

ENGLISH FOR THE 21st CENTURY

Level 4
Teacher's Book

Bill Mascull

Reviewed by a team chaired by:
Prof. Aziz Thabit Saeed
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GARNET





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Level 4 Teacher's Book

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Introduction

The course

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

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

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

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

Course components

Each level of the course comprises:

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

Unit structure

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



Writing



Listanina



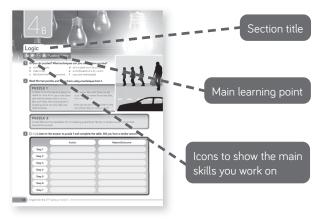
Speaking

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:

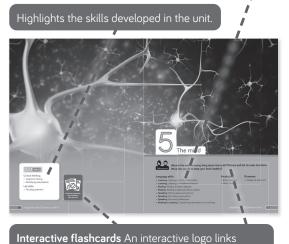


There are also headers and footers signposting the unit and section

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.



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 points, learning to put them into practice in specific contexts. Over the six 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 student's 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 use the 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.

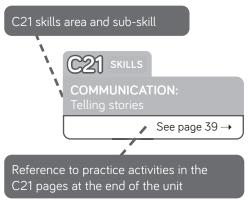
Pronunciation

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 21st century (e.g., critical thinking, creativity, life skills and collaboration).





Practice activities from the C21 skills pages for the unit

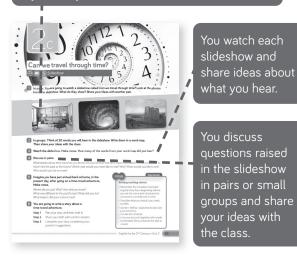
Slideshows

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

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

How to work with the slideshows

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



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



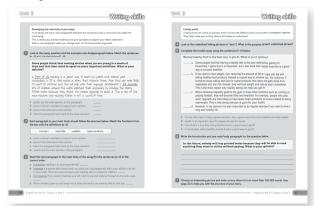
Teachers and students can pause and play back the commentary at any point. Subtitles can also be switched on and off to help students with parts of the slideshow they find tricky to understand.

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

Writing skills

Each unit introduces a Writing skills double-page spread to encourage the students to improve their writing skills through various guided activities. These help the students to learn how to produce connected texts in a variety of genres, following step-by-step guidelines. Students are encouraged to apply these guidelines on how to compose emails, text messages, postcards, personal profiles, application letters for professional contexts, descriptions, short texts and paragraphs, essays, 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 & 6

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

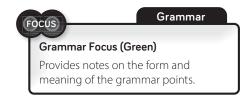
Units 2, 4 & 6

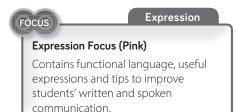
The tests cover the main areas the class has studied in the previous two units. They can be done in class or as homework after the units have been completed. The results should give teachers and students a good idea of progress and indicate areas where they may need to do further study.

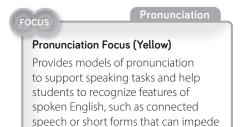
Support material

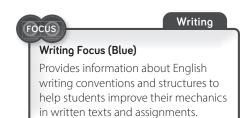
Focus boxes

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.









understanding.

LANGUAGE REFERENCE

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

Activities

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

Transcripts

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

Word list

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

Learning methods

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

Pairwork

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

- 1 Explain the task and make sure the whole class understands it.
- **2** Divide the class into pairs. Try to avoid students always working together in the same pairs.
- **3** 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.

Big questions

Vocabulary

· Research and scientific theories

Grammar

• Revision of tenses

Language skills

- Reading: Reading to confirm speculation
- Reading: Reading to compare information
- Listening: Listening for true/false information
- Listening: Listening to complete a table
- Listening: Listening for detail
- Writing: Writing an essay
- Speaking: Discussing options and justifying opinions



Communication

• Objective and subjective arguments

Life skills

• Building rapport

Study skills

· Active learning



The purpose of this activity is to focus the students on the topic and activate some vocabulary related to it.

With the whole class, get students to talk about what they can see in the photo (the Horsehead Nebula in the constellation of Orion). You could explore how the image relates to 'big questions' such as 'How old is the universe?'.

Ask the students to think of some examples of famous scientists, mathematicians and you could also add philosophers to the list. Examples could include Charles Darwin, Isaac Newton, Marie Curie, Albert Einstein, Ada Lovelace, Katherine Johnson, Pythagoras, Plato, Aryabhata and Descartes.

1A The right question?



Research and theories

- With the whole class, discuss these general questions, tactfully of course. Get students to give examples of 'big guestions'.
- (2) Get students to read the text individually. Walk around the class to monitor and assist where necessary. With the whole class, work on any difficulties such as infinity. Then get students to say if they anticipated any of the issues in the text in 1.
- **3** Get the students to talk about what they can see in the photos and match them with the questions. With the whole class, elicit the answers. Encourage the students to try and explain the link between the photos and the questions – see possible answers below. Work on any difficulties, e.g., pronunciation of aliens.

Answers

- a (3) (Photo of sleep research, which links it to the question about dreams. Scientists monitor people while they sleep for research purposes.)
- **b** 1 (Photo of the Hubble Space Telescope, which links it to the question about the universe, because the HST orbits Earth providing valuable observations and data about the universe.)
- c 4 (Photo of a UFO sighting, which links it to the question about aliens.)
- **d** 2 (Photo of someone making a decision, which links it to guestion d and the idea of free will, i.e., is the man actually 'free' to make the decision?)
- 4 Data Students to look through the statements. Play each section of the recording once or twice and then elicit the answers. More importantly, discuss the issues raised in the answers with the whole class.

Answers

а	false	The brain decides which information to
		forget or delete.

b true

The speaker thinks that bright lights in the false sky are alien spaceships.

d false Decisions are often 'made for us' by society/ social pressures.

Transcript 1.1

- 1 Scientists estimate that about 25% of the time we are asleep is spent dreaming. But why do we dream? Some experiments suggest that dreams help our brain to organize information. Each day, your brain collects a lot of new information. This could be something very simple like the colour of a car you saw, or something more complicated such as an exam you prepared for. Your brain decides which information to forget and delete, and which to keep stored in the memory. Research shows that dreams play an important part in this process.
- 2 Edwin Hubble, an American astronomer, created a new instrument, the Hubble Telescope, which is powerful enough to measure light from 10 to 15 light years away. Hubble's observations have provided evidence that supports the Big Bang theory. According to the Big Bang theory, the universe was smaller, denser and hotter than anything we can imagine. Then, suddenly, it exploded. In less than a second, the universe went from being smaller than an atom to being bigger than a galaxy. Astronomers estimate that this happened approximately 14 billion years ago. It is important to note, however, that a significant number of scientists believe that the Big Bang theory does not explain how all the matter in the universe came from nothing. It seems that more research is required before we can be sure.
- **3** There's a website I read where they talk about all the strange things in the sky that people see. You know, UFOs, that's unidentified flying objects. Every year, hundreds of people see things in the sky, like bright lights, and nobody knows what they are. But I think they are alien spaceships. And it's all top secret. The government knows that there are aliens out there, but they don't tell us because they don't want people to be frightened. But I'm not scared, actually. They probably are very friendly.
- **4** When we make a decision, do we really make the decision? Do we have a choice? Let me explain. When you put a shirt on in the morning, how do you decide which shirt? Let's say you chose the cleanest one. Why? Because you have a tutorial today and society tells us to wear clean shirts not dirty shirts for tutorials. So we don't make a decision, it was already made. We just don't know it.

FOCUS

Pronunciation

▶ 1.2 Play the recording and get students to listen to the words and understand where the stressed syllables are in each adjective. Play the recording as many times as the students need to help them with the task.

Answers

complicated significant powerful unidentified important

Transcript 1.2

complicated significant powerful unidentified important

6 Go through the definitions, working on any pronunciation difficulties, e.g., *measure*. With the whole class, elicit the answers and work on any remaining difficulties of meaning.

Answers

- a (to calculate an approximate number or amount)
- **b** facts or information that show something is true
- **c** a scientific method of discovering or testing something
- **d** to give a reason why something happens or exists
- e a tool that we use to test or measure something
- **f** to find the size, weight or quantity of something
- **g** the process of noticing or watching something happen
- **h** to investigate and study a subject
- i a system of ideas that provides an explanation for something
- Make the transition to this activity by writing the verb/ noun table on the board and getting students to suggest items to complete it. Students should be clear about the part of speech of each word, e.g., they should not confuse the verb *prove* and the noun *proof*.

Answers

- a (explain)
- **b** estimate
- c observation
- **d** research
- e measure
- **f** theory



Get students to work on this in simultaneous pairs. With the whole class, elicit the answers, working on word stress, for example, *explain*, *explanation*.

Answers

- a (explanation)
- **b** estimate
- **c** evidence (Point out that *evidence* is uncountable. You can't say 'an evidence' or 'a strong evidence'.)
- **d** research
- **e** observe
- f theory (Point out that *phenomena* is the plural of *phenomenon*, but that many native speakers make the mistake of using the former when they should use the latter.)
- **q** measure



21 skills

COMMUNICATION: Objective and subjective arguments

If students have not used *C21* before, introduce them to this central idea behind the course. (If you have not taught the course before, refer to the information on page 7 of this teacher's book before the class.)

Then go to page 22 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 59 of this book.

■ 1.1 Play the recording again, section by section, or get students to look at the transcript for track 1.1. Elicit and discuss the answers – there is a lot of subjectivity here. Students should introduce their own information to support their answers.

For example, brain scans of people who are asleep can show dream activity, so the assertion that 25% of the time we are asleep is spent dreaming is probably based on this evidence, but it is not mentioned in the recording. So, for this item, tell students to decide if the evidence is mentioned by the speaker or not. The table should show this.

However, the main purpose of the exercise is for students to spot the subjectivity of Speaker 3. Point out that there are many people who believe 'objectively' in the existence of UFOs. You could talk about the popularity of TV series such as *The X-Files* and ask the class to think of other TV series and films that deal with the subject. Ask students if they 'believe' in UFOs and give their reasons and any evidence they think supports their beliefs.

Answers

	Objective	Supported by evidence	Clear and logical
Speaker 1	~	×	~
Speaker 2	~	X *	~
Speaker 3	×	×	×
Speaker 4	~	×	~

*Evidence for the age of the universe is given, but not for the nature of the universe before the Big Bang.

This section provides a good starting point for a homework research task. Ask the students to look again at page 12 in the course book and find any evidence that the Earth is round (the photo of the Hubble Telescope shows the shape of the Earth in the background). Get them to research the topic on the internet. For example, they can google the question 'Is the Earth round?' and follow up on any interesting links. They should report back on their research in a five-minute presentation in the next lesson.

$1 \hspace{-0.5mm} ^{ extsf{B}}$ Questions and answers



- Get students to discuss the questions in pairs and then discuss with the whole class. The purpose of the activity is to encourage them to think about the importance of questions and the role they play in everyday life.
- Get students to look through the exercise individually before doing it with the whole class. Encourage them to use the tense in the question to help find the answer. For example, the tense in 1 is the present simple which we usually use with facts and information. Ask if students know the answers to any or all of the questions. However, don't spend too long on this, as students will listen to find out in 3.

Answers

- **a** 1 (What is the rarest blood type?)
- **b** 3 Has a dog ever been into space?
- c 2 Who discovered penicillin?
- **d** 4 Will there ever be a cure for cancer?
- **e** 6 Are European Union countries going to reduce the amount of greenhouse gases they produce?
- **f** 5 Is the number of malaria cases going down?



Grammar

Revision of tenses

At this level, students will probably have seen these rules several times. Go through the exercise with the whole class. Elicit and discuss the answers.

Answers

a present simple
b present continuous
c present perfect
d past simple
e will
f going to

Examples of each tense in the questions in 2

1 present simple 4 will

2 past simple5 present continuous

3 present perfect **6** going to

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

Answers

- 1 The rarest blood type is AB Negative.
- 2 Alexander Fleming discovered penicillin.
- **3** Yes, a Russian dog called Laika.
- **4** Possibly. Research is making advances.
- **5** Yes, the number of cases is going down.
- **6** Yes, the EU countries are going to reduce the greenhouse gases they produce.

Transcript 1.3

- **1** A What is the rarest blood type?
 - **B** AB Negative. Less than 1% of the world population has this type of blood. The most common blood type is O, about 47% of the population.
- **2** A Who discovered penicillin?
 - B The Scottish biologist, Alexander Fleming. He actually discovered it by accident.
- **3** A Has a dog ever been into space?
 - B Yes, the Russians sent a dog called Laika into space in 1957. This was four years earlier than the first human astronaut, Yuri Gagarin.
- 4 A Will there ever be a cure for cancer?
 - B Possibly. There have been some breakthroughs in vaccines. In the USA, five billion pounds is spent every year on research.

- **5** A Is the number of malaria cases going down?
 - **B** Yes, it is. It is going down by about 5% a year.
- **6** A Are European Union countries going to reduce the amount of greenhouse gases they produce?
 - B Yes, all the major countries signed an agreement to cut greenhouse gases by 40% by 2030.
- Do this as a whole-class activity, discussing the logic of the answers.

Answers

- a (Have you seen)
- **b** did you get
- **c** Are you reading
- d Are you going
- e Will you get/Are you going to get
- f do you admire
- © Get students to ask and answer questions in simultaneous pairs. Walk around the class to monitor and assist where necessary, ensuring students use the appropriate tense for each question and answer.

 With the whole class, work on any remaining difficulties. Then get some of the pairs to repeat their exchanges, incorporating any corrections and improvements that you made.

C21 skills

LIFE SKILLS: Building rapport

Point out the meaning of *rapport* /ræpor/ and confirm that its final *t* is not pronounced. Mention that you can also say *building rapport*, with *rapport* as an uncountable noun. Explain that *building rapport* means developing a good relationship with someone.

Then do the exercises on page 23 of the course book now, or come back to them later. Related teacher's notes are on page 59 of this book.

- Introduce the subject of 'saving the planet' by asking students what they understand by this expression.

 Get students to read the article individually and silently. Walk around the class to monitor and assist where necessary. With the whole class, work on any language difficulties.
- Get students to discuss the article and answer the question in simultaneous pairs. Walk around the class to monitor and assist where necessary. Remind them of the modal verbs *could* and *might* that they can use when discussing the ideas, e.g., *Electric cars might be*

a good way of combating global warming.

With the whole class, get some of the pairs to say what their conclusions were, and encourage whole-class discussion

FOCUS

Pronunciation

▶ 1.4 Say the first question and shorten the 'Where has' to 'Where's' so that the students understand the idea. Explain that sometimes the auxiliary verb is shortened when it comes after a question word. Then play the recording for the students. Play the recording again if the students are having difficulties.

Answers

- a Where's he gone?
- **b** What did he do? (no short form)
- **c** How does he know? (no short form)
- **d** What's he doing?
- e What'll he do?
- **f** What's he going to do?

Transcript 1.4

- a Where's he gone?
- **b** What did he do?
- c How does he know?
- **d** What's he doing?
- **e** What'll he do?
- **f** What's he going to do?

Focis

Grammar

Take the students through the information in the Focus box and elicit as many questions and negative sentences from the students as possible. Help them by writing more examples on the board.

8 Get students to work on this in simultaneous pairs. With the whole class, elicit the answers.

Answers

- a (What projects has Elon Musk invested in?) (Some students might suggest 'In what projects has Elon Musk invested?'This sounds less natural, but is acceptable.)
- **b** In which year did SpaceX start? ('Which year did SpaceX start in?')
- **c** How has SpaceX saved money and resources?
- **d** What do the rockets take up to space?
- e How does the Tesla car help reduce pollution?
- **f** How will the trend in car buying change in the future?

Get students to ask and answer the questions in simultaneous pairs. Walk around to monitor and assist where necessary. Then get some of the pairs to repeat their exchanges, incorporating any corrections and improvements that you made.

Answers

- a SpaceX and electric cars
- **b** SpaceX started in 2002.
- **c** It has saved money by reusing rockets.
- **d** satellites, deliver food and equipment to the ISS
- They do not use petrol, so they do not produce exhaust emissions (the waste gas that petrol engines produce).
- **f** People may buy more electric cars.
- © Students will probably not know these people:
 Flossie Wong-Staal (1946–2020), a Chinese-American
 biologist; Nikola Tesla (1856–1943), a Serbian-American
 electrical engineer, and Hasan Ibn Al-Haytham (c. 965–
 c. 1040), a medieval mathematician, astronomer, and
 physicist of the Islamic Golden Age from present-day Iraq.
- Explain the task and get students to do it in class or for homework. Ensure that students bear in mind questions a and b from 9. If they write the profile in class, walk around the class to monitor and assist where necessary. Get students to redraft their profiles following any general or individual comments you have made.

