

ENGLISH FOR THE 21st CENTURY

Level 2 Teacher's Book

Bill Mascull

Reviewed by a team chaired by:

Prof. Aziz Thabit Saeed Mr. Kaldun Said 21st CENTURY SKILLS

GARNET





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# Introduction

#### The course

C21 English for the 21st Century is a course that combines a general English syllabus with a focus on C21 skills. C21 skills are a combination of academic skills, study skills and 21st century skills such as critical thinking, creative thinking and collaboration. The aim of the course is to encourage learners to develop their overall communicative ability and become independent, autonomous learners.

Learners are asked to take a more active role in the learning process. They are given help and guidance in achieving this aim, both through specific notes and activities, and as an approach running through the course. For many activities, giving simple yes/no answers is discouraged and learners are often asked to explain or support their answers. They are also asked to bring their own experiences and ideas into the classroom.

Learners are introduced to a wide range of skills that will be useful to them in both their future studies and when they enter the world of work. Learners are encouraged to think about ways in which they can think and act more effectively. They also focus on how to be more creative and are often required to produce creative solutions to problems similar to those that they are likely to face themselves in the future. Research plays an important part in this process; learners will be required to do work between classes and not treat the course as simply something they do in the classroom.

At the same time, learners are introduced to the various aspects of collaboration – how to work effectively with other people, respecting their opinions and cultures, whether they be similar or different to their own. Communicating in groups and teams is challenging and learners are given opportunities throughout the course to develop awareness of themselves and the people they work and study with, and to adapt and develop strategies that allow them to work creatively and productively whilst avoiding misunderstanding and conflict.

# Course components

Each level of the course comprises:

- a course book in interactive digital format
- a workbook in interactive digital format with recoverable answers
- a teacher's book in digital format
- a website at www.garneteducation.com/aou/studentresources with resources including audio and slideshows.

#### Unit structure

Fach course book contains ten units for Levels 1–3 and six units for Levels 4 and 5. Each unit has three sections, A to C, covering a combination of vocabulary, grammar and the four skills – listening, speaking, reading and writing. It also integrates the 21st century skills (more on these below) throughout the unit. There is one general topic per unit, which is divided into sub-topics in each section.

#### Sections

A unit section is usually two or three pages. A unit section focuses on one particular area, e.g., vocabulary, grammar, skills or a combination of skills such as listening and speaking. The unit as a whole builds a complete stage of development by providing a balance of these areas. For easy reference, the main skills in each section are indicated by the following icons:









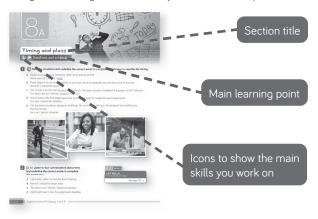


# Activities and flow of the material

Activities are designed to be engaging and effective. The activities that require the students to think and prepare are carefully balanced with activities that require them to use their English actively and interact with each other. With the aim of developing core C21 skills of communication, collaboration and critical thinking, each section features activities that encourage students to personalize the target skills, share their experiences and opinions and/or think critically about the themes in the units. These activities are indicated by a light bulb icon:

# **Navigation**

Page headings are clear and easy to understand, making navigation through each unit easy. Here is an example:



There are also headers and footers signposting the unit and section.

# Opening pages

The opening spread of each unit starts with a photo or photos related to the topic. It also contains an overview of the learning objectives for the unit.

Provides an overview of the language content of the unit. This is an opportunity for the students and teachers to look ahead to what is coming up or to review a unit later.



**Interactive flashcards** An interactive logo links students with extra exercises on key unit vocabulary.

Focuses the students' attention on the topic of the unit. Gives the teacher the chance to see what the students know about the topic, the vocabulary they know or don't know, and to engage their interest.

The target section is divided into:

- Vocabulary
- Grammar
- Skills.

These are explained next.

# Vocabulary

Vocabulary development is a key element of each unit. The focus is usually on a group of related words – for example, places in a town – and there may also be work on wordbuilding using prefixes or suffixes, and noun phrases. The students are also encouraged to use their critical thinking skills to evaluate the vocabulary items introduced, for example, evaluating the advantages and disadvantages of using different forms of communication such as email, texts and letters.

When new words or phrases are introduced, you can use the photos and illustrations to help students understand the meaning and contexts in which they are used.

The activities in this section encourage the students to actively use the vocabulary that is introduced. Get the students to use the vocabulary as much as possible so that they can develop an understanding of how the words can be used in various situations. Listening activities give the students clear models of the most typical use of the vocabulary in everyday situations.

The amount of new vocabulary being introduced is limited so that the students have a chance to fully understand the meaning and to remember the words. If some students are quicker than others, you can encourage them to explore other words related to the topic using a dictionary or online research.

#### Grammar

In each unit, the students look at and practise one or more grammar or functional language points, learning to put them into practice in specific contexts. Over the ten units of the book, the grammar points treated in each unit build into a grammar sequence appropriate for the level.

The grammar and functional language is introduced in a typical context, either through a reading or listening text. The texts contain examples of the language at a level that is accessible to the students. The texts are based on contemporary topics or issues that provide an initial discussion platform. Students also have the chance to personalize the topic and talk about their own experiences and ideas.

Focus boxes provide notes on the form and use of the language. They are followed by practice activities that support the students in using the language for themselves. Finally, the students have an opportunity to use the language more freely in speaking activities in pairs or small groups.

#### Skills: Listening

Students listen to audio material and practise their listening comprehension in a sequence of exercises. There is a full transcript at the back of the course book. Typically, the listening activities develop the students' ability to listen in different ways.

Listening is one of the main ways that students gain insight into the various features of conversational English. This is an important stage in their development, as it provides a model for them to follow and adapt when they communicate themselves. The listening material in the course is carefully adapted to suit each level and gives examples of typical interactions between native speakers.

Listening skills are also developed throughout the course. Listening for gist is an important skill because it allows students to get the general idea of what is being said, rather than focusing on detail. Focusing on detail can mean that students cannot keep up with the pace of what is being said. Similarly, listening for specific information allows the students to filter out unimportant information and focus solely on information they need.

Listening activities also provide opportunities for students to hear the grammar and vocabulary they have learnt in previous sections being used in different contexts. This helps to broaden and consolidate their understanding and also aids memorization.

# Skills: Speaking

The course provides practice in different modes of speaking. One important area is using functional language to do something specific with the language – for example, make a request, give an opinion, offer help or exchange information. Students are given spoken examples of the necessary phrases to perform these functions in typical everyday conversations, which they then use as models for pairwork practice.

Students are also encouraged to discuss topics and bring their own experiences and ideas into the classroom. Student input is a valuable part of each lesson and the more they share their knowledge and thoughts with each other, the richer the lessons will be.

Collaboration is an important part of the student's skill set, and working together to make decisions, solve problems and achieve goals is one of the most important aspects of the course. This is achieved through speaking activities in small groups, class discussions, poster presentations and a variety of other activities.

# Skills: Reading

Reading activities are based around texts that have been written specifically for the level and relate to the topic of the unit. Reading is an integral part of the process of learning new vocabulary and grammar. It is also the means by which

students learn about contemporary events and issues related to a wide range of areas including technology and the digital world, health and lifestyles, the world of work, and various aspects of culture.

Reading skills are developed in stages and students are introduced to the various ways in which we read, depending on our purpose. Skimming is a key skill that allows us, in a similar way to listening for gist, to get the general meaning of the text. Scanning focuses the students' attention on only the information they need, which means that they read more efficiently and do not waste their effort on unnecessary detail. Reading for detail helps the students to read a text closely and understand the text at a micro level – an important skill for reading academic texts, for example.

# Skills: Writing

Students learn how to write connected text in a variety of genres. Note-taking is a core skill that can be applied to academic study and also to the world of work. Students are also given guidelines as to how to compose a clear, concise email message, both in professional and everyday contexts. Text messages, personal profiles and application letters are some of the many areas of writing that are also covered in the course.

Students need to be able to write in a way that is both coherent and clear. The course introduces the ways in which we organize ideas and uses appropriate language to make this organization clear to the reader.

Marking students' writing is an important part of the process and students value feedback from the teacher – both praise and constructive criticism. Comments on the students' work should guide them as to how to improve their work, both in their use of language and in the way they construct a text.

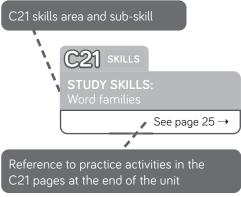
#### **Pronunciation**

Pronunciation is highlighted throughout the course, in places where the students need to be able to produce the correct pronunciation of individual sounds, individual words including word stress, phrases and complete sentences, including basic intonation patterns. Students should be encouraged to use the correct pronunciation in the subsequent speaking activities to reinforce their ability to say individual and connected sounds accurately and fluently. Spoken models of these features are provided in the audio material.

# C21 skills

Each unit introduces two or three C21 skills, so 30 skills areas are covered per level. Together they encourage students to think actively and critically about what they read and listen to, and provide insights into the skills they need to master in order to function effectively in a contemporary and international environment.

The C21 skills have been selected on the basis of their relevance to language learning (e.g., information literacy, communication, intercultural skills) and their importance in preparing students for life and study in the 21<sup>st</sup> century (e.g., critical thinking, creativity, life and study skills).





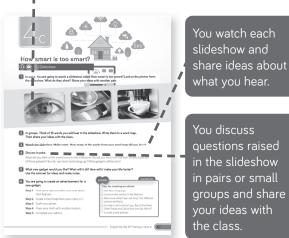
# **Slideshows**

Section C of Units 2, 4, 6 and 8 features a slideshow and audio commentary relating to the theme explored in the previous two units. The slideshows can be accessed from the interactive course book or the resources section of the website: www.garneteducation.com/aou/student-resources. They provide extensive listening practice and a set of related discussion and writing activities.

The listening activities are designed to build skills for understanding the main ideas rather than every small detail. A strong emphasis on listening in pairs encourages students to share what they understand, rather than panic about what they have missed.

#### How to work with the slideshows

You study photos from each slideshow to predict what the slideshow is about, and the key words you'll hear.



As an additional activity for Levels 4 and 5, encourage students to create and share their own slideshows and commentaries, using appropriate software such as PowerPoint.



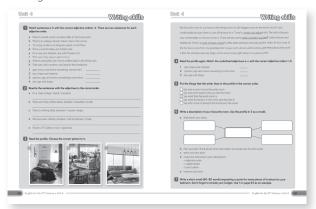
Teachers and students can pause and play back the commentary at any point. Subtitles can also be switched on and off to help students with parts of the slideshow they find tricky to understand.

- Transcripts can be found at the end of the course book.
   These should be used sparingly with students with lower levels of English as they can reinforce the idea that students need to catch every word.
- Visual organizers are available on the C21 website www.garneteducation.com/aou/student-resources as support for the note-taking phase of the listening activities and for the follow-up writing tasks.

# Writing skills

Each unit introduces a Writing skills double-page spread to encourage the students to improve their writing skills through various guided activities. These help the students to learn how to produce connected texts in a variety of genres, following step-by-step guidelines. Students are encouraged to apply these guidelines on how to compose emails, text messages, postcards, personal profiles, application letters for professional contexts, descriptions, short texts and paragraphs, etc.

Students need to be able to write in a way that is both coherent and clear. The course introduces the ways in which we organize ideas and use the appropriate language to make this organization clear to the reader.



# **Assessing progress**

After every unit, there are activities to assess students' progress and encourage them to become responsible for their own progress and become independent learners.

#### Planning ahead activities

Units 1, 5, 7 & 10

These self-evaluation activities encourage students to think about their learning, identifying areas of strength and areas for improvement. Encourage students to answer the questions honestly and revisit at regular intervals so they can see the progress they are making and update their learning priorities and study plans.

#### Progress tests after every two units

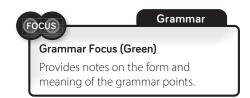
Units 2, 4, 6, 8 & 10

The tests cover the main areas the class has studied in the previous two units. They can be done in class or as homework after the units have been completed. The results should give teachers and students a good idea of progress and indicate areas where they may need to do further study.

#### Support material

#### Focus boxes

Notes in Focus boxes provide essential information to help students with activities in class or for reviewing units later. They are colour-coded to highlight their purpose.



# Expression Expression Focus (Pink) Contains functional language, useful expressions and tips to improve

Contains functional language, useful expressions and tips to improve students' written and spoken communication.

# Pronunciation Pronunciation Focus (Yellow) Provides models of propunciation

Provides models of pronunciation to support speaking tasks and help students to recognize features of spoken English, such as connected speech or short forms that can impede understanding.

# Writing Focus (Blue)

Provides information about English writing conventions and structures to help students improve their mechanics in written texts and assignments.

#### LANGUAGE REFERENCE

Every unit will provide a link within a 'Language reference' box, which will enable the students to learn more about the relevant grammar topics from each unit.

#### **Activities**

For some more extensive speaking or writing activities in the units, additional material can be found in the Activities section at the back of the course book. These take the form of prompts such as charts or illustrations or full case studies and role-plays for pairwork and sometimes for small groups. For pairwork activities, where students exchange information, separate pages are provided for Student A and Student B so that they cannot see each other's information.

#### **Transcripts**

All the listening material is available in written form in this section. You can suggest to the students that they read the transcripts after the lesson as revision. You could also get the students to refer to the transcripts after a listening activity to check on anything they could not understand. However, students shouldn't focus too much on understanding everything, as this may slow down their progress.

#### Word list

The word list is a good resource for reviewing vocabulary. The word list contains all the words that the students should be aware of in a given unit. These words will also appear in each relevant unit and in the colour of each level course book. This will help the students understand the context they are used in. As suggested above, the students can use the word list in various ways to reinforce their understanding of the words and phrases they have studied.

# Learning methods

One of the main dangers in language learning is for the teacher to talk too much, and become the main focus of class attention, instead of the students. C21 has been designed to maximize student-centred classroom interaction, and the notes in this teacher's book are written from this perspective. These general notes, and the unit-specific notes that follow them, present ways of putting students at the centre of learning.

#### **Pairwork**

Many activities in the course book lend themselves to pairwork, not just the ones shown as pairwork in the exercise instructions. Here is a procedure for introducing and exploiting pairwork in the reading of a dialogue.

- 1 Explain the task and make sure the whole class understands it.
- **2** Divide the class into pairs. Try to avoid students always working together in the same pairs.
- With the whole class listening, the teacher reads the part of Speaker A with one of the students taking the part of Speaker B, perhaps only speaking the first few lines of the dialogue, while the rest of the class listens.
- 4 Another student takes the part of A and the teacher takes the part of B again, while the rest of the class listens. You can omit steps 3 and 4 if you think the class can start to work in simultaneous pairs without a 'model'.

- 5 Get the whole class to read the dialogue in simultaneous pairs, with each pair reading at their own speed, of course. The teacher should listen to different pairs, in larger classes walking around the room, noting mentally or on paper any points that are causing difficulty or need improvement, especially difficulties experienced by more than one pair.
- **6** When most pairs have finished, call the class to order.
- 7 Go over points that have been causing difficulty or need improvement and get one or two students to listen and repeat.
- **8** Get one or two pairs to redo the activity for the whole class, ensuring that they incorporate any corrections/improvements that you have mentioned.
- **9** Pairwork can often be followed up with written activities. Suggestions for these are given in the unit-specific notes.

#### Group work

Similarly, group work is a good way for students to do certain activity types, for example, discussion activities, in a way that is not dominated by the teacher.

- 1 Explain the activity and make sure the whole class understands it. Say what you expect at the end of the activity. For example, after the activity, you might want a spokesperson for each group to summarize what the group has discussed and the conclusions it has come to, being ready to summarize differing conclusions from within the group if necessary.
- 2 Divide the class into groups of three or four, and get students in each group to select a spokesperson, or, if they hesitate, appoint one yourself for each group. Try to avoid students always working together in the same groups. Also avoid groups always having the same spokesperson.
- **3** Get the students to start their discussion.
- 4 The teacher listens in to different groups, walking around the room if necessary, noting mentally or on paper any points that are causing difficulty, especially difficulties experienced by more than one group.
- **5** When most groups have finished, call the class to order.
- **6** Go over points that have been causing difficulty and get one or two students to listen and repeat after you.
- 7 Get the spokesperson from each group to give a summary of the outcome of its discussions. If there is time and interest, you can then develop a whole-class discussion, comparing the points of view of different groups.
- **8** Group work can often be followed up with written activities. Suggestions for these are given in the unit-specific notes below.

#### Unit-specific teaching notes

In the next part of this book, you will find step-by-step notes on the teaching of each unit, along with answers to exercises and suggestions for supplementary activities.

# Events

#### Vocabulary

- Word families
- Dates
- Roles in event planning

#### Grammar

- Prepositions
- Present simple with do and does

#### Language skills

- Speaking: Describing a special day
- Speaking: Speculating
- Reading: Identifying paragraph topics
- Listening: Identifying different points of view
- Writing: Writing a description



#### Study skills

Word families

#### Life skills

• Finding out about a career

#### Study skills

Reading effectively



With the whole class, get students to look at and comment on the photo in relation to the questions. This photo is of the 2012 Olympic Games opening ceremony in London. Get them to talk about big sports events such as the football World Cup, international athletics competitions, and so on.

# 1A Special days



Word families; Dates

1 With the whole class, get students to look through the photos and label them with the celebrations.

#### **Answers**

- a New Year, Dubai
- **b** Cartagena Music Festival, Colombia
- c American Independence Day
- d The Harbin Ice and Snow Festival, China
- e Canadian Thanksgiving Day
- 2 1.1 Explain the task and play the recording once or twice. If this is your first class with the students, this is a good opportunity to gauge their listening level. Stop after each item to work on any difficulties (some

of the vocabulary will be unfamiliar) and to elicit

#### the answers. Answers

- 1 American Independence Day
- 2 The Harbin Ice and Snow Festival, China
- 3 International Folk Festival of Russi, Italy
- **4** Canadian Thanksgiving Day, Canada. Point out that this is similar to Thanksgiving in the US (the fourth Thursday in November), but is on a different day, of course - the second Monday in October.
- 5 New Year, Dubai

#### Transcript > 1.1

- 1 This day marks the birthday of the United States of America, and its independence from British rule. It's a national holiday and celebrates everything that's good about the United States. In cities and towns across America, there are parades with patriotic music. A lot of people wear something red, white and blue, and wave the American flag.
- 2 Every year, there's a special winter festival in north-east China. It's one of the best exhibitions of ice sculptures in the world. You can see massive ice sculptures of figures and buildings all over the city. At night, colourful lights make the sculptures look really beautiful. It's a great time to visit them, but it's very, very cold.
- **3** This international festival celebrates folk traditions from different parts of the world. At the start of the festival, groups of dancers parade through the streets in colourful national costumes. The group you can see in the photo is from Colombia.

- Later in the day, there are displays of dancing in the main square. It's really interesting to see the different costumes and styles of music and dancing.
- 4 This is a special family holiday in Canada. Today, people celebrate the festival to give thanks for the good things in life. At Thanksgiving, Canadians often visit family or friends, or invite them to their own homes. A lot of people eat a traditional meal of turkey and pumpkin pie. An invitation to a Canadian home for Thanksgiving is a big honour.
- **5** The New Year starts with a spectacular fireworks display. Over a million people, locals and visitors, gather downtown to see this amazing display of fireworks, lasers and lights. I always go to The Palace Beach on Al Sufouh Road to watch the fireworks. You get a perfect view of the fireworks against the Burj Khalifa. It's spectacular.
- Get students to work in simultaneous pairs and then elicit the answers with the whole class.

#### **Answers**

- **a** C
- **b** e
- c a **d** b
- e
- C f d
- **q** e

# FOCUS

#### Pronunciation

1.2 Play the recording and get students to repeat the words with soft and hard c all together and individually.

#### Transcript 1.2

city America cycle spectacular celebrate costumes

Elicit the answers with the whole class and work on stress and pronunciation.

#### **Answers**

- a traditional
- **b** massive
- c patriotic
- **d** spectacular
- e colourful

Introduce the idea by asking one student which festival they would like to take part in. Then get students to discuss in simultaneous pairs.

Walk around the class to monitor and assist where necessary.

Work on any difficulties, especially language relevant to this section. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

Then get representatives of two or three pairs to report back on their discussion to the whole class.



#### STUDY SKILLS: Word families

Get students to complete the exercises on page 25 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 77 of this book.

Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary.

Flicit the answers with the whole class.

#### Answers

V-I	Nouns		
Verb	Person	Activity	Thing
dance	<u>dancer</u>	(dancing)	(dance(s))*
sing	(singer)	singing	song(s)
act	actor/(actress)	acting	

#### Possible answers for other word families

teach	teacher	teaching	_
learn	learner	learning	lesson
drive	driver	driving	drive*
farm	farmer	farming	farm*

\*Point out that the verb and 'thing' forms are sometimes, but not always, the same.

Also point out that the ending of the 'person' form is usually -er, but can be -or (actor), and sometimes, but not often, either: adviser/advisor.

Do this as a fast-paced whole-class activity. Ensure students pronounce the plural -s where applicable.

#### Answers

- a actors, actresses
- **b** dancers, dance, dancing
- c sing, singers, songs

# Focis

#### Pronunciation

▶ 1.3 Explain the task and play the recording. Elicit the answers with the whole class.

#### **Answers**

- a 25<sup>th</sup> December
- **b** 2<sup>nd</sup> February
- c 22<sup>nd</sup> August
- **d** 18<sup>th</sup> June
- e 5<sup>th</sup> April
- **f** 1st January
- **9** 9<sup>th</sup> May
- **h** 23<sup>rd</sup> March
- i 30<sup>th</sup> September
- Transcript > 1.3
- a 25<sup>th</sup> December
- **f** 1st January **g** 9th May
- b 2<sup>nd</sup> Februaryc 22<sup>nd</sup> August
- **h** 23<sup>rd</sup> March
- **d** 18<sup>th</sup> June
- i 30<sup>th</sup> September
- e 5<sup>th</sup> April
- **1.3** Go through the instructions, and point out that you say *the first of May*.

Play the recording again, stopping after each item so that students can repeat it. Insist on the correct, 'weak', pronunciation of *of*.

Walk around the class to monitor and assist as students ask and answer questions.

