

# ENGLISH FOR THE 21st CENTURY

Level 5
Teacher's Book

Bill Mascull

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

Mr. Kaldun Said



GARNET





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Level 5 Teacher's Book

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# Introduction

# The course

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

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

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

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

# Course components

Each level of the course comprises:

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

# Unit structure

Each course book contains ten units for Levels 1–3, and six units for Levels 4 and 5. Each unit has three sections, A to C, covering a combination of vocabulary, grammar and the four skills – listening, speaking, reading and writing. It also integrates the 21<sup>st</sup> 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:



Vocabulary



Grammar



Reading



Writing



Lictonina



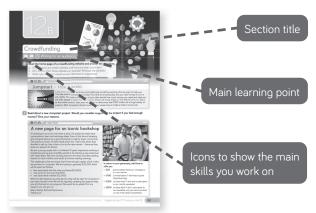
Speaking

# 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.



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

The target section is divided into:

- Vocabulary
- Grammar
- Language skills.

These are explained next.

# Vocabulary

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

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

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

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

# Grammar

In each unit, the students look at and practise one or more grammar or functional language point, learning to put them into practice in specific contexts. Over the 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.

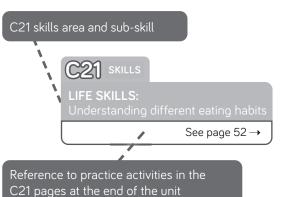
# **Pronunciation**

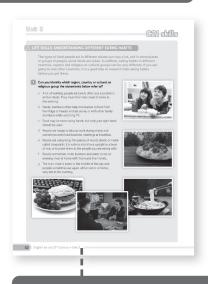
Pronunciation is highlighted throughout the course, in places where the students need to be able to produce the correct pronunciation of individual sounds, individual words including word stress, phrases and complete sentences, including basic intonation patterns. Students should be encouraged to use 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 21<sup>st</sup> century (e.g., critical thinking, creativity, life skills and collaboration).





Practice activities from the C21 skills pages for the unit

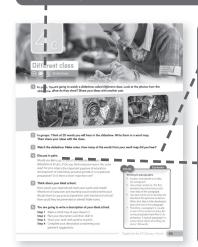
# **Slideshows**

Section C of Units 2, 4 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.



You watch each slideshow and share ideas about what you hear.

You discuss questions raised in the slideshow in pairs or small groups and share your ideas with the class.

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.

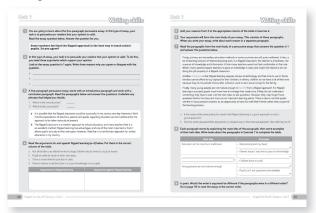
- Transcripts can be found at the end of the course book.

  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

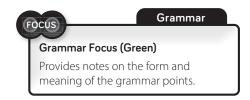
Units 2, 4 & 6

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

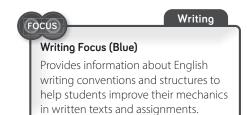
# Focus boxes

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.









# 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.

# 1 Education

# Vocabulary

- Educational terminology
- Verb-noun combinations

# Grammar

• Present perfect simple and present perfect continuous

# Language skills

- Reading: Reading to predict content from titles and topic sentences
- Reading: Reading to match paragraphs with articles
- Reading: Reading for general ideas
- Speaking: Discussing education
- Reading & Listening: Life coaching
- Writing: Writing sentences about activities and achievements
- Listening: Listening to confirm predictions
- Listening & Writing: Listening to take notes and write summaries



# Study skills

• Using an English-English dictionary

# Creativity

Acquiring knowledge

# Study skills

Learning at a distance



With the whole class, get students to look briefly at the photo. Ask students if they think education is now more about screens than people in classrooms with teachers. Talk about the features of a good school or college. (If necessary, explain that, in this context, a 'college' is a university or any other tertiary level institution.)

Write the features on the board as students suggest them, and then get students to vote on each in order to find the five most important ones – teaching quality, social life, student cafés, sports facilities, employability on graduation, etc. – these are only suggestions. (If the students are studying at a college or university, perhaps the one you are teaching in, be tactful about it, of course!)

Ask the final question to the whole class. Allow them to discuss their ideas in pairs first before opening up to whole-class discussion.

# and learning



Educational terminology;

Explain the task, give students time to read through the headlines and first lines and explain any difficulties.

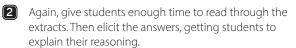
Then do the task with the whole class. (Ensure that students use the word *headline* and not 'title' in relation to the articles.)

Encourage debate – for example, the headline 'The classroom of the future?' might turn out to be one for an article criticizing 'hi-tech' teaching methods, but the first two sentences seem to indicate that the article will not go in that direction.

Elicit the answers.

# Answers

- a article A
- **b** article C
- c articles B and D



# Answers

- **1** (C)
- **2** B
- **3** A
- **4** D
- 3 Bo this as a fast-paced whole-class activity. Again, work on the logic of the answers - for example, students should spot that a noun-related definition (for instance a) will have a noun as its answer and an adjective-related definition (for instance b) will have an adjective as its answer!

Where necessary (e.g., *guidance*), work on pronunciation.

### Answers

- a (mentors)
- **b** illiterate
- **c** methodology
- **d** repetition
- e at their own pace
- quidance
- digital literacy



# STUDY SKILLS: Using an English–English dictionary

With the whole class, ask students what information they can get from a dictionary, other than just the definition. Encourage students to discuss in relation to dictionaries which they are most likely to consult, for example: Longman Dictionary of Contemporary English, Cobuild English Dictionary, Oxford Advanced Learner's Dictionary and Cambridge Advanced Learner's Dictionary.

Students might talk about the following types of information:

- part of speech noun, verb, etc.
- grammar if verbs are transitive or intransitive, irregular verbs, if nouns are countable or uncountable, etc., irregular noun plurals, etc.
- examples of words in actual use, giving typical collocations.

Get students to talk about paper dictionaries versus 'proper' online dictionaries (e.g., the online versions of the ones mentioned above) versus the potentially misleading one-word translations provided by search engines.

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

Get students to discuss this in simultaneous pairs. Walk round the class to monitor and assist where necessary, ensuring, for example, that they are using educational vocabulary correctly.

With the whole class, work on any difficulties and elicit students' ideas, getting them to explain why they chose the articles that they did.

Remind students about the importance of word combinations (or collocations), in this case verb-noun combinations.

Get them individually to look through paragraphs 1–4 in 2 again to find the combinations. (Point out that some of the verbs could be replaced with others for example, pose questions means the same as 'ask questions' and pick up skills is the same as 'learn skills' or, more formally, 'acquire skills'.)

# **Answers**

- a (set)
- **b** information
- **c** explore
- provide
- exams
- pose
- skills

Do this exercise as a fast-paced whole-class activity, working, as ever, on the logic of the answers, and discussing possible alternatives. (For example, in b, point out that *take an exam* would also be possible.)

### **Answers**

- a (information), look for/find out
- **b** tasks, sit
- **c** question
- d ways, guidance

FOCUS

Pronunciation

▶ 1.1 Play the recording and get students to listen to the sentences carefully. Play the recording as many times as the students need to help them understand the correct intonation. Repeat together with the class.

# Transcript 1.1

- Do you have an exam tomorrow? Yes, I do.
- When is our next English lesson?
- Explain the task and get students to look at their respective pages.

Get students to do the activity in simultaneous pairs. Walk round the class to monitor and assist where necessary.

With the whole class, work on any difficulties, especially ones relating to the vocabulary of this section, getting students to say the right thing.

Then get representatives of particular pairs to talk about their partner's attitudes/opinions in relation to skills, not their own. Develop this into a whole-class discussion.

# 1B Self-organized learning



Get students to look at the photos and answer the questions in simultaneous pairs.

Then elicit the answers, but don't tell students if they are right or wrong yet.

### Answers

The photos are of an educationalist, Dr Mitra and his 'school'. (If it arises, confirm that the form *educationist* also exists.)

The headline suggests that, in the future, absorbing knowledge might not be the main aim of education (perhaps because knowledge in the traditional sense is immediately available on the internet).

- Get students to read the article paragraphs. Then ask them if they were *on the right lines* (teach this expression if necessary) in their answers to 1 above.
- 3 Do this with the whole class, as ever getting students to explain their answers.

# **Answers**

- a Dr Mitra / the Indian physicist turned radical educationalist
- **b** the local children / the children

FOCUS

Expression

# **Understanding referencing in texts**

Take students through the information, which should already be at least partly familiar to them at this level – their native language(s) contain similar features, of course.

Talk about the idea of *elegant variation* in relation to referring to people and places in different ways, e.g., Dr Mitra becomes 'the Indian physicist'.

However, mention to students that there is a parallel phenomenon: sometimes it can be difficult for even native speakers to understand references if they have not been explained earlier in the text. For example, Paris can become 'the French capital', and everyone knows which city is being referred to, but some writers assume knowledge that readers do not possess. For instance, not many British speakers of English would know that 'the Hawkeye State' is lowa, and that if lowa has not been referred to already in the text as lowa, it can lead to incomprehension!

4 Discuss this point with the whole class.

# Answer

You would expect the article to go on to talk about what Dr Mitra is doing now, and more about the Self-Organized Learning Environments.

Get students to identify the paragraph that follows on from the last one ('The holes in the wall no longer exist, ... seven Self-Organized Learning Environments in schools in India and England.') by underlining reference words and phrases in the first couple of sentences in paragraphs E to H.

Students then recycle the process of 4 and 5 for each paragraph to put the rest of the text in order – i.e., identify the main idea(s) in the paragraph they have

just put in order, and predict what ideas would follow on from it (on the next page in italics for G and H). They then identify the reference words near the start of the paragraph that link the two paragraphs. (The only one that develops the ideas in the previous paragraph is H: 'These' refers back to 'Self-Organized Learning Environments'.)

### Answers

Correct order: H, G, E, F

### Н

These are rooms within schools where children can work in small groups, averaging four people per screen, at computers that are connected to the internet. The emphasis on group learning is key, as the earlier series of Hole in the Wall' experiments in India demonstrated that learning was optimized when children worked together in groups and shared knowledge and skills. In a SOLE session, the children organize themselves into groups and are free to wander from group to group to compare what each is doing.

### G

In <u>some sessions</u> a <u>teacher</u> is present, but only <u>as a</u> <u>mediator</u> – his or her role is to choose which 'big question', for example, 'What happens to the air we breathe in?' or 'Why do we learn history?', is to be researched, to encourage the pupils and to coordinate the final phase in which <u>the groups report their findings</u> to the rest of the class. Where SOLEs exist in remote environments without teachers, groups of children can contact mentors by video calling.

# Ε

As with the original experiments in India, the response from pupils to SOLEs has been extremely positive, and the methodology has been enthusiastically taken up and used by teachers in schools in countries as disparate as Hong Kong, Colombia, Australia and the United States.

# F

However, despite <u>a wealth of anecdotal evidence</u> for <u>the success</u> of <u>the method</u>, many educators remain unconvinced about Dr Mitra's ideas and sceptical about how innovative they are. Some point out that the notion of autonomous question-led learning is as old as the teaching methods of the Ancient Greek philosopher Socrates, and that only the method of researching the answers is different. Others note that task-based learning in groups has been familiar to language teachers since the 1970s.

Complete text for reference:

# Is knowing obsolete?

Sugata Mitra loves 'big questions'; he posed the one above during a presentation in 2013, and big questions are at the heart of his new system of education, known as SOLEs (Self-Organized Learning Environments) or the 'School in the Cloud'.

Dr Mitra, the Indian physicist turned radical educationalist is now internationally known for his 'Hole in the Wall' experiments, which ran for a decade in different parts of India from 1999. In these experiments, he placed computers with internet access in public places in remote villages or slum areas and left them to be explored by the local children without guidance from teachers or other adults.

The results were remarkable. The children rapidly taught themselves and each other to carry out basic functions such as opening, closing and saving files and were soon surfing the net, despite the fact that some of them had never learnt to read or write in English.

Dr Mitra then moved on to setting tasks, for example, finding out about DNA replication or answering moral questions, such as 'ls it ever necessary to tell lies?' Having raised a question, he then went away for several months, leaving the children to research the answers on their own. Once again, the results exceeded expectations. For example, those who studied DNA replication going from 0% to 30% on a biotechnology test in the space of two months' self-instruction.

The holes in the wall no longer exist, but Dr Mitra, now Professor of Educational Technology at Newcastle University in the United Kingdom, has a new vision. Building on the earlier insights about how children can organize their own learning, he has established seven Self-Organized Learning Environments in schools in India and England.

These are rooms within schools where children can work in small groups, averaging four people per screen, at computers that are connected to the internet. The emphasis on group learning is key, as the earlier series of 'Hole in the Wall' experiments in India demonstrated that learning was optimized when children worked together in groups and shared knowledge and skills. In a SOLE session, the children organize themselves into groups and are free to wander from group to group to compare what each is doing.

In some sessions a teacher is present, but only as a mediator – his or her role is to choose which 'big question', for example, 'What happens to the air we breathe in?' or 'Why do we learn history?', is to be researched, to encourage the pupils and to coordinate the final phase in which the groups report their findings to the rest of the class. Where SOLEs exist in remote environments without teachers, groups of children can contact mentors by video calling.

As with the original experiments in India, the response from pupils to SOLEs has been extremely positive, and the methodology has been enthusiastically taken up and used by teachers in schools in countries as disparate as Hong Kong, Colombia, Australia and the United States.

However, despite a wealth of anecdotal evidence for the success of the method, many educators remain unconvinced about Dr Mitra's ideas and sceptical about how innovative they are. Some point out that the notion of autonomous question-led learning is as old as the teaching methods of the Ancient Greek philosopher Socrates, and that only the method of researching the answers is different. Others note that task-based learning in groups has been familiar to language teachers since the 1970s.

More than his teaching methods, what probably annoys many teachers is Sugata Mitra's sweeping pronouncements about knowledge, education and the internet. In his 2013 TED Talk, he raised the question of whether we are heading for a future where knowing is obsolete. He believes that, with the internet at our fingertips, there is no longer a need to learn facts, dates, multiplication tables, and so on, but that what is required is an education system that teaches children how to retrieve, evaluate and apply the information they can find online.

In a 2016 interview, referring to the fact that smartwatches and eyeglasses could soon be smuggled into exams, Mitra stated that 'Within five years the internet will be inside our heads'. Accordingly, he believes that we should no longer consider it to be cheating if a candidate looks up information on the internet while sitting an exam. In fact, exams should be abolished and new methods need to be developed for assessing students' achievements.

It seems likely that, after nearly two decades of controversy and innovation, Sugata Mitra will continue to excite debate and attract believers or detractors in almost equal proportions.

**6** Get students to discuss this in groups of three or four. Walk round the class to monitor and assist where necessary, especially with the language of this section. With the whole class, praise good points you heard and work on any difficulties.

Then get representatives from each group to report back to the whole class. (Don't be surprised if, on the whole, ideas on education are extremely conservative.)

Get students to turn to page 105 and give them time to read about Dr Mitra's ideas on the future of education. Get students to have simultaneous discussion in groups of three or four, appointing one student as reporter/

notetaker. Walk round the class to monitor and assist where necessary.

With the whole class, work on any difficulties, and then get the reporter from each group to say what its findings were, and encourage whole-class discussion.



# CREATIVITY: Acquiring knowledge

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.

# **1C** Flipped classrooms







Reported speech

Don't explain what flipped classrooms are – all will be revealed as students do the section.

Go through the points quickly – they should be self-explanatory. Get students to discuss them in simultaneous pairs. Walk round the class to monitor and assist where necessary.

With the whole class, work on any common difficulties, especially in the area of education-related language.

Get different pairs to say what they came up with and encourage whole-class discussion.

Read through the questions with the whole class, and get students to read the start of the article individually. With the whole class, elicit the answers.

- **a** In a flipped classroom, pupils work by themselves with the teacher offering guidance if needed, rather than leading the lesson.
- **b** Pupils watch videos at home to do their homework.
- c Students' own answers.
- **d** Students' own answers.
- **3 1.2** Talk students through the exercise instruction, the exchange between the two teachers A and C, and the report extract, and then, still with the whole class, get them to answer the question.

### Answer

- a (F)
- c F

# Transcript 1.2

**Teacher** You're doing really well. Did you all do the

homework yesterday?

Lina No, miss. I didn't have time. I did it this

morning before school but I didn't finish it.

Don't worry, miss. We've been explaining Sam

the maths in the homework to Lina. She

understands it now.

**Teacher** Wonderful! You've done a great job!

So, have you all finished the sums in

your workbook?

Khalil No, we haven't finished yet. **Teacher** How many have you done?

Dana We've already finished two, but not the

third one yet. Fractions are hard!

Sam I watched the fractions video four times

> last night. We've just been watching it together, but it still doesn't make sense.

Teacher How long have you been working on

the fractions?

Lina About fifteen minutes.

**Teacher** OK, keep trying for five minutes. Then,

we'll discuss the answers as a class. OK?

choose the correct tense to complete the sentences. With the whole class, elicit the answers.

# Answers

- a (We've been explaining) the maths to Lina.
- **b** You've done a great job.
- c We've already finished.
- **d** We've just been watching it together.
- e How long have you been working on the fractions?



# STUDY SKILLS: Learning at a distance

Do the exercise on page 24 of the course book now, or come back to it 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.



Grammar

# Present perfect simple and present perfect continuous

Complete the rules with activities or achievements.

