

Suitable for:
CEFR: A1+

2nd Edition

CE21

ENGLISH FOR THE 21st CENTURY

Level 2 Teacher's Book



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GARNET
EDUCATION

CE21

ENGLISH FOR THE 21st CENTURY

Level 2 Teacher's Book

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Introduction

The course

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

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

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

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

Course components

Each level of the course comprises:

- a course book in print and interactive digital formats
- a workbook in print and interactive digital formats
- a teacher's book in print and digital formats
- a website at www.garneteducation.com/c21 with resources including audio and slideshows.

Unit structure

Each course book contains 12 units. Each unit has three sections, A to C, covering a combination of vocabulary, grammar and the four skills – listening, speaking, reading and writing. It also integrates the 21st century skills (more on these below) throughout the unit. There is one general topic per unit, which is divided into sub-topics in each section.

Sections

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



Vocabulary



Grammar



Reading



Writing




Listening



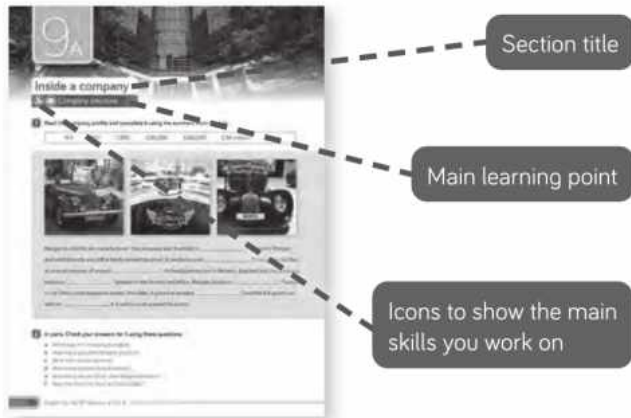
Speaking

Activities and flow of the material

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

Navigation

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



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

Opening pages

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

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

Highlights the skills developed in the unit.



Quizlet QR codes link students with extra exercises on key unit vocabulary.

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

The target section is divided into:

- Vocabulary
- Grammar
- Skills.

These are explained next.

Vocabulary

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

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

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

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

Grammar

In each unit, the students look at and practise one or more grammar or functional language points, learning to put them into practice in specific contexts. Over the 12 units of the book, the grammar points treated in each unit build into a grammar sequence appropriate for the level.

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

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

Skills: Listening

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

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

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

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

Skills: Speaking

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

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

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

Skills: Reading

Reading activities are based around texts that have been written specifically for the level and relate to the topic of the unit. Reading is an integral part of the process of learning new vocabulary and grammar. It is also the means by which students learn about contemporary events and issues related to a wide range of areas including technology and the digital world, health and lifestyles, the world of work, and various aspects of culture.

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

Skills: Writing

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

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

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

Pronunciation

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

C21 skills

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

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

C21 skills area and sub-skill

C21 SKILLS

STUDY SKILLS:
Word families

See page 23 →

Reference to practice activities in the C21 pages at the end of the unit



Practice activities from the C21 skills pages for the unit

Slideshows

Section C of each even-numbered unit (Units 2, 4, 6, 8, 10 and 12) 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/c21. 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/c21/student/ as support for the note-taking phase of the listening activities and for the follow-up writing tasks.

Assessing progress

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

Planning ahead activities

Units 1, 3, 5, 7, 9 & 11

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

Progress tests after every two units

Units 2, 4, 6, 8, 10 & 12

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

Support material

Focus boxes

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

FOCUS

Grammar

Grammar Focus (Green)

Provides notes on the form and meaning of the grammar points.

FOCUS

Expression

Expression Focus (Pink)

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

FOCUS

Pronunciation

Pronunciation Focus (Yellow)

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

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. 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

Events

Vocabulary

- Word families
- Dates
- Roles in event planning

Grammar

- Prepositions
- Present simple with *do* and *does*

Language skills

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

C21 SKILLS

Study skills

- Word families

Life skills

- Finding out about a career

Study skills

- Reading effectively



Talking point

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


1A Special days

  Word families; Dates

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

Answers

- a New Year, Dubai
- b International Folk Festival of Russi, Italy
- c American Independence Day
- d The Harbin Ice and Snow Festival, China
- e Canadian Thanksgiving Day

- 2  1.1 Explain the task and play the recording once or twice. If this is your first class with the students, this is a good opportunity to gauge their listening level.

Stop after each item to work on any difficulties (some of the vocabulary will be unfamiliar) and to elicit the answers.

Answers

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

Transcript 1.1

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

Later in the day, there are displays of dancing in the main square. It's really interesting to see the different costumes and styles of music and dancing.

- 4 This is a special family holiday in Canada. Today, people celebrate the festival to give thanks for the good things in life. At Thanksgiving, Canadians often visit family or friends, or invite them to their own homes. A lot of people eat a traditional meal of turkey and pumpkin pie. An invitation to a Canadian home for Thanksgiving is a big honour.
- 5 The New Year starts with a spectacular fireworks display. Over a million people, locals and visitors, gather downtown to see this amazing display of fireworks, lasers and lights. I always go to The Palace Beach on Al Sufouh Road to watch the fireworks. You get a perfect view of the fireworks against the Burj Khalifa. It's spectacular.

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

Answers

- a c
- b e
- c a
- d b
- e c
- f d
- g e

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

Answers

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

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

Walk around the class to monitor and assist where necessary.

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

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

C21 SKILLS

STUDY SKILLS: Word families

Get students to complete the exercises on page 23 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 73 of this book.

- 6 Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary. Elicit the answers with the whole class.

Answers

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

Possible answers for other word families

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

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

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

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

Answers

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

FOCUS

Pronunciation

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

Answers

- a 25th December f 1st January
b 2nd February g 9th May
c 22nd August h 23rd March
d 18th June i 30th September
e 5th April

Transcript ▶ 1.2

- a 25th December f 1st January
b 2nd February g 9th May
c 22nd August h 23rd March
d 18th June i 30th September
e 5th April

▶ 1.2 Go through the instructions, and point out that you say *the first of May*.

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

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

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

Answers

- a 4th July
b 31st December
c the second Monday in October
d the first week of August
e 5th January to end February

- 9 Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, work on any difficulties and elicit the answers.

Answers

- a on, in
b on
c in
d on, in
e from, to

- 10 Again, do this in simultaneous pairs and walk around the class to monitor and assist where necessary.

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

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

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

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

Sample notes

Name:	Halloween
Date:	31 st October/1 st November
What you can see:	People in strange, horror (teach this word) costumes.
What people do/wear:	Go to parties based on the idea of horror.
Other special things:	Candles in hollow pumpkins. (Draw one on the board, or show students a photo.)

FOCUS

Grammar

Prepositions

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

1B Event management

 Present simple with *do* and *does*

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

Answers


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

Kasima: anniversary parties, birthday parties, weddings

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

Possible answers

- a in a team
- b working on arrangements, contacting suppliers, etc.
- c in the office
- d no
- e someone who is good at working on a lot of different tasks at once

- 3  1.3 Play the recording once or twice, explaining any difficulties, and elicit the answers. Discuss any differences with the answers that students anticipated in the previous activity.

Answers

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

Transcript 1.3

Interviewer	What do you do, Pete?
Pete	I'm an event planner.
Interviewer	And who do you work for?
Pete	A company called Kasima.
Interviewer	What kind of events does the company organize?
Pete	It specializes in private events, such as weddings, birthday parties and music festivals. It doesn't have any big corporate clients.
Interviewer	Do you spend a lot of time out of the office?
Pete	No, I don't. I work in the office most of the time. My team develops the concept and ideas for the decorations, music, and so on. I also have a lot of meetings with the clients to discuss their needs.
Interviewer	Do you work long hours?
Pete	Yes, I do. Just before an event I often work a 14-hour day, but I don't mind. I'm lucky my company pays me to organize parties, and I love parties.
Interviewer	And what qualities do you need to work in event planning?
Pete	Well, you need to be creative, and also very organized, with a good eye for detail.
Interviewer	And like parties!
Pete	Exactly.

- 4 Get students to complete the exercise in simultaneous pairs. Walk around the class to monitor and assist where necessary.

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

Answers

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

FOCUS

Grammar

Present simple with *do* and *does*

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

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

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

Answers

Katje is a conference and event planner. She organizes business meetings and conferences for corporate clients. Her day starts at 8. First, she has a team meeting to plan the day. 'I'm lucky I have a very good team. They do a lot of the detailed planning.' During conferences, Katje often works a 16-hour day to make sure everything runs smoothly. 'I usually get to the conference venue at 7 a.m. and I don't get home until after 11 p.m.' Katje loves her job, but she doesn't have much time for a social life.

- 6 Explain the task, and divide students into groups of three or four. Walk around the class to monitor and assist where necessary.

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

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

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

Answers

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

FOCUS

Pronunciation

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

Transcript ▶ 1.4

- a Who do you work for?
- b How many hours do you work a day?
- c Which is your busiest day?
- d How do you start a typical day?
- e What do you like about the job?

- 8-9 ◉ Get students to prepare their questions individually and then to ask and answer them in simultaneous pairs, noting down the answers. Walk around the class to monitor and assist where necessary, especially with falling intonation of questions.

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

- 10 ◉ Get the students to look at the ideas on page 171 of the course book for researching information about jobs. Encourage the students to get as much information as they can using the various methods suggested. The research will need a few days or more to complete depending on the situation. Remember to return to this in the next class.

C21 SKILLS

LIFE SKILLS: Finding out about a career

Get students to complete the exercise on page 24 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 73 of this book.

1c Festivals



Writing a description

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

Possible answers

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

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

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

Answers

- A e
B f
C d
D c

(Titles a and b are not used.)

C21 SKILLS

STUDY SKILLS: Reading effectively

Get students to complete the exercise on page 24 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 73 of this book.

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

Answers

- a the dates of the festival in March
b the height in metres of many of the figures (*falles*)
c the number of months that they take to build
d the typical cost of a figure in euros
e the total number of figures
f the typical duration (teach this word) in minutes of a fireworks display

- 4 Get students to go back and look at their answers for 1, and have a whole-class discussion about them after reading the article.

- 5 Do this as a fast-paced whole-class activity. Work on stress and pronunciation of the words and phrases.

Answers

- a neighbourhood
b raise money
c massive
d flammable
e humorous
f make fun of
g powerful

- 6 Practise stress and pronunciation of *emergency services* and get students to say what their roles at the festival are, matching each service with its role. Get students to say complete sentences. Then have a brief whole-class discussion about other services they perform.

Answers

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

- 7 1.5 Explain the task, get students to look through the points. Play the recording once or twice, explaining any difficulties, and elicit the answers.

Answers

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

Transcript  1.5

1 Interviewer So, Marta. Why is the *Falles* Festival important for Valencia?

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

Interviewer So the *Falles* make local Valencian communities strong?

Marta Exactly. It brings our communities together.

2 Interviewer Josep, you're a local businessman. How important are the *Falles* for you?


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

3 Interviewer So, Arturo. Why do you think the *Falles* are important for Valencia?

Arturo For me, the *Falles* are all about traditions. The festival keeps our traditions alive – for example, the traditional Valencian costumes and hairstyles, the traditional foods we eat, the tradition of fireworks. These traditions are passed from one generation to the next generation, from the parents to the children.

Interviewer So the festival is important for keeping Valencian culture alive?

Arturo That's right. And it makes Valencians proud of their city, and proud of their Valencian culture.

8  Get students to prepare this individually. This task can be done as a writing exercise for homework, with students in the next class talking in simultaneous pairs about their festivals, and then giving presentations to the whole class if time allows.

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

2

Planning

Vocabulary

- Types of community events
- Time expressions for future plans

Grammar

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

Language skills

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

C21 SKILLS

Creativity

- Creative thinking

Communication

- Declining invitations



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

2A Creative collaboration

 Types of community events

1 Get students to look at the photos in simultaneous pairs. Get representatives to report back and then discuss them with the whole class. A circle is, of course, the best way for people to share ideas.

2 Discuss this with the whole class, getting students to come up with traditional ideas as well as others, for example, using computer apps. Make a list of each on the board.

3 Work on pronunciation, stress and meaning of the words *criticize* (eliciting from students, if they know the words, *critic* and *criticism*) and *record* (stress on first syllable as a noun and on second as a verb).

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


Answers

- a all
- b ask
- c criticize
- d make
- e Be
- f Record

4 Do this as a whole-class activity.

Answers

- a L
- b P
- c B
- d L
- e B
- f B


5  **2.1** Play the recording once or twice. Work on any difficulties and elicit the answers.

Answers

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

Transcript 2.1

- Sally** OK. So, let's start. OK. So we need lots of ideas for a community event in June. OK. So can you give me your ideas?
- Ali** I think we need an event that's good for all age groups. My idea is to have a quiz night.
- Ben** Great. And we can have prizes for the winners. I have another idea. Maybe we could have a video games tournament – you know, lots of teams playing the same video game.
- Sally** I like the idea. So a quiz and a video games tournament. Let me write them on the board. OK. Any other ideas?
- Gemma** Well, the weather's good in June. So why don't we have a picnic in the park?
- Ben** Yes, and we could organize games for the children.
- Sally** OK. A picnic in the park and games for children. What about you, Sue? Do you have a suggestion?
- Sue** Yes. How about organizing a photographic exhibition? Would that work?
- Ali** Sorry, what's a photographic exhibition?
- Sue** We could invite local people to bring interesting photographs.
- Sally** Great idea, Sue. Just a minute. I need to write that down. OK. We've got four great ideas. What else could we do?

6  **2.1** Play the recording again, stopping at the relevant points to elicit the answers.

Answers

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

C21 SKILLS

CREATIVITY: Creative thinking

Get students to complete the exercise on page 36 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 73 of this book.

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

FOCUS

Grammar

Suggestions

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

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

Answers

- a asking
- b invite
- c rent
- d have
- e booking

- 8 Get students to complete the table individually and then do a round-up with the whole class.

Answers

Asking for ideas
Any (other) ideas? Do you have a suggestion?
Asking for clarification
Sorry, what's a photographic exhibition?
Recording ideas
I need to write that down.
Being positive about people's ideas
I like the idea. Great idea!


Possible answers

Asking for ideas
What do you think? What are your thoughts on this? What are our options?
Asking for clarification
Can you say a bit more about that? Could you talk us through that? Could you develop that idea a bit?
Recording ideas
I'll note that down. I'll make a note of that. I'll put this on paper.
Being positive about people's ideas
Fantastic! Terrific! Superb!

- 9 Get students to brainstorm (teach this word) these situations in groups of three. If time is limited, allocate only one or two of the situations to each group. With the whole class, point out the language that students should use, in addition to the expressions in the table in 8. Start the activity. Walk around the class to monitor and assist where necessary. With the whole class, work on language related to the discussion expressions, getting individual students to repeat expressions incorporating any corrections and improvements that you made. Then get representatives from each group to talk about the ideas they came up with and have a whole-class discussion about each of the situations.

2B Plans & arrangements

 Present continuous for future plans

- 1 Discuss the points with the whole class.
- 2 Go through the items in the box and get students to read the conversation individually for themselves. Then do the exercise with the whole class, getting students to suggest answers, but don't correct them at this point.
- 3  2.2 Play the recording for the whole class and get students to see if they were right. Work on any difficulties.

Answers

Kim Are your parents coming to your graduation?

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

Kim Great. How long are they staying?


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

Kim What about your brother, Carlos?

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

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

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

Transcript  2.2

- Kim** Are your parents coming to your graduation?
Rosa Yes, they are. They're flying in from Bogotá tomorrow evening.
Kim Great. How long are they staying?
Rosa My father's going back on Sunday, but my mother isn't going back until Tuesday.
Kim What about your brother, Carlos?
Rosa He isn't coming. He's much too busy with work.
Kim That's a pity. And are you going to the graduation party?
Rosa No, I'm not. After the ceremony, I'm having dinner with my parents.

FOCUS

Grammar

Present continuous for future plans

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

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


Answers

- a 'm not working, 'm spending
 b is getting, isn't having
 c **A** are, arriving
 B aren't coming
 d **A** are, doing
 B are meeting
 e **A** Is, going
 B 's meeting

- 5 Get students to do this in simultaneous pairs.