**8** Do this as a fast-paced whole-class activity.

#### Answers

- a 4<sup>th</sup> July
- **b** 31st December
- c the second Monday in October
- **d** the first week of August
- **e** 5<sup>th</sup> January to end February
- Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, work on any difficulties and elicit the answers.

#### **Answers**

- a on, in
- **b** on
- ${f c}$  in
- **d** on, in
- e from, to
- Again, do this in simultaneous pairs and walk around the class to monitor and assist where necessary.

Get a few of the pairs to repeat some of their exchanges, incorporating any improvements that you made.



Write the sample notes (see below) on the board and talk students through them. (Ask them if they celebrate Halloween in their own countries. Some will be familiar with the Day of the Dead, or its local equivalent, not necessarily on the same date.)

Get students to make notes individually. Walk around the class to monitor and assist where necessary.

Then get some of the students to talk about their special day.

#### Sample notes

Name: Halloween

Date: 31st October/1st November What you can see: People in strange, horror (teach

this word) costumes.

What people do/wear: Go to parties based on the idea

of horror.

Other special things: Candles in hollow pumpkins.

> (Draw one on the board, or show students a photo.)



#### Grammar

#### **Prepositions**

Go through the information with the whole class. Elicit examples from students of phrases or sentences using each of the prepositions.

For extra practice, the students are invited to see Section A of the digital workbook.

# 1B Event management



Present simple with do and does



1 B Go through the events and both company descriptions with students. Explain any difficulties, for example, teach the word inspirational if they don't know it. Get students to say which company would organize each event.

#### Answers

Primex: arts festivals, business meetings, conferences, product launches

Kasima: anniversary parties, birthday parties, weddings



2 Discuss the points with the whole class, explaining any difficulties. Some pairs will need more help than others, depending on their knowledge of event planning.

#### Possible answers

- **a** in a team
- **b** working on arrangements, contacting suppliers, etc.
- **c** in the office
- e someone who is good at working on a lot of different



**1.4** Play the recording once or twice, explaining any difficulties, and elicit the answers. Discuss any differences with the answers that students anticipated in the previous activity.

#### **Answers**

- a in a team
- **b** He works on the concept and ideas for decorations, music, and so on.
- **c** in the office
- **d** No, and he sometimes works a 14-hour day.
- e You need to be creative, very organized, with a good eye for detail.

#### Transcript 1.4

Interviewer What do you do, Pete? Pete I'm an event planner. **Interviewer** And who do you work for? Pete A company called Kasima. **Interviewer** What kind of events does the

company organize?

Pete It specializes in private events, such

> as weddings, birthday parties and music festivals. It doesn't have any

big corporate clients.

**Interviewer** Do you spend a lot of time out of

the office?

No, I don't. I work in the office most Pete

> of the time. My team develops the concept and ideas for the decorations, music, and so on. I also have a lot of meetings with the clients to discuss

their needs.

Interviewer Do you work long hours?

Pete Yes, I do. Just before an event I often

work a 14-hour day, but I don't mind. I'm lucky my company pays me to organize parties, and I love parties.

Interviewer And what qualities do you need to

work in event planning?

Pete Well, you need to be creative, and also

very organized, with a good eye for

detail.

Interviewer And like parties!

Pete Exactly.

# Focus

#### Pronunciation

▶ 1.5 Play the recording and get students to repeat the questions all together and individually, making dure they practice the correct pronunciation of do and does.

#### Transcript 1.5

- Does he work on his own or in a team?
- What tasks do you think he does in his job?
- Does he spend most of his time at events?
- Get students to complete the exercise in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties and elicit the answers.

#### **Answers**

- a event planner
- **b** private events
- **c** develops the concept and ideas for the decorations, music, and so on
- **d** a 14-hour day (or 14-hour days)
- e creative and very organized, with a good eye for detail

# Focus

#### Grammar

#### Present simple with do and does

Go through the information with the whole class. Don't get into in-depth discussions, for example, about what constitutes 'facts'. Remind students about the contractions.

Get students to do this individually. Walk around the class to monitor and assist where necessary, and to see who is having problems.

With the whole class, elicit the answers. Point out that *team* is theoretically singular, but that it's nicer to refer to all of the people in the team, hence the use of *they*, not *it*. Remind students that *everything* and *everyone* are third-person singular, hence *everything runs smoothly* (not *run*).

#### Answers

Zainab <u>is</u> a conference and event planner. She <u>organizes</u> business meetings and conferences for corporate clients. Her day <u>starts</u> at 8. First, she <u>has</u> a team meeting to plan the day. 'I'm lucky I <u>have</u> a very good team. They <u>do</u> a lot of the detailed planning.' During

- conferences, Zainab often <u>works</u> a 16-hour day to make sure everything <u>runs</u> smoothly. 'I usually <u>get</u> to the conference venue at 7 a.m. and I <u>don't</u> get home until after 11 p.m.' Zainab <u>loves</u> her job, but she <u>doesn't</u> have much time for a social life.
- **6** Explain the task, and divide students into groups of three or four. Walk around the class to monitor and assist where necessary.

Get representatives from each group to say what they came up with. Work especially on language related to this activity, for example, adjectives and expressions to describe people.

**7** Do this as a fast-paced whole-class activity.

Then get students to read the questions and answers in simultaneous pairs, followed by one or two pairs reading them to the whole class. Work on stress and pronunciation (for example, of the word *variety*) as necessary, before moving on to the next exercise.

#### **Answers**

- a Who
- **b** How many
- c Which (or What)
- **d** How
- e What

# Focis

#### Pronunciation

▶ 1.6 Play the recording two or three times, getting students to repeat simultaneously and individually.

#### Transcript > 1.6

- a Who do you work for?
- **b** How many hours do you work a day?
- **c** Which is your busiest day?
- **d** How do you start a typical day?
- e What do you like about the job?
- **8-9** © Get students to prepare their questions individually and then to ask and answer them in simultaneous pairs, noting down the answers. Walk around the class to monitor and assist where necessary, especially with falling intonation of questions.

Get individual students to talk about the person they spoke to, using the example in the course book as a guide.

© Get the students to look at the ideas on page 167 of the course book for researching information about jobs. Encourage the students to get as much information as they can using the various methods suggested. The

research will need a few days or more to complete depending on the situation. Remember to return to this in the next class.



#### LIFE SKILLS: Finding out about a career

Get students to complete the exercise on page 26 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 77 of this book.

#### LANGUAGE REFERENCE

Get students to click on the link provided in the box to learn more about the relevant grammar topic from the unit.

# 1C Festivals



Get students to work on this in simultaneous pairs. Then get representatives from some of the pairs to say what they came up with and have a brief whole-class discussion. (Don't spend too much time on students' pronunciation of falla, falles – they're here to learn English!)

#### Possible answers

- **a** A sort of sculpture, often one that looks like a famous person, filled with firecrackers, which is burnt during the festival. (Point out that the past participle of burn can be burned or burnt in BrE.)
- **b** several metres tall
- c materials that are easily burnt, e.g., paper
- **d** for fun (teach this expression)
- Get students to read the article for themselves and explain any difficulties. Get students to guess words from context where this is possible (e.g., flammable), but help them where the meaning is less obvious. (If students ask about inflammable, tell them that, bizarrely, it means the same as flammable!)

Then get students to choose a title for each paragraph, either individually or in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, work on any remaining difficulties and elicit the answers.

#### **Answers**

- A e
- **B** f
- **C** d **D** C

(Titles a and b are not used.)

Get students to complete the exercise on page 26 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 77 of this book.

# FOCUS

Writing

#### Writing paragraphs

Take the students through the information in the box and read the text on page 20 again to make sure they understand what the information in the Focus box relates to.

3 Do this as a fast-paced whole-class activity.

#### **Answers**

- a the dates of the festival in March
- **b** the height in metres of many of the figures (*falles*)
- c the number of months that they take to build
- **d** the typical cost of a figure in euros
- **e** the total number of figures
- f the typical duration (teach this word) in minutes of a fireworks display
- Get students to go back and look at their answers for 1, and have a whole-class discussion about them after reading the article.
- Do this as a fast-paced whole-class activity. Work on stress and pronunciation of the words and phrases.

#### **Answers**

- a neighbourhood
- **b** raise money
- c massive
- **d** humorous
- e make fun of
- **f** powerful
- Practise stress and pronunciation of emergency services and get students to say what their roles at the festival are, matching each service with its role. Get students to say complete sentences. Then have a brief whole-class discussion about other services they perform.

#### **Answers**

Firefighters put out fires.
The police control the crowds.
Paramedics treat injuries.

■ 1.7 Explain the task, get students to look through the points. Play the recording once or twice, explaining any difficulties, and elicit the answers.

#### Answers

- а А
- **b** J
- **c** A (Point out to students that this is really the same point as a.)
- **d** M
- e J

#### Transcript 1.7

1 Interviewer So, Marta. Why is the Falles Festival

important for Valencia?

Marta For me, the Falles are all about

local community. In the 12 months before the festival, local people work together to plan and organize the celebrations for their neighbourhood. It's great. Everybody helps each other. Through the *Falles* Festival, we get to know our neighbours and we

make new friends.

**Interviewer** So the *Falles* make local Valencian

communities strong?

Marta Exactly. It brings our communities

together.

**2** Interviewer Josep, you're a local businessman.

How important are the Falles

for you?

**Josep** Very important. The festival brings

lots of visitors to the city and that's good for the hotels, good for the restaurants, and good for shops. The festival also helps small artisan businesses. My wife is a dressmaker. She's busy all year making the traditional dresses for the parades. The *Falles* also helps the craftsmen – the painters, decorators and the carpenters. They have a lot of work

because of the Falles.

**3** Interviewer So, Arturo. Why do you think the

Falles are important for Valencia?

**Arturo** For me, the *Falles* are all about traditions. The festival keeps our

traditions alive – for example, the traditional Valencian costumes and hairstyles, the traditional foods we eat, the tradition of fireworks. These traditions are passed from one generation to the next generation, from the parents to the children. So the festival is important for keeping Valencian culture alive?

Arturo That's right. And it makes

Valencians proud of their city, and proud of their Valencian culture.

Have a whole-class discussion to compare and contrast festivals from around the world.

FOCUS

Interviewer

Writing

#### Writing a description of an event

Take the students through the information in the box and get them to do the activities in the Writing skills section.

#### Writing skills

Get students to complete the activities on pages 23–24 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 68–69 of this book.



#### Vocabulary

- Types of community events
- Time expressions for future plans

#### Grammar

- Suggestions
- Present continuous for future plans
- Spelling rules when adding -ing to a verb

#### Language skills

- Listening: Listening for order
- Speaking: Making suggestions
- Speaking: Talking about plans
- Writing: Writing an email about plans
- Writing: Writing an email with an invitation
- Speaking & Listening: Invitations



#### Creativity

· Creative thinking

#### Communication

· Declining invitations



Introduce this as a whole-class discussion. Ask the first question. Elicit what you need to think about when planning an event. If necessary, write some *Wh*- questions on the board to use as prompts: *What? Where? Who for? When? How many?* With a good class, you might also introduce the ideas of how to publicize the event, whether you will be providing food and drink, and who is going to do what, and by when. For the second question, ask students to discuss this in pairs. Ensure they make a list of the advantages and disadvantages of planning an event on your own or as a team. Ask several pairs to report their ideas to the whole class.

# 2A Creative collaboration



- Get students to look at the photos in simultaneous pairs. Get representatives to report back and then discuss them with the whole class. A circle is, of course, the best way for people to share ideas.
- Discuss this with the whole class, getting students to come up with traditional ideas as well as others, for example, using computer apps. Make a list of each on the board.
- Work on pronunciation, stress and meaning of the words criticize (eliciting from students, if they know the words, critic and criticism) and record (stress on first syllable as a noun and on second as a verb).

Go through the exercise and elicit the answers with the whole class.

#### **Answers**

- **a** all
- **b** ask
- **c** criticize
- **d** make
- e Be
- f Record
- 4 Do this as a whole-class activity.

#### Answers

- a L
- **b** P
- **c** B
- d L
- e Bf B
- **5 2.1** Play the recording once or twice. Work on any difficulties and elicit the answers.

#### Answers

- a to organize a community event
- b order of suggestions:
   a quiz night with prizes
   video games tournament
   picnic in the park and games for children
   exhibition of photographs

#### Transcript 2.1

Sally OK. So, let's start. OK. So we need lots of ideas for a community event in June. OK. So can you give me your ideas?

Ali I think we need an event that's good for all age groups. My idea is to have a

quiz night.

Ben Great. And we can have prizes for the winners. I have another idea. Maybe we could have a video games tournament – you know, lots of teams playing the same video game.

Sally I like the idea. So a quiz and a video games tournament. Let me write them on the

board. OK. Any other ideas?

Gemma Well, the weather's good in June. So why

don't we have a picnic in the park?

Ben

Yes, and we could organize games for

the children.

Sally OK. A picnic in the park and games for children. What about you, Sue? Do you

have a suggestion?

Sue Yes. How about organizing a photographic

exhibition? Would that work?

Ali Sorry, what's a photographic exhibition?
Sue We could invite local people to bring

interesting photographs.

Sally Great idea, Sue. Just a minute. I need to

write that down. OK. We've got four great

ideas. What else could we do?

**2.1** Play the recording again, stopping at the relevant points to elicit the answers.

#### **Answers**

- a to have
- **b** Maybe
- **c** have
- **d** organizing
- e could

# C21 skills

#### CREATIVITY: Creative thinking

Get students to complete the exercise on page 40 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 77 of this book.

For extra support, get students to suggest three more ways to generate new ideas and solutions.



#### Grammar

#### Suggestions

Read through the information and examples with the students before moving on to the next exercise. Point out the difference between Why don't we + verb and How about + verb + -ing.

For extra practice, the students are invited to see Section A of the digital workbook.

Do these with the whole class, getting them to apply rules from the Focus box. The main thing is to get students to check which structures use the -ing form.

#### **Answers**

- a asking
- **b** invite
- **c** rent
- **d** have
- e booking
- **8** Get students to complete the table individually and then do a round-up with the whole class.

#### Answers

#### Asking for ideas

Any (other) ideas? Do you have a suggestion?

#### Asking for clarification

Sorry, what's a photographic exhibition?

#### Recording ideas

I need to write that down.

#### Being positive about people's ideas

I like the idea.

Great idea!

#### Possible answers

#### Asking for ideas

What do you think?

What are your thoughts on this?

What are our options?

#### Asking for clarification

Can you say a bit more about that? Could you talk us through that? Could you develop that idea a bit?

#### Recording ideas

I'll note that down. I'll make a note of that.

I'll put this on paper.

#### Being positive about people's ideas

Fantastic!

Terrific!

Superb!

9 Get students to brainstorm (teach this word) these situations in groups of three. If time is limited, allocate only one or two of the situations to each group.

With the whole class, point out the language that students should use, in addition to the expressions in the table in 8.

Start the activity. Walk around the class to monitor and assist where necessary. With the whole class, work on language related to the discussion expressions, getting individual students to repeat expressions incorporating any corrections and improvements that you made.

Then get representatives from each group to talk about the ideas they came up with and have a whole-class discussion about each of the situations.

# 2B Plans and arrangements





🖺 🗐 Present continuous for future plans

- Discuss the points with the whole class.
- Go through the items in the box and get students to read the conversation individually for themselves. Then do the exercise with the whole class, getting students to suggest answers, but don't correct them at this point.
- 2.2 Play the recording for the whole class and get students to see if they were right. Work on any difficulties.

#### **Answers**

**Kim** Are your parents coming to your graduation?

Rosa Yes, they are. They're flying in from Bogotá tomorrow evening.

Kim Great. How long are they staying?

Rosa My father's going back on Sunday, but my mother isn't going back until Tuesday.

Kim What about your brother, Carlos?

**Rosa** He isn't <u>coming</u>. He's much too busy with work.

Kim That's a pity. And are you going to the graduation party?

Rosa No, I'm not. After the ceremony, I'm having dinner with my parents.

#### Transcript 2.2

Are your parents coming to your graduation? Rosa Yes, they are. They're flying in from Bogotá

tomorrow evening.

Kim Great. How long are they staying?

Rosa My father's going back on Sunday, but my mother isn't going back until Tuesday.

Kim What about your brother, Carlos?

Rosa He isn't coming. He's much too busy with work.

That's a pity. And are you going to the graduation party?

Rosa No, I'm not. After the ceremony, I'm having dinner with my parents.



Grammar

#### Present continuous for future plans

Go through the information and examples, which should be familiar to most students. Some students may be confused with this use of the present continuous and talking about a current activity. Point out that we usually use a time expression with the present continuous to indicate we are talking about the future. Also point out that the negative of I am is I'm not, rather than 'I amn't'.

For extra practice, the students are invited to see Section B of the digital workbook.

Get students to do this individually or in simultaneous pairs, followed by a whole-class round-up.

#### Answers

- a 'm not working, 'm spending
- **b** is getting, isn't having
- c A are, arriving
  - **B** aren't coming
- **d A** are, doing
  - **B** are meeting
- e A Is, going
  - B 's meeting
- **5** Get students to do this in simultaneous pairs.

#### **Answers**

- 1 tonight
- 2 tomorrow afternoon
- 3 Thursday evening
- 4 Friday evening
- 5 Saturday night (Point out that this usually refers to Saturday evening.)
- 6 this Sunday
- 7 next weekend (Point out that this expression can cause confusion between native speakers. Some use

it to refer to this weekend coming, and others use it to refer to the weekend after this weekend coming. The answer given here is for the latter meaning.)

8 next month

6 © Get students to use the expressions in simultaneous pairs. Walk around the class to monitor and assist where necessary.

> With the whole class, get some of the pairs to repeat one of their exchanges.

Do this as a fast-paced whole-class activity.

#### **Answers**

- **a** Are you going out this evening?
- **b** Are you doing anything special on Saturday?
- **c** What are you doing today after class?
- **d** Where are you going for your next holiday?
- 8 © Get students to use the expressions in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, get some of the pairs to each repeat one of their exchanges.

9 Get students to write a number of plans for the weekend on paper if they don't have smartphones/ online diaries.

> Then get students to use the expressions from the lesson in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, get some of the pairs to repeat one of their exchanges.

Students do this individually in class or at home. Remind them that for emails they need to include:

Who the email is to, a subject line, a greeting and a closing sign off.

Students should use the online calendar they prepared in 9 to help them. Encourage them to make use of language such as: On Friday evening, and After that ... Ask several students to read out their emails at the start of the next class.

# FOCUS

Pronunciation

2.3 Play the whole recording and get the students to repeat the words individually and as a class.

#### Transcript 2.3

thin thing think sin sing sink win wing wink



Grammar

#### Spelling rules when adding -ing to a verb

Talk students through the information, which will no doubt be familiar to some of them. Get them to add a verb to each group. Possibilities for each group respectively: rise - rising, hit - hitting, enter - entering.



Discuss the photos with the whole class – going to a barbecue, eating pizza, going to the cinema, having coffee.

2-3 2.4 Play the recording once and elicit the answers to 2. Then play the recording again and elicit the answers to 3, getting students to explain their answers.

#### Answers

 Conversation 4 – D c Conversation 3 – D b Conversation 1 – A **d** Conversation 2 – A

#### Transcript 2.4

1 Fatima A group of us are going to Tom's flat for a pizza later. Would you like to come? Yeah. That's a great idea. What time? Jack Fatima About 7.00. Tom's ordering the pizzas and I'm doing some salads. Jack Sounds good. See you there. 2 Sam Are you doing anything after class? Just taking some books back to the Olga

library. Why? Well, I'm going to Café Coco with Maria. Sam Would you like to come?

Olga Yeah. I'd love to. What time? Sam We're going straight after class, so around five.

Olga OK. See you then.

**3** Dave Have you any plans for Sunday, Chen?

Chen Nothing special. Why?

Dave Would you like to go to the cinema? There's a new Brad Pitt film. The reviews are very good.

Chen That sounds great, but I can't. I've a chemistry test on Monday and I need to prepare for it. Sorry. Maybe

another evening?

Are you busy next weekend, Fatima? Tom

Fatima Yeah, quite busy. Why?

Tom Well, it's Chen's birthday on Saturday and I'm organizing a barbecue for him in the evening. Would you like to come?

Fatima Well, I'd love to, but I can't. I'm going to a music festival with some friends.

With the whole class, get students to add the expressions to the table. Work on enthusiastic stress and intonation of inviting and accepting expressions, and regretful pronunciation of declining expressions. Explain that decline is a polite way of saying refuse.

#### **Answers**

Inviting	Accepting	Declining
a, c	d, e, g	(b), f

# FOCUS

Expression

#### **Invitations**

Work again on stress and intonation of invitations.

- **5** Get students to make lists of their free-time activities individually. Walk around the class to monitor and assist where necessary.
- **6** Get students to plan what they are going to say. Walk around the class to monitor and assist where necessary.
- Explain the task. Get students to stand up and move. around the class for this activity. Remind students that they have to give a reason for declining.

Do the activity with the whole class, students walking around and you, the teacher, monitoring and assisting where necessary.

With the whole class, praise good points that you heard and work on any difficulties. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

# 21 SKILLS

#### **COMMUNICATION: Declining invitations**

Get students to complete the exercises on page 41 of the course book now, or come back to them later. The teacher's notes for the exercises are on pages 77–78 of this book.

For extra support, ask students which culture-type they belong to. Is it necessary for them to give great detail about reasons for declining invitations?

#### LANGUAGE REFERENCE

Get students to click on the link provided in the box to learn more about the relevant grammar topic from the unit.

# 2c Get into character





# **Slideshow**

Now play the slideshow and do the related listening, discussion and writing activities. You will find the slideshows in the interactive course book or in the resources section of the website: www.garneteducation.com/aou/studentresources.

For more information on how to work with the slideshows, see page 7 of this book.



#### Expression

#### Writing an invitation email

Read through the information with the students. Ask if there are any questions, anything else the students would include in an email, or anything they don't usually include in emails they send.

#### Writing skills

Get students to complete the activities on pages 38–39 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 69-70 of this book.



