

## ENGLISH FOR THE 21st CENTURY

Level 3
Teacher's Book

Bill Mascull

Reviewed by a team chaired by:

Prof. Aziz Thabit Saeed

Mr. Kaldun Said

21st CENTURY SKILLS

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Level 3 Teacher's Book

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## Introduction

## The course

C21 English for the 21<sup>st</sup> 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 21<sup>st</sup> 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

Each 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:



Vocabular



Grammar



Reading



Listening



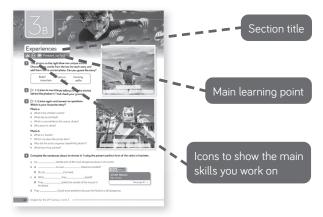
Speaking

## 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
- Language 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 point, 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.

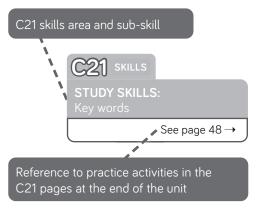
## **Pronunciation**

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., communication, study skills) and their importance in preparing students for life and study in the 21<sup>st</sup> century (e.g., critical thinking, creativity, life skills and collaboration).





Practice activities from the C21 skills pages for the unit

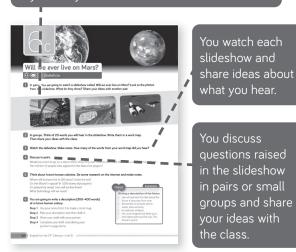
## **Slideshows**

Section C of Units 2, 4, 6, 8 and 10 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.



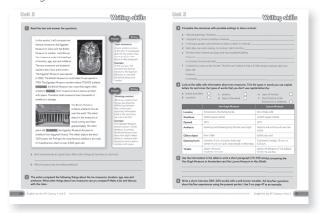
Teachers and students can pause and play back the commentary at any point. Subtitles can also be switched on and off to help students with parts of the slideshow they find tricky to understand.

- 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-spread page 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; one of the underpinning C21 skills.

## Planning ahead activities

Units 1, 3, 5, 6, 9 & 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

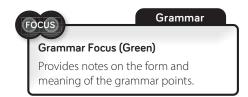
Units 2, 4, 6, 8 & 10

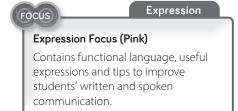
The tests cover the main areas the class has studied in the previous two units. They can be done in class or as homework after the units have been completed. The results should give teachers and students a good idea of progress and indicate areas where they may need to do further study.

## 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.





## FOCUS Pronunciation Focus (Yellow) 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 Writing Focus (Blue) Provides information about English writing conventions and structures to help students improve their mechanics

## LANGUAGE REFERENCE

in written texts and assignments.

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.

- 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.

# Communication

## Vocabulary

- Types of communication
- Describing body language

## Grammar

- Using talk, say, tell and speak
- Past simple
- Past simple questions

## Language skills

- Speaking: Discussing communication and body language
- Reading: Interpreting pictures
- Reading: Reading to match information
- Listening: Listening to understand body language
- Listening: Listening to match people and opinions
- Listening: Listening to complete sentences
- Listening & Speaking: Expressing opinions and reacting
- Writing: Learning about the three parts of a paragraph



## Communication

- Body language
- Choosing the best way to communicate
- Discussions

As this is the first unit of this level of the course, make sure your explanations and instructions are very clear. The first few lessons will help students to see and understand some of the features of the course.



With the whole class, get students to look at and comment on the photo in relation to the Talking point question. Bear in mind that most young students will only know indirectly a world of handwritten letters, snail mail (teach this phrase), queues at the post office to buy stamps, phone boxes, telephone operators, telegrams, etc.

## 1A First impressions





With the whole class, get students to look through the photos and match them to the phrases. (Explain, if necessary, that you can say send/get an SMS, but send/ get a text is used more frequently.) Discuss any other types of communication the class comes up with.

### Answers

- a send/get a text
- **b** make/get a phone call
- c talk face to face
- **d** send/get a letter
- e send/get an email



To give students the idea about the pairwork, form a 'pair' with one student. Ask them to say how often they use each type of communication and get them to give an advantage and a disadvantage for each type of communication in 1, giving reasons.

Get the whole class to work in simultaneous pairs, ensuring they are covering both parts of the exercise. 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. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

Get particular pairs to give their ideas and discuss them with the whole class

## Possible answers Advantages

(Emails are free and very quick.)

Phone calls: You can get immediate answers to questions.

Letters, especially handwritten ones, give a personal touch.

Texts are good for giving key information.

Talking face to face is good because you can see the other person's gestures and body language, etc.

## Disadvantages

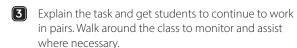
(You need a computer.) (Students may point out that you only need a smartphone.)

Phone calls disturb people at inconvenient times.

Letters can take a long time to arrive and can get lost in the post.

Texts can seem impersonal.

Talking face to face can be difficult to arrange.



With the whole class, praise good points that you heard and work on any difficulties.

Elicit the answer from particular pairs. The people in photo d are shaking hands for example.

## **Answers**

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



## COMMUNICATION: Body language

Draw students' attention to the C21 skills reference, and introduce the idea of C21 skills. (Look at the Introduction of these teacher's notes for more on these.) As this is the first time students will meet the C21 skills references in this level, spend a little time explaining what C21 skills are, using language appropriate for the students' level, but don't give a long lecture. Students will learn more about what the skills involve as they proceed through the book.

Get students to complete the exercises on page 24 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, explain body language: where we look, how close we stand to another person, and what we do with our hands, are all examples of body language. Explain that sending positive messages with your body language and understanding other people's body language are important communication skills.

4-5 Explain the tasks and get students to work in groups of three or four. In a multinational class, get students from different cultures to work with each other so as to bring out contrasting attitudes.

Walk around the class to monitor and assist where necessary, for example, with the vocabulary of bowing, hugging, kissing on the cheek, embracing, etc.

With the whole class, get particular pairs to say what they came up with. Treat any differences of opinion tactfully.

6 1.1 Get students to focus on the question and then play the recording. Then play it again and stop after each speaker, getting students to say if they feel similar to the speaker, giving reasons and developing points. For example, in relation to Speaker c, get students to say what 'talking about money' might mean in this context. For example, is this more likely to be about the cost of living in a particular city, or the speaker's salary? – the former, probably.

## Transcript > 1.1

- a The first thing I do when I meet someone is say 'It's very nice to meet you'. Then I usually talk about my job and I ask questions about their job. I think it shows you are interested if you ask a lot of questions. I don't tell jokes or funny stories. I only do that with close friends. And I don't make a lot of eye contact. I'm quite shy so I look at my hands or at the floor a lot of the time.
- b When I meet someone for the first time, I tell them my name and I always shake their hand. I think that's the polite thing to do. I often feel nervous when I meet new people so I sometimes play with my hair. I wish I didn't do that. What do I usually talk about? The weather and jobs. But I don't talk about money. That's just rude!
- c I speak four languages English, French, Arabic and Chinese. So when I meet someone I say 'Hello' or 'Bonjour' or 'Merhaba' or 'Ni hao'. And I sometimes kiss the person, or I shake hands, or sometimes I bow. It depends on what country the person is from, of course. And conversation? Well, I generally meet people through my job so we talk about money.
- **d** I think the most important thing to do when you meet someone is to be friendly. So I always smile and I tell a joke or a funny story. I never talk about boring things like the weather. Why does anyone want to talk about that? I like interesting conversations about politics and things like that.

the whole class. Discuss students' views about situations where humour is appropriate (teach 'humour') and inappropriate.

## Possible answers

Speaker	Body language		
а	(doesn't make a lot of eye contact), looks at his hands or the floor a lot of the time		
ь	shakes hands, plays with her hair		
С	kiss the person, shake hands or bow – it depends on which country the person is from		
d	smiles		



<u>Gr</u>ammar

## Using talk, say, tell and speak

Go through the information and work on any difficulties.

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

8 Explain the task and do the exercise with the whole class, working on any difficulties. When eliciting the answers, get students to say why they are correct, in relation to the information in the Focus box.

## **Answers**

- a (say)
- **b** talk
- **c** tell
- **d** talks
- **e** speak
- **f** tells
- g tell
- **h** say
- Get students to discuss the sentences in pairs and then have a general discussion with the whole class. Keep this light-hearted.
- Again, get students to discuss the questions in pairs. Walk around the class to monitor and assist where necessary, especially with the vocabulary of body language.

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.

Get particular pairs to say what body language they discussed for each emotion, and which emotions are OK to show. Develop this into a whole-class discussion.

Get students to introduce themselves to other students. Allow 2–3 minutes for this task so that students go beyond initial greetings and start to talk about subjects. Then get students to quickly make notes about the body language they used and the subjects they discussed. Get feedback from individual students and develop this into a whole-class discussion.

## FOCUS)

## Pronunciation

▶ 1.2 Play the recording and get students to repeat the words all together and individually, making sure they practise the correct pronunciation.

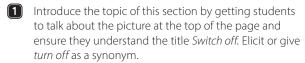
## Transcript 1.2

annoyed danced played bored jumped talked called surprised

## B Switch off



## 👪 🖴 🕡 Past simple



With the whole class, introduce the subject of the discussion by asking two or three students about their media habits. Explain that media is the plural of medium.

Then, in simultaneous pairs, get students to look at the list of media. Ask if they access old media, like TV and radio, through new devices, like tablets.

Students talk about the media that they use and how often. 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.

Get two or three pairs to summarize their discussions for the whole class, incorporating any improvements that you made.

- Read the article aloud for the whole class. Get individual students to say why they think participants enjoyed the experiment or not. Work through 3 before you go through the C21 skills page.
- $\bigcirc$  1.3 Explain the task and play the recording, explaining any difficulties. (The language should be quite easy for students at this level.)

Then play the recording again, stopping after each speaker and getting students to put a tick or a cross against the speaker in question, giving a reason.

With the whole class, check the answers and have a discussion about them.

### **Answers**

		Enjoyed ✔/ Didn't enjoy X	Reason
а	Danying	×	felt lonely because couldn't use phone
Ь	Marwan	~	head felt clear
С	Erica	×	bored
d	Brandon	V	spent more time chatting and laughing with friends

## Transcript 1.3

**Danying** I don't have a TV and I don't play video games, but I use my phone a lot. Yesterday, I didn't have my phone and I couldn't send texts to my friends so I felt very lonely.

Marwan I usually listen to music, text my friends and read the news at the same time. But yesterday I went outside and I walked for two hours. My head felt very clear!

I love the internet and I spend hours on it every day. During this experiment I didn't know what to do. I didn't leave the house! I just stayed in the kitchen and made cups of tea. I wasn't happy because

it was really boring!

**Brandon** I live with my friends, but we don't talk very much. Everyone just watches TV. But yesterday we chatted and laughed all day. It was one of the best days of the year!

## C21 SKILLS

Erica

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 79 of this book.

Get students to look through the sentences before doing the exercise as a fast-paced whole-class activity. Bring their attention to the fact that the sentences relate to the listening exercise that they have just heard.

Elicit the answers. If necessary, play the recording again.

## **Answers**

- a (didn't play), (used)
- **b** went, walked
- c didn't leave
- **d** wasn't
- e lived, didn't talk
- f was

## FOCUS

Grammar

## Past simple

Go through the information in the box, working on the structure and pronunciation of past forms.

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

Focus

Pronunciation

▶ 1.4 Play the recording and get students to repeat, ensuring that they are saying the contracted forms correctly.

### **Answers**

The contracted forms of <u>not</u> are stressed in both sentences: <u>wasn't</u>; <u>didn't</u>. This is to put an emphasis on the negative aspect of each statement.

## Transcript 1.4

I wasn't happy this morning. I didn't have a job last year.

Prepare students for the exercise by getting individual students to say which of the verbs in the box are regular and which are irregular, and to give their past forms. Get them to pronounce the forms correctly. Ensure that they say *lived*, *played*, etc., as one syllable, not two.

be - was/were

buy - bought

do - did

eat - ate

go - went

have – had

live – lived

make – made play – played

talk – talked

watch - watched

Get four students to each make a sentence about themselves – two positive and two negative – and write them on the board. Work on any difficulties. For example, ensure that they are using the infinitive ('base') form of the verb for the negative sentences and wasn't/weren't for the verb be.

Then get the whole class to each write four sentences – two positive and two negative – on separate pieces of paper, i.e., one sentence per piece of paper.

Get students to work in groups of four. Get them to mix up their pieces of paper. Then students take turns to read out a sentence, with the others guessing whose sentence has just been read out.

Walk around the class to monitor and assist where necessary. With the whole class, praise good points and work on any difficulties. Then ask students from each group how good they were at guessing who wrote the sentences.

Get students to ask each other the questions in pairs. Walk around the class to monitor and assist where necessary. Ensure that they are using the past simple and not the present perfect.

With the whole class, work on any difficulties and get two or three students to talk about their partner, e.g., *Pia didn't use her phone yesterday.* 

FOCUS

**Pronunciation** 

▶ 1.5 Play the recording and get students to repeat correctly.

Transcript > 1.5

wasn't

didn't

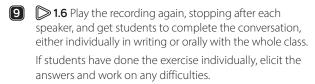
doesn't

don't

**8 1.6** Play the recording once or twice and then get students to answer the question in relation to their own use of electronic media.

## Transcript 1.6

- A So, did you use your phone yesterday?
- **B** Yes, I did. I used it all day.
- **A** Who did you ring?
- **B** I rang my friends Mehmet and Khalid. And I sent a lot of texts and emails. What about you? What did you do?
- **A** I did some research on the internet for my assignment.
- **B** Did you finish it?
- A No. The internet connection was really slow.
- **B** Were you at home?
- **A** No, I was in the library. There was a problem with the server.
- B Oh. no.



### **Answers**

- a (did)
- **b** used
- c Who
- **d** do
- e did
- f finish
- **g** was
- h Were
- i was



Grammar

## Past simple questions

Go through the information and point out that this refers to questions with *-ed* forms, e.g., *surprised*, and with adjectives, e.g., *expensive*.

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

Get students to work on the exercise in pairs. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers and work on any problems.

Then ask students in pairs to write two more questions about communication. Elicit suggested questions from several students.

### **Answers**

- **a** (Did you discuss your assignment yesterday?)
- **b** Did you finish your research last week?
- c Was your first phone expensive?
- **d** Did you have a good internet connection last weekend?
- **e** Did you talk to your teacher yesterday?
- **f** Were you busy last week?
- Explain the task and point out that students should ask each other the questions from 10, for example, *Did you discuss your assignment yesterday?* They should add more information to their answer, for example *Yes I did. I discussed it with my teacher*, as in the example.

Walk around the class to monitor and assist where necessary.

## LANGUAGE REFERENCE

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

## 



Conversations and games



Explain the task. Get students to look at the photos in simultaneous pairs to identify the games and work on questions a and b. Tell them not to look at c for the moment.

Walk around the class to monitor and assist where necessary. With the whole class, work on any problems, for example, the vocabulary, in relation to table tennis, of *bat*, *net*, *score points*, etc.

Then get various students to repeat the answers they gave to questions a and b, incorporating any corrections and improvements that you made.

Then get students to work in pairs on question c. Refer students to the title of the article and the explanatory sentences. Students read the three parts of the article. Walk around the class to monitor and assist where necessary. Then get students to compare the games to the styles of conversation. Discuss the ways in which the games are similar to conversation styles with the whole class.

## **Answers**

- a Frisbee, bowling, table tennis
- **b** Students' own answers.
- c The Frisbee style taking turns to throw/speak. Cooperating to keep the game/conversation going. The bowling style – taking turns to bowl/speak. This is a slow game and a patient style of conversation. The table tennis style – playing to win by attacking the other person. This is a competitive, fast game and style of conversation.
- Discuss situation a with the whole class to give students the idea. A university lecture is more like bowling it's a one-sided game with no real two-way exchange.

Then get students to discuss the other two situations in groups of three or four. Walk around the class to monitor and assist where necessary.

With the whole class, get members of different groups to say what they came up with, giving their reasons.

## Possible answers

- **a** Bowling. A lecture is like a one-sided game with no real two-way exchange.
- **b** Frisbee. Easy-going (teach this expression) and cooperative.
- **c** Table tennis. An argument usually contains quick-fire exchanges.
- Do this with the whole class. Students might come up with 'conversations', like parliamentary debates, which could be compared to sports with two opposing teams of players, e.g., football and rugby.

For the second part of the task, ask if conversations between strangers are 'cooperative' or not in the students' country or countries. Treat this tactfully.



Get students to have a discussion about the sentences in small groups of three or four. Walk around the class to monitor and assist where necessary. Ensure that they are using agree correctly, e.g., I agree that lectures are boring. Tell them that it's better to say I don't think that ... rather than I disagree that ... as this is not correct English.

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.

Then get two or three students to talk about the conclusions that their group came to.

## C21 SKILLS

## **COMMUNICATION: Discussions**

Get students to complete the exercises on page 26 of the course book now, or come back to them later.

The teacher's notes for the exercises are on pages 79–80 of this book.

2 D.7 Explain the task and play the recording – it shouldn't be difficult. Elicit the answer – they discuss sentence b from 1. They agree with it.

## Transcript D 1.7

**Hanif** Hi, Tahsim. How are you doing?

**Tahsim** Pretty good. And you?

**Hanif** OK. But lectures are really boring. My

lecturer speaks very slowly and he just

reads his notes. What about you?

**Tahsim** Well, you're right basically. Lectures

are boring. But I think our Engineering

lectures are OK.

**Hanif** Really? I'm not sure. He never uses slides

and his explanations are so long.

**Tahsim** I see your point, but some lectures are OK.

**Hanif** Well, anything is better than maths.

**Tahsim** I completely agree.

**3 1.7** Get students to look at the phrases. Play the recording again and get them to raise their hands when they hear any of the phrases.

Get individual students to say the phrases, including b, which is not used in this exercise.

## **Answers**

Expressions that occur: a, c, d, e.

Explain the task (teach *impolite* if necessary) and get students to work on it in simultaneous pairs. Walk around the class to monitor and assist where necessary, but it should be quite straightforward.

### **Answers**

**Giving your opinion** I think our Engineering lectures

are OK.

**Asking for an opinion** (What about you?) **Agreeing** I completely agree.

**Disagreeing** I disagree. **Not decided** I'm not sure.

## FOCUS

## Expression

## **Opinions**

Go through the completed table with the students. Ask students to suggest any additional phrases that could also be used, but don't spend too much time on this.

## FOCUS

## Pronunciation

▶ 1.8 Play the recording of the phrases from the Expression Focus box. Students listen and repeat.

## Transcript > 1.8

Lectures are boring.

I think our Engineering lectures are OK.

What about you? What do you think?

You're right.

I completely agree.

I disagree. I don't think so. I'm not sure. Refer students to the discussion topics in 1. Have one or two exchanges with individual students to give all students the idea. Then get the whole class to do the exercise in simultaneous pairs.

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. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

Then get different pairs to repeat some of their exchanges for the whole class.

Refer students to page 167 of the course book. If students have access to the internet in the classroom this can be done as a classroom activity. If not, set it for homework. Go through the list of topics, and put students into small groups. Within each group, students choose one of the topics. They then have to choose an aspect of the topic to research. Encourage students to think of an interesting discussion point. If necessary, use the example ideas to help them.

### **Examples:**

general news – Is it serious or too serious? sports – Should school students have to do sports at school? technology – Is it a good thing? entertainment – Are computer games a waste of time? health – Are we living healthier lives? education – What's more important: what you know or who you know?

Explain that the research aim is to find evidence in support of or against the discussion point. If this is a classroom activity, get students to collect their researched points in their groups and discuss the topic. If this is a homework task, allow time in a future lesson for students to discuss their points in their group. Monitor and ensure that all students participate in the discussions. Ask one member of each group to report back to the whole class.

## Writing skills

Get students to complete the activities on pages 22–23 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

• Abbreviations for text messages

## Grammar

- Present continuous and present simple
- Present continuous for future arrangements

## Language skills

- Speaking: Hypothesizing about pictures
- Speaking: Discussing friendships
- Listening: Listening for the main message
- Listening & Speaking: Making arrangements
- Reading: Reading to understand informal communication
- Writing: Writing messages using abbreviations
- Writing: Writing a description



## Critical thinking

 Inferring information from pictures

## Study skills

 Understanding the purpose of writing



With the whole class, get students to look at and comment on the photo in relation to the Talking point questions. First, elicit some examples of arrangements that students make with each of the three groups of people in the first question: people at college, friends and family. Then discuss how students prefer to make the arrangements for each group.

## 2A Where are you?



💾 🗐 📳 Present continuous and present simple

Get students to discuss these questions in simultaneous pairs. Walk around the class to monitor and assist where

With the whole class, get two or three pairs to say what they came up with.

- (2) With the whole class, get students to guess what they think is happening. Pavel is looking at his watch, so it looks as if (teach this expression) they have agreed to meet and that he is late.
- **3 2.1** Play the recording and get students to check their answer from 2.

## Transcript 2.1

Pavel Hi, Tina. Where are you?

**Tina** I'm standing outside the cinema.

Pavel Yeah, I'm sorry, but I'm a bit late.

**Tina** Where are you?

Pavel I'm walking past the park.

**Tina** Past the park? Can you see the bus stop?

**Pavel** Yes, the bus is coming.

Tina Great.

Pavel Oh, no. The bus is going!

Tina Pavel.

**Pavel** I'm sorry. I'm going as fast as I can. **Tina** OK. I'll see you in the cinema.

Pavel OK.

2.2 Play the recording. Get students to do the task individually.

### Answers

- a 'm standing
- **b** 'm
- c 'm walking
- **d** is coming
- e is going
- **f** 'm going

## Transcript 2.2

- a I'm standing outside the cinema.
- **b** I'm a bit late.
- c I'm walking past the park.
- **d** The bus is coming.
- The bus is going.
- I'm going as fast as I can.

- **5** With the whole class, elicit the answers all the sentences are in the present continuous, except sentence b, which is in the present simple.
- With the whole class, go through the information and examples in the Focus box. Then get students to complete the rules.

## **Answers**

present simple present continuous

## FOCUS

Grammar

## Present continuous and present simple

Read through the completed text with the students. To check understanding, ask why the present simple is used in 4b.

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

With the whole class or individually, get students to work out the names of each person in photo a.

## Answers

From left to right: Sam (wearing a watch), Adel (smiling and talking to Sam), Veronica (looking at Eman), Reem (wearing a red hairband), Deborah (standing up), Eman (talking to Reem), Ana (sending a text).