LANGUAGE REFERENCE

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

1C What's the best way to learn a language?



- With the whole class, introduce the subject of language learning by discussing the list of characteristics (points a–e). Encourage the students to think and talk about how a friend or classmate they know well studies and the strategies they use to be successful.
- 2 1.5 Play the recording once or twice, stopping to allow students to add to the list in 1. Point out that in the recording Professor Hawthorn refers to the language learner as 'she' as an alternative to 'he' or 'they'. With the whole class, elicit the answers and write them on the board in note form.

Answers

- · experiments with language
- takes risks
- is realistic about the time and effort required
- is independent and looks for opportunities to learn outside of the classroom
- understands the balance between accuracy and fluency
- thinks critically about learning journey, i.e., progress and methods

Then get individual students to use the completed list in 1 to talk about good language learners in complete sentences. They can use 'he', 'she' or 'they'.

As a professor of language teaching I am often asked

Transcript 1.5

the same question, 'What's the best way to learn a language?'. Well, that's a very difficult question to answer because it depends on so many factors such as 'What language are you learning?', 'What languages do you already speak?', 'What do you need the language for?', and so on. But we do know from decades of research that most successful language learners share certain characteristics. So, I'm going to give you a profile of a 'good' language learner. Broadly speaking, I can say that a good learner experiments with language and she takes risks. That's the first thing. And she is realistic. By realistic, I mean she knows that learning a language is not simple or easy. It takes time and effort. She accepts that sometimes progress will seem slow. Next, she is independent, meaning she doesn't just sit in the classroom expecting to learn. Instead, she is always looking for opportunities to learn, to practise, to improve. And importantly, a good learner is able to find the right balance between accuracy and fluency. And by accuracy we mean communicating correctly,

Right, the final feature of a successful learner is that she thinks critically about her learning journey. By this I mean she is aware of her progress and knows what she needs to improve. And she knows which methods work for her, and which methods don't. Because we are all different, and we learn in different ways.

not making mistakes or errors, and by fluency we

mean communicating freely and easily.

© Get students to work in simultaneous small groups to add to the list in 1. Walk around the class to monitor and assist where necessary. Prompt groups with suggestions for ideas if they find the exercise difficult.

With the whole class, work on language points that need improving. Then get some of the groups to talk about the ideas. Have a whole-class discussion about them.

Possible answers

- learn a little every day, rather than remember a lot at infrequent intervals
- are good at memorizing information and developing memory techniques
- don't 'argue' with the language they are learning. If they find something strange or illogical, they should put their energy into learning it, rather than into questioning the rules.
- use dictionaries in an intelligent way, i.e., they don't think and look in terms of word-for-word equivalents
- aren't concerned about achieving perfect pronunciation. Being understood by native speakers is a reasonable goal at this stage in their learning.
- learn blocks of language, not just isolated words



SKILLS

STUDY SKILLS: Active learning

Do the exercises on page 24 of the course book now, or come back to them later. Related teacher's notes are on page 59 of this book.

FOCUS

Pronunciation

▶ 1.6 Play sentence a then elicit the answer. Highlight the shortening of 'I am' to 'I'm' and the link between 'give' and 'you'. You could also elicit the short forms of be as an auxiliary (I'm, you're, he's, we're, they're).

Ask the students why 'give' and 'you' are linked (because 'give' ends in a consonant sound and 'you' starts with a vowel sound). Play the rest of the recording and elicit the answers.

Elicit the answer for the final question. Ask one or two students to say sentences a and d using the unstressed sound /t/ for 'to'.

Answers

- a So, I am going to give you
- **b** learning a language <u>is not</u> simple or easy
- c she is always looking
- **d** a good learner is able to find
- e she is aware of her progress

Transcript 1.6

- a So, I'm going to give you
- **b** learning a language isn't simple or easy
- c she's always looking
- **d** a good learner's able to find
- **e** she's aware of her progress

Explain the task and get students to read the two adverts individually. Ask individual students how the two schools are different.

Then get students to work in groups of three and discuss their preferences. Walk around the class to monitor and assist where necessary. Then get a spokesperson from each group to say which member(s) of the group preferred which school. Ensure that the spokesperson does not just talk about their preferred school.

Have a whole-class discussion about the learning methods used in the two schools. Get students to say, for example, what they understand by 'properly' in the first paragraph of The Carrington School of English advert, and whether they think the 'listen and repeat' method would lead to perfect pronunciation, etc. In relation to the SpeakEasy advert, do some of your students agree that grammar rules should never be taught?

Answers

The Carrington School of English is a more formal and traditional school. It focuses on grammar, reading and writing and correct use of English.

SpeakEasy is a less traditional school. It focuses more on communication and less on grammar.

⑤ 1.7 Get students to read the questions in the rubric before playing the recording. Play the recording once or twice. Elicit the answers to the questions.

Answers

They are talking about The Carrington School of English. They disagree (about teachers correcting mistakes). Student A: it is the only way people improve. Student B: has read a book that says if a teacher corrects every mistake, students get nervous and unwilling to speak in class.

Transcript 1.7

- **A** This method seems good to me because I think teachers should always correct mistakes. In my experience, it's the only way people improve.
- **B** I'm not sure about that. I agree with Professor Hawthorn when he says that you need a balance between accuracy and fluency.
- **A** But how do people learn if they don't know what's correct?
- **B** Well, I've actually read a book about this and the evidence suggests that if a teacher corrects every mistake, the students get nervous and don't speak in class.



Expression

Justifying opinions

Go through the category headings. Point out that *evidence* is always uncountable and therefore always singular. *Experience* is uncountable in this context, but can be plural in other contexts.

Go through the expressions, getting students to complete them with their own ideas, e.g., *The facts show that learners benefit from being corrected, but teachers should not correct all mistakes*. Correct any typical mistakes such as 'Let me to give you an example.' Despite what has previously been said about the dangers of over-correcting, at this level, correction of this error is helpful.

Point out that these expressions come from the listening in the previous activity. Ask the students to match the expressions with the correct categories in the Focus box. Ask them to highlight the words that helped them.

Answers

- **a** Speaking from experience
- **b** Referring to another person's opinions
- c Using evidence
- Explain the task by going through the steps, explaining any difficulties, e.g., feature.

Do this individually, so that each student can think of a friend to whom they give advice. Get students to make notes for Steps 1–3 in relation to their friend. Walk around the class to monitor and assist where necessary. Get some students to talk to you individually about the features of each school in relation to their friend.

With the whole class, work on areas that need correction/improvement, especially in relation to language related to this task. Then get some of the students to present their conclusions to the whole class, encouraging whole-class discussion.

Writing skills

Get students to complete the activities on pages 20–21 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on page 54 of this book.



Vocabulary

• Incidents: Hijackings and robberies

Grammar

• Narrative tenses: Past simple and past continuous

Language skills

- Reading: Reading to confirm predictions
- Reading: Reading for detail
- Listening: Listening for specific details
- Listening: Listening to make notes
- Listening & Speaking: Comparing and assessing different witness accounts
- Reading & Speaking: Structuring narratives and telling stories
- Writing: Writing a story



Critical thinking

• Evidence and witness accounts

Communication

• Telling stories



To focus students on the topic, read through the questions and ask for their feedback. Encourage students to discuss and share their ideas about the questions. There are no right and wrong answers, but ask students to try and justify their opinions.

2A Can you solve the mystery?



1 Refer to the subheading of this section and explain that the adjective narrative describes the telling of a series of events. Explain that *narrative* can also be a noun meaning 'story'.

Get students to work in simultaneous pairs on the pictures to guess the story. They should use all five pictures and try to work out the connection between them. Walk around the class to monitor and assist where necessary.

Then get two or three pairs to give their interpretations of the pictures for the whole class.

(2) Get students to read the story individually, or read it aloud with the whole class. Explain any difficulties.

Then, with the whole class, get students to relate the story to the photos in 1, and discuss to what degree students had anticipated the story in their answers to 1.

Then get individual students to say what they think happens next. Encourage them to use the clues in the last paragraph, e.g., 'something around his waist' – What could this be? or 'Outside it was dark and stormy.' - What consequences might this have?

3 Explain the task and get students to work in groups of three, asking each other the questions. Get students to give reasons for their answers. Walk around the class to monitor and assist where necessary. Correct any common mistakes, getting individual students to repeat their reasons incorporating your corrections.

Then, with the whole class, get some of the groups to ask and answer their questions again.

Possible answers

- a Probably not. He wanted to hide his real identity.
- **b** We don't know.
- c Yes. He tipped (teach this word) the flight attendant by telling her to keep the change.
- **d** Because he didn't want to be seen after he jumped out of the plane.
- e Perhaps the airport manager thought that wearing a uniform would provoke (teach this word) Cooper. (Students might say that it's strange for airport managers to wear uniforms, but they did in the USA in the 1970s.)
- **f** Perhaps he thought it would be easier to hide in Mexico.
- So that he could jump out with his parachute more easily.

FOCUS

Writing

Take the students through the information in the Focus box and help them revise the correct use of capital letters in English. Elicit examples from the students.

2.1 Explain the task and play the recording once or twice, explaining any difficulties.

Then get students to work in simultaneous pairs on what happened next, and report back to the whole class.

Work on narrative tenses, e.g., Perhaps Cooper landed successfully and survived. Perhaps he buried the money so that he could come back to find it later.

Perhaps he died of cold while he was making his descent.

Perhaps he landed safely, but the money blew away and he couldn't find it in the dark.

For the moment, concentrate on using the past simple and past continuous rather than might have, may have, could have, etc.

Transcript 2.1

At about 8.00 p.m. a light came on in the cockpit. It indicated that a door on the outside of the plane was open. At 10.15 p.m. the pilot landed the plane at Reno Airport. Armed police surrounded the plane and checked inside. Cooper was not there, and neither was the money or two of the parachutes. His tie was left on his seat.

The police looked for Cooper in the area where he jumped, but didn't find anyone. In fact, nobody saw Cooper ever again.

However, in February 1980, a young boy called Brian Ingram was digging holes in the sand when he found some envelopes full of money. There were two packets of 100 20-dollar bills and a third packet containing only 90. Tests showed that it was some of the money given to Cooper nine years earlier. It is the only evidence of the hijacking ever found. To this day, nobody knows for sure what happened to the man known as Dan Cooper.

5 Get the students to listen to the story again and answer the guestions. Check the answers with the whole class.

Answers

- a Dan Cooper was jumping out of the plane at around 8.00 p.m.
- **b** Armed police were waiting for the plane to land at Reno Airport.

- **c** The money and two parachutes were missing when they searched the plane.
- **d** Brian Ingram was digging holes in the sand when he found the money.
- **e** They know the money was the same because they made tests.

FOCUS

Expression

Take the students through the information in the Focus box to help them understand useful phrases when writing a story. Elicit some more examples from the class.

FOCUS

Grammar

Narrative tenses

Talk students through the tenses and the examples. Highlight the fact that we use when before the past simple and while before the past continuous.

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

6 Do the exercise with the whole class, ensuring accuracy of use of the two tenses.

Answers

- a (was playing, found) Brian Ingram, the boy who found the money
- **b** was serving, gave Florence Schaffner, flight attendant
- c was raining, jumped Dan Cooper
- **d** landed, were waiting a Reno police officer
- e jumped, was flying the plane's pilot
- **f** was not wearing, delivered the airport manager
- **g** was not wearing, sold the ticket sales clerk
- h was sitting, did not know the passenger in the seat next to Cooper
- Get the students to retell Dan Cooper's story in pairs. Stress the importance of using narrative tenses. Work on any difficulties and then get some of the pairs to repeat their exchanges to the whole class.

8 2.2 Prepare for the task by getting students to look at the headings in the table. Play the recording once or twice and get students to take notes.

Evidence	A black tie that Cooper left behind. The two parachutes he left behind. The 66 unidentified fingerprints. The money the young boy found.		
	How tall was he?		
Witness	What was he wearing?		
questions	What was his voice like?		
·	Was he calm or excited?		
Experiment	A 91 kg weight was dropped from the plane to get an indication of where Cooper landed.		
Theories	Serious and urgent financial problems, which forced him to do something dangerous. A thrill-seeker?		

Transcript 2.2

First of all, the investigators gathered any evidence they could find. There was the black tie Cooper left behind on the seat in the aeroplane. And there were the two parachutes he didn't use. They also found 66 unidentified fingerprints. And then, of course, there was the money the young boy found.

The investigators then began talking to anyone who spoke to Cooper, in particular, the flight attendant and the ticket sales clerk. They asked these witnesses lots of questions about Cooper, for example, 'How tall was he?' 'What was he wearing?' 'What was his voice like?' 'Was he calm or excited?' These descriptions helped the investigators to develop a complete picture of the man.

In order to estimate where Cooper landed, investigators conducted an experiment. They sent the same plane on the same journey with the same pilot, and at the estimated time that Cooper jumped, they dropped a 91 kg weight from the plane. Once they had an idea of location, they began searching a very wide mountainous area.

The FBI also contacted experts in several fields. Perhaps the most interesting theory came from psychology experts. Most psychologists agreed that Cooper probably had very serious and urgent financial problems, which forced him to do something so dangerous. However, some psychologists suggested he was a 'thrill-seeker', meaning somebody who simply enjoyed extreme danger and excitement.

While the FBI doesn't have a complete theory on Cooper, there are some things they believe. Based on his actions that day, they know he was a very careful planner. They think he knew the Seattle area very well. They also suggest he was an Air Force veteran although they do not believe he had much experience with parachutes because the jump was simply too dangerous. It is this fact that convinces the FBI that Cooper did not survive. However, many people believe Cooper did survive, and some even claim to know his identity.

9 Get students to work on this task in simultaneous pairs or small groups. Walk around the class to monitor and assist where necessary.

The main focus of this section is the past simple and past continuous, but at this point students will probably need help with could have, might have, may have (rather than just using perhaps he + past simple). Work on this, getting students to use these forms with their own ideas, and writing model sentences on the board.

Get representatives from different pairs/groups to talk about their conclusions.

If students are interested, get them to search the internet for 'D. B. Cooper' and to give a short presentation on their findings in the next class. Point out that one of the language options for this article on Wikipedia is simple English, which can be selected from the menu on the left of the Wikipedia page. Students may prefer to read this version.

FOCUS

Pronunciation

2.3 Play the recording and get students to listen to the sentences a few times and practise the correct pronunciation individually and as a class.

Transcript 2.3

- He was about six feet tall and he was very thin.
- He went up to the till next to me.
- He got into a green car and disappeared.





Witness accounts

2.4 Check that students remember the meaning of witness accounts. Ask them if witnesses to the same event give the same accounts (usually not).

Point out the headings in the table, explaining sequence if necessary.

Play the recording for each witness once or twice, stopping at suitable points to allow students to make notes under each heading in the table for each witness.

	Description of the robbers	Sequence of events	
Witness 1	Wearing a mask 6 feet tall Very thin Wearing grey trousers and black top Had a plastic bag	Heard someone shouting Turned round and saw man with mask Was shouting 'Everybody on the floor' Went up to till and asked cashier to put money in the bag Ran out of bank, got into	
		green car and drove north along Sullivan Street	
Witness 2	5 feet 8 inches tall Medium build Wearing grey trousers and blue top Had a briefcase	Was waiting to see manager Two men burst in, one stood by door, the other went to counter Man at counter shouted 'Put all the money in the case' and 'Nobody will be hurt if you do what I say' Witness stayed quiet and studied man to be able to give description Cashier put money into the case The two men ran out, got into a brown car, quickly drove off east towards motorway	

Transcript 2.4

Witness account 1

- A What were you doing when the robbery started?
- B I was gueuing up to withdraw some money.
- A And what happened first?
- B I heard someone shouting and when I turned around I saw a man with a mask on his face.
- A Can you describe him?
- B He was about six feet tall and he was very thin.
- A And what was he wearing?
- **B** He was wearing grey trousers and a black top.
- A What was he shouting? Can you remember?
- **B** He was shouting 'Everybody on the floor.'
- A Did he have a bag?
- **B** Yes, he had a plastic bag with him.
- A And what happened next?
- B He went up to the till next to me. Then he asked the cashier to put all the money she had in the bag. So the cashier put the money in the bag and the man ran out of the bank.

