

Suitable for:
CEFR: B1

2nd Edition

21

ENGLISH FOR THE 21st CENTURY

Level 4 Teacher's Book

Bill Mascull

GARNET
EDUCATION

CE21

ENGLISH FOR THE 21st CENTURY

Level 4 Teacher's Book

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Introduction

The course

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

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

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

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

Course components

Each level of the course comprises:

- a course book in 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



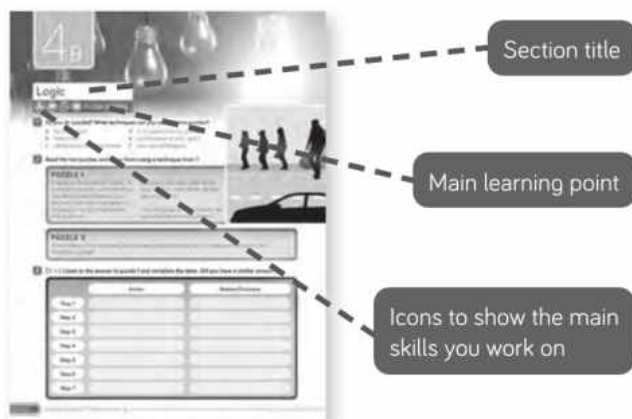
Speaking

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 points, learning to put them into practice in specific contexts. Over the 12 units of the book, the grammar points treated in each unit build into a grammar sequence appropriate for the level.

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

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

Skills: Listening

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

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

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

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

Skills: Speaking

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

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

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

Skills: Reading

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

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

Skills: Writing

Students learn how to write connected text in a variety of genres. Note-taking is a core skill that can be applied to academic study and also to the world of work. Students are also given guidelines as to how to compose a clear, concise email message, both in professional and everyday contexts. Text messages, 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 use the appropriate language to make this organization clear to the reader.

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

Pronunciation

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

C21 skills

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

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

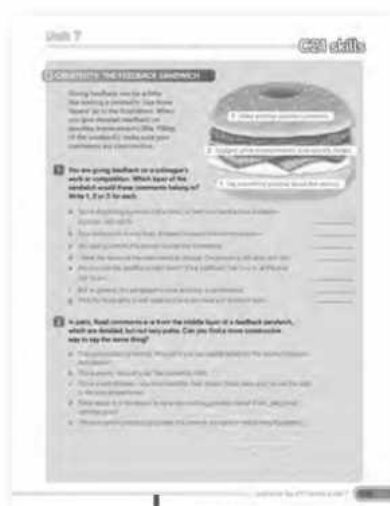
C21 skills area and sub-skill

C21 SKILLS

CREATIVITY:
The feedback sandwich

See page 105 →

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 Focus (Green)

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

FOCUS

Expression Focus (Pink)

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

FOCUS

Pronunciation Focus (Yellow)

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

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

Big questions

Vocabulary

- Research and scientific theories

Grammar

- Revision of tenses

Language skills

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

C21 SKILLS

Communication

- Objective and subjective arguments

Life skills

- Building rapport

Study skills

- Active learning



Talking point

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

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


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

1A The right question?

Research and theories

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

Answers

- a 3 (Photo of sleep research, which links it to the question about dreams. Scientists monitor people while they sleep for research purposes.)
 - b 1 (Photo of the Hubble Space Telescope, which links it to the question about the universe, because the HST orbits Earth providing valuable observations and data about the universe.)
 - c 4 (Photo of a UFO sighting, which links it to the question about aliens.)
 - d 2 (Photo of someone making a decision, which links it to question d and the idea of free will, i.e., is the man actually 'free' to make the decision?)
- 4  1.1 Get students to look through the statements. Play each section of the recording once or twice and then elicit the answers. More importantly, discuss the issues raised in the answers with the whole class.

Answers

- a false The brain decides which information to forget or delete.
- b true
- c false The speaker thinks that bright lights in the sky are alien spaceships.
- d false Decisions are often 'made for us' by society/social pressures.

Transcript 1.1

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

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

Answers

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

Answers

- a explain
 - b estimate
 - c observation
 - d research
 - e measure
 - f theory
- 7 Get students to work on this in simultaneous pairs. With the whole class, elicit the answers, working on word stress, for example, *explain*, *explanation*.

Answers


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

C21 SKILLS

COMMUNICATION: Objective and subjective arguments

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

Then go to page 22 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 89 of this book.

- 8  1.1 Play the recording again, section by section, or get students to look at the transcript for track 1.1. Elicit and discuss the answers – there is a lot of subjectivity here. Students should introduce their own information to support their answers.


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

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

Answers

	Objective	Supported by evidence	Clear and logical
Speaker 1	✓	✗	✓
Speaker 2	✓	✗*	✓
Speaker 3	✗	✗	✗
Speaker 4	✓	✗	✓

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

- 9  This section provides a good starting point for a homework research task. Ask the students to look again at page 14 in the course book and find any evidence

that the Earth is round (the photo of the Hubble Telescope shows the shape of the Earth in the background). Get them to research the topic on the internet. For example, they can google the question 'Is the Earth round?' and follow up on any interesting links. They should report back on their research in a five-minute presentation in the next lesson.

1B Questions and answers

Revision of tenses

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

Answers

- What is the rarest blood type?
- Has a dog ever been into space?
- Who discovered penicillin?
- Will there ever be a cure for cancer?
- Are European Union countries going to reduce the amount of greenhouse gases they produce?
- Is the number of malaria cases going down?

FOCUS

Grammar

Revision of tenses


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

Answers

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

Examples of each tense in the questions in 2

- | | |
|-------------------|----------------------|
| 1 present simple | 4 will |
| 2 past simple | 5 present continuous |
| 3 present perfect | 6 going to |

-  1.2 Play the recording for students to check the answers to the questions in 2. Work on any remaining difficulties. Ask if there is anything that they find surprising or that interests them. Point out that the banner photo for the lesson is a photo of Laika, the Russian dog who was sent into space!

Answers

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

Transcript 1.2

- A What is the rarest blood type?

B AB Negative. Less than 1% of the world population has this type of blood. The most common blood type is O, about 47% of the population.
- A Who discovered penicillin?

B The Scottish biologist, Alexander Fleming. He actually discovered it by accident.
- A Has a dog ever been into space?

B Yes, the Russians sent a dog called Laika into space in 1957. This was four years earlier than the first human astronaut, Yuri Gagarin.
- A Will there ever be a cure for cancer?

B Possibly. There have been some breakthroughs in vaccines. In the USA, five billion pounds is spent every year on research.
- A Is the number of malaria cases going down?

B Yes, it is. It is going down by about 5% a year.
- A Are European Union countries going to reduce the amount of greenhouse gases they produce?

B Yes, all the major countries signed an agreement to cut greenhouse gases by 40% by 2030.

- Do this as a whole-class activity, discussing the logic of the answers.

Answers

- Have you seen
- did you get
- Are you reading
- Are you going
- Will you get/Are you going to get
- do you admire

- 5 Get students to ask and answer questions in simultaneous pairs. Walk around the class to monitor and assist where necessary, ensuring students use the appropriate tense for each question and answer.

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

C21 SKILLS

LIFE SKILLS: Building rapport

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

Then do the exercises on page 23 of the course book now, or come back to them later. Related teacher's notes are on page 89 of this book.

- 6 Introduce the subject of 'saving the planet' by asking students what they understand by this expression. Then get them to look at the question in the rubric. Tell students that they should read the article with this question in mind.
- Get students to read the article individually and silently. Walk around the class to monitor and assist where necessary. With the whole class, work on any language difficulties.
- Then get students to discuss the article and answer the question in simultaneous pairs. Walk around the class to monitor and assist where necessary. Remind them of the modal verbs *could* and *might* that they can use when discussing the ideas, e.g., *Electric cars might be a good way of combating global warming.*
- With the whole class, get some of the pairs to say what their conclusions were, and encourage whole-class discussion.

FOCUS

Pronunciation

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

Answers

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

Transcript ▶ 1.3

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

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


Answers

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

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

Answers


- a SpaceX and electric cars
- b SpaceX started in 2002.
- c It has saved money by reusing rockets.
- d satellites, deliver food and equipment to the ISS
- e They do not use petrol, so they do not produce exhaust emissions (the waste gas that petrol engines produce).
- f People may buy more electric cars.

- 9  Students will probably not know these people: Flossie Wong-Staal (1946–2020), a Chinese American biologist; Nikola Tesla (1856–1943), a Serbian-American electrical engineer, and physicist Yoshiki Sasai (1962–2014), a Japanese biologist.
- 10 Explain the task and get students to do it in class or for homework. Ensure that students bear in mind questions a and b from 9. If they write the profile in class, walk around the class to monitor and assist where necessary. Get students to redraft their profiles following any general or individual comments you have made.

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



Language learning

- 1 With the whole class, introduce the subject of language learning by discussing the list of characteristics (points a–e). Encourage the students to think and talk about how a friend or classmate they know well studies and the strategies they use to be successful.
- 2  1.4 Play the recording once or twice, stopping to allow students to add to the list in 1. Point out that in the recording Professor Hawthorn refers to the language learner as 'she' as an alternative to 'he' or 'they'. With the whole class, elicit the answers and write them on the board in note form.

Answers

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


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

Transcript 1.4

As a professor of language teaching I am often asked the same question, 'What's the best way to learn a language?'. Well, that's a very difficult question to answer because it depends on so many factors such as 'What language are you learning?', 'What languages do you already speak?', 'What do you need the language for?', and so on. But we do know from decades of research that most successful language learners share certain characteristics. So, I'm going to give you a profile of a 'good' language learner.

Broadly speaking, I can say that a good learner experiments with language and she takes risks. That's the first thing. And she is realistic. By realistic, I mean she knows that learning a language is not simple or easy. It takes time and effort. She accepts that sometimes progress will seem slow. Next, she is independent, meaning she doesn't just sit in the classroom expecting to learn. Instead, she is always looking for opportunities to learn, to practise, to improve. And importantly, a good learner is able to find the right balance between accuracy and fluency. And by accuracy we mean communicating correctly, not making mistakes or errors, and by fluency we mean communicating freely and easily.

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

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

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

Possible answers

- learn a little every day, rather than remember a lot at infrequent intervals
- are good at memorizing information and developing memory techniques
- don't 'argue' with the language they are learning. If they find something strange or illogical, they should put their energy into learning it, rather than into questioning the rules.
- use dictionaries in an intelligent way, i.e., they don't think and look in terms of word-for-word equivalents

- aren't concerned about achieving perfect pronunciation. Being understood by native speakers is a reasonable goal at this stage in their learning.
- learn blocks of language, not just isolated words

C21 SKILLS**STUDY SKILLS: Active learning**

Do the exercises on page 24 of the course book now, or come back to them later. Related teacher's notes are on page 89 of this book.

FOCUS**Pronunciation**

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

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

Elicit the answer for the final question. Ask one or two students to say sentences a and d using the unstressed sound /tə/ for 'to'.

Answers

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

Transcript ▶ **1.5**

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

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

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

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

Answers

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

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

- 5 ▶ **1.6** Get students to read the questions in the rubric before playing the recording. Play the recording once or twice. Elicit the answers to the questions.

Answers

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

Transcript ▶ **1.6**

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

FOCUS

Expression

Justifying opinions

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

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

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

Answers

- a Speaking from experience
- b Referring to another person's opinions
- c Using evidence

- 7 Explain the task by going through the steps, explaining any difficulties, e.g., *feature*.

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

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

2

Stories

Vocabulary

- Incidents: Hijackings and robberies

Grammar

- Narrative tenses: Past simple and past continuous

Language skills

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



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

C21 SKILLS

Critical thinking


- Evidence and witness accounts

Communication

- Telling stories

2A Can you solve the mystery?

Narrative tenses

- 1 Refer to the subheading of this section and explain that the adjective *narrative* describes the telling of a series of events. Explain that *narrative* can also be a noun meaning 'story'.
Get students to work in simultaneous pairs on the pictures to guess the story. They should use all five pictures and try to work out the connection between them. Walk around the class to monitor and assist where necessary.
Then get two or three pairs to give their interpretations of the pictures for the whole class.
- 2 Get students to read the story individually, or read it aloud with the whole class. Explain any difficulties.
Then, with the whole class, get students to relate the story to the photos in 1, and discuss to what degree students had anticipated the story in their answers to 1.
Then get individual students to say what they think happens next. Encourage them to use the clues in the last paragraph, e.g., 'something around his waist' – What could this be? or 'Outside it was dark and stormy.' – What consequences might this have?
- 3  **2.1** Explain the task and play the recording once or twice, explaining any difficulties.
Then get students to work in simultaneous pairs on what happened next, and report back to the whole class.
Work on narrative tenses, e.g., *Perhaps Cooper landed successfully and survived. Perhaps he buried the money so that he could come back to find it later.*
Perhaps he died of cold while he was making his descent.
Perhaps he landed safely, but the money blew away and he couldn't find it in the dark.
For the moment, concentrate on using the past simple and past continuous rather than *might have*, *may have*, *could have*, etc.

Transcript 2.1

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

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

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

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

Possible answers

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

FOCUS

Grammar

Narrative tenses

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

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

Answers


- a was playing, found – Brian Ingram, the boy who found the money
- b was serving, gave – Florence Schaffner, flight attendant
- c was raining, jumped – Dan Cooper
- d landed, were waiting – a Reno police officer
- e jumped, was flying – the plane's pilot
- f was not wearing, delivered – the airport manager
- g was not wearing, sold – the ticket sales clerk
- h was sitting, did not know – the passenger in the seat next to Cooper

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

Work on any difficulties and then get some of the pairs to repeat their exchanges for the whole class.

Answers

- a What was Cooper wearing when he got on the plane? a dark suit
- b What did he say to the flight attendant? 'I have a bomb in my briefcase.'
- c Where did the plane land at 17.39? in Seattle
- d Who did Cooper talk to while workers were refuelling the plane? the crew
- e Where was the plane flying to when Cooper jumped? Reno Airport/Mexico City
- f How fast was the plane flying? at the slowest speed possible
- g Who was waiting when the plane landed at Reno Airport? armed police

- 7  2.2 Prepare for the task by getting students to look at the headings in the table. Play the recording once or twice and get students to take notes.

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

Transcript  2.2

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

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

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

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

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

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

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

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

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



Witness accounts

- 1** **2.3** Check that students remember the meaning of *witness accounts*. Ask them if witnesses to the same event give the same accounts (usually not).
Point out the headings in the table, explaining *sequence* if necessary.
Play the recording for each witness once or twice, stopping at suitable points to allow students to make notes under each heading in the table for each witness.