Get students to look at the two photos and the example. Then get them to find other differences in simultaneous pairs. Walk around the class to monitor and assist where necessary.

## Possible answers

Sam is talking to Adel in photo a, but he's talking to Ana in photo b.

Adel is talking to Sam in photo a, but he's showing Eman a photo on his smartphone in photo b.

Reem is talking with Eman in photo a, but she's talking on her phone in photo b.

(Accept any reasonable answers.)

- With the whole class, elicit the answer they seem to be friends because they're smiling, joking, etc.
- Again, elicit the answers with the whole class as a fastpaced activity. However, get students to explain the reasoning behind their choice of answers.

## **Answers**

(do you know) do you do 're Do you want work, we sit 's not listening Are you writing 's talking

usually do, 'm writing

**2.3** Play the recording and get students to check their answers.

## Transcript 2.3

Adel So Sam, how do you know Reem? Sam Oh, we're old friends. We went to school

together. How about you?

Adel I work in the same office. Actually, we sit

next to each other.

Sam Oh, right. So you're a journalist, too.

Are you writing anything interesting at

the moment?

Adel Hmm ... Yes, I am actually. I usually do all

> the boring stories, but at the moment I'm writing an article about problems in

primary schools.

Sam Oh, right.

Adel And what do you do, Sam?

Sam I'm a teacher.

Adel Oh! Let's change the subject then. I'm

thirsty. Do you want a drink?

Sam Yeah, that would be nice. Thanks. Adel Reem? Reem? She's not listening.

Sam That's because she's talking to Eman.

Get students to write five sentences about each photo.

Walk around the class to monitor and assist where necessary. Students may use tenses that they have not covered yet in this course, e.g., the present perfect of Her car has broken down. However, when making corrections and improvements, focus on the present simple vs present continuous, etc., and other points that you have covered with students.

With the whole class, elicit sentences from individual students.

Explain the task and do the exercise with the whole class or in simultaneous pairs. If doing it in simultaneous pairs, walk around the class to monitor and assist where necessary. In both cases, get students to explain their choice of answers. (For example, they should explain present simple use of be, know, etc., as these verbs are not normally used in the continuous in contexts such as these.)

## **Answers**

- a A (doing)
  - **B** 'm standing, 'm looking
  - A 's happening
  - **B** 're coming
  - A Is
  - **B** 'm looking, 's saying, is
  - B 's getting
- **b A** are
  - **B** don't know
  - A doing
  - 'm standing

  - isn't working
  - **A** 's
  - **B** 's snowing
- **14 2.4** Play the recording and get students to check their answers to 13. Work on any remaining difficulties.

## Transcript 2.4

- **a A** What are you doing?
  - **B** I'm standing outside my car. I'm looking at some really dark clouds.
  - **A** What's happening?
  - They're coming closer.
  - **A** Is it a storm?
  - Just a minute. Well, I'm looking at my phone. It says a tornado is two kilometres away.
  - A Two? You'd better get out of there!
  - Yes, it's getting a bit windy!
- **A** Where are you?
  - B I don't know.
  - **A** What are you doing?
  - **B** I'm standing in the road.
  - **A** What's the problem?
  - My car isn't working. В
  - Α What's the weather like?
  - It's snowing.
  - Oh, dear. That doesn't sound good.

## C21 skills

## CRITICAL THINKING: Inferring information

Get students to complete the exercises on page 39 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.

Explain the task and, with the whole class, elicit one or two possible situations to give them the idea, but don't pre-empt the rest of the task – different classes will require different levels of help to inspire them. (Teach mobile service, and ask them if there is much service in remote parts of their countries.)

Get students to work in simultaneous pairs. 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, especially ones relating to the present continuous and the present simple.

Give pairs time to incorporate your corrections and improvements into their conversations, and then ask two or three pairs to read theirs for the whole class.

## LANGUAGE REFERENCE

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

## 2B Meeting friends



🕠 🚍 🖶 Making arrangements

2.5 Explain the situation, get students to focus on the question and play the recording, explaining any difficulties, for example, I'd love to (short answer for I'd love to go to the cinema).

If necessary, play the recording a second time. Then elicit the answer.

## **Answer**

## Transcript 2.5

**Reem** Hi, Ana. How are you?

**Ana** I'm fine, thanks.

**Reem** Listen, are you free on Saturday?

**Ana** No, I'm afraid I'm busy. I'm meeting a friend.

**Reem** Oh, OK. How about Sunday? **Ana** Yes, I'm free. What shall we do? **Reem** Would you like to go to the cinema?

**Ana** Yes, I'd love to!

**Reem** Great! Let's meet at the cinema at 7.30.

Ana Good idea. See you then!



Grammar

## Present continuous for future arrangements

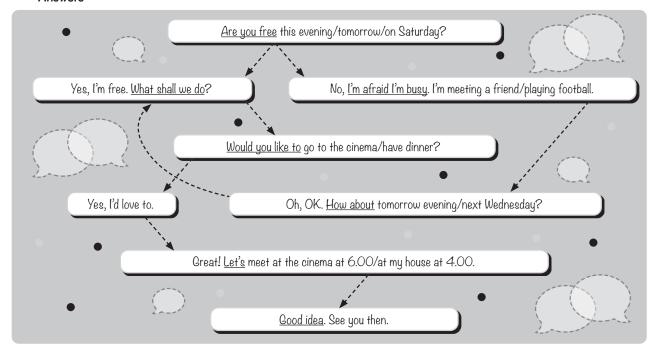
Go through this information with your students – it may be familiar to some of them, of course. Point out that We're not going to the party tonight can also be said, using a different contraction: We aren't going to the party tonight.

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

With the whole class, get students to look at the chart and explain how it works.

Elicit which expression goes in each gap. Then get students to read the conversation in simultaneous pairs.

### **Answers**



- Get students to identify the sentence in 2 that uses the present continuous. I'm meeting a friend/playing football. Ask whether it is talking about the present or the future the future, as it is answering the question about this evening/tomorrow/on Saturday?
- Explain that students are going to make arrangements with other students. Get them to turn to page 167 in their course books.

In this activity, students write three entries in their own diary. Use the example dialogue and the activities in the box to help them. Then they ask if other students are free to join them in their activities. They will also make arrangements with two other students by asking and answering questions. Get students to write down the names of two other students in their diary and the activity they will join them to do in the correct time slot.

You may wish to pre-teach or remind students of useful responses, such as I'm afraid I'm already going to have dinner on Saturday night, so I can't go on Friday night./ Yes, I'd love to.

Stop the activity when most students have finished. With the whole class, praise good points that you heard and work on any difficulties, especially ones relating to the present simple and present continuous. Get individual pairs to repeat their conversations for the whole class, incorporating any corrections and improvements.

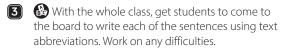


- Give students time to read the email and the text message. Then elicit the differences the text uses abbreviations.
- With the whole class, get students to read out the highlighted words in the text as instructed. Students then compare what they have read with the ideas in the Focus box.

# Text messages Get students to look at the abbreviations in the box and then say them and their full forms aloud. Then, with books closed, test students by getting

them to spell out the text abbreviations for in my

opinion, tonight, etc. Write them on the board.



### Answers

- a You're wrong, IMO.
- Can we meet 2nite? LMK.
- c THX for the present. It's gr8!



## of writing

Get students to complete the exercise on page 39 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.

For extra support, explain that the first stage of writing is deciding on the purpose of your message. You might need to explain *purpose*, and give the alternatives *aim* and *objective*. Tell students that common writing goals include: inviting, refusing, accepting and apologizing, and write them on the board. Students will need these for exercise 5. With the whole class, elicit five more reasons for writing something.

Do this as a fast-paced whole-class activity, explaining any difficulties.

## **Answers**

- a apologizing
- **b** thanking
- c asking for help
- **5** Explain the task and underline the light-hearted nature of the activity.

Remind students of some of the common reasons for writing: inviting, refusing, accepting and apologizing. Elicit some specific examples of these to give students the idea. Get students to suggest a very brief scenario for each aim, including the answer, and write them on the board, e.g., invitation to party, my flat, Sat 7 p.m. Answer: not able to go – give reason – going to the cinema instead.

To add authenticity, allow students to use their phones to write their text messages. So, for this activity, people on different sides of the class, not sitting near each other, can be paired. Make it clear who is paired with whom. Allocate a particular type of text to each pair, e.g., inviting.

Get students to prepare their texts. Walk around the class to monitor and assist where necessary.

When students are ready, get them to text their partners and text you at the same time. Their partners should then reply along the lines given in the scenario, again texting you at the same time.

Study the copies of the texts before the next lesson, and don't forget to come back to them then. Start the next lesson by praising good points in the texts, and showing how they can be improved.

## 2c A language we all understand







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.

## FOCUS

## Expression

Take the students through the information in the box and get them to practise their short description of a painting in 6.

## Writing skills

Get students to complete the activities on pages 37–38 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 71–72 of this book.



## Vocabulary

- Adjectives for describing life in different countries
- Sources of travel information

## Grammar

• Present perfect

## Language skills

- Reading: Reading to identify main points
- Reading: Reading to understand opinions
- Reading: Reading for specific information
- Speaking: Discussing and describing your country
- Speaking: Describing photos
- Speaking: Sharing personal opinions and choices
- Listening: Listening for specific information
- Writing: Writing a review



With the whole class, get students to look at and comment on the photos in relation to the Talking point questions. Encourage them to use *It could be ..., It may be ..., It might be ..., because ...* Ensure they give reasons for their choices and say why the places are unique. (*The three photos are of Machu Picchu in Peru, Hagia Sophia in Istanbul, Turkey, and Stonehenge in the IJK*)

Work on vocabulary, like *exceptional*, *unusual*, *strange*, *beautiful*, *curious*, etc.

Then get students to talk about unique places in their own country/countries.



## Life skills

• Avoiding national stereotypes

## Study skills

• Key words

## Critical thinking

• Facts and opinions

## 3A Unique people and places



Describing life in different countries



1 With the whole class, get students to match the countries to the photos, giving their reasons.

### Answers

- a (South Korea)
- **b** Greece
- c Finland
- **d** India



Start by asking students what else they know about each of the countries in the photos in 1.

Get students to cover the four blog posts from the website and to look just at the questions: What is special about your country? and What do you like or dislike about it? Ask students to guess how the people from each of the four countries answer these questions. Treat this tactfully. For example, they might anticipate that the Finnish person likes lakes and forests but dislikes long winters.

Have a brief whole-class discussion, getting students to read the posts silently to themselves. Walk around the class and explain any difficulties.

Then have a whole-class discussion about whether they correctly guessed what people would write in the blog posts.

Elicit what is special about each country.

### Answers

India: jugaad – new and clever way to make

or fix something

Finland: sisu – deciding what they want and

fighting hard to get it

Greece. meraki - making something with love

South Korea: nunchi – understanding other

people's feelings and moods

**3** Get students to discuss these questions either with the whole class, or in simultaneous pairs. The nature of the discussion will depend on whether they come from the same language/cultural background or not.

If discussing in simultaneous pairs, walk around the class to monitor and assist where necessary.

Get individual students or pairs to say what they came up with. Ask them if they were able to translate jugaad, etc., into their own language(s) and also ask them to translate the four words into English. For example, they might translate *jugaad* as 'skill at improvising things to find a fix' (teach 'improvise'), sisu as 'determined' (teach this word), meraki as 'making things with love' and nunchi as 'empathy' (teach). Allow them to use bilingual and English-English dictionaries for this.

Get them to talk about special words in their own culture(s). Work on the language of definitions and explanations, for example, expressions such as It means ..., It's like ..., kind of, type of, etc.

If they find question c difficult, move on to the next exercise, but students might come up with cultures that have words for particular emotions, like saudade (Portuguese) and hüzün (Turkish), both meaning 'a mixture of nostalgia, sadness and regret for a lost past'.

With the whole class, get students to look back at the four posts and say if the highlighted words are positive, negative or both. As ever, discuss the reasoning behind their choices.

## **Answers**

noisy – negative. Compare with 'loud', which is more neutral.

crazy – usually negative, though sometimes crazy ideas/ people are positively viewed!

simple – either, depending on context

horrible - negative

boring - negative

modern – usually positive

polite - positive



Discuss the concept of stereotypes with students, using 'All British people like drinking tea, eating fish and chips and watching football.' as an example. Explain that stereotypes can be unhelpful because they often aren't true, and they can upset people. Work on pronunciation of stereotype and explain that the word is also used as a verb, with the same pronunciation. Point out the related form stereotyping.

Get students to complete the exercises on page 52 of the course book now, or come back to them later.

The teacher's notes for the exercises are on pages 80–81 of this book.

For extra support, ask students if they can think of stereotypes about people from their countries, and whether or not they are true. Treat this tactfully.



## Expression

## **Antonyms**

Explain that antonyms are more usually called 'opposites'. Go through the information with the students.

Get students to suggest different prefixes for opposites in addition to the example in the box - ininconvenient – for example, unhappy, impossible and illegal. Don't go into detail as to the reasons for the different prefixes, but tell them that im- and il- take into account the vowel that follows.

**5** Explain the task and get students to work on it in simultaneous pairs. As ever, walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers, explaining any difficulties. Work on the pronunciation and stress of these words.

## Answers

sensible (Check that students don't **a** crazy

confuse this with 'sensitive'.)

**b** quiet noisy **c** lovely horrible d complicated simple **e** boring interesting

**f** modern traditional (Compare with 'old-

fashioned' – negative.)

g rude polite

**6** Get students to do this in simultaneous pairs, with each student working at first individually and then comparing their results with their partner's.

With the whole class, elicit the answers and get students to say why they are correct.

## **Answers**

- a (noisy)
- **b** modern
- c simple
- **d** polite
- e crazy **f** horrible
- Again, in simultaneous pairs, get students to say which sentences are true for them, explaining their answers. Walk around the class to monitor and assist where necessary.

With the whole class, get members of some of the pairs to repeat their sentences. Work on any difficulties.

8 Explain the task and get students to work in groups of three or four on the questions. (Tell them that dis- in dislike is also a kind of negative prefix.)

Walk around the class, 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.

Get members of different groups to say what they came up with, and have a tactful discussion with the whole class about the issues raised. (Don't show agreement with students when they talk about negative things in their own countries!) Ensure that students incorporate any corrections and improvements from the previous step in this exercise.

Refer students to the research activity on page 168 of the course book. If students have internet access in class, you can do this as a quick classroom task. If not, set the research for homework and ask students to find out what each of the words mean. Different sources will have slightly different interpretations, so it is useful to collect ideas with a brief whole-class discussion.

## Possible answers

wa – a Japanese term used to describe harmony, unity and conformity

hygge – a Danish term that describes coziness, such as sitting together relaxed on a cold winter's night

bulldog spirit – a British term that describes the behaviour exemplified in the bulldog breed of dogs calmness in adversity, determination and defiance

## **3**B Experiences





Present perfect

1) 🚯 With the whole class, go quickly through the words in the box (which shouldn't present any difficulties) and get individual students to use them to talk about the photos. Remind them about It could be ..., It might be ...,

Do not confirm answers at this stage.

2 3.1 Explain the task and play the recording once. Work on any difficulties and get students to say if their earlier guesses were correct or not.

## Transcript > 3.1

## Photo a

- **A** Have you seen this photo?
- **B** Wow! Who's that?
- **A** His name is Hans Müller. He's climbed some of the most dangerous places in the world without any safety equipment.

- **B** What? Do you mean he doesn't use ropes or anything?
- **A** Exactly! And he takes a photo of himself at the top.
- **B** That sounds very dangerous. Has he ever had an accident?
- A No, he hasn't. He must be a very good climber.
- **B** But why does he do it?
- A He says he likes the views!
- **B** Well, we all like taking selfies, but have you ever taken a selfie like that?
- A No, I haven't!

## Photo b

- **A** Have you ever painted something?
- **B** Yes, I have. I painted my bedroom last year. Why?
- **A** Well, there's a good story here. You know those really poor areas of cities in Brazil?
- **B** Yeah, they're called 'favelas', aren't they?
- A That's right. Well, these two artists went to Rio de Janeiro in Brazil. They noticed that a lot of the people living in the favelas were very good at painting. So they organized a big painting project.
- **B** What have they painted?
- A They've painted the outside of the houses in the favela. You can see in the photo. They've used all sorts of colours and shapes.
- **B** They're amazing. How many buildings have they painted so far?
- A They've done one part of the favela. But they've had some problems because the favela is a bit dangerous.
- **B** Really?
- **A** Yeah. But they are planning to carry on.

### **Answers**

- a dangerous, mountain, selfie
- **b** Brazil, housing, paint
- 3.1 Play the recording again and get students to answer the questions. They will have answered some of them already in 2, but get them to confirm their answers. Have a class vote on the favourite story.

## **Answers**

## Photo a

- **a** Hans Müller
- **b** Not mentioned, but some of the most dangerous places in the world.
- **c** He doesn't use safety equipment.
- **d** For the views and to take selfies.

## Photo b

- **e** A 'favela' is a very poor area of cities in Brazil.
- **f** Rio de Janeiro
- **g** Because they noticed that the people living there are good at painting.
- **h** The outside of houses.
- Write the answer to the first question on the board and underline the present prefect tense.

Then, with the whole class, elicit the answers to the other questions.

## **Answers**

- a (has climbed)
- **b** A Has, had
  - B hasn't
- c A have, painted
  - **B** have painted
- **d** have had



## STUDY SKILLS: Key words

Get students to complete the exercises on page 53 of the course book now, or come back to them later.

The related teacher's notes for the exercises are on page 81.



## Grammar

## **Present perfect**

Talk students through the information. As they should know this already, elicit from students that has is used with he, she and it, and have with I, you, we and they.

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



## Pronunciation

**3.2** Play the recording. Get students to listen to the recording again and repeat the examples with the correct pronunciation of *have*.

## Transcript 3.2

- a I've met the King of England.
- **b** Amir hasn't driven a car before.
- **c A** Have you ever lived in another country?
  - **B** No, I haven't.

Get students to work on the exercise individually. Walk around the class to monitor and assist where necessary. Encourage students to use contractions whenever possible.

With the whole class, elicit the answers.

## **Answers**

**h** we've met

- a (have you travelled)
  b have you done
  c We've done
  d we've been
  e we've slept
  f We've climbed
  q we've swum
  i Have there been
  k We've stayed
  k We've stayed
  l he's been
  m Has he missed
  n he's missed
  o He's learnt
- **3.3** Play the recording. Get students to check their answers, working on any difficulties.

Have a brief whole-class discussion about Shona Mitchell and her son. Do your students approve?

## Transcript > 3.3

**Interviewer** Where have you travelled with your son and what have you done?

**Shona Mitchell** Where do I start? We've done so

many amazing things together.
So far we've been to the Sahara
and we've slept in the Amazon
Rainforest. We've climbed
mountains and we've swum with
dolphins. And, of course, we've met
some amazing men and women
from many different countries.

Interviewer Have there been any problems?
Shona Mitchell Well, he hasn't enjoyed everything.

We've stayed in some very basic accommodation. And he's been

sick a few times.

**Interviewer** And what about his education? Has

he missed a lot of school?

Shona Mitchell Honestly, yes, he's missed quite a lot of school. But I think school is less important than travelling and seeing the world. He's learnt more about the world from our travels than at school. I plan to take him

on another trip soon.

Explain the task and get students to interview each other. 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. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

Then get members of pairs to talk about their partners, for example, *Zoe jumped from a bridge when she was on holiday last year.* 

## 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 Before you go



- Introduce the subject of travel and get students to discuss the items in pairs.
  - Then, with the whole class, ask members of particular pairs about what they came up with and have a general discussion about the items, e.g., Which guidebooks do they recommend, in their own language(s) and in English? Do they look at the reviews on TripAdvisor or other sites?, etc.
- Get students to look at the information about the Frida Kahlo Museum in pairs. Point out that they should just read the museum information, not the two reviews below it. Students should discuss and decide together if they would like to visit the museum. (They don't have to agree about this.)

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. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

Get several pairs to talk about their reasons for wanting to visit the museum, or not.

With the whole class, get students to read the two reviews to find which reviewer liked the museum better, giving their reasons.

## **Answers**

Travelgirl205 preferred the museum. She liked it because it's an 'amazing museum' (even if there aren't many of Kahlo's important pictures). It helps you understand the life of the artist, especially if you use an audio guide.

Explain the task, emphasizing that students should not just find the answers, but also make a note of where the relevant information can be found in the reviews. Students should then work on it individually.

Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers.

### Answers

- **a** +52 55 5554 5999 (museum information)
- **b** Nerys459 (the date of the review)
- c No Mex\$120 for adults and Mex\$40 for students (museum information)
- **d** Tuesday–Sunday (museum information)
- e 'It's difficult to find.' (second review)
- f Nerys459 'It's a beautiful house.'
- **g** Yes (first review 'It's an amazing museum', so presumably interesting, too)
- **h** Because '... it's great to listen to stories of Frida's life ...' (first review)

Questions a-d are asking for facts and questions e-h are asking about opinions.



## **CRITICAL THINKING: Facts and opinions**

Explain that facts are pieces of information that are true. Facts are often things you can measure and can be expressed in numbers, e.g., *There are 15 students in this class*. Opinions are things that some people believe. They are usually things which you can't measure, and often contain adjectives, e.g., *The students in this class are hard-working*.

Get students to complete the exercises on page 54 now, or come back to them later.

The teacher's notes for the exercises are on page 81.

For extra support, ask students to find three facts and three opinions in the travel website on page 48 of the course book.

### Possible answers

## Three facts

The museum is in the Coyoacán area of Mexico City. The entrance fee for students is Mex\$40.

It's closed on Mondays.

## Three opinions

It can be busy later in the day.

It's difficult to find.

It's a bit expensive for adults.

**5** Do as a fast-paced whole-class activity.

### Answers

- **a** There can be a queue for tickets at the museum.
- **b** It can get guite busy later in the day.
- c It's great to listen to stories of Frida's life.
- **d** The Coyoacán area is really beautiful.
- Get students to do this individually in class or for homework. Explain the task and ensure that students understand that their writing should divide clearly into three sections: Facts, Opinions and Advice.

If doing in class, walk around the class to monitor and assist where necessary and ensure that students are following the three-part format.

With the whole class, even if students haven't finished, work on any common difficulties. Get students to finish the task for homework and to also make a poster of their work. Ask students to email their work to you for checking before they do this. Don't try to correct everything in their work, but bring their attention to the main problems.

