

Suitable for:
CEFR: A2

2nd Edition

21

ENGLISH FOR THE 21st CENTURY

Level 3 Teacher's Book

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GARNET
EDUCATION

CE21

ENGLISH FOR THE 21st CENTURY

Level 3 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



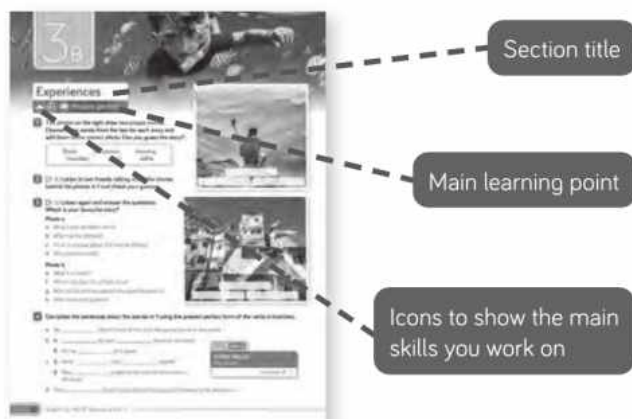
Speaking

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
- Language skills.

These are explained next.

Vocabulary

Vocabulary development is a key element of each unit. The focus is usually on a group of related words – for example, places in a town – and there may also be work on 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 point, 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., communication, study skills) and their importance in preparing students for life and study in the 21st century (e.g., critical thinking, creativity, life skills and collaboration).

C21 skills area and sub-skill

C21 SKILLS

STUDY SKILLS:
Key words

See page 47 →

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; one of the underpinning C21 skills.

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

Communication

Vocabulary

- Types of communication
- Describing body language

Grammar

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

Language skills

- Speaking: Discussing communication and body language
- Reading: Interpreting pictures
- Reading: Reading to match information
- Listening: Listening to understand body language
- Listening: Listening to match people and opinions
- Listening: Listening to complete sentences
- Listening & Speaking: Expressing opinions and reacting

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



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

C21 SKILLS

Communication

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

1A First impressions

Types of communication

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

Answers

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

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

Get the whole class to work in simultaneous pairs, ensuring they are covering both parts of the exercise. Walk around the class to monitor and assist where necessary.

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

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

Possible answers

Advantages

(Emails are free and very quick.)

Phone calls: You can get immediate answers to questions.

Letters, especially handwritten ones, give a personal touch.

Texts are good for giving key information.

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

Disadvantages

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

Phone calls disturb people at inconvenient times.

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

Texts can seem impersonal.

Talking face to face can be difficult to arrange.

- 3 Explain the task and get students to continue to work in pairs. Walk around the class to monitor and assist where necessary.

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

Elicit the answer from particular pairs. The people in photo c are smiling, shaking hands and making eye contact.

C21 SKILLS

COMMUNICATION: Body language

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

Get students to complete the exercises on page 22 of the course book now, or come back to them later.


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

For extra support, explain *body language*: where we look, how close we stand to another person, and what we do with our hands, are all examples of body language. Explain that sending positive messages with your body language and understanding other people's body language are important communication skills.

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


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

With the whole class, get particular pairs to say what they came up with in relation to each item in 4 and 5. Treat any differences of opinion tactfully.

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

Transcript  1.1

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

- 7**  **1.1** Play the recording again and get students to make notes about the body language of each speaker. Check the answers and, above all, discuss them with the whole class. Discuss students' views about situations where humour is appropriate (teach 'humour') and inappropriate.

Possible answers

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

FOCUS

Grammar

Using *talk, say, tell and speak*

Go through the information and work on any difficulties.

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

Answers

- a** say
b talk
c tell
d talks
e speak
f tells
g tell
h say

- 9** Get students to discuss the sentences in pairs and then have a general discussion with the whole class. Keep this light-hearted.

- 10** Again, get students to discuss the questions in pairs. Walk around the class to monitor and assist where necessary, especially with the vocabulary of body language.

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

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

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

1B Switch off

Past simple

- 1** Introduce the topic of this section by getting students to talk about the picture at the top of the page and ensure they understand the title *Switch off*. Elicit or give *turn off* as a synonym.

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


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

Students talk about the media that they use and how often. Walk around the class to monitor and assist where necessary.

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

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

- 2** Read the article aloud for the whole class.
Get individual students to say why they think participants enjoyed the experiment or not. Work through 3 before you go through the C21 skills page.

- 3**  **1.2** Explain the task and play the recording, explaining any difficulties. (The language should be quite easy for students at this level.)

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

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

Answers

	Enjoyed ✓ / Didn't enjoy ✗	Reason
a Danying	✗	felt lonely because couldn't use phone
b Marwan	✓	head felt clear
c Erica	✗	bored
d Brandon	✓	spent more time chatting and laughing with friends

Transcript 1.2

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

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

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

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

C21 SKILLS

COMMUNICATION: Choosing the best way to communicate

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 82 of this book.

- 4** Get students to look through the sentences before doing the exercise as a fast-paced whole-class activity. Bring their attention to the fact that the sentences relate to the listening exercise that they have just heard. Elicit the answers. If necessary, play the recording again.

Answers

- a don't play, use
- b went, walked
- c didn't leave
- d wasn't
- e live, don't talk
- f was

FOCUS

Grammar

Past simple

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

FOCUS

Pronunciation

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

Transcript ▶ 1.3

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

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

be – was/were
buy – bought
do – did
eat – ate
go – went
have – had
live – lived
make – made
play – played
talk – talked
watch – watched

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

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

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

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

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

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

FOCUS

Pronunciation

▶ **1.4** Play the recording and get students to repeat correctly.

Transcript ▶ 1.4

wasn't
didn't
doesn't
don't

- 8 ▶ **1.5** Play the recording once or twice and then get students to answer the question in relation to their own use of electronic media.

Transcript ▶ 1.5

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

- 9 ▶ **1.5** Play the recording again, stopping after each speaker, and get students to complete the conversation, either individually in writing or orally with the whole class. If students have done the exercise individually, elicit the answers and work on any difficulties.

Answers

- a So, did
b used
c Who
d do
e did
f finish
g was
h Were
i was

FOCUS

Grammar

Past simple questions

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

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

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

Answers

- a Did you use the internet yesterday?
 - b How many texts did you get yesterday?
 - c Was your first phone expensive?
 - d Did you meet any friends last weekend?
 - e Did you talk to your teacher yesterday?
 - f Were you busy last week?
- 11 Explain the task and point out that students should ask each other the questions from 10, for example, *Did you use the internet yesterday?* They should add more information to their answer, for example *Yes I did. I use it every day*, as in the example.

Walk around the class to monitor and assist where necessary.

1c Conversation styles

Conversations and games

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

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

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

Then get students to work in pairs on question c. Refer students to the title of the article and the explanatory sentences. Students read the three parts of the article.

Walk around the class to monitor and assist where necessary. Then get students to compare the games to the styles of conversation. Discuss the ways in which the games are similar to conversation styles with the whole class.

Answers

- a Frisbee, bowling, table tennis
 - b Students' own answers.
 - c The Frisbee style – taking turns to throw/speak. Cooperating to keep the game/conversation going. The bowling style – taking turns to bowl/speak. This is a slow game and a patient style of conversation. The table tennis style – playing to win by attacking the other person. This is a competitive, fast game and style of conversation.
- 2 Discuss situation a with the whole class to give students the idea. A university lecture is more like bowling – it's a one-sided game with no real two-way exchange. Then get students to discuss the other two situations in groups of three or four. Walk around the class to monitor and assist where necessary.

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

Possible answers

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

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

Opinions

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

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

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

C21 SKILLS

COMMUNICATION: Discussions

Get students to complete the exercises on page 24 of the course book now, or come back to them later.

The teacher's notes for the exercises are on pages 82–83 of this book.

- 2 ▶ 1.6 Explain the task and play the recording – it shouldn't be difficult. Elicit the answer – they discuss sentence b from 1. They agree with it.

Transcript ▶ 1.6

Hanif	Hi, Tahsim. How are you doing?
Tahsim	Pretty good. And you?
Hanif	OK. But lectures are really boring. My lecturer speaks very slowly and he just reads his notes. What about you?
Tahsim	Well, you're right basically. Lectures are boring. But I think our Engineering lectures are OK.
Hanif	Really? I'm not sure. He never uses slides and his explanations are so long.
Tahsim	I see your point, but some lectures are OK.
Hanif	Well, anything is better than maths.
Tahsim	I completely agree.

- 3 ▶ 1.6 Get students to look at the phrases. Play the recording again and get them to raise their hands when they hear any of the phrases.

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

Answers

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

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

Answers

Giving your opinion	I think our Engineering lectures are OK.
Asking for an opinion	What about you?
Agreeing	I completely agree.
Disagreeing	I disagree.
Not decided	I'm not sure.

FOCUS

Expression

Opinions

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

FOCUS

Pronunciation

▶ 1.7 Play the recording of the phrases from the Opinions Focus box. Students listen and repeat.

Transcript ▶ 1.7

Lectures are boring.
I think our Engineering lectures are OK.
What about you?
What do you think?
You're right.
I completely agree.
I disagree.
I don't think so.
I'm not sure.

- 5 Refer students to the discussion topics in 1. Have one or two exchanges with individual students to give all students the idea. Then get the whole class to do the exercise in simultaneous pairs.
Walk around the class to monitor and assist where necessary.
With the whole class, praise good points that you heard and work on any difficulties. Get students to repeat the exercise, incorporating any corrections and improvements that you made.
Then get different pairs to repeat some of their exchanges for the whole class.
- 6 Refer students to page 171 of the course book. If students have access to the internet in the classroom this can be done as a classroom activity. If not, set it for homework. Go through the list of topics, and put students into small groups. Within each group, students choose one of the topics. They then have to choose an aspect of the topic to research. Encourage students to think of an interesting discussion point. If necessary, use the example ideas to help them.

Examples:

general news – is it serious or too serious?

sports – should school students have to do sports at school?

technology – is it a good thing?

entertainment – are computer games a waste of time?

health – are we living healthier lives?

education – what's more important: what you know or who you know?

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

2

Arrangements

Vocabulary

- Abbreviations for text messages

Grammar

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

Language skills

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

C21 SKILLS

Critical thinking

- Inferring information from pictures

Study skills

- Understanding the purpose of writing



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

2A Where are you?



Present continuous and present simple

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

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

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

- 3 2.1 Play the recording and get students to check their answer from 2.

Transcript 2.1

Pavel Hi, Tina. Where are you?
Tina I'm standing outside the cinema.
Pavel Yeah, I'm sorry, but I'm a bit late.
Tina Where are you?
Pavel I'm walking past the park.
Tina Past the park? Can you see the bus stop?
Pavel Yes, the bus is coming.
Tina Great.
Pavel Oh, no. The bus is going!
Tina Pavel.
Pavel I'm sorry. I'm going as fast as I can.
Tina OK. I'll see you in the cinema.
Pavel OK.

- 4 2.2 Play the recording. Get students to do the task individually.

Answers

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

Transcript 2.2

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

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

Answers

present simple
 present continuous

FOCUS

Grammar

Present continuous and present simple

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

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

Answers

From left to right: Goran (wearing a watch), Gianni (smiling and talking to Goran), Veronica (looking at Paulo), Tamsin (wearing a red hairband), Deborah (standing up), Paulo (talking to Tamsin), Ana (sending a text).

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

Possible answers

Goran is talking to Gianni in photo a, but he's talking to Ana in photo b.

Gianni is talking to Goran in photo a, but he's showing Paulo a photo on his smartphone in photo b.

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

(Accept any reasonable answers.)

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

Answers

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

- 11 ▶ 2.3 Play the recording and get students to check their answers.

Transcript ▶ 2.3

Gianni So Goran, how do you know Tamsin?
Goran Oh, we're old friends. We went to school together. How about you?
Gianni I work in the same office. Actually, we sit next to each other.
Goran Oh, right. So you're a journalist, too. Are you writing anything interesting at the moment?
Gianni Hmm ... Yes, I am actually. I usually do all the boring stories, but at the moment I'm writing an article about problems in primary schools.
Goran Oh, right.
Gianni And what do you do, Goran?
Goran I'm a teacher.
Gianni Oh! Let's change the subject then. I'm thirsty. Do you want a drink?
Goran Yeah, that would be nice. Thanks.
Gianni Tamsin? Tamsin? She's not listening.
Goran That's because she's talking to Paulo.

- 12 Get students to write five sentences about each photo. Walk around the class to monitor and assist where necessary. Students may use tenses that they have not covered yet in this course, e.g., the present perfect of *Her car has broken down*. However, when making corrections and improvements, focus on the present simple vs present continuous, etc., and other points that you have covered with students. You will possibly also have to decide whether to accept, for the time being, 'She's standing there since two hours'.
 With the whole class, elicit sentences from individual students.

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

Answers

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

- 14 ▶ 2.4 Play the recording and get students to check their answers to 13. Work on any remaining difficulties.

Transcript ▶ 2.4

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

C21 SKILLS

CRITICAL THINKING: Inferring information from pictures

Get students to complete the exercises on page 35 of the course book now, or come back to them later.


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

- 15 Explain the task and, with the whole class, elicit one or two possible situations to give them the idea, but don't pre-empt the rest of the task – different classes will require different levels of help to inspire them. (Teach *mobile coverage*, and ask them if there is much coverage in remote parts of their countries.)
- Get students to work in simultaneous pairs. Walk around the class to monitor and assist where necessary.
- With the whole class, praise good points that you heard and work on any difficulties, especially ones relating to the present continuous and the present simple.
- Give pairs time to incorporate your corrections and improvements into their conversations, and then ask two or three pairs to read theirs for the whole class.

2B Meeting friends



 Making arrangements

- 1  2.5 Explain the situation, get students to focus on the question and play the recording, explaining any difficulties, for example, *I'd love to* (short answer for *I'd love to go to the cinema*).

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

Answer

b

Transcript  2.5

Tamsin Hi, Laura. How are you?
Laura I'm fine, thanks.
Tamsin Listen, are you free on Saturday?
Laura No, I'm afraid I'm busy. I'm meeting a friend.
Tamsin Oh, OK. How about Sunday?
Laura Yes, I'm free. What shall we do?
Tamsin Would you like to go to the cinema?
Laura Yes, I'd love to!
Tamsin Great! Let's meet at the cinema at 7.30.
Laura Good idea. See you then!

FOCUS

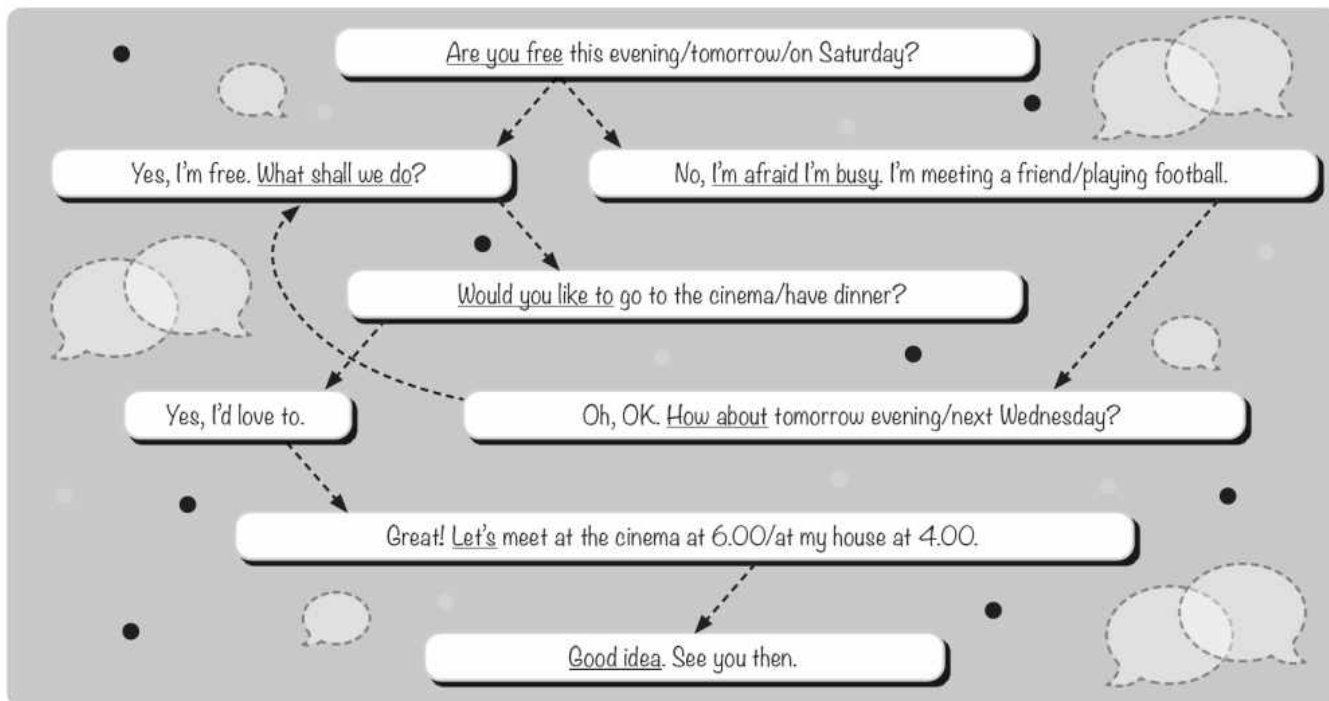
Grammar

Present continuous for future arrangements

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

- 2 With the whole class, get students to look at the chart and explain how it works.
Elicit which expression goes in each gap. Then get students to read the conversation in simultaneous pairs.

Answers



- 3 Get students to identify the sentence in 2 that uses the present continuous. *I'm meeting a friend/playing football.* Ask whether it is talking about the present or the future – the future, as it is answering the question about this evening/tomorrow/on Saturday?

- 4 Explain that students are going to make arrangements with other students. Get them to turn to page 171 in their course books.

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

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

Stop the activity when most students have finished. With the whole class, praise good points that you heard and work on any difficulties, especially ones relating to the present simple and present continuous.

Get individual pairs to repeat their conversations for the whole class, incorporating any corrections and improvements.

 Text messages

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

FOCUS

Expression

Text messages

Get students to look at the abbreviations in the box and then say them and their full forms aloud.

Then, with books closed, test students by getting them to spell out the text abbreviations for *in my opinion, tonight*, etc. Write them on the board.