- A Could you see where he went?
- B Yes, I could see him through the window. He got into a green car and the car drove north along Sullivan Street.
- A OK, thank you. That's very useful.

Witness account 2

- A Where were you when the robbers came in?
- **B** I was sitting in the corner of the bank when it happened. I was waiting to see the manager because I have a problem with my account you see. Anyway, suddenly two men came bursting into the bank. One stood by the door and the other one went up to the counter.
- A And then what happened?
- **B** The man at the counter started shouting 'Put all the money in the case' – he had a briefcase. Then he said 'Nobody will be hurt if you do what I say.'
- A What did you do?
- B Well, I just stayed quiet and looked at him carefully because I knew the police were going to ask me. So, he was about five feet eight inches tall and he was medium build. I think he was wearing grey trousers and a blue top. The other guy was shorter and he was wearing all black.
- A Did the bank people get the money?
- B Yes, the cashier put all the money in the briefcase and the two men ran out of the bank. They got into a brown car and drove off quickly. They went east towards the motorway.
- With the whole class, get different students to make statements, using information from the table, e.g., The first witness thought that one of the robbers was six feet tall, while the other witness thought he was only five feet eight inches. Point out these expressions: but, however, while, by contrast, on the one hand ..., on the other hand ...

Once they have got the idea, get students to talk about the two statements in simultaneous pairs. Walk around the class to monitor and assist where necessary, ensuring they are using the expressions correctly.

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

Then get students to discuss which version is more believable in simultaneous pairs.

With the whole class, get representatives of different pairs to give their conclusions, and have a whole-class discussion about them.

Again, do this in simultaneous pairs and then get some of the pairs to repeat their narrative of events for the whole class.



1 skills

CRITICAL THINKING: Evidence and witness accounts

Do the exercises on page 38 of the course book now, or come back to them later. Related teacher's notes are on page 60 of this book.

For extra support, ask students why different people remember things differently, and what this might tell us about evidence and 'the truth'. Ask if the fact that many things are now video-recorded, on people's phones, on CCTV (teach this expression), has made things better or worse.

Explain the task and read through the instructions with the students. Practise the stress of the noun suspect /'saspekt/, with the stress on the first syllable, contrasting it with the verb form suspect /sə'spekt/, with the stress on the second syllable.

Get students to work in groups of four: two suspects and two detectives in each group. Get the suspects to prepare their alibis (teach and practise this word), ensuring that they will be giving the same version of events, and the detectives to prepare their questions. Walk around the class to monitor and assist where necessary.

When groups are ready, get them to work simultaneously, with one of the detectives interviewing one of the suspects, and the other detective interviewing the other suspect. The pairs shouldn't be able to hear each other.

Then get the detectives to compare notes about their interviews with the suspects, identifying any differences in their accounts.

Meanwhile, walk around the class to monitor and assist where necessary.

With the whole class, work on any remaining difficulties. Then get a detective from each group of four to give an account of the interviews in their group, and whether they were able to find any differences between the suspects' stories.

$2^{\mathbb{B}}$ What makes a great story?



Structuring a narrative

Explain the task, get students to look through the questions, explain that NASCAR stands for National Association for Stock Car Auto Racing and then get them to read the text. Walk around the class to monitor and assist where necessary. You might have to explain pit stop to those unfamiliar with car racing.

With the whole class, elicit the answers to the questions.

Answers

- a NASCAR Sprint Cup race, Pocono Raceway, 2015
- **b** the driver, Brad Keselowski, and two crew members
- **c** The driver was coming in for a pit stop. The two crew members were getting ready to change the car's tyres.
- **d** The car's brakes locked at high speed and the car hit the two crew members.
- e The two crew members got back on their feet and finished the job.
- f The story finishes happily. Nobody was hurt. Keselowski had a good race and finished second.

FOCUS

Writing

Structuring a narrative

Go through the narrative stages and the story with the whole class, explaining any difficulties.

With the whole class, get students to look at the NASCAR story again individually, identifying the stages.

Answers

- 1 It was 2015 and I was at the NASCAR Sprint Cup race at Pocono Raceway.
- 2 The racing driver, Brad Keselowski, was coming in for a pit stop and the crew members were getting ready to change his tyres.
- **3** The car came in at high speed and the brakes locked.
- **4** This sent the car crashing into two crew members and they both just flew into the air. One landed on the bonnet of the car and the other guy fell onto the ground.
- 5 I thought they were injured, but they both got back on their feet and finished the job. Keselowski drove away and we could hear him apologizing over the radio.
- 6 Despite the spectacular crash, Keselowski had a good race and finished second. But the most important thing is that nobody was hurt. They were very lucky.

Get students to discuss the photo and identify the narrative stage.

Answer

Stage 4 Climax

Get students to read through the parts of the story individually and silently.

> Then, with the whole class, get students to put the parts of the story into the correct order.

Answers

Stage 1 Set the scene: d

Stage 2 Introduce the characters: b

Stage 3 Rising action: a

Stage 4 Climax: f

Stage 5 Falling action: c

Stage 6 Conclusion: e

⑤ Tell the students they are going to write their own story. Explain steps 1–3 and highlight that they should write a draft of their story individually before they swap their stories in pairs. Tell the students to go to page 107. They can choose one of the two photos to base their story on.

Make sure as far as possible that they follow the six-stage narrative structure. Walk around the class to monitor and assist where necessary as they write their drafts.

When the students are ready, put them in pairs to swap and read each other's stories. Encourage the students to comment and make suggestions to improve the stories.

Tell the class to find a photo, either digital or print, that is about an event in their life such as a holiday, a memorable incident, a funny moment. This could be something the students prepare for the next lesson. Students write their story following the six-stage narrative structure. When all the students have a story and their photo, put them into pairs to tell their stories. Remind them to ask questions and react appropriately as their partner is telling their story.



Do the exercises on page 39 of the course book now, or come back to them later. Related teacher's notes are on page 60 of this book.

For extra support, ask students to suggest some questions which will have stories as answers. Get students to choose a question to ask their partner, and listen to their story.

Possible questions

How did you get that scar? Why were you late for the meeting? What did you do on holiday?

LANGUAGE REFERENCE

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

2c Can we travel through







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 pages 7–8 of this book.

Get the students to complete the matching exercise individually. Monitor their work if necessary and then check the answers with the whole class.

Answers

a 3, **b** 1, **c** 5, **d** 4, **e** 2

FOCUS

Expression

Take the students through the information in the box and get them to practise writing their adventure story in 6.

Writing skills

Get students to complete the activities on pages 36–37 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on page 55 of this book.



Vocabulary

· Describing movement

Grammar

Passives

Language skills

- Reading: Predicting text content from pictures
- Reading: Reading for specific information
- Reading: Reading graphs and maps
- Reading: Reading to identify the main idea and supporting points
- Listening: Listening for specific details
- Listening: Listening to categorize information
- Speaking & Listening: Talking about journeys
- Speaking & Listening: Listening to ask questions
- Writing: Writing a comment for an online article
- Listening & Speaking: Appropriate turn-taking



Life skills

• Working towards a common goal

Communication

· Avoiding personal references

Life skills

• Rules and responsibility



The purpose of this activity is to focus the students on the topic and activate some vocabulary related to it.

With the whole class, get students to talk about what they can see in the photo (a swarm of jellyfish moving together – migrating). Ask the students to think of other events when lots of people and animals move together.

3A Journeys





B Describing movement

With the whole class, get students to focus on the photos. Tell them not to look at the texts yet.

Elicit the answers from the whole class. This will depend on their level of knowledge of the natural world, of course. Teach words like *species* (singular and plural form are the same), herd (of animals), flock (of birds), migrate, and anything that comes up in your discussion. You could ask the class which language they think 'wildebeest' comes from and what it means. (It comes from Afrikaans, one of South Africa's languages; it means 'wild beast'.)

Answers

The similarities are that both species migrate an enormous distance for similar reasons - for food and survival of the species due to the change in climate.

2-3 Get students to read the texts in pairs, with one student reading about wildebeest and the other about monarch butterflies. Walk around the class to monitor and assist as students find the answers for their species in the texts.

Work on any problems with vocabulary such as starvation, drowning and predators. Get students to give the answers, and work on them where necessary. Work on the correct pronunciation of numbers, e.g., two thousand, five hundred miles, one point seven million/ one million, seven hundred thousand wildebeest and fifty million monarch butterflies.

Then get students to ask each other the questions in simultaneous pairs. Again, walk around the class to monitor and assist where necessary.

With the whole class, get individual pairs to repeat one question and answer each for the whole class. Work on any remaining language difficulties.

Answers

Wildebeest

- a 1.7 million wildebeest
- **b** about 1,000 miles
- c December
- **d** They migrate through the Serengeti Plains in Tanzania. First, they head west, then north towards Kenya, then south back to where they came from.
- e to find fresh grass
- starvation, drowning, predators (crocodiles and lions)

Monarch butterflies

- a 50 million monarch butterflies
- **b** over 2,500 miles
- c September/October
- **d** They travel from Canada/northern USA to Mexico via southern USA.
- They cannot survive the cold winters of the north.
- natural predators and climate change

FOCUS

Writing

Take the students through the information in the Focus box and refer them to the text on page 44. Get them to try and explain the meaning of the words in bold, using their own vocabulary. Help them, when necessary, by writing examples of potential meanings of the words on the board.

LIFE SKILLS: Working towards a common goal

Go to page 54 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 60 of this book.

Explain the task and get students to do it individually. If necessary, students can refer to the texts to check the context of the words and phrases. With the whole class, round up the answers and work on any difficulties.

Answers

- a (set off)
- **b** reach
- **c** return journey
- towards
- via
- head
- **g** spend
- **h** far from
- on the way
- cross **k** takes
- Introduce the idea of human migration by talking about the way that many Chinese people travel around the country at Chinese New Year - Chunyun. Get them to look at and comment on the photos, which show people travelling during the Chunyun period. Give students time to work on the task individually or in pairs. With the whole class, elicit the answers.

Answers

- a (spend)
- **b** far from
- **c** take
- **d** set off
- e on the way
- **f** return journey

6 3.1 Play the recording once or twice, stopping, if necessary, at appropriate points to allow students to absorb the information, and to explain any difficulties. Elicit the answers.

Answers

- **a** They spend New Year with their families at their family homes.
- **b** They are working or studying in a big city.
- c 36 hours
- **d** 6.30 a.m.
- e She is going to sleep.
- f 500 Yuan/70 dollars

Transcript > 3.1

Chunyun is a period of travel in China, lasting around 40 days. It is the largest human migration in the world, when the planes, trains and roads of China become completely full of people. It starts about 15 days before the Chinese New Year and continues for about 25 days after the celebrations. During these 40 days, nearly three billion people travel.

The reason for this huge movement of people is simple. It's a tradition for Chinese people to spend New Year with their families.

But many people live far from their parents, normally because they are working or studying in a big city. So, during *Chunyun* they all head to their family homes. Those with money drive or fly home, but many people can't afford that, so instead they use the very crowded trains and buses. Many of these people are students or migrant workers. Some people cross the country to be with their families, and remember China is an enormous country! We met one of the travellers, Liling, at the main railway station in Beijing and she told us about her travel plans.

Liling Hello. My name is Liling and I'm a

student in Beijing. But today I'm going home to spend New Year with my family. I'm from a town near Chengdu, which is over a thousand miles

from Beijing.

Interviewer How long is the journey?

Liling It's going to take 36 hours. And I have

already been travelling for a long time this morning because everywhere is

so busy.

Interviewer A 36-hour train journey?

Liling Yes. I left home at 6.30 this morning.

Interviewer What are you going to do on the train?

Liling I'm going to sleep a lot because I'm

very tired. I've been studying very

hard lately.

Liling

Interviewer And do you have a bed on the train?

No, I just have a seat. There are beds on the train, but they're expensive. My ticket only costs 500 Yuan. That's

about 70 dollars for a return ticket.

Interviewer So in 36 hours you'll be back home

with your family?

Liling No, in Chengdu. I have to get a bus to

my town. That's another three hours!

Start by describing some of your own journeys, getting a student to ask you questions. Then get individual students to talk about journeys that they make or have made, with the class asking questions.

Then get students to interview each other in simultaneous groups of three. Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties. Get individual students to repeat their descriptions, incorporating any improvements that you made.

Then get two or three of the groups to repeat their exchanges, incorporating your corrections.

3B Urbanization



Explain that urbanization is the process in which more and more people are leaving the countryside to live in towns and cities.

Get students to look at the graph and map and answer the questions in groups of three or four. Walk around the class to monitor and assist where necessary. Make sure that students are correctly using expressions such as 'This graph/map shows (that) ...' Then elicit the answers with the whole class, but don't confirm the correct answers yet as students listen to check in 2.

3.2 Explain the task and play the recording once or twice, pausing at appropriate moments to allow students to absorb the information and check their answers.

Answers

a It shows the growth of world urban population and decline of world rural population.

- **b** World urban population became greater than world rural population for the first time.
- **c** Urban growth is fastest in parts of Africa and Asia; it is slowest in Europe.
- **d** Urbanization has already happened in developed countries, whereas in developing countries the process is still happening.

Transcript 3.2

The graph shows several things. First, we can see how the total population of the world has risen from 2.5 billion to over seven billion today. Then we can see how the world's rural population, those people living in the countryside, has slowed down and is now actually decreasing, while the urban population has risen and continues to rise. In 2010, for the first time there were more people living in towns and cities than in rural areas.

The map shows the speed at which urbanization occurred at the beginning of this century. As you can see, urbanization is happening fastest in parts of Africa and Asia, rather slower in the rest of the world, and much slower in most of Europe. And there is an explanation for this, of course. In developed countries, such as those in Western Europe, the majority of urbanization has already happened. It was at its highest in the 19th and 20th centuries, whereas in developing countries the process is still happening.

Discuss some possible ideas with the whole class, for example, nowadays, agricultural workers use modern machinery, which makes agricultural processes more productive than before, so there are fewer job opportunities in the countryside. Or, that there are more, better-paid jobs and a better quality of life in cities. Get students to work in groups of three or four. Walk around the class to monitor and assist where necessary.

With the whole class, work on any language difficulties, especially in relation to the topic at hand. For example, ensure that students are using *rise*, *raise*, *increase*, *go up*, *go down*, *fall*, *decline*, *reduce*, etc., correctly.

Then get some of the groups to report their ideas, incorporating any corrections and improvements that you made.

■ 3.3 Explain the task and play the recording once or twice, pausing halfway through to discuss the reasons, if necessary. With the whole class, get them to say if the lecturer mentioned the same issues that they came up with.

Answers

Push factors – pushing people away from rural areas:

low wages

a lack of jobs

natural disasters such as floods or droughts, which can cause starvation

Pull factors – pulling people towards towns and cities:

- more jobs
- higher wages
- the amenities in urban areas such as schools, hospitals
- a better quality of life

Transcript 3.3

So what causes urbanization? We can separate the causes of this migration into push factors and pull factors. That is, things that push people away from rural areas, like low wages or a lack of jobs, or natural disasters such as floods or droughts, which can cause starvation. People are forced out of rural areas by these factors. Then there are things that pull people towards towns and cities. Yes, I'm talking about more jobs and higher wages, but there are also the amenities in urban areas such as schools, hospitals, and so on. In general, people are attracted to the cities by a better quality of life.

FOCUS

Pronunciation

3.4 Play the recording and get students to listen to the words a few times, and practise the correct pronunciation individually and as a class. Do the exercise together.

Answers

attracted \rightarrow /id/ developed \rightarrow /t/ forced \rightarrow /t/ happened \rightarrow /d/ occurred \rightarrow /d/

Transcript 3.4 attracted

developed forced happened occurred

■ 3.5 Play the recording once or twice, stopping two or three times to allow students to complete the table. Get students to complete the table individually. Walk around the class to monitor and assist where necessary. With the whole class, work on any vocabulary problems that have arisen. Then get one student to draw their completed table on the board, explaining what they are

writing under each heading, and discussing it with the whole class.

Rural	Rural	Urban	Urban
benefits	drawbacks	benefits	drawbacks
Migrant workers send money back to their families which is spent in the rural communities Workers return with new knowledge and skills	Reduces workforce in rural areas Not enough young men so work is done by children who should be at school	People bring new ideas Exchange of ideas helps development More business and, therefore, more jobs	Unemployment Lack of housing (people live in slums) Lack of sanitation, so disease spreads easily Infrastructure can't cope (not enough quality housing, schools and hospitals)

Transcript 3.5

There are, of course, multiple problems in cities caused by the migration of people from rural areas, perhaps the most obvious being unemployment. Some people are offered manual jobs, for example, in the building trade. However, some people are not given work because they do not have the right skills or are too old.