In the next class, get students to put their posters on the walls of the classroom. Students go around and look at others' recommendations and discuss them together.

Do this in the next class, after students have had a chance to read all of the posters.

Divide the class into groups of three and get them to explain to each other why they chose the place that they did.

Walk around the class to monitor and assist where necessary. With the whole class, get members from particular groups to explain what happened in their groups.

## FOCUS

Writing

Take the student through the information in the Focus box and refer them to exercise 2 to help them understand how to write a review. Get them to do exercise 6 in pairs. Walk around the classroom to monitor their work.

## Writing skills

Get students to complete the activities on pages 50–51 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

• Types of holiday

## Grammar

- Verb phrases
- Present perfect and past simple

## Language skills

- Reading: Skimming
- Reading: Reading for detail
- Speaking: Discussing holiday options
- Listening & Speaking: Completing and discussing a survey
- Listening: Listening to identify false information
- Listening: Listening to order information
- Writing: Writing an advert
- Writing: Writing a diary entry
- Reading & Listening: Reading and listening to complete graphs



## Critical thinking

Evaluating

## Study skills

• Reading and describing graphs



With the whole class, get students to look at and comment on the photo in relation to the Talking point questions. First, elicit some factors that students might like to consider for both days out and holiday, for example who they are going with, the cost, what sort of places they like to visit, how they get there, how far away it is, the purpose, and where they choose to stay. They then discuss their individual choices and reflect on what that says about their values, for example luxury versus budget, and who they prefer to travel with.

## 4A Types of holiday

- Holiday adverts
- Introduce the subject by talking briefly about a holiday you went on recently, or make one up! Explain the task and get students to talk in simultaneous pairs about where they have been on holiday and what they did.

  With the whole class, get two or three students to talk about their partner's holiday, not their own. Do not work on language improvement or correction yet. This can come at the next stage.

- With the whole class, get students to look at the photos and adverts and to answer the question. (The Dubai holiday is probably more expensive, because it describes a luxury hotel experience.)
- Get students to read the adverts in simultaneous pairs and complete the table. Walk around the class to monitor and assist where necessary.

Draw the table on the board and, with the whole class, elicit the information to complete it. (Point out that the expressions 15-day holiday and five-star hotel are not plurals – -s has not been added to holiday and star – because they are used as adjectives in these expressions, and adjectives do not change.)

Then have a whole-class discussion with individual students saying which holiday they would like to go on and why.

## Answers

See table below.



With the whole class, talk with students about the fact that some verbs are used with prepositions to make verb phrases. (Stick to this expression rather than 'phrasal verb', which is mostly used when the meaning cannot be 'guessed' from the verb + preposition combination.)

Then get students to leak through the heliday adverts.

Then get students to look through the holiday adverts again to find verb phrases to complete the information in the Focus box.

## Focus

### Grammar

## Verbs phrases

Go through the completed Focus box and ask students to suggest other prepositions (for example: *up, next to, along, on*).

## Answers

- a go
- **b** ask
- c stay
- **d** look

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

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

## Answers

- **a** (at)
- **b** for
- **c** for
- **d** after
- e about
- **f** with
- **g** for
- **h** to

	Transport	Duration	Accommodation	Staff	Food
Cambodia	(cycling)	15 days	traditional wooden houses	(all from Cambodia)	local markets
Dubai	helicopter flight/ speedboat cruise	1 week	five-star hotel	from around the world	(international)

## FOCUS

## Pronunciation

**Q 4.1** Play the recording and ask individual students to say which part of each word is not stressed. The unstressed syllable has a neutral sound known as schwa |a|.

### **Answers**

Unstressed syllables are underlined.

- a scen<u>e</u>ry
- **e** private
- **b** <u>sugg</u>est
- **f** wait<u>ers</u>
- c local
- g international
- **d** vill<u>ages</u>

## Transcript > 4.1

- a scenery
- **b** suggest
- **c** local
- **d** villages
- **e** private
- **f** waiters
- **g** international
- Have exchanges with individual students to give everyone the idea.

Then get students to work in pairs. Walk around the class to monitor and assist where necessary. Ensure that B is using the correct present perfect participles if they answer with *never*. Also ensure that they use the past simple when giving a specific time, e.g., I stayed at the Ritz in Paris last year. This anticipates what they will see in section 4B, so don't spend too much time on it here

With the whole class, work on any problems, for example, the participles and past simple forms just mentioned.

Then get individual pairs to repeat their exchanges, ensuring that they incorporate your suggestions.

- 4 Have a whole-class discussion about different types of holiday and write the types of holiday that students mention on the board. Some possible ideas may include: cruise holidays, camping, caravanning, touring (driving), scuba diving and activity centre holidays.
- This can be done in class if there is time, or for homework if not. Go through the holiday-related vocabulary that students have seen in the unit, eliciting it from students by giving 'clues'. Emphasize that this is the sort of vocabulary that they should try to use in their advert. If doing in class, walk around the class to monitor and assist where necessary. (If possible, get students to find photos to go with their adverts. If this isn't possible,

students can describe the photos, etc., they would use,

If doing for homework, don't forget to collect it in when you next see your students, and to provide feedback when you have looked at their work.

**6** Get students to read other students' adverts in simultaneous pairs and provide brief descriptions of the photo(s) they would use if necessary.

Write 'I would like to go on X's holiday because ...' on the board and get students to use this expression, when you ask which holiday they would prefer to go on.



Play the recording, stopping after each section 1–4, and get students to see if they hear what they thought they were going to hear.

## Answers

- 1 (the quickest and the cheapest)
- 2 want to feel comfortable
- 3 I don't want to get ill
- 4 don't need a guide

## Transcript > 4.2

**Interviewer** Thank you for agreeing to do this

survey. There are just four questions. So, let's start with the first question. How do you travel when you go on

holiday?

**a** Well, I usually fly because it's the

quickest and the cheapest way to get

somewhere.

Interviewer Great.

**b** And I drive because I like to see

different places on the way. The journey is like a holiday, too.

**Interviewer** OK.

**c** Me? I go by train because it's better

for the environment. And it's quiet

and peaceful.

**Interviewer** Thank you. So let's move on to the

next question. Where do you usually

stay on holiday?

**a** For me, I stay with a local family. You

can learn about their lives and they

will get some money.

**Interviewer** OK.

or sketch them.)

b	And I stay at a five-star hotel.
	It's expensive, but I want to feel
	comfortable on my holiday.
С	Well, I stay at the cheapest hotel I can
	find. Then I can spend my money on
	more interesting things.
Interviewer	Great answers. OK. Next question.
	Where do you normally eat?
a	I go to the local markets for fresh food
	and I eat street food. I learn the names
	of things in the local language.
b	I find a restaurant where all the local
	people are eating and I ask the waiter
	to choose the food for me.
Interviewer	I see.
С	And I go to a restaurant I know
	like McDonald's. It's probably more
	expensive, but I don't want to get ill.
Interviewer	Brilliant. And last question. How do
	you find your way around?
a	I use local guides to tell me everything
	about the culture and I learn some
	words to speak to local people.
b	I walk around and look at things, but I
	don't need a guide.
С	I'm not interested in visiting places
	or learning about anything. I'm here
	to have fun and relax. It's a holiday,
	not school.

To prepare students for the task, ask the four questions of the survey to four individual students and elicit their answers.

Then get students to work on the task in simultaneous pairs. Walk around the class to monitor and assist where necessary.

Then get one or two pairs to repeat their exchange for the whole class.



## **CRITICAL THINKING: Evaluating**

Get students to complete the exercises on page 68 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.

Work on this with the whole class. Get students to group the values that emerge from the survey. The groups they will find are probably as follows, but students may come up with other adjectives.

## Possible answers

1a, 2c, 3a, 4b Economy/budget traveller – not much time

1b, 2a, 3b, 4a Curious (teach this word) traveller 1c, 2b, 3c, 4c Traveller with money – not curious

## 4B Changing cities



- With the whole class, get students to talk about the photos. Help them with vocabulary, if necessary: booming city, road construction, etc.
- **2 4.3** Get students to read through the statements and play the recording once. Elicit the answer.

## Answer

b

## Transcript > 4.3

My name is Daiyu. I was born in 1972 and I am from the city of Shenzhen in Southern China. My city has changed so much in my lifetime, it's incredible. When I was a child it was just a fishing village, but Shenzhen has become a very important world city. In 1980, the Chinese government made it a 'special economic zone' and it began to change very quickly. The population has grown so much! In 1979, it was about 314,000. Now it is more than ten million. In just five years, from 1990 to 1995, the population grew from 1,214,000 to 4,491,000.

Most of the people in Shenzhen have moved from other parts of China and millions of them leave the city at the weekend and go back to see their families.

But, of course, it's not just the population that has grown. Thirty years ago there weren't any tall buildings in Shenzhen, but today there are 23 buildings over 200 metres high. My favourite is the Shun Hing Square. Workers finished building it in 1996 and at that time it was the tallest building in Asia.

It's difficult to say if all these changes have been positive or negative. A lot of things have improved, of course. We have better roads and an international airport, and we even have a metro system. It opened in 2004. And all the development has created a lot of jobs. But not everything has been good. Pollution has got worse and, of course, the city is more crowded now.

Then get students to look through the events a–e. Explain any difficulties, e.g., zone (= area). Point out the correct form in sentence b – Daiyu was born (not 'is born' or 'has been born').

Play the recording again and elicit the answers. Work on any remaining difficulties.

### **Answers**

- **a** 1996
- **b** 1972
- **c** 2004
- **d** 1980
- **e** 1979



## Grammar

## Present perfect and past simple

Take students through the information in the box and get them to complete the rules. Tell them that the rule given for the present perfect only covers one use of this tense; there are others.

## Answers

- a past simple
- **b** present perfect

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

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

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

Ask students which participles are regular (a, d and e) and which are irregular (b, c and f). Ask for the infinitive (base form) and past simple of these verbs (*become*, *became*; *grow*, *grew*; *get*, *got*).

## Answers

- a (has changed)
- **b** has become
- **c** grew
- **d** have improved
- e weren't
- **f** has got (Accept the American English 'gotten' if a student mentions it.)
- Explain the task and do this as a fast-paced whole-class activity.

Get students to briefly discuss reasons for the changes, but don't get into complex economic/demographic issues.

## Possible answers

- **a** (The population has gone up by 480,000.)
- **b** The world population has increased by 2.3 billion.
- **c** The number of people over 65 in Japan has gone up from 11.6% to 26% since 1989.
- **d** A loaf of bread in the UK has gone up from 9 pence in 1970 to 137 pence today.
- e The average life expectancy in the UK has gone up from 72 in 1970 to 81 today.
- **f** The number of cars in China has gone up by 215 million since 2011.

### Possible reasons:

- **a** The types of jobs have changed. Some people have moved away, and other people have moved in.
- **b** Better healthcare, fewer children dying at birth or while young.
- c Better healthcare, Japanese diet (raw fish, etc.), fewer people being born, increasing the percentage of older people.
- **d** Increased costs, in line with inflation (teach this word).
- e Better healthcare, fewer people who smoke, etc.
- **f** More people in China can afford to buy a car these days.
- **6** Explain the task and get one student to talk about their own city, to give other students the idea.

Get students to write their sentences then compare answers in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, elicit sentences from different students.

## Model answers

In the last 20 years, Bristol has become more interesting. No big projects have been built, despite many plans. The traffic has got worse.

The number of cyclists has grown.

The restaurants have improved.

The city has lost its character.

## C21 skills

## STUDY SKILLS: Reading and describing graphs

Get students to complete the exercises on page 69 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 82 of this book.

Draw the incomplete line graph on the board and get individual students to read out sentences in the text and to come up and draw the line on the graph on the board. Get students to copy this into their own course books. Walk around the class to check they have done this correctly.

#### Answers

Students need to plot the following figures on their graphs:

1950 - 20,000

2002 - 150,000

2010 - 300,000

2020 - 670,000

**8 4.4** Tell students that they are going to hear a recording about the populations of Tokyo, New York and Mexico City over the last 20+ years. Tell them that they have to draw in another line on the graph, this time about the population of New York. Ensure that students are not distracted by the information about Mexico City, which they do not need to do this exercise.

Play the recording and get students to draw in the line. Play the recording again if necessary. With the whole class, get one student to come to the board and draw the line for New York on the graph.

#### Answers

Students need to plot the following figures on their line graphs:

1950 - 12 million

1975 - 16 million

2000 - 18 million

2005 - 19 million

2015 - 20 million

## Transcript > 4.4

New York had the biggest population in the world in 1950. The population was about 12 million – about one million more than Tokyo. As Tokyo's population doubled, New York's population went from 12 million in 1950 to just 16 million in 1975. Between 1975 and 2000, Mexico City became the second largest city and New York moved to third place. Its population in the year 2000 was nearly 18 million. Between 2000 and 2005, the population grew by about one million, and over the next ten years it went up by another million to over 20 million. So, in 65 years New York's population increased by about eight million and Tokyo's increased by over 24 million.

#### LANGUAGE REFERENCE

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

9-10 Students can complete this for homework and present their graphs in the next class.

## 4C A sense of adventure





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.



Take the students through the information in the box and get them to practise their diary entry in 6.

#### Writing skills

Get students to complete the activities on pages 66-67 of the course book now, or come back to them later.

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

# Changing times

#### Vocabulary

- Survival in dangerous situations
- Language learning

#### Grammar

• Using will and won't for predictions

#### Language skills

- Reading: Reading to confirm predictions
- Reading: Reading for detail
- Reading: Reading for gist
- Speaking: Discussing facts, ideas and experiences
- Speaking: Ranking items and giving reasons
- Speaking: Speculating about the future
- Speaking: Ranking ideas based on personal preference
- Listening: Listening to make notes
- Listening: Listening for specific information
- Listening: Listening to identify opinions
- Writing: Writing guidelines



#### Critical thinking

• Prioritizing

#### Creativity

• Giving a presentation

#### Critical thinking

• Reading between the lines



With the whole class, get students to look at and comment on the photo in relation to the Talking point question. First, elicit what the photo shows and implies; for example, the technological advances in smartphones. Then discuss what the likely impacts will be.

## 5A What do we need?







Get students to look at the photo. Get individual students to say one sentence each, helping them with any vocabulary, e.g., We can see a man cooking something on a stove (teach this word) in front of a tent. The place looks very wild and remote (teach this word), etc.

- **2** Get students to read the article. Point out that *survival/* survive are explained in the first paragraph. Don't explain any more vocabulary yet.
- Get individual students to talk about the rule of three and how to avoid the related problems.

#### Answers

The rule of three refers to:

Three minutes – the length of time most people can hold their breath. Avoid this problem by coming up to breathe! (Work on pronunciation of breathe (verb) and breath (noun).)

Three days – the length of time you can survive without water. Avoid this problem by drinking water regularly, but ensure that water is clean. Boil it first if necessary.

Three weeks – the length of time you can go without food. Avoid this problem by eating, but be careful not to eat anything poisonous.

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** (shelter)
- b exhausted
- **c** thirstv
- **d** hunt
- e underwater
- f poisonous
- **g** decisions
- **h** breathe
- **6** Get students to work in pairs to choose three interesting facts. Walk around the class to monitor and assist where necessary.

With the whole class, ask students for the facts they selected, and ask why they selected them. Ask them about other ideas for survival (e.g., good clothing and boots).

**6** Get students to discuss the questions in simultaneous pairs. 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.

Discuss the questions with the whole class. (Don't be surprised by any unsentimental attitudes towards hunting.) For question f, teach decisive and indecisive.

- Discuss the objects with the whole class. Answers should be fairly self-explanatory (d is a rubber mat for sleeping on) and students will listen to check in 8.
- **5.1** Play the recording. Tell students that the letters a-d refer to the photos in 7. The recording also contains details of other objects. Students only need to take notes on objects a-d. Play the recording again for students to check their notes.

#### **Answers**

- a water bottle in a desert, it's important to have enough water
- **b** GPS tells you where you are and gives you directions
- **c** lighter good to be able to light a fire to keep warm and to cook
- **d** rubber mat lie down and rest and not get wet

#### Transcript > 5.1

- A So what do you think is useful in a survival situation?
- What do you mean? Like being in the desert?
- Yes, or on a mountain in the snow. That sort
- Well, in the desert the most important thing is to have enough water. So I think a water bottle is the most useful.
- Α Yes, I agree.
- What about being lost? You need something to find your way.
- Α Definitely. The best thing is a GPS.
- What's that?
- GPS is short for Global Positioning System. It's a gadget that tells you where you are. It has a map and you can ask it for directions.
- В Sounds good.
- The only problem is when the batteries run out. Α
- Maybe a map is better. I mean a paper map.
- You need a compass as well, though. Α
- That's true. And they're really hard to use. What about in the mountains? What do you need when it's really cold?
- I think a lighter is really useful. You can start a fire and keep warm.
- В Good idea. You can also cook and boil water.
- How about sleeping?
- Yes. I think a mat is important, too. You can lie down and rest and not get wet.
- Α You mean like a rubber mat?
- Yes, it rolls up and you can carry it with you.
- Sounds good.



#### CRITICAL THINKING: Prioritizing

Get students to complete the exercises on page 84 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 82 of this book.

9-10 Explain the task and get students to work in simultaneous pairs on it. One student in each pair should work on Situation 1 and the other on Situation 2. For the moment, they should just make their lists of priorities. Walk around the class to monitor and assist where necessary.

When most students have finished, get students to explain their priorities to their partners and then add their reasons. Again, 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. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

In groups, or with the whole class if the class is relatively small, get individual students to explain their partner's priorities (not their own), giving their partner's reasons. Groups (or the whole class) then discuss these priorities.

## **5**B The future



Using will and won't for predictions

- Introduce the topic and get students to work on it in simultaneous pairs. (Work on pronunciation and meaning of *frightened* if necessary. Walk around the class to monitor and assist where necessary.) Praise good points that you hear and work on any difficulties.
  - Get individual students to say how they feel and why. Try to avoid too much 'doom and gloom'. (You could also teach this!)
- 2 Start by revising pronunciation of years: twenty-twenty, twenty-thirty, etc., through to twenty-one hundred.

  Also, remind students that the negative of will is won't (= will not).

Get students to use will and won't to talk about the four predictions, giving their reasons. (Get them to make links, where appropriate, with any predictions they made in the previous exercise.)

Work on any difficulties, especially relating to will and won't. (If students use going to – e.g., Robots are going to be smarter than humans one day, tell them that this is possible, but get them to use will for the purposes of the exercise.)

#### **Answers**

- **a** language
- **b** They will read all our emails and everything we type.
- c Yes, at least according to Raymond Kurzweil.
- **d** seven months
- e NASA will send robots to investigate the planet.
- **f** They will be away from home for at least two years.

#### Transcript 5.2

This week, we are looking at technology and how it will change the way we live. First, we're going to look at robots and then we'll look at the possibility of living on another planet and the role robots might play.

So first, robots. Robots are basically computers that act like human beings. They are already quite clever, and one man thinks that one day these robots will be cleverer than humans. Raymond Kurzweil is a director at Google, and he says that by 2029, computers will understand language. They will make jokes and tell stories better than we can. They will read all our emails and everything we type. Then they will use this information to learn about us and the way we think. Kurzweil says these computers will know the answer to your question before you've asked it. But will these robots be safe? Some people are frightened about having very clever robots. But Kurzweil isn't worried. He says the robots won't be dangerous. They will be our best friends.

So what about living on another planet, and how will robots help? For many years, humans have dreamed of going to Mars. But it's not been possible, for many reasons. Firstly, it's a very long journey. Experts predict it will take around seven months. And, of course, Mars is a dangerous place. For example: there is no air to breathe; there is a lot of radiation from the sun; and the red sand that covers the planet may be poisonous to humans. However, NASA – the US National Aeronautics and Space Administration – thinks that there are solutions to these problems. NASA plans to send astronauts to Mars in the 2030s, and thinks that maybe, in the future, people will even live there. But how will they survive? First, NASA will send robots to Mars to investigate the planet.

One robot, the *Curiosity*, landed in 2012; another, the *Perseverance*, landed in 2021. Other robots will follow. Scientists hope that the robots will bring back soil and information about the weather. The robots will even use special equipment to make oxygen for people to breathe! All of this research will help astronauts travel safely. But the first astronauts will make a very big decision: they will be away from home for at least two years.

Get students to discuss the questions in simultaneous pairs. 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. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

With the whole class, get representatives of some of the pairs to summarize what they discussed, incorporating, where necessary, corrections and improvements that you made in the previous step.

Focus

Grammar

#### Using will and won't for predictions

Talk the students through the information and get two students to read the dialogue. Ensure that Speaker B pronounces the contractions *won't* and *don't* correctly.

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

FOCUS

Pronunciation

**5.3** Play the recording and get students to repeat the contractions individually.

## Transcript 5.3

|'||

you'll

he'll

she'll

we'll

they'll I won't

you won't

he won't

she won't

we won't

they won't

**5** Get students to complete the answers with *will* or *won't* individually, in relation to their own predictions about themselves.

With the whole class, get individual students to say what they wrote. Treat this tactfully.

Model the example dialogues with one or two individual students. Draw attention to the contracted form in the replies. Students work in simultaneous pairs to practise dialogues based on the items in 5. Walk around the class to monitor and assist where necessary.

Choose pairs to practise a dialogue for the class, incorporating any corrections and improvements that you made.

Explain the task and get students to work on it in simultaneous groups of three or, in bigger classes, five. Get students in each group to vote on the predictions and when they think they may happen. (An odd number of students – three or five – will allow a majority decision in each case.) 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.

Get a spokesperson for each group to say what the group's prediction was for each point (and when they think they will happen).

Then get students to work in the same groups on the six areas mentioned here. Allocate the first three areas to half the groups to work on and the second three areas to the other half of the groups.

Get them to develop their ideas in draft form before designing their posters. It's probably easier to have one poster for each area, even if the poster isn't completely full. Walk around the class to monitor and assist where necessary. In this way, you can prevent major language errors from appearing on the final posters.

C21 SKILLS

#### CREATIVITY: Giving a presentation

Tell students that when they are giving a presentation, they should think about what they want to say, and how they want to say it. They should also think about what visuals they will use, and remind them that the more they practise, the more comfortable they will feel.

Get students to complete the exercises on pages 84–85 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 82 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.

- Get members of each group to present each poster to the other groups. If the class is large, keep some of the presentations until the next class. Discuss with the whole class which presentation they liked best and why.
- Decide how much time you want to spend on this task, and set it for individual or group work. Refer students to page 168 of the course book. Students choose one topic to research online and find several sources of information. This can be done in class or for homework as a written or spoken presentation. Remind them to use language from the lesson. Set aside time for presentations.