- 3 With the whole class, get students to come to the board to write each of the sentences using text abbreviations. Work on any difficulties.

Answers

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

C21 SKILLS

STUDY SKILLS: Understanding the purpose of writing

Get students to complete the exercise on page 35 of the course book now, or come back to it later.

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

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

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

Answers

- a apologizing
- b thanking
- c asking for help

- 5 Explain the task and underline the light-hearted nature of the activity.

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

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

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

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

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

2c A language we all understand



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.

3

Travel experiences

Vocabulary

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

Grammar

- Present perfect

Language skills

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



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

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

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

C21 SKILLS

Life skills

- Avoiding national stereotypes

Study skills

- Key words

Critical thinking

- Facts and opinions

3A Unique people and places

Describing life in different countries

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

Answers

- a South Korea
- b Greece
- c Finland
- d India

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

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

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

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

Elicit what is special about each country.

Answers

- India: *jugaad* – new and clever way to make or fix something
- Finland: *sisu* – deciding what they want and fighting hard to get it
- Greece: *meraki* – making something with love
- South Korea: *nunchi* – understanding other people's feelings and moods

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

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

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

as 'empathy' (teach). Allow them to use bilingual and English–English dictionaries for this.

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

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

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

Answers

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

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

simple – either, depending on context

horrible – negative

boring – negative

modern – usually positive

polite – positive

C21 SKILLS

LIFE SKILLS: Avoiding national stereotypes

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

Get students to complete the exercises on page 46 of the course book now, or come back to them later.

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

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

FOCUS

Expression

Antonyms

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

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

- 5 Explain the task and get students to work on it in simultaneous pairs. As ever, walk around the class to monitor and assist where necessary.
- With the whole class, elicit the answers, explaining any difficulties. Work on the pronunciation and stress of these words.

Answers

- a crazy sensible (Check that students don't confuse this with 'sensitive')
- b quiet noisy
- c lovely horrible
- d complicated simple
- e boring interesting
- f modern traditional (Compare with 'old-fashioned' – negative.)
- g rude polite

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

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

Answers

- a noisy
- b modern
- c simple
- d polite
- e crazy
- f horrible

- 7 Again, in simultaneous pairs, get students to say which sentences are true for them, explaining their answers. Walk around the class to monitor and assist where necessary.
- With the whole class, get members of some of the pairs to repeat their sentences. Work on any difficulties.
- 8 Explain the task and get students to work in groups of three or four on the questions. (Tell them that *dis-* in *dislike* is also a kind of negative prefix.)

Walk around the class, monitoring and assisting where necessary.

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

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

- 9 Refer students to the research activity on page 172 of the course book. If students have internet access in class, you can do this as a quick classroom task. If not, set the research for homework and ask students to find out what each of the words mean. Different sources will have slightly different interpretations, so it is useful to collect ideas with a brief whole-class discussion.

Possible answers


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

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

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

3B Experiences

 Present perfect

- 1 With the whole class, go quickly through the words in the box (which shouldn't present any difficulties) and get individual students to use them to talk about the photos. Remind them about *It could be ...*, *It might be ...*, etc. Do not confirm answers at this stage.
- 2  3.1 Explain the task and play the recording once. Work on any difficulties and get students to say if their earlier guesses were correct or not.

Transcript  3.1

Photo a


- A** Have you seen this photo?
B Wow! Who's that?
A His name is Hans Müller. He's climbed some of the most dangerous places in the world without any safety equipment.
B What? Do you mean he doesn't use ropes or anything?
A Exactly! And he takes a photo of himself at the top.
B That sounds very dangerous. Has he ever had an accident?
A No, he hasn't. He must be a very good climber.
B But why does he do it?
A He says he likes the views!
B Well, we all like taking selfies, but have you ever taken a selfie like that?
A No, I haven't!

Photo b

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

Answers

- a** dangerous, mountain, selfie
b Brazil, housing, paint

- 3**  **3.1** Play the recording again and get students to answer the questions. They will have answered some of them already in 2, but get them to confirm their answers. Have a class vote on the favourite story.

Answers

Photo a

- a** Hans Müller
b Not mentioned, but some of the most dangerous places in the world.

- c** He doesn't use safety equipment.
d For the views and to take selfies.

Photo b

- e** A 'favela' is a very poor area of cities in Brazil. (Teach the word *slum*.)
f Rio de Janeiro
g Because they noticed that the people living there are good at painting.
h The outside of houses.

- 4** Write the answer to the first question on the board and underline the present perfect tense.

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

Answers

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

C21 SKILLS

STUDY SKILLS: Key words

Get students to complete the exercises on page 47 of the course book now, or come back to them later. The related teacher's notes for the exercises are on page 84.

FOCUS


Grammar

Present perfect

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

FOCUS

Pronunciation

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

Transcript  3.2


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

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

With the whole class, elicit the answers.

Answers

- | | |
|----------------------|---------------------|
| a have you travelled | i Have there been |
| b have you done | j he hasn't enjoyed |
| c We've done | k We've stayed |
| d we've been | l he's been |
| e we've slept | m Has he missed |
| f We've climbed | n he's missed |
| g we've swum | o He's learnt |
| h we've met | |

- 6  3.3 Play the recording. Get students to check their answers, working on any difficulties.

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

Transcript 3.3

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

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

Interviewer Have there been any problems?

Shona Mitchell Well, he hasn't enjoyed everything. We've stayed in some very basic accommodation. And he's been sick a few times.

Interviewer And what about his education? Has he missed a lot of school?

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

- 7 Explain the task and get students to interview each other. Walk around the class to monitor and assist where necessary.

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

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

3C Before you go

Travel reviews

- 1 Introduce the subject of travel and get students to discuss the items in pairs.

Then, with the whole class, ask members of particular pairs about what they came up with and have a general discussion about the items, e.g., Which guidebooks do they recommend, in their own language(s) and in English? Do they look at the reviews on TripAdvisor or other sites?, etc.

- 2 Get students to look at the information about the Frida Kahlo Museum in pairs. Point out that they should just read the museum information, not the two reviews below it. Students should discuss and decide together if they would like to visit the museum. (They don't have to agree about this.)

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

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

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

Answers

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

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

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

Answers

- a +52 55 5554 5999 (museum information)
- b travelgirl205 (the date of the review)
- c No – Mex\$120 for adults and Mex\$40 for students (museum information)
- d Tuesday–Sunday (museum information)
- e 'It's difficult to find.' (second review)
- f Nerys459 – 'It's a beautiful house.'
- g Yes (first review – 'It's an amazing museum', so presumably interesting, too)
- h Because '... it's great to listen to stories of Frida's life ...' (first review)

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

C21 SKILLS

CRITICAL THINKING: Facts and opinions

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

Get students to complete the exercises on page 48 now, or come back to them later.

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

For extra support, ask students to find three facts and three opinions in the travel website on page 44 of the course book.

Possible answers

Three facts

The museum is in the Coyoacán area of Mexico City.
The entrance fee for students is Mex\$40.
It's closed on Mondays.

Three opinions

It can be busy later in the day.
It's difficult to find.
It's a bit expensive for adults.

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

Answers

- a There can be a queue for tickets at the museum.
- b It can get quite busy later in the day.
- c It's great to listen to stories of Frida's life.
- d The Coyoacán area is really beautiful.

- 6 Get students to do this individually in class or for homework. Explain the task and ensure that students understand that their writing should divide clearly into three sections: Facts, Opinions and Advice.

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

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

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

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

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

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

4

Faraway places

Vocabulary

- Types of holiday

Grammar

- Verb phrases
- Present perfect and past simple

Language skills

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



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

C21 SKILLS

Critical thinking

- Evaluating

Study skills

- Reading and describing graphs

4A Types of holiday

Holiday adverts

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

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

- 2 With the whole class, get students to look at the photos and adverts and to answer the question. (The Dubai holiday is probably more expensive, because it describes a luxury hotel experience.)

- 3 Get students to read the adverts in simultaneous pairs and complete the table. Walk around the class to monitor and assist where necessary.

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

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

Answers

See table below.

Verb phrases; Types of holiday

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

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

FOCUS

Grammar

Verbs phrases

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

Answers

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

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

Answers

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

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

FOCUS

Pronunciation

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

Answers

Unstressed syllables are underlined.

- | | | | |
|---|-------------------|---|------------------------|
| a | scen <u>e</u> ry | e | priv <u>a</u> te |
| b | s <u>u</u> ggest | f | wait <u>e</u> rs |
| c | loc <u>a</u> l | g | int <u>e</u> rnational |
| d | villag <u>e</u> s | | |

Transcript ▶ 4.1

- a scenery
- b suggest
- c local
- d villages
- e private
- f waiters
- g international

- 3 Have exchanges with individual students to give everyone the idea.

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

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

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

- 4 Have a whole-class discussion about different types of holiday and write the types of holiday that students mention on the board. Some possible ideas may include: cruise holidays, camping, caravanning, touring (driving), scuba diving and activity centre holidays.

- 5 This can be done in class if there is time, or for homework if not. Go through the holiday-related vocabulary that students have seen in the unit, eliciting it from students by giving 'clues'. Emphasize that this is the sort of vocabulary that they should try to use in their advert.

If doing in class, walk around the class to monitor and assist where necessary. (If possible, get students to find photos to go with their adverts. If this isn't possible, students can describe the photos, etc., they would use, or sketch them.)

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

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

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



A survey

- 1 ▶ **4.2** Tell students they will hear a researcher asking questions about people's holidays. Get them to look through the four areas that the researcher will ask about, and to anticipate what they think they will hear. For example, in 1, students might well anticipate that the speaker will say 'I fly because it's the quickest way to get somewhere'.

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

Answers

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

Transcript ▶ 4.2

Interviewer Thank you for agreeing to do this survey. There are just four questions. So, let's start with the first question. How do you travel when you go on holiday?

a Well, I usually fly because it's the quickest and the cheapest way to get somewhere.

Interviewer Great.

b And I drive because I like to see different places on the way. The journey is like a holiday, too.

Interviewer OK.

c Me? I go by train because it's better for the environment. And it's quiet and peaceful.

Interviewer Thank you. So let's move on to the next question. Where do you usually stay on holiday?

a For me, I stay with a local family. You can learn about their lives and they will get some money.

Interviewer OK.

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

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

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

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

C21 SKILLS

CRITICAL THINKING: Evaluating

Get students to complete the exercises on page 60 of the course book now, or come back to them later.

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

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


Possible answers

- 1a, 2c, 3a, 4b Economy/budget traveller – not much time
- 1b, 2a, 3b, 4a Curious (teach this word) traveller
- 1c, 2b, 3c, 4c Traveller with money – not curious

4B Changing cities

 Present perfect and past simple

- 1** With the whole class, get students to talk about the photos. Help them with vocabulary, if necessary: *booming city, road construction, etc.*

- 2**  **4.3** Get students to read through the statements and play the recording once. Elicit the answer.

Answer

b


Transcript 4.3

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

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

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

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

- 3  **4.3** Get individual students to say the years correctly – for years beginning 19 only accept *nineteen seventy-two*, etc., (not 'one thousand nine hundred and seventy-two'). For 2004, accept 'twenty-oh-four' or 'two thousand and four'.

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

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

Answers

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

FOCUS

Grammar

Present perfect and past simple

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

Answers

- a past simple
- b present perfect

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

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

Answers

- a has changed
- b has become
- c has grown
- d have improved
- e has created
- f has got (Accept the American English 'gotten' if a student mentions it.)

- 5 Explain the task and do this as a fast-paced whole-class activity.

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

Possible answers

- a (The population has gone up by 480,000.)
- b The world population has increased by 2.3 billion.
- c The number of people over 65 in Japan has gone up from 11.6% to 26% since 1989.
- d A loaf of bread in the UK has gone up from 9 pence in 1970 to 137 pence today.
- e The average life expectancy in the UK has gone up from 72 in 1970 to 81 today.
- f The number of murders in New York City has gone down from 2,245 in 1990 to 318 in 2019.

Possible reasons:

- a The types of jobs have changed. Some people have moved away, and other people have moved in.
- b Better healthcare, fewer children dying at birth or while young.
- c Better healthcare, Japanese diet (raw fish, etc.), fewer people being born, increasing the percentage of older people.
- d Increased costs, in line with inflation (teach this word).
- e Better healthcare, fewer people who smoke, etc.
- f Better policing.

- 6 Explain the task and get one student to talk about their own city, to give other students the idea.

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

With the whole class, elicit sentences from different students.

Model answers

In the last 20 years, Bristol has become more interesting. No big projects have been built, despite many plans. The traffic has got worse. The number of cyclists has grown. The restaurants have improved. The city has lost its character.

C21 SKILLS

STUDY SKILLS: Reading and describing graphs

Get students to complete the exercises on page 61 of the course book now, or come back to them later.

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


- 7 Draw the incomplete line graph on the board and get individual students to read out sentences in the text and to come up and draw the line on the graph on the board.

Get students to copy this into their own course books. Walk around the class to check they have done this correctly.

Answers

Students need to plot the following figures on their graphs:

1950 – 11 million
 2000 – 34 million
 2005 – 35 million
 2020 – 37.3 million

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

Play the recording and get students to draw in the line.

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

Answers

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

1950 – 12 million
 1975 – 16 million
 2000 – 18 million
 2005 – 19 million
 2015 – 20 million

Transcript  **4.4**

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

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

4C A sense of adventure

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

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

5

Changing times

Vocabulary

- Survival in dangerous situations
- Language learning

Grammar

- Using *will* and *won't* for predictions

Language skills

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



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

C21 SKILLS

Critical thinking

- Prioritizing

Creativity

- Giving a presentation

Critical thinking

- Reading between the lines

5A What do we need?

Survival

- 1 Get students to look at the photo. Get individual students to say one sentence each, helping them with any vocabulary, e.g., *We can see a man cooking something on a stove (teach this word) in front of a tent. The place looks very wild and remote (teach this word), etc.*
- 2 Get students to read the article. Point out that *survival/ survive* are explained in the first paragraph. Don't explain any more vocabulary yet.
- 3 Get individual students to talk about the rule of three and how to avoid the related problems.

Answers

The rule of three refers to:

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

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

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

- 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 shelter
- b exhausted
- c thirsty
- d hunt
- e underwater
- f poisonous
- g decisions
- h breathe


- 5 Get students to work in pairs to choose three interesting facts. Walk around the class to monitor and assist where necessary.

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

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

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

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

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

Answers

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

Transcript 5.1

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

C21 SKILLS

CRITICAL THINKING: Prioritizing

Get students to complete the exercises on page 74 of the course book now, or come back to them later.

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

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

When most students have finished, get students to explain their priorities to their partners and then add their reasons. Again, walk around the class to monitor and assist where necessary.

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

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

5B The future



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

- Introduce the topic and get students to work on it in simultaneous pairs. (Work on pronunciation and meaning of *frightened* if necessary. Walk around the class to monitor and assist where necessary.) Praise good points that you hear and work on any difficulties.
Get individual students to say how they feel and why. Try to avoid too much 'doom and gloom'. (You could also teach this!)
- Start by revising pronunciation of years: *twenty-twenty*, *twenty-thirty*, etc., through to *twenty-one hundred*. Also, remind students that the negative of *will* is *won't* (= will not).
Get students to use *will* and *won't* to talk about the four predictions, giving their reasons. (Get them to make links, where appropriate, with any predictions they made in the previous exercise.)

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

- 3** **5.2** Explain the task and get students to look at the questions. Play the first half of the recording (relating to questions a–c) and, if necessary, explain any difficulties and play it a second time. Follow the same procedure for the second part of the recording.

Answers

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

Transcript 5.2

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

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

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

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

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

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

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

FOCUS

Grammar

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

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

FOCUS

Pronunciation

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

Transcript ▶ 5.3

I'll
you'll
he'll
we'll
they'll
I won't
you won't
he won't
we won't
they won't

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

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

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

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

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

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

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

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

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

C21 SKILLS

CREATIVITY: Giving a presentation

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

Get students to complete the exercises on pages 74–75 of the course book now, or come back to them later.

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

- 9 Get members of each group to present each poster to the other groups. If the class is large, keep some of the presentations until the next class. Discuss with the whole class which presentation they liked best and why.

- 10 Decide how much time you want to spend on this task, and set it for individual or group work. Refer students to page 172 of the course book. Students choose one topic to research online and find several sources of information. This can be done in class or for homework as a written or spoken presentation. Remind them to use language from the lesson. Set aside time for presentations.

5c How we study



Real and virtual learning

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

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

- 2 ▶ 5.4 Explain the task and play the recording once right through. Then play it again, stopping after each speaker to give students time to complete the table.

Answers

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

Transcript ▶ 5.4

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

- 3 Get students to read the text, explaining any difficulties, and discuss with the whole class. Work on *I would like to ...* and *I wouldn't like to ...*. To end the discussion, get students to vote on whether they would like to learn English using avatars.

FOCUS

Pronunciation

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

Transcript ▶ 5.5

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

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

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

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

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

Answers

- a 2
- b 7
- c 5
- d 4
- e 1
- f 6
- g 3

- 6** Do this as a fast-paced whole-class activity. Get students to develop ideas around their answers, giving reasons for their choices.

Possible answers

Listening	a (where websites have video/audio), c
Reading	(a), c, e, g
Speaking	d
Vocabulary	all, but particularly b, c, e, f, g
Writing	b, d (email or chat exchanges), f

C21 SKILLS

CRITICAL THINKING: Reading between the lines

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

Get students to complete the exercises on pages 75–76 of the course book now, or come back to them later.

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

For extra support, get students to read between the lines of the 'Virtual Learning' article on page 72 of the course book, thinking about the positives and negatives discussed in exercise 2 on page 71. As a class, discuss why virtual language learning might be popular.

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

6

Technology

Vocabulary

- Inventions and gadgets

Grammar

- *Will* for offers of help

Language skills

- Reading: Reading to match texts and pictures
- Reading: Predicting from headlines
- Reading: Reading for general ideas
- Reading: Reading to assess and speculate about information
- Speaking: Describing pictures
- Speaking: Ranking items according to usefulness
- Speaking: Using photos to prompt discussion
- Listening: Listening to complete a table
- Writing: Writing a profile
- Writing: Writing a description
- Listening & Speaking: Offers of help



With the whole class, get students to look at and comment on the photo in relation to the Talking point questions. First, elicit what the photo shows and implies, for example, electronic networking. In simultaneous pairs, students discuss each of the questions. Allow time for students to exchange ideas for the gadget they would like and how it would change their lives. Then ask students to report back to the whole class. You could take a vote on the best idea.