And then there is the problem of housing the everincreasing population. About 40% of urban expansion is estimated to be taking place in slums. And the unsanitary conditions in these slums mean that diseases spread easily. All of these issues are especially problematic when the process of urbanization happens quickly. Cities can grow so fast that the infrastructure cannot cope with the increasing population. Therefore, there isn't enough quality housing and there aren't enough schools or hospitals.

However, cities can really benefit from this influx of people. People bring with them new ideas and the exchange of ideas in cities helps development. On a practical level, there is more business, and consequently more jobs are created. Studies show that the bigger the city, the higher the average wage of its citizens.

But how are rural areas affected by urbanization? Clearly, there are challenges. With so many people leaving the countryside, the workforce can be severely reduced. This is particularly difficult when young men are migrating because traditionally, in rural areas, the more physical jobs were carried out by these young men. A subsequent problem is that often these jobs will have to be done by the children in the families, who would otherwise be going to school.

However, the benefits that urbanization brings to rural areas should not be ignored. The migrant workers in the cities earn significantly more than they were making at home and they send a lot of this money back to their families. This money will be spent in the rural communities. Animals are bought and school fees are paid. In addition to helping their families financially, when these workers return to their villages they often bring with them new knowledge and skills that can be used to benefit the local area.

6 3.6 Get students to look through the sentences. Then play the recording once. Play the recording again and elicit the answers, working on any difficulties. You could point out the different pronunciation of the t in the verbs created and affected which end in an /id/sound rather than a /d/or/t/sound.

Answers

- **a** (are offered)
- **b** are created
- c are ... affected
- **d** can be severely reduced
- e were carried out
- f will be spent

Transcript 3.6

- a Some people are offered manual jobs, for example, in the building trade.
- **b** On a practical level, there is more business, and consequently more jobs are created.
- **c** But how are rural areas affected by urbanization?
- **d** With so many people leaving the countryside, the workforce can be severely reduced.
- **e** ... traditionally, in rural areas, the more physical jobs were carried out by these young men.
- **f** This money will be spent in the rural communities.



Grammar

By now, students will have realized that the focus of this section is passive forms, which they will probably have come across before. Go through the examples and discuss any difficulties.

Get students to look at the transcript for track 3.4 and identify the passive forms. If possible, get students to explain why the passive form is used, i.e., which category in the Focus box the sentence comes under, getting them to give reasons. With the whole class, discuss the sentences and their choice of category. This may lead to the conclusion that some sentences can go in more than one category.

Note that the students will need to use *should* and *will* with the passive and may need some help forming these structures.

Answers

- Some people <u>are offered</u>¹ manual jobs, for example, in the building trade.
- However, some people <u>are not given</u>² work because they do not have the right skills or are too old.
- About 40% of urban expansion <u>is estimated</u> ³ to be taking place in slums.
- On a practical level, there is more business, and consequently more jobs are created 4.
- But how <u>are</u> rural areas <u>affected</u> ⁵ by urbanization?
- This is particularly difficult when young men are migrating because traditionally, in rural areas, the more physical jobs were carried out ⁶ by these young men.
- However, the benefits that urbanization brings to rural areas should not <u>be ignored</u>⁷.
- This money <u>will be spent</u>⁸ in the rural communities.
- Animals are bought⁹ and school fees are paid ¹⁰.
- In addition to helping their families financially, when these workers return to their villages they often bring with them new knowledge and skills that can <u>be used</u> ¹¹ to benefit the local area.

unimportant 3

obvious 1, 2, 4, 5, 6, 7, 8, 9, 10, 11

unknown

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

Do this quickly with the whole class, discussing any difficulties.

Answers

- a (will be invested)
- **b** have been sent
- **c** should be provided
- **d** can be given
- e should be educated
- f will be built

FOCUS

Pronunciation

3.7 Play the recording, get students to underline the correct words and discuss the answers. Then get students to repeat all the vowel sounds simultaneously and individually.

Answers

- a know
- **b** town
- **c** police

Transcript 3.7

a job know costb town provide pollutionc money everyone police

Explain the task. Teach or remind students about the words *solve* and *solution* and get them to read the two texts individually. Walk around the class to monitor and assist where necessary. With the whole class, work on any vocabulary difficulties.

Then get students to compare the merits of each solution, giving their reasons.

For homework, get students to research, individually or in small groups, a *contemporary* – teach this word – architect or architectural project on the internet and report back in the next class. It would be good if students were able to present their project to the class, integrating photos with the information they have found.

Possible answers

The Swedish idea is original, but a little odd. It could solve the problem of food shortages.

For the Chilean solution, the result may be that the houses are changed in different ways and are not as attractive as houses that are completed by architects. Also, some families may not be able to afford to build on to their house.

Get students to work on the activity in simultaneous pairs. (If time is short, allocate one text to half the pairs in the class and the other text to the remaining pairs in the class.) Walk around the class to monitor and assist where necessary. With the whole class, work on any common difficulties and then elicit the answers.

Answers

- a problems are caused by cities
- **b** solutions can be found by people
- c homes were built by builders
- **d** skyscrapers were invented
- e something similar is being developed by architects

- **f** a system has been designed by a company
- g crops to be grown by farmers
- h vertical farms will be built
- i a property developer was awarded a difficult project by the Chilean government

- j the developer was asked by the government
- **k** the developer was given enough space by the government
- l 100 poor-quality houses to be built by the company
- **m** each family was offered
- n each house was fitted
- the families were encouraged
- p their houses have been sold

Students may have differing ideas about what is appropriate (active or passive) in each case, but point out that most texts use a mixture of both, if only for variation (teach this expression).



Go to page 55 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 60 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.

With the whole class, get one or two students to give examples to ensure that everyone gets the idea, writing them on the board. Allow students to use negative structures, e.g., 'No new hospitals have been built for 50 years.'

Get students to write down their own examples individually. Walk around the class to monitor and assist where necessary. With the whole class, get individual students to read out some of their sentences, incorporating any corrections and improvements that you made.

Refer students to page 107 of the course book. Put the students into two groups, As and Bs. Read through the first part of the exercise with students. Then give the groups five minutes (or ten, if possible) to discuss their topics.

Then read through the second part of the exercise with students. Ask students to form new mixed groups, with a mixture of A and B students, and discuss all their ideas together. Walk around to monitor and assist where necessary, ensuring they are making decisions on the areas they think are the most important and should be prioritized.

C Rules





Identifying the main idea and supporting points

Get students to look at the photo. Students will obviously know that these are road signs, but ensure that they use the correct expression, i.e., not 'notices' or 'boards'.

The photo of the signs was probably taken in the USA. Ask students if the signs are similar to those in their own countries. Ask them to identify some of the rules shown in the signs, for example, cars cannot turn left, you mustn't drive over 25 miles per hour.

2 Bring students' attention to the title of the article and get them to read the article individually. Walk around the class to monitor and assist where necessary.

Work on any common difficulties, for example, the rule about roundabouts (traffic circles in AmE), which has to be understood in the context of driving on the left and giving way to cars already on the roundabout. Work, if necessary, on other road-related vocabulary such as lane. With the whole class, elicit and discuss the answers.

Answers

- a at work, at home, at the theatre
- **b** Drivers don't have to think or make decisions, they just drive.
- **c** Both traffic lights and roundabouts have rules, but at roundabouts drivers have to read each other's intentions and cooperate.
- **d** Traffic lights are being replaced with roundabouts in the USA.
- e A 'naked street' is a street with no signals and instructions.
- **f** They are areas shared between drivers, cyclists and pedestrians, with no lanes telling people where they should be
- **3** Get students to look at the guestions and then read the article again to answer them. Work on any difficulties. With the whole class, elicit the answers.

- a that everywhere he goes, he is told what to do
- **b** 2
- c This can be seen when drivers meet at a roundabout, for example.

We look at each other, read each other's intentions, and together we decide who will go first. In other words, we cooperate.

The results have been impressive, with speeds reduced and accident rates falling.

- Instead, the different road users are more aware of each other and therefore more careful not to cause accidents.
- **d** The writer gives a slightly biased view, i.e., the writer is against rules and uses examples to support his opinion.



LIFE SKILLS: Rules and responsibility

Go to page 56 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 60 of this book.

FOCUS

Writing

Identifying the main idea and supporting points

Go through the information here and relate it to the activity the students have just done.

- **5–6** Read the article response with the whole class, explaining any difficulties. Discuss the issues and see if any students have changed their minds.

Get students to read the article again to find the main idea and supporting points. Discuss as a class which is the most important supporting point. Make sure they justify their answers.

Answers

The main idea is in **bold**. (It occurs twice, expressed in different ways.)

The supporting ideas are underlined.

I understand the writer's frustration with rules, but 'shared spaces' are not the answer. In fact, **they are dangerous**. Although a street might look more attractive with all the traffic lights and signs removed, **it is simply not safe**.

I'm speaking as a partially-sighted person, and the new 'naked street' in my town has caused me serious problems. Without traffic lights and a pedestrian crossing, it's impossible for me to cross the road safely. And it's not only vulnerable people like myself who suffer from these projects.

One survey has shown that <u>many pedestrians</u> <u>feel unsafe sharing the space with cars.</u> There is evidence that <u>a lot of drivers dislike these 'shared spaces' because they are not sure which spaces they can use.</u>

How can anyone justify these plans when they are clearly dangerous?

© Go through the five different areas, getting students to suggest one or two ideas, but leave the main discussion for the pairwork and whole-class discussion that will follow.

Get students to develop ideas in simultaneous pairs. Walk around the class to monitor and assist where necessary. Work on any specialized vocabulary that is required, e.g., for banking *loan*, *mortgage*, *deposit*, getting students to say the right things.

Also work on the language of rules that will probably have emerged by now, e.g., have to, must, don't have to, mustn't, (not) allowed, obligatory, optional, forbidden, prohibited, etc.

Get particular pairs to say what they came up with for each issue, and have a whole-class discussion, incorporating any suggestions and improvements that you made.

Explain the task and get students to do it in class or for homework. Ensure that students include a main idea and at least two supporting points. If they write their comment in class, walk around the class to monitor and assist where necessary. Get students to redraft their comments following any general or individual comments you have made.



3.8 Play the recording, so that students can answer the first question. Then play the recording again, stopping after each conversation so that students can answer the other questions.

Work on any vocabulary that requires it, e.g., handbook, dress code and field (when used with this specific meaning).

Discuss the answers with the whole class, for example, do they think there are too many rules in universities, or not enough?

Answers

- a students not being independent at university, a staff handbook, trusting employees at banks
- **b** Students are not independent enough. They need to make their own decisions.

c Yes. There are a lot of rules in the staff handbook.

d no

Transcript 3.8

Conversation 1

- **A** The problem we have at this university is that our students are not independent. They are given too much support.
- **B** Sorry, do you mean by their teachers?
- **A** Yes, by their teachers, by their parents, by everyone. They aren't ready to take responsibility for themselves. We need fewer rules and more opportunities for students to make their own decisions.

Conversation 2

- A What's the matter, Jan?
- **B** I'm just reading the staff handbook. This company has a lot of rules.
- A You mean like dress codes, and so on?
- B Exactly. There's a rule for everything shoes, ties, haircuts.
- A Yes, I know what you mean.

Conversation 3

- A The employees of our banks are intelligent people they're experts in their field. We have to trust them to make the right decision and they can't do that without ...
- B Can I stop you there? We've trusted them in the past and they've made huge mistakes, but ...
- A ... and that's exactly why we need to have plenty of rules in place. That's why ...
- C OK. I'd just like to make a point here. We all ...
- A I'm nearly finished ... The government really needs to change the current regulations.

Focus

Expression

Appropriate turn-taking

Go through the information tactfully. Speakers in some cultures/situations interrupt each other all the time, but in others there can be long pauses before another speaker says anything, and this is considered normal, showing that careful consideration is being given to what the other person has said. Ask students about their experiences.

Explain *cooperative* and *intrusive*. Go through the expressions, getting individual students to say them. Tell students to use these expressions carefully.

FOCUS

Pronunciation

■ 3.9 Remind students that stress is a key part of being understood. The exact quality of each vowel is less important than the words to stress. Play the recording once or twice and get students to underline the stressed words. Then get individual students to repeat the sentences.

Answers

- **a** Sorry, do you mean by their teachers?
- **b** Yes, I know what you mean.
- c Can I stop you there?
- **d** I'd just like to make a point here.
- e I'm <u>nearly</u> finished.

Transcript 3.9

- a Sorry, do you mean by their teachers?
- **b** Yes, I know what you mean.
- **c** Can I stop you there?
- **d** I'd just like to make a point here.
- e I'm nearly finished.
- ② Start a discussion with one of your students about the first statement, to give everyone the idea. Divide the class into new pairs, i.e., each student works with someone that they have not worked with previously in the lesson.

Allocate roles A and B and a statement (a, b or c) to each pair. Make it clear that each student should prepare notes for their side of the discussion, but not to have the discussion yet. Then start the activity, ensuring that each student is making notes. Walk around the class to monitor and assist where necessary.

Get students to look at the diagram and explain any problems. Show how it works by using it to discuss statement a in 2 with one student to ensure that everyone has the idea.

Then get students to use the diagram to discuss the three statements in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties. Get a few students to repeat some of their discussion points, incorporating any corrections and improvements that you made, especially those related to stress and intonation, which, when not correctly controlled, can make some 'disagreement' expressions sound more aggressive than intended. Then get some of the pairs to repeat their exchanges for the whole class.

As an alternative to doing this as small group work with a whole-class follow-up activity, get students to think about and answer the questions individually and to make notes. Tell them that you will call on two or three students to give short presentations, but don't tell them which students are going to do this.

Walk around the class to monitor and assist where necessary, checking that students are making useful notes. When they are ready, get two or three students to give a presentation.

Writing skills

Get students to complete the activities on pages 52–53 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 55–56 of this book.



Vocabulary

- Logistics
- Types of thinking for puzzle solving

Language skills

- Reading: Reading to identify topic sentences
- Reading: Reading to suggest solutions
- Listening: Listening to make notes
- Listening: Listening to complete a table
- Listening: Listening for true/false information
- Writing: Writing a forum post
- Writing: Writing a short article
- Speaking: Discussing solutions to puzzles



Creativity

• Internet forums

Critical thinking

• Logical vs lateral thinking



To focus students on the topic, read through the questions and ask for their feedback. Have a whole-class discussion about whether students are good at puzzles, and, if so, which ones. Do students prefer old-fashioned puzzles or online puzzles? How do they think solving puzzles is useful?

4A Logistics







Topic sentences

Explain *logistics* – the practical arrangements needed so that a plan, or plans, involving people and equipment will work. Get students to read the forum post quickly. Explain any difficulties and get students to answer the question about who the writer is and what his problem is.

Mazin, the owner of a retail clothing business, he needs to find a cheaper way to transport goods from Thailand to the UK.

FOCUS

Writing

Topic sentences

Before looking at the Focus box, ask the class to guess what they think a 'topic sentence' is. Then talk students through the information and check if their guesses were correct.

Get students to look at the forum post again and to match the topic sentences a-c to the gaps 1-3. With the whole class, discuss the logic of the appropriate sentence for each gap.

Answers

- **1** (c)
- **2** b
- **3** a
- **4.1** Play the recording and see if students think the answer is a realistic one. Business Studies students and people working in business might raise the issue of capital 'tied up' in stock being transported for 40 days instead of two days.

Answers

- a Problem: transport costs and carbon emissions
 - Logistics solution:

Transport buses and boats \$2 per kilo Cost Time 40 days

Benefit cuts carbon emissions and reduces

transport costs

b transporting the goods by ship rather than by plane

Transcript 4.1

A similar sort of company imports bags to the UK by plane. The company found that it was possible to use buses and boats instead. As well as cutting carbon emissions, it actually saves the company over \$30,000 a year in transport costs. In fact, it costs the company \$2 per kilogram by boat compared to \$9 per kilogram by air. The bags are loaded onto a bus in Cambodia and driven to Vietnam, where there are better shipping facilities. And from there they are put onto a boat and shipped across to the UK. The journey takes 40 days instead of just two days by air, but the company has not found the delay to be too problematic.

CREATIVITY: Internet forums

Go to page 68 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 61 of this book.