#### Vocabulary

• Product features and price

#### Grammar

- Comparative adjectives
- little, less; few, fewer

#### Language skills

- Listening: Listening to match descriptions with pictures
- Speaking: Describing products
- Speaking: Discussing reasons
- Reading: Reading for detail
- Reading: Reading to make notes
- Reading: Reading to understand bar charts
- Writing: Writing comparisons
- Reading & Speaking: Evaluating information



#### Study skills

• Learning words in pairs

#### Creativity

• Multi-use devices

#### Study skills

• Close reading



With the whole class, get students to look at and comment on the photo in relation to the question. The idea of this picture is that we have a huge range of choice as consumers. Get the students to talk about how they make decisions about what to buy, for example, are they influenced by online advertising, friends, going shopping, and so on.

# 3A Buying power





Product features and price

1 With the whole class, get students to look through the photos and match them to the products.

#### Answers

- a portable charger
- **b** waterproof digital camera
- **c** headphones
- **d** activity tracker
- e smartphone
- 3.1 Explain the task and play the recording once or twice, working on any difficulties. Elicit the answers. Work on meaning and pronunciation of any words, like gadget.

#### **Answers**

- a a portable charger
- **b** e smartphone
- c c headphones
- **d** d activity tracker
- e b waterproof digital camera

#### Transcript > 3.1

Everybody needs one of these. I always Amir have it with me when I go out and use my smartphone a lot. I really like this model because it's very compact and slim. It means I can carry it in my laptop bag, or even in my jacket pocket. It works with all Android and Windows phones. I really like the design and the way the charging cable fits into the body of the charger. I think it's a really useful gadget.

Marti It's very fast and it's very responsive. When I'm surfing the internet, pages download in seconds. I love the look of it, too. I think it's very stylish. It goes everywhere with me, and it's so small I can fit it in my jacket pocket. It takes great photos, and the sound quality for calls is very good, too. I also use it for getting onto Facebook and my Twitter account. It's really very versatile. I use it for everything. I can't live without it.

Во I mainly use these when I'm travelling to work on the bus. They're great when I don't want to hear other people's music and conversations. They certainly aren't very stylish, but these ones are very light

and comfortable to wear. And for the price, I think the sound quality is great. I also use them in the evening when my flatmates are watching TV and I want to listen to music. They block out the noise really well.

Jodi I love this gadget. It very easy to use. I just put it on and forget about it all week. I can sleep with it on, and it's waterproof so I don't take it off when I shower. It has a long battery life so I only need to charge it once a week. It comes in two sizes, small and large. The small size is perfect for my wrist. I mainly use it for tracking my activities during the workday. My goal is 10,000 steps every day. I like it because it's good motivation for me to be more active.

**Rachel** It's very easy to use and it's small so I can carry it in a beach bag or in my rucksack. You can drop it and it doesn't break. And it's also waterproof to 35 metres, so it's perfect for when I'm snorkelling or doing other water sports. For me, it's just what I need, a simple 'point and shoot' device that takes great underwater shots, and isn't expensive. I always take this with me when I go on beach holidays.

Do this as a fast-paced whole-class activity. Elicit the answers from individual students.

#### **Answers**

- a It comes in two colours, grey or silver.
- **b** It has a battery life of around ten days.
- Its screen is easy to read inside and outside, especially in sunlight.
- **d** I use it for reading books and newspapers.



Expression

#### **Describing products**

Read through the information with the students. Get them to note that -ing forms are used after for.

Get students to do this individually or with the whole class. Work on meaning, stress and pronunciation where necessary.

#### **Answers**

- a small in size
- **b** not difficult or complicated
- **c** doesn't weigh much
- **d** not wide or thick
- e looks attractive and modern
- **f** reacts very quickly
- **g** has lots of different uses
- h can't be damaged by water
- i lasts for a large amount of time
- Do this as a fast-paced whole-class activity.

#### Answers

- a slim/compact
- **b** light
- **c** responsive
- **d** Easy
- e Long
- **6** Get students to work on this in simultaneous pairs, as in the example.

Walk around the class to monitor and assist where necessary.

Work on any difficulties. Then, with the whole class, get pairs to repeat their exchanges, incorporating any corrections and improvements that you made.

# FOCUS

#### Pronunciation

**3.2** Play the recording and get students to repeat the words and practise the long and short sound simultaneously and individually.

# Transcript 3.2

waterproof good school book room look



#### STUDY SKILLS: Learning words in pairs

Get students to complete the exercises on page 57 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 78 of this book.

**② 3.3** Revise numbers with students before doing the exercise, if you think they need it.

Play the recording once or twice. Work on any difficulties and elicit the answers.

#### **Answers**

**a** \$400

- **b** £7.50
- **c** \$39.90
- **d** £150

#### Transcript 3.3

**a** Ryan How much do you pay for a really good

laptop in Korea?

Rachel It depends where you go. In places like the Yongsan Electronics Mall, you can find a really good HP lanton for around

find a really good HP laptop for around 460,000 won, and they'll probably give you a laptop bag for that price, too.

Ryan Really! 460,000 won. About \$400. That's a really good price.

**b** Hassan What's the cost of a flash drive here?

Jan A flash drive?
Hassan Yes, you know, a memory stick.

Yeah, I know. They don't cost much.
You can order them on a website like
Amazon UK. I think you pay around
£3.50 for eight gigabytes, and £7.50 for

32 gigabytes.

**c** Pierre I'm thinking of buying a folding keyboard, something really small

that I can use with my iPad when

I'm travelling.

Jack Sounds like a good idea.

Pierre I may get one when I'm in New

York next week. Do you know what

they cost?

Jack I'm not sure. Let me check on Best Buys.

Right. Here we are. There's a really nice one for \$39.90, and it has good reviews.

Pierre OK. About \$40. That's quite expensive.

I think I need to do a bit of research

first.

**d** Stefan I need a small colour printer for my

home office.

Milly What kind of printer?

Stefan A small laser printer. I don't have a lot of

space in the office. Any idea how much

they cost?

Milly I have an HP Colour LaserJet Pro. It's a

great little printer. It only cost £150. Wow! A hundred and fifty for a colour

Stefan Wow! A hundred and fifty for a color laser printer. That's very good value.

**3.3** Play the recording again and get students to complete the comments.

#### Answers

- a price
- **b** cost
- **c** expensive
- **d** value

② Explain the task and work on meaning and pronunciation of *features*.

Take students through the dialogue, explaining any difficulties and getting one or two pairs to read it.

Get students to work in pairs and choose an item. (Students' smartphones are the most obvious option.) Get them to adapt the dialogue for the product they choose. Walk around the class to monitor and assist where necessary.

With the whole class, praise good points that you heard and work on any difficulties. Then get two or three pairs to repeat their exchanges, incorporating any corrections and improvements that you made.

# 3B Product reviews



#### Comparative adjectives

- If you think your students won't know what a smartwatch is, download a smartwatch advert from the internet before the class to show them. Their main use until now has been monitoring the user's physical exercise, e.g., speed and heart rate while running, but they are now finding new uses.
- Get students to discuss the usefulness of the functions in simultaneous pairs and then have a whole-class discussion about them, comparing and contrasting different pairs' ratings.
- Read through the review with the whole class and work on any difficulties, e.g., pronunciation of *wrists*.

Then get students to say which features are compared in the review.

#### Answers

Features compared:

display

size

comfort to wear

battery life

style

range of apps



Grammar

#### **Comparative adjectives**

Go through the information, which may be familiar to some students.

For extra practice, the students are invited to see Section B of the digital workbook.

With the whole class, elicit the comparative forms and write them on the board.

#### **Answers**

- **a** cheaper
- **b** smaller
- **c** better
- **d** heavier
- e nicer
- **f** sharper



**3.4** Get students to listen and repeat, paying attention to the weak (*schwa*) -*er* form.

#### Transcript > 3.4

- a cheaper
- **b** smaller
- **c** better
- **d** heavier
- e nicer
- **f** sharper
- **5** Do this as a fast-paced whole-class activity.

#### Answers

- a faster
- **b** sharper
- **c** more expensive
- **d** better
- e more compact, slimmer
- **f** worse
- Get students to do this in simultaneous pairs. Walk around the class to monitor and assist where necessary. Work on any difficulties, showing students where they are making mistakes, but do not actually correct the mistakes.

#### Possible answers

- **a** The resolution of the TR-5 is sharper than the Draco 3.
- **b** The Draco 3 is lighter than the TR-5.
- **c** The TR-5 is thicker than the Draco 3.
- **d** The TR-5 is larger than the Draco 3.
- e The Draco 3 is cheaper than the TR-5.
- Get students to check another pair's work in simultaneous pairs. Again, walk around the class to monitor and assist with the comments students are making.

With the whole class, do a round-up of the most common problems, getting students to repeat the exercise, incorporating any corrections and improvements that you made.

8 © Get students to discuss the points in simultaneous pairs. Walk around the class to monitor and assist where necessary and then do a whole-class round-up of the most common problems.

Then get specific pairs to repeat their exchanges, incorporating any corrections and improvements that you made.

Explain that computer devices can refer to laptops, desktops, tablets, and so on. Get the students to look at the case study on page 167 of the course book. Ask them to read the case study and make notes on what the company needs in terms of computer devices. Then get the students to work individually and think of the best solution. Then get pairs to compare and discuss their answers.

For written practice, tell the students to write a report to the company on their suggestions.

#### SKILLS

Get students to complete the exercises on page 57 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 78 of this book.

For extra support, discuss with students why the phablet screens are more popular in Asian countries.

#### LANGUAGE REFERENCE

Get students to click on the link provided in the box to learn more about the relevant grammar topic from the unit.

# 3C Internet shopping



Mhat type of shopper are you?

- Establish that the people in the photos are shopping either online or in a shop using a smartphone. One person in the shop is paying with a smartphone and the other is checking information (possibly price) about an item using his smartphone. The other two are looking for items or paying online.
- **[2-3]** Have a whole-class discussion about buying these products online. Get students to vote for each method of buying these products and put the results up on the board to stimulate discussion.

Don't forget to ask students why they prefer the particular method for each product, and to ask about other things that people buy online and how they buy them.

# C21 skills

Get students to complete the exercise on page 58 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 78 of this book.

Divide the class into Student As and Student Bs. Student As read *Are you a showroomer?* on page 52 of the course book; Student Bs read Are you a webroomer? on page 167 of the course book. As they read, monitor and check that students are following the ideas in the C21 skills section on page 58 regarding close reading skills correctly.

# FOCUS

#### Writing

#### to + infinitive

Take the students through the information in the Focus box and practise the infinitive structure as a class.

Get the students to complete the table using the key points that they highlighted in 4.

#### **Answers**

	Showrooming	Webrooming
What is it?	go to a store to see and try a product, but check prices online and buy it somewhere else for cheaper	research a product online, but then go to a local store to buy it
Why do people shop this way?	to buy the cheapest product	to have the product immediately
In which countries do people shop this way?	Vietnam	the UAE
Which age groups shop this way?	younger shoppers (18–30)	_

**3.5** Play the recording once or twice. Explain any difficulties and elicit the answers.

#### **Answers**

Stephen is a webroomer and Maria is a showroomer.

#### Transcript > 3.5

#### Conversation 1

Stephen

**Interviewer** So, Stephen, how do you like to shop? Well, I like a lot of information before I decide what to buy, especially when I'm buying something expensive. I do a lot of research before I decide what to buy. For example, if I want to buy a really good camera, first, I check out some blogs. I also post on Facebook for advice from friends and family about the brands they like. And I read a lot of customers' reviews, too.

Interviewer

Do you buy online then?

Stephen

No, actually I prefer to buy in a local shop if I can. I do a price comparison check to see which shop has the best price, and I go there to buy it. But for me, it's not just about price, I also want good quality and service. When I buy in a store, I don't have to worry about deliveries or returning the product if there's a problem. I can see what I'm buying. I pay for it and take it home. It's easier and it's more convenient.

#### **Conversation 2**

**Interviewer** Do you use your smartphone when

you're shopping, Maria?

Maria

Yes, all the time. My smartphone is my money-saving friend. I take it everywhere I go. I use my phone a lot when I'm shopping. I love to go to the shops to see the latest fashions and feel the quality of the materials, but I still want to get the best possible price when I'm shopping in stores.

My smartphone helps me with that.

Interviewer

How does it work?

Maria

Well, when I see something in a shop that I like, for example, a handbag, I take out my smartphone. I use a really useful app called FindIt. It scans the barcode and in a few seconds I have all the product information about the handbag. It also searches for the best price for the handbag, online or in

another nearby shop.

**Interviewer** So you think smartphone shopping is a

good idea?

Maria

Yes, it's a really good idea, especially if you want to get a cheap price. I know I save a lot of money shopping this way, and it's very easy to do. All my friends do it.

**7 3.5** Do this as a fast-paced whole-class activity. Play the recording again for students to check their answers.

#### **Answers**

- a do
- **b** check out (Point out this use of *check out* it just means check – as compared to check out of a hotel.)
- **c** post
- **d** do
- e use, scans, searches
- 8 Explain the task. Get students to read and discuss the article and Jan's behaviour in simultaneous pairs. Walk around the class to monitor and assist where necessary. Work on language related to the topic. Have a whole-class discussion, with students incorporating any corrections and improvements that you made and giving reasons for their answers.

#### Answer

Jan is a showroomer.

© Get students to discuss this in simultaneous pairs and to report back to the whole class.

# FOCUS

#### Pronunciation

**3.6** Play the recording and get students to answer the question. The two sound groups are 1) price, online, decide and 2) assistant, information, into.

#### Transcript 3.6

price assistant information into online decide



🖺 📵 little, less; few, fewer

Get the students to look carefully at the bar chart. Elicit the answers. If necessary, help the students with the features of the bar chart – the information on the horizontal axis (countries) and the vertical axis (minutes per week of shopping people do in each country).

#### **Answers**

- a two types of shopping trends online and in store
- **b** seven countries
- **c** the time (minutes per week) people spend shopping



#### Answers

- **a** false The chart shows different trends in each country.
- **b** true
- **c** false People spend more time shopping in stores.

- **d** false French people spend less time online shopping than Brazilians do.
- **e** false Online shopping is more popular in China than Japan.
- **f** true
- 3 Do this as a fast-paced whole-class activity.

#### **Answers**

- a less
- **b** fewer
- **c** less
- **d** Fewer
- © Divide the class into Pair As and Pair Bs. Pair As look at the chart on page 168 of the course book and complete exercises 4 and 5. Pair Bs look at the chart on page 169 of the course book and complete exercises 4 and 5.

When the students have all finished, put them into A and B pairs and get them to complete exercise 6. Walk around the class to monitor and assist where necessary.

Students then write a short paragraph about their bar chart individually or in pairs. If time is short, this can be done for homework, but remember to collect the assignment in the next lesson for marking.

#### **Answers**

#### Bar chart 1

- **a** The bar chart shows the two uses of smartphones for buying technical gadgets researching products and purchasing products.
- **b** six
- c The dark blue bars show the percentage of people who use their smartphone to research products. The light blue bars show the percentage of people who use their smartphone to purchase products.

#### Bar chart 2

- **a** The bar chart shows the use of computers and smartphones for online shopping.
- **b** five
- c The dark blue bars show the percentage of people who use their computer/laptop for online shopping. The light blue bars show the percentage of people who use their smartphone for online shopping.

# FOCUS

Writing

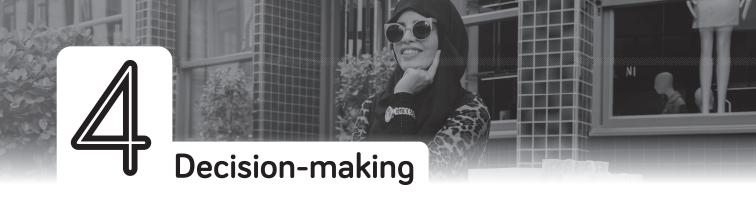
#### Describing a bar chart

Take the students through the information in the Focus box and refer them to page 59 of the course book, where they can do the exercises.

#### Writing skills

Get students to complete the activities on pages 55–56 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 70–71 of this book.



#### Vocabulary

- Furniture
- Sizes and prices

#### Grammar

• Superlative adjectives

#### Language skills

- Reading: Reading for detail
- Listening: Listening to make notes
- Writing: Writing a proposal
- Writing: Writing an advert
- Speaking: Talking to sales staff



#### Critical thinking

• Criteria

#### Creativity

 Qualitative and quantitative research



Draw an arrow on the board, with 'I don't plan it.' on the left and 'I plan it very carefully.' on the right. Point to the arrow and say a few things about yourself such as: When I buy a new car, I plan it very carefully, but I don't plan when I buy a new T-shirt. You can add details such as: I look at things online first or I read reviews in magazines. Write: trainers, furniture and mobile phone on the board. Ask students to add one or two other purchases to the list. Ask them to work in pairs, and to discuss which of the items they plan carefully for, and which they don't. Get several pairs to report their ideas to the whole class. Ask the final question to the whole class, check understanding, and elicit their ideas.

# **4**A Choosing furniture



Superlative adjectives

 Get the students to look at the photos and identify the main items of furniture. At the same time, they can say which rooms they like. Encourage them to give a simple reason for their choice.

#### Possible answers

bed, desk, chair, drawers, wardrobe, cupboard, bookshelves

Do the first few adjectives with the class.

#### Possible answers

The Space room looks cheap. The Trad room looks comfortable. The Modus room looks modern.

**3 4.1** Explain the task and play the recording once or twice. Work on any difficulties and elicit the answers.

#### Answers

- **a** best
- **b** highest, lowest
- **c** most
- **d** most, exciting

#### Transcript > 4.1

- A Can you tell us a little about Design Life?
- B Sure. Design Life provides the best furniture for student accommodation. We have branches all over Europe.
- A And what is special about Design Life?
- B Well, at Design Life, we supply the highest quality furniture at the lowest possible price.
- A Can you tell us about the furniture?
- B Certainly. All our furniture is made of the most robust materials and lasts for years.
- A Great. What styles of furniture do you offer?
- B We offer three styles: *Trad, Modus* and *Space*. Modus is the most popular range. It has the most exciting designs.

FOCUS

<u>Grammar</u>

#### Superlative adjectives

Relate the information to what students saw in the previous exercise. You could note that some two-syllable adjectives are exceptions such as *clever* (cleverer, cleverest).

For extra practice, the students are invited to see Section A of the digital workbook.

With the whole class, elicit the answers.

#### Answers

- **a** The *Space* range is the ideal solution for <u>small</u> rooms.
- **b** *Trad* is the most expensive range. The natural wood furniture is the <u>best</u> solution for traditional buildings.
- **c** Whatever you need, we will work together with you to find the most suitable solution, at the best price.
- **5** Get students to complete the questions and then ask and answer questions in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, work on any superlative forms that require it. Then get some of the pairs to repeat the exchanges, incorporating any corrections and improvements that you made.

#### Answers

- a Which design is the most modern?
- **b** Which room is the <u>smallest</u>?
- **c** Which furniture is the most robust?
- **d** Which furniture looks the <u>cheapest</u>?
- **e** Which room-type is the <u>most suitable</u> for a college or university in your country?



Writing

#### Which questions

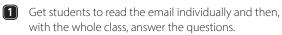
Take the students through the information in the Focus box and practise more examples as a class.





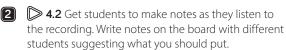


📗 🗐 📵 Sizes and prices



#### **Answers**

- **a** Martin Wheeler, School Manager
- **b** a quotation for furniture for five student bedrooms
- **c** by the end of the week



#### Possible answers

Marcia	likes to work in room – wants big desk and good office chair wants somewhere to put her books and course papers – would like bookcase
Hassan	would also like good desk and chair modern – nothing old-fashioned wants a comfortable chair for relaxing

#### Transcript > 4.2

Sally So, Marcia, what do you think we need in

our new study bedrooms?

Marcia Well, I like to work in my room so a big desk

and a good office chair are really important.

**Sally** Anything else?

Marcia I need somewhere to put all my books and

course papers, so some kind of bookcase

would be useful, too.

Sally OK. So a nice big desk, an office chair and

a bookcase?

Marcia Exactly.

Sally Thanks, Marcia. That's really useful. What

about you, Hassan?

Hassan I agree with Marcia. A good desk and chair

are really important.

**Sally** Anything else?

Hassan I like furniture that looks modern, so

nothing old-fashioned. Oh, and a comfy chair. Then I can relax when I finish work – watch movies on my laptop or just listen

to music.

Sally So a modern look, a desk and a comfortable

chair for watching films.

**Hassan** Yes, and a good office chair.

Sally OK. That's great Hassan.

# FOCUS

Writing

#### Formal and informal writing

Take the students through the information in the Focus box and look at some more examples together.

Give students time to absorb the information individually. Explain the task and get students to work in groups of three. Emphasize that the maximum budget is £900 and that they should use the room plan to help them.

Remind students about comparative and superlative forms and get them to start the discussion.

Walk around the class to monitor and assist. When most groups have finished, work on difficulties with the whole class.



A SKILLS

#### CRITICAL THINKING: Criteria

Get students to complete the exercises on page 70 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 79 of this book.

For extra support, with the whole class, get students to suggest criteria for buying a new computer.

# FOCUS

Expression

#### Replying to a business email

Go through the information with the whole class. Make sure they understand the meaning of all the phrases.

Get each group to reply to the email and to prepare a supplier's quotation proposal (teach this phrase) for the furniture, following the format in the course book.

# 4B Smart buys



With the whole class, get students to say what the most important factors (teach this word – it's similar in meaning to *criteria*) are.

2 Do this quickly with the whole class.

#### Answers

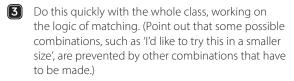
- a C
- **b** SA
- **c** C
- **d** SA

# FOCUS

Expression

#### Conversations with sales staff

Go through the information and example. Ask if they know the very useful expression 'I'm just looking', when sales assistants ask you what you're interested in buying.



#### Answers

c perfectly.

a T-shirt on. **b** in any other colours? **d** shoes on?

**e** in a smaller size?

**f** with American Express?



# **CREATIVITY: Qualitative and quantitative**

Get students to complete the exercises on page 71 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 79 of this book.

#### LANGUAGE REFERENCE

Get students to click on the link provided in the box to learn more about the relevant grammar topic from the unit.

- 4 Get students to work on this in simultaneous pairs and then elicit the answers from the whole class. Don't confirm yet whether they are correct or not.
- **5 4.3** Play the recording. If necessary, stop at key points for students to check their answers.