C21 SKILLS

Critical thinking

- Evaluating usefulness

Life skills

- Promoting yourself

6A Good ideas

Inventions and gadgets

- 1 Explain the task, clarifying anything in the explanations that you think the students might have difficulty with, and get students to read through the explanations individually. (Explain that the quadcopter is a *drone* – they may be familiar with this word.)

With the whole class, elicit the answers, and get students to say if they have any experience of seeing or using any of these. (QR codes, for example, they will have used in this course, and drones are becoming quite common, too.)

Answers

- a 2 QR code
b 1 quadcopter
c 3 3D printer

- 2 Explain the task carefully, using the example as a guide to the sort of simple language that students should use to describe each invention. Then get students to work on the exercise in simultaneous pairs. Get them to write down their descriptions. Walk around the class to monitor and assist where necessary.

With the whole class, get individual students to say what they wrote down for each invention. Work on any difficulties.

Possible answers

- a (They give information about a product. They are very useful for shops and delivery companies.)
b They provide power for all sorts of devices.
c They are needed to connect a mobile phone to a network.
d They convert (= change) sunlight into electrical power.
e They provide light.

- 3 Get students to work in simultaneous groups to grade the five inventions for their usefulness, and to add three inventions of their own. Of course, students' ideas about the relative usefulness of each product will depend on their own circumstances, interests, etc.

With the whole class, get students to give and justify their answers.

Answers

Students' own answers.


Possible additional inventions: self-driving cars, robot waiters in restaurants, superfast trains travelling in tubes

C21 SKILLS

CRITICAL THINKING: Evaluating usefulness

Get students to complete the exercises on page 89 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 86 of this book.

- 4 With the whole class, get students to guess what connects the photos. You will probably have to give them clues in the form of vocabulary, like *developing world*, etc. (As the answers for 5 show, they all relate to inventions that will be particularly useful for the developing world.)
- 5  6.1 Play the recording. Vocabulary should be quite straightforward for students at this level, but explain any difficulties if necessary. You might have to explain *straw*, as the straws in the picture are rather large!
- Play the recording again, stopping after each invention, and get students to complete the table.

Answers

	Problem	Solution
Q drum	People have to walk miles for water.	Water drum that you can pull along on the ground.
XO laptop	No access to computers.	Cheap, long-lasting laptop.
LifeStraw	Dirty water that causes disease.	'Straw'-type device that cleans water before you drink it.

Transcript 6.1

Welcome to this year's 'Developing World Invention of the Year' awards. We have three fantastic inventions this year and so ... let's remind you of each one.

We start with the Q drum. In some parts of the world, people walk miles to get their water for the day. And every day, women and children have to carry all this water. Carrying big pots of water is very difficult and bad for their health. But now there may be an answer. The Q drum is a water container you pull with a rope. This makes it much easier and safer. And it can carry 50 litres of water!

Next we have the XO laptop. At first, it looks just like a normal laptop. But the XO is a laptop with a difference. It was created by an organization that wants to help children all over the world who have no access to computers. They created a cheap, long-lasting laptop. It costs 100 dollars and has a camera, microphone and wifi! It has a long battery life so that countries with less access to power can use it. This helps children get a better education.

Finally, there is the LifeStraw. We know that finding clean water can be a problem in the developing world. In fact, a child dies every 15 seconds from drinking dirty water. Often there is a river or a lake, but the water isn't clean. But now people can drink any water through a LifeStraw and it will be safe. It cleans the water before you drink it. Each LifeStraw can clean 1,000 litres of water – that's enough water for one person for one year.

- 6 Do this as a fast-paced whole-class activity. Remember to discuss the logic of how to find the answers, as much as the answers themselves.

Answers

Q drum b, d, e, a, c
 XO laptop e, a, f, d, c, b
 LifeStraw d, a, c, b

- 7 Divide the class into groups of three or four and, for homework, get them to research the inventions they are going to present. Tell them to look, for example, at the science and technology pages of newspaper websites. Make it clear how many of the inventions from 4 you will accept, and how many other inventions they will need to find – judge how many of each are appropriate for the particular class in relation to their language level, motivation, etc. Tell them to produce a poster for each invention for homework, listing on each poster the criteria that have led them to select it, as well as a drawing/diagram of the invention itself. (Explain *criteria* and give the forms: singular *criterion*, plural *criteria*. Encourage students by telling them that many native speakers mistakenly use the plural form instead of the singular to talk about one criterion!) In the next lesson, get each group to present their inventions, with other groups voting on each winner. Work on language issues as usual.

6B Technology and people

Networking

- 1 Get students to talk about the three discussion points and to develop their answers. Walk around the class to monitor and assist where necessary. Praise good points that you heard, work on any difficulties, and get pairs to say what they came up with. Have a whole-class discussion, but don't pre-empt the later activities.
- 2 Get students to say what they can see in the photo (two people sitting on a plane) and then read the headline with the whole class, asking them to guess what the article is about.
- 3 Get students to read the article individually and then to find two advantages and two disadvantages of the system. Walk around the class to monitor and assist where necessary, especially with the advantages and disadvantages. With the whole class, get students first of all to vote on whether they like the Meet & Seat system. Then get them to read out some of the advantages and disadvantages and discuss them.
- Possible answers**
 Advantages: you can choose who to sit next to; you can choose what to talk about.
 Disadvantages: profiles don't reflect your mood on individual days; you might find that you want to sit next to someone, but they don't want to sit next to you.
- 4 With the whole class, copy the table on the board and elicit ways of completing it, to give students the idea (see sample table opposite). Then get individual students to complete the table with their own people and criteria. If they are hesitant, allow them to keep two of the profiles from the sample table, and to add two more of their own, for example. For celebrities, they could say who they are thinking of in particular. Which celebrity would they ideally like to sit next to?

Sample table

Job/Business	Age	Interests	Celebrity (Yes/No)	Country	Male/Female
Engineer	20–24	Travel	No	France	Male
Medicine	25–29	Sport	No	US	Female
Education	30–40	Shopping	No	Italy	Male

- 5 Get students to discuss the people they chose and their criteria, in pairs. Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties, and get individual students to say which people they would like to sit next to and why.

- 6 Get students to read through the two profiles and answer the questions individually. Walk around the class to monitor and assist where necessary, explaining any difficulties – both profiles should be quite straightforward.

Get individual students to answer questions a–c, giving their reasons.

Possible answers

- a I like reading novels, so I would like to sit next to Omar as he's an English Literature graduate.
 b Probably not – Omar likes writing and Leah doesn't.
 c Omar's profile is on JOBS.INC and is designed for a possible employer. Leah's profile is more for a social networking site.

C21 SKILLS

LIFE SKILLS: Promoting yourself

Get students to complete the exercises on page 89 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 86 of this book.

For extra support, discuss with the class the strategies they might like to use when writing their profiles. Some examples are: thinking about what the reader wants to know, highlighting your strengths (teach *highlight*), getting the reader's attention, and talking about your experiences. Remind students that the formality will depend on which industry they are working in.

- 7 Explain the task. Students read Omar's profile again and match the headings to each paragraph. Read each heading out and ask students to say which paragraph it matches. Work through any difficulties.

Answers

- a 2
 b 5
 c 4
 d 1
 e 3

- 8 Explain that the students are going to write a profile using the paragraph headings from 7 and the ideas in Omar's profile to help them organize their ideas. This can be done for homework. Decide how you want to accept students' written work – as a poster, a printout or in their notebooks.

- 9 Get students to form groups of 4 or 6, depending on class size. Get them to read one another's profiles and decide who should sit together within their group. Have each group read aloud one favourite profile.



Will for offers of help

- 1 With the whole class, talk about the photos: problems with a) *checking in*, b) *bad airline food*, c) *delayed or lost baggage* and d) *flight delays or cancellations*. Work on the relevant vocabulary.

In pairs, without them looking at 2, get students to improvise very short dialogues (no more than six lines) between a passenger and a member of airline staff in relation to each of these situations, allocating one of the four situations to each pair.

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 individual pairs to repeat their dialogues, incorporating any improvements that you made. Don't spend too long on this as they will come back to similar exchanges in 5.

- 2 With the whole class, go through the items in the box, pointing out and working on the contractions. Then get students to look through dialogues a–d and tell them to find the answers, without eliciting them verbally at this point.

Answers

- a 'll just check – d
b 'll get you – b
c 'll let you know – c
d 'll help – a

FOCUS

Will for offers of help

You can direct students back to their work on *will* for predictions on page 70. Although these are different functions, the grammar (*will* + infinitive) is exactly the same.

- 3 ▶ 6.2 Play the recording once or twice as students check their answers. With the whole class, elicit the answers.

Transcript ▶ 6.2

- a A My flight to Vancouver has been cancelled. Which flight can I take?
B I'm not sure. Could you wait a moment? I'll just check with the airline.
- b A I don't have any water with my meal.
B OK. I'll get you a glass. Would you like still or sparkling?
- c A My suitcase hasn't come through.
B I'm sorry, sir. There's a problem with the baggage carousel at the moment. We'll let you know when it's fixed.
- d A Excuse me, the self-service check-in machine isn't working.
B I see. Please go to the check-in desk over there and they'll help you.

- 4 Get students to work on this in simultaneous pairs, reminding them about the logic of each conversation. Walk around the class to monitor and assist where necessary as usual.

With the whole class, elicit the answers and work on any difficulties (e.g., meaning of *due* and *get back to someone*).

Answers

- a OK. I'll pick you up in the car.
b I'll get it.
c I'll go to the supermarket and get some.
d I'll do it.

- e I'm sorry. I'll check with Accounts and get back to you.
f I don't know. I'll ask the professor and let you know.
g I'll send you some details by email.

- 5 Work on the pronunciation, including stress and intonation, with individual students repeating them after you. For sentences a–g, say them in two ways, once angrily and once neutrally, and get students to repeat them in both ways. Say the responses using a friendly/helpful intonation and get students to imitate it. Then get them to repeat with a bored/irritated intonation. Get students to say the conversations in simultaneous pairs, first with Speaker A angry and Speaker B bored/irritated, then with Speaker A neutral and Speaker B friendly/helpful.

With the whole class, get individual pairs to repeat the conversations. Other students must judge which of the two intonation-types they are using (angry and bored/irritated, or neutral and friendly/helpful).

Then get students to suggest more situations before, during and after a flight where passengers might ask for help, e.g., at home asking someone for a lift to the airport when the taxi doesn't turn up, asking for help with luggage, asking check-in staff for gate number, etc.

Get students to have brief conversations about each of these situations, using offers of help with the 'll contraction. They are free to choose the intonation-type in each case. Monitor and assist, especially with contractions and intonation. Then, with the whole class, get pairs to repeat their conversations, incorporating any corrections and improvements that you made.

6c Will we ever live on Mars?

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.

7

Teamwork



Vocabulary

- The workplace

Grammar

- Zero conditional

Language skills

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



Talking point

Discuss the Talking point with the whole class.

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

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

C21 SKILLS

Critical thinking

- Finding solutions

Collaboration

- Working in a team

Creativity

- Learning from mistakes

7A Working together



The workplace

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

Possible answers

- a 4 A writer often works from home.
- b 2 (An oil worker often works outside.)
- c 1 Office workers often work in an open-plan office.
- d 3 Senior managers often have a private office.

- 3 Explain the task. Tell students that they should find one advantage and one disadvantage for each workplace, and get them to work on it in pairs. Walk around the class to monitor and assist where necessary as usual.

Possible answers

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

- 4 7.1 Explain the task and play the recording once right through, explaining any difficulties.

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

Answers

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

Transcript 7.1

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

- 5 Discuss the underlined words with the whole class.

Answers

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

FOCUS

Pronunciation

▶ 7.2 Play the recording, getting students to repeat and answer the question.

Answers

- a home, show /əʊ/
b office, spot /ɒ/

Transcript ▶ 7.2

- a open-plan don't
b boss long

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

Answers

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

C21 SKILLS

CRITICAL THINKING: Finding solutions

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

The teacher's notes for the exercises are on pages 86–87 of this book.

- 7 Get students to read the text individually. Ask a student to summarize the situation in their own words. Then get other students to say if they agree with the solution, giving their reasons. What other solutions are available? (Suleman could be given his own office, etc.)
- 8 Get students to work in small groups on these situations. Allocate a situation to each group and get them to find two or three possible solutions for it. Walk around the class to monitor and assist where necessary. With the whole class, praise good points that you heard and work on any difficulties. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

Get individual students to give solutions to the problems that they studied, incorporating your language improvements. Have a whole-class discussion about each situation, before moving on to the next one.

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

7B Leaders and teams

 Zero conditional

- 1 Introduce the theme of this section and, in simultaneous pairs, get students to come up with a list of five or six leaders. Then discuss them with the whole class. Clearly, the discussion will depend on whether students are familiar with each others' country backgrounds. If the leaders are unfamiliar to other class members, get students to say why they have chosen the people that they have and what the leaders' qualities are.
- 2 Read the Teamwork podcast text with the whole class. Get students to say what the three types of leader might be. This will partly depend on them knowing who the people in the photos are anticlockwise from top: Apple founder Steve Jobs, former South African president Nelson Mandela, German Chancellor Angela Merkel and footballers Pelé and David Beckham.

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

- 3 ▶ 7.3 Tell students to listen out for the three types of leader. Play the recording, and get them to raise their hands when they hear the names of each of the three leader-types: *participative*, *delegative* and *authoritarian*. Work on stress and pronunciation of these words.

Transcript ▶ 7.3

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

First, there is the participative style. To 'participate' means to join in or be part of the team, so you want everyone to join in. If you make a decision, you ask people in the team for their opinion first. This helps you make a good decision and people know that you trust them.

Next, there is the delegative style. 'Delegate' means to give another person responsibility. If there is a job to do, you give it to a member of the team. You don't do it yourself. This gives the team member confidence and they can learn about making decisions and taking responsibility.

Finally, there is the authoritarian style. This is simple. You make all the decisions. If anyone disagrees, they are in trouble. Everyone listens to you and does what you say. The advantage of this is that everyone knows what's happening. The disadvantage is that your decisions may be unpopular or wrong.

There is something very important to remember. A really good leader will use all three styles. The key to good leadership is knowing when to use each one.

So today I've talked about leadership and leaders. But the leader is just one member of the team. There are several other roles. And all of them are equally important. If you want to read about the other roles in a team, visit my website at teamwork.com. And that's all we have time for today. Next week, we'll ...

- 4 ▶ 7.3 Get students to read through the exercise, pointing out that each sentence relates to one of the three leadership types, before playing the recording again. Then elicit the answers.

Answers

Leader type 1

make (tell students that 'take' is also possible),
ask ('consult' is also possible)

Leader type 2

there is, give

Leader type 3

disagrees, are

C21 SKILLS

COLLABORATION: Working in a team

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 87 of this book.

FOCUS

Grammar

Zero conditional

Again, read through the information and emphasize the use of the present simple in both parts of the sentence.

- 5 Get students to read the sentences and do the exercise individually.
Then ask students for their responses and have a whole-class discussion about them. (Some of the possible responses are less obvious than they look at first sight. For example, in c, it might be necessary for the leader to make a final decision when there is a disagreement. There may also be differences in students' cultural attitudes. In e, students from more authoritarian cultures might say that team members must not disagree, but in other cultures, they may say that team members have the right to disagree.)
- 6 Get students to cover the text in 7 and brainstorm other roles. Write suggestions on the board.
- 7 Read through the article with the whole class and discuss/explain the vocabulary where necessary. For example, get students to think of an equivalent word for *argument*, e.g., *disagreement*.
Get individual students to say which type they are, and to say how they perceive some of the other class members. Treat this tactfully.
- 8 Get students to look at this exercise in pairs and then report back to the whole class on their partner's attitudes, as revealed by the way they finished the sentences.
Work on any language issues as usual.

7c Brainstorming

How to brainstorm in groups

- 1 Introduce the topic by getting students to look at the photo and discuss the questions. If they have not heard of brainstorming, move on to the next exercise.
- 2 With the whole class, get students to look at the headings and read the description. All the vocabulary here should be familiar to students. Explain any that is not. Ensure that students pronounce *features* correctly (/fi:tʃəs/). Check this.
Then get students to place the headings correctly.
Elicit and discuss the answers.

Answers

- 1 Features of brainstorming
 - 2 The brainstorming process
 - 3 Why brainstorming is useful
- 3 Get students to work in simultaneous pairs. Walk around the class to monitor and assist where necessary.
With the whole class, elicit and discuss the answers.

Answers


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

C21 SKILLS

CREATIVITY: Learning from mistakes

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 87 of this book.

- 4  7.4 Introduce the task and get students to read through the ideas and then play the recording, getting students to identify the ideas that they hear.

Answers

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

Transcript 7.4

- A OK. So, exams start in two weeks and we need to get some good grades.
- B Right.
- A Any ideas?
- B Just a moment. Can someone write some notes?
- C OK. I will.
- B And could someone be the facilitator?
- A How about you?
- B Oh, OK. So let's get started.
- C Well, how about studying some past papers?
- B Good idea. How do we get those?
- C They're online and I've got some from last year.
- B Great. Thanks, Francis. Any more ideas?
- D Well, I always write lots in my exams, but I get low marks because I don't answer the question.
- B OK. So, read the question carefully.
- A And make some notes before you start writing. It's a bad idea to start writing without a plan or outline.
- B Thanks, Alana. What do you think, Jamie?
- E Me? Oh, I usually go to bed late, so the night before an exam I go to bed early, like before 12.00.
- B Sounds good. Are you getting all this, Francis?
- C Yup. So far.

FOCUS

Expression

How to brainstorm in a group

Take students through the phrases, getting individual students to pronounce them correctly. This will lead in nicely to the next section.

FOCUS

Pronunciation

 7.5 Get students to listen and repeat, paying particular attention to intonation. Play the recording.

Transcript 7.5

Any ideas?
Any more ideas?
Karen?
Me?

