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› [Pearson New Password 3: A Reading and Vocabulary Text, 2nd Edition User Manual](#)

## Pearson New Password 3

# Pearson New Password 3: A Reading and Vocabulary Text, 2nd Edition

User Manual

## 1. INTRODUCTION

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This manual provides guidance for effectively utilizing *New Password 3: A Reading and Vocabulary Text, 2nd Edition*. This book is the third in a five-book series designed to assist intermediate students in developing reading comprehension skills and expanding their active vocabulary. It features engaging readings about real people, places, events, and ideas, alongside a systematic, corpus-informed approach to learning over 300 high-frequency words, expressions, and collocations.

Authored by Linda Butler, an experienced writer and editor of ESOL materials, this text is structured to support comprehensive language acquisition.

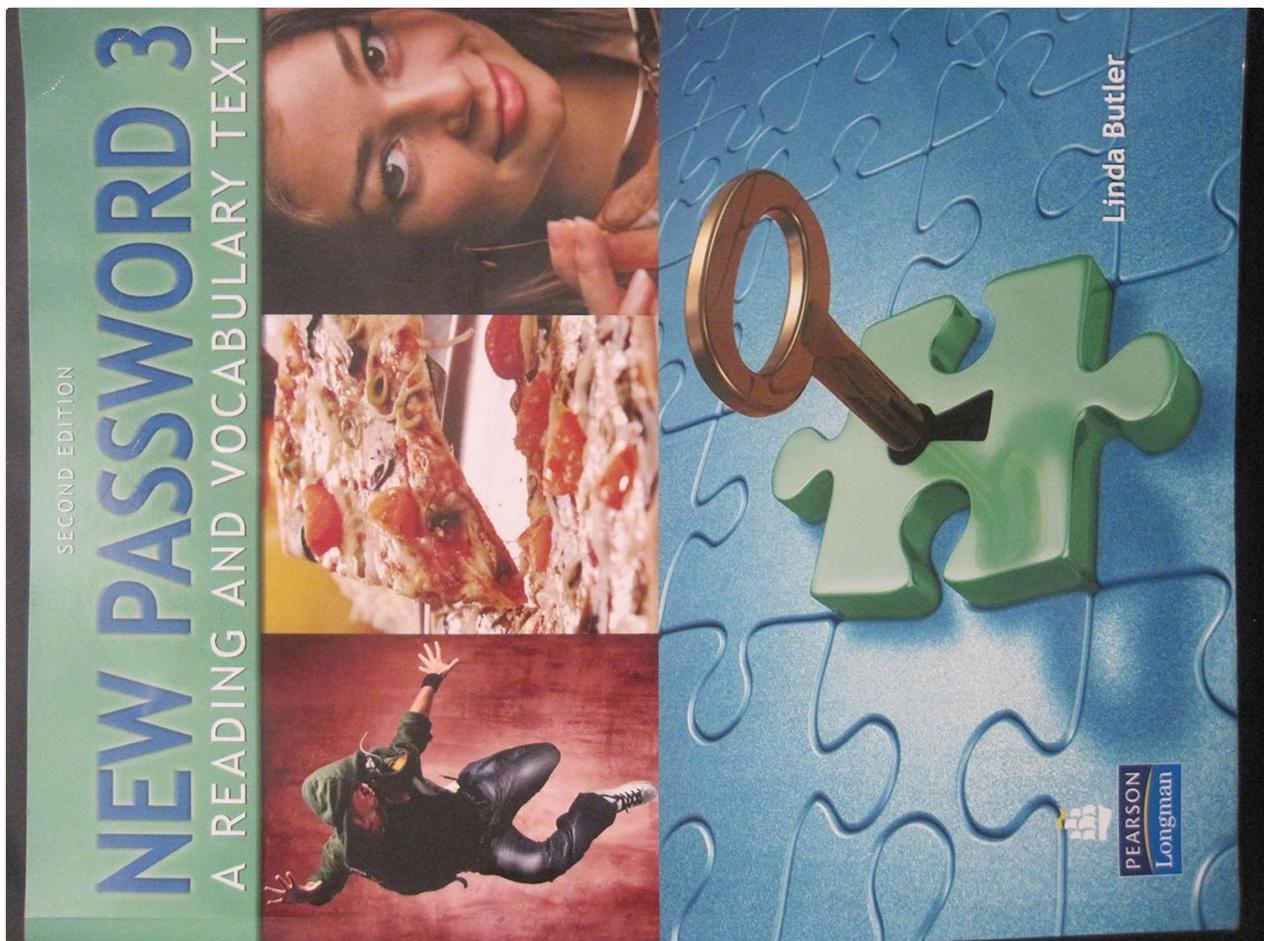


Figure 1.1: Front cover of the *New Password 3* textbook, displaying the title, edition, and author.

## 2. KEY FEATURES

The *New Password 3* textbook incorporates several features designed to enhance learning:

- **Useful, High-Frequency Vocabulary:** Vocabulary is selected based on extensive corpus-based research to ensure relevance and utility.
- **Vocabulary Recycling:** New vocabulary is carefully reinforced through repeated exposure in readings and exercises.
- **Collocation and Word Grammar Activities:** Exercises specifically highlight common word pairings and grammatical usage.
- **Discussion and Writing Activities:** Opportunities are provided to apply learned vocabulary and reading skills in communicative tasks.
- **Unit Wrap-ups:** Sections designed for reviewing vocabulary and practicing dictionary skills.
- **Vocabulary Self-Tests:** Tools for students to assess their own progress and understanding.
- **Optional Audio CD-ROM:** An edition of the Student Book includes an Audio CD-ROM with the entire audio program in MP3 format for listening practice.

## 3. GETTING STARTED

To begin using *New Password 3*, familiarize yourself with the book's structure. Each unit typically includes reading passages, vocabulary development sections, comprehension checks, and application activities. It is recommended to read the introduction of each unit to understand its objectives.