Answers

- 1 tonight
 2 tomorrow afternoon
 3 Thursday evening
 4 Friday evening
 5 Saturday night (Point out that this usually refers to Saturday evening.)
 6 this Sunday
 7 next weekend (Point out that this expression can cause confusion between native speakers. Some use it to refer to this weekend coming, and others use it to refer to the weekend after this weekend coming. The answer given here is for the latter meaning.)
 8 next month


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

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


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

Answers

- a Are you going out this evening?
 b Are you doing anything special on Saturday?
 c What are you doing today after class?
 d Where are you going for your next holiday?

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

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

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

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

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

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

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

FOCUS


Grammar

Spelling rules when adding -ing to a verb

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

  Invitations

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

- 2-3  2.3 Play the recording once and elicit the answers to 2. Then play the recording again and elicit the answers to 3, getting students to explain their answers.

Answers

- a Conversation 4 – D c Conversation 3 – D
b Conversation 1 – A d Conversation 2 – A

Transcript  2.3

- 1 **Fatima** A group of us are going to Tom's flat for a pizza later. Would you like to come?
Jack Yeah. That's a great idea. What time?
Fatima About 7.00. Tom's ordering the pizzas and I'm doing some salads.
Jack Sounds good. See you there.
- 2 **Sam** Are you doing anything after class?
Olga Just taking some books back to the library. Why?
Sam Well, I'm going to Café Coco with Maria. Would you like to come?
Olga Yeah. I'd love to. What time?
Sam We're going straight after class, so around five.
Olga OK. See you then.
- 3 **Dave** Have you any plans for Sunday, Chen?
Chen Nothing special. Why?
Dave Would you like to go to the cinema?
Chen There's a new Brad Pitt film. The reviews are very good.
Chen That sounds great, but I can't. I've a chemistry test on Monday and I need to prepare for it. Sorry. Maybe another evening?
- 4 **Tom** Are you busy next weekend, Fatima?
Fatima Yeah, quite busy. Why?
Tom Well, it's Chen's birthday on Saturday and I'm organizing a barbecue for him in the evening. Would you like to come?
Fatima Well, I'd love to, but I can't. I'm going to a music festival with some friends.

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

Answers


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

FOCUS

Invitations

Work again on stress and intonation of invitations.

Expression

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

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

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

C21 SKILLS

COMMUNICATION: Declining invitations

Get students to complete the exercises on page 37 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 74 of this book.

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

2c Get into character

   Slideshow

Now play the slideshow and do the related listening, discussion and writing activities. You will find the slideshows in the interactive course book or in the resources section of the website: www.garneteducation.com/c21.

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

FOCUS

Expression

Writing an invitation email

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

3

Products

Vocabulary

- Product features and price

Grammar

- Comparative adjectives
- *little, less; few, fewer*

Language skills

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



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

C21 SKILLS

Study skills

- Learning words in pairs

Creativity

- Multi-use devices

Study skills

- Close reading


3A Buying power

Product features and price

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

Answers

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

- 2  3.1 Explain the task and play the recording once or twice, working on any difficulties. Elicit the answers. Work on meaning and pronunciation of any words, like *gadget*.

Answers

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

Transcript 3.1

- a Amir Everybody needs one of these. I always have it with me when I go out and use my smartphone a lot. I really like this model because it's very compact and slim. It means I can carry it in my laptop bag, or even in my jacket pocket. It works with all Android and Windows phones. I really like the design and the way the charging cable fits into the body of the charger. I think it's a really useful gadget.
- b Marti It's very fast and it's very responsive. When I'm surfing the internet, pages download in seconds. I love the look of it, too. I think it's very stylish. It goes everywhere with me, and it's so small I can fit it in my jacket pocket. It takes great photos, and the sound quality for calls is very good, too. I also use it for getting onto Facebook and my Twitter account. It's really very versatile. I use it for everything. I can't live without it.
- c Bo I mainly use these when I'm travelling to work on the bus. They're great when I don't want to hear other people's music and conversations. They certainly aren't very stylish, but these ones are very light

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

- d Jodi I love this gadget. It's very easy to use. I just put it on and forget about it all week. I can sleep with it on, and it's waterproof so I don't take it off when I shower. It has a long battery life so I only need to charge it once a week. It comes in two sizes, small and large. The small size is perfect for my wrist. I mainly use it for tracking my activities during the workday. My goal is 10,000 steps every day. I like it because it's good motivation for me to be more active.
- e Rachel It's very easy to use and it's small so I can carry it in a beach bag or in my rucksack. You can drop it and it doesn't break. And it's also waterproof to 35 metres, so it's perfect for when I'm snorkelling or doing other water sports. For me, it's just what I need, a simple 'point and shoot' device that takes great underwater shots, and isn't expensive. I always take this with me when I go on beach holidays.

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

Answers

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

FOCUS

Expression

Describing products

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

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

Answers

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

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

Answers

- a slim/compact
- b light
- c responsive
- d Easy
- e Long


- 6 Get students to work on this in simultaneous pairs, as in the example.

Walk around the class to monitor and assist where necessary.

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

C21 SKILLS**STUDY SKILLS: Learning words in pairs**

Get students to complete the exercises on page 51 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 74 of this book.

- 7  **3.2** Revise numbers with students before doing the exercise, if you think they need it.


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

Answers

- a \$400
- b £7.50
- c \$39.90
- d £150

Transcript  3.2

- a Ryan** How much do you pay for a really good laptop in Korea?
Rachel It depends where you go. In places like the Yongsan Electronics Mall, you can find a really good HP laptop for around 460,000 won, and they'll probably give you a laptop bag for that price, too.
Ryan Really! 460,000 won. About \$400. That's a really good price.
- b Hassan** What's the cost of a flash drive here?
Jan A flash drive?
Hassan Yes, you know, a memory stick.
Jan Yeah, I know. They don't cost much. You can order them on a website like Amazon UK. I think you pay around £3.50 for eight gigabytes, and £7.50 for 32 gigabytes.
- c Pierre** I'm thinking of buying a folding keyboard, something really small that I can use with my iPad when I'm travelling.
Jack Sounds like a good idea.
Pierre I may get one when I'm in New York next week. Do you know what they cost?
Jack I'm not sure. Let me check on Best Buys. Right. Here we are. There's a really nice one for \$39.90, and it has good reviews.
Pierre OK. About \$40. That's quite expensive. I think I need to do a bit of research first.
- d Stefan** I need a small colour printer for my home office.
Milly What kind of printer?
Stefan A small laser printer. I don't have a lot of space in the office. Any idea how much they cost?
Milly I have an HP Colour LaserJet Pro. It's a great little printer. It only cost £150.
Stefan Wow! A hundred and fifty for a colour laser printer. That's very good value.

- 8  **3.2** Play the recording again and get students to complete the comments.

Answers

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

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

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

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

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

3B Product reviews

Comparative adjectives

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

Answers

Features compared:
display
size
comfort to wear
battery life
style
range of apps

FOCUS

Grammar

Comparative adjectives

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

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

Answers

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

FOCUS

Pronunciation

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

Transcript ▶ 3.3

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

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

Answers

- a faster
b sharper
c more expensive
d better
e more compact, slimmer
f worse

- 6 Get students to do this in simultaneous pairs. Walk around the class to monitor and assist where necessary. Work on any difficulties, showing students where they are making mistakes, but do not actually correct the mistakes.

Possible answers

- a The resolution of the TR-5 is sharper than the Draco 3.
b The Draco 3 is lighter than the TR-5.
c The TR-5 is thicker than the Draco 3.
d The TR-5 is larger than the Draco 3.
e The Draco 3 is cheaper than the TR-5.

- 7 Get students to check another pair's work in simultaneous pairs. Again, walk around the class to monitor and assist with the comments students are making.

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

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

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

- 9** Explain that *computer devices* can refer to laptops, desktops, tablets, and so on. Get the students to look at the case study on page 171 of the course book. Ask them to read the case study and make notes on what the company needs in terms of computer devices. Then get the students to work individually and think of the best solution. Then get pairs to compare and discuss their answers.

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

C21 SKILLS

CREATIVITY: Multi-use devices

Get students to complete the exercises on page 51 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 74 of this book.

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

3c Internet shopping



What type of shopper are you?

- 1** Establish that the people in the photos are shopping either online or in a shop using a smartphone. One person in the shop is paying with a smartphone and the other is checking information (possibly price) about an item using his smartphone. The other two are looking for items or paying online.

- 2-3** Have a whole-class discussion about buying these products online. Get students to vote for each method of buying these products and put the results up on the board to stimulate discussion.

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

C21 SKILLS

STUDY SKILLS: Close reading

Get students to complete the exercise on page 52 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 74 of this book.

- 4** Divide the class into Student As and Student Bs. Student As read *Are you a showroomer?* on page 48 of the course book; Student Bs read *Are you a webroomer?* on page 171 of the course book. As they read, monitor and check that students are following the ideas in the C21 skills section on page 52 regarding close reading skills correctly.
- 5** Get the students to complete the table using the key points that they highlighted in 4.

Answers

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

- 6** **3.4** Play the recording once or twice. Explain any difficulties and elicit the answers.

Answers

Stephen is a webroomer and Maria is a showroomer.

Transcript ▶ 3.4**Conversation 1**

Interviewer So, Stephen, how do you like to shop?

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

Interviewer Do you buy online then?

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

Conversation 2

Interviewer Do you use your smartphone when you're shopping, Maria?

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

Interviewer How does it work?

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

Interviewer So you think smartphone shopping is a good idea?

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

- 7 ▶ 3.4 Do this as a fast-paced whole-class activity. Play the recording again for students to check their answers.

Answers

- a do
- b check out (Point out this use of *check out* – it just means *check* – as compared to *check out of a hotel*.)
- c post
- d do
- e use, scans, searches

- 8 Explain the task. Get students to read and discuss the article and Jan's behaviour in simultaneous pairs. Walk around the class to monitor and assist where necessary. Work on language related to the topic. Have a whole-class discussion, with students incorporating any corrections and improvements that you made and giving reasons for their answers.

Answer

Jan is a showroomer.

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

FOCUS**Pronunciation**

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

Transcript ▶ 3.5

price
assistant
information
into
online
decide

 *little, less, few, fewer*

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

Answers

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

- 2 With the whole class, elicit the answers.

Answers

- a false – The chart shows different trends in each country.
- b true
- c false – People spend more time shopping in stores.
- d false – French people spend less time online shopping than Brazilians do.
- e false – Online shopping is more popular in China than Japan.
- f true

FOCUS

Grammar

little, less; few, fewer

Go through the information and get the class to give some examples to make sure they understand the idea, e.g., *oranges* are countable and *milk* is uncountable.

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

Answers

- a less
- b fewer
- c less
- d Fewer

- 4-7 Divide the class into Pair As and Pair Bs. Pair As look at the chart on page 172 of the course book and complete exercises 4 and 5. Pair Bs look at the chart on page 173 of the course book and complete exercises 4 and 5.

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

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

Answers

Bar chart 1

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

Bar chart 2

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

4

Decision-making

Vocabulary

- Furniture
- Sizes and prices

Grammar

- Superlative adjectives

Language skills

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



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

C21 SKILLS

Critical thinking

- Criteria

Creativity

- Qualitative and quantitative research

4A Choosing furniture

Superlative adjectives

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

Possible answers

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

- 2 Do the first few adjectives with the class.

Possible answers

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

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

Answers

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

Transcript 4.1

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

FOCUS

Grammar

Superlative adjectives

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

- 4 With the whole class, elicit the answers.

Answers

- a The *Space* range is the ideal solution for small rooms.
b *Trad* is the most expensive range. The natural wood furniture is the best solution for traditional buildings.
c Whatever you need, we will work together with you to find the most suitable solution, at the best price.

- 5 Get students to complete the questions and then ask and answer questions in simultaneous pairs. Walk around the class to monitor and assist where necessary.

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

Answers

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




Sizes and prices

- 1 Get students to read the email individually and then, with the whole class, answer the questions.

Answers

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

- 2  4.2 Get students to make notes as they listen to the recording. Write notes on the board with different students suggesting what you should put.

Possible answers

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

Transcript ▶ 4.2

- Sally** So, Marcia, what do you think we need in our new study bedrooms?
- Marcia** Well, I like to work in my room so a big desk and a good office chair are really important.
- Sally** Anything else?
- Marcia** I need somewhere to put all my books and course papers, so some kind of bookcase would be useful, too.
- Sally** OK. So a nice big desk, an office chair and a bookcase?
- Marcia** Exactly.
- Sally** Thanks, Marcia. That's really useful. What about you, Hassan?
- Hassan** I agree with Marcia. A good desk and chair are really important.
- Sally** Anything else?
- Hassan** I like furniture that looks modern, so nothing old-fashioned. Oh, and a comfy chair. Then I can relax when I finish work – watch movies on my laptop or just listen to music.
- Sally** So a modern look, a desk and a comfortable chair for watching films.
- Hassan** Yes, and a good office chair.
- Sally** OK. That's great Hassan.

- 3-4** Give students time to absorb the information individually. Explain the task and get students to work in groups of three. Emphasize that the maximum budget is £900 and that they should use the room plan to help them.
- Remind students about comparative and superlative forms and get them to start the discussion.
- Walk around the class to monitor and assist. When most groups have finished, work on difficulties with the whole class.

C21 SKILLS**CRITICAL THINKING: Criteria**

Get students to complete the exercises on page 62 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 75 of this book.

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

FOCUS**Expression****Replying to a business email**

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

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

4B Smart buys**Conversations with sales staff**

- 1** Go through the vocabulary. Point out that *fit* refers to size only and it does not mean the same thing as the verb *suit*, so we can use the phrase *It suits you, but it doesn't fit* (or vice versa), when talking about an item of clothing.

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

- 2** Do this quickly with the whole class.

Answers

- a C
b SA
c C
d SA

FOCUS**Expression****Conversations with sales staff**

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

- 3** Do this quickly with the whole class, working on the logic of matching. (Point out that some possible combinations, such as 'I'd like to try this in a smaller size', are prevented by other combinations that have to be made.)


Answers

- | | |
|-------------------------|--------------------------|
| a T-shirt on. | d shoes on? |
| b in any other colours? | e in a smaller size? |
| c perfectly. | f with American Express? |

C21 SKILLS

CREATIVITY: Qualitative and quantitative research

Get students to complete the exercises on page 63 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 75 of this book.

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

Answers

- a like to
b size
c room
d How
e fit
f take
g pay

Transcript  4.3

Sales assistant Can I help you?
Jo Yes, please. I'd like to try these jeans on.


Sales assistant Certainly. What size are you?
Jo I'm a size 32.

Sales assistant OK. The changing room is over there.
Jo Thanks.
(Jo tries on the jeans.)

Sales assistant How are the jeans?
Jo Great. They fit perfectly. How much are they?

Sales assistant They're £49.99.
Jo OK. That's fine. I'll take them.

Sales assistant How would you like to pay?
Jo With my debit card, please.

- 6  Get students to make their choices of clothes in simultaneous pairs, and then to use the conversation in 4 as a model.

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

4c How smart is too smart?



Slideshow

Now play the slideshow and do the related listening, discussion and writing activities. You will find the slideshows in the interactive course book or in the resources section of the website: www.garneteducation.com/c21.

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

FOCUS

Expression

Tips for creating an advert

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

5

Turning points

Vocabulary

- Life events

Grammar

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

Language skills

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



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

C21 SKILLS

Life skills

- Group and individualistic cultures

Creativity

- Using timelines

Collaboration

- Planning a team task

5A Ages and stages



Life events; Quantifiers

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

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

Possible answers

- a get a job
change jobs
leave home
 - b get a driving licence
 - c get married
 - d have a baby
 - e start primary school
 - f leave school
go to college/university
graduate from college/university
- (Two phrases: *start secondary school* and *retire (from work)* cannot be matched to a photo.)

- 2 Practise pronunciation and stress of *predictable* and *unpredictable*. Get students to say which events in 1 are predictable and which less so.

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

Possible answers

- a leave, go to
- b get, have
- c graduate
- d change
- e retire
- f start
- g get

- 4 Do this as a whole-class activity or in simultaneous pairs.