- 5** Write the three headings on the board. Get students to brainstorm in groups of three or four. Ensure that they choose a facilitator and a writer before they start. Walk around the class to monitor, but this time don't intervene – allow students to brainstorm freely. However, do ensure that the facilitator and writer are doing their jobs in each group.
- 6** When most groups have finished brainstorming, get the class to move on to the next phase. Each group must decide which points they want to keep and which to delete. Get them to write the points that they keep in the form of a mind map. Refer students to page 173 of the course book for an example of a mind map. Then get a representative of one of the groups to write their mind map on the board and have a whole-class discussion about it.
- 7** Refer students to the brainstorming activity about 'world leaders' on page 174 of the course book. Decide how long you want to spend on this task, and set the initial research task either for classroom work or homework. In groups, students brainstorm which three leaders to research. After their research, they brainstorm the ideas they have found and organize their ideas. Allow time for each group to give a mini-presentation to another group. Monitor and check that all group members participate.

8

Groups & communities



Vocabulary

- Types of groups
- City bike schemes

Grammar

- Discourse markers: *anyway, right* and *so*

Language skills

- Reading: Reading to identify true/false information
- Reading: Reading to guess meaning from context
- Reading: Reading to decide and share opinions
- Reading: Reading to find advantages and disadvantages
- Listening: Listening to complete sentences
- Listening: Listening to identify reasons
- Listening: Listening for opinions
- Speaking: Using facts, opinions, causes and effects in a discussion
- Writing: Writing a personal account



With the whole class, get students to brainstorm the groups they can join at school or in the community. These can be formal or informal groups such as friendship groups. Choose four or five suggestions and ask students what motivates them to join groups? If the students are struggling, prompt them by asking what they get from joining or staying outside groups. Ask for their ideas about any downsides. They may suggest, for example, cost, rules, obligations, loss of freedom. Do not spend long on this, as the unit discusses groups in more detail.

C21 SKILLS

Study skills

- Guessing unknown words

Critical thinking

- Cause and effect

8A Groups

Types of groups

- 1 Introduce the task. Then, with the whole class, get individual students to say which groups they belong to, if any. Ask them for other types of group and teach vocabulary where necessary (e.g., political party, residents' association, parent–teacher association, etc.).
- 2 Get students to look through the true/false sentences and, with the whole class, to say what they think the answers will be, before they read the article. Then get them to read it to see if their predictions are confirmed. Get students to correct the false statements.

Answers

- a true
 - b false – We are born into some groups.
 - c true
 - d true
 - e false – We leave some groups and join new ones.
- 3 Get students to discuss these questions in small groups and then report back to the whole class.

Possible answers

- a Police and army, of course, but also people like bird watchers wear a sort of 'uniform'.
 - b born into: family; choose: clubs; cannot choose: country where born
 - c I am a student at an American university. My father is American, my mother is French, so I feel part of both nationality groups. I vote in America – I'm a Democrat, so I'm a member of that group. I prefer soccer to American football – I support Paris Saint-Germain. I don't see them play very often, but I'm part of that fan group, too.
- 4 Explain the task. Students can work on this in simultaneous pairs or individually. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers.

Possible answers

	Word	Meaning
a	interests	things that people like doing, finding information about, etc., in addition to work
b	recognize	identify
c	influence	effect
d	self-esteem	positive feelings about yourself
e	identity	feeling of belonging to a particular group
f	conflict	arguments
g	conform	think and behave like other people
h	problematic	causing difficulties

C21 SKILLS

STUDY SKILLS: Guessing unknown words

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 87 of this book.

- 5 Students discuss these questions in pairs. Get individual students to share information about the groups they belong to for the whole class.
- 6 Ask students individually to read the situation. Elicit what the problem is (X is confused because he belongs to two groups who dislike each other.).

Students then work in small groups to brainstorm ideas for the advice they would give X. Remind students of useful language, such as:


X could ...

If I were/was X, I'd ...

X should ...

Have a whole-class discussion. Groups share the ideas they brainstormed.

Discourse markers in conversations

- 1  **8.1** Get students to look at the sentences. Play the recording and elicit the answers.


Answers

- a library member, tennis club member, teacher
- b friends
- c community
- d football supporter

Transcript  8.1

- 1 Interviewer** Excuse me?
Speaker 1 Hi.
Interviewer I'm from Radio 210 and we're asking people about the groups they belong to. Would you mind answering some questions for us?
Speaker 1 Sure, no problem.
Interviewer Right, my first question is: which groups do you belong to?
Speaker 1 Well, I belong to lots of different groups. I belong to my local library, I'm a member of the tennis club, and I belong to a school – I'm a teacher.
Interviewer And which group is the most important to you?
Speaker 1 Well, I teach seven-year-old children. And it's hard work, of course, but it's a brilliant job and really important, you know?
Interviewer Of course.
Speaker 1 And I think all the teachers in the world, we're like a group, you know? And I'm really proud to be a part of that group.
Interviewer Thank you for talking to us.
Speaker 1 No problem.
- 2 Interviewer** So, which groups do you belong to? And which group is the most important to you?
Speaker 2 I don't, like, belong to any groups really apart from the people I hang out with ... like, my friends.
Interviewer So friends are important to you?
Speaker 2 Yeah, of course!
Interviewer Why?
Speaker 2 Because we do everything together. And we, like, listen to the same music and stuff. And we all have the same sense of humour.
Interviewer So you're all similar.
Speaker 2 Yeah. We have loads of jokes that we make and nobody else understands them!
- 3 Interviewer** Thank you for talking to us. Now, my questions are: Which groups do you belong to? And which group is the most important to you?
Speaker 3 Oh, well, I've lived on this street all my life and that's a long time, isn't it?
Interviewer Right.

- Speaker 3** And I'm part of the community here. When someone new moves into the street, I make them feel welcome. I invite them for lunch or something. Anyway, why are you asking all these questions?
Interviewer We're just making a programme about belonging to groups.
Speaker 3 Oh.
Interviewer And why is this community so important?
Speaker 3 That's a good question. Because it makes me feel safe I suppose, and I like to know what's happening where I live.
- 4 Interviewer** So, which groups do you belong to? And which group is the most important to you?
Speaker 4 That's an easy question. I'm a football supporter and the England supporters club is the most important group in my life. I've watched every game for the last five years. I haven't missed one match.
Interviewer So, football is very important to you. Why is that?
Speaker 4 Because when I'm with all the other supporters, I feel ... like, strong, you know? We stand together and we clap our hands ... and we sing songs. I mean ... I feel like I'm part of something big and important. Anyway, there's a match starting in five minutes.
Interviewer Oh, yes ... of course. Well, thank you for your time.

- 2**  **8.1** Play the recording again, stopping after each speaker to elicit the answer.

Answers

- 1** as a teacher, proud to belong to the worldwide group of teachers
- 2** doing everything together, shared jokes, etc.
- 3** safety and knowing what is happening
- 4** strength, feeling part of something that is big and important

FOCUS**Grammar****Discourse markers: anyway, right and so**


Take students through the information and move on to the next exercise, which illustrates and practises the ideas here.

- 3 With the whole class, get individual pairs to read the conversations – help them with pauses, intonation and stress.

After each dialogue has been read, elicit the answer about the type of highlighted discourse marker.

Answers

- a start a conversation
- b summarize what the speaker just said
- c agree with the speaker
- d finish a conversation

- 4  8.2 Explain the task and play the recording, stopping after each section to elicit the answer.

Play the recording again if students did not get all the answers the first time. Note that there are two discourse markers in conversation f.


Answers

- a Right
- b So
- c Anyway
- d So
- e Anyway
- f Right, So

Transcript 8.2

- a Boss** Good morning, everyone.
Several voices Hello ... morning ... good morning ...
Boss Right, we need to discuss last month's sales figures ...
- b Philip** Erica, this is Karl. Karl, this is Erica. You two should talk ... you have a lot in common! And I'm off to get another drink ...
Karl Um ... nice to meet you.
Erica You, too. So, how do you know Philip?
- c Speaker 1** ... and he's really annoying me because he's always asking me the same question, you know.
Speaker 2 Uh uh.
Speaker 1 And I've had enough of it! Anyway, how are you? How are the kids?
- d Speaker 1** I've decided to change jobs because I'm just not enjoying my current position. And I think I'd enjoy doing something more exciting.
Speaker 2 So, you're going to look for a new job. Where are you going to look?
- e Mother** Did you have a good time?
Daughter Yeah, it was fun. Anyway, Mum, it's getting late. I'll call you in the morning, OK?
Mother OK love, we'll chat tomorrow.

- f Speaker 1** I can't buy a new computer because they're really expensive, aren't they?
Speaker 2 Right. So you're going to buy a second-hand laptop?
Speaker 1 Yeah, exactly.

- 5  8.2 Play the recording again, if necessary, and elicit and discuss the answers. Don't just go straight through them – discuss their logic.

Answers

- a change a topic or start a conversation
- b start a conversation
- c change the subject
- d summarize what the speaker just said
- e finish a conversation
- f agree with the speaker, start a conversation

8B Cause and effect



A bike share scheme

- 1 Get students to interview each other in simultaneous pairs. Walk around the class to monitor and assist where necessary.
 With the whole class, praise good points that you heard and work on any difficulties. Get students to repeat the exercise, incorporating any corrections and improvements that you made.
 Get individual students to report on what their partner said.
- 2 With the whole class, get students to say what they think of each of the three bike schemes, perhaps in relation to their own towns/cities. Ensure that they pronounce *scheme* correctly (/ski:m/). Would the schemes work in their town/city? Why/Why not?
- 3 Read the article with the whole class and then get students to brainstorm the advantages and disadvantages in small groups.

Possible answers

Advantages	Disadvantages
(people get fitter)	(roads are dangerous) pollution from cars
reduces use of cars – traffic jams, pollution, etc.	when you arrive somewhere, you need a shower
more space on public transport for non-cyclists	cycling in rain is not nice
makes city more pleasant to live in	cyclists do not respect pedestrians and other road users

4 With the whole class, round up the conclusions of different groups and write them on the board in the form of a mind map – see the example on page 173 of the course book. Leave this mind map on the board for 6.

5 ▶ 8.3 Explain the task. Play the recording once and then again, stopping after each speaker. Elicit the answers.

Answers

- a in favour
- b in favour (in principle)
- c against
- d in favour

Transcript ▶ 8.3

- a I've lived in this city all my life, but there are parts I've never visited. It's not easy to go to some places because there are no trains or buses. But now, because I use the bike scheme, I can go anywhere. And as a result, I've discovered lots of new places.
- b I like the idea, but there are problems with it. The bike station near my house wasn't working last week. So I couldn't get a bike and I was late for work.
- c I drive every day and I've noticed a lot more cyclists on the roads recently. A lot of people hire these bikes because they think cycling is fun. But they cycle dangerously because they haven't ridden a bike for years.
- d The bike scheme has been really useful for me. I like to exercise, but it's not easy because I'm very busy. I have a lot of exams at the moment so I don't have time to go to the gym. But now I cycle to university every day. Problem solved!

6 ▶ 8.3 Play the recording again. With the whole class, ask individual students to add the ideas from the recording to the mind map in 4.

C21 SKILLS

CRITICAL THINKING: Cause and effect

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 pages 87–88 of this book.

7 With the whole class, get students to identify the cause and effect in each of the sentences from the recording.

Answers

	Cause	Effect
a	I use the bike scheme, I can go anywhere.	I've discovered lots of new places.
b	The bike station was not working.	I couldn't get a bike and I was late for work.
c	They haven't ridden a bike for years.	They cycle dangerously.
d	I have a lot of exams at the moment.	I don't have time to go to the gym.

8 Get students to work on this individually. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers.

Answers

- a so/and as a result
- b because
- c so
- d because
- e so/and as a result

9 Get students to work individually on the advantages and disadvantages that they found in 4. Elicit ideas from individual students.

Possible answers

(There are more bikes on the road so there are more accidents.)

There are fewer cars on the roads, so there is less pollution.

Cyclists do not respect others, so other road users dislike them.

10 This is a role-play for groups of three to six, depending on the size of the overall class. Appoint a chair and a writer for each group. The former controls the discussion, and the latter makes notes so that they will be able to report on the discussion later to the whole class.

When the roles are clear for each group, start the parallel discussions. Walk around the class to monitor and assist where necessary. Monitor especially the language of advantages and disadvantages and cause and effect.

When most groups have finished, with the whole class, praise good points that you heard and work on any difficulties, getting individual students to listen and repeat.

Then get the writers from some of the groups to summarize its conclusions, giving reasons, applying any corrections and improvements you made.

Ask for a show of hands from writers from each group to see how many groups voted for continuing and how many voted for abandoning the scheme.

8C What can we learn from ants?

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.

9

Healthy lifestyle

Vocabulary

- Healthy habits
- Working conditions

Grammar

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

Language skills

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



Talking point

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

C21 SKILLS

Critical thinking

- Questioning opinions

Life skills

- Rules

Critical thinking

- Making assumptions

9A Is it good for you?

Healthy habits

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

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

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

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

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

Answers

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

FOCUS

Grammar

Gerund as subject and object of a sentence

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

- 4** Explain the task and get students to work on it in simultaneous pairs. Explain that they should get into more complex discussions about exercise and diet, for example, *Running is good for the heart, but can be bad for the joints* (teach this word), *for example, your knees*. Walk around the class to monitor and assist where necessary. With the whole class, get several pairs to talk about some of their arguments for and against particular activities and foods.
- 5** With the whole class, go through the questions and, before they read the article, get students to guess what it will say about each of the items. (For example, they will

probably anticipate that drinking more than six cups of coffee gives you headaches – teach this word.)

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

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

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

Answers

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

C21 SKILLS

CRITICAL THINKING: Questioning opinions


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

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

With the whole class, determine whether the article on page 121 of the course book is biased or balanced [It is balanced and unbiased in its approach].

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 88 of this book.

- 6**  **9.1** Introduce the exercise, play the recording once or twice and elicit the answers.

Answers

- a cycling
- b lose weight
- c going to the gym, cakes
- d run a marathon, get fit

Transcript  9.1

- Jack** How do you keep fit, Jodie?
Jodie I like cycling at the weekend. How about you?
Jack I like going to the gym and doing a few weights.
Jodie I don't like going to the gym. It's too crowded.
Jack I know what you mean. How about your diet?
Jodie Well, I want to lose weight, so I'm not eating meat at the moment.
Jack Good idea. I want to stop eating so much sugar, but I love eating cakes.
Jodie Oh, dear.
Jack I know. I want to run a marathon next month, so I really must get fit.

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


Possible answers

I don't like watching TV. I want to watch less TV.
 I like going to the gym.
 I want to start running.
 I don't want to stop eating fast food.
 I want to drink less coffee. I want to cut down from five cups to two cups a day.
 I enjoy eating healthy food. I never eat fast food.
 I don't need to get more sleep. I sleep eight hours a night.
 I like swimming and cycling. I go swimming on Wednesdays and cycling on Sundays.
 I don't want to lose weight. I don't need to.
 I don't want to watch less TV, as I don't watch much anyway. In the evenings, I only watch the news, and I never watch TV during the day.

- 8** Refer students to page 174 of the course book. Students choose a topic and use their online research to help them decide what questions to ask. Set a time limit for this research, and check that they have all prepared five *yes/no* questions for their survey. Students then go round the class and interview other students. Allow time for them to write up their survey results. Revise useful vocabulary, such as:
Sixty per cent said ...
Five out of 14 people said ...
Most people prefer ...

9B Work-life balance



- 1** With the whole class, discuss the alternatives and, above all, your students' reasons for choosing them. (Their views will partly depend on whether they have actual work experience or not. If your students do have work experience, get them to talk about it, of course.)
- 2**  **9.2** Prepare students for the task, then play the recording once or twice.

Elicit the answers.

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

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

Answers

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

Transcript  9.2

- 1 Interviewer** So Mrs Carter, how do you like to manage your staff?
Boss Rules are important. My staff have to start work very early and work hard. And they have to look smart, too.
Interviewer Do they have to wear suits?
Boss Yes, the men do. They have to wear trousers, a shirt and a tie. And they can't grow beards. Women have to wear skirts or dresses. They can't wear trousers.
Interviewer What about the weekends? Do they ever have to work on Saturdays?
Boss Yes, of course they do! And they have to keep their phones switched on 24 hours a day so I can contact them in an emergency. If I send someone an email at 3 a.m., they have to reply immediately.
Interviewer Really? That seems a bit unfair.
Boss I'm not interested in being fair. And I'm not interested in people being happy or enjoying the job. I'm interested in making a lot of

money. And if my staff work hard and obey the rules, they will make a lot of money here. The average salary is \$100,000! And there are a lot of interesting parts to the job. Employees often have to travel to different countries.


Interviewer Really? That sounds good. Can they bring their partners or children with them?

Boss No, they can't! They are there to work, not for a holiday!

Interviewer Of course. But can your employees take time off work if they're ill?

Boss Yes, they can. But they can't have more than a week off work.

2 Farouk I don't believe in having a lot of rules in the office. I believe happy workers are productive workers. Therefore, I treat my staff like adults and I let them spend time with their families. Staff don't have to work at the weekends or in the evenings, and on Fridays they don't have to come into the office at all! Instead, they can work from home and be with their families. They can also leave their young children at the office nursery. Consequently, they can spend time with their kids in their breaks and at lunchtime. There is also a gym on the top floor of the building and employees can use it between the hours of 7 a.m. and 7 p.m. I believe that a healthy body means a healthy mind. And there aren't any rules about the clothes people wear. So men don't have to wear a shirt and tie. They can wear shorts and a T-shirt if they want to!

- 3**  **9.2** Explain the task, get students to look at the examples, and play the recording again, stopping at key points to give students time to write notes.

Possible answers


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

FOCUS

Grammar

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

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

- 4** Explain the task, emphasizing the idea of a logical link between the two parts of the conversations, and get students to work in simultaneous pairs. Walk around the class to monitor and assist where necessary. Don't elicit the answers yet.
- 5**  **9.3** Play the recording and get students to check their answers from 4 individually. With the whole class, elicit the answers, again working on the logic of the conversations. Get students to read the conversations in simultaneous pairs. Walk around the class to monitor and assist where necessary. Ensure that students are pronouncing contractions correctly. Get individual pairs to read out the exchanges for the whole class.

Answers

- a** I'm afraid not. It's booked for a meeting.
b No, you don't have to hand them in till Monday.
c We have to start work by 10.00. The core hours are 10.00 to 4.00.
d Yes, you can. Just ask the driver.
e Oh! Where's the nearest car park?
f No, I don't. Do you want to go out?
g She's lucky. Does she only work four days a week?
h Yes. It's five euros fifty.

