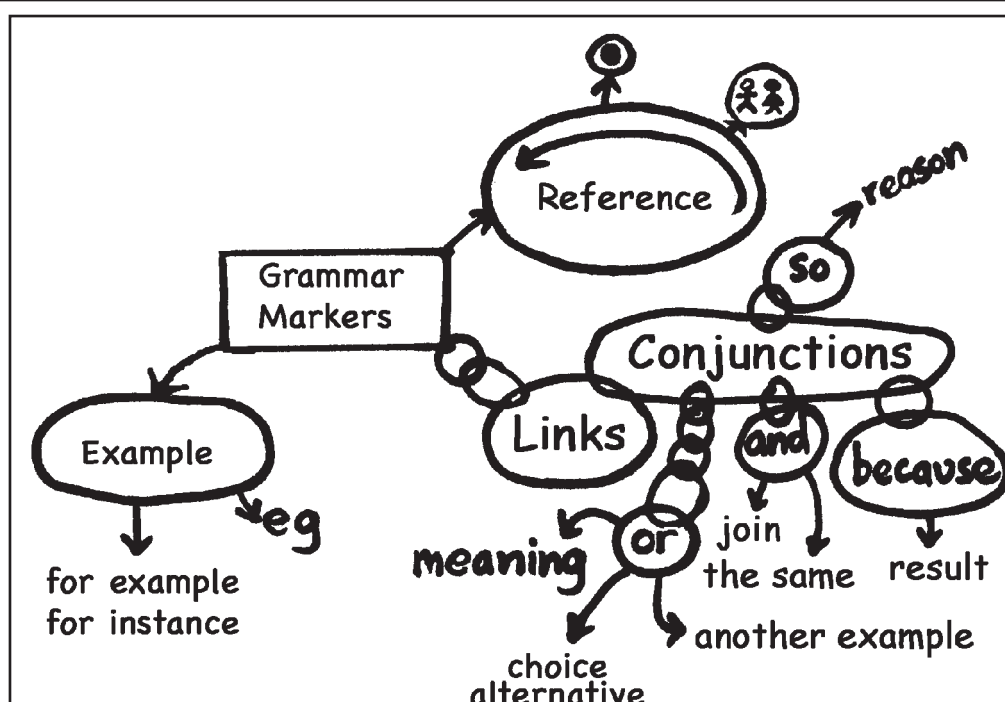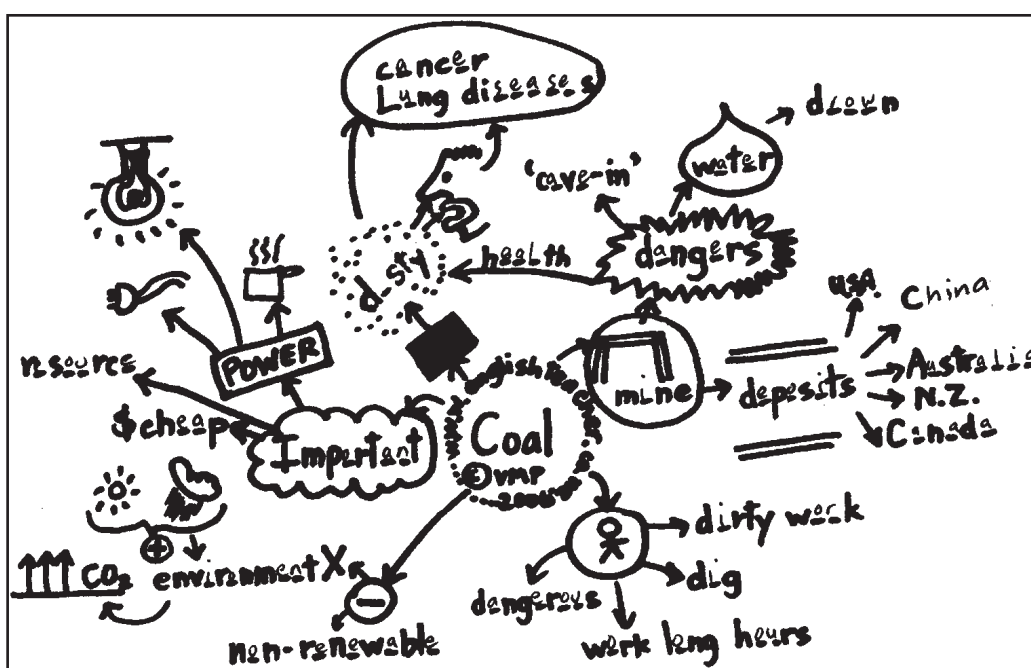painful, harmful, hopeful, powerful, colourful, helpful, playful, careful and beautiful.
pain, harm, hope, power, colour, help, play, care, beauty.
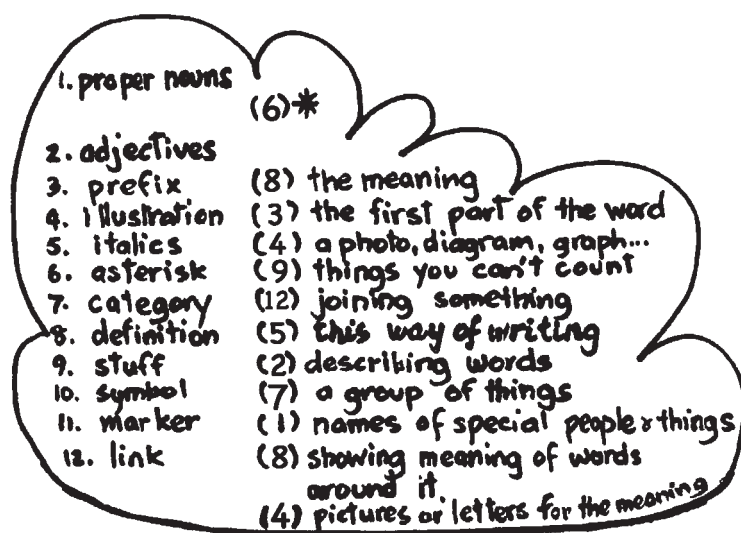What are the opposite of these words? painless, powerless, hopeless, helpless and careless.
Can you make these words? Without a friend, without air, without water, without a child.
friendless, airless, waterless, childless.