#### Answers

**a** like to

e fit f take

**b** size **c** room

g pay

d How

# Transcript 24.3

Sales assistant Can I help you?

Yes, please. I'd like to try these

jeans on.

Sales assistant Certainly. What size are you?

I'm a size 32.

Sales assistant OK. The changing room is over there.

Jo

(Jo tries on the jeans.)

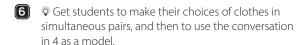
**Sales assistant** How are the jeans?

Great. They fit perfectly. How much

are they?

Sales assistant They're £49.99.

OK. That's fine. I'll take them. Sales assistant How would you like to pay? With my debit card, please.



Walk around the class to monitor and assist where necessary. Then, with the whole class, get two or three pairs to repeat their conversations, incorporating any corrections and improvements that you made.

# 4C How smart is too smart?





Slideshow

Now play the slideshow and do the related listening, discussion and writing activities. You will find the slideshows in the interactive course book or in the resources section of the website: www.garneteducation.com/aou/studentresources.

For more information on how to work with the slideshows, see page 7 of this book.



Expression

#### Tips for creating an advert

Read through the information with the students. Ask if there is anything in the list that students disagree with, or anything they would add. If there is time, get students to work in groups to plan an advert for a popular food item or a popular shop in their area.

#### Writing skills

Get students to complete the activities on pages 68-69 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on page 71 of this book.



#### Vocabulary

Life events

#### Grammar

- Quantifiers
- Past simple: Regular and irregular
- Using time markers

#### Language skills

- Reading: Reading to order events
- Reading: Reading to find true/false information
- Speaking: Talking about past events
- Speaking: Talking about events chronologically
- Speaking: Preparing and making a presentation
- Listening: Listening for opinions and detail
- Listening: Listening to complete notes
- Writing: Writing chronologically



#### Life skills

• Group and individualistic cultures

#### Creativity

• Using timelines

#### Collaboration

· Planning a team task



Write these headings on the board: Work, Family, Other experiences. Introduce the first question to the students, and get them to write down ideas for each heading. The 'Other experiences' heading is for everything else such as travel, health, a special present or news events. Do the same for yourself, and then share with the class how these events changed your life. Get them to work in small groups and to share their ideas in turn. Do this sensitively. Be aware that some students may have experiences they may not wish to share, so keep this light-hearted.

# 5A Ages and stages



Life events; Quantifiers

1 B In simultaneous pairs, get students to match the events to the photos and then put the events into a particular order on the lifeline. Point out the combinations, for example, get married (not 'become married').

Get them to talk about the events in their own countries. For example, is it typical for people to leave home when they go to university, or do many go to university in their home cities?

#### Possible answers

- a get a job change jobs leave home
- **b** get a driving licence
- c get married
- **d** have a baby
- e start primary school
- **f** leave school go to college/university graduate from college/university

(Two phrases: start secondary school and retire (from work) cannot be matched to a photo.)

- Practise pronunciation and stress of predictable and unpredictable. Get students to say which events in 1 are predictable and which less so.
- Oo this as a fast-paced whole-class activity.

## Possible answers

- a leave, go to
- **b** get, have
- c graduate
- **d** change e retire
- **f** start
- g get
- Do this as a whole-class activity or in simultaneous pairs.

## Possible answers

Education	Work	Family and relationships	Home and living
(start primary school)	(get a job)	get married	leave home
start secondary school	change jobs	have a baby	get a driving licence
leave school	retire (from work)		
go to college/university			
graduate from college/university			

Point out that other answers are possible, depending on how you define 'Family and relationships' and 'Home and living'. Some items can go in more than one column.

5.1 Introduce the topic and the task. Play Conversation 1 once or twice and elicit the answers. Then play Conversation 2 once or twice and elicit the answers.

#### **Answers**

#### Conversation 1

- a When they are 21 or 22.
- **b** When they are 23 or 24.

#### Conversation 2

- **a** The legal age is 15 or 16, depending on the state.
- **b** Before they go to college. Some people get their driving licence when they're still in school.

## Transcript 5.1

#### **Conversation 1**

Paul When do students graduate from university

in Singapore?

Connie Well, it depends. Here in Singapore,

students finish their secondary education at 18 or 19. Usually, young women go straight from school to university, so I guess most young women graduate when they're about 21 or 22. It's different for guys. They have to do two years of military service after school, so a lot of young men don't graduate until they are 23 or 24.

#### **Conversation 2**

When do most people learn to drive in Tom

Claire Well, it varies. The legal age for driving is

15 or 16, depending on the state. Nearly all young people get their driving licence before they go to college. And I know some people actually get their licence when they're about 17 and still in school, and then

they drive to school every day.



#### Grammar

#### Quantifiers

Read through the information and the examples with the students. Explain that the phrases go from 0% through to 100% with some coming approximately in the middle.

For extra practice, the students are invited to see Section A of the digital workbook.

- Do the exercise with the whole class. In a class with students from one country, get them to discuss any variations in the country. If you have students from more than one country, get them to compare and contrast what happens in their countries – the goal is as much to encourage discussion as about the correct use of quantifiers, but don't forget to work on the latter where necessary.
- © Get students to work on this in simultaneous pairs. They might need the prompts When do people ...? or How old are people when ...?

Walk around the class to monitor and assist where necessary, checking that students are using the question structures and quantifiers correctly. With the whole class, work on any difficulties and get particular pairs to repeat their exchanges.

# **FOCUS**)

#### Pronunciation

5.2 Play the recording and get students to repeat the words simultaneously and individually to practise the correct pronunciation.

## Transcript 5.2

family visit focus very few valuable

#### LIFE SKILLS: Group and individualistic cultures

Get students to complete the exercises on page 87 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 79 of this book.

# **5**B Timelines



# 🖺 🗐 🦻 Past simple: Regular and irregular

Get students to focus on the two pre-questions before reading the text for themselves and then answering the questions with the whole class.

#### **Answers**

- a in 2009 when her family moved to England and in 2011 when she graduated from college.
- **b** winning a (regional) coding competition
- 2 With the whole class, get individual students to fill in the gaps. Remind them to use the past simple of the verbs.

#### **Answers**

- a started
- had
- **c** 2004
- **d** won
- e moved
- started
- 2011

# FOCUS

## Grammar

#### Past simple: Regular and irregular

Talk students through the information. Work on pronunciation of past tenses, especially the sound following infinitive forms that end in 'd' or 't'.

Tell students that the key point in relation to the use of the past simple is that if a past time is mentioned ('time markers'), the past simple, not the present perfect, must be used.

For extra practice, the students are invited to see Section B of the digital workbook.

**3** Do this as a fast-paced whole-class activity.

## **Answers**

- a started, moved, liked, graduated, offered
- **b** was, born, had, began, won, got, took, made

# Focus

#### Pronunciation

**5.3** Play the recording and get students to repeat. Point out that in normal-speed conversation, sounds 1 and 2 are almost the same. However, not using the correct sound following infinitive forms that end in 'd' or 't' will cause real problems.

# Transcript 5.3

Sound 1 /d/ lived, opened Sound 2 /t/ liked, worked Sound 3 /td/ started, visited

5.4 Explain the task and play the recording. Elicit the answers.

#### Answers

asked 2
changed 1
decided 3
enjoyed 1
finished 2
graduated 3
moved 1
planned 1
played 1
stayed 1
studied 1
watched 2

# Transcript 5.4

asked changed decided enjoyed finished graduated moved planned played stayed

studied

watched

• Get students to do this in simultaneous pairs and then get individual pairs to repeat their exchanges.

**6** Get students to do this in simultaneous pairs and then check the answers with the whole class.

#### **Answers**

Verb	Past simple
<u>become</u> <sup>a</sup>	became
go	went d
leave	<u>left</u> 9
make	made <sup>j</sup>

Verb	Past simple
<u>do</u> <b>b</b>	did
get	got e
spend h	spent
meet <sup>k</sup>	met

Verb	Past simple
<u>fall</u> c	fell
have	had <sup>f</sup>
take	took i
win	won <sup>l</sup>

## Possible additional verbs

hit	hit
begin	began
speak	spoke

Do this in simultaneous pairs with whole-class follow-up or with the whole class from the start.

#### Answers

In September 2011, I <u>went</u> <sup>a</sup> to the University of Waterloo near Toronto to do a four-year degree in Business. As part of the course, I <u>did</u> <sup>b</sup> four work placements. In my second year, I <u>worked</u> <sup>c</sup> for a mining company in Vancouver. During the placement, I <u>helped</u> <sup>d</sup> organize a big conference. I <u>learnt</u> <sup>e</sup> a lot and <u>fell</u> <sup>f</sup> in love with Vancouver.

In my fourth year, I spent <sup>9</sup> six months working in Adelaide, Australia. I shared <sup>h</sup> a flat with two girls of my age. We became <sup>i</sup> very good friends. In April 2015, I took <sup>j</sup> my finals and graduated <sup>k</sup>. I think the mix of academic study and work placements was <sup>l</sup> very valuable.

- Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary. Then get some pairs to repeat some of their exchanges.
- (8) With the whole class, draw an example timeline on the board about a fictitious person to give students the idea.

Then get students to work on their own timeline, using pen and paper or specialized software. Walk around the class to monitor and assist where necessary.

Check students have made a list of verbs as described in Step 3.

Students discuss their timelines in groups of three. With the whole class, get representatives of various groups to talk about their timelines, using correct forms of verbs.



## **CREATIVITY: Using timelines**

Get students to complete the exercise on page 87 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 79 of this book.

For extra support, get students to give two examples of timelines that would be useful – two possibilities: a line showing a student's studies or a company's history.

#### LANGUAGE REFERENCE

Get students to click on the link provided in the box to learn more about the relevant grammar topic from the unit.

# 5c Building a career



- Get students to talk about buildings in their country/ countries, and the names of their architects if they know them.
- 2 5.5 Explain the task and play the recording once or twice. Work on any difficulties. Elicit the answers.

#### **Answers**

**a** Chen He thinks they are very impressive, striking and fit in well with other buildings.

**b** Martine She's not sure she likes them. She doesn't think they fit in well. She thinks they are interesting but strange.

**c** Faris He loves her architecture. He thinks the buildings are original, futuristic and thinks that she is the most exciting architect today.

# Transcript > 5.5

Chen I think Zaha Hadid's architecture is really impressive. I saw the MAXXI Museum when I was on a visit to Rome. It's that building in the first photo. It's a very striking design. The minute you see it you notice how unusual it is. I know it's a very modern building, but I think it fits in well with all the buildings around it.

Martine I'm not sure I like her architecture.

Sometimes I don't think her buildings fit with other buildings nearby. For example, the Serpentine Gallery, the building in the second photo, is certainly very interesting, with all its curves, but to me it looks strange next to the old building. They don't really go together.

Faris

I love her architecture. The designs are so original. They're very different from any other architect I know. I especially like her futuristic buildings like the Cultural Centre in Azerbaijan. You can see it in photo three. It looks just like something from the future. I think she's the most exciting architect today.

**3 ► 5.5** Play the recording again, stopping after each speaker to give students time to tick the adjectives they hear.

Work on the pronunciation and stress of unfamiliar words.

#### **Answers**

futuristic impressive interesting modern original

strange

striking unusual

- ☑ Get students to look at the photos and have a whole-class discussion about them. Get students to use the adjectives in 3 correctly, rather than just confining themselves to the usual nice, beautiful, etc. Teach or remind students about ugly if they would like to use it.
- Ask students to look at the pre-question, emphasizing that they should highlight the information to support their answer. Then get them to read the text for themselves. Walk around the class to monitor and assist where necessary. Elicit the answer.

#### Answer

She had a difficult start to her career.

Students should highlight:

Paragraph 2: ... she won many design competitions, but few of her ideas became real buildings ... she won an international competition to build an opera house in Cardiff. However, the project was cancelled.

Do this as a fast-paced whole-class activity, getting students to correct the false statements.

#### Answers

- **a** true
- **b** false She studied Architecture in London.
- c false She did open her own office. However, it wasn't immediately afterwards, but three years later.
- **d** true
- e false She won the Pritzker Architecture Prize when she was 54.
- **f** false She won a prize for a school in London.
- Get students to do this in simultaneous pairs. Walk around the class to monitor and assist where necessary. Elicit the answers.

#### Possible answers

Seeing the ancient Sumerian cites in the south of Iraq: made her decide to become an architect.

Studying Architecture at the Architectural Association: led to her first job as an architect.

Getting a commission to build a fire station in Germany: it was her first successful commission.

Winning the competition to build Cardiff Opera House, even if it was later cancelled: she nearly gave up architecture.

Being commissioned to build an arts centre in Cincinnati: raised her profile internationally.

Winning the Pritzker Architecture Prize: a very important prize in architecture.

Winning the Stirling Prize for the MAXXI Museum in Rome.

B Discuss these with the whole class – the activity will hopefully be quite easy following discussion of the article with students.

#### Answers

- a official offer of work
- **b** stopping
- c an opportunity
- **d** increased
- e prizes
- 5.6 Explain the task and play the recording once or twice. Elicit the answers.

#### **Answers**

Amir his first year exams; leave university, get a job

as a reporter

Natasha play, 13; a theatre director

# Transcript > 5.6

1 Amir

I come from a family of doctors – my grandfather was a doctor, my father's a doctor and so is my older sister. There was a lot of pressure on me to be a doctor, too. I did very well in everything at school. I passed all my exams and got a place at medical school. My parents were delighted, but I wasn't sure it was the right career for me. Then it all went wrong. I failed my first year exams. It changed my life completely. It gave me time to think what I wanted to do. In the end, I left university, and got a job as a reporter on a newspaper. Now, ten years later, I'm the editor of an international business magazine. It's a great job.

2 Natasha

When I was a child my parents took me to the theatre for the first time in London. We saw an amazing production of a play – it was called the Three Sisters by Anton Chekhov, the famous Russian writer. It was a real turning point. I was just 13, but I knew I wanted to be a theatre director. I saw as many plays as I could while I was at school and university. After university, it wasn't easy to get work in a theatre, but I had a lucky break two years ago. I got a job assisting the director for a new play at a big theatre, and it had some good reviews. It changed everything. And I'm now very busy working as a theatre director.

#### **Answers**

- a changed, completely, gave, think
- **b** turning, wanted
- c had, lucky
- **d** changed
- © Get students to work in simultaneous pairs. Walk around the class to monitor and assist where necessary, especially in relation to the life/career-related language of this section.

With the whole class, work on any difficulties that you heard.

Get individual students to talk about their partner's turning points, not their own, incorporating any corrections and improvements that you made.

# FOCUS

Writing

#### Signposting

Guide the student through the information in the Focus box and give them some examples to get them familiar with the concept.

# C21 s

## COLLABORATION: Planning a team task

Get students to complete the exercise on page 88 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 79 of this book.

© Get students to work in teams of three. Emphasize that they are working in teams, not just groups.

Tell students to research this as homework, before the next lesson. Tell them that the way they organize themselves in relation to the task is as important as the presentation itself.

In the next lesson, get representatives of different teams to give their presentations, and then another representative from each team to talk about how they planned and carried out the task as a team.



A sequence of events

Introduce the topic and get students to underline the time markers in the two texts, working in simultaneous pairs. Remind them that time markers are expressions that tell you when something happened.

With the whole class, elicit the answers.

## **Answers**

- a Rami finished technical college in 2000. The following year he got his first job in a small engineering company. Three years later the company went out of business and Rami lost his job.
- b After Sonya had a baby daughter in 2004, she gave up work to care for her child. She went back to work part-time when her daughter started primary school, in 2009.

# FOCUS

Grammar

#### **Using time markers**

Read through the information with the students. Tell them also that the order of clauses can sometimes be changed, for example, 'I took tennis lessons when I was at school' and 'My parents moved to a smaller house after they retired' are also possible.

**2** Get students to do this individually. Walk around the class to check use of time markers, verb tenses and past simple verbs.

With the whole class, work on any difficulties and then elicit the answers.

#### **Answers**

- a After I took my driving theory test, I had driving lessons
- **b** He decided to become an actor when he was in his final year at university.
- **c** My parents bought me a car before I went to university.
- **d** I got my first job with IBM after I spent a year in Boston studying English.
- **e** I went to four different schools when I was a child.
- **f** I graduated from the School of Architecture before I did a work placement in a construction company.
- Take students through the task and talk about the first step and then get them to do it individually. Walk around the class to monitor and assist where necessary, especially with time markers. (Tell students that as this paragraph is about Foster's early career they do not need to include all the information.)

Get students to update their paragraphs in light of their partners' comments. Then get a few students to read out their paragraphs to the whole class.

#### Possible answer

Norman Foster was born in Manchester in 1935. He started to study Architecture at Manchester University four years after he left school. He did a master's degree at Yale University in 1961–62, and in 1962 he travelled round the US for a year. He set up 'Team 4' in London with three other architect friends in 1963, and then opened his own office three years later.

#### Writing skills

Get students to complete the activities on pages 85–86 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on page 72 of this book.



# Vocabulary

City life

#### Grammar

• Past simple: Negatives and questions

# Language skills

- Reading: Reading to find true/false information
- Speaking: Discussing city life in the past
- Listening & Speaking: Conversation skills
- Writing: Writing a newspaper article



#### Communication

• Giving yourself time to think

#### Life skills

• Preparing for a conversation



Focus the students' attention on the photo. Get them to describe what they can see. Help with any new vocabulary such as *skyscraper*, *highway*. Elicit what sort of city it is: modern, the buildings look new, there's a lot of traffic. Point out the haze in the background – air pollution, and the amount of lighting. Ask students to guess what city it is (*Dubai*), and what is different from ten years ago. If necessary, refer them to their answers about how modern the buildings are, the amount of lighting and traffic. Accept any reasonable answer.

# 6A Changes over time



Past simple: Negatives and

Introduce the topic of changing cities and go through the examples. Then get students to talk about their respective cities in simultaneous pairs. Walk around the class to monitor and assist where necessary, especially use of the past tense.

With the whole class, work on any difficulties. Then get students to talk about their partner's city, not their own. Ask different students to talk about different aspects, e.g., buildings, roads, transport or lifestyle.

**2** Get students to read through the texts on Tokyo and on Takeshi Honda and then answer the guestions. Work on any difficulties and then elicit the answers.

#### Answers

- a false The Olympic Games were in 1964.
- **b** false It took four hours.
- c false Life wasn't easy.
- **d** true
- e true

# **FOCUS**)

Grammar

#### Past simple: Negatives and questions

Read through the information with the students. Get students to practise pronunciation of the contraction didn't and the rising intonation of questions with Did.

For extra practice, the students are invited to see Section A of the digital workbook.

# FOCUS

Writing

#### Contractions

Take the students through the information in the box and encourage them to practise the contractions by giving them examples. Ask questions to individual students and elicit answers from the whole class.

# **FOCUS**

Pronunciation

6.1 Play the recording and get students to repeat the words simultaneously and individually to practise the correct pronunciation of the two sets of words.

## Transcript > 6.1

- a thing, thick, think, month, bath
- them, their, there, they, then, other
- Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary.

Then get individual students to read out their answers after saying which city they are talking about.

#### **Answers**

Two possible answers for each sentence:

- a were/weren't
- **b** was/wasn't
- c worked/didn't work
- **d** had/didn't have
- e owned/didn't own
- f was/wasn't
- Do this as a fast-paced whole-class activity. Check that students use past tense forms correctly.

#### **Answers**

- **a** (Were the Olympic Games in 1960?)
- **b** Did the bullet train take seven hours from Tokyo
- **c** Did people have an easy life after the war in 1945?
- **d** Did lots of families own a car in the 1960s?
- **e** Was the standard of living better in the 1960s?
- **5** Get students to ask and answer the questions they made in 4, as in the example, in simultaneous pairs. Then get particular pairs to repeat them for the whole class.

# SKILLS

## COMMUNICATION: Giving yourself time to think

Get students to complete the exercises on page 100 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 80 of this book.

6-7 With the whole class, elicit the answers, working on correct structures where necessary.

Then get students to ask and answer the questions in simultaneous pairs, using the expressions from the C21 skills section. Walk around the class to monitor and assist where necessary. Work on any difficulties.

Get some of the pairs to repeat their exchanges, incorporating any corrections and improvements that you made.

#### **Answers**

- a Were the roads busy then?
- **b** What was the city like?
- **c** How did people get to work?
- **d** How did people spend their leisure time?
- e Did people take holidays abroad?

#### Possible additional questions

Did people go to the cinema more? What were people's clothes like?

This relates to 1 at the start of the lesson. Repeat that activity in groups using the topics named here. Check that students are using the 'time to think' language that they have just practised.

Then get three or four pairs from different groups to have exchanges for the whole class.

# 6B Meeting new friends



Introduce the topic. Ask students to write down their answers to questions a–d individually, and then get them to discuss them in groups of three or four. Appoint one person in each group as the note-taker.

With the whole class, get the note-takers to say what the different views of their group were, and have a whole-class discussion about them.

- **2** Go through the six guidelines and work on any language difficulties. Then get students to discuss and rank the different points.
- **3 6.2** Go through phrases a–f and the written dialogue with the whole class.

Explain the task and play the recording once or twice. Elicit the answers.

#### Answers

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

## Transcript > 6.2

Lee How do you know Sara?

Jim We met at university.

Lee Oh, yeah? Were you on the same course?

Jim No, actually we met through sport. Anyway,

what about you? How did you meet Sara? Lee I knew her at primary school.

Jim Really?

Lee Yeah, we were best friends, but then her family moved and we lost contact.

Jim So how did you meet again?

Lee We met at a party in the summer. We got on really well – just like before.

Jim That's amazing after all those years.

Lee Yes, it is. Anyway, what do you do, Jim?

Oh, I'm a designer. I work for a company in

Abu Dhabi.

Elicit the answers from the whole class.

#### Answers

- a Oh, yeah?, That's amazing after all those years.
- **b** Were you on the same course?, So how did you meet again?
- c Yeah, we were best friends, but then her family moved and we lost contact., We met at a party in the summer.
- **5** Get students to discuss this in simultaneous pairs and then with the whole class.

#### Possible answers

Lee could have asked Jim about the sport that he and Sara met through.

Jim could have asked Lee about the party where she met Sara.