Transcript  9.3

- a A Can I work in this room?
B I'm afraid not. It's booked for a meeting.
- b A Do we have to finish our reports tonight?
B No, you don't have to hand them in till Monday.
- c A What are your working hours?
B We have to start work by 10.00. The core hours are 10.00 to 4.00.
- d A Can we buy our tickets on the bus?
B Yes, you can. Just ask the driver.
- e A I'm sorry, but you can't park here.
B Oh! Where's the nearest car park?
- f A Do you have to work tonight?
B No, I don't. Do you want to go out?
- g A My sister has a great job. She doesn't have to work on Mondays.
B She's lucky. Does she only work four days a week?
- h A Can I pay in euros?
B Yes. It's five euros fifty.

C21 SKILLS


LIFE SKILLS: Rules

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

The teacher's notes for the exercises are on page 88 of this book.

FOCUS

Pronunciation

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

Answers

Three different 'a' sounds:

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

Transcript  9.4

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

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

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

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

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

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

9c Health trends

   Health and lifestyle

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

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

Standard of living: *high, medium, low*

Climate: *cold, mild, hot, tropical*

Environment: *polluted, unpolluted*

Diet: *healthy, unhealthy*

Healthcare: *good, poor*

Safety: *safe/secure, unsafe/insecure, dangerous*


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

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

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

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

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

- 3  9.5 Go through the questions and check students understand the terms, such as *health insurance*, which occur in the recording. Play the recording. Elicit the answers to each question in turn.

Answers

- a Hitoshi has a nice apartment. He eats healthy food and he exercises in the park. He lives in a safe country.
 b He has to commute a long way. It gets very hot in the summer, and the city can get polluted.
 c Everyone pays health insurance and the health service is good. People have a lot of check-ups and life expectancy is high.

Transcript 9.5

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

Japan is a safe country.

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

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

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

C21 SKILLS

CRITICAL THINKING: Making assumptions

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 88 of this book.

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

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

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

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

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

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

Possible answers

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

- 6 Get students to read the article individually. Assist with any vocabulary problems.
 With the whole class, work on any difficulties, especially ones encountered by more than one student.
 Then get students to work in groups of three or four, comparing the article with the information in the matrix on the board.
 With the whole class, collect opinions from different groups in the usual way.

10

Health & safety

Vocabulary

- Abbreviations and symbols for note-taking

Grammar

- *should* and *shouldn't* for advice

Language skills

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



Talking point

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

C21 SKILLS

Creativity

- Thinking creatively

Study skills

- Note-taking

10A Creative solutions



Giving advice

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

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

Don't elicit answers at this point.

- 2 10.1 Play the recording and get students to check their answers from the previous exercise.

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

Answers

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

Transcript 10.1

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

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

FOCUS

Pronunciation

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

Transcript 10.2

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

FOCUS

Grammar

Using *should/shouldn't* to give advice

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

- 4 Get students to work in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, work on any common problems. Elicit some pieces of advice from different pairs, repeating exchanges for the whole class.

Possible answers

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



Nudging

- 1 Refer students to the ideas. Ask the students to suggest reasons why the ideas are organized in the way they are. (Larger printed ideas are more popular – similar to the way 'wordles' work in cloud storage software.) With the whole class, get students to say which course of action they would choose and why.

- 2 Get individual students to say what they see in the two photos. Top: a device telling drivers how fast they are going. Bottom: footsteps leading to a litter bin (teach this expression). Get students to guess what the two photos might have in common – ways of encouraging/nudging (teach this word) people to do something.

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

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

- 3 Discuss the question with the whole class. (The main problem might be people who don't want to be nudged. Some may consider that it is not the business of government to nudge in the first place.)

- 4 With the whole class, get students to make suggestions about the four problems.

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

C21 SKILLS

CREATIVITY: Thinking creatively


Get students to complete the exercises on page 140 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 88 of this book.

- 5 Get students to read the solutions in pairs or small groups. Walk around the class to monitor and assist where necessary.

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

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

- 6  **10.3** Prepare students for the task and play the recording once, then again, if necessary, working on any difficulties. Get individual students to say whether they approve of the government trying to influence behaviour like this.

Answer
problem d

Transcript 10.3

- Man** Have you seen this?
Woman Yeah, it's a good idea, isn't it?
Man What? It's a terrible idea!
Woman Why? I think everyone should wash their hands.
Man Well, of course they should. But this isn't the way to do it. I shouldn't have to listen to a loud alarm every time I use the bathroom!
Woman So what do you think they should do?
Man It's about education. They should teach children about hygiene and there should be information on bathroom walls, and ...
Woman But they do all that already. It doesn't work. That's why they're trying something different.
Man Well, it's too much. The government shouldn't tell people what to do.
Woman Hmm ...

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

Refer students to page 174 of the course book. Explain the exercise. Students work in groups to brainstorm and then agree on the most effective solution. Allow time for each group to report back on the alternatives they discussed, and their preferred solution.

10B Days off

Days off work

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

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

- 2 ▶ 10.4 Play the recording once and see how much students can remember by getting them to take turns to recount what they heard.

Transcript ▶ 10.4

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

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

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

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

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

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

Answers

- | | |
|----------------------------|-----|
| a ↑ | f = |
| b ↓ | g ! |
| c > | h ? |
| d < | i ∴ |
| e <u>accidents at work</u> | |

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

Answers

- | | |
|----------------------------|-----|
| a ! | f = |
| b ? | g ∴ |
| c ↑ | h > |
| d < | i ↓ |
| e <u>accidents at work</u> | |

C21 SKILLS

STUDY SKILLS: Note-taking

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 89 of this book.

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

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

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

Answers

- a government
 b morning
 c three million dollars (Point out that the dollar sign, pound sign, etc., comes before the amount, not after.)
 d United Kingdom
 e that is (Don't get into Latin *id est* unless students ask.)
 f important
 g date of birth
 h near
 i per annum (year) (= per year)
 j reference

- 6 ▶ 10.4 Play the recording again without stopping and get students to take notes individually. Play the recording again if necessary.

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

Possible answers

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

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

Then other conditions
 6% undisclosed

- 7 Explain the task and read the email with the whole class. Elicit the answer to the question: The things to listen for are a) the problem and b) what they want Jeremy to do about it.

- 8**  **10.5** Play the recording and get students to write notes on what is important.

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

Possible answers

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

Problems and solutions:

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

Transcript 10.5

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

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

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

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

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

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

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

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

Answers

Possible discussion points:

- 1** It might not be the sitting position, but design of furniture (height of chairs and desks).
 - 2** It might be a wider question of staff morale (teach this word) as a whole. Regular meetings not enough – must look at way people are managed.
 - 3** Must also ensure people don't take work home.
- 10** Get students to write their emails individually for homework and to email them to you. Tell them that Shami has a very good relationship with her boss, Jeremy, and feels free to make all sorts of suggestions!
- Answer any questions students may have before the end of the lesson.

Possible answer

To: Jeremy.g@hotmail.com
From: shami6475@gmail.com
Date: 2nd Sept 2020
Subject: Re: managers' meeting

Hi Jeremy,

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

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

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

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

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

I hope all this helps,
Shami

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

Send five or six of the emails to each student. Tell them to read and think about the emails before the next class.

In the next class, spend time comparing and contrasting the emails, discussing the language and the ideas for improving the health situation at the company.

10c What's good for you?



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.

11

Preparing for work



Vocabulary

- Describing jobs and salaries
- Positive and negative personal qualities

Grammar

- *be going to*

Language skills

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



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

C21 SKILLS

Critical thinking

- Long-term and short-term aims

Life skills

- Networking

Communication

- Why we communicate

11A Graduate jobs

    Describing jobs and salaries

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

With the whole class, elicit the answers.

Answers

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

Other possible sectors include:

aerospace
cars (automotive)
food processing
consumer goods
steel
textiles
telecommunications
media
property
retail
tourism


- 2 With the whole class, give students time to think about the sectors for the jobs and then elicit the answers.

Answers

financial services – chartered accountant, investment banker
IT services – games developer, web designer
energy – petroleum engineer, power plant manager
healthcare – dentist, paramedic
human resources – careers advisor, recruiting manager
construction – architect, building surveyor

FOCUS

Pronunciation

 **11.1** Remind students about the concept of *syllables* and play the recording.

Elicit the answers and work on any difficulties.

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

Answers

- a 3
- b 3
- c 2
- d 4
- e 2
- f 4
- g 3


Transcript 11.1

- a surveyor
- b advisor
- c dentist
- d developer
- e banker
- f paramedic
- g engineer

- 3 Get students to work in groups of three or four, appointing a reporter for each group, who takes notes on the discussions. Walk around the class to monitor and assist where necessary.

With the whole class, praise good points that you heard and work on any difficulties, especially ones related to the topic of this unit. Get students to repeat the exercise, incorporating any corrections and improvements that you made.

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

- 4  **11.2** Explain the task and play the first part of the recording. Write the table from the course book on the board. Elicit the answers for the first one or two jobs and write them on the board. Point out that a *billion* is a thousand million, and that a *trillion* is a thousand billion. (These are now generally accepted in global English; in the past, British English used *billion* to mean a million million, but do not get into this unless students ask about it.)

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

Elicit the answers and work on any difficulties.

Answers

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

Transcript 11.2

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

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

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

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

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

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

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

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

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

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

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

Answers

Chartered accountant

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

Possible advantage: well paid

Possible disadvantage: evening work (unsocial hours)

Paramedic

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

Possible advantage: pleasure of helping people

Possible disadvantage: relatively low pay

*Discuss with students what they understand by *skills*:

For example, with the paramedic, the need to be fit is not really a skill, but it is essential.

- 6** Remind students of the questions they asked each other in 5. Explain that they will be asking each other similar questions about two new jobs. Divide students into pairs (Student A and Student B). Refer A students to page 175, and B students to page 176 of the course book. Explain the task. Students read their respective job profiles, and then interview each other and make notes. With the whole class, ask several students to report back on their notes from their interview. Students then check their answers by reading their partner's job profile.

Answers

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

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

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

Walk around the class to monitor and assist where necessary.

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

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

Have a whole-class discussion with students.

C21 SKILLS

CRITICAL THINKING: Long-term and short-term aims

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 89 of this book.

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

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

11B Study to work



- 1 Introduce the subject and get students to answer the question as a fast-paced whole-class activity. Encourage use of *have to* as an alternative to *must*.
- 2 Work on stress and pronunciation of *challenges* /tʃæləndʒɪz/ and get students to read the article silently, bearing in mind the points that came up in discussion in the previous exercise. Walk around the class to monitor and assist where necessary.
With the whole class, work on any general difficulties and ask students if they had anticipated any of the points in the article.

C21 SKILLS

LIFE SKILLS: Networking

Get students to complete the exercises on pages 155–156 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 89 of this book.

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

Answers

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

FOCUS

Grammar


be going to

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

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

Answers

- a are you going to do
- b I'm going to sleep
- c Are you going to apply
- d I'm not going to do
- e I'm going to get
- f are you going to get
- g I'm going to work
- h I'm going to do
- i are they going to pay
- j They're going to pay
- k they aren't going to pay
- l are you going to live
- m Is your father going to help
- n he's going to give

- 5  **11.3** Play the recording, getting students to check their answers, stopping after each line of dialogue that contains an answer.

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

Transcript  **11.3**

- A** How was your graduation?
B It was great, thanks. My parents came and I think they were really proud.
A Of course they were! So what are you going to do now?
B Well, I'm going to sleep for a while!
A Ha ha! But I mean after the summer. Are you going to apply for some jobs?
B No, I'm not going to do that yet. I'm going to get some experience first.
A But how are you going to get experience if you're not working?
B Oh, I'm going to work. I'm going to do an internship.
A What's that?
B It's when a company employs a new graduate for a few months or a year and the graduate gets real work experience.
A OK. But are they going to pay you?
B No. They're going to pay for my travel, but they aren't going to pay me a salary.
A So how are you going to live? Is your father going to help you?
B Yeah, he's going to give me some money each week.

- 6 Get students to have simultaneous exchanges in pairs. Start by working with one student, asking them questions with *Are you going to ...* and getting them to elaborate on their answers to give everyone the idea. Walk around the class to monitor and assist where necessary.
 With the whole class, work on any difficulties and get some pairs to repeat some of their exchanges.

11c Interviews

-    Preparation and practice

- 1 Get students to talk about the questions in simultaneous pairs. Walk around the class to monitor and assist where necessary, for example, with the vocabulary. (If they have not been in interview situations, get students to imagine how they would feel before one.)
 With the whole class, get several pairs to talk about their partner's experience of interviews, if any, or of how they think they would react in the situation. (For question d, get students to talk about school reports, references, etc.)
- 2 Get students to work in groups of three or four. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers and vote on which tip they find most useful.


Answers

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

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

Answers

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

- 4  **11.4** Explain the task and play the recording until the end of the candidate's second answer to the first question. Ask students which answer is 'better' – probably the first one, but it could be argued that if the candidate says more about why the company is considered 'nice', the second one could be a better answer.

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

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

Answers


	Answer 1	Answer 2
a	✓	
b		✓
c		✓
d		✓
e	✓	

Transcript 11.4

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

FOCUS

Pronunciation

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

Play the recording and elicit the answer.

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

Answer

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

Transcript 11.5

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

C21 SKILLS

COMMUNICATION: Why we communicate

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 90 of this book.

- 5** Get students to work on this in pairs. Walk around the class to monitor and assist with meaning and pronunciation if necessary.
- With the whole class, 'test' the meaning and pronunciation of previously unfamiliar words, by quizzing individual students, e.g., by asking, 'Give me a word/expression that means ...'

Answers

Positive feedback

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

Negative feedback

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

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

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

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

- 7 Get three or four pairs to repeat one of their interviews for the whole class.
- After each pair, get students to 'score' them on the language they used and their body language. Treat this tactfully, and remind students that you, the teacher, are the final judge and arbiter of performance!

 Body language in interviews

- 1 If you have covered the C21 skills section in Unit 1A then this will be revision. If not, this may be an opportunity to focus on these (see page 22 of the course book).

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

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

Possible answers

(The interviewers are smiling.)

They are making eye contact.

Two people are shaking hands.

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

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

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

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

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

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

12

Future plans

Vocabulary

- Adverts
- Job adverts and applications

Grammar

- First conditional

Language skills

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



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

C21 SKILLS

Critical thinking

- Preparing for the future

Communication

- Register

12A Study abroad

First conditional

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

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

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

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


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

Answers

- 1 They are looking for adventure.
 - 2 They want to see the world and experience a different culture.
 - 3 They want to continue their education while abroad.
 - 4 International employers are looking for self-motivated people with real-world experience.
 - 5 They learn important social skills.
- 3 Discuss the first question with the whole class. Their answers will depend on where they are in relation to studies and work, of course. Then get students to discuss the second question in simultaneous pairs. Walk around the class to monitor and assist where necessary.
- With the whole class, elicit the answers.

Possible answers

Feelings of loneliness and isolation, especially at first. Quality of education varies widely around the world. It can be difficult to understand the educational/study methods of other countries. If you stay too long abroad, you may lose your network and possible job contacts in your home country.

- 4  12.1 Play the recording, work on any difficulties and elicit the answers.

Answers

If you study in England, your English will really improve. It's a great opportunity. It will be difficult to understand your teachers when you arrive, but it will get easier. You won't run out of money. You just need to be careful. You'll make new friends quickly.

Transcript 12.1

- Amira** So have you thought any more about studying abroad?
- Jasmine** Yeah, but I don't know.
- Amira** I think you should do it. If you study in England, your English will really improve. It's a great opportunity.
- Jasmine** Yeah, maybe.
- Amira** But you'll have to speak to English people, of course. You won't learn much if you only make friends with other foreign students.
- Jasmine** But what will I do if I don't understand my teachers?
- Amira** Well, it will be difficult when you arrive, but it will get easier.
- Jasmine** Yeah, I suppose so. But England's expensive, isn't it? If I don't get a job after graduating, it will be a waste of money. And what will I do if I run out of money?
- Amira** You won't run out of money. You just need to be careful. Don't go out for meals – cook at home. And don't go shopping every week! Your parents will send you money each month.
- Jasmine** Yeah, my parents. If I do this, I'll be away from home for six months. It's a long time!
- Amira** Of course it is. But you'll make new friends quickly.
- Jasmine** But I'll miss my old friends! Like you!
- Amira** Don't worry. If you feel homesick, you can video-call me!

FOCUS

Pronunciation

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

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

Answers

- a If you study in England, your English will really improve.
- b But what will I do if I don't understand my teachers?
- c If I don't get a job after graduating, it will be a waste of money.
- d If I do this, I'll be away from home for six months.
- e If you feel homesick, you can video-call me!

Transcript  12.2

- a If you study in England, your English will really improve.
- b But what will I do if I don't understand my teachers?
- c If I don't get a job after graduating, it will be a waste of money.
- d If I do this, I'll be away from home for six months.
- e If you feel homesick, you can video-call me!

- 5 Ask students to complete the sentences individually, based on the conversation in the recording from 4. (If necessary, play the recording again and stop to elicit the answers.)

Answers

- a study, will
 - b won't
 - c will I do, don't
 - d will, run
 - e feel, can
- 1 The speakers are talking about events in the future.
- 2 The highlighted things are possibly going to happen.

FOCUS**Grammar****First conditional**

Talk the students through the information and the examples.

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

- 6 Explain the task and do one or two of the items with you, the teacher, as A and a student as B, to give everyone the idea.
- Then get students to have the exchanges in simultaneous pairs. Walk around the class to monitor correct use of tenses.
- With the whole class, work on any remaining difficulties and get different pairs to repeat the exchanges for the whole class.

C21 SKILLS**CRITICAL THINKING: Preparing for the future**

Get students to complete the exercises on page 166 of the course book now, or come back to them later.

The teacher's notes for the exercises are on page 90 of this book.

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

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

With the whole class, work on any remaining difficulties.

12B Applying for a job A cover letter

- 1 Read through the advert with the whole class, explaining any difficulties.
- Ask students if they would like this job. Ensure that they use correct job-related vocabulary in giving their reasons.
- 2 Get students to read the advert again and to discuss the questions in groups. Walk around the class to monitor and assist where necessary.
- With the whole class, elicit the answers from members of different groups.

Answers

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

Answers

- a 6
b 7
c 1
d 10
e 3
f 4
g 5
h 9
i 2
j 8

FOCUS

Expression

A cover letter

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

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

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

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

Possible answer

Dear Mr Yasin,

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

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

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

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

Yours sincerely,

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

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

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

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

C21 SKILLS

COMMUNICATION: Register

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 90 of this book.