Unit 5

Unit 6

A handwritten thought-bubble matching exercise:

1. proper nouns   (6) *
2. adjectives
3. prefix   (8) the meaning
4. illustration   (3) the first part of the word
5. italics   (4) a photo, diagram, graph...
6. asterisk   (9) things you can't count
7. category   (12) joining something
8. definition   (5) this way of writing
9. stuff   (2) describing words
10. symbol   (7) a group of things
11. marker   (1) names of special people & things
12. link   (8) showing meaning of words around it
         (4) pictures or letters for the meaning

Unit 7

Revision of grammar marker categories:

links	reference	example	definition
another	these	similar to	sort of
however	them	e.g.	like
some	they	the same as	means
too	caused by	for instance	includes
because	once	an example of	for -ing
	it	for example	is and are
	things	along with	the meaning of
	this		kind of
	there		category

Unit 8

Collocation

1. Which words go together the best?
Draw a line from the word(s) on the left to the best word(s) on the right.

put up
discoloured
plastic rubbish
breaking surf
identify

a rip
floats
your arm
water
hits

2. Before or after the word surf?

Before	After
body surf	surf alone
in the surf	surf life saver
breaking surf	surf the Internet
(go surfing)	surf line
	surf board

Note: These words are mainly from the First One thousand Word List from

Vocabulary Lists ©I.S.P Nation 1996
ISBN 0 475 10507 9

Now write dis- in the prefix and suffix table. Now is a good time for dictionary work!

3. Word building:
What word in paragraph 3 of text 8 starts with dis- ? discoloured

dislike (11)
disappear (1)
disagree (7)
displease (2)
disbelieve (5)
disobey (9)
discolour (6)
disown (8)
distrust (10)
discontinue (12)
disinterest (4)
displace (3)

1. to go away
2. to not please someone
3. to put something away from the right place
4. to be of no interest to you
5. to not believe someone
6. to make the colour bad or dirty
7. to not agree with someone
8. to say or show you do not own something or they are not family
9. to not obey someone
10. to not trust someone
11. to have negative feelings about someone or something
12. to not continue with something

Unit 9

1. Word building:
What adjective from the blogs ends in -y? catchy

Here are some nouns which make the adjectives with the suffix -y. Put the correct number in the bracket. The first is an example. What is the spelling rule for nouns with the ending -e? no e +ly

rubber (5) smoke (1)

bush (14) bubble (10)

salt (6) silver (2) chill (8)

 sleep (7) smell (4) sex (9)

wool (3) sugar (15) cream (11)

greed (13) craze (12) scare (16)

2. Repetition of ideas
1. Which is the best idea of the whole text?
b) a big place for groceries
2. The best 2 repeated ideas a) shopping   e) big
3. Underlined words with the repeated idea about number and size:
Pac 'n' Save on Lincoln Rd is the biggest supermarket in Auckland. It is huge; 5000sqm with a roof 40m high above you. More than 1000 car park spaces. Lots and lots of space! Each section has hundreds of choices in an aisle 8m high.   Three shoppers with extra big trolleys for their groceries can move along these 65m long aisles. In fact you can probably walk half a kilometer if you are doing your weekly shopping, then forget things and go back for them. It's so large! Great exercise but you can get lost in there!