### **3.1. Understanding the Audio CD-ROM**

If your edition includes the Audio CD-ROM, insert it into a compatible CD-ROM drive. The audio program is provided in MP3 format, allowing playback on most computers and MP3-compatible devices. The audio content corresponds to the readings and listening exercises within the textbook. Refer to the specific unit instructions for when to use the audio.

Note: Some editions of the Student Book are sold without the Audio CD-ROM. Verify your product packaging if audio components are expected.

## **4. USING THE TEXT (OPERATING INSTRUCTIONS)**

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This section outlines the recommended approach for engaging with the various components of the textbook.

### **4.1. Reading Passages**

Each unit features one or more reading passages. Before reading, review any pre-reading questions or vocabulary provided. Read the passage for general understanding first, then re-read for specific details and to identify new vocabulary in context.

### **4.2. Vocabulary Development**

Vocabulary sections introduce new words, expressions, and collocations. Pay attention to the definitions, example sentences, and any notes on word grammar. Complete all exercises to reinforce learning. The book often includes activities that require completing sentences with target vocabulary, as shown in Figure 4.1 and Figure 4.2.

## Using the Target Vocabulary

**A** These sentences are **about the reading**. Complete them with the words and phrases in the box.

according to	contains	immediately	meant	supplies
affects	create	luckily	realize	weight

- Food gives us energy. When we eat, food \_\_\_\_\_ our bodies with energy.
- Your brain is not very heavy. It is only 2 to 3 percent of your total body \_\_\_\_\_.
- Drugs influence, or cause changes in, the brain. Food \_\_\_\_\_ it, too.
- Sometimes a drug or food affects the brain quickly and people feel the difference very soon. They feel a change \_\_\_\_\_.
- Many people aren't aware that food affects the brain. They don't \_\_\_\_\_ that this is true.
- When human brains got bigger, that \_\_\_\_\_ more brain power. The larger brain led to that result.
- Early humans invented languages and also began to produce music and art. They started to \_\_\_\_\_ these things.
- Some scientists say that eating seafood caused big changes. \_\_\_\_\_ these scientists, seafood helped the human brain to grow.
- There is omega-3 fat in seafood. Seafood \_\_\_\_\_ this kind of fat.
- Maybe you never thought about eating "brain food" before. \_\_\_\_\_, it's not too late. That is a good thing.

Figure 4.1: An example page from *New Password 3* demonstrating 'Using the Target Vocabulary' exercises, where users fill in blanks with provided words and phrases.