12c Are you in control?



 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.

C21 skills

Unit 1

A COMMUNICATION: BODY LANGUAGE

- 1 Get students to tick the examples individually and then discuss each example in pairs. Tell them not to just go straight through them.

Answers

	Positive	Negative
Smile	✓	
Bow your head	✓	
Raise your eyebrows		✓
Lean back in your chair		✓
Wave	✓	
Make eye contact	✓	
Bite your nails		✓
Fold your arms		✓
Frown		✓
Yawn		✓
Shake hands	✓	
Point at someone		✓

- 2 Discuss answers with the whole class. Sometimes the answer is 'It depends'. For example, bowing your head may show respect in Asia, but it may show desperation at someone's comments in a European meeting. Waving to an interviewer on leaving a job interview is probably negative in all cultures! Smiling too much or at inappropriate moments is probably unacceptable everywhere, too.

- 3 Do as a fast-paced whole-class activity. Discuss each phrase.

Answers

- a Make an effort.
- b I am listening carefully.
- c Persuade him to do something.
- d Don't do anything risky.
- e Thank/Congratulate him.
- f It was very expensive.

B COMMUNICATION: CHOOSING THE BEST WAY TO COMMUNICATE

- 1 Go through the communication methods in the introduction and get students to say which is appropriate for each item. Note that your students' choices may not be yours. For example, ask them if they still use email at all. Get them to give a reason for their answers.

Possible answers


- a Facebook/Twitter/Instagram
- b email
- c text/email/phone call
- d invitation (card)
- e face to face
- f email
- g phone call/text/email
- h Facebook/Instagram/blog

- 2 Get students to work on this in pairs and then discuss with the whole class.

Possible answers

Advantages of spoken communication	Advantages of written communication
(You can include body language as part of your message.) The message arrives immediately. The person can respond immediately.	(You don't have to be with the person you are writing to.) You can think about what you want to say. There is a record of the 'conversation'.

C COMMUNICATION: DISCUSSIONS

- 1 Do this in small groups and then discuss with the whole class in a light-hearted way.
- 2  1.8 Explain the task, play the recording and do the exercise with the whole class. Discuss with students whether they are familiar with this sort of situation.

Answers

- a keeping the kitchen clean
- b Have you got a minute?; Well, ...
- c Last night, he spent half an hour cleaning up before he could eat.

- d They stayed calm.
- e Apologies: I'm so sorry.
Offering solutions: Look, let's try to clean up in future.
And we need to talk to Jim ...
- f both try to clean up in future, and talk to Jim

Transcript  1.8

Chris Oh, hi, Gemma. Have you got a minute?

Gemma Yes, sure. Why?

Chris Well, it's just about the kitchen. It was a bit of a mess last night. I had to spend half an hour washing the dishes and cleaning up before I could eat.

Gemma Really? I'm so sorry. But actually most of the mess has been there for two or three days.

Chris Right. Yes, I see your point, but some of the mess was yours.

Gemma Yes, OK. Look, let's both try to clean up in future. And we need to talk to Jim. He never washes up.

Chris You're right. Thanks, Gemma.

- 3 Allocate role-plays to different pairs, walk around the class to monitor and assist where necessary. Then get individual pairs to repeat their discussion for the whole class.

PLANNING AHEAD**Progress**

- 1-2 Get students to look through the unit and make their lists individually. Give them plenty of time. When they are ready, get them to compare their list with their partner's and discuss some of them with the whole class.

My learning plan for next week

- 1-2 Get students to make their plans and compare them with their partner's. (Point out that it may not be possible to have exact timings for some things.)
- 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 actually use or teach this word at this level!)

Communication in class

- 1-3 Get students to rate themselves and then to share their answers in pairs. Treat this tactfully.
Get them to write three ideas about how they can be more active and share their ideas in pairs.
Then get them to discuss their ideas with the whole class.

Unit 2**A CRITICAL THINKING: INFERRING INFORMATION FROM PICTURES**

- 1 With the whole class, get students to talk about the father and son shopping. Get them to describe the visual clues in the photo and to make notes.
- 2 Get students to use their notes to write individual stories. Walk around the class to monitor and assist where necessary. Students can complete their stories for homework if there is not enough time in class.
- 3 Repeat the above procedure with students talking and writing about the photo, or finding their own photo to bring to talk about next time.

B STUDY SKILLS: UNDERSTANDING THE PURPOSE OF WRITING

- 1 Go through the reasons for writing, explaining any difficulties. Then do the exercise with the whole class.

Answers

- a thanking
- b arranging
- c sympathizing (Point out to any Latin-based language speakers the specific use of this in English – it doesn't just mean being nice.)
- d suggesting
- e informing
- f warning
- g requesting

Unit 3**A LIFE SKILLS: AVOIDING NATIONAL STEREOTYPES**

- 1 Do this as a fast-paced whole-class activity and don't forget to discuss the numbers. At this level, students' handling of numbers should be very good. Work on any difficulties.


Answers

- a 300
- b four (Ask students which ones: German, French, Italian and Romansh.)
- c 81%
- d 37%
- e quarter
- f 1.7

- 2-4** Discuss the photos with the whole class, working on the related vocabulary. All the photos are of the United Kingdom. The point of the exercise is that the images all represent different features of one country, even though they are very different.

For 4, get students to find images (for example on the internet) of their country to bring to talk about in the next class.

B STUDY SKILLS: KEY WORDS

- 1-2**  **3.4** Explain the task, play the recording once or twice as necessary. Elicit the answer after each speaker, asking students to say the key words that helped them to understand.

Answers

- a commentator – stadium, teams, players'
- b station announcer – First-class, train
- c chef – stirring, added

Transcript  **3.4**

- a The level of noise in the stadium is growing steadily. The two teams are coming out of the players' tunnel. The crowd are clapping and waving. This is a very important match for both teams.
- b The train now approaching platform six is the 13.26 service for Gatwick Airport, calling at Reigate, Redhill and Gatwick Airport. First-class accommodation is at the front of the train.
- c ... and now you need to make the sauce. I've used a mix of butter, flour, milk and cheese and I've added a little salt and pepper. Now I'm stirring them together ... I've also added some garlic to increase the flavour. Heat the mix until the sauce is nice and thick. There ... a perfect white sauce.

- 3** Get students to find a text for homework and bring it with them next time to present to the whole class. Don't forget to follow this up.

C CRITICAL THINKING: FACTS AND OPINIONS

- 1** Discuss the difference between facts and opinions with the whole class. Then do the exercise. This is more subjective than it looks, for example, some students might argue that what constitutes *early* and *small* are based on opinion. Even *warm* and *convenient* are open to interpretation. Teach the expression 'You call that early/warm!', etc.

Possible answers

- | | |
|-----|-----|
| a F | e O |
| b F | f O |
| c F | g F |
| d B | |

- 2** Get students to work on this in small groups and then present their advert to the whole class.

PLANNING AHEAD

Repeat the procedure outlined on page 83.

Unit 4**A CRITICAL THINKING: EVALUATING**

- 1** Get students to read the text for themselves, then answer the questions. Ask students about their own bus-taking behaviour and preferences.

Answers

- a willingness of people to take the bus under different conditions
- b more than 1 km, £2
- c time, cost, weather, existence of bus shelter or not (for comfort), knowledge of when bus would arrive

- 2-3** Get students to absorb the information. Then discuss the options with the whole class, after they have discussed them in small groups and presented their 'findings'. Work on the language of evaluation.

B STUDY SKILLS: READING AND DESCRIBING GRAPHS

- 1 Get students to identify the charts and graphs.

Answers

- a Figure 2
- b Figure 3
- c Figure 1

- 2 Discuss with the whole class which chart or graph is best for each type of information.

Answers

- a Figure 3
- b Figure 2
- c Figure 1

- 3 Get students to choose an idea or their own subject. Ensure that they select the best type of chart or graph to illustrate it.

Students should give mini-presentations of their graphs to the whole class.

Unit 5

A CRITICAL THINKING: PRIORITIZING

- 1 Get students to look at the diagram and get individual students to say what it shows, e.g., *The top left-hand corner is for tasks that ...* Then get them individually to put one of their own tasks in each category.
- 2 Get students to discuss in small groups and then with the whole class. Point out that in some business meetings now, there is a ten-minute break every hour for employees to consult their smartphones, which they leave at the door when they arrive for the meeting. Ask students if they think this is a good way to avoid distractions.

B CREATIVITY: GIVING A PRESENTATION

- 1 Discuss with the whole class. Don't be surprised if students say that there are no speeches at weddings in their culture, e.g., in France or India.
- 2-3 Get students to prepare their presentations based on the ideas. If you have the time and equipment, get them to prepare PowerPoint presentations with photos or illustrations. Otherwise, go for more low-tech alternatives.

C CRITICAL THINKING: READING BETWEEN THE LINES

- 1 Ask students if they have a similar expression to 'reading between the lines' in their own language(s). Get students to look at a, b and c in simultaneous pairs and then discuss with the whole class.

Answers

- a Someone is planning to steal something.
- b Someone calculating if it's worth running for the bus.
- c The person is suggesting that there are too many adjectives in the first paragraph, that there are spelling mistakes and that the handwriting is difficult to read.

- 2 Work on this with the whole class. Discuss the logic of the answers.

Answers

- a Could you be a little quieter, please?
- b Could you turn the air conditioning on, please?
- c Can you do the washing-up?
- d Can you do your work now?
- e Could you get me something to eat?
- f Could you turn the light on, please?

- 3 Get students to suggest three more situations where we make unstated requests.

Possible answers

- 1 Car passenger to driver: I'm feeling sick. (request to slow down/stop)
- 2 Guest to host: It's very hot in here. (request to turn heating down/off)
- 3 Flatmate to flatmate: The rubbish bin is full. (request to empty it)

PLANNING AHEAD

Repeat the procedure outlined on page 83.

Unit 6

A CRITICAL THINKING: EVALUATING USEFULNESS


- 1-2** Get students to rate the reasons in relation to the tasks for which they would buy the new laptop, whether they will need to carry it around a lot, etc. Instead of rating the reasons, another possibility is to prioritize their top five reasons in relation to their needs.

Then get them to look at the review in simultaneous pairs and report back on whether it would be a 'good buy' for them.

B LIFE SKILLS: PROMOTING YOURSELF

- 1** Work on the meaning of *promotion* and *promoting yourself* and then get students to look at the exercise. Tell them there can be overlap (teach this word) between strengths, experience and skills, e.g., skills are, by their nature, strengths (but then again may be irrelevant because they are not required for a particular job). No answers are given here as the exercise is designed to encourage discussion and the answers are quite subjective.

Then get students to talk about their own skills and experiences, not necessarily successful ones!

- 2**  **6.3** Play the recording two or three times and get students to take notes, using abbreviations, symbols, etc.

Answers

- project mgt exp @ Camdale Leisure Centre – use ↑ 30%, schools happy
- diff schools, diff needs → small team met them.
- work well with other people (teamwork)
- award for best local project
- planning software – prjt easier to manage

Transcript 6.3

A Oh, hello, Ben. I see you're interested in running the new sports project. Tell me, why should we choose you?

B Oh, right. Well, three reasons actually. The first is that I'm experienced in this area. You know about my project management experience at Camdale Leisure Centre. I managed a project with local schools there. The result was that use of the leisure centre increased by 30%, and the schools

were really happy, too. And that's my second point. All the schools were different, and the students were, too. We had a small team, but we planned the project really carefully to meet individual needs. I think working well with other people is one of my strengths. We won an award for the best local project, too. The final point is that I know how to use the planning software here, and that will make the project much easier to manage. I can send you more details by email.


A That would be good. Thanks, Ben.

- 3** Get students to prepare their elevator pitches, reminding them of the 45-second limit. Ensure that they each have something they want to apply for (for the purposes of this exercise!).

Tell them to make notes on which they will base their pitches. If time allows, get them to rehearse at home and listen to a few of the pitches next time.

Unit 7

A CRITICAL THINKING: FINDING SOLUTIONS

- 1-3**  **7.6** Explain the task, play the recording once and get students to complete the table.

Play the recording again and get students to list solutions, e.g., buy a fan and split the cost.

Get students to choose solutions and then discuss them with the whole class. Get students to vote for different solutions before and after discussion.

Answers

	Lucy	Mark
Problem	office too cold	office too hot
Working hours	8 till 4.30	10 till 6
Lunch hours	12 till 1	1 till 2

Transcript 7.6

One of the problems in shared offices is how warm or cool people want the office to be. Lucy's main problem is that she gets cold in her office. She works from 8 a.m. until 4.30 p.m. She shares a large office with Mark. He sits near the window. During the day, he gets hot and he finds it difficult to concentrate.

He likes the window open. His working hours are 10 a.m. to 6 p.m. They both have a lunch break. Lucy takes her lunch from 12 to 1, and Mark takes his lunch break from 1 to 2. There is a shop that sells desk fans 100 metres from the office. The fans cost \$15 each.

B COLLABORATION: WORKING IN A TEAM

- 1 Students read the text individually. Work on any difficulties. Then they answer the questions. Discuss with the whole class.

Answers

- a how people relate to each other
- b parent-child and adult-adult
- c assertive adult-adult exchanges

- 2 Discuss the possibilities with the whole class, bearing in mind students' different cultural attitudes.

Possible answers

- a aggressive
- b assertive
- c aggressive
- d assertive
- e aggressive and unhelpful
- f too weak to convey the impact not having the report has

- 3 Set this as homework and get students to email it to you before the next class.

C CREATIVITY: LEARNING FROM MISTAKES

- 1-2 Emphasize the importance of risk-taking in language learning and do the exercises.

Answers

- a I am from Spain. 6
- b I think that these are good ideas. 4
- c Last night, I wrote down some ideas for my project. 5
- d Next Saturday, I'm looking after my baby sister. 1
- e I can't study at home. I prefer reading (or 'to read') in the library. 3
- f There is a new member in our group. 2

- 3 Don't forget to do this, but remind students that you are the final judge of what is acceptable.

PLANNING AHEAD

Repeat the procedure outlined on page 83.

Unit 8

A STUDY SKILLS: GUESSING UNKNOWN WORDS

- 1-2 Do this with the whole class and ask for actual words to fill the gaps. Work on the logic of students' choices, e.g., *the* must be followed by a noun.

Possible answers

- a Maria picked up the notepad/pen and began to make notes. (noun)
- b His Japanese was not very good so she spoke English. (noun)/His Japanese was not very good so she spoke slowly. (adverb)
- c At the end of the match, Sam sent a text message to Alex. 'You should have been here. It was amazing!' (adjective)
- d At the end of each day sailing, Karl jumps into the water, and swims to the other side of the river. (verb)
- e Reading the final report made him feel really annoyed. There were so many mistakes. (adjective)
- f Lots of people are buying our new smartphones. They are really fantastic/popular. (adjective)

B CRITICAL THINKING: CAUSE AND EFFECT

- 1-2 Do with the whole class. This should be familiar to your students by now. Then get students to work on their own cause and effect issues.

Possible answers

- a Many young families can't afford to buy a house because the cost of buying a house has increased. The cost of buying a house has increased, so many young families can't afford to buy a house. The cost of buying a house has increased. As a result, many young families can't afford to buy a house.
- b This year, house-building clubs are helping people to build their own homes because last year there were 238,000 new households in the UK, but only 133,000 new houses were built. Last year, there were 238,000 new households in the UK, but only 133,000 new houses built, so this year house-building clubs are helping people to build their own homes. Last year, there were 238,000 new households in the UK, but only 133,000 new houses built. As a result, this year house-building clubs are helping people to build their own homes.

- c (Note that the final item is less straightforward.)
 Lots of new people are moving into the area because they have built more homes.
 They have built more homes because lots of new people are moving into the area.
 Lots of new people are moving into the area so they have built more homes.
 They have built more homes so lots of new people are moving into the area.
 Lots of new people are moving into the area. As a result, they have built more homes.
 They have built more homes. As a result, lots of new people are moving into the area.

Unit 9

A CRITICAL THINKING: QUESTIONING OPINIONS

- 1 Get students to read the texts individually and complete the table. Discuss with the whole class. There is a lot of potential for discussion!

Answers

Opinion	Biased?	Supported by evidence?	Clear reasoning?
a	yes	no	yes
b	no	yes	yes
c	no	no	no

- 2 Get the students to think about the opinions in 1 and decide what their own opinions are. They should also think of some evidence, possibly facts, they can find online. They then discuss their opinions with another student. Check that the students are aware of the concepts of being biased, supporting their opinions, and giving clear reasons.

B LIFE SKILLS: RULES

- 1 Do this as a fast-paced whole-class activity. The rules are for children. The benefits are mainly for the children so that they learn good behaviour and habits. Students should discuss their own ideas for c.
- 2-3 Get students to work on these in small groups. Allocate an aspect of life to each group, and get students to write three rules about it. Tell students to use the structures

have to and *can ... but ...* Get some of the groups to read out their rules for the whole class. Then discuss who would make these rules, e.g., transport authorities for travelling to work, sports body (teach this word for this context) in playing a sport, etc.

C CRITICAL THINKING: MAKING ASSUMPTIONS

- 1 Get students to discuss the slogan and answer the questions in small groups.

Answers

- a 46
 b We don't know.
 c anything from 0 to 20%
 d (Calculate in relation to May–September 2020.)
 e We don't know.
 f We don't know.
 g Does *Cleanright* reduce tooth decay?
 h The slogan doesn't, but perhaps the actual survey results do./We don't know.
 i We don't know.
 j We don't know.
- 2 Discuss with the whole class. Perhaps we can trust the advert as far as it goes (teach this expression), which isn't very far!

PLANNING AHEAD

Repeat the procedure outlined on page 83.

Unit 10

A CREATIVITY: THINKING CREATIVELY

- 1 Discuss with the whole class. There are no right answers here. Get students to talk about their preferences. For example, some people prefer lists for everything.
- 2 Get students to work on this in small groups and then to report back to the whole class with their solutions. One possible idea would be for Carol to do an evening course in web design.

B STUDY SKILLS: NOTE-TAKING

- 1  **10.6** Remind students about note-taking – key points, using abbreviations, etc. Explain the task, get them to look at the two sets of notes and play the recording.