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

Transcript 2.3

Witness account 1

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

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

Witness account 2

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

- 2** With the whole class, get different students to make statements, using information from the table, e.g., *The first witness thought that one of the robbers was six feet tall, while the other witness thought he was only five feet eight inches.* Point out these expressions: *but, however, while, by contrast, on the one hand . . . , on the other hand . . .*

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

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

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

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

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

C21 SKILLS**CRITICAL THINKING: Evidence and witness accounts**

Do the exercises on page 36 of the course book now, or come back to them later. Related teacher's notes are on page 90 of this book.

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

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

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

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

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

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

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

2B What makes a great story?

Structuring a narrative

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

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

Answers

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

FOCUS

Expression

Structuring a narrative

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

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

Answers

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

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

Answer

Stage 4 Climax

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

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

Answers

Stage 1 Set the scene: d

Stage 2 Introduce the characters: b

Stage 3 Rising action: a

Stage 4 Climax: f

Stage 5 Falling action: c

Stage 6 Conclusion: e

- 5 Tell the students they are going to write their own story. Explain steps 1–3 and highlight that they should write a draft of their story individually before they swap their stories in pairs. Tell the students to go to page 177. They can choose one of the two photos to base their story on.

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

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

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

C21 SKILLS**COMMUNICATION: Telling stories**

Do the exercises on page 37 of the course book now, or come back to them later. Related teacher's notes are on page 90 of this book.

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

Possible questions

How did you get that scar?

Why were you late for the meeting?

What did you do on holiday?

2c Can we travel through time?

   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 pages 7–8 of this book.

3

Movement

Vocabulary

- Describing movement

Grammar

- Passives

Language skills

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

C21 SKILLS

Life skills

- Working towards a common goal

Communication

- Avoiding personal references

Life skills

- Rules and responsibility



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

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

3A Journeys



Describing movement

- 1** With the whole class, get students to focus on the photos. Tell them not to look at the texts yet. Elicit the answers from the whole class. This will depend on their level of knowledge of the natural world, of course. Teach words like *species* (singular and plural form are the same), *herd* (of animals), *flock* (of birds), *migrate*, and anything that comes up in your discussion. You could ask the class which language they think 'wildebeest' comes from and what it means. (It comes from Afrikaans, one of South Africa's languages; it means 'wild beast'.)

Answers

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

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

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

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

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

Answers

Wildebeest

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

Monarch butterflies

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

C21 SKILLS

LIFE SKILLS: Working towards a common goal

Go to page 50 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 90 of this book.

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


Answers

- a set off
- b reach
- c return journey
- d towards
- e via
- f head
- g spend
- h far from
- i on the way
- j cross
- k takes

- 5** Introduce the idea of human migration by talking about the way that many Chinese people travel around the country at Chinese New Year – *Chunyun*. Get them to look at and comment on the photos, which show people travelling during the *Chunyun* period. Give students time to work on the task individually or in pairs. With the whole class, elicit the answers.

Answers

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

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

Answers

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

Transcript 3.1

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

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

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

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

Interviewer How long is the journey?
Liling It's going to take 36 hours. And I have already been travelling for a long time this morning because everywhere is so busy.

Interviewer A 36-hour train journey?

Liling Yes. I left home at 6.30 this morning.

Interviewer What are you going to do on the train?

Liling I'm going to sleep a lot because I'm very tired. I've been studying very hard lately.

Interviewer And do you have a bed on the train?
Liling No, I just have a seat. There are beds on the train, but they're expensive.

My ticket only costs 500 Yuan. That's about 70 dollars for a return ticket.

Interviewer So in 36 hours you'll be back home with your family?

Liling No, in Chengdu. I have to get a bus to my town. That's another three hours!

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

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

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


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

3B Urbanization

   Passives

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

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

- 2**  **3.2** Explain the task and play the recording once or twice, pausing at appropriate moments to allow students to absorb the information and check their answers.

Answers

- a It shows the growth of world urban population and decline of world rural population.
- b World urban population became greater than world rural population for the first time.
- c Urban growth is fastest in parts of Africa and Asia; it is slowest in Europe.

- d Urbanization has already happened in developed countries, whereas in developing countries the process is still happening.

Transcript 3.2


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

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

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

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

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

- 4**  **3.3** Explain the task and play the recording once or twice, pausing halfway through to discuss the reasons, if necessary. With the whole class, get them to say if the lecturer mentioned the same issues that they came up with.

Answers

Push factors – pushing people away from rural areas


- low wages
- a lack of jobs
- natural disasters such as floods or droughts, which can cause starvation

Pull factors – pulling people towards towns and cities

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

Transcript 3.3

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

- 5**  **3.4** Play the recording once or twice, stopping two or three times to allow students to complete the table. Get students to complete the table individually. Walk around the class to monitor and assist where necessary.

With the whole class, work on any vocabulary problems that have arisen. Then get one student to draw their completed table on the board, explaining what they are writing under each heading, and discussing it with the whole class.

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

Transcript ▶ 3.4

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

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

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

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

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

- 6 ▶ 3.5 Get students to look through the sentences. Then play the recording once. Play the recording again and elicit the answers, working on any difficulties. You could point out the different pronunciation of the *t* in the verbs *created* and *affected* which end in an /ɪd/ sound rather than a /d/ or /t/ sound.

Answers

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

Transcript ▶ 3.5

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

FOCUS**Grammar****Passives**

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

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

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

Answers

- Some people are offered¹ manual jobs, for example, in the building trade.
- However, some people are not given² work because they do not have the right skills or are too old.
- About 40% of urban expansion is estimated³ to be taking place in slums.
- On a practical level, there is more business, and consequently more jobs are created⁴.
- But how are rural areas affected⁵ by urbanization?

- This is particularly difficult when young men are migrating because traditionally, in rural areas, the more physical jobs were carried out⁶ by these young men.
- However, the benefits that urbanization brings to rural areas should not be ignored⁷.
- This money will be spent⁸ in the rural communities.
- Animals are bought⁹ and school fees are paid¹⁰.
- In addition to helping their families financially, when these workers return to their villages they often bring with them new knowledge and skills that can be used¹¹ to benefit the local area.

unimportant 3

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

unknown –

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

Answers

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

FOCUS

Pronunciation

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

Answers

- a know
- b town
- c police

Transcript ▶ 3.6

- | | | | |
|---|-------|----------|-----------|
| a | job | know | cost |
| b | town | provide | pollution |
| c | money | everyone | police |

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

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

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

Possible answers

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

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

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

Answers

- a problems are caused by cities
- b solutions can be found by people
- c homes were built by builders
- d skyscrapers were invented
- e something similar is being developed by architects
- f a system has been designed by a company
- g crops to be grown by farmers
- h vertical farms will be built
- i a property developer was awarded a difficult project by the Chilean government
- j the developer was asked by the government
- k the developer was given enough space by the government
- l 100 poor-quality houses to be built by the company
- m each family was offered
- n each house was fitted
- o the families were encouraged
- p their houses have been sold

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

C21 SKILLS

COMMUNICATION: Avoiding personal references

Go to page 51 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 90 of this book.

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

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

- 11** Refer students to page 177 of the course book. Put the students into two groups, A and B. Read through the first part of the exercise with students. Then give the groups five minutes (or ten, if possible) to discuss their topics.

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

3C Rules



Identifying the main idea and supporting points

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

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

- 2** Bring students' attention to the title of the article and get them to read the article individually. Walk around the class to monitor and assist where necessary. Work on any common difficulties, for example, the rule about roundabouts (*traffic circles* in AmE), which has to be understood in the context of driving on the left and giving way to cars already on the roundabout. Work, if necessary, on other road-related vocabulary such as *lane*. With the whole class, elicit and discuss the answers.

Answers

- a at work, at home, at the theatre
- b Drivers don't have to think or make decisions, they just drive.
- c Both traffic lights and roundabouts have rules, but at roundabouts drivers have to read each other's intentions and cooperate.
- d Traffic lights are being replaced with roundabouts in the USA.
- e A 'naked street' is a street with no signals and instructions.
- f They are areas shared between drivers, cyclists and pedestrians, with no lanes telling people where they should be.

- 3** Get students to look at the questions and then read the article again to answer them. Work on any difficulties. With the whole class, elicit the answers.

Answers

- a that everywhere he goes, he is told what to do
- b 2
- c This can be seen when drivers meet at a roundabout, for example.
We look at each other, read each other's intentions, and together we decide who will go first. In other words, we cooperate.
The results have been impressive, with speeds reduced and accident rates falling.
Instead, the different road users are more aware of each other and therefore more careful not to cause accidents.
- d The writer gives a slightly biased view, i.e., the writer is against rules and uses examples to support his opinion.

C21 SKILLS

LIFE SKILLS: Rules and responsibility

Go to page 52 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 90 of this book.

FOCUS

Expression

Identifying the main idea and supporting points

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

4 Get students to read the relevant paragraph again. They might foresee problems with pedestrians and drivers not knowing which part of the road is 'theirs'.

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

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

Answers

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

The supporting ideas are underlined.

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

I'm speaking as a partially-sighted person, and the new 'naked street' in my town has caused me serious problems. Without traffic lights and a pedestrian crossing, it's impossible for me to cross the road safely. And it's not only vulnerable people like myself who suffer from these projects. One survey has shown that many pedestrians feel unsafe sharing the space with cars. There is evidence that a lot of drivers dislike these 'shared spaces' because they are not sure which spaces they can use.

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

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

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


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

Get particular pairs to say what they came up with for each issue, and have a whole-class discussion,

incorporating any suggestions and improvements that you made.

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

  Appropriate turn-taking

1  **3.7** Play the recording, so that students can answer the first question. Then play the recording again, stopping after each conversation so that students can answer the other questions.

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

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

Answers

- a students not being independent at university, a staff handbook, trusting employees at banks
- b Students are not independent enough. They need to make their own decisions.
- c Yes. There are a lot of rules in the staff handbook.
- d no

Transcript 3.7

Conversation 1

A The problem we have at this university is that our students are not independent. They are given too much support.

B Sorry, do you mean by their teachers?

A Yes, by their teachers, by their parents, by everyone. They aren't ready to take responsibility for themselves. We need fewer rules and more opportunities for students to make their own decisions.

Conversation 2

A What's the matter, Jan?

B I'm just reading the staff handbook. This company has a lot of rules.

A You mean like dress codes, and so on?

B Exactly. There's a rule for everything – shoes, ties, haircuts.

A Yes, I know what you mean.

Conversation 3

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

FOCUS**Expression****Appropriate turn-taking**

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

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

FOCUS**Pronunciation**

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

Answers

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

Transcript ▶ **3.8**

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

- 2 Start a discussion with one of your students about the first statement, to give everyone the idea. Divide the class into new pairs, i.e., each student works with someone that they have not worked with previously in the lesson.
- Allocate roles A and B and a statement (a, b or c) to each pair. Make it clear that each student should prepare notes for their side of the discussion, but not to have the discussion yet. Then start the activity, ensuring that each student is making notes. Walk around the class to monitor and assist where necessary.
- 3 Get students to look at the diagram and explain any problems. Show how it works by using it to discuss statement a in 2 with one student to ensure that everyone has the idea.
- Then get students to use the diagram to discuss the three statements in simultaneous pairs. Walk around the class to monitor and assist where necessary.
- With the whole class, work on any difficulties. Get a few students to repeat some of their discussion points, incorporating any corrections and improvements that you made, especially those related to stress and intonation, which, when not correctly controlled, can make some 'disagreement' expressions sound more aggressive than intended. Then get some of the pairs to repeat their exchanges for the whole class.
- 4 As an alternative to doing this as small group work with a whole-class follow-up activity, get students to think about and answer the questions individually and to make notes. Tell them that you will call on two or three students to give short presentations, but don't tell them which students are going to do this.
- Walk around the class to monitor and assist where necessary, checking that students are making useful notes. When they are ready, get two or three students to give a presentation.

4

Logical thinking

Vocabulary

- Logistics
- Types of thinking for puzzle solving

Language skills

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



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

C21 SKILLS

Creativity

- Internet forums

Critical thinking

- Logical vs lateral thinking

4A Logistics

Topic sentences

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

Answers

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

FOCUS

Expression

Topic sentences

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

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

Answers

- 1 c
2 b
3 a

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

Answers

- a • Problem: transport costs and carbon emissions
• Logistics solution:
- | | |
|-----------|---------------------------------------------------|
| Transport | buses and boats |
| Cost | \$2 per kilo |
| Time | 40 days |
| Benefit | cuts carbon emissions and reduces transport costs |
- b transporting the goods by ship rather than by plane


Transcript 4.1

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

C21 SKILLS

CREATIVITY: Internet forums

Go to page 62 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 91 of this book.


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

4B Logic

Puzzle solving

1 Bring students' attention to the topic of this section and test them on the pronunciation of *puzzle*. Work also on the correct stress of *logic* and its related adjective *logical*. Get students to talk about whether they do puzzles or not. For example, you could discuss whether or not there are puzzle pages in newspapers in their countries or if they do puzzles online or buy puzzle books. Discuss the techniques with the whole class. Perhaps the most interesting point is whether people prefer to work individually or with the help of others.

2 Read the two puzzles with the whole class and explain any problems, e.g., the noun and verb *bully*. Get students to discuss the puzzles with a partner, or to work individually as they prefer. With the whole class, get students to say what they think the answer is to each puzzle, and which of the techniques from 1 they used to solve it. Don't confirm answers as students will listen to find out in 3.

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


Answers

See table below.

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

Transcript 4.2

First, the father crosses the road with Ben. Then he comes back alone. Then he crosses the road with Anna. But he comes back with Ben. Then he crosses the road with Clare and leaves her with Anna. He then comes back alone. Finally, he crosses the road with Ben.

4  **4.3** Play the recording and get a student to give the answer to puzzle 2.

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

Answers

For puzzle answer see the transcript for track 4.3.

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


Transcript 4.3

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

C21 SKILLS

CRITICAL THINKING: Logical vs lateral thinking

Do the exercise on page 63 of the course book now, or come back to it later. Related teacher's notes for the exercise are on pages 91–92 of this book.

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

Answers

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

Transcript  4.4


So first of all, the person doing the puzzles needs to work out what kind of puzzle it is. Some puzzles are logical-thinking puzzles and they can be done systematically. So, for example, the father who needs to cross the road puzzle. You need to think about the possibilities one by one. If the father takes Anna first, we know that Ben will bully Clare, so this is not an option. We eliminate this possibility. And so on.