- © Explain the task and get students to look at the structure of the forum post they are going to write, reminding them of the importance of structure and topic sentences. Then get them to work in simultaneous pairs on other possible solutions to the logistics problem.
 - Walk around the class to monitor and assist where necessary. With the whole class, work on any difficulties, especially ones relating to the language of logistics of retail, e.g., lead time, delay, cash up front, restock, etc.
- **5** Get each student to swap their written post with another student's and give them time to read each other's work. Then get individual students to comment on the post they were given. Develop this into a wholeclass discussion and get students to appropriately use the language you covered earlier in 4.

4B Logic







1 Bring students' attention to the topic of this section and test them on the pronunciation of *puzzle*. Work also on the correct stress of *logic* and its related adjective

Get students to talk about whether they do puzzles or not. For example, you could discuss whether or not there are puzzle pages in newspapers in their countries or if they do puzzles online or buy puzzle books.

Discuss the techniques with the whole class. Perhaps the most interesting point is whether people prefer to work individually or with the help of others.

Read the two puzzles with the whole class and explain any problems, e.g., the noun and verb bully.

Get students to discuss the puzzles with a partner, or to work individually as they prefer.

With the whole class, get students to say what they think the answer is to each puzzle, and which of the techniques from 1 they used to solve it. Don't confirm answers as students will listen to find out in 3.

3 Q 4.2 Play the recording and get students to complete the table. Ask them if they had the same reasoning and similar answers.

Answers

See table below.

	Action	Reason/Outcome
Step 1	father crosses road with Ahmad	he can't leave Ahmad with sisters
Step 2	father comes back alone	all children safe
Step 3	father crosses road with Soha	
Step 4	father comes back with Ahmad	
Step 5	father crosses road with Hiba and leaves Ahmad	
Step 6	father comes back alone	Soha and Hiba OK together
Step 7	father crosses road with Ahmad	all children in car

Transcript > 4.2

First, the father crosses the road with Ahmad. Then he comes back alone. Then he crosses the road with Soha. But he comes back with Ahmad. Then he crosses the road with Hiba and leaves her with Soha. He then comes back alone. Finally, he crosses the road with Ahmad.

4.3 Play the recording and get a student to give the answer to puzzle 2.

Get students to say what the difference is between the two puzzles, and discuss this difference.

Answers

For puzzle answer see the transcript for track 4.3.

Puzzle A is a logical-thinking puzzle, puzzle B is a lateral-thinking puzzle. For B, explain and teach the expression *thinking outside the box* to give an idea of what lateral thinking is.

Transcript 4.3

The answer is that the aeroplane is not flying. It's on the ground and it's not moving. The man slips as he is getting out of the plane and bumps his arm on the runway.

C21 SKILLS

CRITICAL THINKING: Logical vs lateral thinking

Do the exercise on page 69 of the course book now, or come back to it later. Related teacher's notes for the exercise are on page 61 of this book.

⑤ 4.4 Explain the task, get students to look at the sentences and play the recording once or twice as necessary. Get students to answer the questions, correcting the false statements.

Answers

a false There are two types of puzzle – logical-thinking and lateral-thinking puzzles.
 b true
 c false You need to think about all the possibilities one by one.

d true

e true

Transcript > 4.4

So first of all, the person doing the puzzles needs to work out what kind of puzzle it is. Some puzzles are logical-thinking puzzles and they can be done systematically. So, for example, the father who needs to cross the road puzzle. You need to think about the possibilities one by one. If the father takes Soha first, we know that Ahmad will bully Hiba, so this is not an option. We eliminate this possibility. And so on. We also need to think creatively. The trick in this puzzle is that the father needs to bring Ahmad back, which is not what we normally do. So we need a completely open mind and to avoid making any assumptions.

The second puzzle is what we call a lateral-thinking puzzle and we have to take a different approach to this compared to a logic puzzle. When we hear the word 'aeroplane', our mind immediately visualizes something flying, something in the sky. Lateral-thinking puzzles take advantage of this automatic reaction. The trick to solving lateral-thinking puzzles is to question everything that we normally take for granted. It's an aeroplane, but is it necessarily in the sky? There is also an element of logic. If the man is not seriously injured, he could not have fallen from an aeroplane that was actually flying. If you combine lateral thinking with this logical element, then you will have a good chance of solving the puzzle. This is the secret to becoming a great puzzle-solver.

Get students to read and discuss the story in small groups, and to try to find answers. Walk around the class to monitor and assist where necessary.

With the whole class, get spokespeople from different groups to say what their answers were, but don't confirm the answer as students listen to check in 7.

▼ 4.5 Explain the task, play the recording and get students to say what the answer to the puzzle in 6 is. Get students' reactions.

Answer

The daughter picks a stone from the bag but immediately drops it. She tells the moneylender to look at the colour of the stone left in the bag. The stone in the bag is black, which means (according to the moneylender's rules) that she picked a white stone. She used the moneylenders trick (putting two black stones in the bag) to her own advantage.

Transcript 2 4.5

The farmer's daughter took a stone from the bag but immediately dropped it onto the beach before anyone could see what colour it was. Remember, the beach was covered in black and white stones so her stone was lost. She apologized for being so clumsy and said, 'But all you have to do is look at the colour of the stone in the bag. If it is white, then I picked a black stone. But if it is black, my stone was white.'

Put the students into pairs and allocate As and Bs. Refer Bs to page 112 of the course book. Tell students to read their two puzzles. Then, in simultaneous pairs, students discuss their puzzles and think of possible answers together. When they have finished, tell them to go to the page with the answers (108) to their puzzles.

Output

Description:

Output

Descript

Then tell the As and Bs to form new mixed groups to further discuss and explain the puzzle situations with each other.

Walk around the class to monitor and assist where necessary. Help any groups that are really struggling to understand the puzzles after reading the answers. Note that the puzzles are quite tricky, but very good mental exercise.

LANGUAGE REFERENCE

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

4C Migration





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/student-resources.

For more information on how to work with the slideshows, see pages 7–8 of this book.

FOCUS

Writing

Take the students through the information in the box and get them to practise in pairs writing a short article on an interesting case of animal migration in 6. Walk around the classroom to monitor their work.

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 56–57 of this book.



Vocabulary

• Types of mnemonic

Grammar

• Modals of deduction

Language skills

- Listening: Listening to label a diagram
- Listening: Listening to complete sentences
- Listening: Listening to confirm information
- · Reading: Reading to confirm ideas
- Reading: Reading to speculate about a photo
- Speaking: Explaining your own behavior
- Speaking: Reacting to news
- Speaking: Creating and saying mnemonics
- Reading & Listening: Listening to label a diagram
- Reading & Listening: Transferring information to a mind map
- Writing: Creating a mind map to help develop ideas for a descriptive essay



Critical thinking

• Identifying assumptions

Life skills

· Focusing attention

Study skills

Memorization



To focus students on the topic, read through the questions and ask for their feedback. Don't spend too much time on the main functions of the brain, as these are covered in the unit. Discuss students' views on whether it is important to try to keep your brain healthy or not. Encourage them to give reasons for their answers.

5A Concentration



Transferring information to a mind map

Work on the vocabulary concentration, concentrate, attention, attention span. Explain the task and get students to work on it in simultaneous pairs.

Then elicit and discuss students' guesses with the whole class, but don't give away the correct answers yet.

Tell students that they will read the article individually, in order to check the guesses that they made in 1, and to identify the fact that surprises them most, and why. Get students to read the article individually, but don't interrupt them except to assist with any difficulties. With the whole class, elicit and discuss the answers. Do they think the information in the article is reliable in relation to their own experience? For example, if you are awake 16 hours a day, and pick up your phone 1,500 times a week, you would be doing this more than 13 times an hour, i.e., more than once every four minutes.

This might be the most surprising fact.

Answers

- **a** (12, eight)
- **b** 30
- **c** 1,500
- **d** 4%

(3) With the whole class, give students time to look at and absorb the mind map before they start relating the information in each box to the information in the article. Get students to work in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties and then elicit and discuss the answers. Discuss any other issues not covered in the answers. For example, do they agree that levels of depression are increasing, and, if so, do they think this is related to declining attention spans?

Answers

productive work/effective study – (Concentration is) necessary for effective studying and productive work. mobile phones – ... the average person in the UK picks up their phone 1,500 times a week.

shorter attention span – Some people believe there is a connection between today's shorter attention spans and rising levels of unhappiness, and even depression.

internet – ... only 4% of webpages are viewed for more than ten minutes.

recent change – ... our attention span has dropped significantly since mobile technology became central to our lives.

multitasking – We are more able to do several things at the same time than previous generations.

identifying info. for usefulness – ... it seems we are better at identifying what information is useful to us and what is not.

'affects our mood' could go in the empty mind map box.

With the whole class, get students to suggest two or three ideas for improving concentration levels and write them on the board to give everyone the idea.

Then get students to work on their list of ideas in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, get each pair to suggest a new idea and add it to the list on the board. Then get students, with a show of hands for each idea, to say whether they use them or not. Ask a couple of students to comment on the usefulness or otherwise of each idea.

Possible answers

If you have control over surroundings, work in a room that is quiet without background noise or music.

Make a list of tasks that might distract you from the task you want to concentrate on, and allocate times for when you will do them.

Prepare everything you need, so that you don't need to get up and go to other rooms to fetch things after you have started.

Clear your desk of all papers, etc., that you don't need for the task.

Turn off your phone, put it on silent, or disable alerts for incoming texts and emails.

If working in an office, ensure that people know that you don't want to be disturbed.

Try and develop a sense of 'flow' – a feeling of pleasure in being focused on the task at hand.

5.1 Get students to look at the mind map before listening to the recording. Then play the recording, stopping after each speaker, and get students to complete the boxes.

With the whole class, elicit and discuss the answers. (Point out that the boxes on the left of the diagram have already been 'covered' by the first speaker.)

Answers

- **a** (being aware of now)
- **b** notice the thoughts going through your mind
- c pay attention to everything you are experiencing
- **d** benefits

- e improves concentration
- f reduces stress and depression
- criticisms
- h too difficult

Transcript 5.1

Recently, some education experts have become concerned by the concentration levels of students. In an effort to confront this problem, several schools and universities have started regular sessions in an exercise called 'mindfulness'.

The idea of mindfulness is nothing new. In fact, it's originally from Buddhist philosophies hundreds of years old. However, it has become popular in Western societies, not with religious connections, but as a way of improving health, both mentally and physically. Today, there are mindfulness sessions in many workplaces, and it's even practised in some schools with children as young as five. But what does it involve? It can be summarized in three main ideas. Firstly, being mindful means living in the present moment, not regretting the past or worrying about the future. In other words, being aware of now. Secondly, with mindfulness you notice the thoughts going through your mind. You don't judge these thoughts as bad or wrong, you simply notice them.

Thirdly, you pay attention to everything you are experiencing. You actually taste the food you eat, you feel how your body moves as you walk, run or swim.

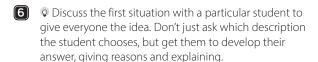
So, what are the benefits of mindfulness? Well, there are many. It improves concentration and it reduces stress and depression. It has even been shown to boost the immune system. In other words, mindfulness can help us fight diseases and infections.

Admittedly, there have been some criticisms of mindfulness. Nothing is perfect. Some people have found that concentrating on their thoughts has not always been positive. After all, not all thoughts are nice, and sometimes they can be painful; they can make people uncomfortable. Then there are the people who find mindfulness too difficult. As with any skill, learning can be frustrating, especially at the beginning of the process.

FOCUS

Expression

Take the students through the information in the box. Give them examples of linking words and then listen to 5.1 again. Get the students to write down all the linking words they can hear. Check the words all together as a class.



Then get students to work in groups of three or four, asking each group to take a vote on each situation. Appoint a group representative to note down discussion points. Walk around the class to monitor and assist where necessary.

With the whole class, get group representatives to say what the voting was for each situation. Write the results on the board, encouraging whole-class discussion.



LIFE SKILLS: Focusing attention

Go to page 86 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 62 of this book.

For extra support, ask students to make a list of potential distractions (teach this word if students don't know it) individually or in simultaneous pairs. Ask students what they can do to avoid being distracted by the things on their lists.

Possible answers

(These will obviously depend on the task at hand, but relate to working in an office on a computer on a particular project.)

- looking at internet, especially news and social media
- noise from other people, machines, traffic outside, etc.
- requests from colleagues/boss to work on other things
- meetings

5B Perception







🖺 📵 🗩 Modals of deduction

1 Introduce the general topic of this section. Explain perception (= what you know from your senses and the act of using your senses – hearing, seeing, smelling, feeling, tasting).

Explain *deduction* (= using the knowledge or information that you have in order to understand something). Point out the related verb deduce.

Get students to look at the photo and discuss it with the whole class, writing the complete examples on the board and bringing students' attention to *may*, *might*, *could*. Get them to say what might go in each gap.

There are no right answers at this stage. Encourage the students to talk about why they think possibility 1, 2 or 3 is the most likely using evidence from the photo and logic. You could ask the students about Photoshop and how it is used as a verb to refer to changing an image in some way. Explain that we use *may* or *might* when we are not certain of the answer.

5.2 Play the recording once or twice. Check that students are completing the sentences in 1 correctly.

Answers

- a could
- **b** can't have been
- c must
- **d** must

Transcript 5.2

- a A The houses may be sinking.
 - **B** They could be sinking, but there's no water or sign of a hole.
- **b** A There might have been an earthquake.
 - B It can't have been an earthquake because the houses are not damaged.
- **c** A It could be an illusion that the houses are leaning.
 - B It must be an illusion because the clouds are at an angle.
- **d** A How was the photo taken?
 - B The photographer must have taken the photo at an angle.

FOCUS

Pronunciation

5.3 Play the recording and then elicit the answer. Then get individual students to repeat the short forms.

Answer

The *h* in *have* is hardly pronounced, and uses the *schwa* /ə/ sound.

Transcript 5.3

must have could have should have might have can't have may have

FOCUS

Grammar

Modals of deduction

Talk students through the information. This covers the modals of the previous sections, and adds *can't*, and the use of modals with the present perfect to talk about possibilities in the past.

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

- Do this activity with the whole class. Write example sentences on the board, relating them to information in the earlier exercises. The students may think the images were Photoshopped. The tap image is actually a real lake in Dalat, Vietnam, which has a model tap in the middle of the lake, which is made to look like there is water coming out. The person on the hand is a simple illusion. The person who appears to be on the man's hand is actually standing on the ground at a distance that makes her look smaller.
- Explain the task. Divide the class into pairs and allocate roles, As and Bs. Give students time to read the sentences in their box. Point out that Student A reads out sentences a–d, and Student B chooses the appropriate response from their box on page 79 (1–4), completing it with the correct modal verb using the correct tense. Then they swap roles.

Do two or three with individual students, with you as A and the individual student as B, to give everyone the idea. Then get students to do the activity in simultaneous pairs. Walk around the class to monitor and assist where necessary in the usual way.

Get individual pairs to repeat their exchanges for the whole class, incorporating any suggestions or improvements that you made. Work on any pronunciation problems, especially the *schwa* sound of *have*.

Answers

Student A

- **a** 3 must
- **b** 2 must have
- c 1 must have
- **d** 4 (can't)

Student B

- a 2 must have
- **b** 3 might have/could have/must have
- c $4 \operatorname{can't}$ be
- **d** 1 (may)/might/could

C21 skills

CRITICAL THINKING: Identifying assumptions

Explain assumption and the related verb assume. For extra support, ask students to identify the unstated assumption in the statement A man stopped me in town yesterday and asked me for directions to the park. He must have been a tourist. Assumption: Everyone from the town knows where the park is.

Then go to page 86 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 62 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.

Talk students through the incidents, explaining anything that requires it.

With the whole class, read the example, with you reading A and a student reading B. Point out that the first response from B is an assumption about A's reaction ('You must have been annoyed.') and the second response is an assumption about the other person involved. ('He might have been in a hurry.')

With the whole class, elicit possible situations relating to the list of incidents, so that everyone has the idea.

Divide the class into pairs and get them to choose an incident on which they will base an exchange. Ensure that each pair has come up with an incident to work on before moving on to the next step. Tell them that they should have alternative assumptions for each incident, as in the example.

Get students to have their exchanges in simultaneous pairs. Walk around the class to monitor and assist where necessary, ensuring that Speaker B is giving responses with alternative assumptions, as in the example.