We use the present perfect simple to talk about experiences and \_\_\_\_\_ \_. We often use it to say how much, how many or how often.

# Examples

You've done a great job!

Have you finished the students' reports yet? Each of us has made two videos this term.

We've solved that issue.

We use the **present perfect continuous** to talk about recent, continuing, \_\_\_\_\_ or to say how long something has been happening. We often use it with time expressions such as *lately* and recently.

# Examples

We've been explaining the maths in the homework. Have you been making your own videos? Parents have been calling me recently. I've been writing them for a week.

### Answers

achievements

activities

Take students through the information. Ask how the two tenses are formed: present perfect simple is have/has + past participle, while present perfect continuous is have/has + been + present participle.



**5 1.3** Play the recording once or twice, getting students to check their answers. Work on any remaining difficulties.

Then get pairs of students to read the completed dialogue for the whole class, ensuring they use the correct tenses.

# **Answers**

- a (Has it been)
- **b** have all improved
- **c** has grown
- **d** Have you been making
- e We've shared
- **f** Has that ever
- g we've solved
- **h** have been calling me recently
- i Have you written
- been writing

# Transcript 1.3

Head Hi Deema. Please have a seat. I wanted to ask you about the new maths teaching system you've been using this year. Has it been a success?

Deema Oh, yes, very much so. The students' marks in maths have all improved a lot. Even the

weakest students' grades have gone up.

**Head** That's great. And why do you think that is?

Deema Well, clearly, interest in the subject has grown, and students like the idea that they can watch videos at home as many times as they need, and then work in groups in class. They prefer that to listening to me! The number of students completing their homework has increased.

**Head** I see. Have you been making your own videos in the maths department?

**Deema** Yes, we have, most of the time. We've shared the work between us. Each of us has made two videos this term.

Head But what happens if the student doesn't have internet at home. Has that ever happened?

**Deema** Oh, yes. But we've solved that issue. We give students the video on a USB stick or tell them to watch them in the library after school.

Head Well, I've got good news, too. Parents have been calling me recently and now say that their children's feelings about maths have changed completely! How about that?

Have you written the students' reports yet?

**Deema** Not yet. I've been writing them for a week, but I still haven't finished.

**6** Get students to read the next part of the report, anticipating what might go in the gaps.

Get students to complete the gaps with the correct form of the verbs and phrases from the box individually.

With the whole class, elicit the answers.

### Answers

- a (have been using)
- **b** has been
- **c** has improved
- d has risen
- e has got better
- f has finished
- g has been working hard

Tell students to use Khalil's report as a model to write comments about Hanane. Elicit answers as a whole class. Accept any correct verbs but make sure the tenses are accurate.

# Suggested answer

We have been using the Flipped Classroom method this year to learn maths. It has worked very well for Hanane. This year, Hanane's maths grade has got a lot better. It has gone from C to B+. Also, her behaviour in class has improved. This term, Hanane has been studying percentages and working hard but she still needs to keep studying them.

- Review the use of present perfect simple and continuous with the students. Ask questions and elicit answers individually. Get students to write their own rules in pairs. Walk around the class monitoring their work and assisting where necessary.
- Get the students to work in pairs and prepare three questions each to ask their partners about flipped learning.
- Get students to work with their partner, asking each other the three questions they prepared earlier about flipped learning and using the present perfect simple and continuous. Walk around the class monitoring their work.

# 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 52 of this book.



# Vocabulary

- Networking
- Formal and informal language

# Grammar

• Past perfect

# Language skills

- Listening: Listening to compare ideas
- Listening: Listening to compare and assess different approaches
- Listening: Listening to complete a table
- Reading & Listening: Completing sentences
- Listening & Speaking: Networking
- Reading & Writing: Class projects
- Writing: Writing a description



# Life skills

• Making a good first impression

# Collaboration

Teams and leaders



With the whole class, get students to describe the photo. Encourage discussion about the teamwork and collaboration that this must require, and make the transition to discussing tasks better carried out in teams, and better alone. (For example, in the context of learning, get them to talk about whether individual study is preferable to group work.)

Discuss the benefits of collaboration: lack of isolation, the feeling that different people can make different types of contribution, etc. Under the heading of 'challenges', don't hesitate to discuss (tactfully, of course) issues of potential group conflict, personality clashes, non-acceptance of 'leaders', etc.

# 2A Networking





B Joining groups, establishing rapport, ending conversations

Introduce students to the topics of this section and remind them that the t in rapport is not pronounced. Students may or may not have experience of networking events. If they do, get them to work on the task in groups

of three and report back as usual.

If not, explain what networking events are and what happens at them, and move on swiftly to the next activity. (Professional people go to them to meet other professionals, for example, to find jobs or freelance projects. The events might happen at conferences, or be organized by bodies such as chambers of commerce.)

**2.1** Explain the task, get students to focus on the questions, and ask them to describe the diagrams for b. Play the recording once or twice.

Get students to say if they heard anything that any of the groups mentioned in the activity above.

For question b, get them to say which group they would like to join. Picture e shows a group of three, including at least one woman, standing in a 'V' shape, the ideal group to approach according to the tutor.

# Transcript 2.1

**Laura** So, now that you're all about to enter the job market, networking is going to be a really important skill for you. I know lots of you hate the idea, but that's why we're having this seminar to help you. You can't get by in today's business world unless you are good at networking, I'm afraid. Anyway, I'd like to hear your ideas and your worries before I start. What tips have you read about for networking?

Faisal I think it's important to dress appropriately, and to have business cards, though that seems a bit pointless when you're not in business yet.

Laura Well, you're absolutely right about dress. You aren't going to impress anyone if you turn up in the outfit you wear for going to the gym. As far as business cards are concerned, yes, they're useful. It's easier for a potential business contact or employer than expecting them to write all your details down. Just list your name and your contact

details - email, mobile phone number and web address if you've got one. What else? Gina I've got a worry, a big one. I actually went to a networking event last summer and it

was awful. I hung about for 15 minutes and nobody talked to me. In the end I felt so

embarrassed I just left.

Laura I'm sorry to hear that, Gina. We're going to discuss ways to deal with that problem soon, so I hope that will help you. But first, any other tips or ideas?

Mike I think you should put your mobile phone on silent. People will find it rude if you're talking to them and then you take a call.

Laura Yes, I agree entirely. Keep the phone on silent unless there is something serious going on, like a family health emergency.

Rachel I have read lots of pages online about networking, but the information is kind of vague. I think I need some specific tips about how to get into conversations with people you don't know. After that first step, I think I'd be OK, as I'm a pretty sociable person.

Laura Great. Well, that's what we're going to do now. How do you choose who to approach? And yes, you've got to take the first step; you can't just hang about waiting for people to come to you, as Gina found out. So, when you enter the room where the event is taking place, look around and notice how people are standing – alone, in pairs, in threes or in larger groups. Who do you approach?

Gina I think I'd choose a woman on her own. Laura OK, that's understandable, it's a safe choice as you're a female alone, too. And you may meet someone really nice, but you could end up stuck with each other throughout the event, and the point is to meet as many people as you can. Mike, what would you do?

Mike I think I'd choose a group of three. If you approach two people, they might be having a really important private conversation and you would not be popular for barging in.

Laura Good thinking, three is the right answer. But which three? It seems people quite often end up in threes at these events, so which group do you choose? Have a look at this slide.

Rachel I don't know. Maybe the ones on the left? OK, look at the body language. If they're standing close together in a triangle all

facing in towards each other, that means they're having a good conversation and it won't be easy to break in. You need to find a group that is standing in a more open shape like a 'V'. That's a group that will be happy for other people to join it. Oh, and choose a group that has at least one woman in it. Research shows that, in groups, women are more welcoming to outsiders than men.

Rachel Wow, that really makes sense.

Faisal OK, but what do you say when you go up

to them?

Laura It's simple. You just say 'Hi, I'm Laura. May

I join you?'

2.1 With the whole class, read the networking tips and get them to anticipate what might go in the gaps. Then play the recording again and elicit the answers.

# **Answers**

- a (Dress)
- **b** don't wear
- **c** business cards
- **d** contact details
- e phone/mobile
- **f** people
- g wait
- **h** three
- i one woman
- **j** triangle
- **k** May I join
- Get students to work in simultaneous pairs on this remind students that they should talk about both the usefulness and the appropriateness of the tips for their country. (If students are from more than one country, get students from different countries to work together.) Walk round the class, monitoring and assisting where necessary.

With the whole class, elicit pairs' findings and have a whole-class discussion about them.

**2.2** Explain the task, play the audio of the two recordings and elicit the answer – the first recording offers a better example. (The outsider joins the existing conversation, rather than *butting in* – teach this expression – and dominating the conversation, as in the second recording.)

# Transcript 2.2

Laura OK, so we have identified which group of people you are going to join. Now let's listen to two different people who join a group that has already formed at a networking event. I'll take your comments after we've heard both short dialogues. Here's the first one ...

- It's certainly child-friendly with all those play areas and faster lanes through the security check.
- Well, I think they've catered too much for families travelling with children ...
- And not enough for business people?
- Yes, exactly. After all, we travel more regularly and ...
- Hi. May I join you?
- Certainly. We were just talking about the new terminal at the airport. Have you seen it?
- No, I'm afraid not, but I have heard mixed opinions about it. What do you think?
- Well, I was just saying that it has been designed more for people travelling with children than for business people.
- And I agree entirely.
- I see. So do you all travel a lot on business?

Laura And here's the second ...

- It's certainly child-friendly with all those play areas and faster lanes through the security check.
- Well, I think they've catered too much for families travelling with children ...
- And not enough for business people?
- Yes, exactly. After all, we travel more regularly and ...
- Hi. May I join you?
- Certainly.
- Thanks. My name is Michelle Franks and I've just opened a catering business in town, right in the heart of the business district. We make sandwiches and salads and we can deliver straight to your office, or you can come to us and take food away. We also do catering for parties and special events. Here, let me give each of you one of my business cards.
- **6 2.3** Explain the task and play the audio of people talking about the two recordings from the previous exercise.

Elicit and discuss the answers, especially the reasons for the answers.

### Answers

	The young man	The woman	Reason
Rachel		<b>(</b> ✓)	Didn't waste time; clear about who she is and what she's selling
Gina	✓		Woman dominated everything
Faisal	✓		Polite and interested in others' opinions
Mike	<b>✓</b>		He listens

# Transcript 2.3

Laura So, which do you think was better?

Rachel I liked the woman in the second example. She didn't waste time, and she was really clear about who she was and what she

was selling.

I disagree. I think she risked making Gina everyone else angry. They were in the middle of a conversation about the airport and she just came in and dominated everything. She didn't even find out if those

people worked in the business district. Lagree. I think she was rude. The young man was polite and interested in other

people's opinions.

Faisal

**Rachel** Yes, but he said nothing about himself.

I don't think that's important. People think you're nice if you listen to what they're saying. And they may give you a job or buy

your products if they like you.

Laura Well, I think this is a situation in which one's culture is very important. I can't speak with authority about other countries and cultures, but I do think that, in Britain, we appreciate people who show interest in other people. In other words, we tend to like and trust people who ask questions and listen to the answers before talking a lot about themselves. And, as Mike said, if you can get people to like and trust you, they may offer you a job later or want to buy whatever it is that you're selling.



Do the exercises on page 36 of the course book now, or come back to them later. Related teacher's notes are on pages 60-61 of this book.

**7 2.4** Take students through the instruction and points a to d, and ask if there are recognized ways of ending conversations in their own language(s). (However, don't allow the class to turn into a language lesson about students' own language(s), of course!)

Play the audio once or twice and work on any difficulties (e.g., mingle).

Elicit and discuss the answers.

### **Answers**

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

# Transcript 2.4

Laura OK, so finally, what do you do if you've been talking to somebody at a networking event for a long time, and you want to end the conversation? I'm going to play you three different recordings. Here's the first.

- ... but then we found that if we just adjusted the size of the packaging slightly, by that I mean 5 mm narrower on the top edge, and made it 8 mm longer from top to bottom, then it was possible to solve that problem.
- I see. Oh, excuse me, somebody seems to be calling me. My phone's in my pocket and I felt it vibrate. Let me see. Yes, this is a really important call, I've got to go ... sorry!

Laura This is the second.

- ... but then we found that if we just adjusted the size of the packaging slightly, by that I mean 5 mm narrower on the top edge, and made it 8 mm longer from top to bottom, then it was possible to solve that problem.
- Well, I'm glad to hear you worked it out in the end. So, Tom, it was a pleasure to meet you. I need to talk to some other people, too, but I'd like to continue our conversation some other time. May I have your business card and I'll give you a call within the next couple of days?

# Laura And the third.

... but then we found that if we just adjusted the size of the packaging slightly, by that I mean 5 mm narrower on the top edge, and made it 8 mm longer from top to bottom, then it was possible to solve that problem.

- Well, I'm glad to hear you worked it out in the end. So, it's been a pleasure chatting to you, but I'm sure you want to meet some other people, and I need to mingle, too. I hope you enjoy the rest of the day.
- 2.5 Explain the task, play the recording and elicit the answers.

### Answers

- a it was a pleasure to
- **b** talk to some other people, I'd like to continue
- c May I have your
- **d** a pleasure chatting, you want to meet, need to, you enjoy

Get students to say what else might go in the gaps, e.g., a 'it was nice to meet you', b 'I'd like to continue our conversation some time, c'Do you have a business card?', d'it's been nice to meet you', etc. (For d, warn against overdoing it. For example, 'it's been wonderful to meet you' to some people would sound insincere teach this word.)

# Transcript 2.5

So, Tom, it was a pleasure to meet you. I need to talk to some other people, too, but I'd like to continue our conversation some other time. May I have your business card and I'll give you a call within the next couple of days?

Well, I'm glad to hear you worked it out in the end. So, it's been a pleasure chatting to you, but I'm sure you want to meet some other people, and I need to mingle, too. I hope you enjoy the rest of the day.

Explain the task and get students to match the words (a-e) with their definitions individually. Elicit the answers from the whole class.

Where necessary (e.g., quidance), work on pronunciation.

- a (communication using physical movement and gestures rather than words)
- **b** work together
- **c** something produced with someone else
- **d** clothes worn for a particular occasion
- e a close, understanding relationship with someone



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

With the whole class, elicit the answers.

# Possible answers

Getting to know people during the event: Approach people – don't wait for others to come up to you.

Be ready to give your business card, and ask others for theirs.

Ending conversations at networking events: End conversations politely, not abruptly. Use the other person's name when you say goodbye.

# FOCUS

# Pronunciation

**2.6** Take students through the information and play the recording once, commenting on each item as shown below.

Then play the recording a second time, getting individual students to repeat each utterance with the correct stress and intonation.

# Answers

- a I think I'd be OK, ... In this sentence 'OK' means 'alright'. The 'kay' is stressed and quite extended.
- **b** So, when you enter the room ... In this sentence 'So' means 'therefore', and should be pronounced with a falling tone and a slightly elongated 'o'.
- c OK, that's understandable, ... The 'OK' here is not full agreement but more an acknowledgement of the other person's suggestion and thus should sound somewhat tentative (teach this word). The stress on the 'O' and the 'kay' are more equal than in the first example.
- **d** OK, so we have identified which group ... Both 'OK' and 'so' in this sentence serve the purpose of moving a conversation on, and should therefore be delivered in a rapid and upbeat way; so are barely stressed.
- e So, it's been a pleasure chatting to you ... Here the 'So' serves to introduce the fact that the conversation is coming to a halt. It should be stressed and somewhat elongated.

# Transcript 2.6

- a I think I'd be OK, ...
- **b** So, when you enter the room ...
- **c** OK, that's understandable, ...
- **d** OK, so we have identified which group ...
- **e** So, it's been a pleasure chatting to you ...

Divide students into groups of four and allocate the roles A to D. Explain the task and get students to turn to the relevant page in their course book.

Get Students A, B and C to cooperate on the preparation for their task, including writing business cards on paper (it doesn't matter if the 'cards' are oversized!). Emphasize that this is preparation for a later task.

Get Student Ds to prepare their reasons for being at the event, write their cards, etc.

When everyone is ready, remind students that they are role-playing people who have never met before and then start the activity, with the groups working simultaneously. Walk round the class to monitor and assist where necessary. Give students reasonable time for each stage of the conversation, but move them on where necessary, for example, to the final stage, to give time for feedback.

With the whole class, praise good points that you heard and work on any difficulties, especially ones related to networking, and get students to say the right thing, if necessary getting students to re-enact sections of the role-play.

Then, if you have time, get one or two of the groups to repeat the whole role-play for the whole class, integrating your corrections. (For example, get one group to repeat the first half and another to repeat the second.)

# 2B Class projects



Introduce the idea of group work and discuss the task in simultaneous small groups.

As ever, walk round the class to monitor and assist where necessary.

With the whole class, praise good points that you heard and work on any difficulties, especially in relation to the topic of this section, getting students to say the right thing.

Explain the task and give plenty of time for students to absorb the information. Ask if they have experience of chats and if they like communicating this way.

Get them to do the task individually or in simultaneous pairs. Walk round the class to monitor and assist where necessary.

With the whole class, get students to say which are to or from tutors, and which are written to or by classmates.

With the whole class, work on any difficulties (e.g., the difference between the plural noun *apologies* and the verb *apologize*) and elicit the answers.

# **Answers**

Tutors: D, K, L

Classmates: A, B, C, E, F, G, H, I, J, M

Read the messages again and get students to do the task individually. Check answers with the whole class.