Lee could have asked Jim about the company he works for in Abu Dhabi.



Expression

#### **Developing a conversation**

Go through the strategies and get individual students to say the expressions naturally.

**6** Get students to work in simultaneous pairs. Then elicit answers with the whole class.

#### Possible answers

- **a** Where did you go exactly?
- **b** What plays did you act in?
- c What position did he play in?
- **d** What did you see?
- e What was it like?



Get students to complete the exercise on page 101 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 80 of this book.

#### LANGUAGE REFERENCE

Get students to click on the link provided in the box to learn more about the relevant grammar topic from the unit.

Do this as a fast-paced whole-class activity. Discuss the answers, getting students to provide reasons.

#### **Answers**

- a Did you go away this year?
- **b** What did you think of the city?
- **c** Do you think they played well?
- **d** Did you do anything special?
- e Did you find it difficult?
- 8 © Get students to work in simultaneous pairs. Get them to do three or four practice conversations in pairs, then ask some pairs to repeat one of their exchanges.

# රිC Who really conquered **Everest?**







Slideshow

Now play the slideshow and do the related listening, discussion and writing activities. You will find the slideshows in the interactive course book or in the resources section of the website: www.garneteducation.com/aou/studentresources

For more information on how to work with the slideshows, see page 7 of this book.



#### Expression

#### Writing a newspaper article

Read through the information with the students. If you have access to an online newspaper in class, check some articles and write some of the headlines on the board; get students to guess what the story is about in more detail.

## Writing skills

Get students to complete the activities on pages 98-99 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 72-73 of this book.



# Vocabulary

Performance and results

#### Grammar

- Countable and uncountable nouns
- Modals: can, must, need to, should

# Language skills

- Reading: Reading for specific information
- Reading: Reading for detail and to answer questions
- Reading: Reading to write a summary
- Writing: Writing about personal achievements
- Listening: Listening to label a diagram
- Listening: Listening to make notes
- Speaking: Stating and justifying opinions



#### Creativity

• Organizing information

#### Life skills

• Improving performance

## Critical thinking

• Making ethical decisions



Refer students to the photo. Elicit quickly why the woman is holding her arms up. (*She's just climbed to the summit.*) Ask if they think it was an easy or difficult climb, and whether it's something they think they could do. Elicit the qualities needed to achieve it (*strength*, *determination*, *training*, *resources*, *fitness*, etc.). Make the link between preparation and performance. Read through the talking point text with the students. Ask them to suggest performances in each of the areas listed.

# 7A High achievers





Performance and results

- With the whole class, get students to talk about their current aims in the areas of study, personal life and future career. Write one or two examples of each on the board.
- 2 Explain achievers by relating it to achieve, and get students to read the three texts and prepare their answers to the questions. Explain anything that might require it, e.g., heat – the first race in a series of races. Winners of the first heat go on to later rounds of the competition, such as the quarter-finals and semi-finals. With the whole class, elicit the answers.

#### **Answers**

- **a** She is good at English.
- **b** She isn't good at maths. (Confirm the American English form, math, if students ask about it.)
- c He trains every morning and evening.
- d Yes, he did.
- e Yes, he is.
- f He came first.



#### Expression

## Performance and results

Go through the phrases. Discuss the slightly oldfashioned phrase sit an exam, if students ask about it, and the British English term marks, which means the same as grades.

Work on the exercise with the whole class. Ensure that students distinguish worse and worst, in meaning and pronunciation.

#### **Answers**

- a lose
- **b** be bad at
- c weak point
- **d** get worse
- **e** fail
- **f** worst
- g below average
- h come last

Get students to work on this in simultaneous pairs and then elicit the answers with the whole class.

#### Answers

- a took, passed
- **b** getting better
- won
- **d** failed
- e strong
- **f** first
- above average
- individually. Walk around the class to monitor and assist where necessary. Check spelling.

Work on any difficulties, especially ones relating to the language of performance.

With the whole class, get a few students to read out their sentences, incorporating any improvements and corrections that you made.

6 > 7.1 Explain the task and play the recording once or twice. Explain the verb record in this context (stress on second syllable), and eliminate any confusion with record (noun) for a race (stress on first syllable).

Elicit the answers, working on their logic, getting students to provide reasons for their answers.

#### **Answers**

- **1** d
- **2** f
- 3 а
- Р 4
- **5** b
- **6** c
- **7** q

# Transcript > 7.1

First of all, Kyle does a training session. I monitor his performance. Sometimes I take a video and sometimes I just watch. At the same time, I record the results. He runs 5,000 metres so I record how long 1,000 metres takes and the total time.

I give him feedback. Usually, I am positive and say good things to him. But I also tell him things that he did wrong, for example, running too fast or too slowly. Then I give him some suggestions on how to improve, for example, the way he moves his arms.

The last thing I do is set a target for his next run. So, for example, his last time was 15 minutes and 11 seconds, so next time his target is 15 minutes and 5 seconds.

Then Kyle thinks about the feedback and target when he runs the next race.



Grammar

#### Countable and uncountable nouns

Go through the information. Students will probably be familiar with some examples of countable and uncountable nouns. Point out the quantifiers (you may need to teach this word) in the examples. Elicit some examples of countable and uncountable nouns and practise how to quantify them.

For extra practice, the students are invited to see Section B of the digital workbook.



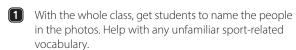
Get students to complete the exercises on page 117 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 80 of

For extra support, encourage students to think of good and bad examples of organizing information. For instance, what is their experience of product instruction manuals?

# **7**B Sports heroes



Modals: can, must, need to, should



#### Answers

- **a** 3
- **b** 5
- **d** 2

# FOCUS

Pronunciation

**7.2** Play the recording and get students to repeat the words simultaneously and individually to practise the correct pronunciation of these sounds.

# Transcript 7.2

should cheat shots champion show charge

Explain the task and get students to work on it in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers.

Ask students if they are interested in the different sports, and whether they participate or would like to participate in them.

#### Answers

- a mountain climbing
- **b** tennis
- **c** martial arts
- **d** athletics (sprinting)
- e sailing
- **3** Get students in single-country classes to talk about their national sports heroes together. With multi-country classes, get students from different countries to explain who 'their' sportspeople are.

# FOCUS

Grammar

#### Modals: can, must, need to, should

Go through the information. Students will probably be familiar with some of these modals and their uses already. If students ask, confirm that there is overlap between must, need to and should – for example, they can all be used to talk about something that is necessary or important.

For extra practice, the students are invited to see Section B of the digital workbook.

Do this with the whole class, and get students to relate each modal to the information in the Focus box.

#### Answers

- a It's a very dangerous place so it's important to plan everything carefully. For your own safety, you must climb with a guide.
- **b** You should practise a range of shots forehand, backhand, and so on. All players make mistakes, but you must not show any emotion because it gives the

- other player an advantage. You <u>must</u> accept mistakes as a part of the game.
- c It's a fast sport and you <u>need</u> excellent balance. I practise the moves for hours each day. For example, straight punches and front kicks. Muscle strength and reaction times are really important.
- **d** You <u>must</u> concentrate 100% for about ten seconds. You <u>shouldn't</u> look to your left or right until the end of the race. The start is the most important phase.
- e The really tough thing about this sport is being alone for a long time. It is also dangerous. Storms and high waves <u>can</u> damage your boat and your life is at risk every day. Some people say young people <u>shouldn't</u> do this sport.
- Work with the whole class on this exercise. Ensure that students do not insert an unnecessary 'to' after the modals.

#### **Answers**

- **a** When you're training for a competition, <u>you should</u> get plenty of sleep.
- **b** When you practise regularly, <u>you can</u> make a lot of progress.
- c To be good at sport, you must train hard.
- **d** <u>You cannot</u> succeed as an athlete without clear goals and a training plan.
- e Before an important match, you should relax.
- f You need to follow the rules of a sport.
- With the whole class, get students to suggest qualities required for different sports, perhaps ones in which they participate themselves. Work on related language, such as determined, disciplined, motivated, etc., but only introduce as much new vocabulary as is appropriate for students' level.
- 7.3 Explain *target* as having the same meaning as *aim* and *goal*, and look through points a–e. Play the recording once or twice, with students writing notes as they listen. With the whole class, get students to read out their notes.

#### **Answers**

- **a** Bolt's times are a target for other runners.
- **b** Get the right team of people to help you.
- **c** Be careful with diet and sleep eight to ten hours a night. No late nights.
- **d** Learn from mistakes and do better next time.
- e Stay calm under pressure. (Work on pronunciation of *pressure*.)

# Transcript 7.3

My first point is about targets. In sport, people need to have a target. For example, Usain Bolt is a target for lots of other runners because he is the fastest runner in the world. A time can also be a target. For example, I ran a race in two minutes last week. I want to run my next time in one minute and 50 seconds.

My second point is about teamwork. Many successful runners work with a team of professionals, for example, a trainer, a doctor and other runners. With the right team and the right help an athlete can improve their performance and have less injuries. My third point is about eating and sleeping. The athletes I work with are careful about their diet. Getting the right amount of sleep is important, between eight and ten hours per night when they are training hard. You can't go to late-night parties or go to bed late.

My next point is about learning from your mistakes. Athletes can lose a game or make a bad decision. An athlete needs to learn from their mistakes and do better next time.

This brings me to my final point, the importance of being mentally strong. Winning a race is about physical ability and training hard. It's also about being mentally strong. You should stay calm when you are under pressure.

With the whole class, get representatives from particular groups to talk about their points. Talk about how techniques in sport can or cannot be transferred to other areas.

# C21 SKILLS

#### LIFE SKILLS: Improving performance

Get students to complete the exercises on pages 117–118 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 80 of this book.

For extra support, get students to suggest ways sportspeople in different sports can improve.

#### LANGUAGE REFERENCE

Get students to click on the link provided in the box to learn more about the relevant grammar topic from the unit.

# 7c Ethical decisions



# Cheating scandals

1 Teach the word *cheat* (as verb and noun) if your students are unfamiliar with it. Get students to give examples of cheating in sport and education.

Get students to rank the reasons in order in simultaneous pairs. Get representatives from each pair to say what their rankings are, and then have a wholeclass discussion about them. Teach the expression a combination of factors – they will probably need it when talking about these issues.

Then repeat the above procedure for cheating in sport, relating the discussion to any cheating scandals that have been in the news recently.

**3** Get students to read the text individually. Work on any difficulties, but it should be quite straightforward. With the whole class, get individual students to answer the questions. Get them to provide (slight) paraphrases where possible.

#### Answers

- a It was aimed at international students.
- **b** The website sold assignments to order, and students submitted them as their own work.
- c The website closed down because of the negative
- 4 Play the recording once or twice. Get students to answer the questions.

#### Answers

- a Not many international students bought assignments.
- **b** It varied. Any student who handed in an assignment that wasn't their own work automatically failed the assignment. Two students who used the site a lot were expelled.
- c The expert thinks so.
- **d** They are using software that can compare the style of two essays and see if the same person wrote both. They are changing the type of assignments, making it more difficult to cheat. (Students will no doubt also be aware of software that compares essays with text from the internet. Ask them about this.)

# Transcript 7.4

**Interviewer** Did a lot of international students

buy assignments from the

MyMaster website?

Well, actually, not many. Let me **Expert** 

give you an example. The Kenmore Business School was one of the smaller universities involved in the scandal. They only found 15 of their students were cheating, you know, buying assignments or essays from the website and then using them as their own work. Most international students don't cheat. They're bright students and want to get feedback on their ideas and their own work. That's how they learn.

Interviewer So what action did the university take

to punish the cheats?

Expert It varied. They looked at each case

> individually. Any student who handed in work that wasn't their own automatically failed the assignment. In other words, they got a zero mark for the work. In two more serious cases, where students used a lot of assignments from the MyMaster website, they took very strong action. They expelled both of them so they had to leave the university without

a degree.

Interviewer Are other companies selling essays

and assignments?

Expert I think so. Companies like MyMaster

> can make a lot of money so it's hard to stop them. There are always a few cheats, you know, students who are happy to pay somebody to write

their assignments.

Interviewer Interesting. So what action are

universities taking to stop this type

of cheating?

Expert Well, there is some very good software

> now. It can compare the style of two essays, and it tells us if the same person has written them. This kind of software is improving all the time. Universities are also changing the type of assignments to make it more difficult

to cheat.

Get students to discuss this point in simultaneous pairs. Walk around the class to monitor and assist where necessary. Help especially with language related to this unit.

With the whole class, work on any difficulties. Get individual students to repeat their points, incorporating any improvements that you made. Then get representatives of different pairs to say what they came up with.

Introduce the subject and get students to focus on questions a and b. Pre-teach any vocabulary that you think students may not know before they read the article individually.

With the whole class, work on any difficulties and elicit the answers.

#### Answers

- a He took drugs.
- b They took away his medal and world record, and he was banned for two years. (He failed another drugs test in 1993, but the article does not say what the punishment was, if any.)
- Get students to do this individually and then check answers with the whole class.

#### Answers

- a failed a drugs test
- **b** took away his gold medal and world record, could not compete (was banned) for two years
- c he failed another drugs test
- **d** career as a superstar athlete was over

#### Sample summary

Ben Johnson won the 100 metres at the 1988 Seoul Olympics, but he failed a drugs test. The Olympic Committee took away his medal and world record and he could not compete (was banned) for two years. In 1993, he failed another drugs test, so his career as a superstar athlete was over.

8 Do this with the whole class.

#### **Answers**

- a admitted
- **b** over
- **c** set up an inquiry (Contrast the phrasal verb *set up* with the use of *set* in *set a record.*)
- **d** unfair
- e drug cheat
- Work on this with the whole class, getting students to suggest notes for you to write on the board.

#### Possible answers

- The scandal destroyed his career.
   His reputation is very negative.
   The reputation of athletics in general is quite bad.\*
   \*Discuss with students what to put here in the light of any recent drugs scandals.
- **b** Students' own answers. (You could write notes in relation to the class consensus or majority view.)

© Explain the task, allocate students to groups of three or four, appoint a note-taker for each group and get groups to discuss the points.

Walk around the class to monitor and assist where necessary. With the whole class, work on any difficulties. Then get note-takers from each group to report on its findings, incorporating any language improvements that you made.

Have a whole-class discussion about whether wanting 'just' to build muscle is as 'bad' as taking drugs to beat records.

- The Have a whole-class discussion about the situation and the different alternatives. Teach the expression *It depends*. (Students will need it in the next exercise.)
- Explain any difficulties in the actions a–h. Get students to do the quiz in simultaneous pairs and then have a whole-class round-up of the results, with a show of hands for each point and the results written up on the board.
- Get students to write sentences about their answers to the points in 12.

# C21 skills

#### **CRITICAL THINKING: Making ethical decisions**

Get students to complete the exercises on page 118 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 80 of this book.

For extra support, get students to suggest two ethical decisions people have to make in everyday life.

# FOCUS

Writing

#### **Subordinating conjunctions**

Take the students through the information in the box and encourage them to practise subordinating conjunctions by giving them examples. Ask questions to individual students and elicit answers from the whole class.

## Writing skills

Get students to complete the activities on pages 115–116 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 73–74 of this book.



# Vocabulary

• Deadlines and schedules

#### Grammar

• be going to

# Language skills

- Speaking: Talking about schedules, deadlines and targets
- Speaking: Assigning roles and tasks
- Reading: Reading to understand and complete lists
- Listening: Listening to complete sentences
- Writing: Writing a personal profile



Ask the students individually to make quick lists of what they did at the weekend. Then, ask them to tick the activities that they did spontaneously without planning. Using these lists, ask: Do you plan your life in detail? and elicit answers based on the students' own lists. Ask: Do you prefer to do things spontaneously? Find out how many students prefer to plan most things, and how many prefer to do most things spontaneously. You may find that many plan most of the things they do, but would prefer to be more spontaneous! Discuss the situations in which most students think it's important to plan. Possible answers: planning for major family events such as weddings, holidays; important spending plans; timetabling study and homework.



## Life skills

• The culture of time

#### Collaboration

Assigning tasks

# 8A Timing and plans



Deadlines and schedules

Work on the meaning of deadline(s) and the meaning and pronunciation of schedule(s) (British English: /fedju:l/; American English: /skedzu:l/).

Work on the exercise with the whole class.

#### **Answers**

- a early (1 minute) (Some might consider that this is on time -9.55, or before, might be considered early. Ask your students what they think in relation to their own countries. Students will come back to this in the C21 skills box.)
- **b** missed (Teach missed his target by 30 seconds.)
- c ahead of
- **d** missed (by six weeks)
- 2 8.1 Play the recording once or twice. Elicit the answers.

#### **Answers**

- a late
- **b** missed
- c ahead of
- **d** miss

# Transcript > 8.1

- A Hi, Carl.
  - **B** Hi. What time is the IT training today?
  - A It starts at three o'clock.
  - B That's in five minutes.
  - A Yup. And it takes ten minutes to get to the training room from here.
  - B Right.
- A Kyle ran 5,000 metres in 20.05 yesterday.
  - B That's very good.
  - A It was a good time, but he was disappointed.
  - B Why?
  - A His target was 19.50.
- A So today is June 28<sup>th</sup>.
  - B Yes.
  - A And we finished the first stage yesterday.
  - B Yes, the 27th.
  - A When was the deadline?
  - B July 1st.
- A Hey, Dimitri. How's it going?
  - B OK, I guess. Except I've got five assignments this month. The deadline is January 31st.
  - A And today's the third.
  - B Yup. And it takes me at least a week to do one assignment.



**21** skills

#### LIFE SKILLS: The culture of time

Get students to complete the exercises on page 131 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 80 of this book.

Oraw a table on the board and get one student to say what their schedules, etc., are in relation to one activity. Then get students to draw and fill in a table in their notebooks or on their smartphones/tablets with their activities. Get them to do the exercise in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties. Then get representatives from different pairs to talk about their partner's schedules, etc., not their own.



- Get students to look at the photos and the events. Ask them to match the 'to-do' list tasks to the events. This should be quite easy, but don't confirm the correct answers yet as students listen to check in 2.
- 2 8.2 Explain the task, play the recording once or twice and elicit the answers. Get students to say if their answers in 1 were correct. Work on any difficulties.

#### Answers

- a Live in another country
- **b** Holiday
- c Moving house

# Transcript > 8.2

- 1 A You look busy, Gina.
  - B Yes, I'm going on holiday next week.
  - A Great! Are you all ready?
  - B No, I've got lots to do. I'm going to buy a travel guide tomorrow.
  - A How about a travel app?
  - No, I'm not going to take my smartphone. I don't want to lose it.
  - A OK.
  - Then I'm going to pack my suitcase, which always takes a long time. Oh, I nearly forgot. This afternoon, I'm going to book a hotel.
- 2 A Are you moving house next week?
  - B Yes, we are. We're going to sign the contract very soon.
  - A Brilliant. Is the house ready to live in?
  - B Almost. The kitchen is fine, but the living room isn't ready yet. We're going to buy some carpets tomorrow.

A Are you going to have carpets in the living room?

- **B** The living room and bedrooms.
- A OK.
- B And then we're going to buy some furniture. We need a sofa and some chairs for the living room.
- A Sounds like you're going to be busy.
- B Yup.
- **3** A Hi, Marcia. How's it going?
  - **B** Pretty busy. I'm moving to China next month.
  - A I heard. How are the preparations going?
  - B Not bad. Still some things to do. I'm going to learn some Chinese.
  - A Do you know any Chinese?
  - B Not yet.
  - A And have you got a place to live?
  - B Not yet. I'm going to find a place when I get there. I'm staying with friends for the first few weeks.
  - A Sounds good. How about your visa?
  - B I'm going to apply this week. My company just sent all the details.
  - A Good luck.



Grammar

#### be going to

Talk through the information and the examples. Students should be familiar with this to some extent already. Point out the contraction in *I'm going to* ...

For extra practice, the students are invited to see Section A of the digital workbook.



Pronunciation

▶ 8.3 Take the students through the information in the Focus box and work on the intonation of the questions and answers provided in the box. Play the recording and get students to repeat the questions individually to practise the correct intonation. Get them to practise the intonation in pairs, asking each other questions. Walk around the classroom and check their intonation

# Transcript 8.3

Did you go to Venice last weekend? Yes, I did!

So you are from Italy?

Where's the nearest post office?

**3** Get students to write their sentences individually. Walk around the class to monitor and assist where necessary.

#### Possible answers

- a Gina is going to buy a travel guide.
- **b** Greg and Agnes are going to buy some furniture.
- c Marcia is going to get a work visa.
- Do this as a fast-paced whole-class activity, getting students to use contractions where possible.

#### Answers

- **a A** Where are they going to go\* on honeymoon?
  - **B** They're going to Venice.
- **b A** Which car is he going to buy?
  - **B** He's going to buy a Toyota.
- **c A** When's she going to start school?
  - **B** She's going to start on 1st September.
- d A What are you going to do this weekend?B I'm going to go\* shopping on Saturday.
- **e A** What are they going to call the baby?
  - **B** They're going to call him Edward.
- **f A** Who are we going to see tomorrow?
  - **B** We're going to see my old friends from school.

\*Point out that *going to go* is often shortened to *going*, e.g., Where are they going on honeymoon? They're going to Venice.

Explain the task, pointing out that students should look for the types of trip that these people are going on, rather than precise countries.

There is not one correct answer for each – students have to use their imagination. Walk around the class to monitor and assist where necessary.

With the whole class, get individual students to read out their answers, comparing and contrasting them.

### Possible answers

Jim is going to go on a tour of the pyramids in Egypt. Sara is going to go to Florida on a beach holiday. Callum is going to go to Tokyo on a business trip.

- In simultaneous pairs, get students to discuss their plans. Walk around the class to monitor and assist, especially with the proper use of be going to in their questions and replies.
- Students use the preparatory work they did in 6 to help them write a paragraph about their plans for the coming week. Encourage them either to write about what they are going to do on each day consecutively, or, alternatively, for stronger students, to write about the thing that is most important first, followed by the other events. Do not spend too long on this. Go round and monitor, noting any language issues to recap at the end of the lesson. Alternatively, set this for homework and ask a number of students to read out their paragraphs.

## LANGUAGE REFERENCE

Get students to click on the link provided in the box to learn more about the relevant grammar topic from the unit.