## 5C How we study

- Real and virtual learning
- Begin by asking students what they understand by virtual (= describing situations/activities that are not 'real', but are done on a computer).

Get students to individually grade the seven options for language learning. They will hopefully choose option g as the best way, in which case, ask them to say what the ideal mix is. This will also help you to understand their own priorities better.

**5.4** Explain the task and play the recording once right through. Then play it again, stopping after each speaker to give students time to complete the table.

#### **Answers**

	Positive/Negative	Reasons	
а	(Negative)	(too expensive)	
ь	Positive	had to speak English by living in Australia	
С	Positive	had fun in Argentina, had a boyfriend, learnt about another culture, improved her Spanish	
d	Negative	lonely in London, difficult to speak to people, came home early	

#### Transcript 5.4

- **a** I'm studying French. Unfortunately, going to France is too expensive, so I think it would be better for me to find another way of studying. You can learn a lot from classes and watching French TV.
- b I'm from the Emirates and I lived in Australia for one year. When I wanted something, a coffee or a sandwich, I couldn't ask in Arabic, of course. So I was always speaking English, every day. I had no choice! And that's why my English has improved so much.
- c I lived in Argentina for six months. I went there to learn Spanish, but also to have fun. I made a lot of friends and I had an Argentinian boyfriend. It was so interesting to learn about a different culture. It was the best time of my life!
- d I went to London and tried to improve my English. It wasn't a good experience. I'm quite shy and I found it really difficult to speak to people. I was nervous because they often couldn't understand me. In the end, I came home early.
- Get students to read the text, explaining any difficulties, and discuss with the whole class. Work on *I would like to ...* and *I wouldn't like to ...* To end the discussion, get students to vote on whether they would like to learn English using avatars.

## Focus ----

Pronunciation

**5.5** Play the recording and get individual students to repeat the positive and negative forms.

#### Transcript 5.5

I do I don't you do you don't she does she doesn't we do we don't they do they don't

Do this as a fast-paced whole-class activity, with individual students saying what they think will happen in the future in the area of learning in general, not just language learning. Ensure students use contractions and pronounce them correctly.

**5** Explain the task and get students to work in groups of three or four, depending on class size.

Walk around the class to monitor and assist where necessary. Ensure that students discuss the last two questions in the exercise instruction. Get one person in each group to record each student's answer.

With the whole class, elicit the answers from each group, and get them to talk about the number of students in their group who had tried each tip, and which tip(s) they approved of most.

#### **Answers**

- a (2)
- 7
- 5
- 4
- **e** 1
- **f** 6
- **g** 3
- 6 Do this as a fast-paced whole-class activity. Get students to develop ideas around their answers, giving reasons for their choices.

#### Possible answers

Listenina a (where websites have video/audio), c

Reading (a), c, e, g Speaking Ч

Vocabulary all, but particularly a, b, c, e, f, g Writing b, d (email or chat exchanges), f



#### CRITICAL THINKING: Reading between the lines

Explain reading between the lines to students: using the text and your own experience to understand something. Sometimes you may understand something different from other people.

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

The teacher's notes for the exercises are on page 82 of this book.

For extra support, get students to read between the lines of the 'Virtual Learning' article on page 80 of the course book, thinking about the positives and negatives discussed in exercise 2 on page 79. As a class, discuss why virtual language learning might be popular.



Do this as an individual task, either in class or for homework. Explain that students have the headings in 6 to draw on, and the sentences from 5. They should add an appropriate and clear heading and add their own ideas under each of the headings. Each point should be bulleted '.' Students can write their guidelines in their notebooks or as posters for the class. Allow class time for students to compare ideas and share suggestions.

#### Writing skills

Get students to complete the activities on pages 82–83 of the course book now, or come back to them later.

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



#### Vocabulary

- Healthy habits
- Working conditions

#### Grammar

- Gerund as subject and object of a sentence
- can, can't; have to, don't have to

#### Language skills

- Speaking: Rating and discussing healthy habits
- Reading: Reading for specific information
- Reading: Understanding a graph
- Listening: Listening to complete sentences
- Listening: Listening for detail
- Listening: Listening to make notes
- Writing: Writing to complete sentences with your own ideas
- Reading & Speaking: Reading and discussing the differences in health and lifestyle (now and 50 years ago)



#### Critical thinking

• Questioning opinions

#### Life skills

Rules

#### Critical thinking

• Making assumptions



Discuss the Talking point questions with the whole class. Students will probably mention diet, exercise, smoking, etc. Work on vocabulary and structures – these can be tricky when talking about this subject, but don't pre-empt later content in the unit. However, do ensure that they stick to correct idiomatic language, e.g., I don't get enough exercise. Rather than strange-sounding things, such as 'I practise sports', get students to say go running, play football, do yoga, etc. Also introduce get fit, keep fit and fitness.

# 6A Is it good for you?







Healthy habits

 Leading in from the Talking point discussion, get students to discuss the questions in simultaneous pairs. Ensure students are using I drink three cups of tea a day, I go running twice a week, etc.

Walk around the class to monitor and assist where necessary, checking that students are incorporating the vocabulary and structures you highlighted during the Talking point.

With the whole class, get students to report on their partner's habits, rather than their own.

**2-3** Elicit the answers and discuss them with the whole class or in simultaneous pairs.

If discussing in pairs, round up key discussion points with the whole class by asking some of the pairs if they disagreed about anything.

#### Answers

- a bad (but might not be unusual in some places)
- good (except if you take a route with heavy traffic)
- c good
- **d** bad
- good
- good
- bad



Grammar

#### Gerund as subject and object of a sentence

Go through the information and examples. Although gerunds may be familiar to many students, stress the way that they can be used as the subject or the object of a sentence and elicit one or two other examples.

(4) Explain the task and get students to work on it in simultaneous pairs. Explain that they should get into more complex discussions about exercise and diet, for example, Running is good for the heart, but can be bad for the joints (teach this word), for example, your knees. Walk around the class to monitor and assist where necessary.

With the whole class, get several pairs to talk about some of their arguments for and against particular activities and foods.

With the whole class, go through the questions and, before they read the article, get students to guess what it will say about each of the items. (For example, they will probably anticipate that drinking more than six cups of coffee gives you headaches – teach this word.)

Get students to read the article and answer the questions in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, work on any vocabulary or pronunciation issues that you noticed (for example, the pronunciation of stomach, heart and muscles and the meaning of depressed and upsets).

Then elicit the answers, discussing with students whether their initial responses were confirmed or not.

#### **Answers**

- a It can give you headaches, stomach upsets and you may not sleep well.
- **b** It can make you overweight if you eat a lot, but it can make you feel happy if you're depressed.
- c It contains protein and vitamins.
- **d** You can damage your heart and muscles.
- e It can cause exhaustion, stress and loss of sleep.
- **f** The main point of the article is that you shouldn't jump to conclusions (teach this expression) about whether something is good or bad for you. Find out more about it before deciding.
- **q** Students' own answers.



Explain to the class that there are three key questions they can use when they question a statement or opinion: *Is the statement biased? Is the statement supported by* evidence? Is the reasoning clear?

Work on the pronunciation of biased and introduce its opposite – balanced.

With the whole class, determine whether the article on page 91 of the course book is biased or balanced [It is balanced and unbiased in its approach.].

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 pages 82–83 of this book.

**6.1** Introduce the exercise, play the recording once or twice and elicit the answers.

#### Answers

- **a** (cycling at the weekend)
- **b** going to the gym / doing
- c eating meat
- **d** eating so much sugar / eating cakes

#### Transcript 6.1

**Jack** How do you keep fit, Jodie?

**Jodie** I like cycling at the weekend. How about you? **Jack** I like going to the gym and doing a few weights. **Jodie** I don't like going to the gym. It's too crowded.

**Jack** I know what you mean. How about your diet? **Jodie** Well, I want to lose weight, so I'm not eating

meat at the moment.

**Jack** Good idea. I want to stop eating so much

sugar, but I love eating cakes.

Jodie Oh, dear.

**Jack** I know. I want to run a marathon next month,

so I really must get fit.

Explain the exercise and get students to write sentences about themselves. Emphasize that they should make their own sentences as well as use the ideas in the exercise.

#### Possible answers

I don't like watching TV. I want to watch less TV. I like going to the gym.

I want to start running.

I don't want to stop eating fast food.

I want to drink less coffee. I want to cut down from five cups to two cups a day.

I enjoy eating healthy food. I never eat fast food.

I don't need to get more sleep. I sleep eight hours a night.

I like swimming and cycling. I go swimming on

Wednesdays and cycling on Sundays.

I don't want to lose weight. I don't need to.

I don't want to watch less TV, as I don't watch much anyway. In the evenings, I only watch the news, and I

never watch TV during the day.

Refer students to page 169 of the course book. Students choose a topic and use their online research to help them decide what questions to ask. Set a time limit for this research, and check that they have all prepared five yes/no questions for their survey. Students then go round the class and interview other students. Allow time for them to write up their survey results. Revise useful vocabulary, such as:

Sixty per cent said ...

Five out of 14 people said ...

Most people prefer ...

## **бв Work-life balance**



can, can't, have to, don't have to

With the whole class, discuss the alternatives and, above all, your students' reasons for choosing them. (Their

views will partly depend on whether they have actual work experience or not. If your students do have work experience, get them to talk about it, of course.)

2 6.2 Prepare students for the task, then play the recording once or twice.

Elicit the answers.

Linking back to 1, ask students which company they would prefer to work for, and why.

Work on any remaining difficulties, playing the recording again, if necessary, stopping to explain and work on anything that students have not understood.

#### **Answers**

- 1 a, b, d (Phones are also mentioned, but not the issue of a company smartphone vs personal.)
- **2** b, c (Hours are mentioned, but not salary.)

#### Transcript 6.2

1 Interviewer So Mrs Carter, how do you like to

manage your staff?

Boss Rules are important. My staff have to

> start work very early and work hard. And they have to look smart, too.

Interviewer Boss

Do they have to wear suits? Yes, the men do. They have to wear

trousers, a shirt and a tie. And they can't grow beards. Women have to wear skirts or dresses. They can't

wear trousers.

Interviewer What about the weekends?

Do they ever have to work

on Saturdays?

Ross Yes, of course they do! And

> they have to keep their phones switched on 24 hours a day so I can contact them in an emergency. If I send someone an email at 3 a.m., they have to reply immediately.

Interviewer Boss

Really? That seems a bit unfair. I'm not interested in being fair.

And I'm not interested in people being happy or enjoying the job. I'm interested in making a lot of money. And if my staff work hard and obey the rules, they will make a lot of money here. The average salary is \$100,000! And there are a lot of interesting parts to the job. Employees often have to travel to

Interviewer

Really? That sounds good. Can they

bring their partners or children

with them?

different countries.

**Boss** No, they can't! They are there to work, not for a holiday! Interviewer Of course. But can your employees take time off work if they're ill? **Boss** Yes, they can. But they can't have more than a week off work. 2 Farouk I don't believe in having a lot of rules in the office. I believe happy workers are productive workers. Therefore, I treat my staff like adults and I let them spend time with their families. Staff don't have to work at the weekends or in the evenings, and on Fridays they don't have to come into the office at all! Instead, they can work from home and be with their families. They can also leave their young children at the office nursery. Consequently, they can spend time with their kids in their breaks and at lunchtime. There is also a gym on the top floor of the building and employees can use it between the hours of 7 a.m. and 7 p.m. I believe that a healthy body means a healthy mind. And there aren't any rules about the clothes people wear. So men don't have to wear a shirt and tie. They can wear shorts and a T-shirt if they want to!

**6.2** Explain the task, get students to look at the examples, and play the recording again, stopping at key points to give students time to write notes.

#### Possible answers

Company 1	Company 2
(Staff have to start work early.)	(Staff don't have to work weekends or evenings.)
Men have to wear suits; women have to wear skirts or dresses.	Men don't have to wear suits; men and women can wear what they like.
Staff have to keep their phones switched on.	Staff don't have to come into the office on Fridays.
Employees often have to travel abroad.	Staff can leave children in the office nursery.
If they are ill and take time off work, they have to return after a week.	Staff can use the gym to stay fit and healthy.



<u>Grammar</u>

#### can, can't; have to, don't have to

Go through the information, which should be clear after previous exercises. (Ensure students understand the difference in grammatical function between *choice* (noun) and *choose* (verb).)

- Explain the task, emphasizing the idea of a logical link between the two parts of the conversations, and get students to work in simultaneous pairs. Walk around the class to monitor and assist where necessary.

  Don't elicit the answers yet.
- **5 6.3** Play the recording and get students to check their answers from 4 individually.

With the whole class, elicit the answers, again working on the logic of the conversations.

Get students to read the conversations in simultaneous pairs. Walk around the class to monitor and assist where necessary. Ensure that students are pronouncing contractions correctly.

Get individual pairs to read out the exchanges for the whole class.

#### **Answers**

- **a** (I'm afraid not. It's booked for a meeting.)
- **b** No, you don't have to hand them in till Monday.
- **c** We have to start work by 10.00. The core hours are 10.00 to 16.00.
- **d** Yes, you can. Just ask the driver.
- e Oh! Where's the nearest car park?
- f No, I don't. Do you want to go out?
- g She's lucky. Does she only work four days a week?
- **h** Yes. It's five euros fifty.

## Transcript 6.3

- **a A** Can I work in this room?
  - **B** I'm afraid not. It's booked for a meeting.
- **b A** Do we have to finish our reports tonight?
  - **B** No, you don't have to hand them in till Monday.
- **c A** What are your working hours?
  - **B** We have to start work by 10.00. The core hours are 10.00 to 4.00.
- **d** A Can we buy our tickets on the bus?
  - **B** Yes, you can. Just ask the driver.
  - **A** I'm sorry, but you can't park here.
  - B Oh! Where's the nearest car park?
- **f A** Do you have to work tonight?
  - **B** No, I don't. Do you want to go out?

- A My sister has a great job. She doesn't have to work on Mondays.
  - **B** She's lucky. Does she only work four days a week?
- **A** Can I pay in euros?
  - **B** Yes. It's five euros fifty.

## C21 skills

#### LIFE SKILLS: Rules

Get students to complete the exercises on page 101 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 83 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.

## FOCUS

#### Pronunciation

**○ 6.4** Tell students to listen out for the different pronunciations of the *can* and *can't* sounds. Play the recording and elicit the answers. Point out the American English pronunciation of can't, which is more similar to can than in British English.

#### **Answers**

Three different 'a' sounds:

- 1 The sound of *can* as the first word in questions, like /æ/.
- 2 The sound of can't in b / $\alpha$ :/.
- 3 The neutral (schwa) sound in c and d /ə/.

#### Transcript 6.4

- a Can I work in here?
- Yes, you can./No, you can't.
- **c** Where can I work?
- **d** You can work in the library.

(6-7) Explain the task and get one or two individual students to suggest responses so as to give everyone the idea.

Divide the class into groups of three or four, depending on class size, and get one person in the group to write down what their group agrees are the best suggestions for each prompt. Walk around the class to monitor and assist where necessary. Concentrate on the correct use of language from this section.

Then get the writer from each group to join another group. Members of the new group ask questions about the opinions of the writer's group. The writer can read out the sentences they wrote to the new group, or they can improvise answers based on their group's discussion. Again, walk around the class to monitor and assist where necessary.

With the whole class, compare, contrast and discuss the opinions of each group.

End by having a vote on key issues of clothes, salaries, worktime flexibility, etc. Write the results up on the board to give students an overview of their choices.

## **6**C Health trends





🔲 📵 🖨 Health and lifestyle

With the whole class, get students to give/guess the meaning of life expectancy – how long, on average, someone in a particular country can expect to live.

Go through the topics, working on pronunciation, stress and possible related adjectives, for example:

Standard of living: high, medium, low

Climate: cold, mild, hot, tropical

Environment: polluted, unpolluted

Diet: healthy, unhealthy

Healthcare: good, poor

Safety: safe/secure, unsafe/insecure, dangerous

Work also on the pronunciation of the names of the eight countries.

Divide the class into groups of three or four. Get half the groups to work on Japan, China, Pakistan and South Sudan, and the other half to work on the other countries. Depending on time and facilities available, tell students whether they should research the countries on the internet, or whether they should just make notes on what they know/guess, even if it's not very much. Walk around the class to monitor and assist where necessary.

With the whole class, get representatives of different groups to say what they came up with for each country.

With the whole class, illustrate what is required by writing up thought bubbles on the board and getting individual students to suggest what should go in them, relating to how the factors from 1 affect life expectancy in the four countries they are working on.

Then get students to work in simultaneous groups of three or four to continue entering information into the bubbles.

**3 ○ 6.5** Go through the questions and check students understand the terms, such as *health insurance*, which occur in the recording. Play the recording. Elicit the answers to each question in turn.

#### **Answers**

a Hitoshi has a nice apartment. He eats healthy food and he exercises in the park. He lives in a safe country.

- **b** He has to commute a long way. It gets very hot in the summer, and the city can get polluted.
- c Everyone pays health insurance and the health service is good. People have a lot of check-ups and life expectancy is high.

#### Transcript 6.5

My name is Hitoshi. I live and work in Tokyo. I live in a nice apartment, but I have to commute about 90 minutes every day. I eat healthy food and exercise in the local park.

Japan is a safe country.

It's very hot in the summer – about 40 degrees, and the city can get quite polluted.

Everyone pays health insurance and we have a good health service. The government makes sure that medical fees are cheap, and in Japan, we go for more check-ups than in many other countries. That's why life expectancy is about 84.

4 Students work in simultaneous pairs to discuss their ideas. Then have a whole-class discussion. Treat this tactfully.



#### **CRITICAL THINKING: Making assumptions**

Get students to complete the exercises on page 102 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 83 of this book.

For extra support, explain *assumptions* and the related verb *assume*. Get students to share examples of when they have made an assumption and it has turned out not to be correct.

With the whole class, draw the matrix for question b on the board and get individual students to make suggestions as to how to complete it – see the answers for further suggestions to help give everyone some initial ideas.

Then get students to work in groups of three or four on both questions. Walk around the class to monitor and assist where necessary, for example, with related vocabulary, such as *public health*, *housing*, *lifestyle*, *diet*, etc.

With the whole class, work again on vocabulary and get representatives of each group to say what their answers are. For a, the answer is 'yes', but get any students with the opposite view to express their opinion as well.

For b, get representatives to suggest additions to the box you drew on the board earlier. (Stronger students will point out that something in the top left box can also go in the bottom right box, and something in the top right box will also go in the bottom left box, e.g., community life was positive 50 years ago, but it is negative now. However, do not write in repetitions like these.)

With the whole class, discuss the findings of the different groups as you put them in the matrix.

#### Possible answers

strong community life few holidays at work less travel poor health facilities lots of physical industrial pollution exercise good car safety too much fast food better diet choice more traffic and noise available pollution health and safety rules less physical exercise at work **Positive Negative** 

**6** Get students to read the article individually. Assist with any vocabulary problems.

With the whole class, work on any difficulties, especially ones encountered by more than one student.

Then get students to work in groups of three or four, comparing the article with the information in the matrix on the board.

With the whole class, collect opinions from different groups in the usual way.

#### 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 74–75 of this book.



#### Vocabulary

• Abbreviations and symbols for note-taking

#### Grammar

should and shouldn't for advice

#### Language skills

- Speaking: Giving advice
- Reading: Reading to assess ideas
- Reading: Predicting content from photos
- Reading: Reading and assessing problems and solutions
- Listening: Listening to match opinions to ideas
- · Listening: Listening to take notes
- Writing: Using notes to write an email
- Writing: Writing an email with a recommendation



With the whole class, elicit ideas about why people might cover areas in cities and towns with graffiti. Students may make suggestions that refer to creating art, expressing themselves, making urban places look brighter, or because it's just something that certain groups of people do. See what students think the health and safety risks are. They should mention the fact that spray paint is toxic and it is not healthy to keep on breathing in the fumes; some graffiti artists go to dangerous places to create graffiti, for example, along the side of railway lines, high up on walls, etc. They could fall or be injured. Elicit the general views of students on graffiti.



#### Creativity

Thinking creatively

#### Study skills

· Note-taking

## **7**A Creative solutions



1 Look through the items and get individual students to say what you should and shouldn't do. Work on the pronunciation of shouldn't.

Write the results up on the board. If there are disagreements, write the number of votes up on each side.

Don't elicit answers at this point.

2 7.1 Play the recording and get students to check their answers from the previous exercise.

With the whole class, discuss and elaborate on their answers. Remind students of the expression It depends ... For example, on coffee consumption, they may say that it depends on how strong the coffee is. Different cultures will have differing ideas about what is reasonable.

#### Answers

- a shouldn't
- **b** should
- c should
- d shouldn't
- e shouldn't
- f should
- g shouldn't
- h should

## Transcript 7.1

- a You shouldn't drink more than three cups of coffee a day.
- **b** You should eat five types of fruit and vegetables a day.
- c You should wear a helmet when you cycle.
- **d** You shouldn't sleep ten hours a night.
- e You shouldn't watch TV for more than two hours a night.
- **f** You should have a break every 30 minutes when you use a computer.
- You shouldn't drink fizzy drinks.
- You should drink a litre of water a day.
- Do this as a fast-paced whole-class activity.



#### Pronunciation

**7.2** Play the recording and get students to listen and repeat the unstressed form of should.

#### Transcript 7.2

- You should eat five types of fruit and vegetables a day.
- You should wear a helmet when you cycle.
- You should have a break every 30 minutes when you use a computer.
- You should drink a litre of water a day.



#### Grammar

#### Using should/shouldn't to give advice

Read through the information and get individual students to repeat the examples. Having done the earlier exercises, everything should be clear.

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

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

With the whole class, work on any common problems. Elicit some pieces of advice from different pairs, repeating exchanges for the whole class.

#### Possible answers

- a You should read or study until you go back to sleep.
- **b** You should try to relax by \_\_\_\_\_ing. (Teach this structure.)
- c You should get more sleep at night.
- **d** You should study harder.
- e You should visit them.
- f You should try to concentrate on Economics, rather than the person.
- g You should tell the canteen manager.





#### Nudging

- Refer students to the ideas. Ask the students to suggest reasons why the ideas are organized in the way they are. (Larger printed ideas are more popular - similar to the way 'wordles' work in cloud storage software.)
  - With the whole class, get students to say which course of action they would choose and why.
- **2** Get individual students to say what they see in the two photos. Top: a device telling drivers how fast they are going. Bottom: footsteps leading to a litter bin (teach this

expression). Get students to guess what the two photos might have in common – ways of encouraging/nudging (teach this word) people to do something.