Possible answers

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

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

- 5 5.1 Introduce the topic and the task. Play Conversation 1 once or twice and elicit the answers. Then play Conversation 2 once or twice and elicit the answers.

Answers

Conversation 1

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

Conversation 2

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

Transcript 5.1

Conversation 1

Paul When do students graduate from university in Singapore?

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

Conversation 2

Tom When do most people learn to drive in the US?


Claire Well, it varies. The legal age for driving is 15 or 16, depending on the state. Nearly all young people get their driving licence before they go to college. And I know some people actually get their licence when they're about 17 and still in school, and then they drive to school every day.

FOCUS

Grammar

Quantifiers

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

- 6 Do the exercise with the whole class. In a class with students from one country, get them to discuss any variations in the country. If you have students from more than one country, get them to compare and contrast what happens in their countries – the goal is as much to encourage discussion as about the correct use of quantifiers, but don't forget to work on the latter where necessary.
- 7  Get students to work on this in simultaneous pairs. They might need the prompts *When do people ...?* or *How old are people when ...?*
- Walk around the class to monitor and assist where necessary, checking that students are using the question structures and quantifiers correctly. With the whole class, work on any difficulties and get particular pairs to repeat their exchanges.

C21 SKILLS

LIFE SKILLS: Group and individualistic cultures

Get students to complete the exercises on page 77 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 75 of this book.

5B Timelines

   Past simple: Regular and irregular

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

Answers

- a in 2006 when her family moved to New York and in 2010 when she graduated from high school
b winning a competition for young musicians

- 2 With the whole class, get individual students to fill in the gaps. Remind them to use the past simple of the verbs.

Answers

- a started
b had
c 2003
d won
e moved
f started
g 2010

FOCUS

Grammar

Past simple: Regular and irregular

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

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

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

Answers

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

FOCUS

Pronunciation

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

Transcript ▶ 5.2

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

▶ 5.3 Explain the task and play the recording. Elicit the answers.

Answers

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

Transcript ▶ 5.3

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

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

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

Answers

Verb	Past simple
become ^a	became
go	went ^d
leave	left ^e
make	made ^j

Verb	Past simple
do ^b	did
get	got ^e
spend ^h	spent
meet ^k	met

Verb	Past simple
fall ^c	fell
have	had ^f
take	took ⁱ
win	won ^l

Possible additional verbs

hit	hit
begin	began
speak	spoke

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

Answers

In September 2011, I went^a to the University of Waterloo near Toronto to do a four-year degree in Business. As part of the course, I did^b four work placements. In my second year, I worked^c for a mining company in Vancouver. During the placement, I helped^d organize a big conference. I learnt^e a lot and fell^f in love with Vancouver. In my fourth year, I spent^g six months working in Adelaide, Australia. I shared^h a flat with two girls of my age. We becameⁱ very good friends. In April 2015, I took^j my finals and graduated^k. I think the mix of academic study and work placements was^l very valuable.

- 7 Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary. Then get some pairs to repeat some of their exchanges.
- 8 With the whole class, draw an example timeline on the board about a fictitious person to give students the idea. Then get students to work on their own timeline, using pen and paper or specialized software. Walk around the class to monitor and assist where necessary. Check students have made a list of verbs as described in Step 3.
- 9 Students discuss their timelines in groups of three. With the whole class, get representatives of various groups to talk about their timelines, using correct forms of verbs.

C21 SKILLS

CREATIVITY: Using timelines

Get students to complete the exercise on page 77 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 75 of this book.

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

5c Building a career



A famous architect

- 1 Get students to talk about buildings in their country/ countries, and the names of their architects if they know them.
- 2 **5.4** Explain the task and play the recording once or twice. Work on any difficulties. Elicit the answers.

Answers

- a Chen He thinks they are very impressive, striking and fit in well with other buildings.
- b Martine She's not sure she likes them. She doesn't think they fit in well. She thinks they are interesting but strange.
- c Faris He loves her architecture. He thinks the buildings are original, futuristic and thinks that she is the most exciting architect today.

Transcript **5.4**

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

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

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

- 3 **5.4** Play the recording again, stopping after each speaker to give students time to tick the adjectives they hear.

Work on the pronunciation and stress of unfamiliar words.

Answers

futuristic
impressive
interesting
modern
original
strange
striking
unusual

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

Answer

She had a difficult start to her career.
Students should highlight:
Paragraph 2: ... she won many design competitions, but few of her ideas became real buildings ... she won an international competition to build an opera house in Cardiff. However, the project was cancelled.

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

Answers

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

Possible answers

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

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

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

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


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

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

Winning the Stirling Prize for the MAXXI Museum in Rome.

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

Answers


- a official offer of work
b stopping
c an opportunity
d increased
e prizes
- 9  5.5 Explain the task and play the recording once or twice. Elicit the answers.

Answers


Amir his first year exams; leave university, get a job as a reporter
Natasha play, 13; a theatre director

Transcript  5.5

- 1 Amir I come from a family of doctors – my grandfather was a doctor, my father's a doctor and so is my older sister. There was a lot of pressure on me to be a doctor, too. I did very well in everything at school. I passed all my exams and got a place at medical school. My parents were delighted, but I wasn't sure it was the right career for me. Then it all went wrong. I failed my first year exams. It changed my life completely. It gave me time to think what I wanted to do. In the end, I left university, and got a job as a reporter on a newspaper. Now, ten years later, I'm the editor of an international business magazine. It's a great job.
- 2 Natasha When I was a child my parents took me to the theatre for the first time in London. We saw an amazing production of a play – it was called the *Three Sisters* by Anton Chekhov, the famous Russian writer. It was a real turning point. I was just 13, but I knew I wanted to be a theatre director. I saw as many plays as I could while I was at school and university. After university, it wasn't easy to get work in a theatre, but I had a lucky break two years ago. I got a job assisting the director for a new play at a big theatre, and it had some good reviews. It changed everything. And I'm now very busy working as a theatre director.

- 10  5.5 Play the recording again and elicit the answers. Work on any remaining difficulties.

Answers

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


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

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

C21 SKILLS

COLLABORATION: Planning a team task

Get students to complete the exercise on page 78 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 75 of this book.

- 12  Get students to work in teams of three. Emphasize that they are working in teams, not just groups. Tell students to research this as homework, before the next lesson. Tell them that the way they organize themselves in relation to the task is as important as the presentation itself.

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



A sequence of events

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

With the whole class, elicit the answers.

Answers

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

FOCUS

Grammar

Using time markers

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

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

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

Answers

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

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

Possible answer

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

6

Now & then

Vocabulary

- City life

Grammar

- Past simple: Negatives and questions

Language skills

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



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

C21 SKILLS

Communication

- Giving yourself time to think

Life skills

- Preparing for a conversation

6A Changes over time

 Past simple: Negatives and questions

- 1 Introduce the topic of changing cities and go through the examples. Then get students to talk about their respective cities in simultaneous pairs. Walk around the class to monitor and assist where necessary, especially use of the past tense.
- With the whole class, work on any difficulties. Then get students to talk about their partner's city, not their own. Ask different students to talk about different aspects, e.g., buildings, roads, transport or lifestyle.
- 2 Get students to read through the texts on Tokyo and on Takeshi Honda and then answer the questions. Work on any difficulties and then elicit the answers.

Answers


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

FOCUS

Grammar

Past simple: Negatives and questions

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

- 3  Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary.
- Then get individual students to read out their answers after saying which city they are talking about.
- Answers**
- Two possible answers for each sentence:
- a were/weren't
 - b was/wasn't
 - c worked/didn't work
 - d had/didn't have
 - e owned/didn't own
 - f was/wasn't

- 4 Do this as a fast-paced whole-class activity. Check that students use past tense forms correctly.

Answers


- a (Were the Olympic Games in 1960?)
- b Did the bullet train take seven hours from Tokyo to Osaka?
- c Did people have an easy life after the war in 1945?
- d Did lots of families own a car in the 1960s?
- e Was the standard of living better in the 1960s?

- 5 Get students to ask and answer the questions they made in 4, as in the example, in simultaneous pairs. Then get particular pairs to repeat them for the whole class.

C21 SKILLS

COMMUNICATION: Giving yourself time to think

Get students to complete the exercises on page 88 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 76 of this book.

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

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


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

Answers

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

Possible additional questions

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

- 8  This relates to 1 at the start of the lesson. Repeat that activity in groups using the topics named here. Check that students are using the 'time to think' language that they have just practised.
- Then get three or four pairs from different groups to have exchanges for the whole class.

6B Meeting new friends



Developing a conversation;
Changing topics

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

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

- 2 Go through the six guidelines and work on any language difficulties. Then get students to discuss and rank the different points.

- 3 6.1 Go through phrases a–f and the written dialogue with the whole class.

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

Answers

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

Transcript 6.1

Lee How do you know Sara?

Jim We met at university.

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

Jim No, actually we met through sport. Anyway, what about you? How did you meet Sara?

Lee I knew her at primary school.

Jim Really?

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

Jim So how did you meet again?

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

Jim That's amazing after all those years.

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

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

- 4 Elicit the answers from the whole class.

Answers

- a Oh, yeah?, That's amazing after all those years.
b Were you on the same course?, So how did you meet again?
c Yeah, we were best friends, but then her family moved and we lost contact., We met at a party in the summer.

- 5 Get students to discuss this in simultaneous pairs and then with the whole class.

Possible answers

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

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

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

FOCUS

Expression

Developing a conversation

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

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

Possible answers

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

C21 SKILLS

LIFE SKILLS: Preparing for a conversation

Get students to complete the exercise on page 89 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 76 of this book.

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

Answers

- a Did you go away this year?
b What did you think of the city?
c Do you think they played well?
d Did you do anything special?
e Did you find it difficult?

- 8 Get students to work in simultaneous pairs. Get them to do three or four practice conversations in pairs, then ask some pairs to repeat one of their exchanges.

6c Who really conquered Everest?

Slideshow

Now play the slideshow and do the related listening, discussion and writing activities. You will find the slideshows in the interactive course book or in the resources section of the website: www.garneteducation.com/c21.

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

FOCUS

Expression

Writing a newspaper article

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

7

Performance



Vocabulary

- Performance and results

Grammar

- Modals: *can, must, need to, should*

Language skills

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



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

C21 SKILLS

Creativity

- Organizing information

Life skills

- Improving performance

Critical thinking

- Making ethical decisions

7A High achievers

Performance and results

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

Answers

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

FOCUS

Expression

Performance and results

Go through the phrases. Confirm the slightly old-fashioned phrase *sit an exam*, if students ask about it, and the British English term *marks*, which means the same as *grades*.

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


Answers

- lose
- be bad at
- weak point
- get worse
- fail
- worst
- below average
- come last

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


Answers

- took, passed
- getting better
- won
- failed
- strong
- first
- above average

-  Get students to write three or four sentences individually. Walk around the class to monitor and assist where necessary. Check spelling.

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

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

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

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

Answers

- d
- f
- a
- e
- b
- c
- g

Transcript 7.1

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

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

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

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

C21 SKILLS

CREATIVITY: Organizing information

Get students to complete the exercises on page 103 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 76 of this book.

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

7B Sports heroes



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

- 1 With the whole class, get students to name the people in the photos. Help with any unfamiliar sport-related vocabulary.

Answers

- a 3
- b 5
- c 1
- d 2
- e 4

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

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

Answers

- a mountain climbing
- b tennis
- c gymnastics
- d athletics (sprinting)
- e sailing

- 3 Get students in single-country classes to talk about their national sports heroes together. With multi-country classes, get students from different countries to explain who 'their' sportspeople are.

FOCUS

Grammar

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

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

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

Answers


- a It's a very dangerous place so it's important to plan everything carefully. For your own safety, you must climb with a guide.
- b You should practise a range of shots – forehand, backhand, and so on. All players make mistakes, but you must not show any emotion because it gives the other player an advantage. You must accept mistakes as a part of the game.
- c This is a very difficult sport. You need to practise the same few moves for hours each day, for example, swinging on the high bar. You also need to build your muscle strength in your stomach, arms and legs.
- d You must concentrate 100% for about 10 seconds. You shouldn't look to your left or right until the end of the race. The start is the most important phase.
- e The really tough thing about this sport is being alone for a long time. It is also dangerous. Storms and high waves can damage your boat and your life is at risk every day. Some people say young people shouldn't do this sport.

- 5 Work with the whole class on this exercise. Ensure that students do not insert an unnecessary 'to' after the modals.

Answers

- a When you're training for a competition, you should get plenty of sleep.
- b When you practise regularly, you can make a lot of progress.
- c To be good at sport you must train hard.
- d You cannot succeed as an athlete without clear goals and a training plan.
- e Before an important match, you should relax.
- f You need to follow the rules of a sport.

- 6 With the whole class, get students to suggest qualities required for different sports, perhaps ones in which they participate themselves. Work on related language, such as *determined, disciplined, motivated*, etc., but only introduce as much new vocabulary as is appropriate for students' level.

- 7**  **7.2** Explain *target* as having the same meaning as *aim* and *goal*, and look through points a–e. Play the recording once or twice, with students writing notes as they listen. With the whole class, get students to read out their notes.

Answers

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

Transcript 7.2


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

My second point is about teamwork. Many successful runners work with a team of professionals, for example, a trainer, a doctor and other runners. With the right team and the right help an athlete can improve their performance and have less injuries.

My third point is about eating and sleeping. The athletes I work with are careful about their diet. Getting the right amount of sleep is important, between eight and ten hours per night when they are training hard. You can't go to late-night parties or go to bed late.

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

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

- 8**  Get students to discuss this in simultaneous groups. Walk around the class to monitor and assist where necessary.
- With the whole class, get representatives from particular groups to talk about their points. Talk about how techniques in sport can or cannot be transferred to other areas.

C21 SKILLS

LIFE SKILLS: Improving performance

Get students to complete the exercises on pages 103–104 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 76 of this book.


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

7c Ethical decisions

Cheating scandals

- 1** Teach the word *cheat* (as verb and noun) if your students are unfamiliar with it. Get students to give examples of cheating in sport and education.
- 2** Get students to rank the reasons in order in simultaneous pairs. Get representatives from each pair to say what their rankings are, and then have a whole-class discussion about them. Teach the expression *a combination of factors* – they will probably need it when talking about these issues.
Then repeat the above procedure for cheating in sport, relating the discussion to any cheating scandals that have been in the news recently.
- 3** Get students to read the text individually. Work on any difficulties, but it should be quite straightforward.
With the whole class, get individual students to answer the questions. Get them to provide (slight) paraphrases where possible.

Answers

- a It was aimed at international students.
 - b The website sold assignments to order, and students submitted them as their own work.
 - c Nothing was illegal about the website. The website closed down because of the negative press.
- 4**  **7.3** Play the recording once or twice. Get students to answer the questions.
- ### Answers
- a Not many international students bought assignments.
 - b It varied. Any student who handed in an assignment that wasn't their own work automatically failed the assignment. Two students who used the site a lot were expelled.
 - c The expert thinks so.
 - d They are using software that can compare the style of two essays and see if the same person wrote both.

They are changing the type of assignments, making it more difficult to cheat. (Students will no doubt also be aware of software that compares essays with text from the internet. Ask them about this.)

Transcript 7.3

Interviewer Did a lot of international students buy assignments from the MyMaster website?

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

Interviewer So what action did the university take to punish the cheats?

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

Interviewer Are other companies selling essays and assignments?

Expert I think so. Companies like MyMaster can make a lot of money so it's hard to stop them. There are always a few cheats, you know, students who are happy to pay somebody to write their assignments.

Interviewer Interesting. So what action are universities taking to stop this type of cheating?

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

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

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

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

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

Answers

- a He took drugs.
- b They took away his medal and world record, and he was banned for two years. (He failed another drugs test in 1993, but the article does not say what the punishment was, if any.)

7 Get students to do this individually and then check answers with the whole class.

Answers

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

Sample summary

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

8 Do this with the whole class.

Answers

- a admitted
- b over
- c set up an inquiry (Contrast the phrasal verb *set up* with the use of *set* in *set a record*.)
- d unfair
- e drug cheat

- 9 Work on this with the whole class, getting students to suggest notes for you to write on the board.