7. People buy a lot of chocolate in New York. \_\_\_\_\_, Switzerland, not New York, is the "world capital of chocolate."
8. Some Swiss eat a lot of chocolate every day. Others never eat it. The \_\_\_\_\_ person is somewhere in the middle.
9. Scientists have learned about chocolate by doing tests and other research. They have \_\_\_\_\_ that there are more than 300 chemicals in it.
10. It has not been easy for scientists to answer all their questions about chocolate. They have not been able to \_\_\_\_\_ why it makes people feel good.

**B** These sentences use the target words and phrases in new contexts. Complete them with the words and phrases in the box.

afford	dusty	found	however	share
average	figure out	get to	professional	turning it into

1. I need to clean under the bed. It's \_\_\_\_\_ under there.
2. I'd like to take a nice vacation, but I can't \_\_\_\_\_ to.
3. Researchers have \_\_\_\_\_ that the average Swiss eats about 22 pounds of chocolate a year.
4. Jan can afford to buy a car. \_\_\_\_\_, she can't afford a new one, only a used one.
5. Tomorrow is a holiday, so I'll \_\_\_\_\_ sleep late in the morning.
6. They are taking that old factory and \_\_\_\_\_ an office building.
7. We have a map, so we can \_\_\_\_\_ how to get there.
8. They'll have lots to talk about. They \_\_\_\_\_ a strong interest in sports.
9. On an \_\_\_\_\_ day, the doctor sees about twenty patients.
10. The most famous \_\_\_\_\_ magician of all time was Harry Houdini.



*A magician doing a magic trick*

Figure 4.2: A page from Chapter 1 of *New Password 3*, illustrating exercises for using target words and phrases in new contexts.

### 4.3. Reading Comprehension and Skill Building

After reading, complete the comprehension checks and skill-building activities. These may include true/false questions, identifying main ideas, understanding paragraph topics, and analyzing word grammar. Examples of these activities are shown in Figure 4.3 and Figure 4.4.