Then get students to read the article individually. Answer any questions about vocabulary.

With the whole class, get students to talk about the two photos again and discuss any other ideas they have heard about in this area. (There is an article on Wikipedia entitled 'Nudge theory' that they could look at for homework.)

- 3 Discuss the guestion with the whole class. (The main problem might be people who don't want to be nudged. Some may consider that it is not the business of government to nudge in the first place.)
- With the whole class, get students to make suggestions about the four problems.

Make notes on the board about the possible solutions for each one.



#### CREATIVITY: Thinking creatively

Get students to complete the exercises on page 116 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 83 of this book.

**(5)** Get students to read the solutions in pairs or small groups. 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. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

Elicit some of the groups' reactions to the solutions and relate them to the ideas from the previous exercise that you put on the board. Encourage whole-class discussion.

6 Refer students to the photo and read the question. Have a brief whole-class discussion on this point. (Some signs are located close to cameras, or where mobile police radars are used. Others are more general warnings. They have some impact, but regular road users get to know where the fixed cameras are, and where mobile police units often park.)

Refer students to page 169 of the course book. Explain the exercise. Students work in groups to brainstorm and then agree on the most effective solution. Allow time for each group to report back on the alternatives they discussed, and their preferred solution.

# 7B Days off





## BOD Days off work

Explain the exercise and get students to work in groups of three or four, appointing a reporter for each group, who will record its findings and report back later to the whole class. Walk around the class to monitor and assist where necessary. You will probably have to help individual groups with accident- and illness-related vocabulary, such as trip, fall, strain, stress, ache, pain, etc. Teach also sick, off sick, sick pay.

Work on the vocabulary with the whole class, getting students to incorporate it into their feedback on their group's discussions.

**2 7.3** Play the recording once and see how much students can remember by getting them to take turns to recount what they heard.

#### Transcript 7.3

Let's start with some facts about time off work for illness in the United Kingdom. These facts and figures are from 2013. So, in 2020, there were 118 million days lost to sickness. That might sound like a lot, but it's much less than 25 years ago, when records began.

Now, what do we know about who is taking this time off work? Well, we know that government organizations report the most sick days among staff. Much more than private companies. Perhaps unsurprisingly, people working in healthcare take the most sick days.

We know that women have more time off work than men. And we know that as people get older, there is an increase in the number of sick days they take. We also know that the lowest rates of sickness are among managers.

And what are the main reasons for taking time off work? Well, you might think stress was the biggest problem, but actually it's only the third most common reason. Second is muscular problems like neck aches and backaches. The problem that causes the most time to be taken off work is minor illnesses, things like colds and flu.

Further down the list, we have various other health conditions. Interestingly, around six per cent of sickness absences are for undisclosed reasons. That could mean a very serious illness, of course – or it could mean taking a day off to watch the football!

3 Do this as a fast-paced whole-class activity and work on any difficulties.

#### Answers

h	<b>(</b>	m	=
i	•	n	İ
j	>	0	?
k	<	р	∴.

l accidents at work

Again, do this as a fast-paced whole-class activity and work on any difficulties.

#### Answers

а	!	f	=
Ь	?	9	<i>:</i> .
С	<b>†</b>	h	>
q	(<)	i	1

e <u>accidents at work</u>

## C21 SKILLS

#### STUDY SKILLS: Note-taking

Get students to complete the exercise on page 117 of the course book now, or come back to it later.

The teacher's notes for the exercise are on pages 83–84 of this book.

For extra support, take students through the following tips to help improve their note-taking skills:

- Don't write down every word.
- Use symbols and abbreviations. Create your own.
- Don't worry about spelling and grammar. (Remind students that their notes are only for themselves, not for the teacher!)
- Look at your notes soon after taking them. Organize them by theme and use different colours to separate them into groups.

#### LANGUAGE REFERENCE

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

Get students to work in pairs, and then elicit the answers with the whole class. (Don't assume that the abbreviations are all international. For example, i.e. will probably be unfamiliar to most students.)

#### **Answers**

- a (government)
- **b** morning
- **c** three million dollars (Point out that the dollar sign, pound sign, etc., comes before the amount, not after.)
- **d** United Kingdom
- e that is (Don't get into Latin id est unless students ask.)

- **f** important
- **q** date of birth
- h near
- i per annum (year) (= per year)
- **j** reference
- 6 7.3 Play the recording again without stopping and get students to take notes individually. Play the recording again if necessary.

With the whole class, write one version up on the board, getting individual students to make suggestions.

#### Possible answers

UK 2020 – 118 m days lost but  $\Psi$  from 25 years ago Govt > private cos. Most in healthcare.

Women > men, older > younger, managers least Reasons — 1. colds and flu, 2. neck aches and backaches, 3. stress

Then other conditions 6% undisclosed

- Explain the task and read the email with the whole class. Elicit the answer to the question: the things to listen for are a) the problem and b) what they want Jeremy to do about it.
- **8 7.4** Play the recording and get students to write notes on what is important.

With the whole class, have a round-up of the answers and write notes about the meeting on the board.

#### Possible answers

12%  $\uparrow$  staff illness/sick days in last year :. co. loses money (\$1 m p.a.) incl. pay to those off sick.

#### Problems and solutions:

- 1 Bad backs Managers to check sitting position of people in dept. in relation to screen and keyboard.
- 2 Headaches
  - **a** Get employees to take regular breaks. (not > 1 hr at screen).
  - **b** Reduce stress regular meetings with staff and don't shout at them.
- 3 Sleepless nights Stress and overwork. No one to be in office after 7 p.m.

#### Transcript 7.4

Hello and welcome, everyone. Thank you for coming; I know I didn't give you much warning ... So I've asked you here because I want to talk to you about the health of our staff. More specifically, there has been an increase in staff illness over the past 12 months. In fact, there has been a 12% increase in sick days this year compared to last year. Obviously, this causes several problems. Perhaps most importantly, the company loses money. We calculate that staff illness has already cost us more than one million dollars this year. Because, of course, we have to pay the wages of the ill employee, but, in addition, we often have to pay for someone to replace them.

So, what are the main problems and how can we try and improve the situation? Well, in terms of physical illness, the most common complaint is bad backs. Clearly, there is a problem in how employees are sitting at their desks. Could you all check the desks and chairs in your offices and make sure every member of staff is sitting properly with the computer screen and keyboard in the correct position?

A lot of time off work is also caused by headaches. Could you please make sure staff are not spending more than an hour in front of a computer screen without a break?

Of course, another reason for headaches could be stress. And this is another big problem with our staff. So it's a good idea to look for signs of stress in all your employees. You should have regular meetings with each member of staff to discuss any problems they're having, or anything they're worried about. And can you also be careful how you speak to employees, please? We've had a couple of complaints recently about managers shouting at staff ... and I will remind you that shouting is never acceptable.

Finally, we have had some staff take days off work because they can't sleep at night. Again, this is often caused by stress, but also by overworking. Can you check your staff are not working long hours? Nobody should be working past 7 p.m.

OK, that's about it, I think. Are there any questions? ...

Get students to discuss problems and their solutions in pairs. Walk around the class to monitor and assist where necessary.

With the whole class, get representatives of pairs to say what they discussed.

#### **Answers**

Possible discussion points:

- 1 It might not be the sitting position, but design of furniture (height of chairs and desks).
- It might be a wider question of staff morale (teach this word) as a whole. Regular meetings not enough – must look at way people are managed.
- **3** Must also ensure people don't take work home.

Get students to write their emails individually for homework and to email them to you. Tell them that Shami has a very good relationship with her boss, Jeremy, and feels free to make all sorts of suggestions!

Answer any questions students may have before the end of the lesson.

#### Possible answer

To: Jeremy.g@hotmail.com From: shami6475@gmail.com

Date: 2<sup>nd</sup> Sept 2020

Subject: Re: managers' meeting

Hi Jeremy,

The key points to come out of the managers' meeting yesterday were as follows:

There has been a 12% increase in staff illness/sick days in the last year, meaning that the company loses money (\$1 m p.a.) incl. pay to those who are off sick. There are three main problems.

Problem 1 – bad backs. We were told that managers should check sitting position of people in dept. in relation to screen and keyboard, but it seems to me that this might be more related to the design of the furniture – the desks and chairs are uncomfortable to use.

Problem 2 – headaches. At the meeting, we were told that managers are to make sure employees take regular breaks so that they don't spend more than an hour in front of the screen. They are also to have regular meetings with staff, and avoid shouting at them (!). Relations between you and the staff are very good, but perhaps there are more basic problems of staff management in other departments?

Problem 3 – sleepless nights. We were told that the causes are stress and overwork. Again, this is not a problem in our department, but the new rule is that no one should be in the office after 7 p.m. But how to avoid people taking work home?

I hope all this helps,

Shami

Before the next class, give students feedback on their emails, especially in relation to the language of health and illness at work. Get students to incorporate your feedback in a corrected version of their work that they then email to you.

Send five or six of the emails to each student. Tell them to read and think about the emails before the next class. In the next class, spend time comparing and contrasting the emails, discussing the language and the ideas for improving the health situation at the company.

# $7 extsf{c}$ What's good for you?



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

Take the students through the information in the box and get them to practise giving advice in a short email in 6.

#### Writing skills

Get students to complete the activities on pages 114–115 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.



## Vocabulary

- Adverts
- Job adverts and applications

#### Grammar

Zero conditional

#### Language skills

- Reading: Reading to check opinions
- Reading: Reading for detail
- Listening: Listening for positive opinions
- Speaking: Giving speculative answers
- Reading & Writing: Reading and writing cover letters for job applications
- Writing: Writing a personal account



#### Critical thinking

• Preparing for the future

#### Communication

Register



Demonstrate the task with the whole class. Brainstorm four or five obstacles to someone getting the job they want. Put these on one side of the board. Divide the rest of the board into two columns: inside your control, and outside your control. Discuss each obstacle with the class and put it into the correct column. Students work in simultaneous pairs and make new lists. Share ideas with the whole class. Discuss possible ways in which students can increase their chances of success.

## 8A Study abroad



Zero conditional

1 Introduce the subject by asking question a to the whole class and elicit a list of reasons, which you write on the board.

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

With the whole class, work on any difficulties, especially ones related to the language of studying abroad. Then get students to talk about their partner's answers, not their own.

2 Get students to read the advert. Walk around the class to monitor and assist where necessary.

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

#### **Answers**

- 1 They are looking for adventure.
- 2 They want to see the world and experience a different culture.
- **3** They want to continue their education while abroad.
- 4 International employers are looking for self-motivated people with real-world experience.
- 5 They learn important social skills.

3 Discuss the first question with the whole class. Their answers will depend on where they are in relation to studies and work, of course. Then get students to discuss the second question in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers.

#### Possible answers

Feelings of loneliness and isolation, especially at first. Quality of education varies widely around the world. It can be difficult to understand the educational/study methods of other countries.

If you stay too long abroad, you may lose your network and possible job contacts in your home country. Potential challenges of learning a new language while studying.

8.1 Play the recording, work on any difficulties and elicit the answers.

#### Answers

You can really improve your English, if you speak it every day

It will be difficult to understand your teachers when you arrive, but it will get easier.

You won't run out of money. You just need to be careful. You'll make new friends quickly.

#### Transcript > 8.1

Amira So have you thought any more about

studying abroad?

Jasmine Yeah, but I don't know.

**Amira** I think you should do it. You can really

improve your English if you speak it every day. It's a great opportunity.

Jasmine Yeah, maybe.

Amira But you'll have to speak to English people, of course. English people are usually very

friendly. Everyone says that if you start talking to them, they always want to have a

conversation with you.

**Jasmine** But what will I do if I don't understand my

teachers?

Amira Well, it will be difficult when you arrive, but

it will get easier.

**Jasmine** Yeah, I suppose so. But England's

expensive, isn't it? If I don't get a job after graduating, I can't travel anywhere. What do people do if they run out of money

when they are abroad?

You won't run out of money. You just need Amira

> to be careful. Don't go out for meals - cook at home. And don't go shopping every week! Your parents will send you money

each month.

**Jasmine** Yeah, my parents. If I'm away from my

parents and friends for more than a week or so, I usually feel homesick. It' a long time!

**Amira** Of course it is. But you'll make new friends

quickly.

**Jasmine** But I'll miss my old friends! Like you!

Amira Don't worry. If you feel homesick, you can

video call me!

## FOCUS

#### Pronunciation

8.2 Remind students about stress, explain the task and play the recording once right through.

Play the recording again, stopping after each item to elicit the answers.

#### Answers

- a <u>If people study in England</u>, their <u>English improves</u>
- **b** But <u>what</u> do you <u>do</u> if you <u>don't</u> understand your
- c If I need any career advice, I go to the careers centre at my school.

- **d** If you want to do this study abroad programme, you need to send your application in this week.
- e If you ever get lost, call me!

#### Transcript 8.2

- a If people study in England, their English improves quickly.
- **b** But what do you do if you don't understand your teachers?
- **c** If I need any career advice, I go to the careers centre at my school.
- d If you want you to do this study abroad programme, you need to send your application in this week.
- e If you ever get lost, call me!
- Ask students to complete the sentences individually, based on the conversation in the recording from 4. (If necessary, play the recording again and stop to elicit the answers.)

#### Answers

- a can, speak
- **b** start talking, always want
- c don't get
- d do, are
- e 'm, usually feel
- 1 The speakers are talking about events in the future.
- 2 The highlighted things are <u>possibly</u> going to happen.

## FOCUS

#### Grammar

#### Zero conditional

Talk the students through the information and the examples.

Write one example on the board and underline the verb tenses.

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

**6** Explain the task and do one or two of the items with you, the teacher, as A and a student as B, to give everyone the idea.

Then get students to have the exchanges in simultaneous pairs. Walk around the class to monitor correct use of tenses.

With the whole class, work on any remaining difficulties and get different pairs to repeat the exchanges for the whole class



#### CRITICAL THINKING: Preparing for the future

Get students to complete the exercises on page 128 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 84 of this book.

For extra support, suggest that students can prepare for the future by asking themselves a few questions: 'Is it possible that X will happen in the future?' 'If X happens, what does that mean for me?' 'What are the consequences?' 'How can I prepare for X?'.

In simultaneous pairs, ask students to think of some possible future scenarios like those in 6, and discuss what they think the possible consequences are. Do students agree with their partners? Walk around the class to monitor use of the first conditional.

With the whole class, work on any remaining difficulties.

# 8B Applying for a job





Read through the advert with the whole class, explaining any difficulties.

Ask students if they would like this job. Ensure that they use correct job-related vocabulary in giving their reasons.

2 Get students to read the advert again and to discuss the questions in groups. Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers from members of different groups.

#### **Answers**

- a high-quality graduate, self-motivated
- **b** excellent IT skills
- **c** working in teams and busy environments
- **3** Get students to read the cover letter silently and ask if the candidate will be invited for an interview. (It looks a pretty good match with the recruiting company's requirements.)
- 4 Get students to work on this individually or in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers.

#### Answers

- **a** (6)
- 7
- **c** 1
- **d** 10
- **e** 3
- 4
- 5
- 9
- i 2
- 8 i



#### Expression

#### A cover letter

Talk students through the information and key phrases. Then get students to close their books and 'test' them on the phrases, for example, by asking 'What are three possible ways of expressing the reason for writing?'.

You may wish to point out the greeting convention that Dear Sir/Madam, goes with Yours faithfully, and Dear + name, goes with Yours sincerely,.

**5** Explain the task and get students to work on it individually. Walk around the class to monitor and assist where necessary. Ensure that students are using the key phrases of cover letters.

If necessary, get students to complete their letters for homework.

#### Possible answer

Dear Mr Yasin,

I am writing to apply for a place in the Graduate Management Programme as advertised on the Skills Space website. Please find my CV enclosed.

I am currently studying Business and Management Studies at the London School of Economics, and I have a good level of English – my IELTS score is 8.0. I believe this course has prepared me for a programme like yours in a number of ways. I also have experience of working in car salesrooms. I had a part-time job in a salesroom last summer.

I have a very positive, can-do attitude. I would like the opportunity to meet you and show you my passion for car sales management.

Thank you for taking the time to consider my application. I look forward to hearing from you in the near future.

Yours sincerely,

**6** Either in this class or a later one, get students to compare their completed letters with a partner's.

Then, with the whole class, get individual students to talk about their letter in relation to their partner's.

Write a model letter on the board, getting individual students to suggest possibilities.

When correcting, bear in mind that the sample answer given here is just one model – there are other possibilities, of course.



Get students to complete the exercises on page 129 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 84 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.

# **8**C Are you in control?







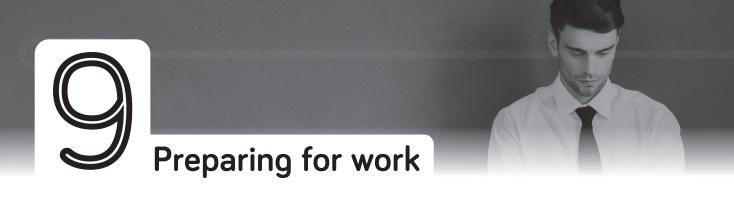
Now play the slideshow and do the related listening, discussion and writing activities. You will find the slideshows in the interactive course book or in the resources section of the website: www.garneteducation.com/aou/studentresources.

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

#### Writing skills

Get students to complete the activities on pages 126–127 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 76-77 of this book.



#### Vocabulary

- Describing jobs and salaries
- Positive and negative personal qualities

#### Grammar

• be going to

#### Language skills

- Listening: Listening to complete a table
- Listening: Listening to assess job interview responses
- Reading: Reading for detail
- Reading: Reading to check predictions
- Reading: Reading to match information
- Reading: Reading to categorize tips
- Speaking: Discussing future plans
- Speaking: Talking about job interviews
- Speaking: Role-playing a job interview
- Writing: Writing guidelines



#### Critical thinking

• Long-term and short-term aims

#### Life skills

Networking

#### Communication

• Why we communicate



Discuss the questions with the whole class. General note (also applying to the whole unit): discussion will largely depend on whether your students have work experience – bear this in mind.

# 9A Graduate jobs





BOD Describing jobs and salaries

Explain the task and get students to match the job sectors to the photos.

With the whole class, elicit the answers.

#### Answers

- **a** (financial services)
- **b** IT services
- **c** energy
- **d** healthcare
- **e** human resources
- **f** construction

Other possible sectors include:

aerospace

cars (automotive)

food processing

consumer goods

steel

textiles

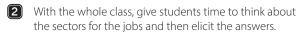
telecommunications

media

property

retail

tourism



#### Answers

financial services – chartered accountant, investment banker

IT services – games developer, web designer energy – petroleum engineer, power plant manager healthcare – dentist, paramedic

human resources – careers advisor, recruiting manager construction – architect, building surveyor

## FOCUS

#### Pronunciation

9.1 Remind students about the concept of syllables and play the recording.

Elicit the answers and work on any difficulties.

Get students to repeat the jobs again, with the correct stress and correct pronunciation of unstressed syllables.

#### **Answers**

- **a** 3
- 3
- **c** 2
- **e** 2
- **g** 3

- Transcript 9.1
- a surveyor
- **b** advisor
- **c** dentist
- **d** developer
- banker
- paramedic
- engineer
- Get students to work in groups of three or four, appointing a reporter for each group, who takes notes on the discussions. 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, especially ones related to the topic of this unit. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

Get the reporter from each group to say what its findings were, and have a whole-class discussion about them, with students incorporating your corrections from the previous stage. (Don't be surprised if jobs have a different status in different countries.)

## FOCUS

#### Expression

#### Writing an invitation email

Take the students through the information in the box remind them a billion is a thousand million, and that a trillion is a thousand billion. Complete the table in 4 as a class, after listening to the recording.

■ 9.2 Explain the task and play the first part of the recording. Write the table from the course book on the board. Elicit the answers for the first one or two jobs and write them on the board. Point out that a billion is a thousand million, and that a trillion is a thousand billion. (These are now generally accepted in global English; in the past, British English used billion to mean a million million, but do not get into this unless students ask about it.)

Then play the rest of the recording once or twice, as necessary, and get students to complete the other jobs and salaries individually.

Elicit the answers and work on any difficulties.

#### **Answers**

Sector	Revenue	Salary
Construction	\$1.7 trillion	\$33,000
Human resources	\$12.3 billion	\$28,000
Financial services	\$1.26 trillion	\$65,000
Energy	\$17.5 billion	\$36,000
IT services	\$19.3 billion	\$45,000
Healthcare	\$21.8 billion	\$33,000

#### Transcript 9.2

This programme is for young people who are thinking about the future and the kind of business they want to work in. You need to think about lots of things, for example, 'What am I good at?' or 'What do I like doing?'. You also need to think about money. There are two questions you need to answer. One, is the sector I want to work in successful? And two, will I earn a good salary? Let's look at some of the most popular sectors for graduates at the moment.

First of all, one of the biggest sectors is construction. The construction industry made \$1.7 trillion last year. Graduates can expect a starting salary of about \$33,000.

What about a sector that focuses on people? Well, the human resources sector made \$12.3 billion last year, which is well below construction but is still successful. Starting salaries are around \$28,000.

And talking of money, how about finance? You probably won't be surprised to hear that the financial services industry makes a lot of money – \$1.26 trillion to be precise. Salaries depend on which area you work in. To give an example, investment banking offers a very generous \$65,000 a year. A very good start for a career.

Now gas, oil, solar, wind, all the different types of energy, make up the energy business. Last year, it made \$17.5 billion and new recruits get \$36,000.

That's a lot less than was made on computers, though. The IT services industry made \$19.3 billion and graduates earned \$45,000.

But what is the most important thing in the world? What do we care about most? It's our health, of course! And that's why the healthcare industry made an incredible \$21.8 billion last year. But the pay isn't that great; a doctor only gets around \$33,000 in their first year.

Get students to work in pairs. In each pair, one student reads one of the profiles and the other student reads the other. Walk around the class to monitor and assist where necessary with vocabulary.

Then get students to ask each other about their texts in simultaneous pairs.

With the whole class, work on any difficulties and get different pairs to ask and answer the questions for the whole class.

Discuss the skills required for each job with the whole class, not just the ones mentioned here. (For example, being good with numbers is a useful skill for a chartered accountant.) Also, extend the discussion about advantages and disadvantages of each job.