### **Answers**

- a had
- **b** had
- c hadn't
- **d** hadn't
- e hadn't
- f hadn't
- Get students to do the task individually. Check with the whole class.

### **Answers**

- a (started), had used
- **b** was, hadn't done
- c had discussed, chose
- d hadn't realized, explained
- e got, had spent
- **f** became, had had to



Grammar

# **Past perfect**

# Examples

Event 2 – past perfect

**Event 1** – past simple

**Event 3** – present perfect continuous

Ask students to tell you when we use the past perfect and when we use the present perfect. Explain that the present perfect is looking back from the present. The past perfect is looking back from a point in the past.

Get students to find examples of the past perfect in exercise 6. Ask them which event happened first in the sentences in exercise 6.



SKILLS

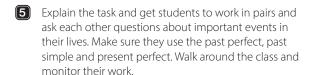
### COLLABORATION: Teams and leaders

Do the exercises on page 37 of the course book now, or come back to them later. Related teacher's notes are on page 61 of this book.

For extra support, teach the expression *natural leader*, but treat tactfully the question of who the best leaders in the class are! Some cultures might find this a particularly sensitive issue.

# LANGUAGE REFERENCE

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



Give your own example before students do the exercise in pairs.

For example: I became a teacher in 2010. Before that, I'd worked in business. I've worked in three different countries. Elicit questions from the students about your life.

# 2c Different class



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

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

# FOCUS

Writing

Take the students through the information in the Focus box and get them to practise writing the description of their ideal school following the steps in 6. Walk around the classroom to monitor their work.

# Writing skills

Get students to complete the activities on pages 34-35 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 53-54 of this book.



# Vocabulary

- Words to describe culture
- Verb and noun forms
- Commentary in lectures

# Grammar

· Reported speech

# Language skills

- Listening: Listening to match speakers and ideas
- Listening: Listening to complete sentences/ extracts
- Listening: Listening to label a diagram
- Listening: Listening for specific information
- Speaking: Discussing your country's culture
- Writing: Writing a list of dos and don'ts



Ask students what they see in the photos, where they were taken, etc. Large photo: A man practising falconry with a hawk or similar bird of prey. Inset photo on left: Maiko women in Japan using smartphones, designed to show the contrast between traditional and hi-tech. Inset photo on right: a woman in Cusco, Peru, selling traditional textiles, probably to tourists (tourists not visible, of course).

In talking about what students think of when they hear the word 'culture', encourage students to talk about beliefs and ways of life, the attitudes shared by people in a particular group or organization, activities related to art, music, literature, etc. Get them to talk about their own countries' cultures in relation to beliefs, ways of life, etc., and also in relation to what tourists to their countries go to see there. However, don't pre-empt the activities in section 5A too much.



# Life skills

- Understanding different eating habits
- Understanding proxemics
- Identifying cultural values, attitudes and behaviour

# 3A What is culture?



Words to describe culture; Verb and noun forms

1 Explain the task, allocate students to groups of three or four and get them to read the definitions and match them to the correct photos and walk round the class, monitoring and assisting, but don't pre-empt the next activity too much.

With the whole class, elicit and (tactfully) discuss the answers, and don't forget to discuss whether they agree with the definitions.

### Answers

- **a** 3 and 5
- 1 and 6
- c 2 and 4

Pronunciation FOCUS 3.1 Get the students to listen to the words from exercise 1 and repeat them simultaneously. Transcript 3.1 artefact customs etiquette tradition transcend value

**2–3** Elicit and discuss the answers with the whole class.

# **Answers**

- 2
- a (attitudes)
- **b** behaviour
- c etiquette
- **d** practices
- e traditions, customs
- artefacts
- generations
- values
- transcend
- 3
- a (attitudes)
- **b** customs
- c values

- **d** behaviour, generation
- **e** artefacts
- etiquette

# LIFE SKILLS: Understanding different

Do the exercise on page 52 of the course book now, or come back to it later. Related teacher's notes are on page 61 of this book.

Go through the suffix endings and get students to work on the nouns individually or in simultaneous pairs. With the whole class, elicit the answers.

# **Answers**

- a celebration (Group 4)
- **b** innovation (Group 4)
- c prediction (Group 4)
- **d** validation (Group 4)
- e tolerance (Group 3)
- **f** convergence (Group 1)
- g transcendence (Group 1)
- **h** significance (Group 1)
- access (Group 2)
- survey (Group 2)
- k pioneer (Group 2)
- l schedule (Group 2)
- m stereotype (Group 2)
- n impact (Group 2)
- o reward (Group 2)
- **p** behaviour (Group 3)
- q criticism (Group 3)

# FOCUS

Pronunciation

3.2 Explain the task and play the recording once or twice. Elicit the answers and get students to repeat them individually.

# **Answers**

- a (access/access)
- **b** celebrate/celebration
- c same stress
- **d** impacted/impact
- e same stress
- **f** signify/significance
- g stereotyped/stereotype
- sur<u>vey</u>ed/<u>sur</u>vey

# Transcript 3.2

- **a** That's strange. I can't access the internet. What's happened to my internet access?
- **b** How are you going to celebrate your birthday this year?
  - What kind of celebration are you having for your birthday?
- Thanks to new media, shopping habits in different cultures are converging.
   Shopping habits worldwide are showing a convergence thanks to new media.
- d New technology has impacted on cultural values in this area.
   New technology has had a big impact on cultural values in this area.
- **e** He pioneered the study of cultural differences. He was a pioneer in the field of cultural studies.
- **f** What does this symbol signify? What is the significance of this symbol?
- **g** British people are often stereotyped as being polite, but cold.
  - The stereotype of British people is that they are polite, but cold.
- h She surveyed 500 people to get data for her project.
  - She carried out a survey of 500 people to get data for the project.
- Explain the task, allocate students to groups A and B and get them to turn to their respective pages. (If the class is large over ten students create two or more A groups and two or more B groups.)

Get students to make up their sentences together as a group, but then say them individually to members of the other group, simultaneously.

Walk round the class to monitor and assist where necessary.

With the whole class, work on any common difficulties, especially ones relating to stress of different forms, and get some of the pairs to repeat their exchanges for the whole class, incorporating your improvements.

# 3B Cultural differences



- With the whole class, get students to discuss experiences of different cultures. (If they have limited direct experience of these, get them to talk about how people from different cultures seem when they see them on television, or differences within their own countries.)
- **3.3** Explain the task, play the recording and get students to identify the topics that they hear, stopping occasionally if necessary.

Elicit the answers with the whole class and get them to say what is the case in their own cultures for each item.

### **Answers**

		Britain	Dubai	Greece
а	Where people eat	1	1	
Ь	The times that restaurants are open	1		✓
С	The habit of apologizing	1		

Transcript	≫ 3.3
------------	-------

Federico Hi, guys. I'm Federico. I'm a student in

my third year, and I also work for the university radio station. You look like a bit of a mixed bunch. Oh, that sounded rude. I mean you look like you come from lots

of different countries.

Maria Well, I'm from Italy. My name's Maria.

Federico Cool, me too! Ciao, Maria.

Maria Ciao, Federico. And this is Mei-Ling, my

roommate. She's from Shanghai in China.

Federico Hi, Mei-Ling.

Omar I'm Omar. I'm from Dubai, and these are

my classmates, Takis from Greece and

Julia from Brazil.

Federico Great. So can I interview you all for my

radio show?

Julia That depends. What do you want to ask

us about?

Federico About cultural differences. What do you

find strange or interesting about living in

Britain? What is different from home? That sounds fun. Let me think ...

Maria That sounds fun. Let Julia That's OK, I guess.

Omar One of the first things I noticed was the food. In Dubai, we use a lot of fresh spices in our food and we go to restaurants a lot more than you do here in the UK. Maria Yes, that's true. It's really weird. When I go to the supermarket, I always see a lot of ready-made meals for one or two people. I think British people should eat more fresh food. Omar And that's not good. Where I come from, families must eat together. I think that's important, because families should spend time together. Julia That's OK, but in the UK a lot of women also work, and they do most of the cooking. Cooking as well as working can be very difficult. Men and women ought to share the cooking more! Federico OK, guys, I'm recording now. Let's get back to the subject of the British for now, OK? **Takis** I find something very strange. My parents own a restaurant in Greece. Often customers turn up quite late at night. My mum and dad don't have to keep the restaurant open, but business is business, so they prepare a meal for the customer, of course. But here, OK, it's not so bad in the city, but if you go to smaller places you can't get anything to eat except at the times the restaurant owner decides. Mei-Ling | I know, you're right! But I think it might not be the owner who decides; there could be laws about it. Once I was in a little village in England and went to a café at about two, wanting lunch. They said to me, 'We're sorry, but you have to wait until five and then we may serve you Maria Oh, yes, and the classic British 'I'm sorry'. Julia I think they are hypocrites. They are always saying sorry, but they don't really mean it. It's like somebody says, 'I'm sorry, I didn't catch what you said', when really they just weren't paying attention. Maria I think that's unfair, Julia. In fact, it's sometimes quite sweet when they say sorry. A guy accidentally kicked my suitcase at the train station the other day and he said 'I'm sorry' to it! Omar You can't be serious! He apologized to a suitcase? He must be crazy.

Either that, or he wanted an excuse to get

talking to Maria.

**Takis** 

Introduce the subject of reported speech and get students to work on the exercise in pairs. Walk round the class to monitor and assist where necessary.

With the whole class, elicit and discuss the answers.

**3.3** Play the recording again and get students to check the answers.

### Answers

- a interview
- **b** strange
- **c** fresh food
- **d** weird
- e together
- **f** work
- **g** rules
- h village
- i hypocrites
- **j** accidentally
- **k** serious
- excuse



Grammar

# Reported speech

Take students through the information. (They may have also heard the expression *indirect speech*. Reassure them that this means exactly the same thing.)

### Answers

Present continuous changes to past continuous. *May* and *will* become *might* and *would*. (You could also add that *ago* becomes *earlier*.)

The way that tenses change is called *backshift*. The question of when backshift is not applied cannot be fitted into the main book, but if it arises:

Backshift is generally not applied to things that are still true at the time of reporting, or which are general truths. The trainee teachers' report has been made some time after the interview, so backshift has been applied throughout as the school term is probably now over and it is not clear if the school will continue the flipped classroom experiment.

The same applies to backshifting past simple to past perfect. Backshift has been applied throughout, for the reasons given above.

With the whole class, read through all the sentences in 3 to prepare them for the task.

Then get students to find as many examples of reported speech as possible. Elicit the examples from the whole class.

### Answers

- 1 Federico asked if he could interview them all for the radio show
- 2 Omar said he noticed that people in the UK don't eat much fresh food.
- 3 Julia said she didn't agree with that and that a lot of women in the UK also work.
- 4 Mei-Ling said there could be rules about when food can be served.
- **5** Julia said the British were hypocrites and they were always saying sorry.
- 6 Maria disagreed and said it was quite sweet when a man had kicked her suitcase and then had said sorry to it!
- 7 Omar said Maria couldn't be serious.
- **6** Get the students to read the sentences first and then rewrite them in reported speech individually.

With the whole class, elicit and discuss the answers.

- a Maria said to me that she really enjoyed meeting students from different countries.
- **b** My teacher said that living abroad could be difficult but also very rewarding.
- c I told my mother that I was planning to stay abroad for a year so I could improve my language skills.
- **d** Omar told me that when he first arrived, he had felt quite nervous, but now he felt much more confident about adapting to life there.
- Give students time to read through the table and complete it. Elicit and check answers with the whole class.

# Answers

- **a** were
- **b** had been
- c were all studying
- **d** had been sitting
- e the previous week
- f had got
- a couldn't
- **h** had to
- i didn't want to
- **8** Explain the instructions. Give an example by asking a student about a cultural difference they had noticed. Then report what that student said to another student. Next, tell students to do the exercise in groups of three.
- Explain the task and then get students to work in pairs and write down a list of dos and don'ts. Elicit examples od dos and don'ts from each of the pairs and discuss them as a whole class.



# **LIFE SKILLS: Understanding proxemics**

Do the exercises on page 53 of the course book now, or come back to them later. Related teacher's notes are on page 61 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.

# **3**C Cross-cultural theories



Understanding commentary in lectures

**1 3.4** Introduce the task and get students to focus on items a to c.

Play the recording once or twice, stopping to explain any difficulties and to give students time to label the diagram and note the other answers.

With the whole class, elicit and discuss the answers. In particular, get students to comment on the iceberg model, but don't pre-empt the next activity.

# **Answers**

- **a** a (Behaviour), b celebrations, c work, d – family, e – values
- **b** Edward T. Hall
- **c** neutral

# Transcript 3.4

This week's lecture is the first on a very broad topic – cultural differences and how to deal with them. Today I'll be giving you an overview of some of the key theories about cultural differences and intercultural communication. In subsequent lectures we shall examine these in more detail.

I looked at the class register earlier today and I can see that you are a pretty culturally diverse group, so I expect that you have already noticed differences in behaviour between people here, people in your own culture and your classmates from other countries.

This slide shows what is known as the 'Iceberg Model of Culture'. As you probably know, 90% of an iceberg is below the surface of the sea and so cannot be seen. This analogy is commonly used to describe culture because the majority of what constitutes

culture is below the surface – in other words unseen, and often subconscious and taken for granted. The 10% that is visible is behaviour – the way that people dress, what and when they eat, their dances and literature and traditional celebrations, and so on. Below the surface, here at the bottom of the iceberg, are the core values of a culture – the things that are widely considered to be good or bad, right or wrong, acceptable or unacceptable. These core cultural values have been shaped by the history, religion and political background of a specific country or culture, and are passed on by education, the family and the media. Slightly higher up the iceberg we have attitudes that grow out of these core values.

These could be attitudes to gender roles, care of the elderly, work versus family, punctuality, showing affection in public ... a host of different things. For example, if a core value of your culture is respect for your elders, this could result in an attitude in which young people put the needs of older generations before their own. This in turn could result in behaviour such as giving up a career to care for an ageing relative at home, or following a career you do not really like in order to please a parent.

As I said before, this analogy is frequently used in the field of cross-cultural studies and is now so widely accepted that there is disagreement about when it was first formulated and who actually originated the model. The general consensus is that it was most probably Edward T. Hall, about whom you will hear more later in this lecture.

Get students to discuss the iceberg model in simultaneous pairs. Walk round the class to monitor and assist where necessary.

Work on any common difficulties, especially in relation to cross-cultural language.

With the whole class, get representatives from each pair to say what they came up with. (Be tactful in discussion of how the model relates to students' own cultures, of course.)

3.5 Get students to look through the booklist, pointing out that the authors are some of the 'big names' in cross-cultural studies, and also to look at items a to f.

Then play the recording, stopping to explain any difficulties and to give students time to note the answers.

### Answers

- **a** Geert Hofstede
- **b** submerged section; core values
- **c** at IBM, 1967–1973
- **d** 76
- **e** the degree to which the less powerful members of organizations within a country accept that power is not distributed equally
- **f** positive

# Transcript 3.5

So, bearing in mind that what lies below the surface in the iceberg model is not only unseen but also often subconscious and taken for granted, much of the research in cross-cultural issues is based on the idea that understanding your own and other people's unexpressed values and attitudes – the submerged section of the iceberg – will pave the way to better comprehension and, hence, to improved interactions between people from different cultural backgrounds.

The most prolific researcher in this field was the Dutch professor, Geert Hofstede, who carried out his first survey of cultural values while working for the multinational company IBM in the period 1967 to 1973. His data covered employees of IBM working in 70 different countries, though the original analysis he developed and published as *Culture's Consequences: International Differences in Work-related Values* covered only the 40 largest of these countries. He carried out several other studies, the most recent being in 2013, and listing data for 76 different countries.

Hofstede's model originally covered four dimensions of culture as it manifests in the workplace, and the countries he surveyed were mapped onto these dimensions depending on how high or low they scored for each. He named the first of these dimensions power distance. Power distance refers to the degree to which the less powerful members of organizations within a country accept that power is not distributed equally. To put this in other words, in a country with a high power-distance score, people accept that everyone has a place in society and that there is a hierarchy. Subordinates expect their bosses to tell them what to do and centralization of power is normal. In contrast, countries that score low on this dimension put stress on equal opportunities for everybody and employees expect their bosses to consult with them before taking a decision. Saudi Arabia is an example of a country that scores very high on the power-distance dimension, while Denmark scores very low. Next, we have ...

... Those were Hofstede's original dimensions; he later added two others, but we shall look at those next week.

I must point out that a number of criticisms have been voiced about his work. One of these is that it assumes that national borders and cultural borders are always the same, which is not, of course, the case. Another is that, being originally based on questionnaires completed mainly by male engineers, it is not representative of all groups in society.

Nevertheless, his work was groundbreaking and many subsequent researchers have validated his original findings and expanded upon them.

**3.6** Get students to look through the questions, and then play the recording.

# Answers

- a Edward T. Hall
- **b** behaviours
- **c** when he was hired to train American diplomats in the 1950s
- d Monochronic time is a commodity to be used well; Polychronic – time is flexible and unlimited
- **e** The Dance of Life: The Other Dimension of Time
- f positive

# Transcript > 3.6

... Another early researcher in the field was Edward T. Hall, an American anthropologist whose interest in cross-cultural issues began when he was hired to train American diplomats in the 1950s. Hall's approach differed from Hofstede's in that he didn't seek to analyze underlying values, but instead looked at differences in how cultures behaved and communicated, and the underlying attitudes that caused their behaviour. Hall pioneered the study of proxemics – that is, how the physical closeness of people is shaped by culture. He was also the originator of important theories of communication styles, which we shall look at next week.