Possible answers

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

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

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

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

- 11 Have a whole-class discussion about the situation and the different alternatives. Teach the expression *It depends*. (Students will need it in the next exercise.)

- 12 Explain any difficulties in the actions a–h. Get students to do the quiz in simultaneous pairs and then have a whole-class round-up of the results, with a show of hands for each point and the results written up on the board.

- 13 Get students to write sentences about their answers to the points in 12.

C21 SKILLS

CRITICAL THINKING: Making ethical decisions

Get students to complete the exercises on page 104 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 76 of this book.

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

8

Plans & tasks

Vocabulary

- Deadlines and schedules

Grammar

- *be going to*

Language skills

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



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

C21 SKILLS

Life skills

- The culture of time

Collaboration

- Assigning tasks


8A Timing and plans

Deadlines and schedules

- 1 Work on the meaning of *deadline(s)* and the meaning and pronunciation of *schedule(s)* (British English: /ˈʃedju:l/; American English: /ˈskedʒu:l/).

Work on the exercise with the whole class.

Answers

- a early (1 minute)
(Some might consider that this is on time – 9.55, or before, might be considered early. Ask your students what they think in relation to their own countries. Students will come back to this in the C21 skills box.)
- b missed (Teach *missed his target by 30 seconds*.)
- c ahead of
- d missed (by 6 weeks)
- e on
- 2  8.1 Play the recording once or twice. Elicit the answers.

Answers

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


Transcript 8.1

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

C21 SKILLS


LIFE SKILLS: The culture of time

Get students to complete the exercises on page 115 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 76 of this book.

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

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

Future plans and intentions

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

Answers

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

Transcript 8.2

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

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

FOCUS

Grammar

be going to

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

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

Possible answers

- a Gina is going to buy a travel guide.
 b Greg and Agnes are going to buy some furniture.
 c Marcia is going to get a work visa.

- 4 Do this as a fast-paced whole-class activity, getting students to use contractions where possible.

Answers

- a A Where are they going to go* on honeymoon?
 B They're going to Venice.
- b A Which car is he going to buy?
 B He's going to buy a Toyota.
- c A When's she going to start school?
 B She's going to start on 1st September.
- d A What are you going to do this weekend?
 B I'm going to go* shopping on Saturday.

- e A What are they going to call the baby?
 B They're going to call him Edward.
- f A Who are we going to see tomorrow?
 B We're going to see my old friends from school.

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

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

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

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

Possible answers


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

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

8B Group assignments



Requests and offers

- 1 Get students to read the comments. Work on any difficulties, for example, teach the word *annoying*. Ask students to say which comments they agree with. Encourage whole-class discussion. This is also a chance to find out about the preferences of individual students.
- 2  8.3 Play the recording, stopping after each conversation to give students time to complete the sentences. Elicit the answers and work on any difficulties.

Answers

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

Transcript  8.3

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

FOCUS**Expression****Talking about tasks for the team**

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


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

FOCUS**Pronunciation**

- 1  8.4 Explain the task, play the recording and elicit the answers.

Answers

- a Could c Could
b Would d Would

Transcript  8.4

- a Could you make some sandwiches for the lunch break?
b Would you like me to do a presentation?
c Could you find another speaker?
d Would you like me to book the meeting room?

- 2 Get students to practise saying the requests. Work on stress and intonation where necessary and then get individual students to repeat them for the whole class.

- 3-4 Get students to work in simultaneous pairs. Walk around the class to monitor and assist where necessary.


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

Answers

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

C21 SKILLS**COLLABORATION: Assigning tasks**

Get students to complete the exercises on page 115 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 77 of this book.

- 5  Explain the activity by talking students through the assignment, and roles and tasks section. There are further notes in the Activities section on page 174 of the course book.

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

8C Superfamilies   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/c21.

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

FOCUS**Expression****Things to include in your profile**

Read through the information with the students. Encourage them to elaborate on some of the points.

FOCUS**Expression****Useful phrases**

Read through the information with the students.

9

The world of work

Vocabulary

- Company structure
- Money and budgets

Grammar

- Present simple and present continuous

Language skills

- Reading: Reading to complete a text and answer questions
- Reading: Reading to understand tables and charts
- Speaking: Talking about current projects
- Speaking: Discussing budget plans
- Listening: Listening to identify problems

C21 SKILLS

Creativity

- Organizational charts

Study skills

- Study habits

Life skills

- Budgets



Get students to talk about the photo.

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

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

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

9A Inside a company



Company structure

- 1 With the whole class, get individual students to say the numbers aloud before reading the text. Point out that 1,300 can be said *thirteen hundred* or *one thousand three hundred*; 1910 is probably a year, so should be said *nineteen ten*.

Get students to read the company profile for themselves, completing it with the numbers.

Then elicit the answers with the whole class. Work on the logic of the answers, for example, cars are priced in the thousands of pounds, but the annual revenue is in the millions, etc. (*Revenue* means the same as *sales*, not the same thing, of course, as *profit*, which is what is left after taking away the cost of making the cars.)

Answers

- a 1910
- b over 1,300
- c (around) £34 million
- d 163
- e three
- f £66,000
- g £28,000

- 2 Get students to work on this in simultaneous pairs and then elicit the answers.

Answers

- a 1910
- b 1,300 a year
- c £34 million
- d 163
- e three
- f £66,000 and £28,000

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

Answers

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

C21 SKILLS

CREATIVITY: Organizational charts

Get students to complete the exercises on page 128 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 77 of this book.

For extra support, get students to think of some top-down organizations, like the army or large traditional-type companies.

- 4 9.1 Play the recording once or twice. Work on any difficulties and elicit the answers.

Answers

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

Transcript 9.1

- a A Hello. I bought a car from you last month and it's broken down several times now.
B I see. I'll just transfer you to our Customer Service department. One moment, please.
- b A Hi. This is Leslie Fielding from headquarters. I have a question about how many days' holiday I have.
B OK, I'm putting you through to Human Resources. Just a moment, please.
- c A Good morning. I'm calling from LFC Communications. We're doing some work in the area today and there may be some problems with your internet connection.
B Could you hold a moment, please? I'll transfer you to our IT department.
- d A Hello? Hi, I'm calling from the factory in Birmingham. There's a problem with one of the machines.
B Right, you need to speak to the Production department. One moment, please.
- e A Hi, there! I'm calling on behalf of the Richmond Gazette. We're currently offering advertising space at a reduced rate. Could I talk to someone about advertising, please?
B Yes, of course. I'll transfer you to our Sales and Marketing department.

- f** A Good afternoon. I'm calling from Brightwells Bank. I have a question about a payment I made yesterday. Could you put me through to someone, please?
 B Of course. I'll put you through to our Finance department now.
- g** A Hi, there. My company has an idea that we think will interest you. We believe we could work together and improve the quality of your product. Who can I speak to about this?
 B Well, you need to speak to our Research and Development team. I'll transfer you now.
- h** A Good afternoon. I'm calling from Hartson and Hartson, the law firm here in New York. I'd like to discuss a copyright issue that has arisen concerning your company.
 B Oh, OK. You'll need to speak to our Legal department. One moment, please.

- 5** Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers.

Answers

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

- 6-7** **9.2** Give students time to read through exercise 6. Point out that they need to change the tense of two verbs (*make* in e and *improve* in h). Then get pairs to read out parts A and B, completing the gaps. Play the recording once or twice, getting students to check their answers.

Answers

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

Transcript **9.2**

- a** A Good morning. How can I help?
 B I'd like to make a complaint about the tablet I bought here yesterday. The power button doesn't work.
- b** A I'd like to request a day off next week.
 B Sure. Just fill in a request form online.
- c** A I'm trying to send an email, but nothing is happening.
 B I'm really sorry. There's a problem with the server. We are trying to repair the connection now.
- d** A I'd like to buy 450 copies of your new dictionary.
 B OK. We can offer a discount of 10% for 500 copies.
- e** A Your invoice shows that you owe \$350.
 B That's strange. I'm sure I made a payment last week.
- f** A The results show that a competitor has used some of our designs.
 B I know. We are going to take legal action. It's against the law.
- g** A Does the production line ever stop?
 B Yes, the production line stops once a week so that we can maintain the machinery.
- h** A The new model of our sports car looks really good.
 B Yes, they have really improved the design. It looks much more modern.

FOCUS

Pronunciation

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

Answers

Unstressed vowels are underlined.

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

Transcript **9.3**

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

- 8 Refer students back to the organizational chart in 3, and elicit some personal skills and qualities that are important for each department. Give prompts as necessary, for example, for the legal department you might need good listening skills, good subject knowledge, to be persuasive and calm. Students work individually to think about which department would best suit them, and why. They share their ideas in simultaneous pairs.

9B Temporary work

 Present simple and present continuous

- 1 Introduce the idea of temporary work and go through the statements and the job profile with the whole class. Then get students to read the interview aloud in simultaneous pairs. Walk around the class to monitor and assist where necessary. Work on any difficulties and get one or two pairs to read the interview to the whole class.

Answers

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

- 2 Get students to read the interview/article again and put examples of each tense in the correct column in the table, giving reasons for their answers.

Possible answers

There are others. Tenses are underlined.

Regular actions and permanent situations
(Maria <u>is</u> a 'temp'.) The word ' <u>temp</u> ' <u>comes</u> from 'temporary', which <u>means</u> 'for a short time'. ... a 'temp agency' <u>finds</u> her different jobs with various companies. They <u>get</u> experience in different work environments and <u>they learn</u> new skills. They <u>know</u> I'm not a permanent member of staff so <u>they don't talk</u> to me.

Temporary actions and situations

(I'm learning to design websites.)
At the moment, I'm working at a web design company called RedLeaf.
I'm enjoying it because it's a new company with a lot of young people.
I'm replacing a woman called Greta for four months.
She isn't working this summer because she's having a baby.
... because I'm studying at university at the moment.

FOCUS

Grammar

Present simple and present continuous

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

- 3-4 Do these two exercises as fast-paced whole-class activities.

Answers

- a I'm working, I work – nurse
b my class make, I'm correcting – teacher
c I'm designing, I draw, we discuss – designer
d I write, I'm not earning – journalist
e I enjoy, I'm currently working – lawyer
f I travel, I'm driving – truck driver
g I usually go, I'm working – engineer
h we're building, we usually work – construction worker
- 5 Refer students back to the organizational chart in 3, and elicit some personal skills and qualities that are important for each department. Give prompts as necessary, for example, for the legal department you might need good listening skills, good subject knowledge, to be persuasive and calm. Students work individually to think about which department would best suit them, and why. They share their ideas in simultaneous pairs.
- With the whole class, work on any difficulties and then get particular pairs to repeat their exchanges, incorporating any improvements that you made.

C21 SKILLS

STUDY SKILLS: Study habits

Get students to complete the exercises on page 129 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 77 of this book.

9c Your money

Money and budgets

- 1 Explain the task and get students to work on the questions in groups of three – allocate students to groups to save time.
Walk around the class to monitor and assist where necessary. Then get representatives of each group to talk about their findings and have a whole-class discussion.
- 2 Go through the payslip with the whole class, and elicit the answers. Ask the question about payslips in students' own countries, but if they have never worked, move on to 3.

Answers

- a expenses
- b National Insurance
- c salary
- d bonus
- e tax
- f overtime

- 3 Do this with the whole class. Draw the diagrams on the board, and elicit the answers. Work on any remaining difficulties.

Answers

Income

salary
bonus
overtime
expenses


Outgoings

National Insurance
tax

- 4 Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers.

Answers

- a rent
- b mobile phone
- c Yes – his outgoings (£1,200) are less than his income (£1,999.28).

- 5  9.4 Get students to read the instructions. Play the recording once or twice. Elicit the answer.

Answer

Camille is spending too much.

Transcript 9.4

- David** Are you alright, Camille? You look worried.
Camille I got a letter from the bank today. I'm spending too much money!
David Oh, dear. Aren't you trying to save at the moment?
Camille Yes, I'm saving up to buy a car.
David Well, do you have a budget plan?
Camille No. They're too difficult to write.
David No, they're really easy! Look, we can write a plan for you now.
Camille Hmm ... OK.
David So, how much do you earn?
Camille I get £22,000 a year. So, after tax and National Insurance ... I get about £18,000 a year.
David OK, so that's £1,500 a month ... and how much do you spend on rent and bills?
Camille Um. I spend £600 a month on rent, and about £70 on bills.
David OK, this looks fine so far. What about food and drink?
Camille Well, I eat out a lot. I think I spend about £20 a day.
David Really?! And what about clothes?
Camille Hmm. I spend a lot of money on clothes. About £100 a week.
David Camille! That's crazy!

- 6 With the whole class, elicit the missing words.

Answers

- a saving
- b earn
- c spend
- d spend

FOCUS

Pronunciation

- 9.5 Play the recording and get students to identify the linking words.

Answers

- a I'm saving up to buy a car.
- b How much do you earn?
- c How much do you spend on rent?
- d I spend £600 a month on rent.

Transcript 9.5

- a I'm saving up to buy a car.
- b How much do you earn?
- c How much do you spend on rent?
- d I spend £600 a month on rent.

- 7 Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary. Check students are using tenses correctly.
- With the whole class, get representatives from particular pairs to report back on their partner's spending, in relation to their own.
- 8 Refer students to the budget plans they made in 4. Go through the questions and set this for discussion in simultaneous pairs. Ensure that this is kept light-hearted and general, as some students may be reluctant to discuss their finances in detail.

C21 SKILLS**LIFE SKILLS: Budgets**

Get students to complete the exercises on page 130 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 77 of this book.

10

Profits & incomes

Vocabulary

- Income and salaries
- Company history

Grammar

- *Wh-* questions: Review

Language skills

- Speaking & Listening: Incomes and salaries
- Speaking & Listening: Preparing and making a presentation
- Reading: Reading for gist
- Reading: Reading for specific information
- Reading: Reading to complete a map
- Speaking: Asking and answering about company details
- Writing: Writing a company profile
- Writing: Writing a short story



The world's top eleven richest companies include Walmart (retail), seven energy companies (State Grid, China National Petroleum, Sinopec Group, Royal Dutch Shell, Exxon Mobil, Saudi Aramco and BP), Volkswagen, Toyota and Apple. Ask students if these are also the richest companies in their countries, and ask them to make suggestions. Discuss with the whole class which types of jobs are the best paid, and whether they think there are any jobs that should be paid more or less.

C21 SKILLS

Study skills


- Word relationships

Creativity

- Doing research

10A How much are you worth?

Income and salaries

- 1 Explain the task and get students to work on it in simultaneous pairs, reporting back on their own expectations as well as their partner's.
- 2 Get students to work on this in simultaneous pairs and then to report back to the whole class. Give them hints if they find it difficult, but don't give the exact answers yet.
Explain that a *banker* is a senior manager working in a bank, and that a *hedge fund* is a particular type of investment organization that may make very large profits.
- 3-4  **10.1** Play the recording once or twice and elicit the answers. Discuss these answers and ask students if they think they are *fair*. Teach this word if they don't know it.

Answers

Job	Average salary (£)
(Police officer)	(30,000)
a Lawyer	52,000
b Bus driver	22,000
c Banker	67,000
d Nurse	30,000
e Hedge fund manager	660,000


Transcript 10.1

- a The average salary for a lawyer is £52,000.
- b The average salary for a bus driver is £22,000.
- c The average salary for a banker is £67,000.
- d The average salary for a nurse is £30,000.
- e The average salary for a hedge fund manager is £660,000.

- 5 Read the article with the whole class and have a discussion. Work on pronunciation of difficult expressions, such as *wealth creation*.

World income and poverty

- 1 Get students to read the information. Walk around the class to monitor and assist where necessary.
Then ask questions to elicit particular numbers, for example, 'How many millionaires are there in Africa?' and 'How much is Jeff Bezos worth?' Ensure that students say the numbers correctly.
Then get students to discuss the points a, b and c in simultaneous pairs and report back to the whole class. Again, make sure students say the numbers correctly and provide logical reasons for their answers.