We also need to think creatively. The trick in this puzzle is that the father needs to bring Ben back, which is not what we normally do. So we need a completely open mind and to avoid making any assumptions.

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

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

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


- 7**  **4.5** Explain the task, play the recording and get students to say what the answer to the puzzle in 6 is. Get students' reactions.

Answer

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

Transcript  4.5

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

- 8**  Put the students into pairs and allocate As and Bs. Refer Bs to page 190 of the course book. Tell students to read their two puzzles. Then, in simultaneous pairs, students discuss their puzzles and think of possible answers together. When they have finished, tell them to go to the page with the answers (178) to their puzzles. Then tell the As and Bs to form new mixed groups to further discuss and explain the puzzle situations with each other.

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

4C Migration

   Slideshow

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

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

5

The mind

Vocabulary

- Brain functions
- 'Mind' phrases

Grammar

- Modals of deduction

Language skills

- Listening: Listening to confirm information
- Listening: Listening to complete sentences
- Reading: Reading to label a diagram
- Reading: Reading to speculate about a photo
- Speaking: Sharing ideas and opinions
- Speaking: Discussing assumptions
- Speaking: Discussing differences
- Reading & Listening: Transferring information to a mind map



Talking point

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

C21 SKILLS

Critical thinking

- Cognitive training
- Identifying assumptions

Life skills

- Focusing attention

5A The brain

    Brain functions; 'Mind' phrases

- 1 Explain the task and, with the whole class, anticipate the numbers in question 2 by checking that students understand *billion* (= a thousand million).


Get students to start the task. Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers, and above all, discuss them. For example, say that *using your grey matter* means using your brain.

Answers

- 1 b grey and white matter
 - 2 c one hundred billion
 - 3 b 75%
 - 4 a 3 lbs (Point out the abbreviation for pounds and say that 3 lbs is about 1,400 grams.)
 - 5 b 25 years old
 - 6 b mental activity
 - 7 c 50,000
 - 8 a five minutes
- 2 With the whole class, get students to talk about the way that different areas of the brain are responsible for different things. Then get them to label the diagram, but don't give them the answers yet as students listen to find out in 3.

Answers

- a Frontal lobe: High-level thinking
 - b Occipital lobe: Visual
 - c Cerebellum: Movement
 - d Brain stem: Body basics
- 3  5.1 Explain the task and play the recording once or twice. Explain any difficulties and work on vocabulary, but do not spend too much time on technical brain vocabulary such as *frontal lobe*, etc. However, do work on general vocabulary such as *posture*. Elicit and discuss the answers.

Transcript 5.1

The human brain is the most complex organ in the body and is made up of many different sections, which each control a number of functions. It is perhaps useful to start with the six main sections. The cerebrum is the largest part of the brain, but that in itself can be divided into four main sections. First, there is the frontal lobe which deals with high-level thinking – intellectual actions like problem-solving, for example. Then there is the parietal lobe. When the brain receives sensory information like pain or touch, the brain needs to process that information and this is done in the parietal lobe. In other words, it helps us to make sense of the world. Next, we have the occipital lobe and this is the visual part of the brain. It deals with information received through the eyes, so shapes, colours, and so on. The final part of the cerebrum is the temporal lobe. This is where the brain processes language, for example, sounds and understanding speech. The temporal lobe also helps us to form memories.

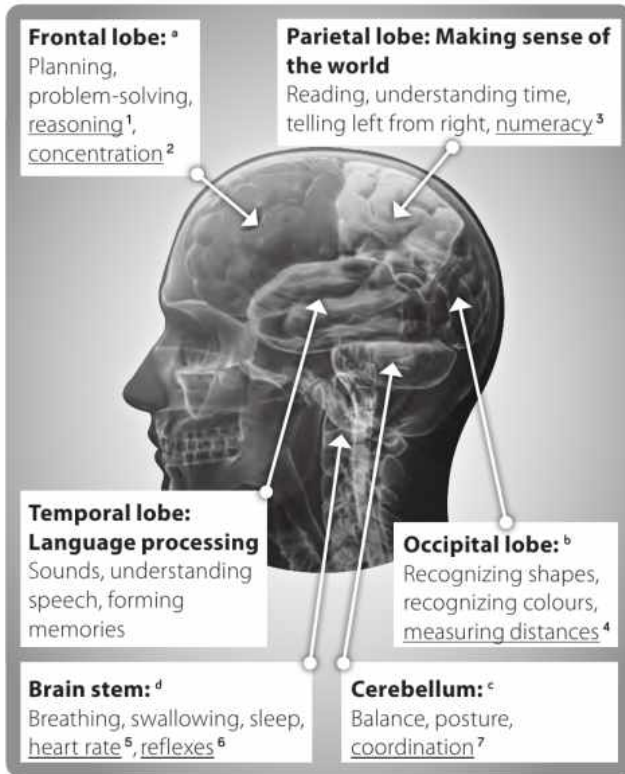
Moving away from the cerebrum, we have the cerebellum, or 'little brain'. The cerebellum is in charge of movement, which covers things like physical actions, balance and posture, and so on.

Finally, one should not forget the brain stem. This is where basic but absolutely vital body functions are controlled, for example, breathing, swallowing and sleep.

- 4 Explain the task. Some of these should be obvious following previous activities, so do the exercise quickly with the whole class.

Answers

- a thinking about something in a logical, sensible way (Work on the meaning and pronunciation of *sensible*. Compare and contrast it with *sensitive*.)
- b calculating how far one thing is from another (Work on pronunciation of *measuring*.)
- c the ability to use different parts of the body together efficiently
- d the number of heartbeats per minute
- e the ability to understand and work with numbers
- f the ability to focus all your attention on something
- g actions performed without thought



- 5 Explain the task and get students to work on it in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, work on any difficulties. Elicit and discuss the answers.

Answers

Answers will vary in relation to students' discussion and examples of different activities.

- a crossing the road – occipital lobe, cerebellum
- b taking an exam – frontal lobe, parietal lobe
- c driving – cerebellum, occipital lobe, frontal lobe
- d taking a gym class – cerebellum
- e multiplying – parietal lobe
- f playing a video game – frontal lobe, occipital lobe
- g having a job interview – temporal lobe, frontal lobe

C21 SKILLS

CRITICAL THINKING: Cognitive training

Go to page 77 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 92 of this book.

- 6 5.2 Explain the task and play the recording once or twice. Elicit the answers.

Answers

(Numbers refer to the questions in the quiz in 1.)

- 1 2
- 2 5
- 3 8
- 4 3
- 5 6
- 6 7

Transcript 5.2

- 1 A Hmm. There's a lot of them for sure. I think a hundred million.
B Right, OK.
A No wait, I don't know now. Maybe it's more ...
B Well, make up your mind!
- 2 A I think it's 'c'. I think it keeps on growing throughout your life.
B Yeah, you could be right.
A Do you mind if I write that down?
B No, of course not!
- 3 A The answer's 'a'. Five minutes. I thought it was much more than that.
B Never mind, it's only a quiz!
- 4 A Seventy-five per cent sounds like a lot to me.
B Yes, I know. But you've got to bear in mind that the whole body is mostly made up of water.
- 5 A I think mental activity probably helps. It makes sense, doesn't it?
B OK, I'll write that down then.
A No wait! I've changed my mind! I think it's 'a' – physical exercise. I've read something about how it's good for your brain.
- 6 A I think it depends on what sort of day you're having.
B What do you mean?
A Well, when I'm stressed, when I've got a lot on my mind, I think about a lot of things, more than when I'm relaxed.

- 7 5.3 Explain the task and play the recording once or twice. Elicit the answers. Explain any difficulties. Get individual students to repeat the phrases after you, using correct stress and intonation.

Answers

- a make up
- b Do
- c Never
- d bear in
- e changed
- f a lot on

Transcript ▶ 5.3

- a Well, make up your mind!
- b Do you mind if I write that down?
- c Never mind, it's only a quiz!
- d But you've got to bear in mind that the whole body is mostly made up of water.
- e No wait! I've changed my mind!
- f ... when I've got a lot on my mind ...

- 8 Work through the activity quickly with the whole class.

Answers

- a have a different opinion to before
- b don't forget
- c make a decision
- d have many things to worry about
- e don't worry
- f Is it OK with you ...?

- 9 With the whole class, discuss the first question with one or two students to give everyone the idea. Then divide the class into groups of three or four, appointing a student in each group as a representative who will later summarize their group's discussion 'findings' on each point. Start the simultaneous discussion. Walk around the class to monitor and assist where necessary. Note down particular problems related to the language of the unit so far. With the whole class, work on any common difficulties. Then get representatives from each group to summarize their findings. Encourage whole-class discussion, but ensure correct use of language points that you have just worked on.

5B Perception


Modals of deduction

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

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

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

There are no right answers at this stage. Encourage the students to talk about why they think possibility 1, 2 or 3 is the most likely using evidence from the photo

and logic. You could ask the students about 'photoshop' and how it is used as a verb to refer to changing an image in some way. Explain that we use *may* or *might* when we are not certain of the answer.

- 2 ▶ 5.4 Play the recording once or twice. Check that students are completing the sentences in 1 correctly.

Answers

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

Transcript ▶ 5.4

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

FOCUS**Pronunciation**

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

Answer

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

Transcript ▶ 5.5

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

FOCUS**Grammar****Modals of deduction**

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

3 Do this activity with the whole class. Write example sentences on the board, relating them to information in the earlier exercises. The students may think the images were 'photoshopped'. The 'tap' image is actually a real lake in Dalat, Vietnam, which has a model tap in the middle of the lake, which is made to look like there is water coming out. The 'person on the hand' is a simple illusion. The person who appears to be on the man's hand is actually standing on the ground at a distance that makes her look smaller.

4 Explain the task. Divide the class into pairs and allocate roles, As and Bs. Give students time to read the sentences in their box. Point out that Student A reads out sentences a–d, and Student B chooses the appropriate response from their box on page 73 (1–4), completing it with the correct modal verb using the correct tense. Then they swap roles.

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

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

Answers

Student A

- a 3 – must
- b 2 – must have
- c 1 – must have
- d 4 – can't

Student B

- a 2 – must have
- b 3 – might have/could have/must have
- c 4 – can't be
- d 1 – may/might/could

C21 SKILLS

CRITICAL THINKING: Identifying assumptions

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

Then go to page 78 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 92 of this book.

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

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

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

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

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

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

5c Concentration

 Transferring information to a mind map

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

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

2 Tell students that they will read the article individually, in order to check the guesses that they made in 1, and to identify the fact that surprises them most, and why.

Get students to read the article individually, but don't interrupt them except to assist with any difficulties.

With the whole class, elicit and discuss the answers. Do they think the information in the article is reliable in relation to their own experience? For example, if you are awake 16 hours a day, and pick up your phone 1,500 times a week, you would be doing this more than 13 times an hour, i.e., more than once every four minutes. This might be the most surprising fact.

Answers

- a 12, 8
- b 30
- c 1,500
- d 4%

- 3** With the whole class, give students time to look at and absorb the mind map before they start relating the information in each box to the information in the article.

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

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

Answers

productive work/effective study – (Concentration is) necessary for effective studying and productive work.

mobile phones – ... the average person in the UK picks up their phone 1,500 times a week.

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

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

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

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

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

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

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

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

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

Possible answers

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

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


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

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

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

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

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

- 5**  **5.6** Get students to look at the mind map before listening to the recording. Then play the recording, stopping after each speaker, and get students to complete the boxes.

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

Answers

- a living in the present moment
- b notice the thoughts going through your mind
- c pay attention to everything you are experiencing
- d benefits
- e improves concentration
- f reduces stress and depression
- g criticisms
- h too difficult

Transcript  **5.6**


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

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

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

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

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

- 6**  Discuss the first situation with a particular student to give everyone the idea. Don't just ask which description the student chooses, but get them to develop their answer, giving reasons and explaining.

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

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

C21 SKILLS

LIFE SKILLS: Focusing attention

Go to page 78 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 92 of this book.

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

Possible answers

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

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

6

Changing minds

Vocabulary

- Types of mnemonic
- Language of persuasion

Language skills

- Listening: Listening to identify and remember specific information
- Listening: Listening to label a diagram
- Reading: Reading to understand memorization strategies
- Reading: Reading to match headings to paragraphs
- Reading: Reading to summarize information
- Reading: Reading for specific information
- Speaking: Discussing mnemonics
- Writing: Writing persuasively
- Writing: Writing a description of a process



To focus students on the topic, read through the questions and ask for their feedback. Elicit students' ideas on what motivates them. See if they understand the difference between extrinsic motivation (being motivated by something outside of oneself) and intrinsic motivation (being motivated by something inside one's own mind, like strong beliefs or the need for success).

C21 SKILLS

Study skills

- Memorization

Life skills

- Persuading other people to do things


6A Memory

Remembering information

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


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

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

- 2**  **6.1** Explain the task. Play the recording once. Check students are not writing down the answers. Then, once they have heard the recording, get students to write down answers either individually or in pairs. Then see which individual or pair has remembered the most. Don't check answers at this point, apart from asking students who has remembered the most.


Transcript 6.1

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

- 3**  **6.1** Play the recording again and get students to check their answers.

Answers

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

- 4**  **6.2** Play the recording once or twice, stopping at convenient points to clear up any difficulties with the

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

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

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

Answers

- a Working
 b Long-term memory
 c less than a second
 d seven
 e infinite

Transcript 6.2

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

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

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

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

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

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

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

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

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

Answers

- 4
- 1
- 6
- 3
- 5
- 2

C21 SKILLS

STUDY SKILLS: Memorization

Go to page 90 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on pages 92–93 of this book.


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

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

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

Answers

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

- 10  6.3 Play the recording, stopping after each explanation to discuss the merits of each mnemonic. Work on any remaining difficulties.

Answers

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

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

Transcript 6.3

- How do you remember the number of days in each month? Well, you could try looking at your hands! Make two fists and start to count the months of the year on your knuckles from the left and the spaces between. In this way, each knuckle is a month with 31 days, and each space is a month with 30 days. Or 28 or 29 in the case of February.
- The number pi is the ratio of a circle's circumference to its diameter and it is very useful for mathematicians. However, because the number is extremely long, people use mnemonics to remember as much of the number as possible. One way is to think of a sentence and use the number of letters in each word to represent the numbers in pi. The first eight numbers in pi are 3.1415926. So we can use the sentence 'May I have a large container of coffee?'. 'May' is three letters, 'I' is one letter, 'have' is four letters, and so on.
- The relationship between spelling and pronunciation in English is not at all simple. Sometimes mnemonics can help. For example, the phrase 'when two vowels go walking, the first does the talking' means the sound of a word is similar to the first vowel in that word. So 'meat' sounds like 'e', 'brain' sounds like 'a', and so on. But, of course, there are exceptions.