# 8B Group assignments



- Get students to read the comments. Work on any difficulties, for example, teach the word annoying. Ask students to say which comments they agree with. Encourage whole-class discussion. This is also a chance to find out about the preferences of individual students.
- **8.4** Play the recording, stopping after each conversation to give students time to complete the sentences.

Elicit the answers and work on any difficulties.

#### Answers

- a A could
  - **B** Shall
- **b B** Shall
  - **A** could
  - **C** can't
- c A Would
  - **B** Could

# Transcript > 8.4

- **a** A Jun, could you organize some coffee for the break?
  - **B** Sure. Shall I get some biscuits, too?
  - A Good idea.
- A Hi, Karl. We need some chairs for the meeting.
  - **B** OK. Shall I get some from next door?
  - A Yes, please. Mike, could you help Karl?
  - C Actually, I can't. I'm helping Warren with the photocopying.
  - A OK.
- **c** A Would you like me to make some handouts?
  - B Thanks, Kim. That would be great. Could you make about 20 copies?
  - A No problem.



Expression

## Talking about tasks for the team

Make the transition from the previous section by reading through the information here. Get students to practise the exchanges in simultaneous pairs.

Work on stress and intonation where necessary and then get individual pairs to repeat them for the whole class.

# FOCUS

Pronunciation

1 8.5 Explain the task, play the recording and elicit the answers.

#### Answers

- a Could
- c Could
- **b** Would
- d Would

# Transcript > 8.5

- a Could you make some sandwiches for the lunch break?
- **b** Would you like me to do a presentation?
- **c** Could you find another speaker?
- **d** Would you like me to book the meeting room?
- **2** Get students to practise saying the requests. Work on stress and intonation where necessary and then get individual students to repeat them for the whole class.
- **3-4** Get students to work in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers. Then get students to practise the exchanges in simultaneous pairs. Work on stress and intonation and then get particular pairs to repeat their exchanges for the whole class, incorporating any corrections and improvements that you made.

#### **Answers**

- a you b Would c I d could, can't



## COLLABORATION: Assigning tasks

Get students to complete the exercises on page 131 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 80 of this book.

**5** © Explain the activity by talking students through the assignment, and roles and tasks section. There are further notes in the Activities section on page 170 of the course book.

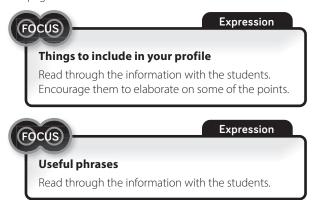
The assignment is to write an article for the university magazine about students' fitness. This is an opportunity for the students to use the vocabulary and grammar from sections 7A and 7B. The assignment is also an opportunity for students to develop their communication and collaboration skills.

# **8**C Superfamilies



Now play the slideshow and do the related listening, discussion and writing activities. You will find the slideshows in the interactive course book or in the resources section of the website: www.garneteducation.com/aou/student-resources.

For more information on how to work with the slideshows, see page 7 of this book.



## Writing skills

Get students to complete the activities on pages 129–130 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 74–75 of this book.



# Vocabulary

- Company structure
- Company history

#### Grammar

• Present simple and present continuous

# Language skills

- Reading: Reading to complete a text and answer questions
- Reading: Reading for specific information
- Reading: Reading to complete a map
- Speaking: Asking and answering about company details
- Listening: Listening for specific information
- Writing: Writing a profile about your studies and working life



#### Creativity

• Organizational charts

## Study skills

• Word relationships

#### Creativity

• Doing research



Get students to talk about the photo.

The average commute in the UK is now around one hour a day. This means UK workers spend an average of 221 hours every year travelling to work. This is one of the reasons why people are asking for more working from home options, as it is known that commuting can be harmful for health as it causes stress and tiredness.

In London, where journey times even for short distances can be long if made by car, the underground or tube helps people to cross the city faster. There are around five million people who travel by tube every day in Greater London.

Get students to discuss what they know about travel times to work in their area or country.

# 9A Inside a company



# Company structure



1 B Do this in simultaneous pairs or with the whole class. Work on pronunciation and stress.

#### Answers

- a Production
- **b** Research and Development (= R and D)
- c Sales and Marketing
- **d** Finance
- e Customer Service
- **f** Human Resources (= HR)
- **g** Legal
- **h** IT (= Information Technology)



SKILLS

Get students to complete the exercises on page 146 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 81 of this book.

For extra support, get students to think of some topdown organizations, like the army or large traditionaltype companies.

2 9.1 Play the recording once or twice. Work on any



## Answers

- a Customer Service **b** Human Resources
- c IT
- **d** Production
- e Sales and Marketing
- **f** Finance
- Research and Development
- h Legal

# Transcript > 9.1

- a A Hello. I bought a car from you last month and it's broken down several times now.
  - B I see. I'll just transfer you to our Customer Service department. One moment, please.
- A Hi. This is Leslie Fielding from headquarters. I have a question about how many days' holiday I have.
  - B OK, I'm putting you through to Human Resources. Just a moment, please.
- c A Good morning. I'm calling from LFC Communications. We're doing some work in the area today and there may be some problems with your internet connection.
  - B Could you hold a moment, please? I'll transfer you to our IT department.
- **d** A Hello? Hi, I'm calling from the factory in Birmingham. There's a problem with one of the machines.
  - B Right, you need to speak to the Production department. One moment, please.
- e A Hi, there! I'm calling on behalf of the Richmond Gazette. We're currently offering advertising space at a reduced rate. Could I talk to someone about advertising, please?
  - B Yes, of course. I'll transfer you to our Sales and Marketing department.
- A Good afternoon. I'm calling from Brightwells Bank. I have a question about a payment I made yesterday. Could you put me through to someone, please?
  - B Of course. I'll put you through to our Finance department now.
- A Hi, there. My company has an idea that we think will interest you. We believe we could work together and improve the quality of your product. Who can I speak to about this?
  - B Well, you need to speak to our Research and Development team. I'll transfer you now.
- **h** A Good afternoon. I'm calling from Hartson and Hartson, the law firm here in New York. I'd like to discuss a copyright issue that has arisen concerning your company.
  - B Oh, OK. You'll need to speak to our Legal department. One moment, please.
- Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers.

#### Answers

- a a payment Finance (or a complaint Customer Service)
- **b** a discount Sales and Marketing

- c the connection IT
- **d** the machinery Production
- e a request form Human Resources
- f the design Research and Development
- **g** legal action Legal
- h a complaint Customer Service (or a payment Finance)



Get students to complete the exercises on page 147 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 81 of this book.

**4-5 9.2** Give students time to read through exercise 4. Point out that they need to change the tense of two verbs (make in e and improve in h). Then get pairs to read out parts A and B, filling in the gaps. Play the recording once or twice, getting students to check their answers.

#### Answers

- a make a complaint
- **b** fill in a request form
- c repair the connection
- **d** offer a discount
- e made a payment
- f take legal action
- **g** maintain the machinery
- **h** improved the design

## Transcript > 9.2

- **a** A Good morning. How can I help?
  - B I'd like to make a complaint about the tablet I bought here yesterday. The power button doesn't work.
- A I'd like to request a day off next week.
  - B Sure. Just fill in a request form online.
- **c** A I'm trying to send an email, but nothing is happening.
  - B I'm really sorry. There's a problem with the server. We are trying to repair the connection now.
- A I'd like to buy 450 copies of your new dictionary.
  - B OK. We can offer a discount of 10% for 500 copies.
- A Your invoice shows that you owe \$350.
  - That's strange. I'm sure I made a payment last week.

- A The results show that a competitor has used some of our designs.
  - B I know. We are going to take legal action. It's against the law.
- **g** A Does the production line ever stop?
  - B Yes, the production line stops once a week so that we can maintain the machinery.
- A The new model of our sports car looks really good.
  - B Yes, they have really improved the design. It looks much more modern.

FOCUS

#### Pronunciation

9.3 Explain the task and play the recording once or twice. Elicit the answers.

#### Answers

Unstressed vowels are underlined.

- a I'd like to request a day off next week.
- **b** There's <u>a</u> problem with <u>the</u> server.
- c Your invoice shows that you owe \$350.
- **d** Does the production line ever stop?

## Transcript 9.3

- a I'd like to request a day off next week.
- **b** There's a problem with the server.
- **c** Your invoice shows that you owe \$350.
- **d** Does the production line ever stop?
- 6 Refer students back to the organizational chart in 1, and elicit some personal skills and qualities that are important for each department. Give prompts as necessary, for example, for the legal department you might need good listening skills, good subject knowledge, to be persuasive and calm. Students work individually to think about which department would best suit them, and why. They share their ideas in simultaneous pairs.

# 9B Temporary work





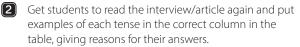


Introduce the idea of temporary work and go through the statements and the job profile with the whole class. Then get students to read the interview aloud in simultaneous pairs. Walk around the class to monitor and assist where necessary.

Work on any difficulties and get one or two pairs to read the interview to the whole class.

#### Answers

**a** false d true **b** true e false **f** true **c** true



#### Possible answers

There are others. Tenses are underlined.

#### Regular actions and permanent situations

(Maria is a 'temp'.)

The word 'temp' comes from 'temporary', which means 'for a short time'.

... a 'temp agency' finds her different jobs with various companies.

They get experience in different work environments and they learn new skills.

They know I'm not a permanent member of staff so they don't talk to me.

#### Temporary actions and situations

(I'm learning to design websites.)

At the moment, I'm working at a web design company called RedLeaf.

I'm enjoying it because it's a new company with a lot of young people.

I'm replacing a woman called Greta for four months. She isn't working this summer because she's having

... because I'm studying at university at the moment.



#### Grammar

## Present simple and present continuous

Take the students through the information, which should be familiar to most of them by now. The key thing is for them to apply it!

For extra practice, the students are invited to see Section B of the digital workbook.

Do this exercise as a fast-paced whole-class activity.

#### Answers

- a I am working, I work nurse
- **b** my class make, I am correcting teacher
- c I am designing, I draw, we discuss designer
- **d** I write, I am not earning journalist
- e | lenjoy, lam currently working lawyer
- f I travel, I am driving truck driver
- g | Lusually go, Lam working engineer

# FOCUS

#### Pronunciation

9.4 Take the students through the information in the Focus box and work on the pronunciation of the words. Play the recording and get students to repeat the words individually to practise the correct vowel sounds.

# Transcript > 9.4

repair there chair prayer here year career near

#### LANGUAGE REFERENCE

Get students to click on the link provided in the box to learn more about the relevant grammar topic from the unit.

# 9c A company profile



Reading for specific information

1 Students work in pairs to complete the guiz about the oil business. If they have access to the internet, they can check their answers online. If not, this can be a fun task to research at home.

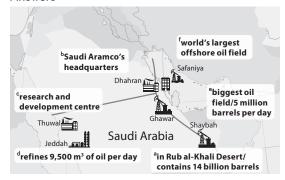
#### **Answers**

In 2020, the top oil-producing country was the USA and other important producers not listed include: Iraq, Iran, Canada, UAE, Kuwait and Brazil.

Statoil is not in the top ten leading oil companies. Students may also list Sinopec, Chevron, Marathon Petroleum Corp, Royal Dutch Shell, Luckoil, BP and Total SE.

Get students to do this individually. Walk around the class to monitor and assist where necessary. Have a round-up session with the whole class. Draw the map quickly on the board and elicit the answers. (In d, get students to say 9,500 cubic metres correctly.)

#### **Answers**



Read through the company history with the whole class, explaining any difficulties, e.g., teach *drilling*, though this should be easy to explain in this context.

With the whole class, complete the exercise. Work on any remaining difficulties.

#### Answers

- a founded (Point out that this has nothing to do with 'find'.)
- **b** drilling
- c produce (Ensure students don't say or write 'produced'. Similarly, for answers to d and e, and g and h, the base-form of the verb is required in these answers.)
- **d** change
- e buy
- **f** worth
- **g** employ
- **h** produce
- Get students to ask and answer the questions in simultaneous pairs. Walk around the class to monitor and assist where necessary. Work on any remaining difficulties.

With the whole class, get different pairs to ask and answer the questions.

#### **Answers**

- **a** 1933
- **b** 1934
- c more than 1,500 barrels of oil a day
- **d** 1944
- e 25%
- f \$781 billion
- g more than 60,000 people
- h 9.5 million barrels of crude oil a day

Do this as a whole-class discussion. First, get the students to suggest possible problems. Then discuss how they can adapt. If the students struggle with this, provide prompts. Refer to the production figure of 3.5 billion barrels a year in the Company history, and ask if that can continue. Ask about the effect of renewable energy supplies such as wind and water and how technology could change the demand for oil. Suggest that one possible way companies could adapt is to diversify – ask in what ways.

# C21 SKILLS

#### CREATIVITY: Doing research

Get students to complete the exercise on page 147 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 81 of this book.

For extra support, get students to discuss the things they would search for on the internet if they were doing an assignment on a company (answers should include things like sales, revenue, number of employees, countries where its products are exported, etc.).



Divide the class into Student As and Student Bs. Tell the As to stay on page 143 of the course book and the Bs to turn to page 171. For 1, the As think of complete sentences about their company, for example, 'The company headquarters is in Oxford, England.' At the same time, Bs prepare questions to ask A, for example, 'Where are the BMW MINI headquarters?'

When they are ready, put the As and Bs in pairs to do the task. Bs should write the information in the spaces provided.

Walk around the class to monitor and assist where necessary.

When they have finished 1, they move on to 2 and repeat the process, this time with As preparing and asking the questions and Bs answering with complete sentences

With the whole class, elicit the answers for both companies.

#### Answers BMW MINI

- **a** Where are the BMW MINI headquarters? They are in Oxford, England.
- b Where are the company's international locations? They have factories in India, Malaysia and Thailand.
- who owns the company?
   The BMW Group owns the company.

- **d** When was the company founded? It was founded in 2001.
- **e** <u>How</u> many people does the company employ? It employs 4,000 people.
- **f** How many MINIs does the company produce a year? It produces 300,000 MINIs a year.
- g What happened in 1959? In 1959, the British Motor Corporation produced the first MINI.
- h What happened in 2001? In 2001, BMW launched then new MINI.

#### **British Petroleum (BP)**

- **a** Where are the BP headquarters? They are in London, England.
- **b** When was the company founded? It was founded in 1909.
- **c** How many people does the company employ? It employs 73,000 people.
- **d** What does the company produce? It produces oil and gas.
- **e** <u>How</u> much money does the company make a year? It makes 282 billion dollars a year.
- f What happened in 1954? In 1954, the name changed to British Petroleum from the Anglo-Iranian Oil Company.
- g What happened in 2010? In 2010, there was a big accident in the Gulf of Mexico.

## Writing skills

Get students to complete the activities on pages 144–145 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 75–76 of this book.

# 10 Problem-solving

# Vocabulary

Problem-solving

#### Grammar

- too and (not) enough with adjectives
- too and (not) enough with nouns
- Past simple with question words

# Language skills

- Listening: Listening to complete a diagram
- Reading & Speaking: Assessing problems and suggesting/discussing solutions
- Reading: Reading for main ideas
- Reading: Reading for general idea and specific information
- Speaking: Speculating about problems
- Reading & Speaking: Details from individual profiles
- Writing: Writing a short paragraph



## Critical thinking

• Risks and benefits

#### Life skills

• Finding the right balance

## Critical thinking

• Role models



Refer students to the photo. Firstly, discuss what the students can see. Ask: Would you like to be there? Accept any reasonable answer, but expect comments on the weather and the quality of the air. Ask: What problem does the photo show? (Air pollution). Ask: How do you know? Students should identify the power station. Ask for their ideas about what causes air pollution. Elicit pollution from traffic, from heating systems in houses and flats, from industry. Write these ideas on the board. They may also suggest geographical features such as some cities being in valleys where it is hard for pollutants to escape.

Ask: Who does it affect? (Studies show that air pollution causes 40,000 early deaths each year in the UK, and 200,000 in the USA.) Students look at the list of the causes of air pollution on the board, and, working in pairs, they discuss what solutions are possible. Get a number of pairs to share their ideas with the class.

# 10A Problems and solutions



Get students to discuss the three areas and their potential problems in simultaneous pairs.

Then elicit ideas from the whole class.

2 D10.1 Explain the situation and the task. Get students to look through the questions. Then play the recording once or twice and elicit the answers.

#### Answers

- a He has been offered a job, but it's in Manchester, two hours away by bus or an hour by train.
- **b** He discusses travel time and the cost.
- c His aims are to take the job but avoid spending money and time travelling.
- **d** His options are to refuse the job and look for another one or move to Manchester.
- e He phones the company and explains his problem to
- **f** She agrees that he can work from home two days a week and that he can come to work later than normal on the other days.
- g The solution is very successful. Sean is happy with it, and will take the job.

# Transcript > 10.1

1	David	So, how was the interview?	
---	-------	----------------------------	--

Sean Well, the interview was great. They

offered me the job.

David That's brilliant. Congratulations!

**Sean** Thanks. I really want this job. But there's a problem. The office is in Manchester.

David Oh, that's quite far, isn't it?

**David** OK, so how long does it take to travel to Manchester?

Sean Well, it's two hours by bus.

David What about the train?

Sean I'm just looking now. There. It's an hour

on the train.

David Well, that's a lot better.

**Sean** Yeah, but look: it's really expensive.

**3** David So, you want to take the job, but you don't want to spend a lot of money and

time travelling.

Sean Exactly.

David So, what are your options? You could

buy a car.

Sean Ha! I can't afford a car! Maybe I just say

no to the job. I can look for other jobs.

David Well, that's an option, but let's think. You could move house, move to Manchester I mean?

Sean Hmm. Yeah, maybe.

**David** Or talk to the boss. Tell her your situation and see what she says.

Sean Hmm ...

**5** Sean I don't want to move house. I like living here.

David Right ...

**Sean** And buying a car is too expensive ...

David So ...

**Sean** I'll talk to the boss, explain the problem

and see what she says.

(phone ringing)

Boss Hello?

Sean Hi, my name is Sean Nolan. I had an interview with you last week.

Boss Ah yes, Sean. Hi, how are you?

Sean Well, I've got a small problem, actually.

Boss Oh?

**Sean** I would really like to take the job, but it's quite far from my home and I thought ...

**David** So. Did you speak to her?

**Sean** Yes. She was really nice about it. She said I can work from home two days a week.

David Great.

**Sean** And on the other days I can come to

work later. David Brilliant.

**Sean** So the trains are a lot cheaper at that

time of day.

David Well, that's brilliant news.

**Sean** Thank you so much for all your help.

David No problem.

Do this with the whole class or in simultaneous pairs. (Play the recording again if students find this difficult.) Elicit the answers.

#### Answers

- 1 (Identify the problem)
- **2** Explore the problem
- **3** Set aims
- 4 Look at options
- **5** (Select an option)
- 6 Take action
- **7** Evaluate the solution



#### CRITICAL THINKING: Risks and benefits

Get students to complete the exercises on page 161 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 81 of this book.

Get students to read through Malik's situation. Get students to specify exactly what Malik's problem is: his friend's graduation celebration is on Friday evening, but he will be working.

Get students, in simultaneous pairs, to examine each of the options in relation to the risks and benefits. Explain shift if necessary.

With the whole class, get students to suggest solutions.

# FOCUS

#### Pronunciation

10.2 Take the students through the information in the Focus box and work on the pronunciation of the words. Play the recording and get students to repeat the words individually and as a class. Write some more examples on the board and elicit the correct pronunciation.

# Transcript 10.2

solution action situation celebration option

10.3 Play the recording once or twice and elicit the answers.

#### Answers

Malik chose option a.

It was not successful – his boss saw him in the street on his way back from the restaurant/party.

#### Transcript 10.3

Friend Hey, Malik. It was great to see you on Friday. Thanks for coming.

Malik Yeah, I had a good time. But everything went wrong at the end.

**Friend** Really? What happened?

Malik Well, I told my boss I was ill. I said I was in bed and I couldn't come to work.

Friend Yes, I know.

Malik But on the way back from your party I saw her in the street.

Friend Oh, no! What happened?

Malik She wasn't very happy. I have a meeting with her tomorrow.

6 Go through the situation with the whole class. Then get students to work on it in simultaneous pairs.

Walk around the class to monitor and assist where necessary.

With the whole class, work on any language difficulties they have related to problem-solving.

Then get representatives of particular pairs to say what their options were, what the related risks were, what the related benefits were and the solution that they chose.

7-8 🛭 Get students to work in small groups. Walk around the class to monitor and assist where necessary. Make sure students are incorporating language related to problem-solving that you have been working on.

Get representatives from different groups to talk about their problems and solutions.

# 10B What's wrong?



Get students to work quickly on this in simultaneous pairs and then elicit the answers from the whole class. Work on any difficulties.

#### **Answers**

- a They're not big enough.
- **b** She's not old enough.
- c It's not cheap enough.
- **d** It's not long enough.
- e It's not wide enough.
- **f** He's not strong enough.

# (FOCUS)

Grammar

## too and (not) enough with adjectives

Read through the information with the students. The main point with *enough* is that it comes after adjectives – some students will have a tendency to put it in front.

For extra practice, the students are invited to see Section B of the digital workbook.

Do this as a fast-paced whole-class activity.

#### **Answers**

- a too difficult
- **b** rich enough
- c too busy
- not clean enough
- loud enough

- **f** too far
- g not cold enough
- h not deep enough
- Explain *shortages* and ask students to read the text for themselves. (If time is short, get some students to read the text about the nurse, and others the text about the teacher.)

Work on any difficulties. Then get individual students to say what the problems are, e.g., *People are unhealthy because they don't get enough exercise, Classes are too big*, etc., and if there are similar problems in their own country/ies.



Grammar

#### too and (not) enough with nouns

Go through the information and the examples. Then get students to give other examples from the texts.

#### Possible additional examples

too many with countable nouns
There are too many children in each class.

too much with uncountable nouns

Do people eat too much junk food these days?

not enough with a noun, and

not + verb + enough + noun

There are not enough nurses.

Some parents do not spend enough time with their children.

For extra practice, the students are invited to see Section B of the digital workbook.

**5 10.4** Get students to suggest what goes in the gaps before they listen. Then play the recording so that they can check. Work on any difficulties.