- 2  Get students to research this for homework using the internet. Get three or four of them to give a presentation in the next class, but don't tell them in advance who will be doing this!

C21 SKILLS

STUDY SKILLS: Word relationships

Get students to complete the exercises on page 141 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 77 of this book.

10B A company profile

Reading for specific information

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

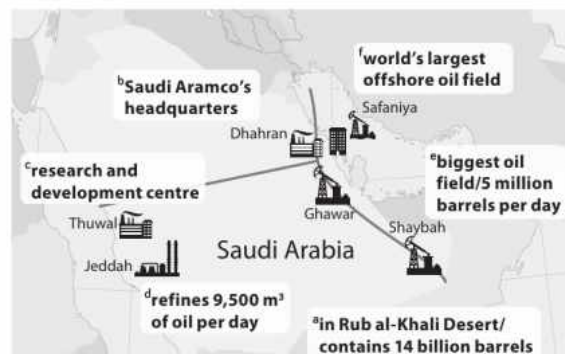
Answers

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

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

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

Answers



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


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

Answers

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

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

Answers

- a** 1933
b 1934
c more than 1,500 barrels of oil a day
d 1944
e 25%
f \$781 billion
g more than 60,000 people
h 9.5 million barrels of crude oil a day
- 5**  Do this as a whole-class discussion. First, get the students to suggest possible problems. Then discuss how they can adapt. If the students struggle with this, provide prompts. Refer to the production figure of 3.5 billion barrels a year in the Company history, and ask if that can continue. Ask about the effect of renewable energy supplies such as wind and water and how technology could change the demand for oil. Suggest that one possible way companies could adapt is to diversify – ask in what ways.

C21 SKILLS

CREATIVITY: Doing research

Get students to complete the exercise on page 141 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 78 of this book.

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



Company history

- 1-2** Divide the class into Student As and Student Bs. Tell the As to stay on page 139 of the course book and the Bs to turn to page 175. For 1, the As think of complete sentences about their company, for example, 'The company headquarters is in Oxford, England.' At the same time, Bs prepare questions to ask A, for example, 'Where are the BMW MINI headquarters?'

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

Walk around the class to monitor and assist where necessary.

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

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


Answers

BMW MINI

- a** Where are the BMW MINI headquarters?
They are in Oxford, England.
- b** Where are the company's international locations?
They have factories in India, Malaysia and Thailand.
- c** Who owns the company?
The BMW Group owns the company.
- d** When was the company founded?
It was founded in 2001.
- e** How many people does the company employ?
It employs 4,000 people.
- f** How many MINIs does the company produce a year?
It produces 300,000 MINIs a year.
- g** What happened in 1959?
In 1959, the British Motor Corporation produced the first MINI.
- h** What happened in 2001?
In 2001, BMW launched their new MINI.

British Petroleum (BP)

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

- 3  Get students to work on their company profiles for homework. Select a few students to share their profiles during the next lesson.

10c A bad day at the office

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/c21.

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

FOCUS

Expression

Tips for your writing

Read through the information with the students. Ask if they include all these points in their writing. Get them to discuss whether there are any points they find difficult; if so, discuss why.

11

Problem-solving



Vocabulary

- Problem-solving

Grammar

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

Language skills

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



Talking point

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

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

C21 SKILLS

Critical thinking

- Risks and benefits

Life skills


- Finding the right balance

Critical thinking

- Role models

11A Problems and solutions

Problem-solving

- 1 Get students to discuss the three areas and their potential problems in simultaneous pairs. Then elicit ideas from the whole class.
 - 2  **11.1** Explain the situation and the task. Get students to look through the questions. Then play the recording once or twice and elicit the answers.
- Answers**
- a He has been offered a job, but it's in Manchester, two hours away by bus or an hour by train.
 - b He discusses travel time and the cost.
 - c His aims are to take the job but avoid spending money and time travelling.
 - d His options are to refuse the job and look for another one or move to Manchester.
 - e He phones the company and explains his problem to his boss.
 - f She agrees that he can work from home two days a week and that he can come to work later than normal on the other days.
 - g The solution is very successful. Sean is happy with it, and will take the job.

Transcript 11.1

- 1 **David** So, how was the interview?
Sean Well, the interview was great. They offered me the job.
David That's brilliant. Congratulations!
Sean Thanks. I really want this job. But there's a problem. The office is in Manchester.
David Oh, that's quite far, isn't it?
- 2 **David** OK, so how long does it take to travel to Manchester?
Sean Well, it's two hours by bus.
David What about the train?
Sean I'm just looking now. There. It's an hour on the train.
David Well, that's a lot better.
Sean Yeah, but look: it's really expensive.
- 3 **David** So, you want to take the job, but you don't want to spend a lot of money and time travelling.
Sean Exactly.
- 4 **David** So, what are your options? You could buy a car.
Sean Ha! I can't afford a car! Maybe I just say no to the job. I can look for other jobs.

- David** Well, that's an option, but let's think. You could move house, move to Manchester I mean?
- Sean** Hmm. Yeah, maybe.
- David** Or talk to the boss. Tell her your situation and see what she says.
- Sean** Hmm ...
- 5 **Sean** I don't want to move house. I like living here.
David Right ...
Sean And buying a car is too expensive ...
David So ...
Sean I'll talk to the boss, explain the problem and see what she says.
- 6 *(phone ringing)*
Boss Hello?
Sean Hi, my name is Sean Nolan. I had an interview with you last week.
Boss Ah yes, Sean. Hi, how are you?
Sean Well, I've got a small problem, actually.
Boss Oh?
Sean I would really like to take the job, but it's quite far from my home and I thought ...
- 7 **David** So. Did you speak to her?
Sean Yes. She was really nice about it. She said I can work from home two days a week.
David Great.
Sean And on the other days I can come to work later.
David Brilliant.
Sean So the trains are a lot cheaper at that time of day.
David Well, that's brilliant news.
Sean Thank you so much for all your help.
David No problem.

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

Answers

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

C21 SKILLS

CRITICAL THINKING: Risks and benefits

Get students to complete the exercises on page 155 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 78 of this book.

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

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

With the whole class, get students to suggest solutions.

- 5  11.2 Play the recording once or twice and elicit the answer.

Answers

Malik chose option a.

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

Transcript  11.2

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

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

Friend Really? What happened?

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

Friend Yes, I know.

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

Friend Oh, no! What happened?


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

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



Walk around the class to monitor and assist where necessary.

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

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

- 7-8  Get students to work in small groups. Walk around the class to monitor and assist where necessary. Make sure students are incorporating language related to problem-solving that you have been working on. Get representatives from different groups to talk about their problems and solutions.

11B What's wrong?

   *too and (not) enough*

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

Answers

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

FOCUS

Grammar

too and (not) enough with adjectives

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

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

Answers

- a too difficult
- b rich enough
- c too busy
- d not clean enough
- e loud enough
- f too far
- g not cold enough
- h not deep enough

- 3  Get students to make lists of problems in simultaneous pairs, and then report back to the whole class.

- 4 Explain *shortages* and ask students to read the text for themselves. (If time is short, get some students to read the text about the nurse, and others the text about the teacher.)

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

FOCUS

Grammar

too and (not) enough with nouns

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

Possible additional examples

too many with countable nouns

There are too many children in each class.

too much with uncountable nouns

Do people eat too much junk food these days?

not enough with a noun, and

not + verb + enough + noun

There are not enough nurses.

Some parents do not spend enough time with their children.

- 5 **11.3** Get students to suggest what goes in the gaps before they listen. Then play the recording so that they can check. Work on any difficulties.

Answers

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

Transcript **11.3**

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

C21 SKILLS

LIFE SKILLS: Finding the right balance

Get students to complete the exercises on page 156 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 78 of this book.

- 6 Get students to discuss the possible problems in simultaneous pairs and then report back to the class.

11c Global challenges

Nobel Peace Prize winners

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

Possible answers

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

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

Answers

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

- 4 Get students to ask and answer the questions in simultaneous pairs. Then get different pairs to repeat their exchanges for the whole class.

FOCUS

Grammar

Past simple with question words

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

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

Answers

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

C21 SKILLS

CRITICAL THINKING: Role models

Get students to complete the exercises on page 156 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 78 of this book.

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

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

Elicit the questions, ensuring they use the correct structures.

Answers**Student A**

- a Where did he study?
- b When did he become a lecturer in Economics?
- c Who did he visit in 1976?
- d What problem did the women have?
- e Why did banks refuse to give loans to the women?
- f How much did he lend to the women?
- g What did he do next?
- h What was different about the Grameen Bank?
- i How many people did the bank lend money to in 2011?
- j Why did he win the Nobel Peace Prize?

Student B

- a Where was she born?
- b How old was she when she moved to the USA?
- c What did she study?
- d What problem did she notice in Kenya?
- e What was her organization called?
- f Who did the GBM help?
- g How many trees did the GBM plant between 1977 and 2015?
- h What did she say about planting trees?
- i When did she win the Nobel Peace Prize?
- j When did she die?

- 8 Get students to work on this in simultaneous pairs. They ask the questions in 7 to find out information about their partner's peace prize winner. Walk around the class to monitor and assist where necessary.

Work on any difficulties with the whole class. Get some students to repeat their questions and answers, incorporating any corrections and improvements that you made. Then, get students to say whose story is more interesting, giving their reasons.

- 9 Get students to work on this for homework and to report back to the whole class during the next lesson.

12

A better world



Vocabulary

- Natural disasters
- Taking action

Language skills

- Reading & Speaking: Predicting, preventing and preparing
- Listening: Listening to complete a table
- Speaking: Predicting and planning
- Speaking: Discussing technical advances
- Reading: Reading to speculate and complete a matrix
- Writing: Writing a fact file



Refer students to the photo. Ask: *What is the person doing? Why?* Elicit that they're conducting research. Write these headings on the board: *Health, Society* and *The economy*. Ask the students to use these to generate ideas about what the biggest global challenges are. Write a list of ideas on the board, and get students to vote for the top three challenges under each heading. Put students into small groups, each looking at one of the headings. Ask them to discuss how research can help solve the challenges. Go round and monitor each discussion, helping with any necessary vocabulary, checking that all students contribute and noting any language issues for future revision. Each group should then report back to the class.

C21 SKILLS

Critical thinking

- Future challenges

Creativity

- Making a difference

12A Future challenges

Natural disasters

- 1** Get the students to talk about what they can see in the photos and match them with the names of natural disasters. Then ask the class to talk about the kinds of natural events and disasters they have in their own countries. Avoid asking for details for countries that have had major disasters in the past.


Answers

- a earthquake
- b drought
- c flood
- d storm
- e volcano
- f avalanche
- g wildfire
- h tsunami

- 2** With the whole class, get students to focus on the (fairly self-explanatory) headline. Ask them what they expect to read in the article.

Answers

- a 302 natural disasters
- b \$366 billion
- c Experts say there are three ways to limit the damage from natural disasters: predict, prevent, prepare.

- 3**  Get students to discuss this question in simultaneous small groups.


Answers 5–8

	Part 1	Part 2	Part 3
Country	Type of disaster	Predict, prevent, prepare	Other information
a The Netherlands	flood	widen river	means moving people from their homes
b Saudi Arabia	drought	not possible to prevent, but drinking water can be obtained from seawater (desalination)	Saudi Arabia gets 70% of its water from desalination
c China	earthquake	animals are sensitive to earthquakes	Nanchang has a team of dogs
d Japan	earthquake	warning system as earthquake starts	sends messages to TVs and mobile phones
e Canada	avalanche	prevent big avalanches by starting small ones	bombs dropped from helicopters to do this
f The USA	storm	weather forecasting using powerful computer	computer predicts where storms will be and how strong they are

Possible answers

- avalanche These can be predicted to a certain degree, however, it often depends on weather. Prevent skiers from going into dangerous areas. Use explosions to loosen the snow.
- drought Limit the amount of water people can use, and what they can use it for (e.g., no watering of lawns).
- earthquake They may happen at any time in earthquake zones, but timing cannot be predicted.
- flood Weather forecasting is important. People can be told to move away if flooding is serious.
- storm Weather forecasters can predict them. In worst cases (e.g., hurricanes), evacuate (teach this word) people from the area.
- tsunami These are caused by undersea earthquakes. A few hours' warning can be given so that people can be evacuated.
- volcano Eruptions of a dormant volcano are unpredictable. Again, people can be evacuated.
- wildfire These are more likely in very dry, hot weather. Remind people about dropping cigarette ends and prevent people from lighting barbecues or from going into the forest at all.

- 4** With the whole class, discuss what students know quickly in order to set up the next exercises.

- 5–8**  **12.1** Play the recording once and get students to complete Part 1. Then play it again so that they can complete Part 2, this time working in pairs. Play the recording a third time so that they can complete Part 3. They work in small groups to discuss the question in 8. Then do a round-up of their discussion with the whole class.

Transcript 12.1


- a** The Netherlands is a very flat country and in the past there were a lot of floods. But these days they don't fight water, they live with it. The Netherlands has some of the best water engineers in the world, and they have several solutions to the flooding problem. Perhaps the simplest method is to widen the river. In other words, they make the river wider so it has more space to deal with all the water. It's not a perfect solution because it means moving people from their homes. But it is successful.
- b** It's not possible to prevent a drought, but we can prepare for it by having more drinking water. One way to do this is through desalination. This means we collect seawater and remove the salt from it. Without the salt, we can drink the water. Saudi Arabia uses this method to get 70% of its water.
- c** Many people believe that animals can predict earthquakes. They think that animals are more sensitive to movements in the ground. And now, a city in China is using dogs to predict earthquakes. Officials in the city of Nanchang keep a group of dogs, and they watch them for unusual behaviour.
- d** Earthquakes happen very quickly and it's difficult to prepare for them. But in Japan, they have the best warning systems in the world. When their online system detects an earthquake, it immediately sends warning messages to people's mobile phones and their TVs. Usually, this is only a few seconds or a minute before the earthquake hits, but that is time for people to prepare and take shelter. They can stop their cars, get out of an elevator or get under tables or desks.
- e** How do you prevent big avalanches? Well, one way is by starting small avalanches. The idea is that we clear the snow with a little avalanche so it doesn't build up and become dangerous. In Canada, for example, they drop bombs from helicopters to start small avalanches.
- f** To predict storms, we need a lot of information. What is the air temperature? Is it hot or is it cold? And how fast is the wind? In the USA, every airport in the country collects this information every five minutes. We then get more information from satellites. And we take all this information and put it into a very big, powerful computer. The computer then predicts where the storms will be and how strong they are.

C21 SKILLS

CRITICAL THINKING: Future challenges

Get students to complete the exercises on page 167 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 78 of this book.

For extra support, get students to think about a future challenge they may take on; ask them to think about the challenge in relation to these three points – predict, prevent, prepare.


- 9-10**  Allocate two or three events to each group and tell them to discuss the challenges in relation to the *predict, prevent, prepare* model.

Walk around the class to monitor and assist where necessary.

With the whole class, work on any language difficulties, and get representatives from different groups to talk about their findings. Briefly discuss each challenge with the whole class.

12B Positive action

Taking action

- 1** Get students to work on this in simultaneous pairs. Point out that they should be ready to say who the actions will benefit. Walk around the class to monitor and assist where necessary.
With the whole class, work on relevant language where necessary, for example, *This would benefit ... because ...*
Get representatives from each pair to say what their three ideas are and their benefits, and have a whole-class discussion about them. (Don't be surprised about differing cultural attitudes in relation to almost all of the points.)
- 2** Get individual students to come to the board to mark where on the matrix each action from 1 should go, giving their reasons.
- 3**  **12.2** Play the recording once or twice. Get students to develop the 'How can it make a difference?' ideas beyond what they actually hear in the recording if necessary.

Answers

	What are they going to do?	How can it make a difference?
Speaker 1	visit elderly people in their homes and help them with walking the dog and shopping, and listen to what they have to say	make them feel less lonely by listening and talking to them, and by helping them
Speaker 2	give old clothes to charity (Oxfam) so that they can be sold to raise money	help the poorest people in the world
Speaker 3	smile at everyone	spread happiness
Speaker 4	plant flowers, and plant seeds at side of road	make the ugly town beautiful

Transcript  12.2

Speaker 1

I'm going to visit elderly people in their homes and help them with things like walking the dog and going to the shops for them. I think giving help to people who need help is a good way to make a difference. I'm also going to sit and talk to them and listen to what they have to say. They often have interesting stories, so I'll enjoy it, too.