#### **Answers**

Chartered accountant

- **a** A chartered accountant gives financial advice to people and businesses.
- **b** From £30,000 up to £60K after five years. (Teach *K* abbreviation.)
- **c** weekdays and some evenings
- **d** a CA qualification
- **e** will study law, business management, finance\* Possible advantage: well paid

Possible disadvantage: evening work (unsocial hours)

#### Paramedic

- **a** A paramedic responds to emergency calls, treats patients and drives them to hospital.
- **b** £21K to £34K
- **c** 37 hours/week including night shifts and weekends
- **d** Study Paramedic Science at university
- helpful personalities, rapid decision-making, excellent driving skills\*

Possible advantage: pleasure of helping people Possible disadvantage: relatively low pay

\*Discuss with students what they understand by *skills*: For example, with the paramedic, the need to be fit is not really a skill, but it is essential.

Remind students of the questions they asked each other in 5. Explain that they will be asking each other similar questions about two new jobs. Divide students into pairs (Student A and Student B). Refer A students to page 169, and B students to page 170 of the course book. Explain

the task. Students read their respective job profiles, and then interview each other and make notes. With the whole class, ask several students to report back on their notes from their interview. Students then check their answers by reading their partner's job profile.

#### **Answers**

Job title:	A Building surveyor	B Games developer
Role:	give advice on building projects	design and program games
Salary:	graduates: £22,000– £26,000	starting: under £20,000
	£50,000 in five years	£40,000 in five years
Hours:	9 a.m.–5 p.m., some evenings	long but flexible hours
Entry requirements:	graduate, but good to have a degree in Building Surveying, experience in construction	graduate, but useful to have a degree in Graphic Design, Computer Science or Software Engineering
Necessary skills:	good communicators, able to analyze and solve problems, report-writing and presentation skills	excellent IT skills, able to use different programs, creative, use time well

As in many other parts of this unit, discussion here will largely depend on whether your students have work experience.

Get students to work in groups of three and explain that a group reporter will later talk about the expectations of each member of the group.

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. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

Then, with the whole class, get the reporter from each group to summarize what each member said.

Have a whole-class discussion with students.



## CRITICAL THINKING: Long-term and short-term aims

Get students to complete the exercises on page 145 of the course book now, or come back to them later. The teacher's notes for the exercises are on pages 84–85 of this book.

For extra support, ask students to write lists of five long-term and five short-term goals. Get them to work in simultaneous pairs. Walk round the class to monitor and assist where necessary.

With the whole class, get some of the pairs to talk about their two different lists.

# 9B Study to work



be going to

Introduce the subject and get students to answer the question as a fast-paced whole-class activity.

Encourage use of have to as an alternative to must.

Work on stress and pronunciation of *challenges* /tʃæləʤɪz/ and get students to read the article silently, bearing in mind the points that came up in discussion in the previous exercise. Walk around the class to monitor and assist where necessary.

With the whole class, work on any general difficulties and ask students if they had anticipated any of the points in the article.



#### LIFE SKILLS: Networking

Get students to complete the exercises on pages 145–146 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 85 of this book.

**3** Explain the task, get students to look at each of the plans and the text in 2 again individually. Elicit the answers and discuss them with the whole class.

#### **Answers**

Henrik – Networking Fatima – Daily schedules Joe – Professionalism Rachel – Teamwork Samir – Appearance



#### Grammar

#### be going to

Talk students through the information and the examples. The tense will already be familiar to them at this level, so use this as an opportunity to revise it.

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

Do this with students writing the answers individually. It should not be difficult for students at this level.

#### **Answers**

- **a** (are you going to do)
- **b** I'm going to sleep
- c Are you going to apply
- **d** I'm not going to do
- e I'm going to get
- f are you going to get
- g I'm going to work
- h I'm going to do
- i are they going to pay
- They're going to pay
- **k** they aren't going to pay
- l are you going to live
- m Is your father going to help
- **n** he's going to give
- 9.3 Play the recording, getting students to check their answers, stopping after each line of dialogue that contains an answer.

With the whole class, work on any remaining difficulties.

Discuss the advantages and disadvantages of internships with the whole class. (Possible advantage: allows young people to gain work experience. Possible disadvantage: companies can employ people without paying them, or paying them very little.)

#### Transcript 9.3

- A How was your graduation?
- **B** It was great, thanks. My parents came and I think they were really proud.
- A Of course they were! So what are you going to do now?
- **B** Well, I'm going to sleep for a while!
- A Ha ha! But I mean after the summer. Are you going to apply for some jobs?
- **B** No, I'm not going to do that yet. I'm going to get some experience first.
- **A** But how are you going to get experience if you're not working?
- **B** Oh, I'm going to work. I'm going to do an internship.

**A** What's that?

- **B** It's when a company employs a new graduate for a few months or a year and the graduate gets real work experience.
- A OK. But are they going to pay you?
- **B** No. They're going to pay for my travel, but they aren't going to pay me a salary.
- **A** So how are you going to live? Is your father going to help you?
- **B** Yeah, he's going to give me some money each week.
- **6** Get students to have simultaneous exchanges in pairs. Start by working with one student, asking them questions with Are you going to ... and getting them to elaborate on their answers to give everyone the idea.

Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties and get some pairs to repeat some of their exchanges.

## 9C Interviews





Preparation and practice

Get students to talk about the questions in simultaneous pairs. Walk around the class to monitor and assist where necessary, for example, with the vocabulary. (If they have not been in interview situations, get students to imagine how they would feel before one.)

With the whole class, get several pairs to talk about their partner's experience of interviews, if any, or of how they think they would react in the situation. (For question d, get students to talk about school reports, references, etc.)

Get students to work in groups of three or four. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers and vote on which tip they find most useful.

#### **Answers**

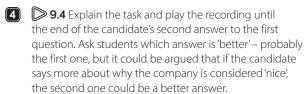
before – a, b, c during – d, g after – e, f, h

3 Do this as a whole-class activity, with individual students giving the correct word order. Work on any difficulties, for example, pronunciation of strengths.

#### **Answers**

- a (Why did you choose this company?)
- **b** Why are you interested in this position?

- **c** What do you know about the company?
- **d** What are your main strengths?
- **e** What are your career goals?



Play the rest of the recording and get students to note the other answers. Stop after each answer to give them time to choose the best answer.

With the whole class, discuss the answers. You may wish to introduce the difference between answers that are *modest* (not much substance to them) and replies that incorporate the idea of *modesty* (confident, but not boastful).

#### **Answers**

	Answer 1	Answer 2
а	<b>✓</b>	
Ь		✓
С		✓
d		✓
е	<b>✓</b>	

#### Transcript > 9.4

- Why did you choose this company?
  - Because it's the leading company in
  - Because it's a nice company.
- Why are you interested in this position?
  - It sounds interesting.
  - Because it will give me an opportunity to use my experience and qualifications.
- What do you know about the company?
  - It's a very large company.
  - It has a very strong brand and a unique range of products.
- What are your main strengths?
  - 1 I'm good at lots of things.
  - I think my greatest strengths are that I'm flexible and I'm a fast learner.
- What are your career goals?
  - I would like to continue to develop and learn. Finally, I would like to lead my own department.
  - I want a promotion as soon as possible.



6 Get students to work on this in pairs. Walk around the class to monitor and assist with meaning and pronunciation if necessary.

With the whole class, 'test' the meaning and pronunciation of previously unfamiliar words, by quizzing individual students, e.g., by asking, 'Give me a word/expression that means ...'

#### **Answers**

#### Positive feedback

a can-do attitude a team player easy-going good at multitasking (hard-working) honest polite positive

self-motivated

#### Negative feedback

a loner dishonest good at one thing only lacking confidence lacking motivation (lazy) negative rude stubborn



#### Pronunciation

9.5 Remind students about intonation: the way the voice goes up and down in different ways for different purposes, e.g., statements, questions, exclamations, etc.

Play the recording and elicit the answer.

Explain that the voice usually goes down at the end of Wh-questions.

The intonation for all the questions goes down at the end.

## Transcript 9.5

- a Why did you choose this company?
- **b** Why are you interested in this position?
- **c** What do you know about the company?
- What are your main strengths?
- What are your career goals?



#### **COMMUNICATION: Why we communicate**

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 85 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.

Get students to think of a job that they would like to have. Tell them they will do interviews in simultaneous pairs. First, one student interviews, and then the other, in relation to another job. Emphasize that they should use the language of this unit, not just the vocabulary of the previous exercise. (Quickly take students through previous sections of this unit again to remind them of the areas covered.) Also remind students of the idea of body language (first touched upon in Unit 1A C21 skills) – posture, amount of eye contact, amount of smiling, etc. Get students to say what would be appropriate in their own countries.

When they are ready, get students to start their interviews, getting students to sit opposite each other, hopefully at a distance appropriate for a job interview. Walk around the class to monitor and assist where necessary.

When most pairs have finished their two interviews, end the activity. With the whole class, praise good points that you heard and work on language relevant to this unit that requires attention. Get individual students to repeat points, incorporating any corrections and improvements that you made.

Get three or four pairs to repeat one of their interviews for the whole class.

After each pair, get students to 'score' them on the language they used and their body language. Treat this tactfully, and remind students that you, the teacher, are the final judge and arbiter of performance!



If you have covered the C21 skills section in Unit 1A then this will be revision. If not, this may be an opportunity to focus on these (see page 24 of the course book).

With the whole class, ask why body language is important in interviews. Get students to give some examples. (Sit up straight, engage eye contact with the interviewer, but not too much – ask students what they think is appropriate – don't run your fingers through your hair, etc.) There may be cultural variations about what is acceptable, of course.

With the whole class, get students to comment on the photo.

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

With the whole class, work on ways of talking about body language. Then, get individual students to talk about the tips they came up with, incorporating your improvements.

Tell students that the article covers more than just body language. Get them to read it, bearing in mind the advice they gave. Walk around the class to monitor and assist where necessary, for example, with vocabulary like interact, approach, rucksack, pace around, nervous, lap, lean forward.

With the whole class, work further on any vocabulary questions that you were asked. Ask individual students if they saw the same advice that they gave in the previous section. Then discuss the other advice given in the article. Bear in mind cultural differences. Talk also about the right sort of clothes, for example, for men – is a tie necessary?

Remind students that for this task they need to incorporate guidance on body language and the more general advice included in the article. This can be set for homework or in class. They should make notes under each heading, and write a series of guidelines to help candidates in their countries.

Make time for students to share their ideas with other students in class and to suggest improvements. Go round and monitor. Ask individual students to read out some of their points. You may wish them to redraft their guidelines and present them as posters.

#### Writing skills

Get students to complete the activities on pages 143–144 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on page 77 of this book.

# 1 Teamwork

#### Vocabulary

• The workplace

#### Grammar

· First conditional

#### Language skills

- Listening: Listening to identify advantages and disadvantages
- Listening: Listening to complete sentences
- Reading: Reading problems to think of solutions
- Reading: Reading to identify different roles within groups
- Reading: Reading to match headings with texts
- Reading: Reading for specific information
- Writing: Writing about a dream job
- Speaking: Discussing roles in a team
- Listening & Speaking: Brainstorming



#### Critical thinking

• Finding solutions

#### Collaboration

Working in a team

#### Creativity

· Learning from mistakes



Discuss the Talking point with the whole class.

Students may talk about their own groups in relation to pairwork or group work in class, of course. No doubt they will mention sports clubs and teams. Students with work experience may mention teams working on company projects.

Among benefits, they might mention the idea that many people find it easier to be part of a group than to work individually. Among challenges, they may mention the importance of *leadership* (teach this word) and finding the right leader.

## 10A Working together



- With the whole class, get individual students to say if they prefer working alone or in a team, giving their reasons.
- Again with the whole class, get students to say what they can see in the four photos and then match them with the sentences a-d and think of examples of a job for each one.

#### Possible answers

- **a** 4 A writer often works from home.
- **b** 2 (An oil worker often works outside.)
- c (1) Office workers often work in an open-plan office.
- **d** 3 Senior managers often have a private office.
- **3** Explain the task. Tell students that they should find one advantage and one disadvantage for each workplace, and get them to work on it in pairs. Walk around the class to monitor and assist where necessary as usual.

#### Possible answers

- a Working from home allows me to think without interruptions, but it can be lonely.
- **b** Working outside, I breathe fresh air, but when the weather is bad it can be unpleasant.
- c In an open-plan office, I feel part of the team, but there is also a lack of privacy.
- **d** (I can concentrate when I work in my own office.) But sometimes it's hard to know what's going on in the rest of the building.
- **10.1** Explain the task and play the recording once right through, explaining any difficulties.

Play the recording again, this time stopping after each speaker. Elicit the advantages and disadvantages mentioned by each speaker, related to their working situations, rather than other factors (e.g., In c, the fact of being a boss and having 12 employees is not relevant, as this is true for people in other working situations. It's the fact of working outside that is important here.).

#### **Answers**

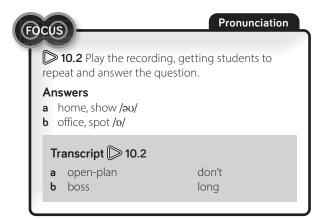
	Advantages	Disadvantages			
а	(spend time with family) walk into living room and turn on computer, no boss	don't leave the house all day			
Ь	easy to talk to colleagues	noisy			
С	c summer – fresh air winter – not so g				
d	nobody disturbs them	a lot of meetings			
е	easy job	works night shift			

#### Transcript 10.1

- **a** I work from home. I just walk into my living room and switch on my laptop. It's nice because I spend a lot of time with my family. But sometimes I don't leave the house all day, and I don't like that. I'm self-employed, so I don't have a boss. I like that, of course!
- **b** I work in an open-plan office. If I want to speak to a colleague, I just walk to their desk. It's guite a small company, but there are a lot of us in the office and it can get guite noisy. I'm glad that I only work part-time - from 9 a.m. to 1 p.m.
- **c** I am a builder so I work outside most of the time. In the summer, it's great getting fresh air every day, but it's not so good in the winter. I'm the boss and I have 12 employees. I work long hours. I start at 8.00 in the morning and finish at about 7.00 in the evening.
- **d** I work for a multinational company, so I travel a lot. I have my own private office so I work on my own. It's easy for me to do all my work because nobody disturbs me. But I do have a lot of meetings in my office and outside.
- **e** I work full-time at a small company in my town. It's an easy job. I usually do the day shift, which is 9.00 to 5.00. Because our customers call from around the world, I sometimes work night shifts. It's hard working during the night and sleeping in the day.
- **5** Discuss the underlined words with the whole class.

#### **Answers**

- a not an employee of a company
- someone who works with you for the same organization
- a company with only a few employees
- for only part of the normal working day
- people working for a company, a government organization, etc.
- **f** for a long time each day
- **g** a company with activities in several countries
- about eight hours a day (Ask students what 'full-time' work means in their own countries.)
- i working at night



6 Students work individually and then compare their ideas in pairs to complete the table. Check answers with the whole class. 'Family' is implied by photo 4 in 2.

#### **Answers**

Place of work	Who you work for	People	Hours
home	call centre	(family)	full-time –
			9 a.m.–5 p.m.
open-plan	multinational	colleague	long hours –
office	company		8 a.m.–7 p.m.
outside	self-employed	employees	night shifts
private	small	boss	part-time –
office	company		9 a.m.–1 p.m.

## C21 SKILLS

#### CRITICAL THINKING: Finding solutions

Get students to complete the exercises on page 160 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 85 of this book.

- Get students to read the text individually. Ask a student to summarize the situation in their own words.
  - Then get other students to say if they agree with the solution, giving their reasons. What other solutions are available? (Suleman could be given his own office, etc.)
- **8** Get students to work in small groups on these situations. Allocate a situation to each group and get them to find two or three possible solutions for it.

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. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

- Get individual students to give solutions to the problems that they studied, incorporating your language improvements. Have a whole-class discussion about each situation, before moving on to the next one.
- Get each pair to think of one situation where one of the students faced a problem recently, and what solution he/she found. Discuss two or three of the most interesting situations and their solutions with the whole class.
- Get students to do this for homework. Emphasize that their work must follow the points given here. Get students to email their work to you (give them a deadline, of course), and email students back to tell them where to make corrections, without telling them exactly what the corrections are. They then email their work to you a second time for you to check.
- In the next class, get some of the students to talk about their dream jobs that they chose (or, before the class meets, email about six of the best dream jobs to each member of the class), and have a whole-class discussion about them.

## 10B Leaders and teams

- First conditional
- Introduce the theme of this section and, in simultaneous pairs, get students to come up with a list of five or six leaders. Then discuss them with the whole class. Clearly, the discussion will depend on whether students are familiar with each others' country backgrounds. If the leaders are unfamiliar to other class members, get students to say why they have chosen the people that they have and what the leaders' qualities are.
- Read the Teamwork podcast text with the whole class. Get students to say what the three types of leader might be. This will partly depend on them knowing who the people in the photos are anticlockwise from top: Amazon founder Jeff Bezos, former South African president Nelson Mandela, the Emirati engineer and astronaut Nora Al Matrooshi and footballer Lionel Messi. The question about the three types of leader is quite

The question about the three types of leader is quite difficult, so even if your students don't know some of these people, ask them what different types of leadership are required in sport, business and politics.

#### Transcript 10.3

Imagine you are a leader of a team and you are starting a big project. How are you going to lead your team? Well, there are three main styles of leadership.

First, there is the participative style. To `participate' means to join in or be part of the team, so you want everyone to join in. If you ask people in your team for their opinions when you need to make an important decision, you'll be able to make good decisions that the people in your team trust.

Next, there is the delegative style. 'Delegate' means to give another person responsibility. If you use this style of leadership, you'll find that you'll have less work to do yourself because you can give some tasks to members of your team to do. This gives the team member confidence and they can learn about making decisions and taking responsibility.

Finally, there is the authoritarian style. This is simple. You make all the decisions and you aren't interested in the opinions of anyone who disagrees with you. Everyone listens to you and does what you say. The advantage of this is that everyone knows what's happening. The disadvantage is that your decisions may be unpopular or wrong.

There is something very important to remember. A really good leader will use all three styles. The key to good leadership is knowing when to use each one. However, if you know what the different styles involve and how to use them, you'll be able to do this effectively.

So today I've talked about leadership and leaders. But the leader is just one member of the team. There are several other roles. And all of them are equally important. If you want to find out more about the other roles in a team, I will give a talk about that next Wednesday at 7 p.m. I hope to see some of you then ...

■ 10.3 Get students to read through the sentences in the exercise, then play the recording again. Elicit the answers from the whole class.

#### Answers

- 1 ask, 'll be able to
- 2 use, 'll find that you'll have
- 3 know, 'll be able to
- 4 want, will



#### **COLLABORATION: Working in a team**

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 pages 85–86 of this book.



Grammar

#### First conditional

Talk the students through the information and the examples. Write one example of each form on the board and underline the verb tenses. Point out that will is never used in the same clause as if.

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

**5** Get students to read the sentences and do the exercise individually.

Then ask students for their responses and have a whole-class discussion about them. (Some of the possible responses are less obvious than they look at first sight. For example, in c, it might be necessary for the leader to make a final decision when there is a disagreement. There may also be differences in students' cultural attitudes. In e, students from more authoritarian cultures might say that team members must not disagree, but in other cultures, they may say that team members have the right to disagree.)

- **6** Get students to cover the text in 7 and brainstorm other roles. Write suggestions on the board.
- Read through the article with the whole class and discuss/explain the vocabulary where necessary. For example, get students to think of an equivalent word for argument, e.g., disagreement.
  - Get individual students to say which type they are, and to say how they perceive some of the other class members. Treat this tactfully.
- Get students to discuss the question in pairs and then check students' opinions with the whole class.
- © Get students to look at this exercise in pairs and then report back to the whole class on their partner's attitudes, as revealed by the way they finished the sentences. Work on any language issues as usual.

#### LANGUAGE REFERENCE

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

## 10c Brainstorming



Introduce the topic by getting students to look at the photo and discuss the questions. If they have not heard of brainstorming, move on to the next exercise.

With the whole class, get students to look at the headings and read the description. All the vocabulary here should be familiar to students. Explain any that is not. Ensure that students pronounce features correctly (/fi:t[əs/). Check this.

Then get students to place the headings correctly. Elicit and discuss the answers.

#### Answers

- 1 Features of brainstorming
- 2 The brainstorming process
- **3** Disadvantages of brainstorming
- Get students to work in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, elicit and discuss the answers.

#### **Answers**

- a yes
- **b** not at first only at the end of the process
- **c** ves
- **d** at the end of the process



#### CREATIVITY: Learning from mistakes

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 86 of this book.

■ 10.4 Introduce the task and get students to read through the ideas and then play the recording, getting students to identify the ideas that they hear.

#### **Answers**

Ideas mentioned, in this order: (Study past papers.) Make notes before you write the answer. Go to bed early the night before. (The other ideas are not mentioned.)

#### Transcript 10.4

- **A** OK. So, exams start in two weeks and we need to get some good grades.
- **B** Right.
- **A** Any ideas?
- **B** Just a moment. Can someone write some notes?
- C OK. I will.
- **B** And could someone be the facilitator?
- **A** How about you?
- **B** Oh, OK. So let's get started.
- **C** Well, how about studying some past papers?
- **B** Good idea. How do we get those?
- **C** They're online and I've got some from last year.
- **B** Great. Thanks, Francis. Any more ideas?
- **D** Well, I always write lots in my exams, but I get low marks because I don't answer the question.
- **B** OK. So, read the question carefully.
- A And make some notes before you start writing. It's a bad idea to start writing without a plan or outline.
- **B** Thanks, Alana. What do you think, Jamie?
- **E** Me? Oh, I usually go to bed late, so the night before an exam I go to bed early, like before 12.00.
- **B** Sounds good. Are you getting all this, Francis?
- **C** Yup. So far.



#### Expression

#### How to brainstorm in a group

Take students through the phrases, getting individual students to pronounce them correctly. This will lead in nicely to the next section.



#### Pronunciation

10.5 Get students to listen and repeat, paying particular attention to intonation. Play the recording.

## Transcript 10.5

Any ideas? Any more ideas? Karen?

Me?

- Write the three headings on the board. Get students to brainstorm in groups of three or four. Ensure that they choose a facilitator and a writer before they start.

  Walk around the class to monitor, but this time don't intervene allow students to brainstorm freely. However, do ensure that the facilitator and writer are doing their jobs in each group.
- When most groups have finished brainstorming, get the class to move on to the next phase. Each group must decide which points they want to keep and which to delete. Get them to write the points that they keep in the form of a mind map. Refer students to page 171 of the course book for an example of a mind map.