With the whole class, work on any difficulties. Then get some of the pairs to repeat their exchanges for the whole class, incorporating any suggestions and improvements that you made.

Explain the task and get students to match the adjectives (1–5) with their synonyms. Walk around the class and monitor their work. Check answers by calling a number and eliciting the correct synonym.

Answers

- **1** (frustrated)
- 2 awkward
- **3** hilarious
- 4 frightening
- **5** fascinating

5C Memory



Introduce the topic by putting questions a—e to particular students, but don't pre-empt the activity too much. Get students to discuss the questions in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties, getting individual students to repeat points, incorporating any suggestions and improvements that you made.

Then get representatives from each pair to talk about their discussion, and encourage whole-class discussion.

Transcript 5.4

- A Right, we need quite a lot of things from the supermarket. Shall I write a list?
- B No, there's no need. I'll remember.
- A Really?!
- **B** Yeah, no problem. So what do we need?
- A Well, there's bananas, oranges, apples ...
- **B** Yep ...
- A Er ... carrots, potatoes, onions ...
- B OK. What else?
- A Are you remembering all this? OK, we need cereal, bread, some butter and a block of cheese. And some yoghurt.
- B Uh-huh. Is that everything?
- A We need toothpaste, shampoo, tissues and some washing powder. And that's it, I think.
- B OK. I can remember that. Let's go!
- 5.4 Play the recording again and get students to check their answers.

Answers

(bananas), oranges, apples, carrots, potatoes, onions, cereal, bread, butter, cheese, yoghurt, toothpaste, shampoo, tissues, washing powder

 vocabulary, e.g., *stimuli*, plural form of *stimulus*. Students complete the diagram as they listen.

Then get students to work on the diagram in simultaneous pairs, talking through each stage of the memory process, in order to prepare their individual presentations of it. Walk around the class to monitor and assist where necessary.

With the whole class, work on any common difficulties. Then get different individual students to talk through the diagram.

Answers

- f Working
- **g** Long-term
- h less than a second
- i seven
- **j** infinite

Transcript > 5.5

When we talk about memory we should remember that there are actually three types of memory and they are all used in the process of remembering something for a period of time. There is sensory memory, then there is working memory. Finally, there is long-term memory. These act as a kind of filter because we receive massive amounts of information and, of course, we don't want to store it all.

The process begins when we receive information or stimuli. These stimuli could be through something we see, hear, touch, smell, and so on, and they are received by our sensory memory. The sensory memory is capable of receiving huge amounts of information, but it can't retain much, nor can it hold the information for a long time. It can hold three to seven units of information and only for less than a second.

Most of the information received will then be forgotten. However, the working memory will pay attention to any information that seems important, while ignoring any information that doesn't. In the working memory, about seven units can be stored for a maximum of 30 seconds. This is if the information is not repeated.

However, the more often information is repeated, or used, the higher the chance that it will move through to the long-term memory. As this process occurs, it is put into a kind of code so that it can be stored. As the name suggests, the long-term memory can potentially remember information forever, for a lifetime. Again, this is achieved through repetition. And there are no limits to how much information can be stored in the long-term memory. In other words, the capacity is infinite. When a memory is needed at a later time, it can then be retrieved from the long-term memory and into the working memory.

- With the whole class, identify the four methods:
 - remembering the first letter of items, for example,
 M Mercury, V Venus, etc.
 - **b** making a list, for example, a shopping list
 - **c** writing key sentences several times or repetition in general
 - d highlighting important words

Discuss one of the methods with one of the students to give everyone the idea. Then get students to discuss them all in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, work on any difficulties and then get representatives of various pairs to say what they thought about each memorization technique.

Explain the task. You may want to give students a hint about *chunking* by teaching them the noun and verb *chunk*.

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

Work on any difficulties with the whole class, getting individual students to repeat points, incorporating any suggestions and improvements you have made, but don't pre-empt the answers. With the whole class, elicit and discuss the answers.

Answers

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



SKILLS

STUDY SKILLS: Memorization

Go to page 85 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 62 of this book.

- Ask students to read the article a second time. In pairs, they take it in turns to summarize a paragraph each to help them remember it.
- @ Get students to re-read the article in groups of three to answer the questions. These are not comprehension questions about the article, but questions about students' own experiences.

With the whole class, discuss possible answers to each question. Students may say that the strategies either relate to using the information, giving meaning to the information, or making the information interesting.



 Do this as a fast-paced whole-class activity and discuss possible answers with the whole class. If students are still unsure, move on to 10 where students will listen to explanations of each mnemonic.

Answers

- **a** (months of the year illustration)
- **b** May I have a large container of coffee?
- c When two vowels go walking, the first does the talking.
- **d** Richard of York gave battle in vain.



10 5.6 Play the recording, stopping after each explanation to discuss the merits of each mnemonic. Work on any remaining difficulties.

Answers

- a Each knuckle is a month with 31 days, and each space is a month with 30 days.
- **b** Number of letters in each word corresponds to the number.
- **c** The first vowel is the one that indicates the vowel sound
- **d** First letter of the word is the same letter as each colour in a rainbow

Get students to say which they think is 'most effective' answers will vary.

Transcript 5.6

- a How do you remember the number of days in each month? Well, you could try looking at your hands! Make two fists and start to count the months of the year on your knuckles from the left and the spaces between. In this way, each knuckle is a month with 31 days, and each space is a month with 30 days. Or 28 or 29 in the case of February.
- **b** The number pi is the ratio of a circle's circumference to its diameter and it is very useful for mathematicians. However, because the number is extremely long, people use mnemonics to remember as much of the number as possible. One way is to think of a sentence and use the number of letters in each word to represent the numbers in pi. The first eight numbers in pi are 3.1415926. So we can use the sentence 'May I have a large container of coffee?'. 'May' is three letters, 'I' is one letter, 'have' is four letters, and so on.

- c The relationship between spelling and pronunciation in English is not at all simple. Sometimes mnemonics can help. For example, the phrase 'when two vowels go walking, the first does the talking' means the sound of a word is similar to the first vowel in that word. So 'meat' sounds like 'e', 'brain' sounds like 'a', and so on. But, of course, there are exceptions.
- **d** The order of the colours of the rainbow are not easy to remember and that's why there are lots of mnemonics to help us. 'Richard of York gave battle in vain' is just one example where the first letter of each word is the same as the first letter of the colour. So, Richard - red, of - orange, York - yellow, gave - green, battle - blue, in indigo, vain – violet.



111 • Explain the task and talk students through it before dividing them into two groups: As and Bs. Point out that each item will probably need a different memorization technique. Students should feel free to use techniques not mentioned in 9 above.

Get students to work through the memorization tasks for their items. Walk around the class to monitor and assist where necessary.

When the groups have found mnemonics for their items, get them to form a pair with a student from the other group. (This is Stage 5 in the course book.)

Make sure students have their books closed when they recite the things they have learnt, using their mnemonics. They should then discuss the usefulness/ appropriateness of each mnemonic technique. Then have a whole-class discussion, getting individual students to comment on their experiences.

Possible answers

Group A

- a Could be a sentence with words the same length as the numbers shown.
- **b** Could be something like 'There are two Hs, but no I or E in rhythm'.
- c Could be a story beginning, for example, 'I went for a walk and saw a box with some flowers in it. Next to it was a chair with a sandwich on it ...'
- **d** Could be something like 'There are three Es and no double letters in independent.

Group B

- **a** Could be a sentence with words the same length as the numbers shown.
- **b** Could be something like 'There is one C and two Ss in necessary."

- **c** Could be a story beginning, for example, 'The plate was made of hair and the handbag was made of pencils. The watch was ...'
- **d** Could be something like 'Don't be embarrassed with two Rs and two Ss.'

(FOCUS)

Pronunciation

▶ 5.7 Play the recording for a and ask the class which word sounds different. Then do the same for b and c. Ask the students how the three words with different sounds don't fit with the mnemonic in 9.

Answers

- a board
- **b** said
- c height

The first vowel sounds in the words do not sound like the individual/first vowel sounds 'o', 'a' and 'e'.

Transcript 5.7

- a coat, load, approach, board
- **b** rain, paint, failure, said
- c mean, ceiling, height, clean

Writing skills

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

The teacher's notes for the Writing skills activities are on pages 57–58 of this book.



Vocabulary

• Attitudes to risk-taking

Grammar

- · First conditional
- · Second conditional

Language skills

- Listening: Listening for attitude
- Listening: Listening to identify reactions
- Listening: Listening to make notes
- Speaking: Discussing risks and benefits
- Speaking: Discussing consequences
- Writing: Writing an essay describing advantages and disadvantages
- Reading: Reading to complete a table
- Reading: Reading to confirm ideas
- Reading: Reading to identify the purpose of the paragraphs in a text
- Reading: Skimming and close reading



Critical thinking

• Making difficult decisions

Collaboration

• Cooperation and trust

Communication

• Making sure you understand



To focus students on the topic, read through the questions and ask for their feedback. Ask students if they consider themselves to be risk-takers. For those who do, encourage them to explain why they enjoy taking risks; for those who don't, see if they can explain why not.

6A Choices and consequences



- Explain any difficulties of vocabulary, e.g., fine, and discuss the topic with the whole class. Also teach the word *speeding*, as in *speeding ticket* and 'She was fined for speeding.'
- Get students to read the text individually and then complete the table in simultaneous pairs. Point out that students just have to use the words from the text. Walk around the class to monitor and assist where necessary. With the whole class, work on any difficulties. Elicit, and discuss the logic of, the answers.

Answers

- a (He'll get)
- **b** prosecute
- c There will be
- **d** He might
- e loses
- **f** will be



Grammar

First conditional

Take students through the information and the examples. They will probably already be familiar with the first conditional to some extent. In the examples, point out that the clauses can come in either order, e.g., the first example could be 'He'll have to pay a fine if he gets a speeding ticket.'

Tell students that they will hear all sorts of 'variations' on these rules when they listen to native speakers, for example, use of *would* in the *if* clause, but at this stage it may be better for them to follow the basic patterns.

Answer

We put a comma after the if or unless clause.

Point out that we do not usually use a comma when the *if* or *unless* clause comes at the end of the sentence, e.g., *He won't be able to get to work unless he can drive.*

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

Do this as a whole-class activity, working on the logic of the answers as much as the answers themselves. Ensure that students are using contractions, e.g., won't, correctly.

Answers

- a (fails), will have to retake
- **b** will, do, don't get
- c won't finish, work
- **d** don't go, will, do
- e accepts, will, travel
- f will look for, pays
- g speak, will get
- Recap the section by getting students to do this activity in simultaneous pairs. Explain the task, get students to start, and walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties, especially ones relating to the first conditional, and then get different pairs to repeat exchanges for the whole class, incorporating any corrections and improvements that you made.

FOCUS

Pronunciation

6.1 Play the recording and get students to listen to the sentences from 3 a few times and repeat them aloud. Get them to practise the correct intonation individually and as a class.

Transcript 6.1

- a If Yusef fails his maths exam, he will have to retake it
- **b** What would you do, if you didn't get into your first-choice university?
- c I won't finish the work on time, unless I work late tonight.
- **d** If you didn't go to university, what would you do?
- e If Sasha accepted a part-time job, how would she travel to work?
- **f** My brother will look for another job, unless his company pays him more.
- **g** If you spoke English well, you would get a job in a multinational company.

FOCUS

Expression

Take the students through the information in the box. Get them to work in pairs and practise showing a reaction to their partners by using the expressions in the box. Walk around the class to monitor their work.

6.2 Introduce the subject by teaching the expression *take a gap year*, and asking if this is something that young people do in their country/countries, either before or after university.

Explain the task. Tell students that there are three sections – a dialogue, then a monologue, then another dialogue. Play the recording, stopping after each section to explain any difficulties and to give students time to complete the table.

Play the recording again, stopping occasionally to allow time for note-taking. Explain to students that they should make notes about risks and benefits individually.

With the whole class, elicit and above all discuss the answers, but don't pre-empt the next activity too much. Write answers on the board in note form, more briefly than in the form they're presented in the Answers.

Answers

- **a 1** friend against
 - 2 college tutor for
 - **3** father against
- **b** Risks: won't be happy when her friends go to university and she has a boring job; she might not find a job and will therefore waste her time; she will get out of the routine and discipline of studying; in the end she may not want to go to university; she'll always be a year behind

Benefits: good way for young people to discover what really motivates them and what they want to do with their life; helps students figure out what they really want to do; valuable real-life work experience; learn practical skills she can apply later on in her course; learn a lot about herself; get another perspective on life

Transcript 6.2

1 Laura Have you heard Alice's taking a year off before she goes to university?

Tina Is she? What's she going to do? **Laura** She wants to work for a year and save

money to help pay for her university

course

'ina Really? I'm not sure that's a good idea. I don't think she'll be happy when all of us are going off to university and are having a great time, and she's left doing a boring job. I can't see it working. I think it's a bad idea. And what will happen if she doesn't find a job? She may end up wasting her time.

2 Here at Alba College we encourage students to take a gap year. It isn't the right path for every student, but some students really benefit. It's certainly a good way for young people to discover what really motivates them and what they want to do with their life. Going to university blindly straight after school can be a waste of money, so taking a year off can help students figure out what they really want to do.

A student like Alice has very clear ideas about what she wants to do in her gap year so I think it will work for her. It'll give her valuable real-life work experience, and she'll also learn practical skills she can apply later on in her Economics course. Even if the job isn't that interesting, she'll learn a lot about herself and get another perspective on life. In our experience, students who do a gap year often get better results than students who come straight from school.

3 Father We're a fairly traditional family, and, like many parents, we expect our children to study hard, do well at school, go to the best universities, get a good degree and a good job. A gap year isn't something we've ever considered for Alice.

Friend So what do you think about Alice's plan to work for a year?

Father We're not keen. We worry that she'll get out of the routine and discipline of studying, and, in the end, she may not want to go to university. It's a real problem. In America, you need a degree for most jobs, and if Alice doesn't have one, I think a lot of jobs will be closed to her.

Friend True. It's a competitive world out there.

Father And there's one other thing. If Alice delays going to university by a year, she'll always be a year behind. She'll start her studies a year late, she'll take a year longer to finish her course, and a year longer to find a job. I'd prefer her to start university straightaway so she'll be earning a good salary sooner. It makes better sense.

6 Students use the notes on the board as a basis for conversations in simultaneous pairs, as in the example. If you think students will require it, give them the idea with you taking the part of A, and a student taking the part of B, before getting students to do the activity in simultaneous pairs.

Walk around the class to monitor and assist where necessary. With the whole class, work on any common difficulties, getting students to use the first conditional correctly.

Explain the task and remind students to include sentences with *if* when referring to the consequences of Alice taking a gap year. Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties, especially ones relating to the first conditional and placement of commas.

49

Introduce the subject by writing 'The Prisoner's Dilemma' on the board. Explain dilemma (= very difficult choice/decision).

Explain the task and any vocabulary that you think students won't know, e.g., betray someone, convict someone of a crime, admit to a crime, sentence someone to X years in prison. Then get students to read the text. Give them plenty of time to absorb it. When they are ready, tell them to complete the table. Elicit the answers, reproducing the complete table on the board.

Answers

		SUSPECT B CHOICES	
		Confess	Stay silent
SUSPECT A	Confess	Both go to prison for (two) year(s) (for serious crime).	B goes to prison for three year(s). A goes free.
CHOICES	Stay silent	A goes to prison for three year(s). B goes free.	Both go to prison for one year(s) (for minor crime).

- Get students to talk about the consequences, as in the example in the course book.
- This activity encourages the students to play 'The Prisoner's Dilemma' game in groups to see how decisions may change if they play the game several times. This will help them to understand the main point of 'The Prisoner's Dilemma'. Refer students to page 109 of the course book and get them to follow the steps described there. Allocate students to each team, A or B. There can be two to four students in each team, depending on class size.

During the activity, walk around the class to monitor the discussions, noting good language points and points that will need improvement later.



Go to page 101 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on pages 62–63 of this book.

ර්B Working abroad





ldentifying advantages and disadvantages; Adding detail to a text

- With the whole class, get students to suggest points for and against working abroad, and write them in note form on the board.
- 2 Get students to read the article extract. Explain any difficulties and get students to identify the points that they came up with in 1.

FOCUS

Expression

Adding detail to a text

Go through the information, the words and phrases and the example. Also mention What's more ... but point out that it is used mainly in speech, rather than writing.

3 Discuss with the whole class. Relate to any previous work you have done on *structure* – the idea that an article will have introduction, development and conclusion. With the whole class, elicit the answers.