- d The order of the colours of the rainbow are not easy to remember and that's why there are lots of mnemonics to help us. 'Richard of York gave battle in vain' is just one example where the first letter of each word is the same as the first letter of the colour. So, Richard – red, of – orange, York – yellow, gave – green, battle – blue, in – indigo, vain – violet.

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

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

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

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

Possible answers

Group A

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

Group B

- a Could be a sentence with words the same length as the numbers shown.
 b Could be something like 'There is one C and two Ss in *necessary*.'
 c Could be a story beginning, for example, 'The plate was made of hair and the handbag was made of pencils. The watch was ...'
 d Could be something like 'Don't be embarrassed with two Rs and two Ss.'

FOCUS

Pronunciation

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

Answers

- a board
 b said
 c height

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

Transcript ▶ 6.4

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

6B Motivation

    Persuasive language


- 1 With the whole class, get one or two students to give examples of things they've done this week in order to give everyone the idea.
 Get students to work individually on three things they have done. Then, with the whole class, ask individual students for their examples of things they have done, and why they did them.
- 2 Tell students that they are going to read part of an article about *motivation*. Teach the word if they don't already know it, and the related verb *motivate*.
 Get them to read through the questions before reading the article. Then get students to read the article individually. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers.
- Answers**
 a reward, fear, achievement, social pressure
- 3 Explain the task and get students to look at the photos in small groups, without explaining yourself what each photo is about. Walk around the class to monitor and assist where necessary, but don't explain any photo, for example, what the barnacle gatherer is doing; get students to guess.

With the whole class, get representatives from groups to say what they think the motivations are behind each photo. Don't confirm answers as students will listen to find out in 4.

C21 SKILLS

LIFE SKILLS: Persuading other people to do things

Go to page 91 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 93 of this book.

- 4**  **6.5** Play the recording, stopping after each speaker, getting students to check their answers. Explain now, if necessary, that barnacles are a kind of shellfish and some species can be eaten, especially in Spain and Japan.


Discuss the motivations of the people in each photograph, developing what students said in the previous exercise.

Answers

- a** A man is collecting barnacles from a rock to sell to restaurants.
- b** These people are waiting on a crowded station platform to get on a train. Most of them are on their way to work.
- c** These students are happy because they've graduated from university. They feel very proud.
- d** The person is about to dive into the water. He/She dived because everyone else was doing it.

Transcript 6.5

- a** There is a type of barnacle here in Northern Spain and they are called 'percebes'. The barnacles stick to the side of the rock. You can eat them and they are very popular in restaurants around Europe. I was collecting them yesterday. It's dangerous work, but I can make good money.
- b** I have to get the train to and from work, it's really busy. I don't enjoy it, but it's the best way to get to work.
- c** I graduated from university last week. Studying for my degree has been hard work. My graduation ceremony was a really proud moment for me. I feel amazing!
- d** I'm afraid of heights, but I dived in the water anyway. All my friends were doing it and I didn't want to be the only one who didn't!


- 5**  Explain that Dwight D. Eisenhower was president of the USA from 1953–1961, and had been a general in the US Army during the Second World War. Get students to comment on what they understand by the quote, and whether they agree with him.

- 6** Get students to read the four texts individually and to answer the questions.

Then elicit the answers with the whole class.

Answers

- 1**
 - a** a company manager or boss
 - b** employees
 - c** to return to work from lunch on time
 - d** fear (of losing their jobs)
- 2**
 - a** the head of a residents' association
 - b** someone living in the street
 - c** to get them to dispose of rubbish in the approved way
 - d** social pressure (from neighbours)
- 3**
 - a** an advertising company
 - b** people with stains on their teeth
 - c** to persuade them to buy BrightWhite toothpaste
 - d** reward (of having white teeth)
- 4**
 - a** a relative or friend of Samir
 - b** someone at university who is thinking of dropping out
 - c** to persuade them to finish the course
 - d** (potential) achievement

- 7**  Get students to work on these scenarios in simultaneous pairs. Walk around the class to monitor and assist where necessary as usual. Then elicit and discuss the answers with the whole class.

Possible answers

- a** Let me remind you that the photocopier is not for personal use.
It is important to remember that our photocopying costs have been too high, owing to unauthorized use of the copier for personal documents.
- b** I think it would be a pity if you got married at this point in your life.
Are you sure you want to be with this person for the rest of your life? You'll regret it! (As a variant on 'You won't regret it!')
- c** We would ask you to consider the behaviour of your dog when you use the park. It is important to remember that the plants and flowers are there for everyone's enjoyment.
- d** Why not try cycling? It's the best way to get lots of fresh air and get healthy.

- 8** Explain the task and talk students through the points to bear in mind when writing their letters or emails.

Then ask each pair to find a situation for which they want to write their letter or email. Get them to write down the situation by answering the questions a–d, or, with the whole class, ask representatives of each pair to say what their situation is.

Students can write their letters or emails in class, or for homework. If you ask students to write their letter or email for homework, get them to email them to you before the next class.

In both cases, read all the work and give feedback on it, especially in relation to the key expressions.

6c Your mind is playing tricks on 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 pages 7–8 of this book.

7

Image

Vocabulary

- Logos, colours and design

Grammar

- Typical endings of nouns and adjectives
- Defining and non-defining relative clauses
- Sentence patterns with *look* and *seem*

Language skills

- Listening: Listening to complete sentences
- Listening: Listening to complete a table
- Speaking: Discussing colours and meaning
- Speaking: Talking about qualities and skills for jobs
- Speaking: Describing a photo
- Reading: Reading to complete a table
- Writing: Writing a biography
- Listening & Speaking: Analyzing photos



Talking point

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

With the whole class, get students to describe what they can see in the photo – large, colourful adverts. Ask them to explain what the purpose of the adverts are (to encourage people to buy specific brands of products, or to go and see specific shows, etc.). Get students to say how they think adverts affect people. Do they, for example, believe that adverts strongly influence what people buy? Are they themselves affected and influenced by adverts? Which products do they buy because they have been persuaded to do so by adverts?

C21 SKILLS

Life skills

- The culture of colour

Creativity

- The feedback sandwich

Critical thinking

- Reasoning

7A Company logos

    Logos, colours and design

- 1** Work on pronunciation of the three words above and confirm to any students who ask that *colours* is spelt this way in BrE, but *colors* in AmE.

With the whole class, get students to look at the logos and to say what they know about the companies. Don't get into a discussion of the design of the logos themselves – this comes later.

Possible answers

- a Nike – trainers and other sportswear
- b BBC – British Broadcasting Corporation – state broadcaster
- c Harrods – large London department store
- d Orange – mobile phone company
- e bp – large oil company formerly known as British Petroleum
- f Nokia – Finnish telecommunications company
- g Toyota – world's largest car manufacturer

- 2** Work on any difficulties, e.g., *initials*, *slogan* and *font* (= typeface, a particular kind of type) and get students to do the exercise in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers.

Answers

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


- 3** With the whole class, get students to discuss their reactions to the logos. (Don't demand language that is too technical – 'ad language'.) Get them to describe the designs, and the reactions/feelings they evoke, e.g., the way that the Nike logo suggests speed, the bp logo suggests energy from the Sun, etc.

- 4** Go through the words with the whole class, working on pronunciation, especially word stress and eliciting meanings. Once the students have matched the words and definitions, get them to complete the pie chart of colours.

Get students to do the exercise in simultaneous pairs and elicit the answers.

Answers

- a feeling happy and positive
 - b believing good things will happen in the future
 - c having a very strong feeling about something
 - d able to control and influence others
 - e feeling safe and not worried about things going wrong
 - f the quality of knowing a lot about fashion and culture
 - g the quality of having lots of energy and enthusiasm
- | | |
|--------|--------------------------|
| red | passionate |
| orange | vitality |
| black | sophistication, powerful |
| yellow | optimistic, cheerful |
| blue | secure |

- 5**  **7.1** Play the recording once or twice and get students to complete the sentences individually in writing. With the whole class, elicit the answers orally. Work on any difficulties.

Answers

- a creates, feeling
- b suggests
- c seen, colour
- d represents
- e is, associated

Transcript 7.1

- a Blue is the most popular colour for corporate logos. As a colour, blue creates a feeling of trust in a company. It suggests security, too. In other words, it tells you a company is established and safe, and hopefully won't take too many risks. Linked to this, blue is the colour of honesty. You'll find blue used a lot in the logos of banks, financial institutions and software companies like IBM. For businesses like these, it's important to be seen as honest and trustworthy.
- b Red is the next most common colour in corporate logos. Red is seen as the colour of energy. It's certainly a good colour if you want to catch people's attention. In logo design, red also represents excitement and passion. A company that uses red in its logo and advertising material probably wants to be seen as a company with exciting products, strong beliefs and the energy to succeed.
- c In business, black is the third most popular colour for company logos. Black is associated with elegance and sophistication, so we see it a lot in the logos of expensive fashion companies like Gucci, or sports companies like Adidas. In logos, black is also the colour of power. Perhaps that's why so many global giants choose to include black or a shade of black in their logos.

C21 SKILLS

LIFE SKILLS: The culture of colour

Go to page 104 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 93 of this book.

For extra support, ask students to look at the diagram on page 97 of the course book and get them to say what different colours represent in their own cultures.

- 6 With the whole class, discuss the colours and their qualities. Encourage discussion, but be prepared for disagreement!

FOCUS

Grammar

Typical endings of nouns and adjectives

Go through the information with the whole class – it should already be quite familiar to them. Ask students about the endings.

Answers

nouns: *-ion, -ity, -ness, -ment*
adjectives: *-ful, -tic*

- 7 Encourage the students to use the ideas and language they have studied in 4 and 5 to think of the most suitable colours for these four types of products. They could also use examples from everyday life such as sports cars which tend to be bright colours like yellow and red.

Answers

Students' own answers, but ensure they give reasons for their colour choices.

FOCUS

Pronunciation

7.2

- With the whole class, complete the missing adjectives and nouns.
- Explain the task and play the recording once or twice, getting students to underline the stressed syllables.
Discuss the answers with the students, pointing out how the stress changes depending on grammatical function.
- Get students to pronounce the words simultaneously and individually.

Answers

a	<u>playful</u>	<u>playfulness</u>
b	<u>trustworthy</u>	<u>trustworthiness</u>
c	<u>secure</u>	<u>security</u>
d	<u>vital</u>	<u>vitality</u>
e	<u>responsible</u>	<u>responsibility</u>
f	<u>sophisticated</u>	<u>sophistication</u>

Transcript 7.2

a	playful	playfulness
b	trustworthy	trustworthiness
c	secure	security
d	vital	vitality
e	responsible	responsibility
f	sophisticated	sophistication

- 8 Refer students to page 179 of the course book. Explain to the class that they are going to design a logo for a start-up company, *ebike*. They should think about the image of the company and use the ideas they studied in the section, especially colour.

Divide the class into teams of three or four and tell them to look at the instructions. Walk around the class to monitor and assist where necessary. Help any groups that are struggling with any of the Steps 1–3. The groups move around in Step 4 and share their ideas. Finally, in Step 5, each group should present their logo and explain their rationale to the whole class.

7B Personal qualities



Defining and non-defining relative clauses

- 1 Explain the task and discuss one of the photos with a particular student to give everyone the idea.
Then get students to work on the exercise in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers. Then ask students to think of their own ideas and discuss these as a whole class.

Answers

Students' own answers.

Photo 1: a, b, c, f

Photo 2: b, d, e

- 2 ▶ 7.3 Explain the task. Play the recording once or twice, stopping to give students time to complete the table. Get individual students to say what the experts' criteria were and whether they were the same as what they, the students, had anticipated.

Work on any remaining difficulties, e.g., pronunciation and stress of *creativity*.

Answers

	Graphic designer	Engineer
Experts	artistic, good awareness of colour and shape, understanding of fonts, creativity, original ideas, good communication with colleagues and clients	visualize in 3D, good at problem-solving, analytical mind, good communication – can write clear reports and can communicate with non-technical people clients

Transcript ▶ 7.3

- 1 Interviewer So what qualities do you look for when you're recruiting graphic designers?
- Paul Well, first of all, we look for people who are very artistic. They also need to have a good awareness of colour and shape, and an understanding of fonts. Another quality which is really important is creativity. In our industry, we need designers who have original ideas. Finally, we need people that can communicate well. A graphic designer needs to be able to communicate their ideas to their colleagues and also to clients.
- 2 Interviewer What kind of people make good engineers?
- Amy A good engineer is someone who can visualize things in 3D. It's a really important skill if you want to work in engineering – some people have it and others don't. When we're recruiting young engineers, we also look for people who are good at problem-solving and have an analytical mind. Another skill that all engineers need is the ability to communicate clearly. They need to be able to write clear reports, and also communicate their ideas to other people who aren't technical.

- 3 ▶ 7.3 Play the recording again and elicit the answers.

Answers

- a who are very artistic
b which is really important is creativity
c that can communicate well

FOCUS

Grammar

Defining relative clauses

Go through the information with the students. Point out that there is a tendency for native speakers to use *that* for everything, especially among younger people – *who* and *which* are becoming less common, but learners still have to use them.

Note that in the examples given in the Focus box, the subject of the first sentence is the object of the second sentence which is different from the examples in the exercise where the object of the first sentence is the subject of the second sentence.

Make sure the students understand that they only omit the subject of the second sentence. For example, 'She found a key. The key was on the floor.' can be shortened to 'She found a key which was on the floor.' by omitting 'the key' from the second sentence.

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

Answers

- a Primary teachers look after young children who can be noisy.
b Journalism is a career which requires excellent writing skills.
c I'm looking for a job that will give me more responsibility.
d A local supermarket is looking for school-leavers that want a career in retail.
e ASOS is a fashion company which sells clothes online.

- 5 ◉ Explain the task and get students to work on the qualities and skills for each job in small groups. If there is enough time, allocate two or three of the jobs to each group, rather than just one.

Walk around the class to monitor and assist where necessary. Ensure that they are, at least some of the time, recycling vocabulary from previous exercises.

With the whole class, work on the vocabulary of qualities and skills needed for each job.

Then get some of the groups to present their lists, and discuss them with the whole class.