Answer

b is better – more *concise, informative*, with nothing *irrelevant* (teach these words)

Transcript 10.6

Hello. My name's Simon Worthy, and I'm from the Council. Thank you for inviting me here today to talk to you about health at work. Did you know that last year there were 630,000 injuries at work? It's a big problem, isn't it, both for employers and for employees? I was surprised by that number, and that's why today I'm going to talk about two things. Firstly, how to avoid accidents, and secondly, what to do if there is one. I'm also happy to take any of your questions, but we've got a lot to get through, so let's do that at the end of my talk. OK?

Anyway, starting with avoiding accidents, I'm going to cover accidents with hot water and food, and accidents from furniture. So, I'd like to ask you, how many of you use hot water to make yourself a drink at work? And how often do you carry hot drinks up and down steps, or carry your books, laptops and hot drinks at the same time as trying to open a door between different rooms? These are dangerous things to do. That's why I'm encouraging employers to put safe water heaters on each floor.

Answers

- a get married, start a family
- b finish marketing report, visit parents, save up for a mini-break for them
- c John travelling so much, her own work
- d Students' own ideas.

Transcript 11.6

Hi, I'm Rachel. I'm getting married to John sometime next year. But there's a lot to do before then. We haven't fixed a date yet because we're both so busy. John's job means he travels abroad once or twice a month, and my manager often needs me to work late to write reports. In fact, I have to finish a marketing report by Wednesday. That means we haven't had enough time to start making arrangements. My dad hasn't been well, either, so it's been hard on my mum. I visit my parents every weekend. I want to buy them a nice mini-break, so I'm saving up for that. John and I hope to start a family after we get married, but first we need to make a bit more money. I'm hoping John's going to get promoted soon. He deserves it!

- 2 Make sure each student has a long-term aim, or has imagined one, before they start completing the diagram. Walk around the class to monitor and assist where necessary.
- Then get a few students to present their diagrams, drawing them quickly on the board.

B LIFE SKILLS: NETWORKING

- 1-2 Explain what networking is and do the quiz with the whole class, getting students to raise their hands for each answer. The answer will often be 'It depends'. The main point of the quiz is to stimulate discussion, but get students to score themselves, and tactfully compare scores with the whole class.

Get students to think of and discuss ways to improve their networking, in small groups, and then discuss with the whole class.

- 3 Discuss these points quickly with the whole class.

Answers


The sentences are polite ways of ...

- a introducing yourself to someone you don't know.
- b leaving a conversation to talk to someone else.
- c talking to someone who may or may not remember you from a previous meeting.
- d asking for sensitive (teach this word) information.
- e asking for someone's details.

Unit 11

A CRITICAL THINKING: LONG-TERM AND SHORT-TERM AIMS

Get students to discuss the Peter quotation in the introduction. Also mention the Yogi Berra quote: 'If you come to a fork in the road, take it!'

- 1  **11.6** Explain the task, get students to look at the questions, play the recording once or twice. Work on any difficulties. Elicit the answers.

C COMMUNICATION: WHY WE COMMUNICATE

- 1 11.7 Get students to listen to the recording once or twice and elicit the answers. Then get individual students to replicate the stress and tone of the sentences. Concentrate on the polite ones.

Answers

a and d sound polite and friendly.

Transcript 11.7

- a Can you close the door, please?
- b Can you close the door. Please!
- c Can you close the door? Pleeaaase.
- d Can you close the door, please.

- 2 Discuss this with the whole class. The correct answer is probably c.

PLANNING AHEAD

Repeat the procedure outlined on page 83.

Unit 12

A CRITICAL THINKING: PREPARING FOR THE FUTURE

- 1-3 Explain the meaning of 'likelihood' as 'probability' and give an example of how to fill in the matrix based on the template in the course book. Get students to draw matrixes of their own and to complete them. Walk around the class to monitor and assist where necessary. Then get a few students to present their matrixes, drawing them quickly on the board, and presenting them. Ask questions 2 and 3 to individual students after they have presented their matrixes individually.

B COMMUNICATION: REGISTER

- 1 Tell students that they are getting to a point in their learning where they should be able to use language appropriate to the level of formality/politeness. Point out the difference between formality and politeness. Ask students to look at the four forms of address and decide on their formality.

Answers



- 2 Get students to give concrete examples of using each greeting.

Possible answers

a and d – letter from tax authorities, electricity company, etc.
b and c – between friends. But tell students that some companies in the UK address letters to customers, etc., like this, much to the annoyance of older people, especially.

- 3 Discuss with the whole class. Language gets more complex as it gets more formal and also makes more use of the past tenses.

- 4 Get students to work on these individually and then discuss with the whole class. Talk about the possible addition of *please* to each of these with no pause before the please.

Possible answers

- a I wonder if you could give me a lift.
- b I was wondering if you could lend me your course notes.
- c Could you send me your contact details?
- d I hope you don't mind me asking, but can you tell me what the salary is?
- e Could you show me what the right answer is?

Progress test answers

Units 1 & 2

1

- a send
- b get
- c make
- d say
- e speak
- f talk
- g tell

2

	Present simple	Present continuous	Past simple
a	He watches plays.	(He is watching a play.)	He watched a play.
b	I eat my breakfast.	I'm eating my breakfast.	I ate my breakfast.
c	They go to college.	They are going to college.	They went to college.
d	Donna makes a quick phone call.	Donna is making a quick phone call.	Donna made a quick phone call.
e	Do you get bored?	Are you getting bored?	Did you get bored?
f	I buy my food from the market.	I am buying my food from the market.	I bought my food from the market.
g	She doesn't play video games.	She's not playing video games.	She didn't play video games.
h	Do you live in Beirut?	Are you living in Beirut?	Did you live in Beirut?
i	She doesn't send any postcards.	She isn't sending any postcards.	She didn't send any postcards.

3

- a What
- b right
- c point
- d about
- e sure

4

- a do you work
- b Do you want
- c do you know
- d are you doing
- e she is talking

5

Possible answer

Hi Jasminda,
 Thanks for the invitation. I'm afraid I'm busy. I'm meeting someone later this evening.
 Have a great evening.
 Bob

Units 3 & 4

1

- a historic
- b best
- c interesting
- d lovely
- e quiet
- f fantastic
- g noisy
- h busy
- i easy
- j polite

2

- a modern
- b slow
- c rude
- d simple
- e clever
- f sensible

3

- a He hasn't stayed in a five-star hotel.
- b He has swum in the sea.
- c He has met local people for a meal.
- d He hasn't slept under the stars.
- e He has been to the capital city.
- f He has taken a selfie on the beach.
- g He hasn't climbed to the top of the castle.

4

- a The museum contains the largest collection of exhibits from ancient history in Turkey.
- b It is in the old part of Ankara.
- c The best ways to get there are to walk or to take the metro.
- d No, you can't book tickets in advance.
- e You should visit early or late in the day to avoid the crowds.
- f The exhibits are clearly laid out and the jewellery and artwork are beautiful.
- g You can buy souvenirs.

5

Possible answers

Fact

- a It is situated in the old part of Ankara.
- b Some of the oldest exhibits are from 8000 BCE.
- c The museum building was used as the bazaar until 1921.

Opinion

- d Coach tours can be expensive.
- e Entrance tickets are cheap.
- f It's a good idea to go early or late.

6

- a about
- b with
- c for
- d at
- e for
- f after
- g to

7

- a has changed
- b grew
- c have got
- d has become
- e developed
- f attracted
- g built
- h started
- i has not lost

Units 5 & 6

1

- a thirsty
- b boil, ill
- c hunt
- d poisonous
- e shelter
- f sleep

2

Students' own answers.

3

- a virtual
- b avatar
- c experience
- d nervous
- e order
- f running
- g improve
- h dictionary
- i abroad
- j cheaper

4

- a accurate
- b quick
- c remote
- d exact
- e useful
- f difficult
- g safe

5

Possible answers

- a Smartwatches are useful for telling the time.
- b Solar panels are useful for making electricity.
- c A SIM card is useful for identifying a mobile phone.
- d CCTV cameras are useful for identifying criminals.
- e 3D printers are useful for making 3D models of things.
- f A quadcopter is useful for taking photos in the air.

6

- a hard-working
- b organized
- c interested
- d experienced
- e satisfied
- f talented

7

- a I'll turn up the heating.
- b I'll take you in the car.
- c I'll go to the supermarket.
- d I'll help you.
- e I'll turn it down.

Units 7 & 8

1

- a self-employed
- b multinational
- c employees
- d colleague
- e call centre
- f night shift

2

- a time
- b behind, deadlines, stressed
- c frustrated
- d identify
- e concentrate, open

3

- a the leader helps to build everyone's confidence.
- b share it with your colleagues.
- c the 'doctor' in the group can help identify and solve it.
- d express your opinion in a positive way.
- e the planner will plan the next stage of your project.
- f they should celebrate.

4

Possible answers

- a (If I'm not free during the day,)
- b If I can't remember something,
- c If a colleague looks stressed,
- d If I can't talk to anyone about my work,
- e If my boss lets me,

5



6

- a ... because she has always had an interest in singing.
- b ... because the leader of the choir said nice things about her singing.
- c Some members said her singing style was different. As a result ...
- d Her singing improved because she took singing lessons.

Units 9 & 10

1

- a revise
- b studying
- c getting
- d going
- e doing
- f cycling
- g swimming
- h lose
- i drinking
- j eating
- k eat

2

- a Earning a high salary isn't very important for me.
- b He has to start work at 9 a.m. every day.
- c You can't park here – move your car!
- d You should get a good night's sleep.
- e You must wear a seat belt. It's the rule.
- f I can't work late tonight. Sorry!
- g Can we pay in dollars?
- h If you want to keep fit, you should exercise every week.

3

c

4

- a no
- b no
- c yes
- d no

5

Evaluate each alternative.	4
Define the problem.	1
Choose the most effective solution.	5
State your goal.	2
Think of possible alternatives.	3

Units 11 & 12

1

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

2

- a am going to apply
- b is going to help
- c am going to send
- d am going to do
- e is going to lend
- f are going to let
- g am going to move

3

- a work abroad
- b write your CV
- c apply for a job
- d do an internship
- e search online
- f join an employment agency

4

- a bad
- b good
- c bad
- d good
- e bad
- f good
- g bad
- h good

Workbook answers

1

Communication

1A

1

- a internet
- b pencil
- c paper
- d write
- e call

2

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

3

- a My sister speaks Italian.
- b Tell me all about your holiday!
- c In England, people often talk about the weather.
- d Don't tell him I broke the window!
- e When I meet new people, I never talk about money.
- f Do you know how to say 'thank you' in Spanish?
- g Please speak slowly so I can understand.

4

- a tell
- b speaks
- c says
- d tell
- e talks
- f Tell
- g says

1B

1



- a said
- b ate
- c watched
- d bought
- e went
- f had
- g spoke
- h told

2

- a wrote
- b went
- c had
- d sent
- e was
- f bought

3

- a He listened to the radio.
- b He didn't play computer games.
- c He made a video call.
- d He wrote an email.
- e He didn't read an eBook.
- f He didn't receive a text.

- 4**
a What 1 (d)
b Was 2 c
c Why 3 f
d Did 4 a
e What 5 b
f Did 6 g
g Did 7 e

1c

- 1**
a argument (football)
b lecture (kite surfing)
c discussion (chess)
d argument (judo)
e discussion (badminton)
f lecture (running/gym)

2

Give an opinion	Ask for an opinion	Agree	Disagree	Not decided
a	b	d	c	g
e	i	f	j	h

3

- a** 2
b 8
c 6
d 3
e 4
f (1)
g 7
h 5

2 Arrangements

2A

- 1**
a Mum
b Evie
c Evie
d Jack
e Dad
f Dad

2

- Across** **3** seeing
4 texting
6 writing
7 growing
Down **1** sending
2 following
3 sitting
5 going

3

- a** He's running.
b He's pointing.
c He's clapping.
d He's waving.
e He's pushing.
f He's thinking.

4

- a** 'm writing
b catch
c leaves
d arrives
e 'm standing
f is
g makes

2B

1

- a** LMK
b u
c NP
d gr8
e OFC
f IMS
g c u l8r
h IMO

2

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

3

- a** coming
b watching
c visiting
d having

- e getting
- f ordering
- g taking

4

- a (asking for help)
(Hi. How do I get to your house tonight?)
- b apologizing
Stuck in traffic jam. Will be late. I'm sorry.
- c thanking
Thanks for the lift! See you later!
- d thanking
It was nice to see you. Thanks for the coffee.
- e inviting
Can you come for dinner tonight?
- f apologizing
I can't meet later. To be honest, I'm too tired. I'm sorry.
- g asking for help
Have you started the assignment? What books are useful?

2c

1

- a experts
- b convey
- c unspoken
- d winking
- e tone
- f emphasize
- g divided
- h upset

2

- a Breathe slowly and deeply.
- b Don't laugh.
- c Find a quiet corner.
- d Get comfortable.
- e Hold the pose.
- f Hold your head high.
- g Keep your back straight.
- h Put your hands on your hips.

3

We can tell a lot about other people from their body language. But we can also use our own body language to our advantage. This is Amy Cuddy. She's a social scientist. Her theory is: 'Our body language shapes who we are.' Her research shows that, if we change our posture, we can completely change the way other people see us.

But her research has also found something even more interesting. And very useful! She has found that, if we strike a positive pose for a few minutes every day, we can actually change the chemistry in our bodies.

4

- a What is the language of business and science?
English – that's why so many people study it.
- b Is it easy to work out the tone of emails?
Not always. Emojis or emoticons can help.
- c What does this gesture mean?
Be quiet!
- d Is non-verbal communication important?
Yes, mainly in face-to-face conversations.
- e What do we do when we are annoyed?
We hunch our shoulders and lean forward.
- f How many muscles are there in the face?
There are 43.
- g What does Amy Cuddy believe?
Our body language shapes who we are.
- h Do great painters understand body language?
Yes, especially portrait painters.

5

- a thinking their own thoughts.
- b is too bright.
- c have gone there late at night because they want company.
- d some detail, so we know that this is in New York in the mid-20th century.
- e lonely America was in the 1940s.

3 Travel experiences

3A

1

- adjectives
- a tradition
 - b taste
 - c culture
 - d happily
 - e time
 - f feeling

2

- a b
- b d
- c c
- d f
- e (a)
- f e

3

- a dirty
- b boring
- c crazy
- d rude
- e high
- f quiet
- g simple
- h lovely
- i wrong
- j easy
- k old

Mystery adjective: traditional

4

- im-: impossible, impolite, impatient
- un-: unhappy, unnecessary, unkind
- in-: inaccurate, invisible, inactive

5

- a delicious
- b strong
- c busy
- d modern
- e cheap
- f polite
- g cool
- h boring
- i ancient

3B

1

- a It's the Acropolis in Athens.
- b It's the Eiffel Tower in Paris.
- c It's the Red Fort in Agra.
- d It's the Kremlin in Moscow.

2

- a Yes, I've lived in Australia and Thailand.
- b Yes, I've done a parachute jump.
- c No, but I've seen them.
- d No, but someone stole my wallet once.
- e No, but I have slept in a cave.
- f Yes, I've visited the Fox Glacier.
- g No, I've never had enough money!

3

- a have had
- b have tried
- c has read
- d has swum
- e has broken
- f have written
- g have done
- h have been
- i have ... eaten
- j have ... held

4



5

- a Roy and I have spent two months in Asia.
- b We have visited 13 capital cities.
- c We have met thousands of amazing people.
- d It hasn't been easy!
- e Some of the roads have been very challenging.
- f Our bike has had 36 punctures!
- g We have run out of petrol nine times.

6

- a have jumped
- b have driven
- c haven't eaten
- d have seen
- e hasn't swum
- f haven't slept

3c

1

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

2

- a Kai didn't enjoy the jeep safari.
- b An elephant takes four people.
- c Mandy didn't like the insects.
- d Kai recommends the Elephant Breeding Centre.
- e Hans suggests going early.
- f An elephant safari costs 1,500 rupees.
- g Mandy thinks the safari is cheap.
- h Hans saw a crocodile.
- i The Elephant Breeding Centre costs 50 rupees.

4

Faraway places

4A

1

- a Luca
- b Sofia and Lorenzo
- c Jen and Ian
- d Miguel
- e Greg and Alison
- f Flo

2

- a I need to find out when the museum opens.
- b He doesn't know about the opening times.
- c We went for a swim after breakfast.
- d We are staying at the hotel in Prince's Road.
- e Who will look after the cat, when we're away?
- f The bus broke down so we were late arriving.
- g It's a good idea to shop around for a good deal.

3

- a at
- b about
- c up
- d after
- e through
- f across
- g for

4B

1

- a has changed
- b has risen
- c were
- d was
- e has improved
- f has fallen
- g was

2

- a been
- b changed
- c risen
- d was
- e dropped
- f visited
- g were
- h stayed

3

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

4

- a August
- b January
- c December
- d February
- e June
- f October
- g September ... October

4c

1

- a opinions
- b remember
- c biased
- d online
- e rude
- f negative
- g award
- h helpful

2

You've seen all there is to see in Istanbul. Home time! But wait! Have you sampled everything Istanbul has to offer? Really? Remember that travel is about people, as well as places. It's about meeting other travellers. And it's about mixing with local people and absorbing their culture.

3

- a How about you?
- b What will you see?
- c Where will you stay?
- d Are you ready for an adventure?
- e How much money are you going to need?
- f Have you sampled everything Istanbul has to offer?
- g Who knows who you'll meet or what you'll discover?
- h What about the markets, squares, cafés and restaurants?
- i Will you leave your guidebook in the hotel?

4

- a So you **buy** a guidebook and **read** all about the city.
The verbs don't match the subject.
- b All online reviews are based **on** opinions.
A preposition is missing.
- c You can spend weeks here and never get **bored**.
An adjective ending is wrong.
- d Imagine you are planning a city break **in Istanbul**.
There is a mistake with an article.
- e You visit the Blue Mosque, with **its** blue tiles and six minarets.
There is a mistake with an apostrophe.
- f An **amazing experience** is waiting for you.
The word order is wrong.
- g Some people can't use computers very **well**.
An adverb is wrong.
- h You **walk** across the stunning Ataturk Bridge.
The wrong form of the verb is used.