Answers

Paragraph A is the introduction, B describes the advantages, C describes the disadvantages and D is the conclusion.

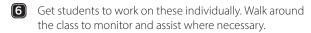
With the whole class, get students to identify the topic sentences in paragraphs B and C.

Answers

- B 'Working abroad benefits young people in several ways.'
- C 'However, working abroad also has some downsides.' All the points in each paragraph relate to the topic sentence for that paragraph.
- 6 Get students to work on this in simultaneous pairs and then have a whole-class round-up of the answers.

Answers

- a (start)
- **b** always
- c end
- **d** in the middle
- e before
- f don't need
- before



Then elicit the answers with the whole class, writing them on the board and working on any difficulties. Note that it's not possible to construct two sentences that can then be linked only by *also*. It has to be *and also*, or set in two sentences as in the answer for *d*.

Answers

- Smartphones are good for checking emails on the move as well as keeping in contact with friends and family.
- **b** Exercise can improve physical health. It lowers the risk of other mental health conditions such as depression as well
- **c** In addition to being badly written, the report is inaccurate.
- **d** People who lead an active life are more likely to live longer. They are also less likely to develop serious diseases.
- **e** As an interpreter, Lydia speaks Arabic in addition to fluent French and English.
- **f** Not only did Mario fail to achieve the grades he expected in his exams, but he also failed to get a place at university.
- Work through these fairly quickly with the whole class. Work on any difficulties. Also elicit/teach additional words and expressions, for example, upside, good thing, bad thing, disadvantage, etc. Get students to use them to rephrase the sentences here, e.g., 'One disadvantage of studying abroad is the cost.'

Answers

- **a** (D)
- **b** D
- c A
- **d** A
- e D

C21 skills

STUDY SKILLS: Planning your writing

Go to page 101 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 63 of this book.

Explain the task and any vocabulary, e.g., internship and get students to plan and write the essay for homework. They should email it to their partner who should make suggestions, as in Step 3. They should then redraft their essays, incorporating their partner's suggestions, and email them to you by a particular deadline. Don't forget to give feedback in the next class, especially in relation to material in this section.

6c Everyday dilemmas

Apple Second conditional

Get students to look at the Facebook photos, and to match the comments to them, working on any difficulties, e.g., remote.

Answers

- **a** 1
- **b** 3
- **c** 4
- **d** 2
- **2 6.3** Play the recording 'cold' and get students to answer the questions.

Answers

- a situation a/photo 1
- **b** imaginary
- c Alisha would lock the door and stay in car all night; Marti – call friend to pick her up or walk to nearby town/village to get help

Transcript 6.3

- Alisha What would you do if your car broke down on a remote road at night?
- Marti Well, it depends. If I were near home, I'd call my friend Alexi and ask him to pick me up.
- Alisha And if you couldn't get a mobile signal, would you go for help or stay in the car?
- Marti Well, if there were a town or a village nearby, I'd walk there and try and get help.
- Alisha You'd leave the car! I wouldn't do that if my car broke down at night. I'd lock the door and stay in the car.
- Marti That's crazy. If you did that, you might be there all night.

FOCUS

Grammar

Second conditional

Talk students through the notes and the examples. Work especially on *might*, which learners are often reluctant to use.

Tell students that, as with other conditionals, they will hear all sorts of 'variations' on these rules from native speakers, for example, the use of *would* in the *if* clause, but that as non-native speakers, they are safer if they follow the rules.

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

- With the whole class, get individual students to say what they would do in the situation. Write two or three of their ideas on the board, correcting them where necessary. Make sure that the students use the second conditional in their answers.
- 6.3 Get students to complete the conversation in pairs. Then play the recording again and get them to check their answers. Point out the full form and contracted form of would.

Answers

a (would)
b broke
i wouldn't do
c were
j broke
d 'd call
k 'd lock
e couldn't get
l did
f would
m might be

g were

(5) Explain the task and do it as a whole-class activity. Again, get students to use contractions correctly.

Answers

- a (would be, didn't)
- **b** offered, 'd take
- c could, would move
- **d** decided, wouldn't, 'd get
- Explain the task and do it as a whole-class activity, working on any difficulties.

Answers

- a (got, would, ask)
- **b** would, react, was
- c would, go, had
- d won, would, spend
- e could, would, be

FOCUS

Pronunciation

6.4 Remind students that *intonation* refers to the way the voice goes up and down.

Play the recording, stopping after each question, and getting individual students to repeat it.

Discuss the pronunciation of would – unstressed in relation to other words, and with a neutral schwa vowel sound. Would and you link together and are pronounced /wodu:/.

Transcript > 6.4

- **a** If you had more free time, how would you spend it?
- **b** What would you do if you left your laptop in a taxi?
- **c** If you weren't able to find a job, what would you do?
- **d** Where would you live if you could choose anywhere in the world?
- Get students to work on this in simultaneous pairs, as in the example, but using their own ideas. Ensure that they are using correct intonation and stress, with unstressed *would*.

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

C21 skills

CRITICAL THINKING: Changing your perspective

Go to page 102 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 63 of this book.

For extra support, you could mention and explain the idea of *empathy* and the related verb/expression *empathize* (with someone).

LANGUAGE REFERENCE

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

- Remind students of the idea of a *dilemma* and get them to read the text for themselves. Explain any difficulties, e.g., *let someone down*. With the whole class, get individual students to summarize the situation in their own words.
- © Get students to work in simultaneous groups of three or four for Steps 1 and 2. Walk around the class to monitor and assist where necessary. Ensure that students are using correct conditional forms.

For Step 3, get a spokesperson for each group to say what the group decision was, again insisting on the correct use of conditional forms. If some students want Francesca to participate in the match, and others want her to go to the open day, get them to say that 'opinion was divided'. If they all quickly reached the same conclusion, teach the expression 'It's a no-brainer!'

Writing skills

Get students to complete the activities on pages 99–100 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 58 of this book.

Writing skills

Unit 1



Elicit what students already know about writing an essay. Review what might be in an introduction, main body and conclusion.

Tell students to look at the task and label the parts of an essay. When they have finished, elicit the answers with the whole class.

- $\mathbf{a} \ \subset$
- **b** M
- c |



Read the section about an introductory thesis statement. Check that students understand that a thesis statement sets out the writer's opinion, or judgement about the topic.

Ask students to read the essay question and example introduction and and get them to underline the thesis statement

Pollution is a serious issue in today's world. Some people believe that by increasing fuel prices we can encourage more people to use public transport and as a result reduce the number of cars on the road. In my opinion, a better way to reduce pollution would be to make electronic and environmentally friendly cars more affordable.



Tell students to read the sentences and write a possible thesis statement for each one.

Elicit personal statements from different students in the class.



Ask the class to read the introductory statement in 2 again, and then read the conclusion paragraph. Elicit features that are the same and different.

The writer has used synonyms and has paraphrased the thesis statement that was used in the introduction.



Write some words on the board and elicit synonyms. You could focus on words in the introductory thesis statement, for example:

believe (think/understand/reckon)
best (top/ultimate/greatest)

combine (mix/blend/merge)

exercise (physical activity/movement/effort/work).

Get students to read the introductory statement by themselves and rewrite it as a conclusion. They should use synonyms and paraphrase.

Share the statements by getting students to read them to a partner.



Review linking words to connect ideas and events. For example, review linking words used to sequence ideas such as *first*, *next*, *then*, *after that*, *finally*, and review linking words to contrast ideas such as *but*, *however*, *on the other hand*.

Tell students to read the paragraphs and put them on order. Remind them to pay attention to linking words to help them sequence ideas.

- **a** 2
- **b** 4
- **c** 1
- **d** 3



Remind students that paragraphs usually have a topic sentence, which tell the reader what the paragraph is about.

Tell the class to write a sentence to explain the purpose of each paragraph.

Have students read their sentences to a partner, then get some students to share their sentences with the class.



Write the features of different adverts. For example:

persuasive	conclusion	short	first person
second persor	n bullet po	ints	present tense
past tense	memorabl	e	subheadings

Get students to come to the board and circle the features they might find in an advert.

Tell students to look at task 8. Elicit some innovative teaching methods and then get the class to look at the examples on page 19. Tell them to write a short advert for a language school.

While they are writing, move around the class monitoring and supporting students.

Share the adverts by getting students to read them to a partner or the whole class.

Unit 2



Tell students to read the text about developing the main body of an essay. Check they understand what it means to give evidence to an argument (e.g., give examples to support a statement).

Then, get them to read the paragraph in task 1 and match the sentences and definitions.

When they have finished, elicit the answers with the whole class.

- **a** 1
- **b** 3
- **c** 2
- **d** 4



Have students read the words in the box and match each one to a definition.

Check work by saying a letter (a–d) and getting students to say the definition.

- a example
- **b** explain
- **c** connect
- d topic sentence



Get students to read the paragraph and order the sentences. Remind them to look at linking words to help them.

- **a** 1
- **b** 4
- **c** 3
- **d** 2



Write the words, sequence, contrast, add, example, on the board. Elicit example linking words and write them under each word.

Tell students to read and find the underlined linking words in tasks 1 and 3. Get them to identify the purpose of each one.

Elicit answers from the whole class and discuss any misconceptions.

First of all: to introduce the first reason for the writer's opinion For example: to provide an example to support the writer's opinion

In addition: to add another reason

However: to give contrasting information

For instance: to provide an example to support the writer's opinion



Elicit some linking words and write them on the board. Get students to tell you the purpose of the linking words, for example:

and: add information

but: contrast information

when: give a time

usually: say how often something happen

to conclude: to sum up

first: this is my important point.

Tell the class to read the example essay and match the linking topic sentences.

Check their work by saying a letter (a-d) and eliciting the paragraph (1–4).

- **a** 2
- **b** 3
- **c** 1
- **d** 4



Explain the task and elicit some ideas orally before students start to write.

While they are writing, walk around the class to monitor and assist where necessary.

Share their work by getting students to read their completed introductions and main bodies to a partner or the whole class.



Get students to look at page 32 and elicit the main structure of a narrative.

Tell students to find an interesting picture (this could be from the coursebook, or a personal photo) and get them to write a short story about it.

While they are writing, move around the class monitoring and supporting students.

Share the stories by getting students to read them to a partner or the whole class.

Unit 3



Elicit differences between a descriptive essay and a discussion essay. Then, get students to read the box at the top of page 52.

Ask students to remind you what a thesis statement is. Tell them to read the introduction and complete the three tasks (a–c).

With the whole class, elicit the answers.

- a three sentences
- **b** For me, it was the best holiday I have ever been on

because of the amazing nature, interesting people and delicious food.

c For me, it was the best holiday I have ever been on because of the amazing nature, interesting people and delicious food.



Review synonyms. On the board, write the adjectives, hot, quick, funny. Elicit synonyms from the class and write them under the matching adjectives.

Explain the task and get students to underline the adjectives and write synonyms.

Elicit different synonyms from around the class and write them on the board for students to check their work.

Have you ever been to Sri Lanka? I travelled there a few years ago with my family from my home in Oman. For me, it was the <u>best</u> holiday I have ever been on because of the <u>amazing</u> nature, <u>interesting</u> people and <u>delicious</u> food.

adjectives: (big), best, amazing, interesting, delicious

synonyms:

best: finest, greatest, leading (large, great, huge)

amazing: fabulous, wonderful, brilliant interesting: fascinating, gripping, captivating

delicious: tasty, yummy, flavoursome



Tell students to read the paragraph, underline the adjectives and circle the nouns they describe.

Get students to think of more nouns that can be described by the underlined adjectives. For example:

huge massive amazing fantastic variety of diverse individual assorted wildlife

Firstly, it is a country with a <u>wonderful</u> variety of <u>different</u> wildlife During my visit, I saw energetic monkeys jumping from trees, <u>colourful</u> parrots and an <u>angry-looking lizard</u> sat on a rock. In addition, the <u>food</u> is extremely <u>tasty</u>. They have a lot of <u>fresh seafood</u> which they use in <u>spicy</u> <u>curries</u> made with <u>sweet coconut milks</u> chilli and lime leaves. It really is <u>delicious</u>.



Get students to discuss the purpose of the main body of a paragraph. Then elicit answers as a class.

The purpose of the main body paragraph is to describe in more detail the topic you introduced in the first paragraph. The aim is to try to get the reader to feel, or picture in their mind, what you felt, saw or experienced.



Get students to read the adjectives in the box and elicit possible nouns they might describe.

Tell students to read the paragraph and add the adjectives.

Check work by saying a letter (a-g) and getting students to say the adjective.

- **a** sandy
- **b** historic
- **c** natural
- **d** snowy
- e brown
- **f** unique
- **g** historic



Ask students to name some of the best places to visit in their country. Write the places on the board and get students to describe them.

Explain the task. Tell students to look back at the example in 5 to help them.

Walk around the class to monitor and assist where necessary. Share the profiles by getting students to read their completed profile to a partner.



On the board, write the word *urbanization*. Review what the word means with the class and elicit problems and solutions. Get students to look back at unit 3B to help them.

Tell students to write a comment for an online article describing problems, solutions and a personal opinion on the matter.

While they are writing, move around the class monitoring and supporting students.

Share the comments by getting students to read them to the whole class.





Tell students to read the paragraph on creating a hook.

Get students to read the introduction, identify the hook and think about how it would grab the reader's attention and make them want to continue reading.

Elicit answers from the class.

a The hook is the first sentence: *Have you ever wondered how far the Moon is from the Earth, or how fast a peregrine falcon can fly?*

b Asking a question is a good way to get the reader's attention.



Tell students to read the essay titles and write a question for each one that would hook the reader.

Get the students to share their ideas with the class.



Tell students to read the hook sentences and elicit answers from the class.

- a I have never experienced a day as emotional as that in my whole life. What happens next hook
- **b** In my culture, a wedding is a truly unique and wonderful experience. **Descriptive hook**

With example a, the reader will want to know why the day was so emotional.

With example b, the adjective/noun combinations will make the reader want to read more about weddings in this culture.



Ask the class what they would correct when editing a piece of writing. Elicit and discuss ideas.

Tell students to read the descriptive essay and find and correct the punctuation mistakes.

Check their work by getting students to read the paragraph aloud, inserting corrections as they do so. Use this opportunity to review when we use (and do not use) capital letters, commas, full stops and question marks.

Have you ever wondered how far the Moon is from the $\underline{\mathbf{E}}$ arth, or how fast a peregrine falcon can fly? I had, too, but luckily for me, I could find the answers in seconds just by using a mobile phone. These devices have made almost all the world's information accessible by a quick click of a button. This is the main reason why smartphones have transformed our lives.

Firstly, time is money. In the past, if you wanted to find out information for a research project you would need to travel to a library to find a book. Then search through the pages to find what you needed. Nowadays, there is no need to spend time or money looking for facts or details. All you need to do is take out your phone and google what you need. In addition, a smartphone is a great way to avoid being bored. Before phones we had to be very inventive to find ways to pass the time, but now if we have our phone with us, we will always have something fascinating to read on the internet.

In case you are wondering, a peregrine falcon has a top speed of 390 km/h, which is much faster than any other animal in the world. I know that, because I found the information on the internet after clicking 'search' on my smartphone.

The mistake '... bored. Before ...' counts as one correction.



Tell students to write their own descriptive essay for the question in the task. Remind them to look back through the unit to help them.

While they are writing, walk around the class to monitor and assist where necessary.

Share their work by getting students to read their essays to a partner or the whole class.



Have students look at page 60 and review features of a forum post. Discuss the structure with the class, such as *explaining* why they are writing, a paragraph stating the main problem(s), evidence to support the main problem(s), a concluding paragraph and topic sentences.

Tell students to write a forum post about a problem they are experiencing. They can imagine a problem if they do not have a real one to write about.

While they are writing, move around the class monitoring and supporting students.

Share the forums by getting students to read them to a partner or the whole class.





Elicit what the students already know about writing a conclusion.

Get students to read the conclusion in 1 and match it to the correct essay question.

а



Tell students to read the conclusion in 1 again and identify the purpose of each sentence.

With the whole class, elicit the answers.

First sentence: Restate your answer to the question.

Second sentence: To summarize the reasons that were outlined in the main body paragraph.



Get students to read the Focus box and check they understand that the conclusion rephrases the introduction.

Explain the task and have students note down the similarities and differences between the introduction and conclusion.

With the whole class, elicit the answers.