Today I shall briefly introduce Hall's theory of time, which he published in his 1983 book, *The Dance of Life: The Other Dimension of Time*. Hall observed that cultures structured and perceived time differently and that this led to different behaviours.

In monochronic societies, time is considered as a commodity that must be used well. To do this, monochronic societies assign tasks to specific times and like to complete one task before moving on to the next. Polychronic societies, in contrast, see time as flexible and unlimited. These societies are happy with a large number of tasks being carried out simultaneously. These fundamental differences in attitude result in behaviour that can irritate others – for example, a person from a monochronic culture will be upset by a polychronic person's lack of punctuality. A person from a polychronic society may be surprised or irritated by a monochronic person's insistence on taking their lunch break at a specific time because that is the time they always take their lunch.

As with Hofstede, the work of Hall has been extremely influential and has led to many practical applications in the area of communication skills training for people working in international business and diplomacy. His original theories have been confirmed by subsequent research and have been developed and adapted by other theorists, most notably Lewis, who ...

Get students to turn to page 109 of their books and to read through the information under the first heading – Cultural attitudes to time. Explain any difficulties. (They will look at the other headings later – see the next page.)

Allocate students to pairs. If the class is multinational, pair students from different cultures together.

In simultaneous pairs, get them to discuss time in relation to their own cultures. Walk round the class to monitor and assist where necessary.

With the whole class, work on any common difficulties, getting students to say the right thing.

Then, again with the whole class, get students to talk about what they came up with, integrating any language improvements you made. If the pairs are multinational, get them to compare and contrast their cultures.

**3.7** Play the recording, stopping after each extract to elicit the answers. Work on any difficulties.

# **Answers**

- a (accepted), formulated, originated
- **b** (criticisms), assumes, not representative, groundbreaking, validated, expanded upon
- c influential, confirmed, developed, adapted

# Transcript 3.7

- a As I said before, this analogy is frequently used in the field of cross-cultural studies and is now so widely accepted that there is disagreement about when it was first formulated and who actually originated the model. The general consensus is that it was most probably Edward T. Hall, about whom you will hear more later in this lecture.
- b I must point out that a number of criticisms have been voiced about his work. One of these is that it assumes that national borders and cultural borders are always the same, which is not, of course, the case. Another is that, being originally based on questionnaires completed mainly by male engineers, it is not representative of all groups in society. Nevertheless, his work was groundbreaking and many subsequent researchers have validated his original findings and expanded upon them.
- c As with Hofstede, the work of Hall has been extremely influential and has led to many practical applications in the area of communication skills training for people working in international business and diplomacy. His original theories have been confirmed by subsequent research and have been developed and adapted by other theorists, most notably Lewis, who ...
- Get students to work on this in simultaneous pairs. Then elicit and discuss the answers with the whole class don't pre-empt the following Focus section too much.

# **Answers**

The neutral words indicated with an asterisk\* refer to the beginnings of a new idea.

- positive commentary: (influential), accepted, groundbreaking, validated, confirmed, developed
- **b** negative commentary: (criticisms), assumes, not representative
- neutral commentary: (accepted), formulated\*, originated\*, expanded upon, adapted



Expression

# **Understanding commentary in lectures**

Go through the expressions under each heading, pointing out that these are just some of the expressions that could be used, of course.

Discuss some variants of the expressions here, for example, using the nouns *formulator*, *originator*, *pioneer*, as in 'He was the original formulator of ...'



# LIFE SKILLS: Identifying cultural values,

Do the exercise on page 54 of the course book now, or come back to it later. Related teacher's notes are on pages 61–62 of this book.

If it arises, point out that *behaviours* is spelt 'behaviors' in AmE.

B Get students to turn again to page 109 of their books and to discuss the other descriptors – Power distance, Communication style and Individual versus group, first in simultaneous pairs and then with the whole class.



# Vocabulary

Youth culture

# Grammar

- Comparatives and modifiers
- Modal verbs

# Language skills

- Reading: Reading for research purposes
- Reading: Reading to find statistics
- Reading: Reading to make notes
- Speaking: Discussing different generations
- Listening & Speaking: Giving an informal presentation
- Writing: Writing a personal account



Get students to look at the photo and ask what it suggests to them – perhaps the idea that things like culture or memberships of groups can inform their identities. Get students to talk about ways they have of defining themselves, e.g., as family members (son/daughter of ..., only child or more than one?), profession, (lack of) religion, members of associations, etc. Treat tactfully when students talk about what they have in common, or not, with other members of the group.

In talking about objects that illustrate their countries' identities, get students to make suggestions about what illustrates or *typifies* (teach this word) their own countries.



# Critical thinking

• Assessing the credibility of statistics

# Communication

Presentation tips

# 4A Millennials



# Effective reading

Introduce the idea of age groups having particular names. For example, baby boomers (or just boomers), are people born, especially in the West, between about 1945 and about 1960. Get students to focus on the three questions.

Allocate students to groups of three and nominate a spokesperson for each group who will report on its findings in the ensuing whole-class discussion.

Start the discussion about points a to c. Walk round the class to monitor and assist where necessary.

With the whole class, work on any difficulties, getting students to say the right thing.

For each item, get a spokesperson from each group to summarize some of the things they came up with, and any differences of opinion in the group. (Birth years for the millennials *cohort* – teach this word – are elastic, the most elastic, according to Wikipedia, being from the late 1970s, which seems extremely early, to the early 2000s. Millennials are also referred to as *Generation Y*. In relation to item c, students may also mention the amount of unpleasantness that the internet has also generated, but don't get too distracted by this.)

Explain the task. Get students to discuss this in simultaneous pairs and then report back.

# Answers

- **a** 1
- **b** 2
- **c** 2
- **d** 2
- **e** 3
- **f** 2



# Expression

# **Effective reading**

With the whole class, take students through the information, explain any difficulties and discuss the issues. (For example, a student may decide that it's not necessary to read a particular article in any great detail, so the last step, 'Read closely', will not be relevant.)

**3** Get students to read the article individually and quickly. Walk round the class to monitor and assist where necessary, e.g., with vocabulary such as homogenization – the process whereby everything becomes the same.

With the whole class, elicit the answer.

### Answers

- a Students' own answers.
- **b** title c Are millennials creating a global culture?
- Get students to look through the article for the answers.

# **Answers**

- **a** (76)
- **b** 1.8 billion millennials; India, China and South East Asia
- c six hours a day
- **d** 80
- e 86%
- **5** Discuss the guestions with the whole class, along with the following question: Would people in the millennial age group who live in small towns or in the country have the same views as those who live in cities?
- Get students to read the article again and, with the whole class, get them to suggest notes for each item a to c. Write the notes on the board.



Give students time to absorb the information in the table, then get them to read the text individually, completing the gaps.

# **Answers**

- a (83)
- **b** 31
- **c** 79
- **d** 22
- e four
- North America
- 60%



# CRITICAL THINKING: Assessing the credibility

Do the exercise on page 66 of the course book now, or come back to it later. Related teacher's notes are on page 62 of this book.

**2** Get students to look again at the article and elicit the answers - the highlighted words are comparatives and the words that come before them are modifiers – they modify comparatives.

# FOCUS

Grammar

# **Comparatives and modifiers**

Take students through the information and the examples, and write examples of the three types on the board.

- Get students to write their sentences individually. Walk round the class to monitor and assist where necessary. With the whole class, write some of the 'best' sentences on the board.
- Introduce the task, get students to focus on the issues and get them to discuss them in simultaneous pairs.

  Walk round the class to monitor and assist where necessary, as ever. The points are given in noun form, e.g., familiarity, interest, tolerance, belief. Ensure students use appropriate related adjective or verb forms where necessary, for example, familiar, interested, tolerant, believe.

With the whole class, work on any common difficulties, getting students to say the right thing.

Get different pairs to present their opinions to the whole class, and have a whole-class discussion about them.

# 4B Cultural artefacts



Giving an informal presentation.

Explain *artefacts* — objects that are culturally important. Then get students to look at the photos in simultaneous pairs, in relation to questions a to c. Walk round the class to monitor and assist where necessary.

With the whole class, work on any common difficulties. Then get representatives of each pair to say what they came up with. Encourage whole-class discussion. For example, what are the situations for communal eating at work and with friends and family in students' cultures? Is tea an important drink in students' cultures and in what situations is it consumed? Is it necessary to show your diploma certificates in job interviews? What collective activities are there in students' cultures?

# Answers

First photo: an array of degrees, diplomas and other certificates on an office wall. Professionals in Mediterranean cultures are keen on displaying their qualifications publicly, as education is a means of achieving upward social mobility in cultures with a

high power distance. In addition, this is a high-context method of communicating one's skills and importance to clients or patients.

Second photo: shisha/water pipe/hookah from the Middle East and India which reflects polychronic time orientation as there is a procedure to be gone through when preparing the pipe (as opposed to just lighting a cigarette). Also the collectivist nature of culture in these places, as this is an activity that is often shared with friends.

Third photo: table with lazy Susan in centre, in the boardroom of the Bank of China in London. The fact that the table is round rather than rectangular could illustrate the collectivist nature of Chinese culture, as does the lazy Susan, which enables sharing when eating together.

Fourth photo: mug and teabag. The teabag was invented in the United States but quickly became very popular in Britain, too. It reflects the monochronic nature of both cultures, as teabags save time compared to traditional methods of tea-making. In addition, having a mug of tea or coffee is a classic way of marking breaks in working hours.

# Answers

Order: (a), b, d, e, c, f, g

# Transcript 4.1

Hi, I'm Takis. Most of you know me by sight at least, as we're in the same class, but you may not all know that I come from Nafplio, a small town in Greece. Now, Greece is a strongly polychronic culture and, as we have been learning, time in polychronic cultures is seen as something that is in infinite supply. In contrast, time is monochronic cultures is thought of as something that is in short supply. This difference impacts on the language that people use to talk about time. At home, in Greece, the main verb we use when talking about time is 'to pass your time', implying that time is infinite and sometimes the problem is to find things to do to fill it. In contrast, here in a monochronic culture, people are always worrying about wasting time, not having much time, arriving on time, spending time wisely, and so on.

So the cultural artefact I have chosen is a set of worry beads, known in Greek as a 'kombolói'. I have one here to show you, but it's rather small, so you can also see a photo of it here on this slide. As you can see, it consists of 19 beads on a cord, or string, that is joined at the top with a silver piece, which we call the shield.

This kombolói also has an extra bead at the end for decoration, and a long tassel. This one is made with amber beads and the cord is silk, so this is quite an expensive set of worry beads, but it is also possible to get ones that have synthetic beads and metal chains, which are, of course, much cheaper. The number 19 is not a set number, but all Greek worry beads have an odd number of beads on the string – this makes them hang better when you hold them by the tassel, or by the single bead at the end.

The origins of the kombolói are a bit obscure. Some people say they are adapted from the ropes that Greek Orthodox monks used to wear round their waists. They tied knots in these rope belts as a way of helping them to remember all the prayers they had to say. Other people believe the kombolói was adapted from Muslim prayer beads some time during the long period when Greece was part of the Ottoman Empire. They believe the Greeks adapted those sets of beads, which are strung together tightly, by removing some of the beads so that they could move on the cord. Maybe both explanations are partly true.

Whatever the truth is, nowadays worry beads have no religious significance in Greece at all – they are used as a kind of toy to relieve stress and pass the time. There are different ways of playing with them for example, you can run them slowly through your fingers, one at a time, or flick and turn them rapidly like this [sound effect of worry beads clacking]. If you have ever been to Greece and sat for any time in a village café, you will surely have seen and heard old men playing with their worry beads and making that clacking noise. It used to be considered inappropriate for women to use worry beads. These days, however, some women can be seen using them, and worry beads are also becoming more popular with young people than they used to be. This may be because the financial crisis has left 50% of young Greeks unemployed, so they have lots of time on their hands.

So, how do they fit in with polychronic culture? I said before that in such cultures, time is considered to be unlimited and so worry beads are one way to help you pass the time. The feel of the beads in your hand is soothing, the noise they make is satisfying, and you need to play with them for a long time to learn to be proficient. Another feature of polychronic people is their love of doing lots of things at the same time, and it is not unusual to see Greek people in cafés drinking coffee, chatting to friends, carrying on a conversation on the cellphone, smoking a cigarette and playing with a kombolói all at the same time.

And polychronic people are often late, so having a set of worry beads in your pocket is a good way to pass the time until your friend shows up.

So that was my cultural artefact, the Greek kombolói. Thanks for your attention.

**3 Q 4.1** Get students to look through the items and anticipate the answers even before they hear the audio again.

Then play the recording once right through and elicit and discuss the answers.

#### Answers

- a (Greece, polychronic)
- **b** a set of worry beads
- c 19 beads on a cord
- **d** amber beads and the cord is silk
- e kombolói, a bit obscure
- **f** a kind of toy to relieve stress and pass the time
- g polychronic
- Get students to work on the questions in simultaneous pairs. Walk round the class to monitor and assist where necessary.

With the whole class, work on any remaining difficulties and discuss the merits or otherwise of the presentation in relation to the three points. (Students' opinions on this might be affected by their own cultural expectations about how presentations should be organized!)



Expression

#### Giving an informal presentation

Go through the information. This should be fairly uncontroversial, but ask students if there is a tradition of asking rhetorical questions in presentations in their own cultures. (As pointed out here, overuse of them can be counterproductive.)

Get students, individually or in pairs, to prepare an informal presentation on an everyday artefact from their own cultures, using the techniques in the Focus box. They can do this in class now or prepare their presentation for homework, to give in a later class.

Get students to look back on the cultural dimensions in section 3C – Attitudes to time, Power distance, Communication styles and Individual versus group orientation.



#### COMMUNICATION: Presentation tips

Do the exercise on page 67 of the course book now, or come back to it 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.

Get individual students to give their presentations while the rest of the class make notes in relation to the dimensions and the overall standard of the presentation itself.

After each presentation, have a whole-class discussion about what students noted. Spread the presentations out over several classes so that presentation-giving is not the only activity in each class.

In giving your own feedback after each presentation, concentrate on cultural dimensions, but also give language feedback in the usual way.

Tell students, for homework, to look at https://www. hofstede-insights.com/product/compare-countries/ where they can choose a country from a drop-down menu and get information about its scores on Hofstede's cultural dimensions, along with a summary of what each dimension means. They should come to the next class ready to talk briefly about a particular country that they looked at.

# 4c Culture shock







🕜 🗐 📳 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.



Grammar

#### **Review of modals**

With the whole class, go through the information in the table, a lot of which will be familiar to students at this level, of course.

Get students to find examples of different types of modals in the Slideshow transcript on pages 124-126.

# Writing skills

Get students to complete the activities on pages 64-65 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

Global issues

#### Grammar

- Common prefixes
- Articles

# Language skills

- Reading & Speaking: Environmental problems
- Reading, Listening & Speaking: Biomimicry
- Reading: Reading to evaluate credibility and identify bias
- Writing: Persuasive paragraphs



Get students to look at the picture and what it suggests – perhaps a world that is *over-urbanized* (teach this word).

With the whole class, get students to talk about urgent issues facing the planet and the actions that people or governments are taking to resolve problems, but don't pre-empt the rest of the unit too much. However, list on the board issues such as environment, climate change, etc., as a way of leading seamlessly into section A.

Ask the second question and compile a list of student suggestions on the board.



### Life skills

• Personal responsibility

#### Creativity

• Generating ideas

### Study skills

Knowing your sources

# 5A Who's responsible?



- Practise pronunciation of the four issues their meaning should be clear at this level, but teach the combination disposal of waste in relation to the word waste. Explain the task and divide the class into groups of three or four to discuss the global issues. As ever, walk round the class to monitor and assist where necessary. With the whole class, work on any difficulties and get representatives from each group to say what they came up with. Encourage whole-class discussion.
- **2** Get students to read the text individually and assist with any difficulties, focusing students' attention on words and expressions such as overuse, overcrowding, generate waste, etc.
  - Get individual students to say how much the issues affect their countries and in what ways.
- Get students to re-form the small groups that they were in earlier. Get them to brainstorm the ideas for solving the issues. Walk round the class to monitor and assist where necessary.

With the whole class, work on any difficulties and then get individual students from each group to say what they came up with in the way of solutions.

### LIFE SKILLS: Personal responsibility

Do the exercise on page 83 of the course book now, or come back to it later. Related teacher's notes are on pages 62-63 of this book.

Explain the task and take students through the prefixes and words.

Then do the exercise as a whole-class activity.

#### **Answers**

- **a** (reused)
- **b** degrading
- **c** (overfished)
- **d** misunderstand
- **e** irreversible
- **f** (precautions)
- Underinvestment
- **6** Get students to look at the statements in simultaneous groups of three or four and then report back. Insist on correct use of prefixes, obviously.



#### Grammar

### **Common prefixes**

Go through the information and contrast prefixes groups of letters that can come before a word to make a new word, with suffixes – groups of letters that can come after a word.

Get students to complete the list as a whole-class fast-paced activity. Point out that negative prefixes, though following some rules, are sometimes unpredictable, e.g., the opposite of responsible is irresponsible, but the opposite of responsive is unresponsive. Also point out that the same meaning can sometimes be expressed by different prefixes with different words, e.g., prehistoric but antenatal (= before birth, as in 'antenatal clinic').