Possible answers**architect**

creativity
ability to visualize in 3D
ability to communicate well with colleagues and clients

fashion designer

good awareness of colour and shape
artistic
awareness of fashion trends

photojournalist

good knowledge of cameras
visually aware
likes travel in sometimes difficult conditions

web designer

aware of need for user-friendliness
technical knowledge of coding
works well with others

- 6** Get students to discuss the jobs in simultaneous pairs. Again, walk around the class to monitor and assist where necessary, checking that they are correctly reusing language from the previous exercises. Do a round-up of any remaining problems, getting individual students to repeat points incorporating any suggestions and improvements that you made.
- 7** Do this as a fast-paced whole-class activity, discussing the answers.

	Extra information in the clause	Relative pronoun
Arup	(has projects all over the world)	which
Singapore office	opened in 1966	(which)
Charles Foo	has a degree in Industrial Design	who

FOCUS**Grammar****Non-defining relative clauses**

Talk students through the information. The main use of these types of clauses is that they are a more concise way of saying things. For example, the two sentences 'My teacher is keen on exercise.' and 'My teacher rides a bike to class.' can be combined into 'My teacher, who is keen on exercise, rides a bike to class.' This saves repeating 'my teacher' twice. Point out that the less important information goes in the 'who' clause. The main point in this case is 'My teacher rides a bike to class.'

- 8** Do this as a whole-class activity or in simultaneous pairs with whole-class follow-up. For b, point out that *who's* is a contraction of *who is* and has nothing to do with *whose*.

Answers

- a** My brother Leo, who is an interpreter, works for the United Nations in New York.
b His wife, who's Colombian, is a novelist.
c Her latest book, which became a bestseller, was translated into 12 languages.
d They rent a flat which belongs to a colleague at the United Nations.
e Their son, who is doing a degree in International Relations, lives at home.
f He took a gap year which he spent learning Mandarin.
- 9** Tell the students they are going to learn about a famous photojournalist, Lynsey Addario. They are going to read a short biography about her life and then add some more details using relative clauses. Refer students to page 180 of the course book. Get students to read the text and answer the questions. Then check the answers with the whole class. Now ask the students to read the extra information relative clauses and find the appropriate place to add the information in the biography. Make sure the students follow the rules for using relative clauses. Ask individual students to read out their versions. Correct any mistakes.

Answers

- 1 a** photojournalism
b She was kidnapped.
c She limits her assignments and avoids really dangerous situations.
d Possible answer: She is well known because she takes very good photos and because she was kidnapped.
- 2** Lynsey Addario, who was born in Connecticut in 1973, is an American photojournalist. Her photographs, which are mainly about conflict and human rights issues, are known all over the world. In her work she is never far from danger. In 2011, Addario and three other journalists were kidnapped in Libya which was a terrifying experience. Following the birth of her son Lukas, who was born later that year in London, Addario made some changes to the way she works. She now limits her assignments to two weeks, and avoids really dangerous situations. In 2015, Addario wrote a bestselling biography which describes her life as a photojournalist. Warner Bros are making her story into a film which will star the actress Jennifer Lawrence.

- 10** Explain the task and talk students through the steps that they will follow as well as the C21 skills information on page 105 of the course book. If you think they will need it, prepare a biography of someone you admire yourself before the class and hand it out to students to give them an idea about what you expect.

Get students to do the task for homework, explaining that, for Step 3, they should exchange their drafts by email with a partner and check each other's work, sending back their comments as in Step 4. Give deadline dates for each of these steps.

Give them a deadline for their final drafts, either given to you in class or sent by email to you. Tell them that you are very good at spotting material that is taken from Wikipedia without adaptation/summary/rewriting.

C21 SKILLS

CREATIVITY: The feedback sandwich

Explain that it is important to be positive and encouraging when giving feedback, by 'sandwiching' constructive feedback between compliments. Tell students that they will need to do this for the task in 10.

Then go to page 105 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 93 of this book.

7c A story in pictures

Describing a photo

- 1** Discuss the photos, working with students on how they pick up *clues* (teach this word if they don't know it) as to where the photos were taken, e.g., background, lighting, clothes, etc. Ensure that students say *In the photo* and not 'On the photo'.

- 2** Get students to work on this in simultaneous pairs. Walk around the class to monitor and assist where necessary. The words can be descriptive, e.g., *colourful* or emotional, e.g., *frightening*.

With the whole class, discuss some of the possible words and write them on the board.

If there is time, you could read the background information for each photo (see Answers) to the class and ask if the information changes their opinion of the photos and, if so, in what way.

Answers

Students' own answers.

Details about photo 1

Title: Elephant rampage

Photographer: Diptendu Dutta

Caption: Indian onlookers watch as a wild elephant with a tranquillizer dart in its backside walks along a street in Siliguri in West Bengal, India on 10th February 2016. The adult male elephant was tranquillized and captured by wildlife officials and transported to a nearby forest.

Details about photo 2

Title: Child worker in Indonesia

Photographer: Jefri Tarigan

Caption: Indonesia: A child dressed up as a cartoon character figure counts his money at the end of a day working at a theme park in West Sumatra, Indonesia on 11th June 2014. Children have to work at an early age to support their family because of poverty and to finance their own schooling. In one day they can earn up to USD 30.

- 3** Go through the expressions in the box, and pronunciation where necessary, e.g., *focus*. Then get students to complete the description. Elicit the answers. Then ask students to tell you which tense is used in the description.

Answers

- a The focus of the photo
b If you look closely
c In the background
d On the upper levels
e on the right (Point out that 'at the right' is wrong.)
The present continuous is used in the description.

FOCUS


Expression

Describing a photo

Go through the information and the examples. Remind the students about the correct use of *there is* and *there are*.

- 4** Get students to use the language from the Focus box in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, get some of the pairs to repeat their ideas, and discuss them with all the students.

- 5**  **7.4** Play the recording, stopping after each speaker to analyze their answers. Explain any difficulties such as *initial impression*.


Answers

- a He has an identity card around his neck and is in costume.
b He is too young to work and is being paid in cash.

- c He has a serious look on his face as he counts the money.
- d It looks heavy and uncomfortable. He isn't very tall and only looks about 12 or 13.
- e There are shadows on the ground and not many visitors.

Transcript 7.4

- 1 My initial impression was that the boy was at some kind of a fancy-dress party, but now I'm not sure that's right. If you look closely, the boy has an identity card around his neck which makes me think he works for the theme park. I remember going to Disney World a long time ago when I was a kid, and seeing people dressed up in similar kinds of costumes.
- 2 The boy in the costume looks as if he's about 12 or 13. In most countries, that's too young to have a job, so I think the theme park is employing him illegally. That would also explain why he's been paid in cash. The serious look on his face as he counts the notes tells me that the money is very important to him. Perhaps he needs the money to help support his family, or maybe he needs it to pay for his schooling.
- 3 The boy's costume looks very heavy and uncomfortable. It must also get very hot inside the costume when he's wearing the headpiece. I imagine wearing such a heavy costume day after day must be very bad for his health, especially as he isn't very tall and only looks about 12 or 13.
- 4 At first glance, the park seems very quiet, but if you look closely in the right corner of the photo, there seems to be a café, with some people sitting at tables outside. Judging by the shadows on the ground, it looks as if the photo was taken in the early evening. That also explains why there are so few visitors around.

- 6**  **7.4** Go through the sentences before playing the recording again. Elicit the answers and work on any remaining difficulties, for example, the use and surrounding structures of *looks* and *seems* (which are also covered in the Focus box – you can seamlessly move on to it if there are no other issues).

Answers

- a he works for the theme park
- b he's about 12 or 13
- c very heavy and uncomfortable
- d very quiet
- e to be a café

FOCUS

Grammar

Sentence patterns with *look* and *seem*

Take students through the information and work on the examples, e.g., the use of *seems as if* and *looks as if*.

C21 SKILLS

CRITICAL THINKING: Reasoning

Go to page 106 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 93 of this book.

FOCUS

Pronunciation

 **7.5** Play the recording and work on voiced and unvoiced *s* /*s*/ and *z* /*z*/ respectively. Get students to repeat the items simultaneously and individually.

Answer

The *s* is voiced when the previous sound is voiced, and unvoiced when it isn't.

Transcript 7.5

- a The boy in the costume looks as if he's about 12 or 13.
- b The boy's costume looks very heavy and uncomfortable.
- c At first glance, the park seems very quiet.
- d In the right corner of the photo, there seems to be a café.

- 7** Get students to work in groups of three. Walk around the class to monitor and assist where necessary, ensuring that they are recycling the language from this section appropriately. Ensure also that they are using the present continuous correctly.

With the whole class, get representatives from different groups to repeat their descriptions, incorporating any suggestions and improvements that you made. Work on any remaining difficulties.

Details about the zebra photo

Title: Zookeepers Conduct Emergency drill in Tokyo
Photographer: Christopher Jue

Zookeepers hold up a large net barricade to capture a zoo staff member dressed as a zebra at Ueno Zoo on 2nd February 2016 in Tokyo, Japan. In the drill simulating the scenario that a zebra escaped in case of disaster, the Ueno Zoo workers, local police and emergency workers practised evacuating the guests and capturing the zookeeper dressed in the zebra costume.

Details about the bee photo

Title: Promotion of Bee Movie
Photographer: Peter Kramer

Actor Jerry Seinfeld is on the top of the Carlton Hotel in Cannes dressed as a giant bee, one of the characters in the film he is promoting. He is going to be lowered down to the ground floor by a chain which can be seen attached to his back.

8

Different perceptions

Vocabulary

- Photo editing techniques
- Describing strengths and skills

Grammar

- Reference words

Language skills

- Reading: Reading for specific information
- Speaking: Comparing and analyzing photos
- Speaking: Talking about photo manipulation
- Speaking: Talking about mind maps
- Writing: Writing sentences
- Writing: Writing your CV
- Writing: Writing an analysis of a photo



To focus students on the topic, read through the questions and ask for their feedback. Encourage students to share their ideas about the questions. Ask students if they have a CV yet or not? If so, did they search online for advice on how to prepare a good CV? What do they think are the most important things to consider when writing a CV?

C21 SKILLS

Critical thinking

- Moral questions

Life skills

- CVs in different cultures

8A Altering photos: Right or wrong?

Reference words

- 1 Explain *alter* (= change) if necessary. Discuss this point with the whole class, but move on quickly if they have no experience of photo editing programs such as Photoshop. (How long you spend on some other items in this section – 8A – will also depend on this, of course.)
- 2 With the whole class, go through the items and get students to discuss them, explaining vocabulary where necessary. Obviously, the extent of the discussion will depend on how much experience students have of this. If they have no experience, move on quickly.

Possible answers

- removing red-eye – Makes people look strange – good idea to get rid of it.
 - adjusting the colour or contrast (= the difference between lighter and darker areas) – Makes pictures look more attractive.
 - cropping the image – Reducing the size of a picture by cutting round the edges, perhaps removing unnecessary things, so that you focus more on the central part.
 - changing the background – An inappropriate background can be *distracting* (teach this word). Getting a more appropriate or neutral background can help people focus better on the picture.
 - using special effects – For example, you can make the photo look warmer or cooler, have a softer or sharper focus, look more or less colourful, etc.
- 3 Get students to think of an image online which may have misled them. Then ask them to discuss the images they've thought of in simultaneous pairs. Walk around the class to monitor and assist where necessary.
Then, with the whole class, get some of the pairs to talk about the images they've thought of, using appropriate language to describe how they were misleading.
 - 4 Get students to look through the questions before reading the article. Decide whether to explain vocabulary such as *manipulation* or get students to deduce meaning from context.
Then get students to read the article individually. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers. Ensure correct pronunciation of words such as *image*.

Answers

- a yes
 - b by hand, using paint, ink and scissors
 - c *National Geographic*
 - d because they darkened the image to make O. J. Simpson look more sinister
 - e to achieve an ideal body shape, to create smooth skin
- 5 Do this as a fast-paced whole-class activity, discussing the reasoning behind the answers rather than just confirming correct answers.

Answers


- a digital editing
- b ways of altering images
- c portrait of Abraham Lincoln
- d a controversial case of digital manipulation
- e the manipulated photo of the Pyramids of Giza
- f critics of the O. J. Simpson photo manipulation
- g Kate Winslet

FOCUS

Grammar

Reference words

Go through the information with the students, explaining vocabulary where necessary, e.g., *coherence* (= holding together logically).

- 6 Ask the students to explain the words themselves before they look at the definitions. Make sure the students can pronounce the words including the correct stress, e.g., *controversial*.
Then get students to do the exercise, individually with whole-class follow-up.
- #### Answers
- a to change something
 - b someone who does an activity for pleasure, not as their job
 - c causing a lot of disagreement, because people have a strong feeling about it
 - d well known for something bad
 - e something that is not true
 - f changing an image to get the effect you want
 - g likely to make someone believe something that is not true
- 7 Get students to discuss the photos in small groups. Walk around the class to monitor and assist where necessary. Then have a whole-class round-up on the language of this section, without discussing the actual answers. Students will listen to check answers in 8.
 - 8  8.1 Play the recording once or twice, explaining any difficulties.

Elicit the answers and discuss them with the whole class, asking students if they think these changes are justified and defensible (teach these words if students don't know them).

Answers


A photo of a Chinese student has replaced a European student.

A helicopter has been added to show a sea rescue.

Transcript 8.1

OK, well in the first photo, one of the students was swapped because the school wants to attract more Chinese students. I didn't have a Chinese student for the group photo so I removed a male European student and replaced him with another photo I had of a male Chinese student. We've had more enquiries from Chinese customers since the photo was put in the school brochure.


In the second shot, I couldn't get the shot because of the weather. It was really stormy and I was in another boat that was also in danger. We had to leave before the helicopter arrived. The newspaper I was working for wanted to make the shot look more dramatic so I used a photo I had of another helicopter that was similar to the one in the rescue. I don't think anyone noticed.

- 9**  Divide students into small groups, preferably consisting of students who have not worked together on the previous small group activity in this lesson. Appoint one student to lead the discussion and one student to make notes in each group. Start the discussion and walk around the class to monitor and assist where necessary.

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

Get the spokesperson from each group to report its findings and encourage whole-class discussion.

- 10** Start by asking the students whether they ever change photos they take and if there are any types of changes that are not acceptable, e.g., something that makes another person look worse than they really are. Get students to work in simultaneous pairs. Explain the task and get students to discuss it in their pairs. Walk around the class to monitor and assist where necessary. With the whole class, get each pair to report back, and encourage whole-class discussion, ensuring that students are correctly using language from the unit.

- 11**  Get students to research this for homework (for example, using Google Images) and to bring examples of digitally manipulated photos to the next lesson.

