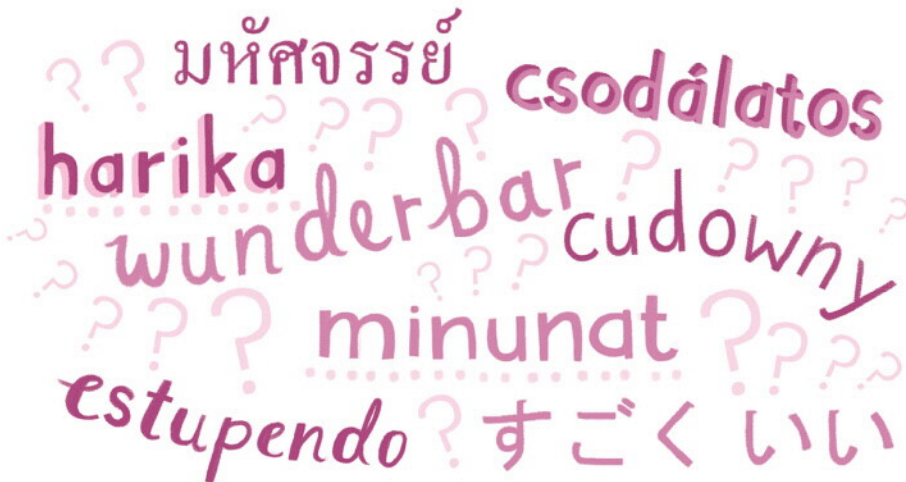


11.3 Vocabulary and skills development

GOALS ■ Deal with unknown words ■ Make adjectives stronger

Reading & Speaking unknown words

- 1 Work with a partner. Answer the questions.
 - 1 What do you do when you read a word you don't know in your first language?
 - 2 What do you do when you read a word you don't know in English?



- 2a What do you think the **highlighted** word in this sentence means? What helped you guess? Compare your answers with a partner.

*It's **common** to have rice for breakfast in Japan.*
- b Turn to page 131 and check your answer.
- c Read the information in the Unlock the code box about unknown words. Did you use any of the ideas to help you do exercise 2a?

UNLOCK THE CODE unknown words

When you read in English, you sometimes see words you don't know. Use these ideas to help you understand the words:

- 1 Identify the part of speech:
 - Is it a noun (a person or a thing)? e.g. *a team*
 - Is it a verb (an action word)? e.g. *to work*
 - Is it an adjective (describes a noun)? e.g. *a good team*
 - Is it an adverb (describes a verb)? e.g. *work slowly*
- 2 Use the context – the words and sentences before and after the word:

I'm so happy to hear your marvellous news.
People say they're happy about good things, so *marvellous* is a positive word. It means *very good*.

- 3a Work with a partner. The words in **bold** are not real. Identify the part of speech for each word. What helped you decide?
 - 1 I live in a **flissy** part of the city.
 - 2 The college needs a new **flisser**.
 - 3 Can you **fliss** him tomorrow?
 - 4 We **flissed** the car yesterday.
 - 5 My brother drives **flissly**.
 - 6 I don't like **unflissy** people.

- b Replace the words in **bold** in exercise 3a with real words. Compare your answers with a partner.

*I live in a **busy** part of the city.*

- 4a Work with a partner. The words in **bold** are real. What are the parts of speech for each word and what do they mean? Use the context to help you.
 - 1 Our new teacher is really **strict** – she isn't happy when students don't do their homework.
 - 2 I think rich people and companies should pay more **tax** to the government.
 - 3 My neighbour's dog **barks** very loudly.
 - 4 My sister is always really **scared** when she sees a spider.
 - 5 My phone at work rings **constantly** – it never stops!
 - 6 You need to plant these flowers in **good soil**.
 - 7 It's better to visit your dentist every six months than to go **annually**.
 - 8 They live in a **massive** house with ten bedrooms.

- b Compare your ideas in small groups. What helped you guess?

- 5a Work with a partner. Look at the photo and read the title of the magazine article. What is good about working alone or in a team?

Behind every winner, there is a team

In the past, it was common for a really **brilliant** scientist like Isaac Newton to work alone, but these days scientists usually work in teams. That's why some science magazines say the Nobel Prize for Physics should change. The writers believe it's wrong to **award** the prize to one person because there's usually a team that is working with the **individual**. But because only a **maximum** of three people can win the Nobel Prize at one time, some really **crucial** members of the team are often not included and don't win anything.

It's not only in science that just one person wins an award for the work of a team. In sport, for example, there is usually a team of people helping the player of individual sports. For example, the really **great** tennis players and Formula One drivers have a team of people working with them: from the **coach** or manager who helps them with their game or race to the **dietician** who tells them what to eat and drink.

So perhaps it's time to stop **focusing** only on the individual. We should remember that there is often a **huge** team of many more people working hard to make everything possible.



- b Read the article and answer the questions with a partner.
- 1 What does the science magazine think is the problem with the Nobel Prize for Physics?
 - 2 Why does the article mention sport?
 - 3 What does the article think we should do about the problem?
- 6 Work with a partner. Guess the meaning of the **highlighted** words in the article. What helped you decide?
- 7 Work in small groups. Answer the questions.
- 1 Do you think people should focus more on the teams behind individuals? Why/Why not?
 - 2 What other examples of individuals with a team can you think of?

Vocabulary & Speaking making adjectives stronger

- 8a Work with a partner. Complete the definition of the word from the text.

huge (adjective) _____

- a very small b not very important c very big
- b Find these three strong adjectives in the article. What word comes before them in the article?
- brilliant crucial great
- c Read the information in the Vocabulary focus box and check your answers.

VOCABULARY FOCUS making adjectives stronger

- You can make many ordinary adjectives stronger by using *very* or *really*, or a strong adjective instead, e.g. *huge*.
Brazil is a very/really big country. Brazil is a huge country.
- You can make strong adjectives stronger by using *really*, but not *very*.
Their house is really huge. Not ~~*Their house is very huge.*~~
It helps your vocabulary to remember ordinary and strong adjectives together, e.g. *big/huge*.

- 9a Work with a partner. Complete conversations 1-5 with strong adjectives from the box.

awful excellent delighted tiny lovely

- 1 A Were you very glad to get the job?
B Of course! I was really _____!
 - 2 A Was the weather very nice on your holiday?
B Yes, it was really _____! We were very lucky.
 - 3 A Is she very good at tennis?
B Yes, she's really _____! She always wins.
 - 4 A What's wrong? You don't look very happy.
B It's really _____! I failed my driving test.
 - 5 A Let's use my car. Your car is too small for five people.
B You're right. My car is really _____!
- b 11.10))) Listen and check your answers. Notice the stress on *really*.
- c Work with a partner. Take turns to practise the conversations in exercise 9a.
- 10a Work with a partner. Write three short conversations similar to exercise 9a using strong adjectives.
- b Work with another pair. Read and practise their conversations. Are *very* and *really* in the correct places?