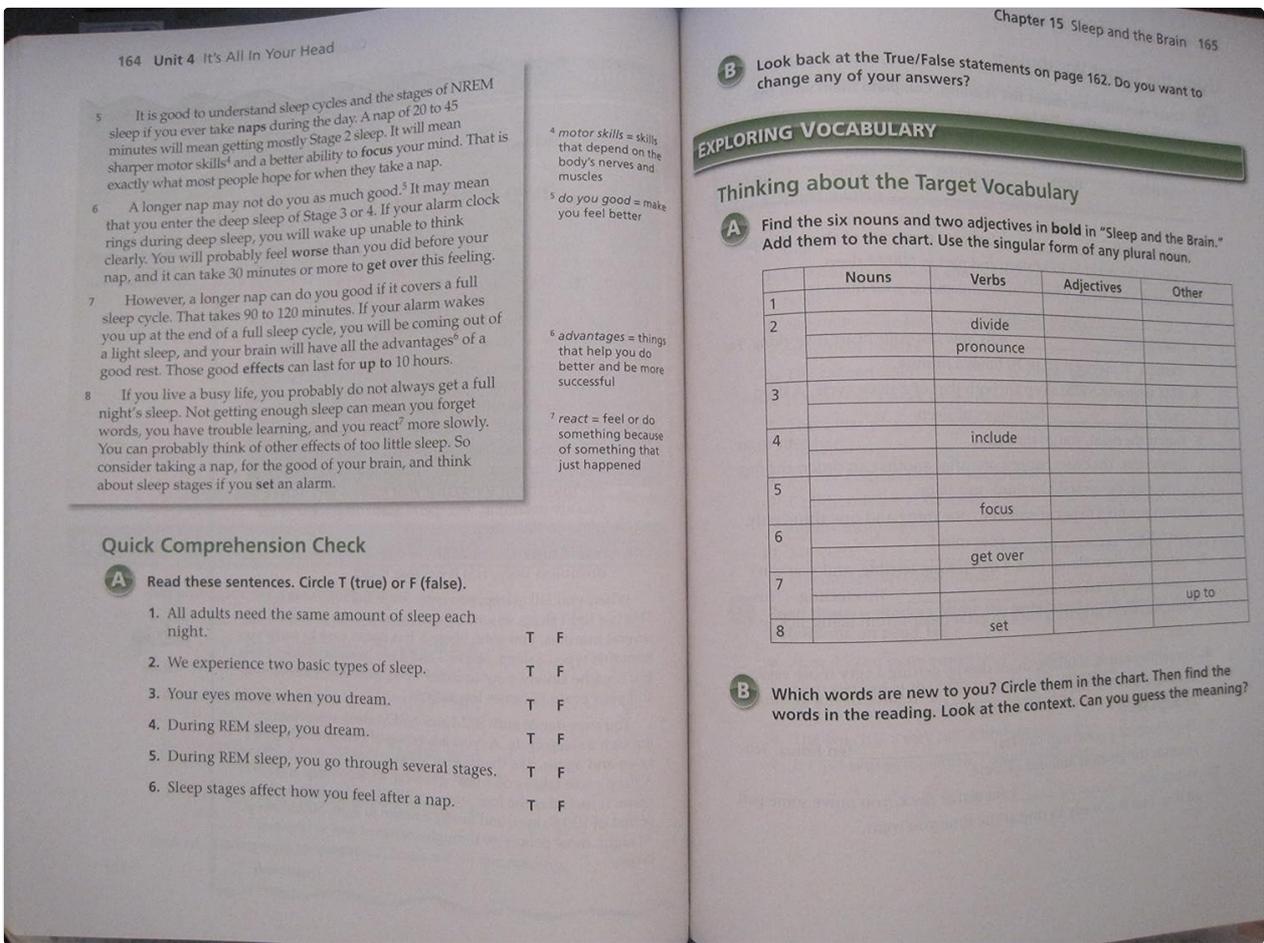


Figure 4.3: Pages from *New Password 3* featuring 'Exploring Vocabulary' exercises and a 'Quick Comprehension Check' section with true/false questions.