In the next lesson, get students to show their pictures and analysis.

C21 SKILLS

CRITICAL THINKING: Moral questions

Go to page 118 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 94 of this book.

8B Curriculum vitae





Strengths and skills

- 1** Introduce the phrase *strengths and skills*, practising the pronunciation of the former, if necessary.

Get students to look through the items individually and then elicit the answers with the whole class.

Work on any difficulties. For example, it may be necessary to explain that Excel is a spreadsheet application, and what a spreadsheet is (a table with columns and rows of figures that can be added, subtracted, etc.).

Answers

- a** I can work on my own to get things done.
b I work well with others.
c I do well when I have lots to do and I feel a bit stressed.
d I can use Excel to a high level.
e I can manage my workload and always finish tasks on time.
f I pay attention to individual facts and features.
g I have a positive attitude.
- 2**  Get students to suggest other qualities looked for by employers for jobs that they have or would like to have. Make the link with the Personal qualities section (7B), if necessary eliciting from students some of the vocabulary that they saw there.
- 3**  Get students to complete the mind map individually, putting at least one strength or skill in each of the five boxes. Walk around the class to monitor and assist where necessary.

- 4 Get students to compare their mind maps in simultaneous pairs. Walk around the class to monitor and assist where necessary.
With the whole class, work on comparing and contrasting language, e.g., *but, while, on the one hand, on the other hand* ...
Then, with the whole class, get some of the pairs to talk about their mind maps, using appropriate language.
- 5 Get students to do the exercise individually. Walk around the class to monitor and assist where necessary. (You may need to explain *proficient* (in c). Also, point out that *track record* (in f) means 'record', and, in g, the article *an* could be omitted – *knowledge* can be countable or uncountable.)
With the whole class, get one or two students to read out their completed sentences and work on any remaining difficulties.

FOCUS

Expression

Describing strengths and skills

Go through the information with the students. Highlight the fact that we use *be* + adjective or *have* + noun. Ask the students which verbs go with *capable of* and *knowledge of* in the second set of examples to check that they understand the idea.

- 6-7 Get students to list skills and then write a complete sentence about each of them. Walk around the class to monitor and assist where necessary, ensuring that the sentences are reasonably complex, e.g., use of *which*.
Then get some individual students to read out their sentences for the whole class. Work on any remaining difficulties.
- 8 Explain if necessary that CV means *curriculum vitae*, but that this full form is rarely used. Say that AmE uses *résumé* or *resume* (without accents on the e's, but pronounced the same way).
With the whole class, go through the questions and elicit the answers.
- Answers**
- highly-motivated graduate, excellent organizational skills, analytical approach to tasks, ability to work under pressure, able to work well in a team (contribution to successful project at Morgan Stanley), or on own initiative, adaptability and the ability to get a job done (successful job placement in the finance sector)
 - BSc in Management at London School of Economics

- job placement with Morgan Stanley, Sales Assistant at Vodafone
- Tina's education and work experience are presented in *reverse chronological order* (teach this phrase and use it to transition into 9).

- 9 Discuss different possible CV layouts, e.g., putting dates first, before the things that they refer to. Also ask students if it's better to put items in chronological order starting at the beginning, or use reverse order. Tell them that they can use the approach that they prefer, as long as it's consistent (teach this word if necessary).
Get students to write their CVs for homework and email them to you. Don't forget to give feedback in the next class.

C21 SKILLS

LIFE SKILLS: CVs in different cultures

Go to page 119 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 94 of this book.

8c A good photo



 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 pages 7–8 of this book.

9

Risks & opportunities



Vocabulary

- Sentence patterns with *risk*
- Attitudes to risk-taking

Grammar

- First conditional

Language skills

- Listening: Listening for attitude
- Listening: Listening to match opinions and speakers
- Listening: Listening to identify reactions
- Listening: Listening to make notes
- Listening: Listening to identify and order information
- Speaking: Discussing risks and benefits
- Speaking: Discussing consequences
- Speaking: Reviewing and analyzing rogue trading
- Writing: Writing an email
- Reading: Reading to complete a table
- Reading: Reading to work out meaning from context
- Reading: Skimming and close reading



Talking point

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

C21 SKILLS

Critical thinking

- Making difficult decisions

Collaboration

- Cooperation and trust

Communication

- Making sure you understand

9A Are you a risk-taker?



Sentence patterns with *risk*;
Attitudes to risk-taking

- 1 With the whole class, discuss the photos with the students, the level of risk involved in each activity, and which ones they would be willing to take. You could collect the results at the end of the activity and put them on the board so that the students can discuss the outcome. Tell them that many surveys show that public speaking is something that evokes very high levels of fear in people. Ask students why they think this is.
- 2 Work on the words and phrases and their meanings and pronunciations with the whole class. Then get students to match the words and phrases with the definitions. Work on any difficulties.

Answers

- a the possibility that something bad or dangerous may happen
 - b try to stop something from happening
 - c risks you take after carefully thinking about possible results
 - d reduce something to the smallest possible amount
 - e unwilling to take risks
 - f people who are brave and willing to take risks
 - g full of the possibility of danger or failure
 - h do something although you know it may be dangerous
- 3 Get students to do this individually. Walk around the class to monitor and assist where necessary. With the whole class, work on any difficulties with vocabulary, for example, *potentially* and the verb *seek out* (= actively search for), in relation to just 'seek'. Point out that *risk* can be both a noun and a verb (see second line of text). Elicit and discuss the answers.

Answers

- a risky
- b a risk
- c risk-averse
- d avoid
- e risk-takers
- f calculated risks
- g take a risk
- h minimize

FOCUS

Expression

Sentences patterns with *risk*

Talk the students through the information and examples. Point out that the structure 'risk to do something' is incorrect.

Then get students to identify the sentence patterns in 3.

Answers

risk failing exams; there is a risk that you will be hurt in an accident; there is a risk of losing it

- 4 Get students to work on the questions in simultaneous pairs, and then discuss them with the whole class. Walk around the class to monitor and assist where necessary. Work on any difficulties and then have a whole-class discussion about the issues. You could mention the idea of *good luck* and *bad luck* – some risk-takers are luckier than others.

Answers

- a taking
- b most risky/riskiest
- c risk-takers
- d risks, taken
- e minimize

- 5 Give students time to work on these individually or in simultaneous pairs and then elicit the answers with the whole class, ensuring that students are using the structures correctly.
- 6 Work on pronunciation of the adjectives and then, with the whole class, get students to match them with the definitions. If you think students will be able to handle the additional information, point out the related nouns – *adventure/adventurousness*, *caution/cautiousness*, *daring*, *impulsiveness*, *recklessness*.

Answers

- a keen to try out new things
- b careful to avoid problems and danger
- c brave and willing to try dangerous things
- d acting suddenly without thinking about the consequences
- e doing dangerous things and never worrying about the risks

- 7** **9.1** Explain the task and play the recording, stopping after each speaker to elicit and discuss the answers. In the discussion, encourage the students to develop what they have been saying in previous activities.

Answers

- a** cautious, adventurous, (not) reckless
b impulsive, reckless
c risk-averse, (not) daring

Transcript 9.1

a Interviewer So Soraya, how would you describe your attitude to risk?

Soraya My attitude to risk. Well, I think I'm a mix. I'm cautious with anything to do with money. On the other hand, I do a lot of rock climbing in quite dangerous places. I guess that makes me an adventurous person, but I'd never describe myself as reckless. If I thought something was too difficult or risky, I just wouldn't do it.

b Interviewer So how do you feel about risk, Mahmoud?

Mahmoud Well, I know I'm very impulsive a lot of the time. If I want to do something, I just get on and do it. I enjoy challenging myself so my attitude is that you have to be willing to take risks to get the best out of life. My parents think I'm reckless. I got two speeding tickets last term so maybe they're right, I am a bit reckless. They're always telling me to think things through, but it's not really my style.

c Interviewer Jiang What's your attitude to risk, Jiang?
 I'm not comfortable taking risks or putting myself in potentially dangerous situations. I guess you could say I'm a bit risk-averse. Of course, I do have to take difficult decisions, just like everybody else, but I always think things through and take time to weigh up the risks and benefits. Then if it's OK, I do it. Maybe I'm missing out on life because I'm not daring enough to try out new things.

- 8** **9.1** Explain the task and then play the recording again. Elicit the answers.

Answers

- a** M
b S
c J
d M
e J

- 9** Explain the task and get students to discuss the question in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, get representatives from some or all of the pairs to say which person in the recording their partner most resembles. Ensure they use the adjectives from 6 correctly.

- 10** Refer students to page 181 of the course book. Get the students to complete the questionnaire individually. Walk around the class to monitor and assist where necessary. With the whole class, work on any common difficulties.

Ask for a show of hands for individual student scores, i.e., how many students scored between 14–18 points, how many between 9–13 points and how many between 6–8 points.

Then get some students to talk about their answers and their scores, comparing (tactfully) the scores of different students.

C21 SKILLS

CRITICAL THINKING: Making difficult decisions

Go to page 133 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 95 of this book.

- 11** With the whole class, get students to give examples of real decisions that confront them. Then get students to work on the risk-benefit analysis of a particular decision individually or in simultaneous pairs.

Walk around the class to monitor and assist where necessary. With the whole class, work on any common difficulties, especially risk-related language, getting students to use the correct phrases.

Get some students to say what decision they analyzed, and what their risk-analysis result was, incorporating any suggestions and improvements that you made.

9B Choices and consequences

First conditional

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

Answers

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

FOCUS

Grammar

First conditional

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

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


Answer

We put a comma after the *if* or *unless* clause.

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

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

Answers

- a fails, will have to retake
 - b will, do, don't get
 - c won't finish, work
 - d don't go, will, do
 - e accepts, will, travel
 - f will look for, pays
 - g speak, will get
- 4 Recap the section by getting students to do this activity in simultaneous pairs. Explain the task, get students to start, and walk around the class to monitor and assist where necessary.
With the whole class, work on any difficulties, especially ones relating to the first conditional, and then get different pairs to repeat exchanges for the whole class, incorporating any corrections and improvements that you made.
 - 5  **9.2** Introduce the subject by teaching the expression *take a gap year*, and asking if this is something that young people do in their country/countries, either before or after university.

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

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

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

Answers

- a
 - 1 friend – against
 - 2 college tutor – for
 - 3 father – against
- b Risks: won't be happy when her friends go to university and she has a boring job; she might not find a job and will therefore waste her time; she will get out of the routine and discipline of studying; in the end she may not want to go to university; she'll always be a year behind
Benefits: good way for young people to discover what really motivates them and what they want to do with their life; helps students figure out what they really want to do; valuable real-life work experience; learn practical skills she can apply later on in her course; learn a lot about herself; get another perspective on life

Transcript  9.2

- 1 Laura** Have you heard Alice's taking a year off before she goes to university?
- Tina** Is she? What's she going to do?
- Laura** She wants to work for a year and save money to help pay for her university course.
- Tina** Really? I'm not sure that's a good idea. I don't think she'll be happy when all of us are going off to university and are having a great time, and she's left doing a boring job. I can't see it working. I think it's a bad idea. And what will happen if she doesn't find a job? She may end up wasting her time.
- 2** Here at Alba College we encourage students to take a gap year. It isn't the right path for every student, but some students really benefit. It's certainly a good way for young people to discover what really motivates them and what they want to do with their life. Going to university blindly straight after school can be a waste of money, so taking a year off can help students figure out what they really want to do.
A student like Alice has very clear ideas about what she wants to do in her gap year so I think it will work for her. It'll give her valuable real-life work experience, and she'll also learn practical skills she can apply later on in her Economics course. Even if the job isn't that interesting, she'll learn a lot about herself and get another perspective on life. In our experience, students who do a gap year often get better results than students who come straight from school.
- 3 Father** We're a fairly traditional family, and, like many parents, we expect our children to study hard, do well at school, go to the best universities, get a good degree and a good job. A gap year isn't something we've ever considered for Alice.
- Friend** So what do you think about Alice's plan to work for a year?
- Father** We're not keen. We worry that she'll get out of the routine and discipline of studying, and, in the end, she may not want to go to university. It's a real problem. In America, you need a degree for most jobs, and if Alice doesn't have one, I think a lot of jobs will be closed to her.
- Friend** True. It's a competitive world out there.
- Father** And there's one other thing. If Alice delays going to university by a year, she'll always be a year behind. She'll start her studies a year late, she'll take a year longer to

finish her course, and a year longer to find a job. I'd prefer her to start university straightaway so she'll be earning a good salary sooner. It makes better sense.

- 6** Students use the notes on the board as a basis for conversations in simultaneous pairs, as in the example. If you think students will require it, give them the idea with you taking the part of A, and a student taking the part of B, before getting students to do the activity in simultaneous pairs.
Walk around the class to monitor and assist where necessary. With the whole class, work on any common difficulties, getting students to use the first conditional correctly.
- 7** Explain the task and remind students to include sentences with *if* when referring to the consequences of Alice taking a gap year. Walk around the class to monitor and assist where necessary.
With the whole class, work on any difficulties, especially ones relating to the first conditional and placement of commas.
- 8** Introduce the subject by writing 'The Prisoner's Dilemma' on the board. Explain *dilemma* (= very difficult choice/decision).

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

Answers

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

- 9 Get students to talk about the consequences, as in the example in the course book.
- 10 This activity encourages the students to play 'The Prisoner's Dilemma' game in groups to see how decisions may change if they play the game several times. This will help them to understand the main point of 'The Prisoner's Dilemma'. Refer students to page 182 of the course book and get them to follow the steps described there. Allocate students to each team, A or B. There can be two to four students in each team, depending on class size.

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

C21 SKILLS

COLLABORATION: Cooperation and trust

Go to page 133 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on pages 95–96 of this book.

9c Rogue traders



Skim reading and close reading;
Taking notes

- 1 With the whole class, get students to look at the photo on the right and discuss the questions.

Answers

- a financial traders/dealers
- b dynamic, fast-thinking, *numerate* (teach this word if necessary) people
- c a background in mathematics or a numbers-based subject like economics
- d Work with students on language related to the upsides such as job satisfaction, financial reward, etc., and the downsides like possible stress, burnout, etc.

- 2 Get students to read through all the items before eliciting the answers. Work on any difficulties, for example, the pronunciation of *rogue* and *fraud*.

Answers

- a the activity of buying and selling stocks and shares
- b someone who trades without their company's permission, often losing large amounts of money
- c without permission/not having permission

- d the crime of making money by tricking people, illegally changing documents
- e pay money as a punishment

- 3 Get students to work in pairs, ensuring that they know who is A and who is B.