#### Answers

- **a** (unsustainable)
- **b** irresponsible
- c overpopulation
- **d** mismanagement
- e deforestation

Get students to find more examples, using paper or online dictionaries, and collect and classify them on the board with the whole class, but don't pre-empt the next activity too much.

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

**6-7** Explain the task, allocate the Student A and B roles in each pair, and get students to look up 'their' words in paper or online dictionaries in simultaneous pairs.

Students then work individually on completing the statements. Walk round the class to monitor and assist where necessary.

With the whole class, work on any common difficulties and then get students to read their completed sentences to each other in simultaneous pairs, with their partner responding. (Point out, if it arises, that 'sub' in subsidize is not a prefix, even if it is one in other words, e.g., 'substandard' or 'subcontractor'. Likewise, 'pre' is not really used as a prefix here, not in the way it was presented earlier in this section anyway, as 'judice' does not exist as a word in English.)

Then ask students to repeat some of their exchanges in pairs for the whole class, with students agreeing or disagreeing, and develop whole-class discussion, again insisting on use of correct prefixes, where relevant.

**8** Get students to work in simultaneous small groups on the tasks. Walk round the class to monitor and assist where necessary.

Work on any remaining difficulties and get representatives from different groups to say what they came up with, encouraging whole-class discussion.

#### LANGUAGE REFERENCE

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

# **5**B Natural solutions

and burrs, which they probably won't.



1 Get students to look at the photos on the right and supply the words *Velcro*, which students may know,

Discuss the connection – the capacity to attach or to 'stick'.

Get students to read the lecture handout individually and explain any difficulties. (There shouldn't be any at this level – the only likely new word for your students, *mimicry*, is explained in the text. However, teach the related verb *mimic*.)

With the whole class, elicit the answers. (Get students to correct the false ones by quoting from or paraphrasing the article, e.g., for b'Velcro isn't a natural product, but it mimics nature.')

#### **Answers**

- **a** true
- **b** false
- **c** false
- **d** true



#### Grammar

#### **Articles**

Take students through the information and the examples. This is a very tricky area, especially for speakers of languages that do not have articles (e.g., Russian), and even ones that do have articles, like French or Italian, but use them in different ways. Tell students that mastery of articles is one indicator of speaking advanced, rather than upper-intermediate, English.

Do this as a whole-class activity, giving students time to find the articles (or absence thereof) in the text and match them with the rules.

As ever, discuss the logic of the answers rather than just ploughing through them.

#### **Answers**

a walk, the dog's fur, the seeds, a microscope, a hook, the hook, the seed, the same idea, a material, The story, the most famous example, the science, nature, The idea, the best engineer, the plants and animals, the perfect models, product designers, scientists

- With the whole class, get students to look at the photos and the sentences as they relate to biomimicry. Some students will be better at this than others there may be some interesting speculation, but students will in any case get to see ideas in the activities that follow. If necessary, read through the teacher's notes for the following activities and give them clues.
- Elicit the answers from the whole class, discussing, as ever, their logic.

#### **Answers**

- **a** When *a* train enters *a* tunnel, *a* cushion of air builds up in front of it. When *the* train exits *the* tunnel, air expands rapidly. High-speed trains cause very loud noises as they exit tunnels.
- A tsunami is an enormous ocean wave which can cause death and destruction on a huge scale.
   Tsunami waves can be detected early in a deep ocean, but deep water is one of the most difficult environments in which to transmit data.
- **c** Giving injections and taking samples is one of *the* most common and important jobs in *a* hospital. But needles can be painful. This is because *a* needle has *a* smooth surface which makes contact with *a* lot of nerves in *the* skin.
- **d** The countries in Sub-Saharan Africa have a dry season. There is a lack of water and people don't have enough to drink.

# FOCUS

#### Pronunciation

Talk students through the information, which may be (partially) familiar to them.

1 5.1 Explain the task and play the recording once or twice.

Elicit the answers.

#### **Answers**

- **a** 1
- **b** 2
- **c** 2
- 1
- **e** 1
- **f** 2

# Transcript 5.1

- a the engineer
- **b** the seed
- c the dog
- **d** the answer
- **e** the invention
- the plant
- 2 Play the recording again if necessary and elicit the answers.

#### Answers

- a stressed
- **b** unstressed
- With the whole class, get students to look at the photos on page 110 of the course book, and come up with their ideas.

#### **Answers**

- a bullet train kingfisher
- **b** needle mosquito
- c sonar dolphin
- d water collector beetle
- 5.2 Explain the task and play the recording, stopping occasionally at key points to explain any vocabulary and to allow students time to check their answers.

With the whole class, elicit the answers.

#### **Answers**

- a train
- **b** needle
- c tsunami
- d lack of water

# Transcript 5.2

Eiji Nakatsu was one of the chief engineers for the Shinkansen rail network in Japan, the network of 'bullet' trains in Japan that connects Tokyo with other major cities. One of the challenges Nakatsu had to solve was a problem of noise caused by the highspeed train. When a train enters a tunnel, a cushion of air builds up in front of it. And when the train exits the tunnel, the air rapidly expands. The cushions of air created by the Shinkansen trains caused such a loud noise as they exited tunnels that they disturbed residents a quarter of a mile away.

While trying to find a solution to this problem, Nakatsu thought back to a lecture on birds he had been to some years previously, and in particular he remembered what he had learnt about kingfishers. When a kingfisher spots a fish, it leaves its perch and dives into the water at great speed. You might think that this sudden change in pressure would cause a loud splash and scare the fish away. But, a kingfisher's beak is pointed, wedge-shaped in fact, which allows it to enter the water with almost no splash. There is very little noise at all.

The science, Nakatsu realized, was very similar. It was all about the change in pressure. So, he designed the front of the Shinkansen trains in the shape of a kingfisher's beak. The front of the train is nearly 50 feet long. Consequently, the trains make a lot less noise.

My next example of biomimicry is also from Japan, where microengineers have created a minute needle just one millimetre long and with a diameter of 0.1 millimetre. Not only is the needle incredibly small, but it has been designed in a way which makes it painless. And how did these engineers come up with the design? They imitated the mouth of a mosquito. You may think that a mosquito bite is painful, but that is actually just the irritation caused by the mosquito's saliva which it injects into you. You don't actually feel anything as it pierces your skin. If you did, you would simply brush it off, or kill it. The mosquito is able to bite you without you noticing due to the intricate, serrated design of its mouthparts.

From the mosquito to a very different animal. Did you know that dolphins can communicate with each other up to distances of 25 kilometres? They do this by employing several frequencies to transmit signals to each other. A company called EvoLogics studied dolphin communication for eight years and developed a way to detect underwater earthquakes and transmit the information as part of a tsunami warning system. Small transmission devices called and transmit the information as part of a tsunami

warning system. Small transmission devices called modems are now being used as an early warning system for tsunamis in the Indian Ocean.

And finally, from the Indian Ocean to an environment with very little water. Some of the poorest areas in the world also suffer from severe water shortage, and finding a way to provide water to the people of these countries is one of the world's biggest challenges today. One animal that has been forced to overcome a similar challenge is the Stenocara beetle, which lives in the Namib Desert in Southern Africa.

This beetle copes in these very dry conditions thanks to the unique nature of its shell, which is covered in tiny bumps. These bumps collect humid air from the desert's morning fog which become droplets of water

These droplets then roll down the beetle's neck and into its mouth. This remarkable design has been copied by many companies hoping to solve the challenge of harvesting water in dry areas. One example is Warka Water, a company that has designed nine-metre-tall structures which collect fog and in ideal conditions can collect 100 litres of water overnight.

8 Allocate students to new pairs, identify Students A and B in each pair and get them to turn to their respective pages in the course book.

Students read their texts while you walk round and assist with any difficulties. (For example, tell Student As that 87 degrees Fahrenheit is about 30 degrees Celsius.)

Then get pairs to work together in groups of four to discuss possible inventions. First, one of the Student As should paraphrase what they have just read, and then ask the other students for possible related inventions. Then one of the Student Bs should do the same for their text.

Walk round the class to monitor and then, with the whole class, work on any common difficulties.

Then discuss the texts and the possible inventions with the whole class.

#### Answers

#### Student A

tall buildings that have natural air conditioning that saves energy

#### Student B

used in paint, glass and fabric finishes, greatly reducing the need for chemical or manual cleaning



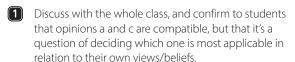
#### CREATIVITY: Generating ideas

Do the exercise on page 83 of the course book now, or come back to it later. Related teacher's notes are on page 63 of this book.

# **5**C The climate change



### Evaluating credibility; Identifying bias



Get students to talk about attitudes to climate change in their own countries, but don't pre-empt the activities that follow.



(2) Again with the whole class, read the headlines and explain any difficulties such as deniers. Then get students to match the headlines to the opinions in 1.

#### Answers

- 1 statement c
- 2 statement b
- 3 statement a
- **3** Explain the tasks and tell students to *skim read* (= read quickly, looking for key points) the article on climate change and then read the article more carefully.

Walk round the class to assist where necessary, but don't explain every unfamiliar word. Decide what to explain regarding how important it is in relation to key points. For example, students will probably need to know obfuscate (= deliberately confuse, para 4). Bear in mind that some words will be more guessable than others.

With the whole class, work on key vocabulary.

Get one or two students to briefly summarize the article orally.

Then get students to match it with the correct headline in 2 and identify the parts that are fact rather than personal opinion.

#### Answers

Article matches headline 1.

Fact: 'For each of the past eight months'; 'Then we had nine of the ten warmest years on record'; 'Wind power growth has been astonishing'

Personal opinion: 'But this year, I can say: it has begun.'; 'there is in fact real hope emerging'; 'The deniers and delayers have lost'; 'we have a global generation of people who understand world climate change'

# FOCUS

#### Expression

#### **Evaluating credibility**

This section is of particular relevance, what with the emergence of *fake news* on the internet (teach this expression). Ask students how they distinguish fake news sites from real ones. (Apparently, many teenagers cannot tell the difference. Hopefully, young adults can.)

Take students through the information and ask in what circumstances they might follow these steps (e.g., preparing to write a student essay). When reading newspapers or news websites, they should have similarly sceptical tendencies, but presumably would not apply them in such a formal way (for example, they would not write anything down, or not as much).

Get students to follow this up for homework. (Point out that the name of the writer, Ted Scambos, is unusual and therefore easy to google.) Don't forget to come back to it in the next class. Basic information is given below, but also ask students about their efforts to check the facts and figures. Given the source, a government agency, it's probable that the writer is credible. (But talk about how experts are increasingly ignored in all areas, with people preferring their own 'truth'.)

#### **Answers**

The article is an adapted version of 'Climate change scientist speaks up about deniers – and why he's still hopeful' by Katherine Lindemann, dated 25 July 2016 that appeared on https://www.researchgate.net/blog/post/climate-change-scientist-speaks-up-about-deniers-and-why-hes-still-hopeful.

Ted Scambos is lead scientist at the National Snow and Ice Data Center in the US.

Work on the pronunciation of bias. With the whole class, explain the task and go through items a to d and features of bias 1 to 4, explaining vocabulary where necessary, e.g., imply and implications. (Point out that item a is related to climate change, and that b and d could be related to it, but that c is related to another subject – housing.)

Elicit and discuss the answers.

#### Answers

- **a** 2
- **b** 4
- **c** (3)
- Take students through the instruction and the article and get students to predict what they expect to read from the headline an article doubting the reality of climate change.

Then get students to read the article silently, work on any vocabulary that requires it (e.g., red tape), and then get different students to read the sections of the article aloud dramatically.

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

With the whole class, elicit the answers.

#### **Answers**

- Our coal industry is dead and our oil and gas sectors are dying, strangled by miles of 'environmental' red tape.'
- **b** 'experts'; 'climate change professors'; 'the eco-warriors'
- c 'A couple of hot summer days and the 'experts' will <u>claim</u> the end of the world is coming. Yet any meteorologist will <u>explain</u> that the weather is always changing and the occasional heatwave is entirely natural.'
- **d** 'As normal, hard-working people, we just want homes, jobs and a good education for our children.'
- Assign this task for homework individually or in pairs don't forget to come back to it in a later class.

  Explain to students that they can search for articles related to each of the viewpoints in 1 by entering the entire sentence into Google and seeing what comes up.

Emphasize to students that they should not just find a relevant article, but evaluate its credibility and find examples of bias. (If they can't find any clear examples, they should look for another article.)

They should come to the next class with their article, with relevant examples of bias underlined and categorized. They should bring enough photocopies of their article for the whole class, if necessary with students sharing one photocopy between two.



## STUDY SKILLS: Knowing your sources

Do the exercises on page 84 of the course book now, or come back to them later. Related teacher's notes are on page 62 of this book.

For extra support, ask students what skills they might need to be able to effectively evaluate media.

#### Possible answers

- knowledge of various media sources and their genres
- awareness of what agenda the media might be trying to set
- · ability to identify bias or even propaganda
- ability to identify use of stereotypes (gender, race, nationality, etc.), in the media

Ask students what they think about the 'post-truth' era that many commentators say that we are now in – the idea that, if you believe something, it is 'true', even if the source of your information is a fake news website or a politician known for being 'flexible' with the truth.

### Writing skills

Get students to complete the activities on pages 81–82 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 56–57 of this book.



### Vocabulary

· Digital technology

#### Grammar

- -ing and to + infinitive
- Future perfect and future continuous

# Language skills

- Listening & Speaking: The effects of digital technology
- Listening & Speaking: Automation
- Speaking: Discussing targets and predictions
- Speaking: Talking about your vision of the future
- Reading, Listening & Speaking: Assessment criteria
- Writing: Editing essays



#### Communication

Terminology

#### Life skills

• Dealing with career uncertainty

#### Critical thinking

• Continuous improvement



Get students to talk about the idea of robots, in relation to the photo. Get them to answer the questions and work on the related vocabulary – *digital, digitize, digitized, digitization*. (If it comes up, confirm that *digitalize* means the same as 'digitize'.) Mention the word *automation* and get them to talk about jobs that may never be fully automated, like nursing or gardening. Don't forget to get students to talk about the second question: would it be good for machines to be exactly like humans?

Knowledgeable students might mention the Turing test – an idea named for the British mathematician Alan Turing (1912–1954): if a human 'converses' with a computer and does not realize that it is one, then the computer can be said to 'think'. Students may also mention that robots can already carry out human-type actions, and might one day be indistinguishable from humans in their physical appearance.

# 6A Digital transformation



 $\bigcirc$  -ing and to + infinitive

- Mith the whole class, read through the text and point out the related term information technology (IT). Get students to say how digital technology has changed their lives. Then get them to make links between the things listed under 'Area' and those listed under 'Technology'. For example, online banking is made possible by banking apps (and by the banks' internet websites, of course).
- 6.1 Explain the task and play the recording, stopping after each section to explain any difficulties and to elicit and discuss the answers – are the comments positive, negative or both?

#### **Answers**

- a social media both
- **b** booking a hotel/online shopping negative
- c education both
- **d** work positive

# Transcript > 6.1

- **a** A What do you think of social media sites like Twitter and Facebook?
  - B I think it's great that people are able to comment on the news and give their opinions in real time. It's helped to bring a wider selection of voices, ideas and witness accounts to each story.
  - A And what do you see as the biggest problem with social media?
  - B Well, you could argue that young people are forced to use social media because they are frightened of missing out on things.
- **b** A Are you going on holiday soon?
  - B Yes, next week.
  - A Have you booked a hotel yet?
  - B No. I don't know what to do. I hate using online hotel booking sites. Every time you leave the site the price goes up and the room you want to book disappears.
  - A You could just call the hotel?
  - B That's true.
  - A Have you started your packing?
  - B Not yet. I haven't got a suitcase. I was thinking of buying one online, but you risk buying something that's not actually very good, if you just follow online reviews.
  - A Yeah, but you've not got much time left.

- **c** A Do teachers still use blackboards?
  - **B** Generally, no. These days, children prefer learning through digital technology rather than traditional methods.
  - A How about you?
  - **B** Well, my students expect me to use lots of multimedia in the classroom. I honestly prefer books and getting the students to write using a pen, so I do a bit of both.
- d I'm a farmer here in Kenya and I use an app called iCow. It reminds me when to milk and helps me monitor my herd's health. A lot of farmers in the area do the same. They all have mobile phones like me. I think having mobile phone access encourages farmers to be more organized.
- Go through the items, getting students to suggest what might go in the gaps. Then elicit the answers, if necessary playing the recording again to refresh students' memories.

#### **Answers**

- a (to bring)
- **b** to use
- c using, to book
- **d** buying
- learning
- to use
- g to milk **h** to be



### -ing and to + infinitive

Go through the information and point out that a few verbs can be followed by different structures. For example, like and prefer can be followed by to + infinitive or -ing. However, with most verbs there is no choice, e.g., dislike is always followed by -ing.

Then get students to answer the question.

#### Answers

-ing: hate, risk, prefer to + infinitive: helped, forced, want, expect object + to + infinitive: reminds, encourages For extra practice, the students are invited to see Section A of the digital workbook.

With the whole class, go through the items and elicit the answers.

#### Answers

- a to use/(using)
- **b** not to use
- c to socialize
- **d** to recharge
- e to access
- **f** buying
- g going
- **h** to visit
- i to help, to prepare
- j to use/using
- Get students to ask and answer the questions from 4 in simultaneous pairs. Walk round the class to monitor and assist where necessary.