Speaker 2

I think the best way to make the world a better place is to help the poorest people in the world. So I'm going to donate some of my old clothes to a charity called Oxfam. It's a charity that sells old clothes and then uses the money to give food and shelter to very poor people.

Speaker 3

I think it's really important to make other people happy, so I'm going to smile at everyone! When I'm on the bus or walking along the street, I'm going to smile at everyone I see. And I think that's going to make them happy. Who knows, maybe they'll even smile back.

Speaker 4



I think the big problem with my town is that it's really ugly. So I'm going to plant flowers and make everything beautiful. Tomorrow, I'm going to plant seeds by the side of the road. So in a few weeks there are going to be flowers everywhere. And the world will be a better place because it's going to be less ugly.

- 4 With the whole class, get individual students to talk about the actions and say which is the best.

C21 SKILLS

CREATIVITY: Making a difference

Get students to complete the exercises on page 167 of the course book now, or come back to them later. The teacher's notes for the exercises are on pages 78–79 of this book.

- 5  Divide the class into groups of three, getting them to make lists of things to make the world a better place. Tell them not to forget the benefit/effort aspect, and to prioritize the three most important things.
- 6  Get representatives from different groups to talk about their lists and how they chose the most important things. Have a whole-class discussion about them.
- 7 Refer students to each photo in turn. Do this as a whole-class activity. At this stage, just elicit what the technical advances are. Accept any reasonable answers.

Possible answers

- a prosthesis (replacing missing body parts) where there are advances in materials
- b video conferencing and advances in communication technology
- c use of robots, which are becoming more sophisticated
- d use of alternative fuels such as electric cars
- e use of alternative energy such as more efficient solar panels
- 8 Set up small discussion groups. Explain that each group must discuss what differences the advances in 7 are making to people's lives, and also which they feel are the most important and why. Explain that all students should express their views. Allow around five to ten minutes for each stage, and monitor each group. Ask members of each group to report back, explaining their reasons and any difficulties they had in reaching their ranking.

12c Save the blobfish

   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/c21.

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

FOCUS

Expression

Writing a fact file

Read through the information with the students. Encourage them to elaborate on some of the points.

C21 skills

Unit 1

A STUDY SKILLS: WORD FAMILIES

- 1-2** Take students through the information, reminding them that *adviser* can also be written *advisor*, but that it's unusual for there to be two possible endings like this. Then get them to do the exercises as fast-paced whole-class activities.

Answers

- 1** a quality
b activity
c person
d thing
- 2** a actor
b teacher
c lawyer
d editor
e fisherman
f hairdresser
g photographer
h sailor
i writer

Endings: *-or, -er, -man*

B LIFE SKILLS: FINDING OUT ABOUT A CAREER

- 1** Introduce the task and get students to do it in simultaneous pairs with the usual whole-class discussion follow-up.

C STUDY SKILLS: READING EFFECTIVELY

- 1** Remind students about different reading techniques. Get them to read the texts individually and then elicit and discuss the answers.

Answers

- a close reading
b skimming
c scanning

PLANNING AHEAD

Progress

- 1-2** Teach or revise the meaning of *reflect* (= think about). Get students to look through the unit and make their lists individually. Give them plenty of time. When they are ready, get them to compare their list with their partner's and discuss some of them with the whole class.

My learning plan for next week

- 1-2** 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.)
- 3** Don't forget to come back to the action points next week to see if students have kept their good resolutions. (No need to teach this word at this level!)

Communication in class

- 1-3** Get students to score and talk about themselves. Tell them you will be following their class communication skills during the course. Treat this tactfully. Get them to write three ideas about how they can be more active. Then get them to discuss their ideas with the whole class.

Unit 2

A CREATIVITY: CREATIVE THINKING

- 1** Do this in simultaneous pairs or with the whole class, getting students to give their preferences, as well as their own ideas.

B COMMUNICATION: DECLINING INVITATIONS

- 1 Remind students that *declining an invitation* is a nicer way of saying *refusing an invitation* and get them to discuss the options here.

Possible answers

(For the end-of-semester meal, students might say that answers depend on how many students are involved, how friendly the class members are, etc.)

Message	Appropriate response for:		
	End-of-semester meal	Wedding	Neither
'Sorry, I can't. I've arranged to see other friends that night.'	✓		
No message needed. You just don't go.			✓
'It's a pity. I'm visiting my friend in London that day.'	✓		
'I'm really sorry, but unfortunately I play tennis on Saturdays and I don't want to miss it.'			✓
'Thank you for your invitation. Unfortunately, I will be in France for the first two weeks of June, so I will not be able to come. But I hope it is a fantastic occasion and I wish you all the best.'		✓	
'I'd love to come, but I want to get my hair cut that day.'			✓

- 2 Discuss with the whole class, asking students about what is appropriate in their own cultures. (Don't be surprised if attitudes to weddings vary widely.)

Unit 3

A STUDY SKILLS: LEARNING WORDS IN PAIRS

- 1 Talk students through the information and do the exercise in simultaneous pairs or as a whole class.

Possible answers

- a buildings, consumer products
- b rooms
- c streets, cities
- d products such as mobile phones
- e products, services, houses
- f weather

- 2 Do the exercise in simultaneous pairs or with the whole class. Point out that the words should be connected with the particular topic, and should not just be opposites.

Possible answers

- a short/tiring (journey)
- b easy/tiring
- c exciting/tense
- d boring/useful

B CREATIVITY: MULTI-USE DEVICES

- 1-2 Get students to complete the questions for themselves. Put students in groups to discuss their answers.

C STUDY SKILLS: CLOSE READING

- 1 Get students to do the task individually and then discuss with the whole class.

PLANNING AHEAD

Repeat the procedure outlined on page 73.

Unit 4

A CRITICAL THINKING: CRITERIA

- 1 Teach/remind students that *criteria* is the plural of *criterion*. Explain the task in detail as it's quite complex. Do in simultaneous pairs followed by eliciting the answers and a whole-class discussion.

Answers

- a storage space and quality of graphics card, followed by cost
- b Amity 454 – storage space; Driver FP-10 – quality of graphics card
- c Steve chose the Driver FP-10 laptop. The main reasons were because of the quality of the graphics card, software included storage space, reviews by others and wireless connections.

- 2 Work on the importance of the criteria, and possible additions: *acceleration, comfort, ease of driving, impact on the environment, etc.*

Get students to score their criteria in simultaneous pairs and then have a whole-class discussion.

B CREATIVITY: QUALITATIVE AND QUANTITATIVE RESEARCH

- 1 Remind students about the two types of research and get them to answer the questions.

Answers

- a qualitative research
- b quantitative research

- 2 Elicit and discuss suggestions.

Possible answers

Qualitative: What do you think of the range of products available? What do you think of the friendliness/helpfulness of the staff?

Quantitative: How far is the supermarket from your house? How much do you spend on average there on each visit/every week?

- 3 Get students to answer the questions in 1 and 2 in relation to their own supermarket experiences in simultaneous pairs and then discuss with the whole class.

Unit 5

A LIFE SKILLS: GROUP AND INDIVIDUALISTIC CULTURES

- 1-2 Get students to classify and then discuss these issues in light of the introductory information. Treat this tactfully.

Answers

- a group
- b individualistic
- c group
- d individualistic

B CREATIVITY: USING TIMELINES

- 1 Remind students about the usefulness of timelines and do the exercise.

Answers

- a four
- b every
- c nine
- d on Saturday

C COLLABORATION: PLANNING A TEAM TASK

- 1 Do this in simultaneous pairs and then discuss with the whole class.

Possible answers

Roles

(Project manager)
Food organizer
Drinks organizer
Music/entertainment organizer

Stages

- 1 (Complete the outline)
- 2 (Assign roles)
- 3 Book venue (where the party will be held)
- 4 Order food and drink
- 5 Rent a sound system

Aims

- (Provide food, drink and entertainment for 30 people)
- (Type of food) Mexican
 - (Type of drink) Juice
 - (Type of entertainment) Salsa music

PLANNING AHEAD

Repeat the procedure outlined on page 73.

Unit 6

A COMMUNICATION: GIVING YOURSELF TIME TO THINK

- 1 Get students to do this in simultaneous pairs and then check the answers with the whole class. Work on stress and intonation of the phrases.

Answers

'Time to think' phrases

Well, let's see.

Just a moment.

Let me think.

Could you say that again?

Mmm. That's a good question.

'Not sure' phrases

I'm not sure, but ...

I believe ...

Possibly ...

To my knowledge ...

I think ...

Do you mean ...?

Perhaps ...

- 2 Get students to do the exercise in simultaneous pairs, ensuring they use the expressions correctly. Then get some pairs to repeat their exchanges for the whole class.

B LIFE SKILLS: PREPARING FOR A CONVERSATION

- 1 Get students to complete the table individually and then discuss with the whole class. If students are from more than one country, compare what they consider are 'suitable' topics for conversation.

Unit 7

A CREATIVITY: ORGANIZING INFORMATION

- 1 Get students to put the stages in order individually and then have a whole-class discussion. Get students to write a short text using *next*, *then*, *after that*, *following that*, *finally*, etc. No answers are given as the order may vary from student to student.
- 2 Get students to choose a topic and think of the different stages. Walk around the class to monitor and assist as students write a short text.

B LIFE SKILLS: IMPROVING PERFORMANCE

- 1 Explain *champion* if necessary. Get students to talk about the two photos. Treat this tactfully.
- 2 Read through the information with students. Work on any difficulties. Then get students to interview each other in simultaneous pairs and then discuss with the whole class.
- 3 Don't forget to revisit this point next week.

C CRITICAL THINKING: MAKING ETHICAL DECISIONS

- 1-2 Get students to score the situations individually and then compare answers with a classmate. Then discuss the issues with the whole class.

PLANNING AHEAD

Repeat the procedure outlined on page 73.

Unit 8

A LIFE SKILLS: THE CULTURE OF TIME

- 1-2 Get students to complete 1 individually. Then discuss the situations in simultaneous pairs and then with the whole class. Treat this tactfully.

B COLLABORATION: ASSIGNING TASKS

- 1 With the whole class, get students to read the text and to discuss Martin's approach. Some might think that it is too *directive* and that he should *consult* people more before assigning the tasks – teach these words.
- 2 Get students to talk about who will actually run the project. Perhaps Martin needs to appoint a project manager who decides deadlines, etc.
- 3 Students will already have talked about this in 1, but get them to develop their ideas further.

Unit 9

A CREATIVITY: ORGANIZATIONAL CHARTS

- 1 Get students to look at the chart and elicit the idea that an organizational chart is a clear way of showing *hierarchy* – who reports to whom, who is responsible for what, etc.
- 2 Do this as a fast-paced whole-class activity.

Answers

- a Catherine Ledger
 - b two
 - c Robin Allwright
 - d Martin Greenhill
 - e two
- 3 Get students to do this in simultaneous pairs and then get representatives from two or three pairs to present their charts on the board and to explain them.

B STUDY SKILLS: STUDY HABITS

- 1 Get students to read the text for themselves and to answer the questions.

Answers

- a We only remember a small part.
- b We need to develop good study habits.
- c Find a regular time of day to study.
- d It should be at the right temperature, with comfortable furniture, good lighting and space to arrange your notes.
- e Keeping good notes and reviewing them regularly helps people to remember them.
- f It can help you remember a few things, but we normally forget them again after one or two hours.

- 2-3 Get students to say which ideas they find helpful, which they agree with and to add others.

C LIFE SKILLS: BUDGETS

- 1 Get students to work individually to put these into the correct categories according to their student lives, or jobs, and then have a whole-class round-up.

Possible answers

Daily	food, coffee
Weekly	travel, nightclub ticket, cinema ticket (entertainment)
Monthly	electricity, rent, mobile phone bill
Annual	books (for the year), main holiday
Irregular	clothes, computer, phone, gadgets

- 2 With the whole class, brainstorm ways of saving money.

Possible answers

Drink coffee/tea in your room, don't buy it in cafés.
 Only buy food that is discounted.
 Buy fewer clothes.
 Cycle or walk to places, don't get buses.
 Only go out a couple of times a month, not every week.
 Invite friends over to your house.

PLANNING AHEAD

Repeat the procedure outlined on page 73.

Unit 10

A STUDY SKILLS: WORD RELATIONSHIPS

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

Answers

- a Both relate to bank accounts.
 - b Both relate to how much you pay for something.
 - c Both relate to money earned and spent.
 - d Two meanings of the word 'bank'.
 - e The second expression is a definition of the first word 'rich'.
 - f Both words are pronounced the same, but have different spellings and meanings.
- 2 Discuss this with students, getting them to show you their notebooks (or electronic equivalents).

B CREATIVITY: DOING RESEARCH

- 1 Discuss these internet searches with students. Get them to do the searches for homework and to report back in the next class on what each search brought up.

Unit 11

A CRITICAL THINKING: RISKS AND BENEFITS

- 1-2 Go through the introductory text with students. Students should say which part of the matrix is the one to avoid – the High risk, Small benefit box.

Answers

- a High risk, Small benefit box
 - b Low risk, Big benefit box
- 3 Get students to discuss these in simultaneous pairs and then with the whole class.

Possible answers

- a It depends on the work, but it could go in the Low risk, Big benefit box.
- b You'll do better in the exam, but you might miss an important call.
- c If you take no other exercise, there may be health risks, as opposed to health benefits if you walk or cycle. However, there is also the risk of the bus getting stuck in traffic and being late for lectures.

B LIFE SKILLS: FINDING THE RIGHT BALANCE

- 1-2 Get students to do the exercise individually and then calculate their scores. Discuss scores with the whole class. Ask students if the advice in B is useful or not.

C CRITICAL THINKING: ROLE MODELS

- 1 Ask students if they know Malala Yousafzai – human rights activist and youngest Nobel Prize winner. For homework, get students to find out more about her and to report back in the next class.

- 2 Get students to work on this in simultaneous pairs and then discuss with the whole class. No answers are given as the range of possibilities is large. Don't forget to discuss the question of whether role models need to be perfect – probably not.
- 3 Get students to talk about this in simultaneous pairs and then discuss with the whole class.

PLANNING AHEAD

Repeat the procedure outlined on page 73.

Unit 12

A CRITICAL THINKING: FUTURE CHALLENGES

- 1 Introduce the task and get students to discuss the steps in simultaneous pairs and then with the whole class.

Possible answers

- a It will help you to avoid running out of money before the end of the month.
 - b It will help you stay in good health.
 - c It will help to prevent the car breaking down.
 - d It will help you know what to buy when you're at the supermarket.
 - e It will stop you missing an important email.
- 2-3 Get students to talk and then write about their challenges individually in relation to the four questions.
 - 4 Get students to talk individually about any future challenges they are preparing for.

B CREATIVITY: MAKING A DIFFERENCE

- 1 Introduce the task and get students to work on it in simultaneous pairs before eliciting the answers.

Answers

I live near a river, and I like to walk along it. There's no traffic and it's lovely. Last year, **(a)** I began to notice that people dropped their litter on the path, and each day the problem got worse. No one was cleaning it up. It began to upset me. One day, on TV there was an advert from a cleaning company to give your house a 'spring clean'. I thought, 'The river needs a spring clean!'

(b) I talked to my friends, and we agreed that we'd have a big 'river spring clean' day to clean it up. **(c)** Then, my friends and I talked to some of the local shops to ask for help and to put up posters in their windows. A local supermarket agreed that they would support our day by organizing a small lorry to pick up the litter we had collected. **(d)** They contacted the local newspaper to come and take photographs. We all had our photos in the local newspaper. **(e)** It was a lot of fun and such a great success that the local schools offered to organize it, and now the river gets a spring clean every year.

- 2** Get students to answer the questions and then have a whole-class discussion.

Answers

- a** an ordinary person
- b** no
- c** yes
- d** They did b, c, d and e in 1 above.