Explain the task and get students to turn to the correct pages.

Get them to go through the steps in the course book.

Step 1

Each student concentrates on one article. Tell them to read quite quickly and selectively, skimming for key information. Get each student to outline briefly to their partner the content of each paragraph, and to give the heading they have chosen for each paragraph. They should complete the first column of the table on page 192 of the course book, reproduced below. Hopefully, they will agree on headings like these as the structure of each article is very similar.

Steps 2 and 3

Get students to read again in more detail, highlighting key information in their article, and transferring it to the table. Encourage brevity and use of abbreviations and symbols. Discuss what constitutes essential information – students will no doubt disagree on this, but tell them it's important to know what to leave out, for example, knowing which car company Iguchi worked for is probably not essential.

Step 4

Get students to find the words which match the definitions. Student A has eight definitions (a–h), and Student B has ten (a–j). Then elicit and discuss the answers with the whole class.

Possible answers

Students will no doubt come up with variations.

Paragraph heading	Toshihide Iguchi	Kweku Adoboli
Early life and background	Born in Kobe, 1951. Moved to US at 19. Studied Psych at uni in US. 2 yrs as car salesman. Job in NY at Daiwa, despite no experience became a Wall Street trader.	Born in Ghana, 1980. Father UN diplomat. Private school, UK. Degree E-commerce and Digital Business Studies. Trainee at UBS, 2003, then trader. By 2011, earned £360 k/year.

Crime and punishment	1983 – small losses and unauthorized trades. Increasingly risky trades to cover them up. Seemed loyal and hard-working. 1995 – confessed to boss – over 30,000 illegal trades.	Unauthorized trades, 2008 – hid risks. Internal investigation, 2011. Confessed to boss. Fraud conviction, 2012.
Motives	Claims it was to hide losses, protect reputation, punishment unfair. Managers aware.	Wanted to maintain lifestyle or be star trader according to newspapers. He claims it was for bank – senior mgrs aware.
Consequences	Daiwa lost \$1.1 bn, fined \$340 m for not informing authorities, and trying to cover up scandal. Closed NY branch.	UBS lost £1.4 bn, fined £29.7 m – weak controls. 500 staff lost jobs.
Prison and later	Lost everything. 4 yrs in prison for fraud and forgery. Fined \$2.6 m. Wrote autobiography which paid large part of fine. Moved back to Kobe in 2007. Started educational software co. Wrote book and screenplay on experiences – might be made into a film.	Sentenced to 7 yrs – served 3. Banned from finance sector. Facing deportation to Ghana. Gives seminars on reckless trading.

Student A (Iguchi article)

- a obscure
- b recoup
- c cover up
- d unfair
- e encouraged
- f devastating
- g lucrative
- h eventually

Student B (Adoboli article)

- a privileged
- b bonus
- c enormous
- d promising
- e star trader
- f denies

- g encouraged
- h bankrupt
- i banned
- j devastating

FOCUS**Expression****Taking notes**


Take students through the ideas, and discuss them with the whole class. For example, in relation to the first bullet point, students might disagree about what was 'essential' in their article.

Repeat and develop what you said about abbreviations, for example, *k* for 'thousand' when talking about earnings, and symbols. Remind students that they should use their own words rather than just copy, and about the importance of headings for organizing their ideas.

C21 SKILLS**COMMUNICATION: Making sure you understand**

Go to page 134 of the course book now and go through the phrases for making sure you understand someone.

Do the exercises now, or come back to them later. Related teacher's notes are on page 96 of this book.

- 4 Get students to discuss the similarities and differences between the two articles in simultaneous pairs. Encourage the students to use the phrases from the C21 skills page to ask for clarification and check their understanding. Then have a whole-class discussion of conclusions.
- 5  **9.3** Explain the task and get students to look through the table before you play the recording. Play the recording, if necessary several times as there is a lot of information to absorb. Elicit the answers, working on any difficulties.

Answers

Factors mentioned: a, b, c, d, e
Order: c, a, b, d, e

Transcript  9.3

Interviewer What can you tell us about rogue traders?

Expert Well, some people think rogue financial traders are dishonest, greedy people with a clever plan to defraud their banks. In reality, they're often very smart individuals who make a small trading mistake and then get scared, panic and try to cover up the original loss by making more and more risky trades.

Interviewer In your experience, do all rogue traders have similar personalities?

Expert No, not really, but generally they're confident people who do well in a competitive situation, and enjoy working under pressure and taking risks. Those are the qualities that the banks look for when they recruit traders, but they are also the qualities that can lead to risky trading, especially when controls are weak.

Interviewer Weak controls? What do you mean by that?

Expert Well, trading's a profitable business for banks, but banks can also lose money when trading isn't properly controlled. The lack of controls at the banks makes it too easy for traders like Iguchi and Adoboli to make unauthorized trades, and then hide mistakes and bad trades.

Interviewer So why do traders take risks?

Expert Most banks encourage their traders to take risks and senior management know it's happening.

Interviewer OK. So are you saying the banks are as much to blame for rogue trading as the individual traders?


Expert Yes, I am. In most cases of rogue trading, the individual trader gets all the blame and may even get sent to jail, but generally no action is taken against the top management, and that can't be right.

Interviewer I have one final question. Would you say greed is a big factor in motivating rogue trading?

Expert Well, most rogue traders like Iguchi say that they weren't motivated by money, but I'm not sure that's exactly true. OK. They don't make money directly from a trade, but they do receive very big bonuses for making big profits for the bank.

Interviewer So you feel the bonus culture in banks is another motive?

Expert Yes, I think so. The bigger the risk a trader takes, the higher the bonus he receives, so I'd say the payment of big bonuses encourages traders to take unacceptable risks. Another big motive is reputation. When things start to go wrong, a trader like Adoboli has two options. First, he can admit he's made a mistake, but if he does that, he risks losing his reputation as a trader. The second option is to go on trading and try to get back the losses. And that's exactly what Iguchi did – he used more and more of the bank's money for risky trades, with the aim of hiding the losses and, more importantly, protecting his reputation.

- 6**  Divide class into groups of four. Appoint a notetaker/spokesperson for each group, who will report later on their group's findings. Get them to discuss the questions. 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, getting students to repeat points incorporating any suggestions and improvements that you made.

Then get the spokesperson of each group to give the findings of their group for each point, and encourage whole-class discussion. Ensure that students use correct language, especially in relation to points that you covered previously.

10

Personal choices

Vocabulary

- Adding detail to a text
- Expressing advantages and disadvantages

Grammar

- Second conditional

Language skills

- Reading: Identifying advantages and disadvantages
- Writing: Writing an advantage/disadvantage essay
- Writing: Writing a short report
- Listening: Listening for general ideas
- Speaking: Answering hypothetical questions
- Reading & Speaking: Identifying and discussing a dilemma



To focus students on the topic, read through the questions and ask for their feedback. Ask students if any of them have had to make a difficult decision recently. If they are happy to, invite them to tell the class about it, explaining what factors they had to take into account while making the decision. See if any students have strategies that help them to make a decision, like writing down the pros and cons of a certain decision.

C21 SKILLS

Study skills

- Planning your writing

Critical thinking

- Changing your perspective

10A Working abroad



Identifying advantages and disadvantages; Adding detail to a text

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

FOCUS

Expression

Adding detail to a text

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

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

Answers

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

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

Answers

B – 'Working abroad benefits young people in several ways.'

C – 'However, working abroad also has some downsides.'
All the points in each paragraph relate to the topic sentence for that paragraph.

- Get students to work on this in simultaneous pairs and then have a whole-class round-up of the answers.

Answers

- start
- always
- end
- in the middle
- before
- don't need
- before

- Get students to work on these individually. Walk around the class to monitor and assist where necessary. Then elicit the answers with the whole class, writing them on the board and working on any difficulties. Note that it's not possible to construct two sentences that can then be linked only by *also*. It has to be *and also*, or set in two sentences as in the answer for *d*.

Answers

- Smartphones are good for checking emails on the move as well as keeping in contact with friends and family.
- Exercise can improve physical health. It lowers the risk of other mental health conditions such as depression as well.
- In addition to being badly written, the report is inaccurate.
- People who lead an active life are more likely to live longer. They are also less likely to develop serious diseases.
- As an interpreter, Lydia speaks Arabic in addition to fluent French and English.
- Not only did Mario fail to achieve the grades he expected in his exams, but he also failed to get a place at university.

- Work through these fairly quickly with the whole class. Work on any difficulties. Also elicit/teach additional words and expressions, for example, *upside*, *good thing*, *bad thing*, *disadvantage*, etc. Get students to use them to rephrase the sentences here, e.g., 'One disadvantage of studying abroad is the cost.'

Answers

- D
- D
- A
- A
- D

C21 SKILLS

STUDY SKILLS: Planning your writing

Go to page 145 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 96 of this book.

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

10B Everyday dilemmas

Second conditional

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

Answers

- a 1
b 3
c 4
d 2

- 2  10.1 Play the recording 'cold' and get students to answer the questions.

Answers

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

Transcript 10.1

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

FOCUS


Grammar

Second conditional

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

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

- 3 With the whole class, get individual students to say what they would do in the situation. Write two or three of their ideas on the board, correcting them where necessary. Make sure that the students use the second conditional in their answers.

- 4  10.1 Get students to complete the conversation in pairs. Then play the recording again and get them to check their answers. Point out the full form and contracted form of *would*.

Answers

- | | |
|----------------|---------------|
| a would | h 'd walk |
| b broke | i wouldn't do |
| c were | j broke |
| d 'd call | k 'd lock |
| e couldn't get | l did |
| f would | m might be |
| g were | |

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

Answers

- a would be, didn't
b offered, 'd take
c could, would move
d decided, wouldn't, 'd get

- 6 Explain the task and do it as a whole-class activity, working on any difficulties.

Answers

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

FOCUS

Pronunciation

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

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

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

Transcript **10.2**

- a If you had more free time, how would you spend it?
- b What would you do if you left your laptop in a taxi?
- c If you weren't able to find a job, what would you do?
- d Where would you live if you could choose anywhere in the world?

- 7** Get students to work on this in simultaneous pairs, as in the example, but using their own ideas. Ensure that they are using correct intonation and stress, with unstressed *would*.

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

- 8** Get students to go back to the situations in 1. Get them to work on them in simultaneous pairs, and then get some of the pairs to repeat their exchanges for the whole class.

C21 SKILLS

CRITICAL THINKING: Changing your perspective

Go to page 145 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 96 of this book.

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

- 9** Remind students of the idea of a *dilemma* and get them to read the text for themselves. Explain any difficulties, e.g., *let someone down*. With the whole class, get individual students to summarize the situation in their own words.
- 10** Get students to work in simultaneous groups of three or four for Steps 1 and 2. Walk around the class to monitor and assist where necessary. Ensure that students are using correct conditional forms.
- For Step 3, get a spokesperson for each group to say what the group decision was, again insisting on the correct use of conditional forms. If some students want Francesca to participate in the match, and others want her to go to the open day, get them to say that 'opinion was divided'. If they all quickly reached the same conclusion, teach the expression 'It's a no-brainer!'

10c A 21st-century dilemma


 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 pages 7–8 of this book.

11

Media

Vocabulary

- Social media and activities
- Collocations

Grammar

- Degrees of probability

Language skills

- Listening: Listening to make notes
- Listening: Listening to complete sentences
- Reading: Reading to compare different texts and complete a table
- Reading: Reading to identify a writer's point of view
- Writing: Writing a reply to a blog post
- Speaking: Discussing cyberbullying
- Reading & Speaking: Predictions

C21 SKILLS

Life skills

- Your online image

Communication

- The power of emotive words

Critical thinking

- Making informed predictions



Talking point

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

Ask students what they understand by *media* – traditional media like newspapers, radio, television, etc. They will also probably mention social media – Facebook, LinkedIn, etc. Explain that *media* is the plural of *medium* and that they might hear expressions like the medium of television, the medium of radio. Tell them also that they will increasingly hear the *media is ...* rather than the *media are ...* – the media can be considered together as a single industry, therefore singular.

With the whole class, get students to say what they can see in the picture. Without pre-empting later activities too much, ask students how much they use their smartphones, what they use them for, etc.

11A Social media



Social media and activities; Collocations

- 1 Teach the word *icon*, if necessary, and get students to look at and identify the ones here in simultaneous pairs. With the whole class, elicit the answers.

Then, in simultaneous pairs, get students to say which apps and websites they use and then have a whole-class discussion about them. Get them to talk about websites in addition to social media, for example, maps, mobile banking, etc. (It might be interesting to ask them if Facebook is becoming less popular with young adults, as seems to be the case in some parts of the English-speaking world, at least.)

Answers

Facebook, Pinterest, Twitter, LinkedIn, Instagram, Google Plus, Skype, WhatsApp

- 2 Explain the task and get students to work on it in simultaneous groups of three or four – students should work on ideas individually and then share them with the group. They should then come up with a group definition for social media. Walk around the class to monitor and assist where necessary.

Then, with the whole class, work on any common difficulties and get representatives from each group to say what definition of social media they came up with. Write the definition below on the board and see whether they agree with it.

Model answer

Google defines social media as 'websites and applications that enable users to create and share content or to participate in social networking'.

- 3 With the whole class, briefly go through the types of social media shown in the diagram. Then, in simultaneous pairs, get students to match the types of social media with the sentences and then think of an example. Walk around the class to monitor and assist where necessary. With the whole class, elicit and discuss the answers and examples each pair has chosen.

Answers

- a Instant messaging, WhatsApp
- b Blogging, WordPress
- c Social networking, Facebook
- d Video sharing, YouTube
- e Microblogging, Twitter

FOCUS

Expression

Collocations

Go through the information and say that collocations are also known as word partnerships. Hopefully, students will already have been made aware of this very important feature of language learning, but the idea cannot be repeated too often.

Then, with the whole class, get students to add the underlined words from 3 to the correct collocation group in the Focus box.

Answers

noun + noun	video chat
adjective + noun	virtual community
verb + noun	share photos

- 4 Do this exercise as a fast-paced whole-class activity. Elicit and discuss the answers.

Answers

- a exchange, send
- b post
- c update
- d upload, share
- e leave
- f follow

- 5 Draw the diagram on the board and explain the benefits of diagrams for learning vocabulary. Discuss possible words that could go in the boxes as collocates of 'messages' – two are suggested below, but get students to come up with others.