With the whole class, work on any difficulties, getting individual students to say the right thing. Then get individual pairs to repeat the exchanges for the whole class, incorporating your improvements.

Then, again with the whole class, discuss some of the issues that arise.

Explain the task and draw the mind map from the course book on the board as an example. Then get students to work in groups of three on their own maps. Walk round the class to monitor and assist where necessary.

With the whole class, work on any difficulties and then get representatives of one or two of the groups to draw their mind maps on the board, and comment on them, encouraging whole-class discussion.



**SKILLS** 

#### **COMMUNICATION: Terminology**

Do the exercises on page 98 of the course book now, or come back to them later. Related teacher's notes are on pages 63–64 of this book.

# 6B Automation



Future perfect and future continuous

With the whole class, get students to discuss the issues. For example, students might talk about architects' drawings being done by hand and printed (as *blueprints*) on special machines 50 years ago, while now they are

produced on computers. Computers have also become involved in the actual work of designing. The work of pilots is assisted by automatic pilot systems, etc.

Work on any difficulties.

② 6.2 Explain the task and go through the questions, getting students to hazard guesses as to the answers. Then play the recording and elicit the answers to see if students' guesses are confirmed. (In relation to e, if necessary explain attributes – positive characteristics.)

#### **Answers**

- a the automatically controlled operation of a machine or a process, particularly when it is in place of human labour
- **b** thousands of years ago when the waterwheel was invented
- **c** information technology and computers started doing all sorts of jobs
- **d** computers will have taken up to 80% of today's jobs and robots will be performing tasks we haven't even imagined
- **e** developing skills and attributes which are distinctly human

# Transcript 6.2

- A So, today, I'll be talking about automation with the chief designer for a well-known computer company. We'll be exploring what automation means for us in the future. So, John, perhaps you could first define automation for us and put it into a historical context.
- B Certainly. By automation, we mean the automatically controlled operation of a machine or a process, particularly when it is in place of human labour.
- A So, robots building cars in factories, that kind of thing?
- B Yes, or more interestingly, computers designing the robots that build the cars.
- A Right. And you say we are at a point in history when we should be talking seriously about automation. But it is not a new phenomenon, is it?
- B Absolutely not. There are various claims to the first example of automation. For example, the waterwheel was invented thousands of years ago. Then there was the first industrial revolution in the 18<sup>th</sup> century, which completely changed the nature of manufacturing, introducing factories and mass production. Then, in the 19<sup>th</sup> century we have electricity and the start of the assembly line. And, since the 1970s, of course, we have had information technology and computers doing all sorts of jobs.

A So, there is a long history of automation and yet you are suggesting we have reached a crucial stage.

- B That's right. In a few years' time, digital technology will have completely changed the job market.
- A But hasn't automation always been an ongoing process?
- B Yes, of course. And throughout history, people have worried about machines taking their jobs. But the sheer scale and speed at which automation is currently happening makes this like a new industrial revolution. I predict that by 2040, computers will have taken up to 80% of today's jobs and robots will be performing tasks we haven't even imagined.
- A You're painting a rather bleak picture of the future! What can people do to protect themselves?
- B Well, we just have to think carefully about which skills we should be focusing on. By this I mean we need to concentrate on developing skills and attributes which are distinctly human.
- (3) With the whole class, explain any vocabulary that requires it (e.g., dexterity and stamina) and discuss the attributes and skills in relation to computers. For example, the view until recently has been that computers offer accuracy but not creativity, but point out that architects are now able to be more creative thanks to computers' increasingly powerful processing capabilities, coming up with designs that previously would have taken years to produce.
- 6.3 Explain the task and play the recording. Elicit the answers, pausing the recording if necessary.

#### **Answers**

Attributes: strength, creativity, dexterity, emotional intelligence, stamina
Skills: problem-solving, calculating, spelling,

decision-making

Attributes machines have or will have in the future: strength, stamina, dexterity, calculating, spelling, decision-making

### Transcript 6.3

- A Could you explain what you mean by 'distinctly human skills'?
- **B** Perhaps I can answer that by talking about skills which are *not* distinctly human. If we go back to past stages of automation, before the first industrial revolution, strength and stamina were important. People did all the hard work like digging and cutting.

- A Right.
- B Then machines came along and these attributes became a lot less valuable. Machines did all the hard work.
- A And how about skills like sewing or planting crops? Jobs that require more dexterity.
- B As machines became more sophisticated, they started to take over these kinds of jobs as well. So people became machine operators rather than doing the work themselves.
- A And how about basic mathematic skills. These were very important ...
- B Yes, before the calculator, anyone working in banking, for example, had to be able to do calculations without a machine.
- A Of course nowadays, computers can calculate far quicker than any human.
- B That's right. And spelling. A very important skill for a long time, and then along comes the word processor with spell checking, and suddenly good spelling wasn't so important.
- A So, what does this mean for today's young people?
- B Well, we don't really know what jobs robots will be doing in the future ...
- A So how can we prepare?
- B Well, I'm saying it's not enough to learn a skill like driving a truck or designing a house and assume that this guarantees us a job. Because computers are learning these sort of skills at an incredible rate.
- A We already have driverless cars!
- B Exactly. So we don't know which of today's skills computers will have learnt. But there are some things that I believe they will never learn.
- A For example?
- B If I try and picture the world in 2030, or even 2040, I can confidently say that robots will not be solving complex problems.
- A How can you be so sure?
- **B** Because they won't have learnt how to think critically.
- A Interesting. Are there any other skills you think are 'future proof'?
- B Well, I'm pretty certain that by 2040 robots won't have acquired emotional intelligence. So they won't be managing people in the way that humans can.
- A It sounds as if you're describing high-level cognitive skills.
- B Exactly!
- A And you're saying that these are skills that employers will be looking for in the future?

- **B** Yes. Because they are the qualities that only humans can offer.
- A I suppose that skills like decision-making and creativity would also be included in this.
- B Ah! Well, decision-making probably not, actually. We can already see that computers are tremendously good at weighing up future possibilities and making good decisions.
- A Oh
- B But creativity, creative thinking, yes, that is absolutely the sort of thing people should be focusing on.
- A Well, it's a fascinating view, thank you. In the next part of the programme we'll be hearing from some listeners. They'll be telling us how they feel about the possibility of automation in their industries. But first ...
- With the whole class, get individual students to give their views. Ensure that they back them up with well-argued reasons.
- 6 Do this as a fast-paced whole-class activity.

#### Answers

- **a** (2)
- **b** 1
- **c** 2 **d** 1



Grammar

#### Future perfect and future continuous

Go through the information, which should already be at least partly familiar to students at this level, and the examples.

Again, do this as a fast-paced whole-class activity, discussing the answers.

#### Answers

- a (be doing)
- **b** have learnt
- c soon be using
- **d** have affected
- e regularly be making
- f have set up
- Get individual students to suggest continuations for the sentences. Work on any difficulties.
- **9 6.4** Explain the task, play the recording, explain any difficulties and elicit and discuss the answers. Do they think each speaker is realistic about the future?

#### **Answers**

Most concerned: 1, 3, 4, 2

### Transcript 6.4

- 1 Yes, I am a bit worried actually. I mean, I've just started a career in accountancy, but by the time I've done all my exams, the job will have changed a lot. Accountancy is fairly repetitive and it's all about numbers, so I expect computers will be doing most of the day-to-day tasks soon.
- 2 Listen, musicians have always adapted to new technology, whether it's electric guitars, drum machines or synthesizers. And I'm sure that in a few years' time, someone will have invented a machine that can write songs, but so what? These machines won't replace people because music is about heart and soul it's a very human experience. Believe me, people won't be queuing up to watch robots perform on stage!
- **3** Let's be honest, this job won't be around for much longer. In 20 years' time, driverless cars will have become more common than cars with drivers. People will be using an app to call a cab, then getting in a driverless car fitted with a GPS that will take them to their destination. They'll pay by swiping a card and nobody will speak to anyone. It's a real pity, I think. Anyway, I'm going to change career, move into something more future-proof.
- 4 I don't really think about it too much. I'm certainly not complacent about the threat of automation. Teaching has already changed so much over the last few years, with online learning, and so on. And I expect teachers will be using digital technology more and more in the future. But schools won't have ceased to exist by 2040! So much of teaching is about making an emotional connection and adapting to the needs of each individual student. I don't think computers will ever be able to replicate that.
- Get students to work on this individually. Walk round the class to monitor and assist where necessary, especially with verb tenses.

Work on any common difficulties.

Get students to discuss their targets and predictions in groups of three. Walk round the class to monitor and assist where necessary.

Work on any difficulties, for example with vocabulary and verb tenses.

With the whole class, get group representatives to talk about some of the targets and predictions of people in their groups, not just their own. Encourage whole-class discussion.



Do the exercises on pages 98-99 of the course book now, or come back to them later. Related teacher's notes are on page 64 of this book.

### LANGUAGE REFERENCE

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

Get students to discuss the topic, again in groups of three. (Explain empathy if necessary.) Walk round the class to monitor and assist where necessary. Work on any difficulties.

With the whole class, get representatives from each group to summarize its discussion and say which vision of the future most closely corresponds to that of each member of the group.

Encourage whole-class discussion.

# **6**C Innovation and improvement



1 Tell or remind students that assessment means the same as 'evaluation'. Then get students to work on the task in simultaneous pairs, comparing the apps they have on their smartphones in relation to points a, b and c.

Walk round the class to monitor and assist where necessary.

With the whole class, work on any common difficulties and get individual students to talk about their partner's apps, rather than their own, leading into whole-class discussion.

2 Get students to read the article individually. Explain any difficulties and get students to answer the question – would they agree to the spare processing capacity of their own phones being used in this way?



**6.5** Explain the task and get students to look at the questions, anticipating what the answers might be.

Play the recording. Explain any difficulties and elicit and discuss the answers.

#### Answers

- **a** He thinks they are a waste of time; there are more important things in the world.
- **b** He wants to help but not if it's supporting research into something bad or a waste of time like looking for extraterrestrials; unreliable; safety – who will have access to data on phone?
- **c** Extraterrestrial research is just one of the projects. You can choose which project you support. There's cancer research, climate change research; HTC only accesses the processing power, it doesn't touch any of your data.

(Students might add that HTC using their phone in this way could slow down the device's other applications.)

# Transcript 6.5

I was just reading an article about the best apps out there at the moment.

**Khaled** Oh, I don't bother with apps anymore. Most of them are just a waste of time. Games and stuff. There are more important things in the world.

Petra Yeah, but some apps are about important things.

Khaled Really? Like what?

Petra Well, there's this 'Power To Give' app which uses your phone's spare computer power to help important research projects.

**Khaled** Is that an original idea?

Petra Yes, no one's tried it before. It's really innovative.

**Khaled** How much more power can a few phones generate?

Petra Well, that's the thing. The more people who use the app, the better the results. Potentially, if millions of people download it, the grid will have access to more power than a supercomputer. That's what the website says anyway.

Khaled OK, fair enough, but does this app actually do any good? I mean, I do want to help but not if it's supporting research into something bad or a waste of time like looking for extraterrestrials.

Petra Actually, extraterrestrial research is just one of the projects. You can choose which project you support. There's cancer research, climate change research ...

**Khaled** Oh, I didn't realize that. That's good then.

But is it reliable? I hate it when these things

go wrong. It drives me mad!

Petra Well, I haven't downloaded it yet, but I've had a look at the reviews. There are a few

people saying they've had problems.

Khaled Right, so it's not very reliable.

Petra Well, I don't know. Nothing's perfect, is it?

Khaled And is it safe?
Petra What do you mean?

Khaled Well, my phone's got all sorts of data

on it – bank details, passwords, and this app connects my phone to some grid somewhere. Who's going to have access to it?

Petra Ah, no I checked that because I was a bit

worried about it, too. Only HTC accesses the processing power, it doesn't touch any

of your data.

Khaled OK. Well, it sounds pretty good I suppose.

I'll have a look.



#### **Assessment questions**

Go through the information, working on any difficulties (e.g., *ethical* and the related noun *ethics*, and *criteria*, plural form of *criterion*).

### Possible answers

innovative – Driverless cars are pretty innovative! useful – Yes, will avoid having to own a car.

ethical/efficient – Yes, this will mean that resources are better used. (Currently, cars are parked unused 95% of the time on average.)

reliable/safe – It remains to be seen how reliable cars will be in navigating and avoiding accidents, but improvements have been rapid so far.

**■ 6.5** Explain the task, play the recording again and elicit and discuss the answers.

#### **Answers**

innovative, useful, reliable, safe

Explain the task, allocate students to pairs and get them to turn to page 112 of the course book.

Walk round the class to monitor and assist where necessary. Ensure that students are taking turns to read the app descriptions.

With the whole class, work on any difficulties, getting individual students to say the right thing.

Elicit the answers and discuss the apps, but don't pre-empt the next activity too much.

#### **Answers**

- **a** Forest
- **b** Buycott
- c Olio
- **d** Awair
- **e** Wefarm
- Again, get students to do this in simultaneous pairs and follow up with whole-class discussion.
- Explain the task, go through the steps, and get students to work on it in groups of three or four. Walk round the class to monitor and assist where necessary. Ensure that each group quickly chooses an app to discuss if they don't, 'impose' one.

Walk round the class to monitor and assist where necessary, as ever. Ensure that students are discussing their app using instructions a–e. (Tell them that technical and financial issues are not a problem – they should be aiming for perfection in their app.)

Work on any common difficulties.

Get a student from each group to present their improvements, incorporating any language corrections/ improvements from the previous exercise.

Then get students to vote on the most improved app.

# C21 SKILL

#### CRITICAL THINKING: Continuous improvement

Go through the information on page 100 of the course book and discuss the four bullet points with the whole class. (If they are interested in business, they may know the Japanese concept of *kaizen*, which means continuous, incremental improvement. The approach has been applied to the way that manufacturing and service operations are carried out all over the world.) Then get students to discuss small improvements they can make in their own lives.

Do the exercises now, or come back to them later. Related teacher's notes are on page 64 of this book.

# Writing skills

Get students to complete the activities on pages 96–97 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.

# Writing skills

# Unit 1



Get students to tell you what they remember about the flipped classroom. Elicit their opinions about the flipped classroom.

Tell the class to read the essay question in task 1 and think about it.

Check their work by getting individual students to share their personal view with a partner and then the class. Accept all answers.



Explain that in a persuasive argument, you have to support your opinion to persuade the audience to also follow your opinion.

Get students to read the task and write three arguments that support their opinion.

Check answers by asking some students to share their opinions and arguments with the class.



Get students to read the task. Tell them to read the paragraphs and decide if they are an introduction or a conclusion.

- **1** b
- **2** a



Ask students to read and sort the arguments about flipped learning. They should write the letters (a–d) in the correct column.

Elicit answers by getting students to share their arguments for and against flipped learning.

**Arguments for flipped learning:** b, c **Arguments against flipped learning:** a, d



Ask students to look at their completed tables in task 4. Get them to add the reasons they thought of in task 2 to the table to support their arguments.

# 6

Read the task with the students and check that they understand the structure of the essay.



Get students to read the essay question in 1 again: some teachers feel that the flipped approach is the best way to teach pupils. Do you agree? Get students to discuss their answers with a partner.

Tell students to read the paragraphs in task 7 and answer the questions.

With the whole class, elicit the answers.

- a Not a good approach: evidence does not support flipped learning (many teachers would not feel comfortable/ another drawback/people are not mature enough to benefit/there is also a risk that pupils see the in-class practice as an opportunity to have fun)
- **b** Yes: clear topic sentences (traditional beliefs, access to technology, maturity)



Get students to tell you what they know about topic sentences. Ask them to remind you how to organize a persuasive argument. For example: introduction, most important argument, next argument, conclusion.

Ask the class to look at task 8 and complete the table by writing notes about the paragraphs in 7.

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

- a Teachers not comfortable in role of facilitator
- **b** Requires access to technology and time to use it
- **c** Some people can't afford technology needed
- **d** Pupils not mature enough to manage own time
- e Students see class time as time to have fun with friends



Tell students to look at the table in 8. Get them to think about whether the writer's argument would be different if the paragraphs were in a different order.

Elicit the opinions of individual students.

Tell the class to look at the completed essay on page 115, and ask them if they agree with the paragraph order. Get them to give reasons for their opinion.

#### Answer

no

# Unit 2



Get students to read the task and agree or disagree with each statement.

Elicit answers with the whole class.

- a Y
- **b** Y
- c N
- **d** Y
- e Y



In pairs, get students to think of a variety of skills and abilities that are needed at work. Tell them to look through the coursebook and the unit for ideas. For example: collaboration, communication, creativity, good body language, active listening skills, literacy skills, social media skills and punctuality. Ask students to write a list of their ideas.

Get students to share some of their skills and abilities with the whole class.

# 3

Tell students to look at their list of skills. Ask them to categorise each skill according to the table in task 3.

With the whole class, share some answers.

# 4

Read, or get students to read, the paragraphs in task 4. Explain that the paragraphs are in the wrong order.

Tell students to order the paragraphs.

With the whole class, elicit the answers.

Paragraph a: 2 Paragraph b: 4 Paragraph c: 1 Paragraph d: 5 Paragraph e: 3



Tell students to read the text in 4 again, and underline the sections that helped them decide on the order of the paragraphs.

Get students to share the sections that they underlined with a partner and then the whole class.

**Paragraph a:** In my view, there are several core skills and abilities that are important both in collaborative and individual working situations.