#### Answers

- a aren't enough hotel
- **b** is too much café
- c are too many art gallery
- **d** too much library
- e didn't, enough shop
- f too many cinema

# Transcript > 10.4

- **a** A There aren't enough towels in our room. You only gave us one.
  - B I'm sorry. I'll bring you another one.
- **b** A There is too much milk in my tea. Can I have another cup, please?
  - **B** Certainly. How much milk would you like?
- **c** A There are too many people here. I can't see any of the paintings.
  - B Yes, there should be a limit on the number of people.
- **d** A I'm trying to read, but those people are making too much noise.
  - B Maybe you should say something.
- **e** A You didn't give me enough change. You only gave me two pounds.
  - B I'm sorry. Here's the other pound.
- A There were too many children in there.
  - B I know. I couldn't hear the film.
- **⑥** Get students to discuss the possible problems in simultaneous pairs and then report back to the class.



Writing

#### Commas

Take the students through the information in the box, explaining the correct use of commas and looking at the examples together.



#### LIFE SKILLS: Finding the right balance

Get students to complete the exercises on page 162 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 81 of this book.

# 10c Global challenges



Nobel Peace Prize winners

Discuss these issues with the whole class. Write the lists on the board and get students to add to them.

## Possible answers

Education	Environment	Economics
(not enough	(too many cars)	(not enough
books)	too much	jobs)
not enough	pollution	not enough
teachers	not enough	houses available
not enough	energy-saving	too many
schools	devices	different
too much	too much	opinions about
traditional	global warming	what to do
thinking		

- 2 Get students to look at the text and to name any prize winners that they know. If they want to know more, tell them to look online, and to report back in the next class.
- Ask students what they know about Malala Yousafzai. Then get students to read the text individually. Walk around the class to assist where necessary. With the whole class, elicit the answers.

#### Answers

- a In 2008, when she was 11 years old.
- **b** Because girls weren't allowed to go to school in her part of Pakistan.
- **c** She started a blog for the BBC.
- **d** She was on a bus.
- e They were sad and angry. There were offers of help from many different countries.
- **f** She believes that peace is only possible when girls get an education.
- 4 Get students to ask and answer the questions in simultaneous pairs. Then get different pairs to repeat their exchanges for the whole class.



Grammar

#### Past simple with question words

Go through the information and examples. Get the students to give examples of Wh- question words (Where, Who, What, When, Why) and How question phrases (How much, How many, How far, How long,

For extra practice, the students are invited to see Section C of the digital workbook.

With the whole class, get students to suggest words to complete the questions. Elicit the answers.

#### **Answers**

- a Who, her father
- **b** When, in 2009
- c Why, They thought it was dangerous.
- **d** How, 16 years old
- e What, education and peace
- **f** When, 12<sup>th</sup> July 2015

#### CRITICAL THINKING: Role models

Get students to complete the exercises on page 162 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 81 of

For extra support, encourage students to say who their role models are and to give their reasons.

## LANGUAGE REFERENCE

Get students to click on the link provided in the box to learn more about the relevant grammar topic from the unit.

**6–7** Allocate the texts to the pairs. Walk around the class to monitor and assist where necessary. Then get students to make guestions based on the words given.

Elicit the guestions, ensuring they use the correct structures.

#### Answers

#### Student A

- a Where did he study?
- **b** When did he become a lecturer in Economics?
- **c** Who did he visit in 1976?
- **d** What problem did the women have?
- **e** Why did banks refuse to give loans to the women?
- **f** How much did he lend to the women?
- **q** What did he do next?

- **h** What was different about the Grameen Bank?
- i How many people did the bank lend money to in 2011?
- **j** Why did he win the Nobel Peace Prize?

#### Student B

- a Where was she born?
- **b** How old was she when she moved to the USA?
- **c** What did she study?
- **d** What problem did she notice in Kenya?
- e What was her organization called?
- f Who did the GBM help?
- **g** How many trees did the GBM plant between 1977 and 2015?
- **h** What did she say about planting trees?
- i When did she win the Nobel Peace Prize?
- i When did she die?
- Get students to work on this in simultaneous pairs. They ask the questions in 7 to find out information about their partner's peace prize winner. Walk around the class to monitor and assist where necessary.
  - Work on any difficulties with the whole class. Get some students to repeat their questions and answers, incorporating any corrections and improvements that you made. Then, get students to say whose story is more interesting, giving their reasons.
- © Get students to work on this for homework and to report back to the whole class during the next lesson.

## Writing skills

Get students to complete the activities on pages 159–160 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on page 76 of this book.

# Writing skills

# Unit 1



Review punctuation. Write one or more sentences on the board with no punctuation and get students to help you edit and correct them. For example:

yesterday i met Sara from lebanon (Yesterday, I met Sara from Lebanon.)

i know you she shouted ("I know you!" she shouted.)

Tell students to look at the task and complete the rules with the correct phrases from the box.

When they have finished, read the correct sentences and get students to check their work.

#### Answers

- **a** (a capital letter)
- **b** a question mark
- **c** a full stop
- **d** an exclamation mark
- e a capital letter
- **f** a comma
- g speech marks
- **h** an apostrophe
- i a capital letter
- j an apostrophe



Get students to read the activity and rewrite the sentences with the correct punctuation.

Have them compare answers with a partner, then elicit answers as a class.

- a Don't shout at me!
- **b** This activity is fun, interesting and easy to learn.
- **c** What do you do in your free time?
- **d** Khalid said, 'I like my job. It's really interesting.'
- e Are you from Abu Dhabi?
- **f** My older brother's name is Ali.



Write the following prepositions on the board: *at, for, from, in, of, on.* Elicit sentences containing the prepositions. For example:

I am studying <u>at</u> university.

My tutor is from Egypt.

I get help from my friends.

Tell students to look at the task and complete the description with the prepositions.

Check work by reading the completed profile.

- **a** in
- **b** for
- **c** from
- **d** at
- e at
- **f** of



Explain the task and let students answer the questions individually. Remind them to write full sentences and punctuate them.

With the whole class, elicit the answers.

- a the Dubai Shopping Festival
- **b** in Dubai
- **c** in December and January
- **d** shopping, live performances, fireworks and other types of entertainment



Elicit the names of some festivals from students and write them on the board. Get them to tell you some facts about the festivals, such as where and when they take place, and what happens.

Tell the students to think of a festival in their country and write notes under each question. Remind them that notes don't need to be full sentences: they can write words, phrases, and use abbreviations and symbols.

When they have finished, elicit some answers from different students in the class.



Now, get students to use their notes to write a description of their chosen festival. Remind them to use the present tense because a festival is a regular event. They can look at 3 to help them with phrases, prepositions and how they order information.

While they are writing, walk around the class to monitor and assist where necessary.



Tell students to improve their descriptions by reading and editing their own writing. Elicit possible things they can edit. For example, students can check they have written in the third person, subject-verb agreement, capital letters, full stops, commas and apostrophe use.

When they have finished, get them to read their completed description to a partner.

# Unit 2



Get students to tell you everything they have learnt so far about paragraphs.

Tell them to read the sentences and mark them true (T) or false (F).

With the whole class, elicit the answers and correct the false sentences.

- **a** F [a paragraph is about one topic]
- **b** T
- **c** F [a paragraph can contain any number of sentences]
- d T
- F [a paragraph doesn't always contain a question at the end]
- f T



Ask students to complete the text with the words provided in the box.

Check their work by saying a letter (a–g) and getting students to say the word.

- **a** sentence
- **b** topic
- **c** paragraph
- **d** general
- **e** details

# 3

Ask students to read the words in the box. Explain that they are paragraph topics. Tell them to read the sentences and match them to the paragraph topics.

Have students compare answers with a partner, then elicit answers as a class.

- a job
- **b** person
- **c** object
- **d** place
- e event
- **f** experience
- **g** process

# 4

Explain the task. Get students to write a topic sentence for each topic.

Get some students to share their topic sentences with the whole class.

# 5

Read the sentences with the class. Explain that they all belong to a paragraph about free-time activities. Tell students to put them in order.

Have students compare answers with a partner, then elicit answers as a class.

- **a** I don't have lessons, but at school we have a club and I learn a lot there. 3
- **b** I like to take photographs of nature, and three of my photos are in the exhibition. 5
- **c** I'm not very good, but it's great fun, and I'm learning all the time. 2
- **d** It's really exciting, and I'm hoping it's a great success. 6
- **e** My favourite free-time activity is photography. (1)
- **f** We are holding an exhibition next week, and all the members of the club are showing their best photos. 4

# 6

Tell students to read the sentences in 5 again and decide whether they are the introduction, the body of the paragraph or the conclusion.

- **a** 1
- **b** 2, 3, 4, 5
- **c** 6



Elicit some free-time activities that the students enjoy doing. Write them on the board.

Get students to look at the task and write notes under each question. If necessary, model the task by writing notes about your own free-time activities on the board.

With the whole class, elicit the answers.

# 8

Tells students to use their notes from 7 to write a paragraph about what they do in their free-time.

While they are writing, move around the class, monitoring and supporting students.

Share the descriptions by getting students to read their completed profile to a partner. Ask some students to read their description to the whole class.



Explain the task and tell students to look back through the unit to remind them about how to write invitations. If necessary, model how to write a simple dialogue on the board inviting a friend to a social event. For example:

# Writing skills

You: Would you like to go to the cinema tonight?

Friend: I'd love to. When does it start?

You: At 6 o'clock.

Friend: That sounds good. Would you like to get something to eat first?

Me: That's a great idea. Where would you like to eat?

Get students to work on the task individually. Walk around to monitor and help where necessary.

When they have finished, organize students into pairs and get them to role play each other's conversations.

# Unit 3



Get students to tell you as many linking words as they can. Write them on the board and ask students to say sentences containing each preposition.

Explain the task and get students to complete the rules about linking words.

Elicit answers with the whole class.

- a but
- **b** and
- **c** or
- **d** because
- e so



Get students to complete the sentences with the linking words from 1.

Check work by saying a letter (a–i) and getting students to say the completed sentence.

- **a** and
- **b** because, but
- **c** so
- **d** or
- **e** because
- f but
- **g** or
- **h** so
- i and

# 3

Review the comparative forms. Elicit the rules for adjectives with one or more syllables, adjectives ending with -y and irregular adjectives.

Have students read the description of a gadget and complete it with comparative adjectives.

When they have finished, read the completed text and get students to check their work.

a (slimmer)

- **b** lighter
- c older
- **d** smaller
- **e** easier
- **f** sharper
- **g** longer
- h more expensive
- i better



Tell students to read the description in 3 again and answer the comprehension questions. Remind them to write complete sentences.

Walk around the class to monitor and assist where necessary.

Elicit answers from different students in the class.

- a It's a smartwatch.
- **b** R85
- **c** three
- **d** It is smaller than previous models. /The display is sharper./ Text is easier to read.
- e Nothing it is waterproof.
- f It is the same price as the previous model./It isn't expensive.



Remind the class that when we write, there is a process to follow.

Explain the task and get students to put the stages of writing into the correct order.

With the whole class, elicit the answers.

(1), 4, 5, 2, 3



Explain the task to the class. Read the names of the gadgets and check if students know what they are. Elicit some facts about each gadget.

Tell students to brainstorm the content of their description. They should look at the example in 3 to help them. For example, they could include who invented the gadget, when and where the gadget was invented, what the gadget did and how it developed into the gadget it is today.

Ask students to put the information they brainstormed into an order. This might be chronological or most important.

Get students to write their first draft, edit it and improve it by checking for linking words, capital letters and punctuation.

These descriptions could be shared with a partner or displayed in the classroom.



Get students to remind you what a webroomer is. Elicit any webroomers they know and write them on the board. This might include themselves, friends or family who research products online before going to buy them in a store.

Ask students to look at 8 on page 53 to help them. Invite them to notice features of the text, such as the present tense, the third person, linking words and the comparative forms of the adjectives.

While they are writing, move around the class monitoring and supporting students.

Share the case studies by getting students to read their completed profile to a partner or the whole class.





On the board, write the sentence:

There's a lovely, small, old, wooden table in the classroom.

Under the sentence, write the nouns: *material*, *opinion*, *age*, *size*. Get students to identify the adjectives and match them to the nouns (lovely: opinion, small: size, old: age, material: wooden).

Get students to match the sentences to the adjective orders.

With the whole class, elicit the answers.

- **1** b, e
- **2** a, f
- **3** d, g
- **4** c, h



Get students to look at the previous activity and elicit the order of adjectives. Write the order on the board: opinion, size, age, shape, colour, where it comes from, material, purpose.

Tell students to rewrite the sentences by adding the adjectives in the correct order.

With the whole class, elicit the answers.

- a It's a cheap, modern, metal chair.
- **b** There are three beautiful, small, Arabian coffee tables.
- **c** There's a large, square, wooden dining table.
- **d** We have a small, antique, red and brown cabinet.
- e There's a new, white, Japanese TV.



Get students to look at the photos. Say a sentence describing one of the photos and get them to identify the photo. For example:

There is a grey sofa. (c)

There are some beautiful, modern lights. (a)

There is a wide, comfortable, cream sofa. (b)

There is a small, wooden desk. (a)

Tell students to read the description and choose the correct photo.

b



Get students to look at the profile in 3 and focus on the underlined adjectives.

Ask them to match the underlined adjectives with the adjective orders.

- **1** b
- **2** a
- **3** C



Ask students to read the profile in 3 again and underline any words or phrases that explain what the writer does.

Get them to read the sentences and put them in the same order as the profile in 3.

Elicit answers from the class.

2, 5, (1), 3, 4



Explain that students are going to describe their favourite room. Get them to tell you their favourite room. Write the rooms on the board.

Tell students to brainstorm the content of their description. They should look at the example in 3 to help them. For example, they could include the name of the room, the size of the room, descriptions of the furniture in it.

Ask students to put the information they brainstormed into an order. This might be chronological or most important.

Get students to write their first draft, edit it and improve it by checking for linking words, capital letters and punctuation.

These descriptions could be shared with a partner or displayed in the classroom.



Get students to tell you items they might find in a bedroom. Write the items on the board. Point to each of the items and get students to describe and estimate the cost of each one.

Tell students that they are going to write an email asking for a quote for some pieces of furniture for their bedroom. Tell them to look at the example on page 63 to help them. Remind students to describe the items they buy and include the total of the prices of items they buy.

Share the profiles by getting students to read their completed descriptions to a partner.



Get students to read the sentences and complete the rules about parallel structures.

- a structure
- **b** grammar
- **c** clauses
- **d** tense



Tell students to read and tick the sentences with a correct parallel structure.

With the whole class, elicit the answers and correct the wrong sentences.

- a 🗸
- b 🗸
- c 

  X − Jabril visited his brother after he <u>started</u> his job in London.
- d X Hanan's father was offered a job in Dubai, so the family moved there.
- e 🗸
- **f** X After she graduated, Hiba <u>started</u> her job.

# 3

Write some present and past verb forms on the board. For example, *visited*, *am*, *walks*, *went*, *saw*, *help*, *ate*. Point to each word and get students to say, 'past' or 'present'.

Tell the class to look at the notes about Sami Malik. Ask questions to check their comprehension. For example:

What did he do in 2005? (started secondary school)

When did he win his first chess competition? (2006)

What happened in 1994? (He was born)

Get students to look at Sami Malik's profile and complete it with the correct verb forms.

When they have finished, read the profile, pausing so that students can add the missing verb forms.

- a (was)
- **b** started
- **c** started
- **d** was
- e gave
- **f** was
- g loved
- **h** won
- i was
- **j** finished
- k movedl finished
- **m** studied
- n graduated
- o got/started/began

# 4

Review time markers. For example, on the board, write the following words and phrases: *completed, after, went, now, today, next week, before, a year later.* Point to each time marker and get students to say, 'past', 'future' or 'present' (past, future, past, present, present, future, past, future).

Get students to read the profile again and underline the time markers.

(was) six years old, when, Before, After, Then, The following year



Explain the task to the class. Firstly, the students are going to brainstorm the content of the profile about their life. Then, they need to order the content. Tell them to write a draft and then edit it. They should pay particular attention to the verbs in parallel structures, time markers, capital letters and punctuation. Finally, tell students to rewrite their profile, including their corrections.

These profiles could be shared or displayed in the classroom.



Elicit some important events on the board. For example, an exam, a wedding, a birth, a death, a meeting with someone, or a journey.

Explain the task and tell students to look back through the unit to help them. If necessary, write a simple description of an important event in your life on the board. As you do this, demonstrate how to use headings, past tense verbs, present tense for facts and time markers.

Get students to work on the task individually. Walk around to monitor and help where necessary.

When they have finished, organize students into pairs and get them to share their profiles with a partner. Then, ask some confident students to read their profiles to the class.





Review the simple present and simple past tenses. Write some present tense verbs on the board and elicit the past tense forms. For example, *do* (did), *see* (saw), *listen* (listened), *am* (was), *go* (went), *are* (were), *isn't* (wasn't), *have* (had).

Get students to read the profile about Hamad. Then ask them to complete the dialogue with the irregular verbs in the box.

To check their work, role-play the part of the grandfather and get the class to role-play the part of Hamad. Read and take turns to say the completed dialogue.

- a was
- **b** Did
- c didn't
- **d** Were
- e weren't
- **f** Was
- **g** Was
- h was
- i Were
- j were



Ask students to read the Focus box. Explain that we use auxiliary verbs (*have, do, be*) to create questions and negatives.

Tell students to read the dialogue again and complete the rules.

With the whole class, elicit the answers.

- a was, were, did
- **b** after
- c did, was, were
- **d** didn't, wasn't, weren't



Get students to match the topics in the box with the questions about the past.

Check their work by saying a letter (a–f) and getting students to say the topic.

- a family life
- **b** buildings
- **c** work
- **d** transport
- **e** culture
- f leisure time



Tells students to read the description and write the topics from 3 that are included.

Elicit answers from the class.

buildings, transport, work, family life



Ask students to share major changes that have happened to their life.

Explain the task to the class. Firstly, students are going to brainstorm the content of their profile about their life. Then, they need to order the content. Tell them to write a draft and then edit it. They should pay particular attention to verb forms, time markers, capital letters and punctuation. Finally, tell students to rewrite their profile, including their corrections.

These profiles could be shared or displayed in the classroom.



Elicit some key features of a newspaper report, such as a headline, third person, facts and a photo and caption.

Get students to name some famous explorers. Write the names on the board. Point to the explorers and get students to say what they achieved.

Tell them that they are going to do some online research and write a newspaper article about a famous explorer.

Share the reports by displaying them, or by getting students to read their completed descriptions to a partner or the whole class.

# Unit 7



Write some adjectives and nouns on the board and get students to give you possible synonyms. For example, *cold* (chilly, freezing), *work* (effort, job), *bad* (naughty, mean), *target* (aim, goal).

Tell the class to read the profile and replace each underlined word with a synonym from the box.

Check their work by saying a letter (a–k) and getting students to say the word.

- a target
- **b** national team
- **c** talented
- **d** dedicate
- e succeed
- **f** ability
- **g** teamwork
- h dieti achieve
- j key/essential
- k essential/key



Get students to read the profile again and put the areas in order

With the whole class, elicit the answers.

Being mentally strong 4

Making mistakes 5

Setting targets 1

Staying healthy 3

Teamwork 2

# 3

Ask students to read the Focus box.

Check that they understand collocations by writing the following verbs and nouns phrases on the board:

fail, write, win, see, draw, open

a film, a door, an exam, a competition, a letter, a picture

Get students to match the verbs and noun phrases.

Next, get students to look at the task and match the verbs and noun phrases.

With the whole class, elicit the answers.

- a your goals
- **b** the best
- c to university
- **d** the exam
- e the top
- **f** healthy
- **g** a competition



Explain the task and get students to complete the sentences with the correct collocations from 3.

Check their work by saying a letter (a-g) and getting students to say the correct collocation.

- a be the best
- **b** go to university
- c achieve your goals/reach the top
- **d** pass the exam
- e win a competition
- f reach the top/achieve your goals
- **g** stay healthy



Ask students to think of a future goal. Get some students to share their aims with the class.

Explain the task to the class. Firstly, students are going to brainstorm the content of their profile about a future dream or achievement. Then, they need to order the content. Tell them to write a draft and then edit it. They should pay particular attention to synonyms, use of collocations, capital letters and punctuation. Finally, tell students to rewrite their profile, including their corrections.

These profiles could be shared or displayed in the classroom.



Elicit some sports heroes from the class and write them on the board. Point to each one and elicit some qualities, such as: improve fitness, train hard, learn from mistakes, regular practice, learn from failure.

Tell students that they are going to write a profile about a sports hero. They should include the qualities that make their sports hero succeed and include subordinating clauses by using the linking word *because*.

Share the profiles by displaying them, or by getting students to read their completed profiles to a partner or the whole class.

# Unit 8



Get students to read the sentences and underline the linking word in each one.

Tell them to look at the sentences and complete each rule with a linking word from the box.

- a in addition
- **b** so/therefore, therefore/so, therefore
- c however
- **d** and



Now tell students to complete the sentences with linking words from 1.

Check their work by saying a letter (a–e) and getting students to read the completed sentence.

- a In addition
- **b** Therefore
- c and
- **d** so
- e However



Get students to tell you what collocations are (verbs and noun phrases that go together).

Ask them to match the verbs and noun phrases.

- a a hotel
- **b** a plane ticket
- **c** online
- **d** a car
- **e** currency
- f a suitcase
- g an itinerary
- **h** a travel guide



Read the text with the class. Then, ask students to complete the holiday plan with the collocations from 3.

With the whole class, elicit the answers.

- a buy a plane ticket
- **b** check in online
- c book a hotel
- **d** hire a car
- e read a travel guide
- **f** make an itinerary
- g pack a (my) suitcase



Elicit some possible holiday destinations from the class and write them on the board. Point to some of them and get students to tell you about how they would plan for a holiday there. For example, what the weather would be like, how they would get there and what they would take. Encourage students to use *going to* for future plans.

Get students to brainstorm the content of their holiday plan. Then, they need to order the content. For example, they might order it according to importance or time. Next, tell students to write a draft and then edit and improve it. They should pay particular attention to linking words, *going to* for future plans, capital letters and punctuation.

These holiday paragraphs could be shared with a partner or displayed in the classroom.