- 3** Get students to start this in class and to finish it for homework. Check they are using *would* correctly if they are doing the hypothetical option. Don't forget to ask students to email their work to you or to give it to you in the next class.

Progress test answers

Units 1 & 2

1

Verb	Person	Activity
dance	dancer	(dancing)
build	(builder)	building
paint	painter	(painting)
(act)	actor or actress	acting
(play)	player	playing

2

- a 1st January
- b the twelfth of March
- c the fifteenth of April
- d 6th May
- e 8th August
- f 24th November

3

- a on
- b in
- c in
- d on
- e on
- f from, to

4

- a Does, doesn't, works
- b Do, do
- c Does, do, have
- d does, studies (works)
- e do, study

5

- a a horse festival
- b every August
- c in tents
- d horse-riding competitions
- e the Kham people from Tibet and a lot of tourists

6

- a idea
- b about
- c could
- d don't

7

- a is meeting
- b is coming
- c is flying
- d isn't coming
- e is moving
- f are having
- g are going

8

- a Would, love, come
- b go, love

Units 3 & 4

1

- a cheap
- b light
- c small
- d difficult
- e short
- f narrow

2

Students' own answers.

3

- a little
- b few
- c fewer
- d less

4

- a the most comfortable
- b the cheapest
- c the cosiest

- d the most modern
- e the most robust
- f the best
- g the simplest
- h the most suitable
- i the most traditional

5

- a help
- b need
- c better
- d try
- e bigger
- f only
- g take/buy
- h would

Units 5 & 6

1

100% to 0%: everyone, nearly all, most, a lot of, some, a few, not many, no one

2

- a have a baby
- b get married
- c leave university
- d retire from work
- e get a driving licence

3

- a left
- b spent
- c went
- d had
- e enjoyed
- f graduated
- g started
- h decided
- i met
- j got

4

- a Florence, Italy
- b Architecture
- c 1962
- d Ruth Elias
- e European Court of Human Rights, Strasbourg, France
- f three

5

Students' own answers.

6

- a Did
- b Was
- c Did
- d Did
- e Were

7

- a the talking
- b interesting
- c smile
- d is talking
- e frequently
- f questions

Units 7 & 8

1

- a an exam
- b first
- c a race
- d a good score
- e good at something
- f playing piano

2

- a session
- b monitors
- c feedback
- d improve
- e targets
- f records

3

- a must
- b can
- c should
- d can, should
- e must
- f should

4

- a an American professional cyclist
- b took drugs to improve his performance
- c he lost his titles, can't take part in professional cycling competitions, lost a lot of money
- d he says he was unlucky

5

- a What are you going to do tomorrow?
- b Where are you going (to go) on holiday?
- c Who is going to give the presentation?
- d When are they going to come back?

6

- a Could you make some coffee for the break?
- b Shall I prepare a PowerPoint presentation?
- c Would you like me to make some copies?
- d Could you help John get some chairs?
- e Shall I close the door before we start?

Units 9 & 10

1

- a get
- b complaint
- c fill
- d design
- e takes
- f payment
- g yesterday
- h checks

2

- a Mike Taylor
- b CEO
- c Cassie Knight
- d Finance Manager
- e Derek Reeve
- f Services Manager
- g Georgina Newson
- h Sales and Marketing Manager
- i Paul Walsh
- j Assistant
- k Ian Porter
- l Jeff Barnes

3

- a work
- b is talking
- c am studying
- d studies, is reading
- e am working
- f takes

4

- a net pay
- b overtime
- c expenses
- d bonus
- e deductions

5

- a bills
- b travel
- c clothes
- d entertainment
- e rent

Units 11 & 12

1

- a 6
- b 7
- c 1
- d 3
- e 2
- f 5
- g 4

2

- a (too many patients)/not enough hospital beds
- b enough hospital beds
- c enough hospital beds
- d enough hospital beds
- e too many patients/not enough hospital beds

3

- a too late
- b too heavy
- c big enough
- d too loud
- e too expensive
- f warm enough
- g too far

4

- a Where did you go?
- b Where did you stay?
- c Why did you choose Bermuda?/Why did you go to Bermuda?
- d How long did you stay?
- e How much did it cost?

5

- a avalanche
- b earthquake
- c flood
- d drought
- e volcano

Workbook answers

1

Events

1A

1

- a anger
- b happiness
- c sadness
- d enthusiasm
- e happy
- f noisy
- g enthusiastic
- h angrily
- i noisily
- j sadly

2

- a noise
- b enthusiastically
- c music
- d impossible
- e colourful
- f hungrily
- g sad

3

- a longship
- b torches
- c emergency services
- d rocket
- e Vikings
- f torches
- g fireworks
- h streets
- i bed

4

- a in
- b from
- c on
- d in
- e on
- f in

5

- a The Sundance Festival is in January.
- b World Teacher's Day is in October.
- c The Navratri Festival runs for nine nights.
- d The Scots celebrate Burns Night on 25th January.
- e Glastonbury Music Festival is on the last weekend of June.
- f The Monkey Buffet Festival is at the end of November.
- g Panafest is a Ghanaian cultural festival held in July or August.

1B

1

- Events: concert, conference, exhibition, wedding
Venues: gallery, hall, marquee, theatre
Entertainment: chanting, food, games, music

2

- a a large meeting of people with a shared interest
- b a marriage ceremony
- c the celebration of an event that happens every year
- d a musical performance for members of the public
- e a large, formal meal for a big group of people
- f a formal greeting or welcome
- g the award of an educational qualification
- h a public display of art, or objects of interest

3

- a Do
- b hold
- c create
- d organize
- e doesn't
- f gets
- g arranges
- h work
- i don't

4

- a ceremony
- b wedding
- c concert
- d anniversary
- e party
- f birthday
- g exhibition
- h show
- i banquet

Mystery event: reception

1c

1

- a Pingxi Lantern Festival, Taiwan
- b The Carnival of Venice, Italy
- c Up Helly Aa Festival, Scotland
- d San Fermin Festival, Spain
- e Festival of the Kukeri, Bulgaria

2

- a the Palio di Siena.
- b in an Italian town.
- c before the race.
- d when it gets dark.
- e three times round the city square.
- f can hit other jockeys.
- g gets a banner called a 'palio'.

3

- a an area.
- b fine rocky material.
- c track.
- d procession.
- e corner.
- f rider.
- g flag.

2 Planning

2A

1

- a to hold
- b close
- c have
- d asking
- e providing
- f bring
- g put
- h decorating
- i meet

2

- a 6
- b 2
- c (1)
- d 7
- e 4
- f 5
- g 3

2B

1

- Question: b, e, h
- Positive: a, d, i
- Negative: c, f, g

2

- a celebrating
- b visiting
- c flying
- d costing
- e getting
- f staying
- g watching

3

- a 60 seconds
- b 14 days
- c 24 hours
- d 365 days
- e 10 years
- f 60 minutes
- g 2 days
- h 30 minutes
- i 12 months
- j 1,000 years
- k 100 years

4



- a month
- b year
- c evening
- d yesterday
- e weekend
- f morning
- g afternoon
- h tomorrow

5

- a Would you like to come to the carnival tomorrow?
- b I'd love to.
- c Would you like to go jogging afterwards?
- d That sounds great, but I can't.
- e Would you like to have coffee next week?
- f That's a great idea.

6

- a conference c organize e reading
- b research d plan f sentence

2c

1

Event	Comic-Con International
City	San Diego
Country	USA
Venue	San Diego Convention Center
Started	1970
Genres	science fiction, horror, fantasy and animation
Attractions	seminars, exhibitions, book signings and live performances
Number of visitors	over 160,000 a year

2

- a 30
- b popular
- c books
- d video games
- e get together
- f the biggest
- g event
- h seminars
- i exhibitions
- j meet

3

- a conventions
- b fiction
- c games
- d people
- e storm
- f character
- g signing
- h comments

4

- a So, are you enjoying the event?
The wrong verb is used to form the present continuous.
- b I'm a huge fan of the video games and the TV series.
An article is missing.
- c I love the atmosphere here.
The plural noun is used instead of the singular.
- d I know lots of Pokémon fans online.
A preposition is missing.
- e Thank you for talking to us!
A preposition is wrong.
- f I bought the red material at my local market.
The past simple form of the verb is wrong.
- g I'm so excited!
There is a spelling mistake.
- h Do you know the Mistborn books?
The question is formed incorrectly.

5

- a Spiderman fan
- b Pikachu fan
- c Flame Atronach fan
- d Flame Atronach fan
- e Spiderman fan
- f Spiderman fan
- g Pikachu fan
- h Spiderman fan
- i Flame Atronach fan
- j Pikachu fan

3 Products

3A

1

- Uses: c, g, i
- Features: a, d, h
- Colours and sizes: b, e, f

2

- a docking station
- b GPS
- c walkie-talkie
- d shower speaker
- e binoculars
- f 3D glasses

3

- a colours
- b uses
- c features
- d sizes
- e uses
- f colours

4

- a heavy
- b cheap
- c large
- d fast
- e easy
- f comfortable
- g thick
- h stylish
- i weak

Mystery adjective: versatile

5

- a use
- b has
- c comes
- d are
- e is
- f comes
- g uses

3B

1

- a compact
- b heavy
- c sharp
- d simple
- e unattractive
- f thick

2

- a It is lighter than the old model.
- b The display is easier to read than my old one.
- c It is more attractive than the old model.
- d It has a longer battery life than my previous one.
- e The digital model is more expensive than the analogue model.

3

- a more difficult
- b heavier than
- c more difficult
- d more stylish than

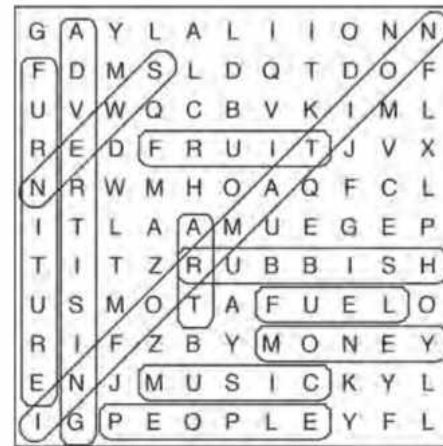
- e less powerful than
- f quieter than
- g older
- h worse than

4

- a WashIT 305 has a faster spin speed than WashIT 407.
- b WashIT 407 washes a heavier load than WashIT 305.
- c WashIT 407 is cheaper than WashIT 305.
- d WashIT 407 has a slower spin speed than WashIT 305.
- e WashIT 407 is less expensive than WashIT 305.
- f WashIT 305 has a longer eco-wash than WashIT 407.
- g WashIT 407 is less stylish than WashIT 305.

3c

1



- a money
- b people
- c music
- d fruit
- e fuel
- f furniture
- g news
- h art
- i information
- j rubbish
- k advertising

2

- Long 'i' sound: decide, item, online
- Short 'i' sound: comparison, credit, internet
- Other sound: bird, first, pencil

4

Decision-making

4A

1

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

2

- a is the biggest.
- b comfortable.
- c than the acrylic one.
- d is the most robust?
- e cheaper than that one.
- f are prettier than the blinds.
- g most popular.
- h the cheapest?

3

- a true
- b true
- c false
- d true
- e false
- f true
- g true
- h false

4

- a the most difficult
- b the easiest
- c the cheapest
- d the most stylish
- e the simplest
- f the cosiest

4B

1

- a jeans
- b jumper
- c hat
- d shirt
- e socks
- f jacket
- g shoe

2

- a simple solution
- b cosy living room
- c traditional wedding
- d small business
- e robust design
- f cheap flight
- g suitable shoes
- h modern apartment
- i comfortable clothing

3

- a Can I help you?
Yes, I'm looking for a jacket.
- b Are you looking for a particular brand?
No, I just want something smart for work.
- c Could I try this on?
Certainly, the changing rooms are just there.
- d Do you have this in a different colour?
We have it in grey and dark green.
- e Do you have a larger size?
We have sizes 16 to 18.
- f How did you get on?
I'll take this one, please.
- g How would you like to pay?
By card, please.
- h Do you need a bag?
No thanks, I have my own.

4C

1

- a air conditioning
- b garage doors
- c household appliances
- d internet connection
- e living room
- f piano music
- g security system
- h technology company

2

- a alarm
- b breeze
- c slightly
- d dim
- e adjusts
- f upbeat
- g reclines
- h automatically

3

- a Imagine this.
- b You arrive home after a long day at work.
- c There is a pleasant breeze in the living room.
- d 'Play something relaxing,' you say.
- e Some gentle piano music comes on over the stereo.
- f You walk through into the kitchen.
- g You sink into your favourite armchair.
- h The lights dim slightly, and the music fades out.
- i 'What would you like for dinner?'
- j 'One cheese and tomato pizza, and a lemonade, please.'

4

- a false
- b true
- c true
- d false
- e false
- f false
- g true
- h false

5

Adjective	Comparative	Superlative
convenient	more convenient	(the most convenient)
(expensive)	more expensive	the most expensive
funny	(funnier)	the funniest
good	(better)	the best
(long)	longer	the longest
responsive	more responsive	(the most responsive)
unreliable	(more unreliable)	the most unreliable
(useful)	more useful	the most useful
warm	warmer	(the warmest)
wide	(wider)	the widest

5

Turning points

5A

1

- a school at age seven.
- b to university.
- c jobs during their working career.
- d from work in their 60s.
- e married, the bride wears a golden crown.
- f a baby, they receive a cardboard box.
- g baby clothes and a baby mattress.
- h home before they are 20.

2

- a P
- b U
- c P
- d U
- e U
- f U
- g P

3

- a not many
- b (a few)
- c some
- d a lot of
- e most
- f nearly all

4

- a Most
- b Not many
- c a lot of
- d many
- e Nearly all
- f a few

5B

1

- a walked
- b stayed
- c started
- d ended
- e lived
- f played
- g promised

2



- a said
- b did
- c gave
- d began
- e spent
- f saw
- g met
- h cost
- i bought
- j thought
- k understood

3

- a On Monday, he revised for his exam.
- b On Tuesday morning, he took his exam at 9 a.m.
- c On Wednesday, he saw his tutor.
- d On Thursday, he played football at 4 p.m.
- e On Friday, he gave a group presentation.
- f Yesterday, he bought a new football.
- g At the weekend, he finished his assignment.

5c

1

- a futuristic
- b original
- c exciting
- d modern
- e different
- f impressive
- g massive
- h wealthy
- i beautiful
- j unusual
- k strange

Mystery adjective: interesting

2

- a trained
- b got
- c travelled
- d learnt/learned
- e returned
- f married
- g opened
- h used
- i grew
- j felt
- k bought
- l forced

3

Finding her way: b, f, i
 Starting her business: e, g, h
 International recognition: a, c, d

4

- a They started school when they were seven.
- b When I was at school, I loved chemistry lessons.
- c After she graduated, Jamila started an apprenticeship.
- d Garen and Ahmed got jobs after their degree.
- e Before we started, we travelled to New York.
- f After he completed his degree, John was £27,000 in debt.
- g He met his wife when he worked at Petrogas.

5

- a 1965
- b 1974
- c 1983
- d 1986
- e 1990
- f 1997
- g 2000
- h 2001
- i 2004
- j 2007
- k 2015

6 Now & then

6A

1

- a When did the Romans arrive in Exeter?
- b Did they build anything?
- c Was it a large settlement?
- d What did they call the town?
- e Did the Romans build the cathedral?
- f Did the Saxons arrive in the 6th century?
- g What did Alfred the Great do?
- h Why did Exeter grow in the 16th century?

2

- 1 (e)
- 2 a
- 3 f
- 4 b
- 5 c
- 6 h
- 7 d
- 8 g

3

- a What did Mary Budd Rowe introduce?
- b Did she do her research in the 1980s?
- c What did she measure?
- d Did she lengthen the wait-time to 1.5 seconds?
- e Did more students participate?

6B

1

- a 8
- b 2
- c 7
- d 10
- e 3
- f 6
- g 5
- h 4
- i (1)
- j 9

2

- a TV
- b travel agent
- c Do you need a visa?
- d health
- e Are there any side effects?
- f teacher
- g When is the rubbish collected?
- h tickets
- i store assistant
- j Do you have this in a medium?