**Paragraph b:** The skills needed to work successfully in teams are somewhat different.

**Paragraph c:** Nowadays, the majority of jobs require a certain amount of teamwork, even if most of the work is carried out individually.

**Paragraph d:** To conclude, I agree that working in teams requires some different skills to the ones needed for working alone, ...

**Paragraph e:** Some skills are more important when working individually.



Get students to look at their notes from 2 and 3 and decide if they are mentioned in the essay.

Discuss and share answers with the whole class.



Review the structure of a persuasive essay. For example, an introduction explaining your point of view, your first argument, your second argument, your third argument, your conclusion. Remind students that each paragraph starts with a topic sentence, telling the reader what the paragraph is about.

Get students to look at the task. Remind them of the essay title in 1, and that they are comparing the skills required to work individually with those required to work in a team.

Tell students to complete table with information from the paragraph in 4.

Elicit answers from the whole class.

- a be able to concentrate well
- **b** Some skills are more important when working individually.
- **c** self-discipline
- **d** good communication skills
- e prevent arguments



Ask students to look at task 8. Read the essay title and get students to share their answer with a partner with *Yes* (Y), or *No* (N).

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



Ask students to think about times when they have worked alone. Elicit personal responses.

Tell students to think about times when they have worked in teams. Elicit personal responses.

Get students to tell you which they prefer. Accept all responses.



Get students to tell you about the main body of a persuasive argument: three arguments starting with a topic sentence.

Ask students to look at their responses for 9. Get them to think of three topic sentences they would use to group their ideas into three categories.

Elicit some topic sentences and supporting ideas from students.



Tell students to look at their notes from 10 and write three paragraphs that will form the main body of their essay.



Review the main purpose and an introduction and conclusion, which summarizes argument and opinion.

Get students to read the introduction and conclusion on page 34.

Tell the class to write an introduction and conclusion for their essay.

When they have finished, get some students to share their completed essays with the class.





Tell students to read the essay question. Then, ask them to read the two statements and mark them true or false.

- a F
- **b** T



Have students brainstorm a list of examples and reasons that support the proposition in the essay title. Tell them to write at least six ideas.

Elicit answers from the whole class.



Ask students to tell you how many paragraphs there should be in the main body of a persuasive essay.

#### Answer

b



Get students to work with a partner and divide their list of ideas from task 2 into three categories (positive commentary, negative commentary, neutral commentary), each one with a main idea. They can look at task 7 on page 49 to help them.

Walk around the class to monitor and assist where necessary.

To check their work, name a category and elicit ideas from individual students in the class.



Tell students to look back at their responses to task 4. Get them to look at the table in task 5 and write a main idea and topic sentence for each of their paragraphs.

Ask some students to share their main ideas and topic sentences with the class.



Get students to remind you of the essay question: 'Visitors must learn about the culture of a country they are going to visit'. Do you agree?

Tell students to read the three topic sentences (a–c) and answer the two questions.

With the whole class, elicit the personal answers from individual students.



Get the class to read the Focus box about writing an introductory paragraph.

Tell students to read the introductions a–d and choose the best one and give reasons for their choice.

Elicit answers from the whole class. Accept and discuss all answers.

#### Possible answers

Both **a** and **c** contain thesis statements, but do not contain a general statement about the theme of the essay.

**b** contains both a general statement (*It is often said that a visit to a foreign country will be improved by knowing some of that country's language.*) and a thesis statement (*This is true to an extent, but I do not feel it is essential in our modern, globalized world.*)

**d** contains a thesis statement, but does not contain a general statement, and it also includes an example, which should be in the main body of the essay, not the introduction.



Tell students that they are going to write their own persuasive essay.

Read the essay question with the class. Get students to look at their ideas from 2 and decide which ones can be used in their essay.



Remind students that the main body of their essay will have three paragraphs – each one with a main idea and a topic sentence.

Get students to look at their ideas and organize them into three paragraphs. Tell them to write a topic sentence for each paragraph.

### 10

Get students to draft the three paragraphs of the main body of their essay. They should include a topic sentence for each paragraph.

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

When they have finished their draft, tell students to read their own writing again, and edit it by checking verb tenses, formality, capital letters and punctuation.

# **11**

Review the purpose of an introduction (explaining your point of view) and conclusion (summarising your argument).

Tell the class to draft an introduction and conclusion for their essay. Get students to read, edit and improve their drafts.

Have students share their essays with a partner. Get some students to read their essays to the whole class.

# Unit 4

# 1

Ask students to read the essay question. Get students to share their immediate thoughts on the question.

Get them to read the task and mark the sentences true or false.

Check their work by saying a letter (a–f) and getting students to say true or false. If the answer is false, get students to say the correct answer.

- a ⊤
- b T
- сΤ
- **d** F
- e F
- f F

# 2

Tell students to discuss their answers to 1 with a partner and correct the false statements.

- **d** F [If you agree, you should emphasize the similarities between urban millennials who live in different countries.]
- **e** F [If you disagree, you should emphasize the differences between urban and rural millennials, who live in the same country.]
- **f** F [In your essay, you should not mention the importance of national customs because they are specific to a country.]

# 3

Tell the class to read the model answer on page 116.

When they have finished reading, get them to answer the questions.

Elicit answers from the whole class.

**a** The writer supports the proposition.

#### **b** b

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.

# 4

Review comparatives. For example, write adjectives on the board and elicit the comparative forms and rules for making comparatives. For example, rich (richer than), beautiful (more/less beautiful than), happy (happier than), interesting (more/less interesting than).

Get students to read the model answer for the paragraph question on page 116 again.

Tell them to find and write comparative forms in the model essay.

Paragraph 2: less wealthy, less time, more likely

Paragraph 3: less influenced Paragraph 5: bigger than

# **5**

Tell students to look at the model essay on page 116 and find and write two phrases that highlight the differences.

Elicit answers from the whole class.

Paragraph 1: the same cannot be said of

Paragraph 4: not at all like that



Get students to give you examples of contrasting linking words and phrases. For example: but, however, although, on the other hand.

Tell the class to read the model text again and find and write three examples of linking words that contrast ideas.

Elicit answers from the whole class.

Paragraph 2: Although, In contrast

Paragraph 5: However



Ask the class, as Millennials, to tell you about some of the customs and attitudes in their country that they know about and engage with. Ask them to look at the table and complete it for traditional dress, working women, food and meals.

Next, get students to think about their grandparents and complete the table for their grandparents' generation.

To check their work, get students to look at their completed tables and discuss their results as a whole class.



Tell the class to look at the table in 7 and write four to six sentences comparing millennials and older people in your country.

Get students to use their ideas and language forms from 4, 5 and 6.



Tell students that they are going to write their own persuasive essay. Read the essay question and discuss ideas with the whole class.

Get students to make notes on questions a–c. Elicit some answers from individual students.



Tell students to look at their notes from 9 and organize their ideas into three paragraphs. Tell them to write a topic sentence for each paragraph.

Get students to share their topic sentences with a partner.



Get students to write each paragraph in full.

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



Review the purpose of an introductory paragraph and a concluding paragraph.

Then, tell students to write an introductory paragraph and a concluding paragraph for their essay.

Share the essays by getting students to read their completed writing to a partner.





Tell the class to read the essay introduction and match it with the correct essay question.

#### **Answer**

а



Get students to read the main body of the essay and decide whether it supports or contradicts the essay question and introduction in 1.

Have students discuss their ideas.

#### Possible answers

The writer now seems to be answering the essay question **c**: Should ordinary citizens in wealthy countries do more to reduce the pace of climate change?

The writer is giving examples of ways that people in richer countries can reduce the effects of climate change.



Have students look at the ideas that come before and after the gaps in the essay, and decide if they are similar or contrasting.

Discuss how the author supports their argument by giving three different ways (transport, energy use in the home, and eating habits) that people in richer countries can reduce the effects of climate change.



Get students to work with a partner and think of words or phrases that could fill the gaps in the text in 2.

Elicit ideas and words from the whole class.

- a In addition, also, furthermore, as well as transport
- **b** Secondly, In addition, Also, Furthermore
- c also



Get students to look at the table on page 82.

Tell the class to look at the model essays on pages 115–117 and complete the table with linking words and phrases.

With the whole class, elicit the answers.

- Sequencing points/arguments/examples
   Firstly, (Unit 1, paragraph 2)
   Finally, (Unit 1, paragraph 4; Unit 4, paragraph 4)
- b Introducing your opinion
  I feel that (Unit 1, paragraph 1)
  I think (Unit 1, paragraph 2)
  In my view, (Unit 2, paragraph 2; Unit 3, paragraph 1)
  I agree that (Unit 2, paragraph 5)
- c Introducing examples For instance, (not exemplified in any model essay) For example, (Unit 2, paragraph 1; Unit 3, paragraph 3) One of these is (Unit 2, paragraph 2)
- d Showing contrast
   but (Units 2, 3 and 5 multiple paragraphs)
   However, (Unit 1, paragraph 1; Unit 4, paragraph 5)
   Although (Unit 4, paragraph 2)
   In contrast, (Unit 4, paragraph 2)

e Adding similar points also (all units)

> What's more, (Unit 1, paragraph 2; Unit 3, paragraph 3) Another drawback/reason/way (Unit 1, paragraph 3; Unit 4, paragraph 3; Unit 5, paragraph 3) both ... and (Unit 2, paragraph 2)

In addition, (Unit 3, paragraph 2)

Yet another reason to ... is ... (Unit 3, paragraph 4) Similarly, (Unit 3, paragraph 4)

**f** Beginning the concluding paragraph In conclusion, (Unit 5, paragraph 5) To conclude, (Unit 2, paragraph 5; Unit 4, paragraph 5) To sum up, (Unit 3, paragraph 5)



Have students read the Focus box about writing the concluding paragraph of a persuasive essay.

Tell them to read the two concluding paragraphs and choose the best one.

Get students to give reasons for their choice.

a (b adds new ideas)



Ask students to choose one of the essay titles from 1 and brainstorm some ideas they could include in it.



Get students to organize their ideas into three paragraphs and write a topic sentence for each one.



Tell students to write each paragraph in full. Remind them to use linking words.

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



Get students to complete their persuasive essay by writing an introductory paragraph and a conclusion.

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





Tell students that half of the marks awarded in their exam are for correct English structure. Elicit types of structural mistakes that they make.

Get students to read the task and rewrite each sentence correctly.

While they are writing, put the incorrect sentences on the board. To check their work, get individual students to correct the sentences on the board. Spend some time explaining the mistakes and punctuation where necessary.

Type of error	Wrong version	Correct version	
Sentence fragment	When I visited Malta, I really enjoyed.	When I visited Malta, I really enjoyed it.	
Run-on sentence	In the morning before starting work I go to my favourite café drink coffee watch the world go by.	In the morning before starting work, I go to my favourite café. I drink coffee and watch the world go by.	
Double subject	My cousin he took me to a horse race.	My cousin took me to a horse race.	
Missing subject	Before that explained the rules to me.	Before that, he/she/ they explained the rules to me.	



Explain that some errors occur within sentences. Ask students to look at the errors in the word box and discuss each one with a partner.

Tell students to look at the example. Then get them to match the errors and write sentences b-c again.

With the whole class, elicit the answers.

Type of error	Wrong version	Correct version	
(word order)	He extremely worked hard for years.	(He worked extremely hard for years.)	
parallel structure	He is known for being tactful and his great sense of humour.	He is known for being tactful and for his great sense of humour.	
subject-verb agreement	Ahmed and Rashid are brothers and each resemble the other.	Ahmed and Rashid are brothers and each resembles the other.	



Tell students that another category of errors is words with incorrect grammar or vocabulary.

Get the class to choose the correct sentence in each pair. With the whole class, elicit the answers.

Type of error	Wrong version	Correct version	
Incorrect part of speech	These two components should be in align with each other.	Those two components should be in alignment with each other.	
Wrong word	Your box is laying on the floor over there.	Your box is lying on the floor over there.	
Wrong verb form	Your manager has went home already.	Your manager has gone home already.	



Tell students to read the introductory paragraph and underline any errors they find.

Ask them to correct the errors and write them correctly in the spaces a–f.

Check their work by saying a letter (a–f), and getting students to say the corrected mistake.

- a disadvantages of automation they
- b When companies speak of automation most often automated production lines come to mind but automation is also very prevalent in customer service situations nowadays.
- **c** Both for employees and for customers.
- **d** investment in equipment have been
- e overcome
- f financial long-term

#### Correct version

When companies speak of automation, it is most often automated production lines that come to mind, but automation is also very prevalent/common/popular in customer service situations nowadays. In my view, the disadvantages of automation outweigh the benefits, both for employees and for customers. However, there are clear financial long-term benefits for companies themselves once the initial investment in equipment has been paid off.



Now ask students to read another introductory paragraph about automation.

Tell them to find one example of each of the errors (a–e), and correct them.

Check their work by saying a letter (a–e), and getting students to say the corrected mistake.

- a disadvantages of automation they
- b When companies speak of automation most often automated production lines come to mind but automation is also very prevalent in customer service situations nowadays.
- **c** Both for employees and for customers.
- **d** investment in equipment have been

- **e** overcome
- f financial long-term

#### Correct version

When companies speak of automation, it is most often automated production lines that come to mind, but automation is also very prevalent/common/popular in customer service situations nowadays. In my view, the disadvantages of automation outweigh the benefits, both for employees and for customers. However, there are clear financial long-term benefits for companies themselves once the initial investment in equipment has been paid off.



Have students read the paragraph and find and correct any errors with a partner.

Get the class to help you rewrite the paragraph correctly on the board. Talk about the types of errors as you do so.

#### **Answers**

lead (subject-verb agreement) undergone (wrong verb form)

irritation (wrong word)

customers. Who end (run-on sentence)

Automation cuts wage bills for an employer but <u>lead</u> to delays and frustrations for customers. Everyone has <u>underwent</u> endless waiting on a customer service call while listening to <u>irritation</u> music. Confusing automated menus on calls are also an annoyance to <u>customers. Who end</u> up going through the same menu several times. Although this allows the company to reduce its customer service workforce, it may also result in dissatisfied customers choosing a different company.

#### Correct version

Automation cuts wage bills for an employer but leads to delays and frustrations for customers. Everyone has undergone endless waiting on a customer service call while listening to irritating music. Confusing automated menus on calls are also an annoyance to customers, who end up going through the same menu several times. Although this allows the company to reduce its customer service workforce, it may also result in dissatisfied customers choosing a different company.



Tell students to look back at the essay they wrote in Unit 4 or Unit 5, identify errors in it and correct them.

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

Get students to share their corrections with a partner.

# C21 skills

# Unit 1

# A STUDY SKILLS: USING AN ENGLISH-ENGLISH DICTIONARY

Ask students about when and how they use dictionaries, and get them to look at the dictionary entry here, identifying the different types of information: number of senses, grammar (e.g., noun) and part of speech (e.g., countable) for each sense, register (formal, informal, etc.), definitions and examples.

Then elicit the answers with the whole class.

#### Answers

There are three separate meanings of the word.

The grammar of the word changes (always a noun, but sometimes countable, sometimes uncountable and sometimes singular) with the meaning.

The first meaning is formal and so may not suit all occasions.

The noun can be followed by two prepositions – *for* (meaning 1) and *of* (meaning 3).

Get students to look up the verbs in their dictionaries, even if they know the answers, and check where, in the definition for each verb, the pattern used with each verb can be found.

Elicit the answers with the whole class.

### Answers

- a to train
- **b** driving
- c from bringing
- **d** to study
- e to write
- **f** going

## B CREATIVITY: ACQUIRING KNOWLEDGE

Explain the task, bring students' attention to questions a and b, and get them to read the article.

Monitor and assist where necessary.

With the whole class, get students to discuss the case and elicit the answers.

#### **Answers**

- a He has worked for a long time in the oil industry in various jobs and he is now an Offshore Client Representative.
- **b** Knowledge allows particular necessary actions to be taken; information or theoretical learning does not have this effect.
- **2** Get students to discuss the questions in simultaneous pairs. Monitor and assist where necessary.

With the whole class, get students to talk about the ideas that they came up with.

# STUDY SKILLS: LEARNING AT A DISTANCE

Discuss the questions with the whole class, read through the tips, give students time to relate them to the two areas, and elicit and discuss the answers.

#### **Answers**

- **a** Tip 1 both motivation and time management
  - Tip 2 motivation
  - Tip 3 time management
  - Tip 4 motivation
  - Tip 5 motivation
  - Tip 6 motivation and time management
  - Tip 7 time management
  - Tip 8 time management
- **b** Students' own answers.
- **c** Tips 2, 3, 6, 7 and 8 could also be applied or adapted to doing homework.
- **d** Students' own answers.

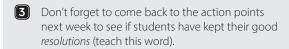
# **PLANNING AHEAD**

#### **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.)



#### 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 LIFE SKILLS: MAKING A GOOD FIRST IMPRESSION

■ 2.7 Introduce the topic, perhaps by saying that you never get a second chance to make a first impression, and get students to read though the questions. Play the recording, work on any difficulties and elicit and discuss the answers.

#### Answers

- **a** Upset; she thinks she didn't do well and made a bad first impression.
- **b** Smile; shake hands with everyone there; maintain good eye contact with people who speak to you.
- c She didn't maintain eye contact as this shows a lack of respect in Japanese culture.