Get students to tell you what sports facilities they have/had at school and how they could be improved. As they talk, write useful vocabulary on the board.

Tell students that they are going to write a short article about how schools in the area could improve their facilities. They should do some research and include pictures in their article.

Share the articles by displaying them, or by getting students to read their completed articles to a partner or the whole class.





Get the students to tell you the rules for using the correct punctuation in sentences, including capital letters.

Explain the task and get them to complete the punctuation rules with the words from the box.

With the whole class, elicit the answers.

- a a capital letter
- **b** an apostrophe
- c a capital letter
- **d** a comma
- e a full stop
- f a capital letter



Write the following sentence on the board and get the class to help you rewrite it with correct punctuation and capital letters:

she's studying medicine at qatar university (She's studying medicine at Qatar University.)

Get students to look at the task, read the sentences and rewrite them with capital letters and correct punctuation.

Walk around the class to monitor and assist where necessary.

Ask students to write the corrected sentences on the board, so that the class can check their work.

- a However, at the moment I have a part-time job in a café.
- **b** I don't enjoy my job, but I need the money.
- c I speak Arabic, French and English.
- **d** I'm studying Chemistry at a university in Cairo.
- e I'm a student.
- f My name's Omar.
- **g** This week, I'm working every evening, so I'm earning a lot of money.
- **h** When I graduate, I want to work as a scientist.



Tell students to look again at the sentences in 2. Ask them to say which sentence would come first in a profile (*My name's Omar*.), and which might be next (I'm a student.) and so on ...

Tell students to put the sentences from 2 in order and write a profile.

f, e, d, c, h, a, b, g

My name's Omar. I'm a student. I'm studying Chemistry at a university in Cairo. I speak Arabic, French and English. When I graduate, I want to work as a scientist. However, at the moment I have a part-time job in a café. I don't enjoy my job, but I need the money. This week, I'm working every evening, so I'm earning a lot of money.



On the board, write two sentences: one in the simple present and one in the present continuous. For example:

I'm playing football.

I play football every afternoon.

Review when we use the simple present tense (facts and habits and routines) and the present continuous tense (activities we are in the process of doing while speaking).

Tell students to complete the profile with the correct form of the verbs in brackets.

Check their work by reading the completed profile.

- a 'm studying
- **b** want
- c 'm currently working
- **d** learn
- e don't have
- f work
- g get
- h 'm attending
- i 'm also working
- **j** think
- **k** 'm learning



Ask students to read their writing tasks from previous units again and think about how they might improve them. Elicit personal responses from different students.

6

Tell students that they are going to write a profile about their current studies and the work they want to do in the future.

Get them to brainstorm ideas. They could include what they are studying, where they are studying, what they do daily, what they want to be in the future and why. Tell students to look at the example in 4 to help them.

Next, ask students to choose and order the content of their profile. Finally, get them to write a draft and then edit and improve it. They should pay particular attention to capital letters, punctuation and verb forms.

These profiles could be shared with a partner or displayed in the classroom.

7

Tell students that they are going to write a paragraph about a temporary job they would like to apply for. They should include the reasons why they are applying for the job.

Share the articles by displaying them, or by getting students to read their completed articles to a partner or the whole class

When they have finished, remind students to edit and improve their paragraphs.

# Unit 10

1

Review discourse markers. They are words and phrases that link communication. For example, they can organize what we say, reinforce an opinion, change the direction of a conversation or express attitude. Elicit some examples.

Explain the task and tell students to underline the correct discourse markers in the sentences (a–e).

With the whole class, elicit the answers.

- a Frequently
- **b** However
- c In fact
- **d** Unfortunately
- **e** Eventually

2

Get students to read and complete the explanation about discourse markers.

Elicit answers from the class.

- a flow
- **b** linking words
- **c** however
- **d** adverbs
- e start

3

Ask students to look at task 3 and complete the paragraph with the discourse markers from the box.

Check their work by saying a letter (a–e) and getting students to say the discourse marker.

a Frequently

- **b** However
- **c** In fact
- **d** Unfortunately
- e Eventually



Tell students to read the completed paragraph in 3 again and put the parts in order.

Conclusion 5

Reason for choice 3

Introduction to the topic 1

Details of what the person did 4

Choice of person 2



Get students to name some influential figures and write the names on the board. Point to some of the names and get the class to tell you some facts about the person.

Tell students that they are going to write a paragraph about an influential figure. Firstly, get them to brainstorm the content of their paragraph. They can look at 3 to help them. Then, get students to order the content. They can refer to 4 to help them. Next, ask students to write a draft and then edit and improve it. They should pay particular attention to discourse markers, paragraph organization, capital letters and punctuation.

These paragraphs could be shared with a partner or displayed in the classroom.



Tell students that they are going to imagine they are a teacher and write a short paragraph about the most common problems teachers face these days. Elicit some problems from the class. They should include discourse markers in their paragraph.

Share the paragraphs by displaying them, or by getting students to read their completed paragraph to a partner or the whole class.

# C21 skills



# A STUDY SKILLS: WORD FAMILIES

Take students through the information, reminding them that *adviser* can also be written *advisor*, but that it's unusual for there to be two possible endings like this. Then get them to do the exercises as fast-paced whole-class activities.

#### **Answers**

- 1 a quality
  - **b** activity
  - **c** person
  - **d** thing
- 2 a actor
  - **b** teacher
  - **c** lawyer
  - **d** editor
  - e fisherman
  - f hairdresser
  - g photographer
  - h sailor
  - i writer

Endings: -or, -er, -man

# B LIFE SKILLS: FINDING OUT ABOUT A CAREER

Introduce the task and get students to do it in simultaneous pairs with the usual whole-class discussion follow-up.

# C STUDY SKILLS: READING EFFECTIVELY

Remind students about different reading techniques. Get them to read the texts individually and then elicit and discuss the answers.

#### **Answers**

- a close reading
- **b** skimming
- **c** scanning

## **PLANNING AHEAD**

### **Progress**

Teach or revise the meaning of reflect (= think about). Get students to look through the unit and make their lists individually. Give them plenty of time. When they are ready, get them to compare their list with their partner's and discuss some of them with the whole class.

## My learning plan for next week

- Get students to make their plans and compare with their partner's. (Point out that it may not be possible to have exact timings for some things.)
- Don't forget to come back to the action points next week to see if students have kept their good resolutions. (No need to teach this word at this level!)

#### Communication in class

1-3 Get students to score and talk about themselves.
Tell them you will be following their class
communication skills during the course. Treat this
tactfully. Get them to write three ideas about how
they can be more active. Then get them to discuss
their ideas with the whole class

# Unit 2

# A CREATIVITY: CREATIVE THINKING

Do this in simultaneous pairs or with the whole class, getting students to give their preferences, as well as their own ideas.

# COMMUNICATION: DECLINING INVITATIONS

1 Remind students that *declining an invitation* is a nicer way of saying *refusing an invitation* and get them to discuss the options here.

## Possible answers

(For the end-of-semester meal, students might say that answers depend on how many students are involved, how friendly the class members are, etc.)

Message	Appropriate response for:		
	End-of- semester meal	Wedding	Neither
'Sorry, I can't. I've arranged to see other friends that night.'	V		
No message needed. You just don't go.			~
'It's a pity. I'm visiting my friend in London that day.'	V		
'I'm really sorry, but unfortunately I play tennis on Saturdays and I don't want to miss it.'			V
'Thank you for your invitation. Unfortunately, I will be in France for the first two weeks of June, so I will not be able to come. But I hope it is a fantastic occasion and I wish you all the best.'		V	
'I'd love to come, but I want to get my hair cut that day.'			~

Discuss with the whole class, asking students about what is appropriate in their own cultures. (Don't be surprised if attitudes to weddings vary widely.)



# A STUDY SKILLS: LEARNING WORDS IN PAIRS

1 Talk students through the information and do the exercise in simultaneous pairs or as a whole class.

### Possible answers

- a buildings, consumer products
- **b** rooms

- **c** streets, cities
- **d** products such as mobile phones
- e products, services, houses
- f weather
- Do the exercise in simultaneous pairs or with the whole class. Point out that the words should be connected with the particular topic, and should not just be opposites.

## Possible answers

- a short/tiring (journey)
- **b** easy/tiring
- c exciting/tense
- **d** boring/useful

# **B CREATIVITY: MULTI-USE DEVICES**

**1-2** Get students to complete the questions for themselves. Put students in groups to discuss their answers.

# C STUDY SKILLS: CLOSE READING

Get students to do the task individually and then discuss with the whole class.

# WRITING SKILLS: DESCRIBING A BAR CHART

# 

- a = label on y-axis
- **b** b = label on x-axis
- c c = graph title
- **d** d = the x-axis (horizontal)
- **e** e = the y-axis (vertical)

# 2

- 1 This graph shows the number of phones sold in four years.
- 2 This was more phones than in any other year.
- **3** 2022 was a very bad year for phone sales.

# 3

This graph shows the number of phones sold in four years. The graph shows time from 2020 to 2023.

In 2020, 350 phones were sold. This was more phones than in any other year. Only 200 phones were sold in 2023. Fewer than 100 were sold in 2021 and 2022.

2022 was a very bad year. The COVID-19 pandemic stopped people going into shops. In 2023 sales increased again.

# A CRITICAL THINKING: CRITERIA

Teach/remind students that *criteria* is the plural of *criterion*. Explain the task in detail as it's quite complex.

Do in simultaneous pairs followed by eliciting the answers and a whole-class discussion.

#### Answers

 a storage space and quality of graphics card, followed by cost

- **b** Amity 454 storage space; Driver FP-10 quality of graphics card
- c Steve chose the Driver FP-10 laptop. The main reasons were because of the quality of the graphics card, software included, storage space, reviews by others and wireless connections.
- Work on the importance of the criteria, and possible additions: acceleration, comfort, ease of driving, impact on the environment, etc.

Get students to score their criteria in simultaneous pairs and then have a whole-class discussion.

# B CREATIVITY: QUALITATIVE AND OUANTITATIVE RESEARCH

Remind students about the two types of research and get them to answer the questions.

### **Answers**

- a qualitative research
- **b** quantitative research
- 2 Elicit and discuss suggestions.

# Possible answers

Qualitative: What do you think of the range of

products available? What do you think of the friendliness/helpfulness of the staff?

Quantitative: How far is the supermarket from your

house? How much do you spend on average there on each visit/every week?

Get students to answer the questions in 1 and 2 in relation to their own supermarket experiences in simultaneous pairs and then discuss with the whole class.

# Unit 5

# A LIFE SKILLS: GROUP AND INDIVIDUALISTIC CULTURES

Get students to classify and then discuss these issues in light of the introductory information. Treat this tactfully.

#### **Answers**

**a** group

c group

**b** individualistic

**d** individualistic

# **B CREATIVITY: USING TIMELINES**

Remind students about the usefulness of timelines and do the exercise.

#### **Answers**

**a** four

**c** nine

**b** every

**d** on Saturday

# C COLLABORATION: PLANNING A TEAM TASK

1 Do this in simultaneous pairs and then discuss with the whole class.

#### Possible answers

#### Roles

(Project manager)

Food organizer

Drinks organizer

Music/entertainment organizer

#### Stages

- **1** (Complete the outline)
- 2 (Assign roles)
- **3** Book venue (where the party will be held)
- 4 Order food and drink
- **5** Rent a sound system

### Aims

(Provide food, drink and entertainment for 30 people)

(Type of food) Mexican
 (Type of drink) Juice
 (Type of entertainment) Salsa music

#### PLANNING AHEAD

Repeat the procedure outlined on page 77.

# A COMMUNICATION: GIVING YOURSELF TIME TO THINK

Get students to do this in simultaneous pairs and then check the answers with the whole class. Work on stress and intonation of the phrases.

#### **Answers**

### 'Time to think' phrases

Well, let's see.

Just a moment.

Let me think.

Could you say that again?

Mmm. That's a good question.

# 'Not sure' phrases

I'm not sure, but ...

I believe ...

Possibly ...

To my knowledge ...

I think ...

Do you mean ...?

Perhaps ...

Get students to do the exercise in simultaneous pairs, ensuring they use the expressions correctly. Then get some pairs to repeat their exchanges for the whole class.

# B LIFE SKILLS: PREPARING FOR A CONVERSATION

Get students to complete the table individually and then discuss with the whole class. If students are from more than one country, compare what they consider are 'suitable' topics for conversation.

# Unit 7

# A CREATIVITY: ORGANIZING INFORMATION

Get students to put the stages in order individually and then have a whole-class discussion. Get students to write a short text using *next*, *then*, *after that*, *following that*, *finally*, etc. No answers are given as the order may vary from student to student.

② Get students to choose a topic and think of the different stages. Walk around the class to monitor and assist as students write a short text.

# **B LIFE SKILLS: IMPROVING PERFORMANCE**

- 1 Explain *champion* if necessary. Get students to talk about the two photos. Treat this tactfully.
- Read through the information with students. Work on any difficulties. Then get students to interview each other in simultaneous pairs and then discuss with the whole class.
- 3 Don't forget to revisit this point next week.

# C CRITICAL THINKING: MAKING ETHICAL DECISIONS

1-2 Get students to score the situations individually and then compare answers with a classmate. Then discuss the issues with the whole class.

# PLANNING AHEAD

Repeat the procedure outlined on page 77.

# Unit 8

# A LIFE SKILLS: THE CULTURE OF TIME

**1-2** Get students to complete 1 individually. Then discuss the situations in simultaneous pairs and then with the whole class. Treat this tactfully.

# **B COLLABORATION: ASSIGNING TASKS**

- With the whole class, get students to read the text and to discuss Martin's approach. Some might think that it is too *directive* and that he should *consult* people more before assigning the tasks teach these words.
- Get students to talk about who will actually run the project. Perhaps Martin needs to appoint a project manager who decides deadlines, etc.
- Students will already have talked about this in 1, but get them to develop their ideas further.

# A CREATIVITY: ORGANIZATIONAL CHARTS

- Get students to look at the chart and elicit the idea that an organizational chart is a clear way of showing *hierarchy* who reports to whom, who is responsible for what, etc.
- Do this as a fast-paced whole-class activity.

#### **Answers**

- a Catherine Ledger
- **b** two
- c Robin Allwright
- d Martin Greenhill
- e two
- Get students to do this in simultaneous pairs and then get representatives from two or three pairs to present their charts on the board and to explain them.

# **B STUDY SKILLS: WORD RELATIONSHIPS**

Do this as a fast-paced whole-class activity.

#### **Answers**

- **a**, **b**, **c** These are pairs of synonyms.
- **d** The second expression is a definition of the first phrase 'fill in'.
- **e** The second expression is a definition of the first phrase 'power button'.
- **f** Both words are pronounced the same, but have different spellings and meanings.
- Discuss this with students, getting them to show you their notebooks (or electronic equivalents).

# C CREATIVITY: DOING RESEARCH

Discuss these internet searches with students. Get them to do the searches for homework and to report back in the next class on what each search brought up.

# Unit 10

# A CRITICAL THINKING: RISKS AND BENEFITS

Go through the introductory text with students.

Students should say which part of the matrix is the one to aim for (Big benefit, Low risk) and which is the one to avoid (High risk, Small benefit).

#### **Answers**

- a High risk, Small benefit box
- **b** Low risk, Big benefit box
- Get students to discuss these in simultaneous pairs and then with the whole class.

#### Possible answers

- **a** It depends on the work, but it could go in the Low risk, Big benefit box.
- **b** You'll do better in the exam, but you might miss an important call.
- c If you take no other exercise, there may be health risks, as opposed to health benefits if you walk or cycle. However, there is also the risk of the bus getting stuck in traffic and being late for lectures.

# B LIFE SKILLS: FINDING THE RIGHT BALANCE

**1–2** Get students to do the exercise individually and then calculate their scores. Discuss scores with the whole class. Ask students if the advice in B is useful or not.

# C CRITICAL THINKING: ROLE MODELS

- Ask students if they know Malala Yousafzai human rights activist and youngest Nobel Prize winner.
  For homework, get students to find out more about her and to report back in the next class.
- Get students to work on this in simultaneous pairs and then discuss with the whole class. No answers are given as the range of possibilities is large. Don't forget to discuss the question of whether role models need to be perfect probably not.
- Get students to talk about this in simultaneous pairs and then discuss with the whole class.

# **PLANNING AHEAD**

Repeat the procedure outlined on page 77.

# Progress test answers

# Units 1 & 2

Verb	Person	Activity
dance	dancer	(dancing)
build	(builder)	building
paint	painter	(painting)
(act)	actor or actress	acting
(play)	player	playing

# 2

- a 1st January
- **b** the twelfth of March
- c the fifteenth of April
- **d** 6<sup>th</sup> May
- e 8<sup>th</sup> August
- **f** 24<sup>th</sup> November

- c in
- on
- e on
- f from, to

# 4

- a Does, doesn't, works
- **b** Do, do
- c Does, do, have
- **d** does, studies (works)
- e do, study

- a a horse festival
- **b** every August
- **c** in tents
- **d** horse-riding competitions
- e the Kham people from Tibet and a lot of tourists

# 6

- **a** idea
- **b** about
- c could
- d don't

- a is meeting
- **b** is coming
- c is flying
- d isn't coming
- e is moving
- f are having
- g are going

# 8

- a Would, love, come
- **b** go, love

# Units 3 & 4

- **a** cheap
- **b** light
- c small
- **d** difficult
- e short
- f narrow

# 2

Students' own answers.

# 3

- a little
- **b** few
- **c** fewer
- **d** less

- a the most comfortable
- **b** the cheapest
- c the cosiest

- **d** the most modern
- e the most robust
- **f** the best
- g the simplest
- **h** the most suitable
- i the most traditional

# **(5)**

- a help
- **b** need
- **c** better
- **d** try
- e bigger
- **f** only
- g take/buy
- **h** would

# Units 5 & 6

# 1

100% to 0%: everyone, nearly all, most, a lot of, some, a few, not many, no one

# 2

- a have a baby
- **b** get married
- **c** leave university
- **d** retire from work
- e get a driving licence

## **3**

- a left
- **b** spent
- **c** went
- **d** had
- **e** enjoyed
- **f** graduated
- **g** started
- **h** decided
- i met
- **j** got

# 4

- a Florence, Italy
- **b** Architecture
- **c** 1962
- **d** Ruth Elias
- e European Court of Human Rights, Strasbourg, France

**f** three

# 5

Students' own answers.

# **6**

- a Did
- **b** Was
- c Did
- **d** Did
- e Were

# 7

- a the talking
- **b** interesting
- **c** smile
- **d** is talking
- e frequently
- **f** questions

# Units 7 & 8

# 1

- a an exam
- **b** first
- **c** a race
- **d** a good score
- e good at something
- f playing piano

# 2

- a session
- **b** monitors
- **c** feedback
- **d** improve
- **e** targets
- f records

#### 3

- a must
- **b** can
- c should
- d can, should
- e must
- f should

# Progress test answers

# 4

- a an American professional cyclist
- **b** took drugs to improve his performance
- he lost his titles, can't take part in professional cycling competitions, lost a lot of money
- **d** he says he was unlucky

# 5

- a What are you going to do tomorrow?
- **b** Where are you going (to go) on holiday?
- **c** Who is going to give the presentation?
- **d** When are they going to come back?

# 6

- a Could you make some coffee for the break?
- **b** Shall I prepare a PowerPoint presentation?
- **c** Would you like me to make some copies?
- **d** Could you help John get some chairs?
- **e** Shall I close the door before we start?

# Units 9 & 10

# $\boxed{1}$

- a take action 6
- **b** evaluate the solution 7
- c identify the problem 1
- **d** set aims 3
- e explore the problem 2
- f select an option 5
- g look at options 4

# 2

- a Mike Taylor
- **b** CEO
- c Cassie Knight
- **d** Finance Manager
- e Derek Reeve
- f Services Manager
- g Georgina Newson
- h Sales and Marketing Manager
- i Paul Walsh
- i Assistant
- k Ian Porter
- l Jeff Barnes

### **3**

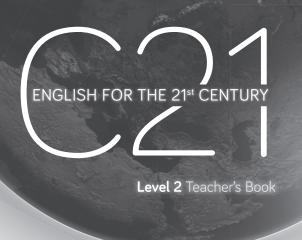
- a (work)
- **b** is talking
- c am studying
- d studies, is reading
- e am working
- **f** takes

# 4

- a (too late)
- **b** too heavy
- **c** big enough
- **d** too loud
- e too expensive
- f warm/hot enough
- **g** too far

# (5)

- a (Where did you go?)
- **b** Where did you stay?
- **c** Why did you go to Bermuda?
- **d** How long did you stay for?
- e How much did it cost (each)?



*C21* is a five-level skill- and task-based course designed to prepare the 21<sup>st</sup> century learner to use English effectively in social, educational and professional contexts. *C21* is a unique research-based programme that has been developed in line with the latest educational trends and strategies. These include:

- a strong focus on independent learning, while at the same time actively highlighting the central role of collaborative learning
- essential 21<sup>st</sup> century skills highlighted in the 21<sup>st</sup> century framework, including those related to communication, study skills and life skills
- the key language skills that learners need to engage socially, academically and professionally with their surroundings.

Language skills: Vocabulary

Grammar

Four skills - listening, speaking,

reading and writing

21st century skills: Life and Career

Learning and Innovation

Information, Media and Technology

### Key features:

*C21* follows an integrated approach to introducing and providing learning opportunities that emphasize 21<sup>st</sup> century skills together with communication skills; a combination that is now recognized as vital for success in the 21<sup>st</sup> century.

- skill- and task-based course
- > targeted specifically at college and university students
- contexts and content that cater for global citizens of the 21st century
- low-level entry point
- coverage of all essential vocabulary and competencies for pre-sessional students
- ideal for students wishing to improve their performance in international benchmark and skill-based examinations, such as IELTS
- writing skills in every unit guide students on writing academic genres
- ongoing assessment and progress tests
- fully interactive course book and digital workbook

# Course components:

Interactive Course Book and Slideshows

Digital Workbook

Teacher's eBook

Progress tests

Ongoing assessment tests

Academic Skills material

Extra Vocabulary and Grammar material

Interactive flashcards for each unit

For C21 resources: www.garneteducation.com/aou/student-resources/