3

- a How long were you away?
- b How did you find the Indonesian food?
- c Do you think they played well?
- d Did you do anything special?
- e Which question did you find most difficult?

6c

1

- a conquer
- b tin
- c matches
- d beat
- e return
- f spot
- g cloth
- h passed

2

- a sea level
- b climbing routes
- c dangerous places
- d oxygen tanks
- e basic equipment
- f woollen jackets
- g local people
- h good weather
- i terrible snowstorm
- j mobile phones

3

In the 1920s, people became very interested in mountain climbing. Many people tried to conquer Everest, but there were many failures. In those days, the climbers were not prepared. They had only very basic equipment and clothes. They wore woollen jackets and trousers.

However, if we fast forward to 1953, two climbers were successful. Tenzing Norgay and Edmund Hillary reached the summit.

4

- a Where is Mount Everest? It's in the Himalayas, in Asia.
- b Is Everest the highest mountain in the world? Yes, it is.
- c How high is it? Its summit is 29,028 feet above sea level.
- d When did mountain climbing become popular? In the 1920s.
- e Is it easy to climb Everest? No, it's very dangerous. You have to be very well prepared.
- f Did Norgay and Hillary conquer Everest in 1953? Yes, they did.
- g How do we know? They took photos to prove it.
- h Did Mallory and Irvine reach the summit in 1924? Maybe – we will never know.

5

the 1920s	People first became interested in mountain climbing.
1 st June 1924	Mallory, Irvine and their team arrived in the Himalayas.
4 th June 1924	Mallory and Irvine tried to reach the summit of Everest for the first time.
8 th June 1924	Mallory and Irvine got lost on Everest.
29 th May 1953	Hillary and Norgay reached the summit of Everest.
the mid-1950s	Hillary and Norgay became famous all over the world.
1999	Mallory's body was found.

7

Performance

7A

1

- a four exams.
- b at sports.
- c her exams.
- d the relay race last year.
- e won the House Cup!
- f good grades at school.
- g grade for my last assignment.
- h third in the 100-metre sprint.

2

- a I record the data in the table.
- b He does a training session every day.
- c I feel proud when I come first./When I come first, I feel proud.
- d My coach gives me helpful feedback.
- e His strong point is his quick start.
- f Her fitness levels are above average.

3

- a trains
- b practises
- c training
- d practises
- e practises
- f practises
- g practises
- h trains
- i practises

7B

1

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

2

- a 1942: He was born as Cassius Clay Junior.
- b 1956: He won his first championship.
- c 1960: He won the Olympic Gold medal.
- d 1964: He converted to Islam.
- e 1998: He was chosen to be the UN Messenger of Peace.
- f 2016: He died at the age of 74.

3

- a can
- b must
- c must
- d must
- e should
- f should
- g need to
- h must

4

- Jim: better trainers, healthier diet, longer warm-up
- Josh: better classroom management, better work-life balance, quicker marking
- Mo: better website, higher profits, more varied stock

7c

1

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

2

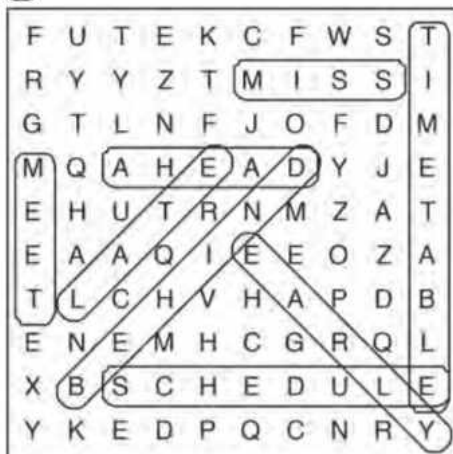
- a to intensify or increase value
- b to stop the privileges or rights of someone
- c a very important part of
- d a temptation or reward
- e a punishment or disadvantage
- f to discover or catch
- g to perform or carry out
- h to remove or get rid of
- i not possible to achieve or reach

8

Plans & tasks

8A

1



- a meet
- b ahead, schedule
- c early
- d late
- e behind
- f miss
- g timetable

2

- a on
- b ahead
- c schedule
- d early
- e deadline
- f missed, late
- g meet, on

3

- a camera
- b pointer
- c recipe book
- d helmet
- e radio
- f list

4

- a He's going to research the company.
- b He's going to buy a new suit.
- c He's going to predict the interview questions.
- d He's going to do a mock interview.
- e He's going to review his CV.
- f He's going to get a haircut.
- g He's going to buy a train ticket.

5

- a are they going to get a new car?
- b is he going to see?
- c company are you going to apply to?
- d is it going to cost?
- e are they going to walk?
- f are we going to do now?
- g is she going to go on holiday?

8B

1

- a reporter
- b writer
- c timekeeper
- d summarizer
- e interviewer
- f manager
- g facilitator
- h researcher
- i interviewee

Mystery role: presenter

2

- a Can
- b Could
- c would
- d Shall
- e would
- f can
- g Would
- h would
- i Shall
- j could

3

- a room
- b loud
- c brown
- d should
- e out
- f would

8c

1

- a megastar
- b craftsman
- c workshop
- d priceless
- e model
- f trophy
- g kids
- h genius

2

- a We all know families that seem very lucky.
- b Sometimes, whole families become rich and famous!
- c Why are some families so successful?
- d Here are five reasons.
- e Reason number one is genetics.
- f Genes are passed from parents to children.
- g They make us who we are.
- h So, if parents are tall and strong, so are their kids.

3

- a invented
- b were
- c got
- d loved
- e learnt/learned
- f grew
- g built

- h shared
- i talked
- j worked
- k achieved

4

- a Venus and Serena Williams are tennis-playing sisters.
- b They are both tall.
- c They are both very strong.
- d And they are both fast.
- e They're the best in the world!
- f They have more than a hundred trophies!

5

Genetics	Education	Environment	Skill sharing	Teamwork
'I have really good eyesight, just like my grandmother and my dad.'	'My English teacher can explain things really clearly.'	'Everyone on my street plays football most evenings.'	'My sister and I share skateboard tricks.'	'My group aced today's seminar!'
'All my family have really long arms.'	'I take golf lessons every week and I'm getting much better!'	'All my family are interested in maths, so I am, too.'	'My mum showed me how to make amazing meatballs!'	'Together, my brother and I built the best snowman ever.'

9 The world of work

9A

1

- | | | |
|---------------------------------|-----------|---------|
| a Volkswagen | Germany | cars |
| b Chanel | France | perfume |
| c Hennes & Mauritz | Sweden | clothes |
| d Qantas | Australia | travel |
| e Yoshida Kogyo Kabushikigaisha | Japan | zips |
| f PetroChina | China | oil |

2

- a watches
- b company
- c employees
- d production
- e staff
- f countries
- g sales
- h future

3

- a false
- b false
- c true
- d true
- e true
- f false
- g false

4

- a Finance
- b Sales and Marketing
- c Human Resources
- d Production

5

- a complaint
- b problem
- c money
- d receipt
- e guarantee
- f mechanism
- g refund
- h form

9B

1

- a builder
 - b driver
 - c chef
 - d teacher
 - e gardener
 - f accountant
 - g nanny
 - h nurse
 - i fundraiser
- Mystery job: lifeguard

2

- a is playing
- b is teaching
- c am cleaning
- d is working
- e am writing
- f are acting
- g is designing

3

- a work in my mum's shop.
- b am working at the museum.
- c as taxi drivers at the moment.
- d works in a solicitor's office.
- e is working part-time.
- f hard every morning.

4

- a Do lots of practice tests.
- b Join a study group.
- c Read about a topic before the lecture.
- d Take short notes during the lecture.
- e Don't rewrite words that are already in a book.
- f Use a highlighter to mark important information.
- g Spread out your studying instead of cramming.
- h Review your learning every weekend.

9C

1

- a Sweden (Kronor)
- b South Africa (Rand)
- c America (Dollars)
- d Turkey (Lira)
- e Saudi Arabia (Riyal)
- f China (Yuan)

2



- a salary
- b overtime
- c bonus
- d tax
- e income
- f expenses
- g budget
- h expenditure

3

- | | |
|-------------|-------------|
| a 330,000 | e 13,300 |
| b 3,000,000 | f 13,013 |
| c 30,000 | g 3,013,000 |
| d 13,030 | h 3,300,000 |

4

- a tuition fees
- b bills
- c rent
- d food
- e socializing

10

Profits & incomes

10A

1

- Receive money: bonus, income, overtime
 Owe money: credit, debt, loan
 Pay money: bill, deduction, expenditure

2

- a spend
- b receipt
- c income
- d loan
- e coin
- f bonus

3

- a £928
- b £11,291
- c £1 million
- d £100 million
- e £97,000
- f £300,000
- g £2,000
- h £150

10B

1

- a strong
- b started
- c bag
- d become successful
- e producing
- f most important

2

- a Delft, Netherlands
- b Jesper Brodin
- c INGKA Foundation
- d 1943
- e 211,000 staff
- f 276 outlets in 25 countries
- g €41.3 billion
- h one billion customers
- i Furniture, textiles, storage and food

3

- About: f, g
 History: b, h
 Products: c, d
 Financial: a, e

10C

1

- a complicated
- b workplace
- c reputation

- d gossiping
- e post
- f multitasking
- g suffer
- h accidentally
- i overdo
- j rewarding

2

- a people often post on Twitter or Facebook.
- b your boss will never trust you with more important work.
- c your career will suffer.
- d you won't get anything done properly.
- e it's always best to call a meeting and talk problems over with your colleagues.
- f and it's bad for your future.
- g we often do many things at once.

3

- a Where is the Millennium Bridge?
- b What kind of bridge is it?
- c What's the design like?
- d How much did it cost to build?
- e Who built the bridge?
- f When did it open?
- g What went wrong?
- h Why was that a problem?
- i How long was it open?
- j How did the company fix the problem?

4

- a Everything went well and the spacecraft launched successfully.
- b Unfortunately, soon after take-off something went wrong.
- c The spacecraft disappeared.
- d No one could understand why.
- e What a simple mistake!
- f Happily, no one was on board the spacecraft.
- g The mistake cost NASA \$125 million.
- h Even rocket scientists make silly mistakes.

5

In 1976, Wayne – along with Steve Jobs and Steve Wozniak – founded a technology company called Apple. At the start, Wayne owned 10% of the company.

However, after less than two weeks, Wayne changed his mind. He found Jobs and Wozniak difficult. He didn't want to work with them. So, he sold his share of the company back to them for just \$800.

Maybe you know the rest of the story ... In its first year, Apple's sales were \$174,000. And that was just the start.

11 Problem-solving

11A

1

- a Get a taxi.
- b Telephone them and explain you'll be late.
- c Buy a new jacket at the local shops.
- d Walk to the nearest ATM.
- e Find out about them on your smartphone.
- f Buy an umbrella.
- g Get some flowers on the way home.
- h Take some paracetamol with some water.

2

- a 6
- b 2
- c 7
- d 4
- e 5
- f 3
- g 1

3

- a B
- b R
- c B
- d R
- e R
- f B
- g R
- h B

4

	Action	Benefit	Risk
a	ask for a pay rise	have more money to spend	boss thinks you don't deserve it
b	quit the job you don't like	feel less stressed	can't find a new one
c	start road running	feel fitter and healthier	hurt knees and hips
d	move to a new country	experience a new culture	feel homesick
e	get a pet	always have a fun companion	it needs too much attention
f	move into a bigger apartment	have more space	can't pay bills

11B

1

Across

- 1 thin
- 4 dirty
- 6 short
- 8 tall
- 10 rough
- 11 wild

Down

- 2 hard
- 3 high
- 4 dark
- 5 young
- 6 smart
- 7 cold
- 9 low

2

- a too tight.
- b dirty.
- c big enough.
- d too tired to sleep.
- e dark enough.
- f enough to carry it.
- g is too expensive.
- h to eat.

3

- | | |
|---------------|-----------|
| a uncountable | benefit |
| b countable | advice |
| c uncountable | risk |
| d countable | education |
| e countable | energy |
| f uncountable | school |
| g countable | rain |

4

- a many
- b many
- c much
- d much
- e many
- f much
- g much
- h much
- i many

5

- a (There are too many cars.)
- b There is too much work.
- c There are too many stairs.
- d There are too many people.
- e There is too much money.
- f There are too many teeth.

6

- a cars
- b noise
- c pollution
- d walkers
- e rubbish
- f houses
- g jobs
- h visitors

11c

1

- | | |
|-------------------------|---|
| Al Gore | Campaigning on climate change |
| Mohamed ElBaradei | Working on non-military use of nuclear energy |
| Mikhail Gorbachev | Working to end the Cold War |
| Tawakkol Karman | Promoting the safety and rights of women |
| Martin Luther King, Jr. | African-American civil rights |

2

- a When did he become a Laureate?
- b Who did he share the prize with?
- c Why was he awarded the prize?
- d Where did he live when he got the prize?
- e Where did he give his acceptance speech?
- f What did he do after the award?
- g How did people react to the award?

3

- a He became a Laureate in 1993.
- b He shared the prize with President F. W. de Klerk.
- c He was awarded the prize for ending apartheid.
- d He lived in South Africa.
- e He gave his acceptance speech in Oslo, Norway.
- f He became President of South Africa.
- g Everyone was delighted.

4

- a Who was the Nobel Peace Prize named after?
- b Where was he born?
- c What was his greatest invention?
- d Why was he worried?
- e How much was his fortune worth in 2012?
- f How many Nobel Prizes were awarded in 1901?
- g Who shared the first Peace Prize?

12 A better world

12A

1

- a avalanche
 - b earthquake
 - c tsunami
 - d drought
 - e storm
 - f volcano
 - g wildfire
 - h flood
 - i heatwave
- Mystery disaster: landslide

2

- a to prevent or avoid
- b to be essential or very important
- c the steepness or degree of an incline
- d possible or imaginable
- e separate and distinct
- f to buy or obtain
- g items needed for an activity
- h a spade for digging

3

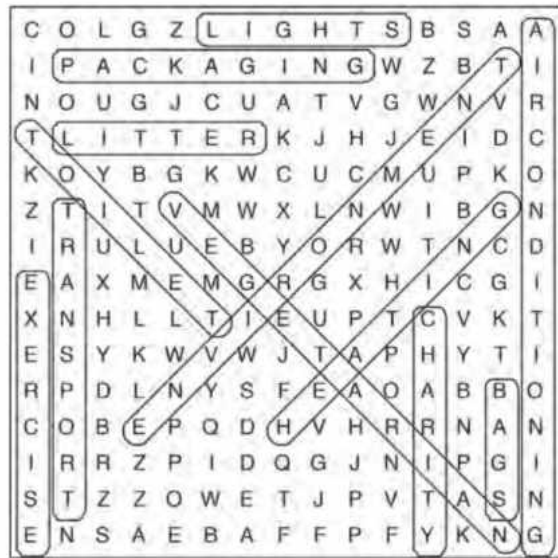
- a predict
- b prepare
- c prevent
- d prevent
- e prepare
- f predict
- g prevent
- h prepare

12B

1

- a internet
- b bicycle
- c trust
- d stairs
- e local
- f theatre
- g conflict
- h light

2



- a environment
- b bags
- c litter
- d charity
- e packaging
- f vegetarian
- g exercise
- h transport
- i lights
- j heating
- k toilet
- l air conditioning

12c

1

- a trawling
- b mammal
- c endangered
- d logging
- e agriculture
- f mining
- g species
- h conservation
- i habitat

2

Endanger	Conserve
logging	advertising campaigns
mining	breeding programmes
trawling	protecting areas of forest

3

- a campaign
- b programme
- c character
- d problem
- e activity
- f thing
- g habitat
- h conservation
- i protection

4

- a humans have made great progress in some areas of life.
- b the most successful species on Earth.
- c lots of species of animal and plant die out every day.
- d try to save endangered species by raising awareness.
- e to raise awareness about fish and plants.
- f so their numbers are decreasing very fast.

5

- a true
- b false – Giant pandas are very popular with people.
- c false – Blobfish have not become a global symbol of conservation.
- d true
- e false – If we protect the areas where well-known species live, we protect other species.
- f true

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