  Then get a representative of one of the groups to write their mind map on the board and have a whole-class discussion about it.
- Refer students to the brainstorming activity about 'world leaders' on page 170 of the course book. Decide how long you want to spend on this task, and set the initial research task either for classroom work or homework. In groups, students brainstorm which three leaders to research. After their research, they brainstorm the ideas they have found and organize their ideas. Allow time for each group to give a mini-presentation to another group. Monitor and check that all group members participate.

#### Writing skills

Get students to complete the activities on pages 158–159 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on page 78 of this book.

# Writing skills

# Unit 1



Get students to tell you what they know about paragraphs.

Tell the class to read and match the parts of a paragraph with the definitions.

Check their work by reading a definition and getting students to say the part of the paragraph.

- **a** 3
- **b** 1
- **c** 2



Tell students to read the parts of a paragraph and put them in order

Elicit answers from the class.

- **a** 2
- **b** 3
- **c** 1



Get students to read the paragraphs in 2 again and match them to the correct essay question.

Elicit the correct essay question from the class.

а



Have students read the explanation about linking ideas and the review of capital letters and full stops.

Explain the task. Students must put the words in order and rewrite and punctuate the new sentences. Remind them that we use because to link the second sentence which gives a reason.

Ask students to read their re-ordered sentences to you. As they read them, write the sentences on the board, but without the punctuation. Get students to tell you how to punctuate each sentence.

- I know that food is important for our health, so I eat a lot of fruit.
- **b** People in the UK do not use air conditioners because the weather is not hot there.
- **c** I do not go to the mall on Friday nights because it is too crowded.
- **d** I have a problem with vocabulary, so I am going to start writing down new words.

#### **5**

Tell students to read the explanation about the linking word so.

Ask students to look at task 5 and join the sentences with so and correct punctuation.

Check their work by writing the linked sentences on the board.

- I don't like swimming in the sea because the salt hurts my eyes.
- **b** I want to learn how to drive, so I will start driving lessons next week.
- **c** I can't come to class tomorrow because I have a hospital appointment.
- **d** Amy has an exam tomorrow morning, so she can't go out tonight.

# Unit 2



Explain the task and get students to mark the parts of a paragraph.

- a CS
- **b** SP
- c TS



Review the parts of a paragraph by reading the box about writing a good paragraph with the class.

Explain the task. Ask students to read the paragraph in 2 and underline the topic sentence and the concluding sentence. Then tell them to count the number of sentences in the main body.

To check answers, get students to read out the topic sentence, the concluding sentence and the number of sentences in the main body.

Using public transport has some disadvantages compared with travelling by car. Firstly, you often have to wait for a bus, and this can waste your time. Secondly, buses may not go exactly where you want to go. This means that you may need to walk to your destination or take another bus to get there. Thirdly, buses are often crowded so you may have to stand up for your journey, which could be uncomfortable. These are some of the reasons why many people prefer private transport over public transport.

There are four sentences in the main body.

#### 3

Review topic sentences. Get students to tell you where they are written (usually at the beginning of a paragraph) and their purpose (to tell the reader what the paragraph is about).

Ask students to read task 3 and write a topic sentence for each topic.

Share the topic sentences by getting students to read them to a partner or the class.

#### 4

Elicit different linking words and phrases that the students can remember. For example, the ones that give reasons (e.g., so, because), the ones that order information (e.g., first, secondly, next, after that) and the ones that give evidence (e.g., for example, for instance, such as).

Ask students to look at task 4 and put the sentences in the correct order. Tell them to pay attention to the linking words and phrases.

Check their work by saying a letter (a–f) and getting students to say the sentence.

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

#### **5**

Get students to match the supporting sentences to the topic sentences.

Check their work by saying a letter (a–d) and getting students to say the supporting sentence.

- **a** 3
- **b** 1
- **c** 4
- **d** 2

#### 6

Get students to read task 6. Elicit favourite paintings or portraits from the class.

Tell students to look at the painting by Seurat. Ask the questions and elicit personal responses from the students.

You can also ask more factual questions about the painting. Accept all answers. For example:

Who painted it? (A French artist called Georges Seurat) When was it painted? (Around 1885)

What time is it in the painting? (Sunday afternoon – people are relaxing and the light is casting long shadows)

Where is it? (It is set in France on the River Seine)

How is it painted? (tiny dots – known as Pointillism)

Tell students to write a short description of the painting. They should use the questions in the task to help them describe the painting.

# Unit 3



Review topic sentences by getting students to read the Focus box.

Read the box about contrasting linking words with the class. Explain that we use *However* and *In contrast* to give an opposite opinion or fact.

Tell students to look at the pictures in 1 and elicit as much as possible about the text. Elicit any facts that students know about museums and Egypt.

Tell them to read the text in task 1 and answer the questions. Elicit answers from the class.

- **a** Both museums have a problem with space and have thousands of artefacts in storage.
- **b** The British Museum (stone cutting tool which is 1.8 million years old).



Get students to read task 2 and elicit more things to compare between the museums. Accept all answers. For example, popularity, entrance fees, number of staff, visitor facilities (shops, café, toilets), audio tours, opening hours.



Tell students to complete the sentences in 3 with contrasting ideas. Elicit some examples verbally from students before they start writing.

- a However, I do like modern street art.
- **b** However, it didn't break.
- **c** In contrast, we use cars, planes and bikes today.
- **d** In contrast, Salim's brother hates cars and cooking.
- **e** However, the food was disgusting and it was in a busy street.
  - In contrast, the second hotel was small and had poor facilities.
- **f** However, it was really expensive. In contrast, the second car I looked at had a smaller engine and was much cheaper.



Get students to tell you when to use a capital letter in English. For example, start of a sentence, names of people, days of the week, months, seasons, nationalities, languages, countries, capital cities.

Ask students to look at the table in task 4. Elicit words in the table with capital letters.

Tell the class to tick types of words that use capital letters and cross types of words that don't.

Elicit answers from the class.

- a towns and cities ✓
- **b** countries **/**
- c seasons ✓
- **d** days of the week ✓
- e types of money X
- **f** the first letter of the first word in a sentence **/**



Get students to look at the table in 4 again and contrast information verbally, using *However* and *In contrast*. For example:

The Van Gogh Museum opened in 1973. However, the Louvre opened in 2017.

Tell the class to write a short paragraph comparing the Van Gogh and Louvre Museums. They should look at the table in task 4 and the example in task 1 to help them.

While they are writing, walk around the class to monitor and assist where necessary.

Share the comparisons by getting students to read them to a partner or the whole class.



Tell students they are going to write about a well-known traveller. Elicit examples of famous travellers and write them on the board.

Ask the class to read task 6. They are going to write an interview with a famous traveller. Tell them to include the present perfect because they are writing about past experiences and get them to look at the model text on page 47 to help them.

Share the interviews by getting students to role-play them with a partner.





On the board, write the city names New York and Phoenix. Elicit anything the students know about the two cities. Tell the class to read the text in 1.

When they have finished reading, get students to share any new information they learnt and any information that surprised them.



Tell students to think about the text in 1 and elicit the types of information it compared. For example, location, population and tourism.

Get them to think about the information they would compare in a-d.



With the whole class, elicit the types of information they could compare.

- a size, location, famous buildings, popular places
- **b** products, opening times, friendliness, prices
- c cost, engine size, fuel, number of seats, size
- **d** location, climate, population, facilities



Have students read and complete the sentences by looking at the linking words and adding a contrast or something surprising.

While they are working, walk around the class to monitor and assist where necessary.

Have students compare answers with a partner, then share answers as a class.

- **a** I do spend time looking at a computer screen.
- **b** the second game was very exciting.
- c it provides a lot of useful information.
- **d** I write letters and cards.
- e you should think of safety and the environment.
- **f** It was very expensive!
- **q** it arrived at 7.30!
- h I felt relaxed when it started.



Get students to compare the city or town they know with one they would like to visit.

Tell them to plan their writing by making a list of different things they could compare. For example, size, pollution, landmarks, climate, cost and transport.

Ask students to write short paragraphs comparing the two towns/cities. Tell them to use linking words to compare and to show something surprising. Students can look at the model text and the Focus boxes in 1 to help them.

Walk around the class to monitor and assist where necessary. Get students to share their comparisons with a partner and then the class.



Tell students to write a short advert for a holiday resort they know well. Get them to think about the transport, accommodation, staff and food. They can use 2 on page 58 to help them.

Share the adverts by displaying them, or by getting students to read their completed advert to a partner.

# Unit 5



Review linking words. Write the following three headings on the board: Time, Contrast, Extra Information. Elicit linking words to go under each heading.

Ask the class to look at the task. Get students to read the text, or read it with them, and tell students to answer the questions.

With the whole class, elicit the answers.

- a these days, nowadays, modern
- **b** In the past, one hundred years ago
- **c** In addition, another area of change is ...



Get students to complete the sentences with the words and phrases from the box.

To check, read each sentence, pausing so that students can fill in the gaps.

- a over
- **b** a wide range of
- **c** rural
- **d** developments in



Discuss the ideas before students write their answers. Write rural area on the board. Read it and elicit what some students think of when they hear that phrase.

Tell the class to look at the task and write three things they think of when they hear the phrase.

Check their work by getting students to share their three personal responses with a partner and then with the whole class.



Ask the class, What is better: city life or rural life? Elicit some responses from students.

Get students to look at the task and write two sentences giving good things about city life and two good things about rural life.

While they are writing, walk around the class to monitor and assist where necessary.

Have students compare their opinions with a partner, then elicit some opinions as a class.



Elicit some things that students associate with modern life. Write them on the board.

Explain task 5. Tell students to write a paragraph about modern life. They should include two things they like and two things they dislike about modern life. Tell students to

use words and phrases that tell the reader whether they are talking about past or modern life. They should support their opinions by giving reasons, using linking words. Students can look at the text in 1 to help them.

Walk around the class to monitor and assist where necessary. Have students compare answers with a partner, then elicit answers as a class.



Ask students to look at task 6. Tell them to write a paragraph about where they think they will be living and working in ten years' time. Get students to look at page 78 of the course book to help them.

After writing, ask students to check and edit their work for capital letters, punctuation, linking words and *will* and *won't*. Share the predictions by getting students to read their paragraph to a partner and/or the class.





Get students to look at the task. Give the class some time to think about how their lives have changed since starting university.

Get students to compare their ideas with a partner and with other students in the class.



Tell students to read the text. Ask some comprehension questions to check their understanding. For example, *Before university, did the writer have discipline?* (No. They used to stay up late and chat to friends.) *How have the writer's eating habits changed?* (They used to eat fast food, but now they eat it once or twice a month.) *Does the writer get more exercise at university?* (No, the writer joined a gym but doesn't go to it regularly.) Discuss with students the lifestyle changes in the text, lifestyle changes they have experienced and other students have experienced.



Tell students to write three things that they used to do regularly and that now they don't anymore. If necessary, model some examples on the board. For example, I used to get up at 11 a.m., but now I get up at 8 a.m.

Elicit some answers from the class.



Get students to read the Focus box on gerunds. Explain that, although the words end with -ing, they are not in a progressive/continuous tense. Instead, they are nouns and form the subject or object of the sentence. For example, <u>Visiting the library is important. The students practised speaking.</u>

Tell students to read the text in 2 again and underline examples of the gerund. Ask them to write down the words that come before the gerund.

Elicit answers from the class.

I think my lifestyle has changed quite dramatically since I started university. **Before** <u>starting</u> university, I had no discipline. I used to stay up late to talk or chat to my friends. In addition, I didn't have good study habits. I used to study only one or two days before an exam. Another problem area was exercise. I didn't use to go to the gym or even walk very much. Finally, when I was younger, I used to eat a lot of fast food. **After** starting university, I changed a lot of these things. For example, these days my sleep patterns are better, except on some weekends. I also try to follow a study plan. Following a plan helps me to review my work regularly. Also, since starting university, I only have fast food once or twice a month. Eating healthy food makes me feel much better. The only problem area is exercise. I'm afraid that there have been no major changes in that area. Although I joined a gym, I don't go to it regularly. Going to the gym is my top goal for next year!



Get students to look at the underlined words in 4 and complete the rules about the gerund.

a before, since

answers as a class.

**b** start



Tell students to complete the sentences with gerunds, using their own ideas. Read the first sentence with the class and elicit possible answers. For example, *going* on a long journey/ driving/visiting my family.

Walk around the class to monitor and assist where necessary. Have students compare answers with a partner, then elicit



Tell students to look at the example and write six sentences about themselves using the gerund.

While they are writing, walk around the class and support students

Share the sentences by getting students to read their work to a partner.



Review features of a letter. For example, address, date, greeting/ Dear..., why you are writing, main body, signing off.

Have students look at task 8. They are going to write a letter to a friend describing some good habits they have recently included and why. They should give examples with used to .... Remind students that it is polite to also ask about the recipient of the letter. Get students to look at the information on page 98 to help them.

After writing, get students to edit and improve their letter by correcting capital letters, punctuation, etc.

Have students share their letters with the class by displaying them, or getting students to read them to each other.





Get the class to suggest some possible safety issues that could happen at home.

Ask students to think of a safety issue they have had at home and compare their experiences with a partner.



Tell students to read the email and answer the two questions. With the whole class, elicit and discuss personal answers.



Ask students to read the Focus box about relative pronouns. Explain that we can give more information about a noun by adding a clause beginning with a relative pronoun such as: who, which/that, when, where.

Tell students to complete the sentences in task 3 with their own ideas. If necessary, read the first sentence and elicit answers. For example:

A teacher is a person who helps students learn.

Get students to share their sentences by reading them to a partner and/or the whole class.

- a who
- **b** when
- c whered when
- e who
- f when



Get the class to suggest some problems that could happen in their building.

Have students look at task 4. They are going to write a letter to a building manager informing them of problems in their building. Discuss features of the letter, structure and formality. Tell students to read the Focus box about giving advice on page 113 again to help them.

Have students share their letters with the class by displaying them or getting students to read them to each other.



Tell students to read the text about the construction industry in the USA. Get them to discuss what the 'Fatal Four' are and which one is the deadliest with their partner.



Get the class to read the text and table. Ask questions to check their understanding. For example:

What was the main cause of accidents in 2015? (Falls)

What percentage of accidents were caused by electric shock in 2021? (9%)

Which type of accident increased dramatically from 2014 to 2015? (Caught in/between)



Get students to look at the table in 6 again. Tell them to write a paragraph comparing the data for 2015 and 2021.

While they are writing, walk around the class to monitor and assist where necessary.

Share the paragraphs by getting students to read their completed profile to a partner.



Get the class to tell you about the lunches and snacks they had when they were at primary school. Tell them to think of a primary school they know and tell the class what the pupils eat for lunch and for snacks.

Ask students to read the task. Explain that they are going to write to the headteacher of a primary school that they know and make suggestions about how to improve the children's lunches and snacks. Tell them to look at the Focus box about giving advice on page 113 and at the email in task 1 to help them.

Have students share their emails with the class by displaying them or getting students to read them to each other.





Get students to read the text and decide whether Saif will be successful in a business career. Elicit opinions from the class and get students to give reasons to support their views.



Tell the class to read about Saif again and complete the mind map.

Get students to look at their completed mind maps and elicit some of the information they have written. For example:

**AOU Studies:** studying Business Studies/wide range of topics on the course/will start final semester in three months

**Saif:** good people skills/interested in marketing and management/learning Korean

**Future Plans:** will apply for an international company/work in an Asian country or China



Get students to complete the sentences with their own ideas. Tell then to read the Focus box on page 126 and remind them that we usually follow the present perfect with the present simple tense.

While they are writing, move around the class, monitoring and supporting students where necessary.

With the whole class, elicit answers from the individual students



Get students to look at the text in 1 and look for the term 'global village'. Ask them to read around the phrase and then discuss what it means.

Explain the task. Tell students to write a paragraph explaining the term 'global village' and a second paragraph agreeing or disagreeing with Saif, and supporting their opinion with reasons and examples. Each paragraph should start with a topic sentence.

While students are writing, walk around the class to monitor and assist where necessary.

Have students read their paragraphs with a partner, then elicit examples as a class.



Tell the class to read about Ayesha and complete the mind map. Get students to look at their completed mind maps and elicit some of the information they have written. For example:

AOU Studies: studying IT and Computing/studying at AOU for over 2 years/enjoys the course

Ayesha: flexible plans/ likes web design/interested in software design

Future Plans: wants to work in IT/would like to find work in her country/would like to have her own business



Explain the task. Elicit contrasting linking words that might be useful (*although*, *however*, *on the other hand*, *but*).

Tell students to write a short paragraph comparing Saif's plans and Ayesha's plans. They should use their mind maps from 2 and 5

While students are writing, walk around the class to monitor and assist where necessary.

Get students to share their paragraphs with a partner and then the class.



Ask students to write a short paragraph about their current studies and their future plans. They should look at the texts on Saif and Ayesha to help them.

Get students to share their paragraphs with a partner.



Ask students to think about their skills and what jobs they would like to do. Get them to share their ideas with a partner. Elicit some skills from the class and discuss the jobs they might suit.

Tell students to read the task. They are going to write a cover letter for a job they think they have the skills for, by following the model text in 3 on page 123.

Share the completed cover letters by displaying them or by getting students to read them to a partner.





Tell students to read the text with a partner and discuss the questions.

Elicit opinions and their reasons from individual students.



Explain the task and get students to read Mariam's story and answer the questions.

Check their work by saying a letter (a–d) and getting students to say the answers.

- a the second sentence
- **b** the first sentence
- c the third sentence
- **d** present simple, will, would like to, be going to



Get students to complete the sentences with the correct form of the words in brackets.

Check their work by saying a letter (a-g) and getting students to say the sentence.

- a started
- **b** love, be
- c have been
- **d** am doing
- e will finish/is going to finish/finishes
- f will try
- g will become/is going to become



Find out if any students have had a job interview and how they felt about it.

Get students to think about different companies they know. For example, Google, Aramco, Apple, Al Rajhi Bank, Shell, Walmart. Elicit some companies and write them on the board. Ask students which ones they would want to work for and why.

Ask the class to look at task 4. Explain that Salma and Faiza are talking about an interview that they had. Tell students to read the texts and decide which company they would prefer to work for and why.

Get students to discuss their answers and reasons with a partner.



Explain the task. Elicit contrasting linking words that might be useful (although, however, on the other hand, but).

Tell students to write a short paragraph comparing Salma and Faiza's experiences of having a job interview, and their feelings about it.

While students are writing, walk around the class to monitor and assist where necessary.

Get students to share their paragraphs with a partner and then the class.



Tell students to write a short job profile. They can use task 5 on page 136 as an example. Get them to look at the bullet list of information to include.

Ask students to share their completed profile to a partner.

# Unit 10



Get students to tell you what makes a good working environment for them. Is it the university library, their own home, their own room? Do they like quiet, noise, isolation or people around? Do they like working in the morning or late at night?

Tell the class to look at the task. Get them to read the paragraphs and make notes on the most important points in each text.

After writing their notes, tell students to use their notes to write a short paragraph comparing Sarah and Ali's working environments. Ask them to read the Focus box on using the phrase 'pros and cons' and 'contrasting ideas'.

While they are working, walk around the class to monitor and assist where necessary.

With the whole class, elicit some personal responses from individual students in the class.



Discuss some of the pros and cons of going to university with the class. When students give an opinion, model using the phrase, 'on the other hand' and invite contrasting ideas.

Get the class to read the task. Students have to complete the paragraphs with their own ideas.

With the whole class, elicit the individual ideas from the students.



Get the class to think about Sarah and Ali in 1 and elicit some of the pros and cons of working from home. Discuss them with the class.

Get students to write a short paragraph describing the pros and cons of working from home. They can also look at the language in task 5 on page 151 to help them.

Check their work by getting students to read their completed profile to a partner or the class.



Write 'Participation leaders', 'Delegate leaders' and 'Authority leaders' on the board. Get students to tell you the main characteristics of each type of leader.

Tell students to read the paragraph in task 4. Get them to circle the topic sentence, underline linking words that contrast ideas and circle the writer's opinion.

Get students to write a similar paragraph comparing Authority leaders and Participation leaders.

While they are writing, walk around the class to monitor and assist where necessary.

Have students share their paragraphs with a partner and then ask some of them to read their writing to the class.



Get students to tell you their dream job. As they suggest them, ask students questions such as, Who will you work with? Where will you work and What hours will you work?

Explain the task. Get students to write a short paragraph describing their dream job. They should answer the questions in the task.

Share the students' paragraphs by displaying them or getting them to read them to a partner or the whole class.

# C21 skills

# Unit 1

#### A COMMUNICATION: BODY LANGUAGE

Get students to tick the examples individually and then discuss each example in pairs. Tell them not to just go straight through them.

#### **Answers**

	Positive	Negative
Smile	( <b>/</b> )	
Bow your head	V	
Raise your eyebrows		V
Lean back in your chair		V
Wave	V	
Make eye contact	V	
Bite your nails		<b>✓</b>
Fold your arms		V
Frown		~
Yawn		<b>V</b>
Shake hands	~	
Point at someone		~

Discuss answers with the whole class. Sometimes the answer is 'It depends'. For example, bowing your head may show respect in Asia, but it may show desperation at someone's comments in a European meeting. Waving to an interviewer on leaving a job interview is probably negative in all cultures! Smiling too much or at inappropriate moments is probably unacceptable everywhere, too.

Do as a fast-paced whole-class activity. Discuss each phrase.

#### **Answers**

- a Make an effort.
- **b** I am listening carefully.
- c Persuade him to do something.
- **d** Don't do anything risky.
- e Thank/Congratulate him.
- f It was very expensive.

# B COMMUNICATION: CHOOSING THE BEST WAY TO COMMUNICATE

Go through the communication methods in the introduction and get students to say which is appropriate for each item. Note that your students' choices may not be yours. For example, ask them if they still use email at all. Get them to give a reason for their answers.

#### Possible answers

- a Facebook/Twitter/Instagram
- **b** email
- c text/email/phone call
- **d** invitation (card/digital invite)
- e face to face
- **f** email
- **g** phone call/text/email
- h Facebook/Instagram/blog
- **2** Get students to work on this in pairs and then discuss with the whole class.

#### Possible answers

Advantages of spoken communication	Advantages of written communication
(You can include body language as part of your message.) The message arrives immediately. The person can respond immediately.	(You don't have to be with the person you are writing to.) You can think about what you want to say. There is a record of the 'conversation'.