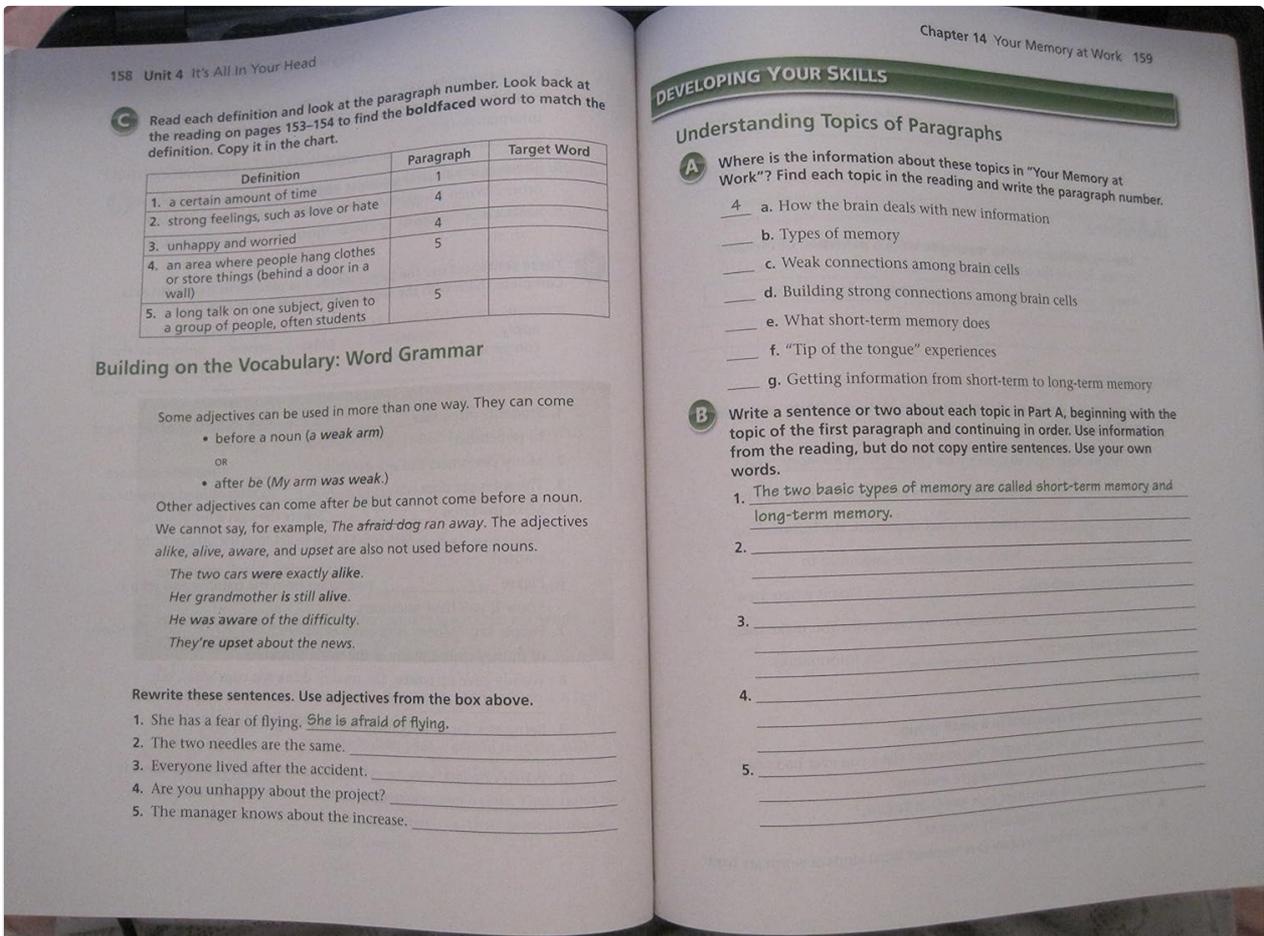


Figure 4.4: Pages from *New Password 3* illustrating 'Developing Your Skills' for understanding paragraph topics and 'Building on the Vocabulary: Word Grammar'.

## 4.4. Discussion and Writing

Engage in the discussion and writing activities to practice using the language in a more open-ended manner. These activities are crucial for solidifying understanding and improving fluency.

## 5. CARE AND STORAGE (MAINTENANCE)

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To ensure the longevity of your *New Password 3* textbook, follow these simple care guidelines:

- **Handle with Care:** Avoid bending the spine excessively or tearing pages.
- **Keep Dry:** Protect the book from liquids and high humidity to prevent damage to pages and binding.
- **Store Properly:** Store the book in a cool, dry place away from direct sunlight to prevent fading and warping.
- **Clean Gently:** If necessary, wipe the cover with a dry, soft cloth. Avoid abrasive cleaners.

## 6. TROUBLESHOOTING

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This section addresses common issues you might encounter while using the textbook.

### 6.1. Difficulty Understanding Content

If you find a reading passage or vocabulary concept challenging:

- Re-read the section slowly.
- Use a dictionary to look up unfamiliar words.
- Review previous units or related materials.
- Discuss the content with a study partner or instructor.

### 6.2. Missing Audio CD-ROM

If your textbook did not include an Audio CD-ROM and you require the audio components, please verify the product description at the time of purchase. Some editions are sold without the CD-ROM. Contact your retailer or Pearson customer support for options if you believe it should have been included.

### 6.3. Damaged or Missing Pages

If your book arrived with damaged or missing pages, contact the retailer from whom you purchased the book for a replacement or resolution.

## 7. SPECIFICATIONS

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Attribute	Detail
Title	New Password 3: A Reading and Vocabulary Text
Edition	2nd Edition
Author	Linda Butler
Publisher	Pearson

Attribute	Detail
Publication Date	August 6, 2009
Language	English
Print Length	176 pages
ISBN-10	0132463024
ISBN-13	978-0132463027
Item Weight	1 pound
Dimensions	7.8 x 0.5 x 9.9 inches

## 8. SUPPORT

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For further assistance or inquiries regarding *New Password 3: A Reading and Vocabulary Text, 2nd Edition*, please contact:

- **Your Instructor:** For academic guidance and clarification on course material.
- **Pearson Education:** Visit the official Pearson website for educational resources and customer support.
- **Retailer:** For issues related to purchase, shipping, or product defects.