Possible answers

Similarities: (both mention the time of year), the information included is the same (running bulls, Spain, festival)

Differences: (no hook in the conclusion), use of synonyms, word order



Ask students to read the essay question and model answer and put the paragraphs in order.

- **a** 3
- **b** 1
- **c** 2



Read the essay question with the class. If necessary, model writing a short descriptive essay on the board. Share a time you did something exciting and demonstrate writing the introduction with a hook. Then model writing the main body of the essay and finally write the conclusion by rephrasing the introduction.

Elicit exciting experiences from the students. And tell them to write a descriptive essay about their own exciting experience.

Walk around the class to monitor and assist where necessary. Share the descriptions by getting students to read them to the class, or by displaying them.



Review the topics you have been discussing as a class. Ask students to choose a topic and write a mind map that could be used to write a descriptive essay. Tell them to look at the example mind map on page 75 to help them.

Get students to share their completed mind maps with a partner.





Read the advantages and disadvantages of taking a gap year after university with the class. Tell them to match the examples with the advantages and disadvantages.

Check work by saying a number (1-4) and getting students to say the letter.

- **1** d
- **2** b
- **3** a
- **4** C



Get students to read the essay question. Ask them to write some advantages, disadvantages and examples in the table provided.

Get students to share their answers with the rest of the class.

Possible answers

Advantage: better pay than the same job in your country Example: In some countries, doctors are paid a much higher salary than other countries.

Disadvantage: homesickness

Example: You might have never been away from your family for so long and may miss them.



Read the example paragraph with the class.

Get students to look at their writing in 2, and combine the advantages and disadvantages with their matching examples.

While students are writing, walk around the class to monitor and assist where necessary.

Get students to choose and share a paragraph with a partner or the class.



Explain the task.

Get students to share their examples with a partner and the class.



Get students to read the essay question. Elicit some advantages and disadvantages of starting a business with the class.

Review the structure of the essay:

- an introduction with a hook
- advantages and examples
- disadvantages and examples
- a conclusion

Tell students to write their essay. They can refer to the model in 4 to help them.

Walk around the class to monitor and assist where necessary.

When they have finished, ask students to edit their essays for punctuation and capital letters.

Have students share their completed essays with a partner, or the class.

C21 skills

Unit 1

A COMMUNICATION: OBJECTIVE AND SUBJECTIVE ARGUMENTS

Go through the information at the start of the section with the whole class. Do the exercise as a whole-class activity, discussing the answers as you go.

Answers

а	0	f	0
Ь	0	9	0
С	S	h	S
d	S	i	0
е	0	j	S

Get students to do this for homework in pairs. Assign a subject to each pair. Don't forget to come back to this in the next class, and don't tell them in advance who will be doing the presentation. Give feedback, concentrating on the argument language that students use.

B LIFE SKILLS: BUILDING RAPPORT

Go through the information and get students to discuss the points in simultaneous pairs and then with the whole class

Possible answers

Students' own answers.

a, f, g and j might not be thought suitable in many places, especially j

② Do this as a fast-paced whole-class activity, getting particular pairs to read the mini-dialogues and to answer the questions.

Answers

- **a** A probably doesn't know much about badminton so they ask a general question that does not require any particular knowledge of the sport.
- b A doesn't know much about boxing as a sport and asks a question which will encourage B to talk in more detail about the different aspects of this sport.
- c A asks a question which allows B to give more details of how to play chess which will help open up the conversation.

- **d** A asks B a question that encourages them to talk in more detail about an activity they like.
- Get students to create mini-dialogues using the questions they thought were acceptable from 1 in simultaneous pairs, continuing the conversations appropriately. Walk around the class to monitor and assist where necessary, e.g., use of *Really!* and possible follow-on comments, e.g., *That's right. I . . .*

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

C STUDY SKILLS: ACTIVE LEARNING

1-2 Go through the information and then the table with the whole class. Get students to complete it individually, and then compare answers in groups, sharing their strategies. Get one member of each group to report back on their discussion to the whole class.

PLANNING AHEAD

Progress

Get students to look through the unit and make their lists individually. Give them plenty of time. When they are ready, get them to compare their list with their partner's and discuss some of them with the whole class.

My learning plan for next week

- Get students to make their plans and compare with their partner's. (Point out that it may not be possible to have exact timings for some things.)
- Don't forget to come back to the action points next week to see if students have kept their good resolutions (teach this word).

Communication in class

1–3 Get students to rate themselves and then share their answers in pairs. Treat 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: EVIDENCE AND WITNESS ACCOUNTS

Go through the information at the head of the section. Elicit and discuss the answers with the whole class.

Answers

- a PH
- **b** PSY
- c PSY
- **d** PSY
- e PH
- With the whole class, get students to match the factors in 1 to the results here. As ever, discuss the answers as you go through them.

Answers

- **a** 1
- **b** 5
- **c** 3
- **d** 4 **e** 2
- Get students to work on this in simultaneous pairs, and then discuss with the whole class.

B COMMUNICATION: TELLING STORIES

- Get individual pairs to read the mini-dialogues in simultaneous pairs.
- Then get students to continue the conversation in simultaneous pairs, with each student thinking of a follow-up question that will lead their partner to tell a good story. Walk round the class to monitor and assist where necessary.

Then get in pairs to repeat their question and story for the whole class.

Unit 3

A LIFE SKILLS: WORKING TOWARDS A COMMON GOAL

Discuss the questions with the whole class. Work on any difficulties.

Answers

Students' own answers.

- Some cultural differences will probably have emerged in the discussion in 1. Get students to continue to discuss them in simultaneous pairs. With the whole class, get members of pairs to say what they came up with. Treat this tactfully.
- Get students to discuss this in simultaneous pairs and then with the whole class. Remind students of the expression *It depends* ... (e.g., on the type of goal).

B COMMUNICATION: AVOIDING PERSONAL REFERENCES

Explain the task and work on it with the whole class.

Answers

The second sentence in each pair of sentences is impersonal in order to remove blame and/or criticism. The passive tense is used to achieve this.

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

Answers

- a That report I asked for hasn't been submitted.
- **b** The software wasn't installed correctly.
- **c** Too much is spent on defence and not enough on education.
- **d** The paper tray in the printer has been broken again.
- **e** The tables in the college canteen aren't cleaned often enough.
- **f** Women are rarely chosen for promotion.

C LIFE SKILLS: RULES AND RESPONSIBILITY

Explain the task, explaining any new vocabulary, for example, civic. Then discuss the activities in the table with the whole class, but get students to fill it in individually, in relation to their own societies/cultures.

PLANNING AHEAD

Repeat the procedure outlined on page 59.



A CREATIVITY: INTERNET FORUMS

Explain the task and ensure that students have access to monolingual or bilingual dictionaries, in paper or electronic form. Alternatively, explain any words they don't know, getting students to say them correctly.

Get students to work on the notes in simultaneous pairs. Then elicit the answers with the whole class, explaining any remaining difficulties.

Answers

- a post
- **b** register
- **c** profile
- **d** handle
- e avatar
- **f** posts
- **g** thread
- **h** netiquette
- i bullyj moderator
- **k** guidelines

CRITICAL THINKING: LOGICAL VS LATERAL THINKING

■ 4.6 Read the introduction and have a brief whole-class discussion on how you could improve thinking skills. Explain the task and play the recording as students complete the activity individually, and then again, stopping at convenient points to elicit and discuss the answers.

Answers

Students should tick items c, d, e and f.

Transcript > 4.6

Vicky Hello, Consuela. Have you been at your exercise class? You look a bit hot!

Consuela No, actually I've just been at a workshop

about thinking.

Hassan Yes, thinking makes me feel hot and

tired, too. I try to avoid it.

Vicky Don't be silly, Hassan! Really, Consuela?

Tell us about it.

Consuela It was about thinking and dance. We tried different ways of dancing and then did

different types of mental problems.

Vicky Wow, that sounds fun! What course was

that part of?

Consuela None of my regular courses. It was a

special event at the science festival, taught by a man called Dr Peter Lovatt. He's a professor, but not at our university, and he also travels a lot giving seminars

of this type.

Vicky Gosh, I wish I'd heard about that. It

sounds really good. Tell us more.

Consuela Well, first we learnt a dance routine -

that was fun!

Hassan What do you mean by routine?

Consuela A dance routine? It's a set of specific

moves and steps to music. Doing this stimulates the brain to find patterns and follow rules when solving problems.

Hassan I see, and that's a typical left-brain

function.

Vicky So, does that help develop logical

thinking?

Consuela Well, Dr Lovatt didn't use that actual term, as I recall, but he said that kind of dancing

helps with solving problems that have one correct answer, like maths problems.

Hassan Interesting ... So what kind of dance do you do to help you with lateral thinking?

Consuela Again, that actual term wasn't used, but we learnt that improvised dance helps you work with problems that have lots of

possible answers.

Hassan Well, that's one phase of lateral thinking,

isn't it? You come up with lots of possible ideas and then assess them and reject

the totally unlikely ones.

Vicky You know more about this thinking

business than you let on before, Hassan!

Hassan Well, I am a Psychology student. But I don't know much about dancing – what

is improvised dance?

Consuela Basically, you don't follow set steps and

routines. You do what you feel like doing. Oh, I like that kind of dance best. Do you think it would help me get my English

literature essay written faster if I do some dancing first? I haven't got any ideas for it

at all at the moment!

Consuela Why not? It's worth a try!

Unit 5

Vicky

A CRITICAL THINKING: IDENTIFYING ASSUMPTIONS

With the whole class, get students to discuss the statements and the assumptions that underlie them.

Possible answers

The assumption is that ...

- **a** people who smile are friendly she's trying to make a good impression. But people often smile to cover nervousness, embarrassment, etc.
- **b** good mothers cook for their children. But this woman's work may not leave time for cooking, or maybe the father cooks.
- c people who give money to the homeless are good people. Alternatively, this person may be trying to ease their conscience (teach this expression) for something bad they have done and/or doesn't like carrying loose change.
- **2-3** With the whole class, get students to complete the sentences and then discuss the assumptions.

Possible answers

- a keen to show that homework is a key part of learning. But the teacher may just be adopting a strict approach to teaching by giving lots of homework.
- b have a good sense of humour.
 But he/she might be what is known as a 'personality teacher', hiding a lack of proper teaching technique.
- c forward-looking.
 But some cultures dislike group work they see teacher–student talk as the only valid form of communication in teaching.
- **d** (open-ended answer that might include anything from 'good because he/she revises everything systematically' to 'bad, because we can't hear what he/she is saying'.)

B LIFE SKILLS: FOCUSING ATTENTION

Get students to discuss these tips in relation to the introduction to the section, either with the whole class, or in simultaneous pairs with whole-class follow-up. Get students to talk about what works for them personally. For example, with a, it can be good to start the day dealing with easy tasks, but it's possible to spend the whole day doing routine tasks and never get down to actual work.

Answers

Students' own answers.

C STUDY SKILLS: MEMORIZATION

Go through the strategy and then get students to apply it to the task. Refer students A and B to page 82 of the course book and get them to choose a paragraph each, memorize it and then recite to their partner. Walk round the class to monitor and assist where necessary.

After the students have recited their text to each other in simultaneous pairs, get one or two individual students to recite their text for the whole class. Discuss tactfully who the memorization 'winners' are.

Unit 6

A COLLABORATION: COOPERATION AND TRUST

Remind students about 'The Prisoner's Dilemma' and then get them to read the article individually. Elicit the answers.

Possible answers

- **a** People need to cooperate to find the best solution.
- b One country, Zugad, has an advantage over the other three countries. In 'The Prisoner's Dilemma' the two prisoners are equal. In this situation there is one country on one side and three countries on the other side. In 'The Prisoner's Dilemma' it is one person on each side.

- **c** Zugad. Because they have an advantage in having 70% of the total zoom.
- **d** The zoom deposits will be used up and no research or development of alternative sources of energy will take place.
- e Zuga, Zugab and Zugac could offer to reduce their consumption of zoom. They could also offer to help fund the research and development project to develop alternative sources of energy. Zugad could continue selling zoom at an affordable price to the other countries in return for them reducing their consumption. They could also help fund their research.
- **f** An alternative source of energy will be found before the reserves of zoom run out.

B STUDY SKILLS: PLANNING YOUR WRITING

Go through the ideas here with the whole class. Then refer students to pages 110–111 of the course book and talk through the activity. Get students to refer to the article on page 93 of the course book in order to answer the questions, individually or in simultaneous pairs. With the whole class, elicit the answers.

Answer

Order: B, A, C

Ideas:

- a deleting irrelevant ideas
- **b** categorizing relevant ideas
- **c** adding subsections
- **d** putting ideas in the order that you will present them

C CRITICAL THINKING: CHANGING YOUR PERSPECTIVE

- Explain the task and read through the problem as a class. In pairs, allocate roles to students, A or B. Walk around the class to monitor and assist where necessary, ensuring that students understand and are thinking of some more arguments to support their point of view.
- Get students to follow the procedure outlined in the course book. Walk around the class to monitor and assist where necessary.

When the simultaneous pairs have finished, get students from each pair to give feedback on what happened – whether their perspectives changed and, if so, why, and if they reached any compromises.

PLANNING AHEAD

Repeat the procedure outlined on page 59.

Progress test answers

Units 1 & 2

а	6	f	9
Ь	4	9	7
С	8	h	L
d	1	i	2
е	10	j	3

2

- a We're going to present
- **b** have done
- c will change
- **d** don't lie
- e started
- **f** are interviewing

3

Students' own answers.

4

- **a** (happened)
- **b** were walking
- **c** were talking
- **d** wasn't listening
- was watching
- **f** was chasing
- **g** barking
- **h** wanted
- i crossed
- **j** started
- **k** followed
- was running
- **m** fell
- **n** looked
- was bleeding
- p didn't know

- **q** stopped
- r was crying
- **s** waited
- t found
 - **u** looked
 - v was crying
 - **w** calmed
 - **x** went
 - **y** held

- 5
- 1 Compare and contrast
- 2 Problem-solution
- 3 Argumentative
- **4** Narrative
- 5 Cause and effect
- **(6)**

Students' own answers.

Units 3 & 4

- towards
- (set)
- way
- d reached
- heading
- spent f
- g via
- **h** return journey
- takes, cross

(2)

- a (are exchanged)
- **b** is known
- c is talked about
- **d** have been bought
- was established
- was named
- were traded
- **h** were shared
- i is believed
- be transported
- k be delivered
- going to be paid
- m be made

(3)

- a (main idea) (3) (supporting point) **b** (main idea) 1 (supporting point)
- 4 (main idea)
- **c** (supporting point)
- 2 (main idea) **d** (supporting point)

- 2 a know
- almost
- 1 sure
- interrupt 3
- 3 stop
- know
- 4 **g** know, say
- 2 h too

5

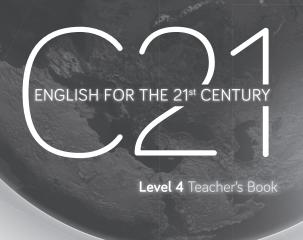
- a Drones are the most efficient and cost-effective way of delivering anything from parcels to presents.
- **b** Could anyone suggest a good place to go for a week?

Units 5 & 6

- a (travel, will be)
- will be, go
- take, won't spend
- don't have, might get
- will/might worry, don't keep
- take, won't be
- 2
- (4)
- 1
- 5 C
- **d** 3
- **e** 2

(3)

- a (If it was a nice city, I would take the job.)
- **b** If I didn't know anyone there, I wouldn't go.
- c I wouldn't accept the offer, unless the job was perfect.
- I would go, unless it was a long way from my hometown.
- I love it here but if I didn't, I would go.
- 4
- a (also)
- **b** addition
- c As well as
- **d** Another
- as well
- and
- addition to
- additional
- not only
- but also



C21 is a five-level skill- and task-based course designed to prepare the 21st 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, collaboration, intercultural skills, creative thinking, 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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21st century skills: Life and Career

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Key features:

C21 follows an integrated approach to introducing and providing learning opportunities that emphasize 21st century skills together with communication skills; a combination that is now recognized as vital for success in the 21st century.

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- ideal for students wishing to improve their performance in international benchmark and skill-based examinations such as IELTS
- writing skills in every unit guide students on writing academic genres
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Course components:

Interactive Course Book and Slideshows

Digital Workbook

Teacher's eBook

Progress tests

Ongoing assessment tests

Academic Skills material

Extra Vocabulary and Grammar material

Interactive flashcards for each unit

For C21 resources: www.garneteducation.com/aou/student-resources/