### C COMMUNICATION: DISCUSSIONS

- ① Do this in small groups and then discuss with the whole class in a light-hearted way.
- 2 1.9 Explain the task, play the recording and do the exercise with the whole class. Discuss with students whether they are familiar with this sort of situation.

#### **Answers**

- a Keeping the kitchen clean.
- **b** Have you got a minute?; Well, ...
- c Last night, he spent half an hour cleaning up before he could eat.

- **d** They stayed calm.
- Apologies: I'm so sorry.
   Offering solutions: Look, let's try to clean up in future.
   And we need to talk to Jim ...
- **f** Both try to clean up in future, and talk to Jim.

#### Transcript 1.9

**Chris** Oh, hi, Gemma. Have you got a minute?

**Gemma** Yes, sure. Why?

**Chris** Well, it's just about the kitchen. It was a bit

of a mess last night. I had to spend half an hour washing the dishes and cleaning up

before I could eat.

**Gemma** Really? I'm so sorry. But actually most of the

mess has been there for two or three days.

**Chris** Right. Yes, I see your point, but some of the

mess was yours.

**Gemma** Yes, OK. Look, let's both try to clean up in

future. And we need to talk to Jim. He never

washes up.

**Chris** You're right. Thanks, Gemma.

Allocate role-plays to different pairs, walk around the class to monitor and assist where necessary. Then get individual pairs to repeat their discussion for the whole class.

#### **PLANNING AHEAD**

#### **Progress**

T-2 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 them 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 actually use or teach this word at this level!)

#### Communication in class

**1–3** Get students to rate themselves and then to share their answers in pairs. Treat this tactfully.

Get them to write three ideas about how they can be more active and share their ideas in pairs.

Then get them to discuss their ideas with the whole class.

# Unit 2

### A CRITICAL THINKING: INFERRING INFORMATION FROM PICTURES

- With the whole class, get students to talk about the father and son shopping. Get them to describe the visual clues in the photo and to make notes.
- Get students to use their notes to write individual stories. Walk around the class to monitor and assist where necessary. Students can complete their stories for homework if there is not enough time in class.
- Repeat the above procedure with students talking and writing about the photo, or finding their own photo to bring to talk about next time.

## B STUDY SKILLS: UNDERSTANDING THE PURPOSE OF WRITING

Go through the reasons for writing, explaining any difficulties. Then do the exercise with the whole class.

#### **Answers**

- a thanking
- **b** arranging
- **c** sympathizing (Point out to any Latin-based language speakers the specific use of this in English it doesn't just mean being nice.)
- **d** suggesting
- e informing
- **f** warning
- g requesting

# Unit 3

# A LIFE SKILLS: AVOIDING NATIONAL STEREOTYPES

Do this as a fast-paced whole-class activity and don't forget to discuss the numbers. At this level, students' handling of numbers should be very good. Work on any difficulties.

#### Answers

- **a** 300
- **b** four (Ask students which ones: German, French, Italian and Romansh.)

- c 81%
- **d** 37%
- e quarter
- **f** 1.7
- Discuss the photos with the whole class, working on the related vocabulary. All the photos are of the United Kingdom. The point of the exercise is that the images all represent different features of one country, even though they are very different.

For 4, get students to find images (for example on the internet) of their country to bring to talk about in the next class.

#### **B STUDY SKILLS: KEY WORDS**

1-2 3.4 Explain the task, play the recording once or twice as necessary. Elicit the answer after each speaker, asking students to say the key words that helped them to understand.

#### Answers

- a commentator stadium, teams, players'
- **b** station announcer First-class, train
- c chef stirring, added

#### Transcript > 3.4

- a The level of noise in the stadium is growing steadily. The two teams are coming out of the players' tunnel. The crowd are clapping and waving. This is a very important match for both teams.
- **b** The train now approaching platform six is the 13.26 service for Gatwick Airport, calling at Reigate, Redhill and Gatwick Airport. First-class accommodation is at the front of the train.
- c ... and now you need to make the sauce. I've used a mix of butter, flour, milk and cheese and I've added a little salt and pepper. Now I'm stirring them together ... I've also added some garlic to increase the flavour. Heat the mix until the sauce is nice and thick. There ... a perfect white sauce.
- Get students to find a text for homework and bring it with them next time to present to the whole class. Don't forget to follow this up.

# CRITICAL THINKING: FACTS AND OPINIONS

Discuss the difference between facts and opinions with the whole class. Then do the exercise. This is more subjective than it looks, for example, some students might argue that what constitutes *early* and *small* are based on opinion. Even *warm* and *convenient* are open to interpretation. Teach the expression 'You call that early/warm!', etc.

#### Possible answers

- a F e O
- **b** F **f** O **c** F **g** F
- **d** B
- **2** Get students to work on this in small groups and then present their advert to the whole class.

#### **PLANNING AHEAD**

Repeat the procedure outlined on page 80.



### A CRITICAL THINKING: EVALUATING

Get students to read the text for themselves, then answer the questions. Ask students about their own bus-taking behaviour and preferences.

#### **Answers**

- willingness of people to take the bus under different conditions
- **b** more than 1 km, £2
- c time, cost, weather, existence of bus shelter or not (for comfort), knowledge of when bus would arrive
- **2–3** Get students to absorb the information. Then discuss the options with the whole class, after they have discussed them in small groups and presented their 'findings'. Work on the language of evaluation.

## B STUDY SKILLS: READING AND DESCRIBING GRAPHS

Get students to identify the charts and graphs.

#### **Answers**

- a Figure 2
- **b** Figure 3
- c Figure 1
- Discuss with the whole class which chart or graph is best for each type of information.

#### Answers

- a Figure 3
- **b** Figure 2
- c Figure 1
- Get students to choose an idea or their own subject. Ensure that they select the best type of chart or graph to illustrate it.

Students should give mini-presentations of their graphs to the whole class.

# Unit 5

#### A CRITICAL THINKING: PRIORITIZING

- Get students to look at the diagram and get individual students to say what it shows, e.g., *The top left-hand corner is for tasks that* ... Then get them individually to put one of their own tasks in each category.
- Get students to discuss in small groups and then with the whole class. Point out that in some business meetings now, there is a ten-minute break every hour for employees to consult their smartphones, which they leave at the door when they arrive for the meeting. Ask students if they think this is a good way to avoid distractions.

#### **B CREATIVITY: GIVING A PRESENTATION**

- Discuss with the whole class. Don't be surprised if students say that there are no speeches at weddings in their culture, e.g., in France or India.
- Get students to prepare their presentations based on the ideas. If you have the time and equipment, get them to prepare PowerPoint presentations with photos or illustrations. Otherwise, go for more low-tech alternatives.

## C CRITICAL THINKING: READING BETWEEN THE LINES

Ask students if they have a similar expression to 'reading between the lines' in their own language(s). Get students to look at a, b and c in simultaneous pairs and then discuss with the whole class.

#### **Answers**

- a Someone is planning to steal something.
- **b** Someone calculating if it's worth running for the bus.
- c The person is suggesting that there are too many adjectives in the first paragraph, that there are spelling mistakes and that the handwriting is difficult to read.
- Work on this with the whole class. Discuss the logic of the answers.

#### **Answers**

- a (Could you be a little quieter, please?)
- **b** Could you turn the air conditioning on, please?
- c Can you do the washing-up?
- **d** Can you do your work now?
- e Could you get me something to eat?
- **f** Could you turn the light on, please?
- **3** Get students to suggest three more situations where we make unstated requests.

#### Possible answers

- 1 Car passenger to driver: I'm feeling sick. (request to slow down/stop)
- 2 Guest to host: It's very hot in here. (request to turn heating down/off)
- **3** Flatmate to flatmate: The rubbish bin is full. (request to empty it)

#### PLANNING AHEAD

Repeat the procedure outlined on page 80.

### Unit 6

### A CRITICAL THINKING: QUESTIONING OPINIONS

Get students to read the texts individually and complete the table. Discuss with the whole class. There is a lot of potential for discussion!

#### **Answers**

Opinion	Biased?	Supported by evidence?	Clear reasoning?
а	yes	no	yes
ь	no	yes	yes
С	no	no	no

Get the students to think about the opinions in 1 and decide what their own opinions are. They should also think of some evidence, possibly facts, they can find online. They then discuss their opinions with another student. Check that the students are aware of the concepts of being biased, supporting their opinions, and giving clear reasons.

#### **B** LIFE SKILLS: RULES

- Do this as a fast-paced whole-class activity. The rules are for children. The benefits are mainly for the children so that they learn good behaviour and habits. Students should discuss their own ideas for c.
- Get students to work on these in small groups. Allocate an aspect of life to each group, and get students to write three rules about it. Tell students to use the structures have to and can ... but ... Get some of the groups to read out their rules for the whole class. Then discuss who would make these rules, e.g., transport authorities for travelling to work, sports body (teach this word for this context) in playing a sport, etc.

### C CRITICAL THINKING: MAKING ASSUMPTIONS

**1** Get students to discuss the slogan and answer the questions in small groups.

#### **Answers**

- **a** 46
- **b** We don't know.
- c Anything from 0 to 20%.
- **d** (Calculate in relation to May–September 2020.)
- e We don't know.
- f We don't know.
- **g** Does *Cleanright* reduce tooth decay?
- **h** The slogan doesn't, but perhaps the actual survey results do./We don't know.

- i We don't know.
- j We don't know.

Discuss with the whole class. Perhaps we can trust the advert as far as it goes (teach this expression), which isn't very far!

#### PLANNING AHEAD

Repeat the procedure outlined on page 80.

### Unit 7

#### A CREATIVITY: THINKING CREATIVELY

- Discuss with the whole class. There are no right answers here. Get students to talk about their preferences. For example, some people prefer lists for everything.
- Get students to work on this in small groups and then to report back to the whole class with their solutions. One possible idea would be for Carol to do an evening course in web design.

### **B STUDY SKILLS: NOTE-TAKING**

#### Answer

b is better – more *concise*, *informative*, with nothing *irrelevant* (teach these words)

#### Transcript 7.5

Hello. My name's Simon Worthy, and I'm from the Council. Thank you for inviting me here today to talk to you about health at work. Did you know that last year there were 630,000 injuries at work? It's a big problem, isn't it, both for employers and for employees? I was surprised by that number, and that's why today I'm going to talk about two things. Firstly, how to avoid accidents, and secondly, what to do if there is one. I'm also happy to take any of your questions, but we've got a lot to get through, so let's do that at the end of my talk. OK?

Anyway, starting with avoiding accidents, I'm going to cover accidents with hot water and food, and accidents from furniture. So, I'd like to ask you, how many of you use hot water to make yourself a drink

at work? And how often do you carry hot drinks up and down steps, or carry your books, laptops and hot drinks at the same time as trying to open a door between different rooms? These are dangerous things to do. That's why I'm encouraging employers to put safe water heaters on each floor.

# Unit 8

### A CRITICAL THINKING: PREPARING FOR THE FUTURE

Explain the meaning of 'likelihood' as 'probability' and give an example of how to fill in the matrix based on the template in the course book. Get students to draw matrixes of their own and to complete them. Walk around the class to monitor and assist where necessary.

Then get a few students to present their matrixes, drawing them quickly on the board, and presenting them.

Ask questions 2 and 3 to individual students after they have presented their matrixes individually.

### **B COMMUNICATION: REGISTER**

Tell students that they are getting to a point in their learning where they should be able to use language appropriate to the level of formality/politeness. Point out the difference between formality and politeness.

Ask students to look at the four forms of address and decide on their formality.

#### **Answers**

**2** Get students to give concrete examples of using each greeting.

#### Possible answers

a and d – letter from tax authorities, electricity company, etc.

b and c – between friends. But tell students that some companies in the UK address letters to customers, etc., like this, much to the annoyance of older people, especially.

Discuss with the whole class. Language gets more complex as it gets more formal and also makes more use of the past tenses.

Get students to work on these individually and then discuss with the whole class. Talk about the possible addition of *please* to each of these with no pause before the please.

#### Possible answers

- a I wonder if you could give me a lift.
- **b** I was wondering if you could lend me your course notes.
- **c** Could you send me your contact details?
- **d** I hope you don't mind me asking, but can you tell me what the salary is?
- e Could you show me what the right answer is?



## A CRITICAL THINKING: LONG-TERM AND SHORT-TERM AIMS

Get students to discuss the Peter quotation in the introduction. Also mention the Yogi Berra quote: 'If you come to a fork in the road, take it!'

■ 9.6 Explain the task, get students to look at the questions, play the recording once or twice. Work on any difficulties. Elicit the answers.

#### **Answers**

- a get married, start a family
- **b** finish marketing report, visit parents, save up for a mini-break for them
- **c** John travelling so much, her own work
- **d** Students' own ideas.

#### Transcript > 9.6

Hi, I'm Rachel. I'm getting married to John sometime next year. But there's a lot to do before then. We haven't fixed a date yet because we're both so busy. John's job means he travels abroad once or twice a month, and my manager often needs me to work late to write reports. In fact, I have to finish a marketing report by Wednesday. That means we haven't had enough time to start making arrangements. My dad hasn't been well, either, so it's been hard on my mum. I visit my parents every weekend. I want to buy them a nice mini-break, so I'm saving up for that. John and I hope to start a family after we get married, but first we need to make a bit more money. I'm hoping John's going to get promoted soon. He deserves it!

Make sure each student has a long-term aim, or has imagined one, before they start completing the diagram. Walk around the class to monitor and assist where necessary.

Then get a few students to present their diagrams, drawing them quickly on the board.

#### **B LIFE SKILLS: NETWORKING**

Explain what networking is and do the quiz with the whole class, getting students to raise their hands for each answer. The answer will often be 'It depends'. The main point of the quiz is to stimulate discussion, but get students to score themselves, and tactfully compare scores with the whole class.

Get students to think of and discuss ways to improve their networking, in small groups, and then discuss with the whole class.

3 Discuss these points quickly with the whole class.

#### **Answers**

The sentences are polite ways of ...

- a introducing yourself to someone you don't know.
- **b** leaving a conversation to talk to someone else.
- talking to someone who may or may not remember you from a previous meeting.
- **d** asking for sensitive (teach this word) information.
- e asking for someone's details.

### C COMMUNICATION: WHY WE COMMUNICATE

9.7 Get students to listen to the recording once or twice and elicit the answers. Then get individual students to replicate the stress and tone of the sentences. Concentrate on the polite ones.

#### **Answers**

a and d sound polite and friendly.

#### Transcript > 9.7

- a Can you close the door, please?
- **b** Can you <u>close</u> the door. Please!
- c Can you close the door? Pleeeaase.
- **d** Can you close the door, please.
- Discuss this with the whole class. The correct answer is probably c.

#### **PLANNING AHEAD**

Repeat the procedure outlined on page 80.

### Unit 10

# A CRITICAL THINKING: FINDING SOLUTIONS

1-3 \( \bigcap \) 10.6 Explain the task, play the recording once and get students to complete the table.

Play the recording again and get students to list solutions, e.g., buy a fan and split the cost.

Get students to choose solutions and then discuss them with the whole class. Get students to vote for different solutions before and after discussion.

#### Answers

	Lucy	Mark
Problem	office too cold	office too hot
Working hours	8 till 4.30	10 till 6
Lunch hours	12 till 1	1 till 2

#### Transcript 10.6

One of the problems in shared offices is how warm or cool people want the office to be. Lucy's main problem is that she gets cold in her office. She works from 8 a.m. until 4.30 p.m. She shares a large office with Mark. He sits near the window. During the day, he gets hot and he finds it difficult to concentrate. He likes the window open. His working hours are 10 a.m. to 6 p.m. They both have a lunch break. Lucy takes her lunch from 12 to 1, and Mark takes his lunch break from 1 to 2. There is a shop that sells desk fans 100 metres from the office. The fans cost \$15 each.

#### **B COLLABORATION: WORKING IN A TEAM**

Students read the text individually. Work on any difficulties. Then they answer the questions. Discuss with the whole class.

#### **Answers**

- a how people relate to each other
- **b** parent-child and adult-adult
- c assertive adult-adult exchanges
- Discuss the possibilities with the whole class, bearing in mind students' different cultural attitudes.

#### Possible answers

- a X aggressive
- **b** 
  ø assertive
- c X aggressive
- **d** ✓ assertive
- e X aggressive and unhelpful
- **f X** too weak to convey the impact not having the report has
- Set this as homework and get students to email it to you before the next class.

#### C CREATIVITY: LEARNING FROM MISTAKES

Emphasize the importance of risk-taking in language learning and do the exercises.

#### Answers

- a I am from Spain. 6
- **b** I think that these <u>are</u> good ideas. 4
- c Last night, I wrote down some ideas for my project. 5
- **d** Next Saturday, I'm looking <u>after</u> my baby sister. 1
- e I can't study at home. I prefer <u>reading</u> (or 'to read') in the library. 3
- **f** There is  $\underline{a}$  new member in our group. 2
- Don't forget to do this, but remind students that you are the final judge of what is acceptable.

#### PLANNING AHEAD

Repeat the procedure outlined on page 80.

# Progress test answers

### Units 1 & 2

- 1
- a (send)
- **b** get
- c make
- **d** say
- e speak
- **f** talk
- g tell

#### 2

_			
	Present simple	Present continuous	Past simple
а	He watches plays.	(He is watching a play.)	He watched a play.
Ь	l eat my breakfast.	I'm eating my breakfast.	l ate my breakfast.
С	They go to college.	They are going to college.	They went to college.
d	Donna makes a quick phone call.	Donna is making a quick phone call.	Donna made a quick phone call.
е	Do you get bored?	Are you getting bored?	Did you get bored?
f	I buy my food from the market.	I am buying my food from the market.	I bought my food from the market.
9	She doesn't play video games.	She's not playing video games.	She didn't play video games.
h	Do you live in Beirut?	Are you living in Beirut?	Did you live in Beirut?
i	She doesn't send any postcards.	She isn't sending any postcards.	She didn't send any postcards.

#### 3

- a What
- **b** right
- c point
- d about
- e sure

#### 4

- a do you work
- **b** Do you want
- c do you know
- d are you doing
- e she is talking



#### Possible answer

Hi Amela,

Thanks for the invitation. I'm afraid I'm busy. I'm meeting someone later this evening.

Have a great evening.

Bob

### Units 3 & 4



- a historic
- **b** best
- **c** interesting
- **d** lovely
- e quiet
- **f** fantastic
- g noisy
- **h** busy
- i easy
- **j** polite

#### (2)

- a (modern)
- **b** slow
- **c** rude
- **d** simple
- **e** clever
- **f** sensible

#### **3**

- a He hasn't stayed in a five-star hotel.
- **b** He has swum in the sea.
- c He has met local people for a meal.
- **d** He hasn't slept under the stars.
- e He has been to the capital city.
- **f** He has taken a selfie on the beach.
- **g** He hasn't climbed to the top of the castle.

#### 4

- **a** The museum contains the largest collection of exhibits from ancient history in Turkey.
- **b** It is in the old part of Ankara.
- **c** The best ways to get there are to walk or to take the metro.
- **d** No, you can't book tickets in advance.
- e You should visit early or late in the day to avoid the crowds.
- f The exhibits are clearly laid out and the jewellery and artwork are beautiful.
- **g** You can buy souvenirs.

#### 5

#### Possible answers

#### Fact

- a It is situated in the old part of Ankara.
- **b** Some of the oldest exhibits are from 8000 BCE.
- **c** The museum building was used as the bazaar until 1921.

#### Opinion

- **d** Coach tours can be expensive.
- e Entrance tickets are cheap.
- f It's a good idea to go early or late.

#### **(6)**

- a (about)
- **b** with
- **c** for
- **d** at
- **e** for
- **f** after
- **g** to

#### 7

- a (has changed)
- **b** grew
- **c** have got
- d has become
- e developed
- f attractedg built
- **h** started
- i has not lost

### **Units** 5 & 6

### 1

- a (thirsty)
- **b** boil, ill
- **c** hunt
- **d** poisonous
- **e** shelter
- **f** sleep

#### 2

Students' own answers.

#### 3

- a (virtual)
- **b** avatar
- c experience
- **d** nervous
- **e** order
- **f** running
- g improve
- **h** dictionary
- i abroad
- **j** cheaper

#### 4

- **a** accurate
- **b** quick
- **c** remote
- **d** exact
- e useful
- **f** difficult
- **g** safe

### 5

\_

### 6

- a (No, they don't.)
- **b** No, it isn't.
- c Yes, they are.
- d No, they don't.

### 7

Evaluate each alternative.	3
Define the problem.	1
Choose the most effective solution.	4
Think of possible alternatives	2

### Units 7 & 8



#### Possible answers

- a (If I'm not free during the day,)
- **b** If I can't remember something,
- c If a colleague looks stressed,
- **d** If I can't talk to anyone about my work,
- e If my boss lets me,

2



#### 3

- a ... because she has always had an interest in singing.
- **b** ... because the leader of the choir said nice things about her singing.
- **c** Some members said her singing style was different. As a result ...

**d** Her singing improved because she took singing lessons.

#### 4

- **a** (work abroad)
- **b** write your CV
- c apply for a job
- **d** do an internship
- e search online
- f join an employment agency

#### 5

- a (bad)
- **b** good
- **c** bad
- **d** good
- e badf good
- g bad
- **h** good

### Units 9 & 10

#### 1

- **a** (financial services)
- **b** human resources
- **c** energy
- **d** construction
- **e** IT services
- **f** healthcare

#### 2

- a (am going to apply)
- **b** is going to help
- c am going to send
- d am going to do
- e is going to lend
- **f** are going to let
- g am going to move

#### 3

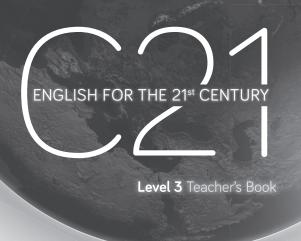
- a self-employed
- **b** multinational
- c employees
- **d** colleague
- **e** call centre
- **f** night shift

#### 4

- a (time)
- **b** behind, deadlines, stressed
- **c** frustrated
- **d** identify
- e concentrate, open

#### **5**

- a (the leader helps to build everyone's confidence.)
- **b** share it with your colleagues.
- c the 'doctor' in the group can help identify and solve it.
- **d** express your opinion in a positive way.
- e the planner will plan the next stage of your project.
- **f** they should celebrate.



*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 21st century skills highlighted in the 21st 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.

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Grammar

Four skills - listening, speaking,

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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/





www.garneteducation.com