The words with the repeated idea about shopping:
Pac 'n' Save is the biggest supermarket in Auckland. It is huge; 5000 sq m with a roof 40m high above you. More than 1000 car park spaces. Lots and lots of space! Each section has hundreds of choices in an aisle 8m high.   Three shoppers with extra big trolleys for their groceries can move along these 65m long aisles. In fact you can probably walk half a kilometer if you are doing your weekly shopping, then forget things and go back for them. It's so large! Great exercise but you can get lost in there!

Unit 10

1. Collocation

1. Which words go together the best?

tiny	fishfinders
trade	uses/profits
manufactures	name
future	GPS receivers
tracking	performance
high	devices

2. Repetition of ideas

Which 12 words without capitals are about business in text 10?

performance products investors uses profits work company trade name   manufacture build   make

3. Word Building

a) In text 10 paragraph 5 there is a word ending in -ly. What is it? especially
b) -ly is an ending for an adverb. An adverb adds some feeling to the verb. Yes
We make adverbs in two ways:
Add -ly to an adjective. Adjectives ending in -y have a spelling change to -ily .
The meaning of -ly is like or similar to. Yes
polite becomes politely   safe becomes safely
rude becomes rudely
Watch the special one! true becomes truly

c) Add -ly to a noun about time. Nouns ending in -y have a spelling change to -ily .
The meaning of -ly is for time words is EVERY. Yes

hour becomes hourly	night becomes nightly
easy becomes easily	passive becomes passively
week becomes weekly	day becomes daily
careful becomes carefully	final becomes finally
strong becomes strongly	quick becomes quickly
great becomes greatly	complete becomes completely
year becomes yearly	regular becomes regularly
sudden becomes suddenly	correct becomes correctly
fortnight becomes fortnightly (= 2 weeks in New Zealand, Australia, G.Br.)	

Big Day Out in front of the Orange stage

d) Suffix -ion

Which 5 words in text 10 end in -ion?
companion, corporation, division, miniaturisation, navigation

form (2)	1. information
discuss (9)	2. formation
qualify (4)	3. invention
complete (6)	4. qualification
collect (8)	5. examination
repeat (7)	6. completion
inform (1)	7. repetition
invent (3)	8. collection
examine (5)	9. discussion

What are the nouns from the following verbs.
(See text 5 graph).
produce production emit emission prepare preparation construct construction

4. Vocabulary revision and extension

a) (Revision) - er is for people and things. You should know most of these words.
If it is a thing write NT after the word and if it is a person write NP after the word:
e.g. heater   <u>NT</u>   e.g. Pro football player   <u>NP</u>

miner NP vacuum cleaner NT motor mower NT rescuer NP juicer NT
mixer NT hair drier NT lawyer NP freezer NT porter NP sticker   NT
can opener NT   computer programmer NP blender NT exporter NP
importer NP blender NT dishwasher NT gardener NP   computer printer NT
CD player NT employer NP   murderer NP screwdriver NT photographer NP

b) Another ending for people or thing is -or.
Which thing in paragraph 1 of text 10 ends in -or(s)? oscillator(s)
Which person in paragraph 2 of text 10 ends in -or? investor

If it is a thing write NT after the word and if it is a person write NP after the word:
e.g. sailor <u>NP</u>
refrigerator NT inventor NP metal detector NT inspector NP actor NP
separator NT director NP counsellor NP reflector NT spectator NP
telephone operator NP creator NP investor NP accelerator NT motor NT
machine operator NP computer monitor NT connector NT radiator NT
escalator NT generator NT translator NP elevator NT nuclear reactor NT

Which 5 things are car parts? reflector accelerator motor radiator generator
Which things go up and down inside a building? escalator elevator
Which 6 are important things in industry? refrigerator metal detector separator connector generator nuclear reactor
Who works with people (8)? director inspector actor counsellor telephone operator translator investor (inventor/creator)
Who makes things? inventor director creator
Who watches sports games? spectator

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Nation I.S.P. , (Edit). 1996 Vocabulary Lists   Occasional Publication No. 17
        Victoria University Press, Wellington.

About the Author:
Yvonne has been an ESOL teacher in Japan for five years and over twenty years in New Zealand.   She is very interested in vocabulary use and digital media. She lives with her musician husband Bill, who co-wrote 'Weather... Or Not', on a small farm in the Waitakere Ranges close to Auckland, New Zealand. Gardening, raising sheep and protecting native wildlife are her hobbies. Both Bill and Yvonne are active in 'Ark in the Park' - a wildlife sanctuary opposite their farm, where Yvonne helped relocate North Island robins from Mokoia Island bird sanctuary in Rotorua. Other interests include making home preserves, watching lots of movies and playing music. Yvonne is working fulltime as an ESOL teacher and is now busy writing the next book in the 'Throw Away Your Dictionary!' series.

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