5

- a both
- b a travel website
- c both
- d a guidebook
- e both
- f a travel website
- g both
- h a guidebook
- i both
- j a guidebook

5

Changing times

5A

1

- a water
- b shelter
- c food
- d air
- e plants
- f sleep

2

- a flash drive
- b GPS
- c lighter
- d penknife
- e torch
- f electric fan

3

- a relating to money
- b an amount of money to be spent over a period of time
- c an electrical wave that carries information
- d the act of stealing, or taking, something
- e software for a phone, tablet or computer
- f items having a high monetary price
- g someone, or a company, that gives a service to a customer

4

- a restaurants
- b home
- c buildings
- d provider
- e phone
- f charger

- g valuables
- h GPS
- i app

5B

- 1**
- a false
 - b true
 - c true
 - d false
 - e true
 - f true
 - g false
 - h true
- 2**
- a will give
 - b will throw
 - c will go
 - d will soak
 - e will recycle
 - f will take apart
 - g will disappear
- 3**
- a How will children learn in 2030?
 - b Will there be classrooms?
 - c Will teachers get replaced with phones?
 - d Will children use computers?
 - e How will teachers assess children?
 - f How will schools help poorer children?
- 4**
- a f
 - b b
 - c a
 - d e
 - e c
 - f d

5c

1

- a dictionary
- b translate
- c tutor
- d grammar
- e memory
- f notes
- g audio
- h thesaurus
- i write
- j definition

- 2**
- a do
 - b don't
 - c don't
 - d do
 - e do
 - f don't
 - g do
 - h doesn't
 - i Does
 - j does
 - k don't

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

6 Technology

6A

- 1**
- a selfie stick
 - b smoke alarm
 - c flash drive/memory stick
 - d zip
- 2**
- Bathroom: toothbrush, waterproof radio, safety razor
 - Office: ballpoint pen, stapler, flash drive
 - Kitchen: blender, can opener, toaster

3

- a Kettles boil water.
- b In 2004, there were more televisions than people.
- c A microwave cooks with radiation.
- d A light bulb is made out of glass.
- e Umbrellas protect people from rain/sun and sun/rain.
- f A mirror reflects 4% of the light.
- g A freezer preserves food with very low temperatures.
- h More than 200 million people listen to the radio each week.
- i A torch is called a flashlight in America. / In America, a torch is called a flashlight.
- j Most British people heat their homes with radiators.

4

- | | |
|--------------|------------|
| a television | f radio |
| b umbrella | g bulb |
| c microwave | h radiator |
| d kettle | i torch |
| e freezer | j mirror |

Mystery invention: smoke alarm

6B

1

- a social
- b message
- c letters
- d post
- e million
- f private
- g program

2

- a webcam
- b monitor
- c tower
- d mouse
- e keyboard
- f speaker

3

- a graduated
- b studied
- c volunteered
- d helped
- e taught
- f have worked
- g have developed
- h have travelled
- i have learnt

4

- a Yes, I'll email my CV to you.
- b I'll get some!
- c I'll arrive at about midday.
- d I'll do it!
- e I don't know! I'll look in the kitchen.
- f I'm not sure. I'll check the map.
- g I'll come!

5

- a I've filled
- b We'll help
- c I'll check
- d I'll hold
- e I've checked
- f I've sent
- g they'll be

6c

1

- | | |
|-------------|-----------|
| a radiation | noun |
| b helmet | noun |
| c right | adjective |
| d adapt | verb |
| e diameter | noun |
| f survive | verb |
| g basic | adjective |
| h microbial | adjective |
| i generate | verb |
| j robot | noun |

2

- a average temperature
- b breathable atmosphere
- c human civilization
- d human body
- e main goals
- f night sky
- g protective suits
- h useful facts

3

Curiosity has found out lots of new, useful facts about the planet. It has taken measurements of temperature and pressure. It's looked for signs of water and microbial life. It has sampled soil and rocks. And it has sent thousands of amazing photographs back to Earth for us all to enjoy.

4

Shelter/Protection	Air to breathe
People will live underground to protect themselves.	Oxygen will be used to create a breathable atmosphere inside the life-support units.
People will wear protective suits when they go outside.	The air on Mars is poisonous, so people will live in special 'life-support units'.
Solar panels will generate electricity for heating.	

Food	Drink
Fruit and vegetables will grow in special greenhouses.	Machines will remove salt from the water and make it drinkable.
	Special machines will take water from the soil.

5

- a How will we get there?
- b Mars is more than 50 million kilometres away!
- c Lots of different companies have drawn up detailed plans.
- d Don't worry if you find it hard to understand.
- e We can't all be rocket scientists!
- f Will humans ever live on Mars?
- g Will anyone really want to live on Mars?
- h A company called Mars One asked for volunteers.

7 Teamwork

7A

1

- a from
- b in
- c at
- d for
- e by
- f with

2

- a nurse
- b builder
- c teacher
- d tax advisor
- e illustrator

3



- a colleagues
- b boss
- c employees
- d company
- e customers
- f office
- g multinational
- h shift

4

- Story 1: (a), e, i
- Story 2: (b), d, g
- Story 3: (c), f, h

7B

1

- a Angela Merkel
- b Bill Clinton
- c Indra Nooyi
- d Richard Branson
- e Nelson Mandela
- f Jacinda Ardern

2

- a If everyone moves forward together, then success takes care of itself.
- b If there is no communication, the team will fail.
- c The team will work best if each person knows their role.
- d If people in the group think only about themselves, the team will not succeed.
- e A team is more likely to succeed if the objective is made clear from the start.
- f A team is effective if it has a mixture of people with different experiences and skills.
- g If a team has a good leader, conflicts and disagreements are solved quickly.

3

- a has
- b fails
- c challenge
- d deals
- e talks
- f leaves
- g is
- h focus
- i wins

4

- a If I have a good idea, I tell my group.
- b If a team member stays silent, I invite them to speak.
- c If I don't understand, I ask the speaker to repeat.
- d If everyone shares their ideas, the team works effectively.
- e If a team member feels angry, the project suffers.
- f If people know their roles, the team works well.

7c

1

- a writer
- b individual
- c appearance
- d correct
- e problem
- f old

2

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

3

- a The subject doesn't match the verb (the verb should be *are*).
- b The pronoun should be *I*.
- c The word order is wrong.
- d The punctuation is wrong.
- e The tense is wrong.
- f The preposition should be *on*.
- g The article is wrong.

8

Groups & communities

8A

1

- a A sports team is a type of group.
- b Neighbours are part of a community group.
- c Some people belong to the same blood group.
- d Members of a book club meet to discuss novels and poetry.
- e If you're in a fan club, you support a famous person.
- f Teenagers are in the same age group.

2

- a sports
- b friendship
- c club
- d family
- e community
- f age

Mystery word: online

3

- a adjective
- b noun
- c verb
- d verb
- e adjective
- f adjective
- g noun
- h verb

4

- a collections
- b kept alive
- c usual
- d not usually
- e same
- f not working

8B

1

- a because
- b so
- c because
- d because
- e as a result
- f so

- g as a result
h so

2

- a (4)
b 7
c 6
d 2
e 3
f 5
g 8
h 1

8c

1

- a proportion noun
b huge adjective
c role noun
d demonstrate verb
e extrovert noun
f smoothly adverb
g common adjective
h community noun
i hire verb
j vital adjective

2

- a Cooperation is key to a team's success.
b Some roles are more difficult than others.
c 'Never leave your wingman.'
d Extroverts love to demonstrate their skills.
e Problem-solving is also a big part of teamwork.
f Team leaders play a vital role.
g Are you a strong team player?
h What style of leader do you prefer?

3

Players in a football team, doctors and nurses, members of a spaceship crew and firefighters, are all examples of team members who cooperate. Each team member has a role. Some roles are more difficult than others. In a restaurant kitchen, one person chops, another person mixes and another cooks. They need to coordinate so that the process moves smoothly from one person to another.

4

- a Some leaders can be **pretty bossy**.
The word order is wrong.
b This can lead to some team members **getting** stressed.
The verb phrase is wrong.
c So, leaders must know when to stop **pushing**.
The final verb is in the wrong form.

- d Overwork can be **a** real problem.
The article is missing.
e Getting **to** the top first is the goal.
The preposition is wrong.
f They **like** to 'lead by example'.
The subject doesn't match the verb.
g **What** do you think?
The question word is wrong.
h What style of leader **do** you prefer?
The verb *do* is missing.

5

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

9 Healthy lifestyle

9A

1

- a sugar
b studying
c carrot
d water
e sleep
f drive

2

- a trainers
b running machine
c tennis racket
d bike
e skipping rope
f skis

3

- a Is running healthy?/Running is healthy.
b Walking every day keeps you healthy.
c Is doing yoga good for you?/Doing yoga is good for you.
d Doing yoga is relaxing./Is doing yoga relaxing?
e Is eating fruit good for you?/Eating fruit is good for you.
f Eating lots of sugar is bad for you./Is eating lots of sugar bad for you?

4

- a drinking
- b mixing
- c containing
- d replacing
- e drinking
- f Adding
- g eating
- h drinking

5

- a Bob wants to sleep for eight hours.
- b Jo likes jogging in the park.
- c He likes drinking fizzy drinks.
- d They want to go on a diet.
- e We like swimming in the sea.
- f She wants to do yoga.

9B

1

- a sleep
- b meals
- c employer
- d limit
- e work
- f emails
- g time
- h perfect

2

- a No, you can wear any smart clothes.
- b No, you have to stay until the end of the day.
- c You usually have to work on Saturdays and Sundays.
- d You can't use it in the classroom.
- e Yes, and you have to do a teaching course.
- f No, you have to eat in the staffroom.
- g No, but you have to be fit and enthusiastic!

3

- a You can't use your computer (here).
- b You can't drink the tap water.
- c You can't take pictures.
- d You can't use your phone.
- e You can't make fires here.

4

- can: active, have, that, and, began, fatty
 can't: heart, after, started, tomato, halfway, calm

9c

1

- a exercises to improve strength, flexibility and posture
- b fine needles are inserted in the skin at specific points
- c creating a relaxed state of mind open to suggestion
- d using a handrail to do exercises
- e the act of quiet reflection
- f food eaten by early humans

2



- a stress
- b obesity
- c exercise
- d diet
- e sleep
- f pollution
- g lifestyle
- h chemicals

3

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

4

- Positive: smoke less, more physical activity, fewer vehicle deaths, access to doctors, access to fitness opportunities, not lonely, lower suicide rate
 Negative: crime rates, air quality, fast-food restaurants, more cancer, more heart disease

10 Health & safety

10A

1

- a more
- b more
- c less
- d less
- e less

2

- a You should cook at home.
- b You should eat more vegetables.
- c You shouldn't watch TV every evening.
- d You should take the stairs.
- e You should cycle to work.
- f You shouldn't drink so much coffee.

3

- a disadvantage
- b problem
- c alternative
- d evaluate
- e efficiently
- f idea
- g goal
- h advantage

Mystery word: solution

10B

1

- a false – Pencils did not become common until the 19th century.
- b true
- c true
- d true
- e false – UK employees can claim Statutory Sick Pay for up to 28 weeks, but it is usually less than salary.
- f false – About 40% of workers in Australia are not Australians.
- g true

2

- a D.O.B.
- b p.m.
- c asap
- d CEO
- e e.g.
- f WC

3

- a If you are stressed out, you will probably get sick.
- b Sitting down all day is bad for you.
- c You should do half an hour of exercise every day.
- d Eat lots of tomatoes, vegetables, fish and grains.
- e Keep learning and trying new things.
- f You shouldn't smoke, it causes cancer and lung disease.

4

- a around 400,000
- b World Health Organization
- c There are no cures.
- d insecticide kills mosquitoes, nets stop mosquitoes biting
- e spray with pesticide
- f Sub-Saharan Africa
- g workers take days off sick

10c

1

- a toxin noun
- b reliable adjective
- c daily adjective
- d evidence noun
- e digest verb
- f gram noun
- g syrup noun
- h celebrities noun

2

- a up
- b to
- c back
- d down
- e up
- f to
- g on
- h about

3

The 'grapefruit diet' was popular in Hollywood in the 1930s – and it still has fans today. Followers of the diet believe that if you eat a grapefruit together with fatty foods, you won't put on weight. The acid in the grapefruit breaks down the fat. Nice try! But there is no evidence that this diet makes people healthier.

4

- a In fact, 90% of the **cells** in our bodies are not human! One of the nouns is singular not plural.
- b Imagine the variety of microorganisms inside your **stomach**. There is a spelling mistake.
- c Eat **sensibly** and listen to health advice from reliable sources. An adjective is used where an adverb is needed.
- d Don't go crazy **worrying** about your diet. A verb is in the wrong form.
- e Know **your** body. The possessive pronoun is wrong.
- f Listen **to** it. A preposition is wrong.
- g Find **a** diet that makes you feel happy and healthy. An article is missing.
- h Your health is the **most important** thing you have. The superlative adjective is wrong.

5

- a have changed a lot.
- b often try new diets.
- c difficult to stay up to date with science.
- d unsurprising that everyone digests food differently.
- e not worry about eating healthy food too much.
- f it's important to find the right diet for you.

11

Preparing for work

11A

1

- a banker
- b surveyor
- c doctor
- d teacher
- e designer
- f accountant
- g engineer

h paramedic

i dentist

Mystery job: architect

2

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

3

- a 2
- b 1
- c 3
- d 4
- e 3
- f 1
- g 2
- h 1

4

Short-term goals: (a), d, g, h

Long-term goals: b, c, e, f

11B

1

- a Are you going to work abroad?
- b No, I'm going to stay in Spain.
- c Are you going to apply to any international companies?
- d Yes, I'm going to send an application to Repsol in Madrid.
- e Are you going to join any networking groups?
- f I'm going to add my profile to LinkedIn.

2

- a working
- b had
- c went
- d made
- e doing
- f enjoys
- g said

3

- a are
- b are
- c is
- d am

- e are
- f am
- g is
- h is

4

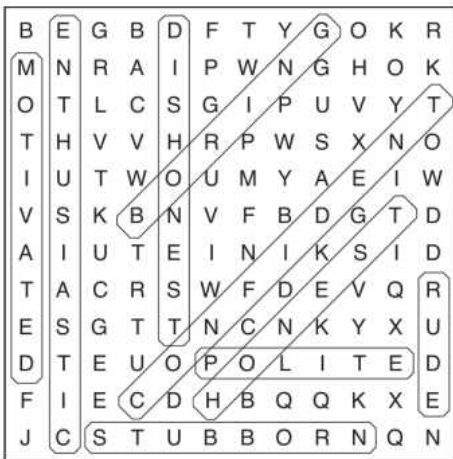
- a He is going to apply for a job.
- b He is going to buy a new suit.
- c He is going to finish his degree.
- d He is going to do an MBA course.
- e He is going to develop his skills.
- f He is going to earn more than \$80,000.
- g He is going to set up his own website.

11c

1

- a I met one of your colleagues at a careers conference.
- b This is a respected, international company.
- c I have a degree in Maths.
- d Yes, I'm fluent in French and English.
- e Yes, I spent three months as an intern at Sparx.
- f I would like to move into a position of responsibility.
- g Right now, I simply want more experience in the field.
- h I was part of our university team, which won UKIEPC.

2



- a honest
- b polite
- c rude
- d boring
- e stubborn
- f motivated
- g confident
- h dishonest
- i enthusiastic

3

- a showing
- b nod
- c often
- d mirroring
- e knowing
- f backwards
- g still

12 Future plans

12A

1

- a Harvard University, USA
- b University of Cambridge, UK
- c The University of Tokyo, Japan
- d The University of Hong Kong
- e King Fahd University, Saudi Arabia
- f University of Melbourne, Australia

2

- a I'll pay less for tuition fees.
- b if I study in America.
- c when you graduate.
- d if you go overseas.
- e I'm not going to buy my ticket.
- f I'm in my second year.
- g you graduate next year.

3

- a destination
- b desirable
- c commit
- d spare
- e familiarize
- f register
- g homesick

4

- a If I go abroad, I'll take spare glasses.
- b If I'm homesick, I'll video-call my family.
- c If she visits on holiday, she'll learn more about the country.
- d If they save money, they'll be prepared for emergencies.
- e He'll register with the embassy if he moves to the Middle East.
- f If we use the internet, we'll find desirable places to work.

12B

1

a, d, e, g, h

2

- a I would like to take on a position of responsibility.
- b Dear Sir/Madam,
- c Yours faithfully,
- d Currently, I am Public Spaces Officer for Rutland Council.
- e I've designed a sensory garden for the local hospital.
- f I'm well organized and I enjoy solving practical problems.

3

Function	Formal register	Informal register
Letter signing off	j	d
Greeting	a	f
Finishing a conversation	i	h
Requesting less noise	b	c
Wishing someone luck	g	e

4

Order	Figures	Words
1 (highest)	€2,500,000	two million, five hundred thousand euros
2	>€250,000	two hundred and fifty-five thousand euros
3	€250,000	two hundred and fifty thousand euros
4	€25,000	twenty-five thousand euros
5	<€25,000	twenty thousand euros
6	<€20,000	eighteen thousand euros
7 (lowest)	€2,500	two thousand, five hundred euros

12c

1

- a instinct
- b strict
- c episode
- d obstacle
- e concentrate
- f ignore
- g outcome
- h overcome

2

Research shows that people who can think long term are more successful in achieving their goals. But how can we measure this?

One way is the marshmallow test. A child is put in a room with a marshmallow. She is told: 'Go ahead, eat the marshmallow. But if you can wait for 15 minutes, you can have two.'

Can you guess what usually happens? The marshmallow test shows how much self-control someone has. Or doesn't have. Children and adults aren't that different.

3

- a Set a stopwatch or kitchen timer to 25 minutes.
- b Start working on your assignment.
- c Be strict with yourself.
- d For 25 minutes, do nothing but work.
- e Take five minutes off.
- f Return that call, or check your emails.
- g When the alarm rings, it's back to business for 25 minutes.
- h Every four rounds you should take a longer break.

4

- a Generally, animals don't **plan ahead much**. The word order is wrong.
- b Squirrels hide **food** to eat in the winter. One of the nouns is plural not singular.
- c **On** the other hand, chimpanzees can think ahead. A preposition is wrong.
- d If you **offer** a chimp a banana, he will eat it. The first verb is in the wrong tense.
- e The chimp **chooses** the stick. There is a spelling mistake.
- f The chimp **has** self-control. The subject doesn't match the verb.
- g He can imagine a **better** result. The comparative adjective is wrong.
- h What **a** clever chimp! An article is missing.

5

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

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