# Transcript D 2.7

**Diego** Hi Misaki, how did your interview for the internship go?

**Misaki** Not very well, I think. It didn't last very long – I was out of the interview room within 20 minutes.

**Sarah** That's strange. You are so well qualified for that position, I was sure you'd do well.

Misaki There were three people interviewing me. I hadn't expected that, and it made me feel very nervous. So maybe I didn't make a good first impression.

Diego You know, I was reading an article online a couple of days ago about first impressions. It said you've only got seven seconds to make a good impression when you first meet people at interviews or networking events.

Sarah Yeah, I read something similar, but it said three seconds. That's even worse.

**Diego** Whatever. Anyway, it's a very short time.

**Misaki** Did they give any tips for making a good first impression?

Sarah Let me think. Well, they said you should smile and shake hands with everyone.

Misaki I did that, I think. At least I remember shaking hands with them all. I don't know if I smiled or not, I was so nervous.

Diego The article I read said that smiling is really important, but I know it isn't easy in that situation.

Sarah True, and another thing I read was that you should make good eye contact with the person who is speaking to you. That makes you seem self-confident.

Misaki Oh dear, I definitely didn't do that! I tried not to look the interviewers in the eye at all, to show respect for them. In Japan, we generally avoid looking directly at people when we talk to them, especially bosses or interviewers.

Sarah Oh, no. For us Americans, not having eye contact looks like you're unreliable or not confident. I'm sorry Misaki, we should have told you this before. I never knew that. You usually make eye contact with me, maybe not as much as my American friends, but still ...

**Misaki** Well, you're my friend and I've known you for a long time.

Diego OK, let's not get too upset about this. Maybe you did better than you think you did, Misaki. I mean, 20 minutes is not such a short time, and maybe they had lots of candidates to interview. Come on, let's go for a coffee before our next lecture.

**2** Get students to discuss the questions in pairs. Monitor and assist where necessary.

With the whole class, get some of the pairs to talk about the tips that they came up with. Treat tactfully.

### Possible answers

Some of the tips may not be appropriate in some cultures. Other tips could be: arrive on time; dress smartly; show a positive attitude; don't sit down (at interviews or meetings) until you are invited to do so.

Get students to practise their conversations in pairs. Walk around the class to monitor their work and provide help when necessary.

## **B COLLABORATION: TEAMS AND LEADERS**

1-2 Explain the situation to the whole class, get students to read through the information and get them to discuss the best team leader in pairs or groups of three or four. The students could include themselves as candidates for team leader if this would make the discussion at this stage livelier.

Monitor and assist where necessary.

With the whole class, get representatives of different pairs/groups to say what they came up with, talking about differences of opinions of different people in the group.

#### Possible answers

There is no absolutely correct answer, as it is open to opinion. However, all the candidates exhibit some aspects of bad team leaders:

Roula is well organized but is bossy and doesn't appear to listen or give credence to other people's ideas.

Jad lacks humility and also dismisses other people's ideas and opinions. He may expect huge amounts of work out of other people as he spends so much of his own time working.

Shazia has a gift for getting other people to talk and would probably encourage cooperation. However, she would need to overcome her tendency to trust other people's ideas more than her own.

Imad also seems to lack humility, would probably do very little until the deadline for the project was at hand, and seems to take an unethical approach to his studies.

3 Students' own answers.



# A LIFE SKILLS: UNDERSTANDING DIFFERENT EATING HABITS

Get students to talk about some of their experiences in this area. Then do the exercise with the whole class, eliciting and discussing the answers.

### Possible answers

- **a** Britain
- **b** North America
- c in Muslim countries and communities
- **d** North America
- e the Far East (Japan, China, Korea)

**f** Britain and some other European countries

**g** Mediterranean countries (Spain, Italy, Greece)

# **B LIFE SKILLS: UNDERSTANDING PROXEMICS**

Remind students about the meaning of the word *proxemics*, and the importance of the idea.

Ensure students have the right materials to do this practical exercise. Get them to work in simultaneous pairs and report back on their experiences to the whole class, in relation to the descriptions of the three types of people. Encourage whole-class discussion.

# C LIFE SKILLS: IDENTIFYING CULTURAL VALUES, ATTITUDES AND BEHAVIOURS

Introduce the subject and get students to read the story. Then get students to work in simultaneous pairs on the issues, reporting back to the whole class as usual. For homework, get students to look up Hofstede's dimensions online, using the links below, and to report back in the next class.

General overview of Hofstede's dimensions: https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/

Comparison of Colombia and UK: https://www.hofstede-insights.com/country-comparison/colombia/the-uk/

Any country comparison: https://www.hofstede-insights.com/product/ compare-countries/

#### Possible answer

Colombia is a strongly collectivist society, while the UK is highly individualistic. The former places a much bigger emphasis on relationships and family than the British do, which may explain their different attitudes to the care of Carlos' mother. In addition, Colombia scores highly on uncertainty avoidance – in other words on avoidance of risk. As a result, Carlos probably feels that his mother will be safer at home, and that putting her in a nursing home would be a risky move. Finally, people from the UK have quite a long-term orientation and like to plan for the future. This may explain Alison's reluctance to give up her job because she has another ten years of working life ahead of her and does not want to give up work now. In contrast, Colombians are oriented towards the near future and Carlos is probably thinking about his mother's immediate well-being, rather than Alison's long-term happiness.

### **PLANNING AHEAD**

Repeat the procedure outlined on pages 58-59.



# A CRITICAL THINKING: ASSESSING THE CREDIBILITY OF STATISTICS

Go through the information and discuss with the class. Ask if students can think of ways that statistics can be misleading. Students with maths skills might talk about representative sampling, probability, etc. (Students might also talk about the fact that even accurate statistics do not have the same status as before, especially with people 'who have had enough of experts', in the 'post-truth' age.)

Now get students to look at the word items and the article that they will complete. Get them to look in the dictionary for any that they don't know.

Then get students to read the article and fill in the gaps. With the whole class, discuss the point that the article makes about the two graphs. Ask students to look out for other examples of graphs that do not start at zero, getting them to bring the graphs to the next class.

#### Answers

- a (add up)
- **b** context
- **c** source
- **d** data
- e made up
- **f** survey
- **g** findings
- **h** sample
- i axis

# **B COMMUNICATION: PRESENTATION TIPS**

Students should have quite a lot of experience of giving and watching presentations by now. Get them to summarize some of the points that make a good presentation, and then get them to discuss the presentations in the pictures in their course books.

### **Answers**

#### Photo 1:

The presenter has lost eye contact with the audience.

The presenter's body language implies shyness and nerves.

#### Photo 2:

This presenter is maintaining eye contact with her audience, which is good, and is being helpful by indicating which part of the visuals to focus on.

#### Photo 3:

Having one hand in a pocket is usually interpreted as being relaxed and confident, though some cultures may find this unacceptable.

The visuals need to be big enough to be easily seen.

# Unit 5

### A LIFE SKILLS: PERSONAL RESPONSIBILITY

Remind students about the concept of personal responsibility, and get them to work individually on the situations.

With the whole class, elicit and discuss the answers.

#### **Answers**

- **a** Responsible students find out what they have missed if they are unable to attend a lesson.
- **b** Responsible travellers find out about the laws in a country they are going to visit before they arrive there.
- **c** Responsible drivers check how much petrol they have in their tank before starting out on a journey.
- **d** Responsible diners inform a restaurant if they have severe allergies before they order any dishes.
- e Responsible adults do not blame their parents for their own habits; many children in this situation would be put off smoking for life rather than finding their parents' behaviour an excuse for smoking.
- f Responsible adults control their reactions to other people's moods; an employee who is scared of her boss and frequently spills her coffee should, firstly, keep her coffee cup well away from important documents and, secondly, work on different ways to react to her boss' bad moods.

# B CREATIVITY: GENERATING IDEAS

Go through the information and discuss it with the whole class. Ask students how they come up with ideas. Students might say that some people are better than others at coming up with new ideas, but encourage them to talk about their 'techniques'. For example, talk

about how people sometimes prefer to *brainstorm* – teach this word – in groups, encouraging the generating of new ideas, however crazy they might seem at first.

Get students to discuss the photos in simultaneous pairs, with whole-class discussion as usual.

#### Answers

- a Turn objects upside down: this is particularly useful for people who are involved in designing products.
- b Look at clouds: again good for people who are designing things, but is useful for anyone as watching clouds is relaxing and thus frees up creativity.
- c Exercise: any kind of movement is helpful when trying to generate ideas; using your own steps rather than a series of specific steps is particularly useful for finding new ideas and solutions to problems.
- **d** Have a nap: some people find ideas and solutions to problems come to them in dreams.
- **e** Go for a walk: somewhere relaxing with fresh air is the best, but even just leaving your office or house and walking around the block will help.

# C STUDY SKILLS: KNOWING YOUR SOURCES

- Remind students about the notion of literacy and how it can be applied to areas other than just reading and writing. Teach the phrase *media literacy*. Get students to complete the table individually, and follow up with whole-class discussion.
- With the whole class, get one or two individual students to answer the questions in relation to the way they completed the table. Then get all students to work on it in simultaneous pairs.

Monitor and assist where necessary.

Get students to compare their answers with their partner's, in relation to the two points.

Then get one or two students to talk about what they told their partners, and encourage whole-class discussion.

#### Answers

To verify the truth of news stories, students should check the source the story came from. If it is not listed, the story may be made up. They should also check domain names, which may look genuine but not actually be the reputable site they claim to be. News stories should be cross-checked with other versions of the story in reputable newspapers or on other news sites. They should also look up people who are the source of stories on sites like Twitter to see if they are qualified to be issuing news or opinions on the topics they are posting about.

### **PLANNING AHEAD**

Repeat the procedure outlined on pages 58–59.



# A COMMUNICATION: TERMINOLOGY

1-2 Introduce the activity and get students to look at their respective pages.

Students should prepare their definitions individually. Monitor and assist where necessary.

In simultaneous pairs, students give their definitions to their partners, who have to guess what they are referring to.

#### Possible answers

#### Student A

- a A browser is the software that allows users of computers or mobile devices to connect to the internet. Chrome, Internet Explorer and Mozilla Firefox are browsers.
- **b** Microblogging is the act of using social media, such as Facebook, Instagram or Twitter, to share photos, videos and short pieces of text.
- c A cookie is a small file that a website sends to your computer. The cookie is then stored in your hard drive. Cookies allow websites to remember you, what kind of things you looked at and what your preferences are.
- **d** If you use your phone as a mobile hotspot you use it to allow other devices nearby to connect to the internet through the phone's connection.

#### Student B

- A router is the device that connects a personal computer, tablet or mobile phone to the internet.
- b Cloud computing involves storing your emails, files, photos, etc., on an internet site, instead of on your own computer's hard drive.
- **c** A hashtag is the symbol #. You use it on social media sites like Twitter to show the subject you are posting about.
- **d** The wallpaper is the background you choose for the screen of your computer or mobile device.

# B LIFE SKILLS: DEALING WITH CAREER UNCERTAINTY

Get students to look at the photos in simultaneous pairs and to answer and discuss the questions. For photo 2, get students to say to what extent they think that drones will be used to replace delivery drivers, and how soon this will happen.

#### **Answers**

- a a delivery driver for a warehouse or fulfilment centre
- b A drone for delivering parcels. Drones are being introduced by large e-commerce companies like Amazon, and may replace conventional delivery methods in some areas.
- Explain the task, go through the items and the mind map with the whole class and get students to do the exercise individually or in simultaneous pairs.

Elicit and discuss the answers.

#### Answers

Situation: b, i Opportunities: d, e, g, k Challenges: f, h Action points: (a), c, j

Get students to add their own ideas to the mind map. Monitor and assist where necessary.

Work on any difficulties and get some of the students to explain their mind map to the whole class.

# CRITICAL THINKING: CONTINUOUS IMPROVEMENT

■ 6.6 Explain the task, get students to look through the items, play the recording and elicit and discuss the answers. For example, ask students if they think that there is any benefit in making New Year's resolutions.

#### **Answers**

- **1** (c)
- 2 a and b
- **3** C
- 4 a and b
- **5** b
- **6** C

### Transcript 6.6

- a For years, I resolved every January that that was the year I would exercise more. Every year until now I've failed. I realized that I was setting myself an unrealistic goal to go from next to no exercise, to expecting to go to the gym three times a week. This year, I am doing things differently. I started out by deciding to do five minutes of exercise a day. That was easy, so I did that every day for two weeks. Then I made it ten minutes a day, and did that for three weeks. Now I am on 15 minutes a day. I feel fitter already and the change has been easy.
- b Heft school without any qualifications. It hasn't really been a problem so far, as I make good money, but I can see that at some point in the future I won't be able to progress any further. I would really like to become an engineer, but I'm not sure if I have the brains for that. So, at the moment, I'm taking distance learning classes in maths and physics at school-leaving level. If I succeed in those, I will find out what other subjects I need to study engineering. If I don't succeed, I'll try something else. Maybe I have a talent for languages, or art who knows? I'm young, so I have time to try lots of things.
- **c** I run our company's canteen. I noticed that the kitchen helpers were spending a lot of time cleaning up after every meal, so we all decided to look at ways of changing the process to save time. First of all, we installed a conveyor belt that carried trays with used plates and cutlery into the kitchen and we asked the staff to put their used trays on the belt, instead of leaving them on the tables. That improved things a lot. Then one of my workers suggested we could work even faster if the staff removed all the rubbish - napkins, plastic cups, sugar packets, and so on, from their trays before putting them on the conveyor belt. We have put rubbish bins next to the conveyor belt and are now monitoring to see how much difference that has made.
- Get students to think about this individually, or discuss it in simultaneous pairs.

Then have a whole-class discussion about their ideas.

### PLANNING AHEAD

Repeat the procedure outlined on pages 58–59.

# Progress test answers

# Units 1 & 2

- 1
- a (at their own pace)
- **b** repetition
- **c** mentor
- **d** methodologies
- e illiterate
- **f** Digital literacy
- **g** guidance
- 2
- a (haven't been feeling)
- **b** have seen
- c have been doing
- **d** I have been doing
- e I have been
- **f** has started
- g haven't had
- **h** have spent
- i have decided
- j have taken
- k have been talkingl have spoken
- m haven't decided
- **n** has been
- o have had
- **p** have mowed
- **q** has been painting
- r hasn't finished
- s haven't seen
- 3
- a Developing a presentation
- **b** microfinance
- **c** The presentation
- **d** the group
- e Deciding on how the group worked together
- **f** working in pairs
- **g** Salma
- **h** Ibrahim
- i Salma and Ibrahim
- j group leader
- **k** Tanit
- l Salma and Rawad
- m Rawad
- n a deadline

# 4

Students' own answers.

# Units 3 & 4

- 1
- a tradition
- **b** etiquette
- **c** generation
- **d** value
- **e** attitude
- **f** artefact

### 2

- a (generation)
- **b** etiquette
- **c** artefact
- **d** value
- e tradition
- **f** attitude

### 3

- **a** (validated)
- **b** behaviour
- **c** predict
- **d** criticized
- **e** tolerance
- **f** impact
- **g** celebrated
- **h** innovations

#### 4

- **a** can
- **b** don't have to
- **c** can
- **d** must
- e have to/must
- f shouldn't

# 5

Students' own answers.

# Units 5 & 6



- a (underinvestment) 4
- **b** misunderstand 6
- c precaution 1
- **d** unsustainable 3
- e nonsense 8
- **f** irresponsible 7
- g deregulation 2
- h overcrowded 5

2

- a (-)
- **b** an
- **c** the
- **d** The
- **e** a
- **f** an
- **g** a
- h -
- i a j the
- **k** the
- 1
- **m** the
- n –
- o p –
- **q** the
- r –
- **s** a
- t the

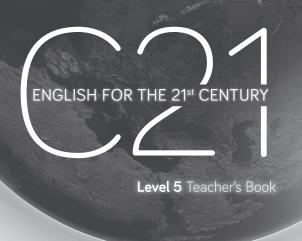
# 3

Note that these apps are inauthentic (as opposed to the real ones in section 6C).

- **a** (wasting)
- **b** to do
- c shopping
- **d** to see
- e speaking
- **f** to make
- **g** chatting
- **h** to sleep

# 4

- (will have raised)
- **b** will not be funding
- c will be playing
- **d** will have risen
- e will be sending
- f will not have reached



*C21* is a five-level skill- and task-based course designed to prepare the 21<sup>st</sup> century learner to use English effectively in social, educational and professional contexts. *C21* is a unique research-based programme that has been developed in line with the latest educational trends and strategies. These include:

- a strong focus on independent learning, while at the same time actively highlighting the central role of collaborative learning
- essential 21<sup>st</sup> century skills highlighted in the 21<sup>st</sup> century framework, including those related to communication, 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.

Language skills: Vocabulary

Grammar

Four skills - listening, speaking,

reading and writing

21st century skills: Life and Career

Learning and Innovation

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#### Key features:

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- skill- and task-based course
- > targeted specifically at college and university students
- contexts and content that cater for global citizens of the 21st century
- low-level entry point
- coverage of all essential vocabulary and competencies for pre-sessional students
- ideal for students wishing to improve their performance in international benchmark and skill-based examinations such as IELTS
- writing skills in every unit guide students on writing academic genres
- ongoing assessment and progress tests
- fully interactive course book and digital workbook

### Course components:

Interactive Course Book and Slideshows

Digital Workbook

Teacher's eBook

Progress tests

Ongoing assessment tests

Academic Skills material

Extra Vocabulary and Grammar material

Interactive flashcards for each unit

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