Then get students to work in simultaneous pairs on similar diagrams for 'video clips' and 'posts'. Walk around the class to monitor and assist where necessary. With the whole class, get representatives of some of the pairs to say what collocations they came up with.

Possible answers

- a receive, delete
- b Students' own answers.

- 6 If you don't know much about social networking, before the class, look at some of the social media websites whose logos are on the first page of the course book unit. Get students to prepare, in simultaneous pairs, mini-presentations on different social media websites or apps. Walk around the class to monitor and assist where necessary.

In pairs, or alternatively with the whole class, get members of different pairs to talk about their social media website or app without naming it. Other students have to guess which one they are describing.

- 7**  **11.1** Explain the task and play the recording, stopping occasionally to allow students to note down the answers.

With the whole class, elicit the answers. Relate them to what students were saying about different sites in earlier exercises.

Answers

- Saif:** Skype – to keep in touch with relatives and friends in Dubai, likes to see if his little brother has changed.
Facebook – posts updates and photos so that friends know what is happening in his life, and likes or comments on his friends' posts to let them know he's thinking of them.
Instagram – he follows photographers to get some inspiration and learn about photography.
- Marta:** Twitter – checks her newsfeed three or four times a day to keep up with news and current affairs; follows well-known journalists and politicians; tweets comments if it's a topic she cares about.
Facebook – to keep in touch and up to date with friends and family.

Transcript 11.1

Conversation 1

- Interviewer** What social networking sites do you use?
- Saif** I use Facebook and Skype mainly and I also have Instagram. I'm from Dubai so it's really important for me to keep in contact with relatives and friends back home.
- Interviewer** How often do you Skype?
- Saif** I Skype every weekend when I know my family are at home. The connection isn't always brilliant, but I like being able to talk to my little brother and see if he's changed at all. I guess I spend about an hour a day on social media including Skype.
- Interviewer** How do you use Facebook?
- Saif** Whenever I have my laptop on, I have Facebook open. If a friend posts a photo, I usually comment on it or send a like. It doesn't take me long, and it lets my friends know I'm still thinking of them even though I'm so far away. I post a lot of updates and photos, too, so that my friends know what is happening in my life.
- Interviewer** What about Instagram?
- Saif** Photography is one of my big interests. I always have my camera

with me when I go out and, if I take an interesting photo, I'll post it to my profile page and hope I get some comments. There are some brilliant photographers on Instagram, and I follow some of them to get inspiration. I'm learning a lot about photography by spending time on Instagram and sharing ideas about photography.

Conversation 2

- Interviewer** What social networking sites do you use?
- Marta** I use Twitter and Facebook. I don't have much time for anything else. I'm doing a course in journalism so I find Twitter very useful for keeping up with news and current affairs.
- Interviewer** How often do you visit the sites?
- Marta** I check my newsfeed three or four times a day and go on Facebook once a day. On average, I'd say I spend around half an hour a day on Twitter and Facebook.
- Interviewer** How do you use the sites?
- Marta** Twitter's great for breaking news. If there's a big story in the news, I want to know about it when it happens and not have to wait until I get home and see it on TV. I'm very active on Twitter. I follow lots of well-known journalists and politicians, and I'll tweet comments if it's a topic I care about. I also follow a couple of journalists' blogs. They're really interesting and I've made a lot of good professional contacts. I'm pretty active on those, too. I regularly post comments and get involved in the conversation.
- Interviewer** What about Facebook?
- Marta** It's different. I have a Facebook account mainly for contact with family and friends. I don't use it that much – a couple of times a week. I post updates and photos so they can see what I've been up to, and I check out their Facebook pages to see what they've been doing. Facebook's a great way of keeping in touch with people. A lot of my friends use it for arranging their social life, but I don't. I prefer to text people so I'm not on Facebook too much and don't get distracted by all the posts in my newsfeed.

- 8 Explain the task and get students to discuss it in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, elicit and discuss the answers in preparation for the next activity.

Answers

Keep up to date with what's going on – Saif and Marta
 Keep in contact with friends and family – Saif and Marta
 Express my thoughts and ideas – Marta
 Learn things – Saif
 Feel part of a group – Saif and Marta

- 9 With the whole class, go through the relevant questions used in the interviews.

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

When students are ready, get them to write short paragraphs about their partner's social networking habits. (Ensure students are writing about their partners, and not themselves!) Walk around to monitor and assist where necessary.

With the whole class, work on any common difficulties and then get one or two students to read their paragraph about their partner's social media habits.

C21 SKILLS

LIFE SKILLS: Your online image

Go to page 158 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 97 of this book.

11B Cyberbullying



Identifying a writer's point of view

- 1 Introduce the subject of bullying, defining the word if necessary. (If you **bully** someone, you threaten to hurt or frighten them, especially someone **smaller** or weaker.) Point out the related noun *bully*, someone who does this. Explain how these concepts have been extended into the terms *cyberbully* and *cyberbullying*.

Get students to look at and answer the questions about the photo in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, get students to say what conclusions they came to. Treat this tactfully.

- 2 Explain the task and get students to work on it individually. Walk around the class to monitor and assist where necessary with vocabulary. Ensure they are completing the table on page 153 of the course book correctly. Give them plenty of time to do this. Get them to say which blog post they agree with, and why.

Answers

	Blog A	Blog B	Same/ Different?
Facts and research	Cyberbullying Research Centre: one in four teenagers say they have been bullied more than once in their lifetime; 40% of those bullied never tell anyone	Dr Olweus, University of Bergen: 18% of students have been bullied, but only 5% occurs online; face-to-face bullying is still the way most people are bullied	different
Consequences for the targets of cyberbullying	linked to depression and anxiety	anxiety, depression, suicidal thoughts	same
Role of the press	horrific press reports	–	–
Suggested solutions: Legislation, schools, parents	laws to deal with worst cases; schools to educate children	schools can deal with it within their existing anti-bullying strategies; parents should teach children; children need confidence to block or report bully	different

- 3 Discuss the words and then do this activity with the whole class.

Answers

Blog A – one-sided, informal, personal

Blog B – balanced, informal, personal

- 4 Explain the task and get students to do it in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers and work on pronunciation and meaning of vocabulary where necessary.

Answers

Blog A

- a crisis point
- b horrific
- c traumatized by
- d abuse
- e tough

Blog B

- f been exaggerated
- g massive
- h nasty
- i abusive
- j valuable

FOCUS

Expression

Identifying a writer's point of view

Take students through the information and examples and do the task as a whole-class activity. (Ensure that students do not point out all personal pronouns and possessive adjectives in the blogs indiscriminately. Only the ones underlined below are used in the way described.)

Answers

(Personal pronouns and possessive adjectives are underlined, adverbs of attitude are in *italics*, and opinion markers are in **bold**.)

Blog A

- *Sadly*, 40% of those who are bullied never tell anyone about what is happening.
- We have all seen horrific press reports of youngsters who have been so traumatized by cyberbullying that they have committed suicide as a direct result of the abuse.
- It's time to protect our children from cyberbullies.
- **I believe** we need tough laws to deal with the worst cases, and schools that will take tough action against online abusers.
- But our schools also need to teach young people why it's wrong to bully, how it hurts other people and what they can do to stop it.
- *Clearly*, if we want lasting change, we need to fix society's cyberbullying problem before the bullying happens.

Blog B

- It also tells us that face-to-face bullying is still the way most people are bullied.
- *Surprisingly*, cyberbullying has all the newspaper headlines, giving the impression of a massive problem that is damaging our children's mental health.
- I'm not saying that cyberbullying does not have negative consequences.
- For me, cyberbullying is simply a new addition to an old problem, so our schools can deal with cyberbullying within their existing anti-bullying strategies.
- **I think** parents also have a responsibility for teaching their children to ignore nasty messages and not be oversensitive.
- *Hopefully*, by learning how to neutralize an online bully, they will learn valuable life skills for managing any unpleasant people they meet in their future studies and work.

C21 SKILLS

COMMUNICATION: The power of emotive words

Go to page 159 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 97 of this book.

- 5 Get students to write their replies individually. Walk around the class to monitor and assist where necessary. With the whole class, work on any common difficulties. Then get students to work in small groups who have commented on the same blog, comparing their replies. Again, walk around the class to monitor and assist where necessary. Then get a representative from each group to summarize very briefly the main conclusions of each of the blogs.
- Alternatively, this could be done as a poster display – put up Blogs A and B, and then get students to add their replies to the poster, so they can read each other's replies.
- 6 Refer students to page 186 of their course book. Explain the task and get them to work in groups of three.
- 1 Get students to read the article in their groups and explain to each other anything that a particular member(s) of the group doesn't understand – they should only ask you, the teacher, if none of them understand. At this level, between them, they should know all the vocabulary here.

- 2 Then get the groups to write their guidelines. Walk around the class to monitor and assist where necessary. With the whole class, get different groups to read out their guidelines, and compare and contrast them with those of other groups.

11c Future changes



Degrees of probability

- 1-2** Introduce the subject of news, and remind students that, despite appearances, news is singular.

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

With the whole class, work on the vocabulary of politics, current affairs, foreign news, social issues, arts, etc., and on devices such as desktop computers, laptops, tablets, smartphones, Kindles, etc.

For question 2, students may say that newspaper sales, already falling, will continue to decline and that people will increasingly access news on their smartphones. (In many countries, more than half of social media activity already takes place using smartphones rather than other devices, apparently.)

- 3** **11.2** Prepare students for the task by asking them to name newspapers that they have heard of in the English-speaking world. Make sure they know the difference between *The Times* (of London) and *The New York Times* and that they do not confuse these with *Time* magazine. Get them also to talk about English-language newspapers in countries where English is not the first language, e.g., *The Straits Times* in Singapore or *South China Morning Post* in Hong Kong.

Then explain the task and get students to look through the items a–c before playing the recording.

Play the recording, stopping it to allow students to make notes. With the whole class, elicit Dr Chung's predictions. Work on vocabulary such as *subscribe* and *subscription*. In this case, ask students to think of a similar pair of words (*describe*, *description*) and what this tells us about verb and noun endings (*-ibe* is a common ending for verbs; *-iption* is a common ending for nouns).

Answers

- a** won't survive
continue to print newspapers, but may look different
- b** smaller
longer in-depth articles
- c** subscriptions

Transcript 11.2

- Interviewer** There's a lot of gloom about the future for print newspapers. What do you think will happen to them?
- Dr Chung** A lot of the smaller national newspapers definitely won't survive. You can see it already. As more and more people are going online for their news, many are struggling to make a profit and some big names like the *Independent* have already ended print production.
- Interviewer** What about the famous news brands like *The Wall Street Journal* and *The Times*. Will they still be around in ten years?
- Dr Chung** I think so. News organizations like *The Times* already have successful news sites, and they'll probably continue to print newspapers, too, but they may look very different.
- Interviewer** In what way?
- Dr Chung** They're likely to be much smaller and have longer in-depth articles.
- Interviewer** But won't their websites do in-depth articles?
- Dr Chung** I doubt it. Readers want short news stories on the web that they can read on a small screen – on a tablet or on a mobile. If readers want in-depth articles, it's much easier to read in print. And that won't change.
- Interviewer** So do you think the newspapers will look more like magazines in the future?
- Dr Chung** I think so. They will certainly have the same high-quality photographs as a magazine and in-depth reports and stories, but they might come out weekly.
- Interviewer** Ah! So quite different. How will online news sites make their money?
- Dr Chung** Mainly by subscription. Famous brands like the *Financial Times* have already introduced pay subscriptions. I think others are bound to do the same.
- Interviewer** I'm surprised! Do you think people will be willing to pay for their news?
- Dr Chung** Initially, maybe not. Many people are reluctant to pay for news online, but that's sure to change in the future.


There's so much information and news on the internet – some of it good, some of it bad, and a lot of it inaccurate – and people are feeling very confused. In the end, I think readers will be happy to pay a subscription to a well-known news brand that researches and checks its stories and employs quality journalists. If newspapers have an international focus and can get the business model right, I think they have a bright future.

FOCUS

Grammar

Degrees of probability

Talk the students through the information and the examples – a lot of this will be familiar to them at this level. However, tell/remind them that correct use of *might* is one excellent indicator of a good upper-intermediate speaker.

- 4  **11.3** Get students to look through the words and phrases in the box and sentences a–f, getting them to anticipate the answers where possible.

Then play the recording and elicit the answers, getting students to comment on any they had not anticipated correctly. Work on any points that require it, e.g., *bound to*.

Answers

- a definitely won't
- b they'll probably, may
- c likely to be
- d will certainly, might
- e are bound
- f sure to

Transcript  **11.3**

- a A lot of the smaller national newspapers definitely won't survive.
- b News organizations like *The Times* already have successful news sites, and they'll probably continue to print newspapers, too, but they may look very different.
- c They're likely to be much smaller and have longer in-depth articles.
- d They will certainly have the same high-quality photographs as a magazine and in-depth reports and stories, but they might come out weekly.
- e I think others are bound to do the same.
- f Many people are reluctant to pay for news online, but that's sure to change in the future.

- 5 With the whole class, explain the task and elicit the answers.

Answers

- a will definitely
- b will probably
- c may
- d is unlikely to
- e is bound not to

- 6 Do this as a fast-paced whole-class activity, working, as ever, on the logic of the answers, and getting students to notice where in the sentence the words in brackets can occur and how there are several possibilities, some more acceptable than others, while others are completely unacceptable. For example, the four possibilities are all acceptable in theory for sentence a, but the more acceptable answer is given in the answer key.

Watching TV will continue definitely to be an important leisure activity.


Watching TV will continue to definitely be an important leisure activity.

Watching TV will continue to be definitely an important leisure activity.

Watching TV will continue to be an important leisure activity, definitely.

Answers

- a (Watching TV will definitely continue to be an important leisure activity.)
- b People will definitely not watch as much live TV in their homes.
- c We will probably access TV content via internet streaming services.
- d TV companies may create specific content for small screens on tablets, smartphones and wearable devices.
- e Online services like Netflix or Amazon Prime will definitely offer viewers a wider variety of TV programmes, but the quality might not be as good.
- f We will certainly continue to see advertising during TV programmes, but it will probably not be as frequent or obtrusive.

- 7  Explain the task and get students to do it in simultaneous pairs. Walk around the class to monitor and assist where necessary.

With the whole class, elicit and discuss some of the pairs' answers and work on any difficulties. Get students to pay particular attention to word order.

Again with the whole class, get students to discuss their actual predictions and their likelihood.

Answers

- a Five years from now we are certain to spend much more time online.
- b The eTextbook is likely to replace the traditional textbook in higher education within five years.
- c In the future, we are sure to get global news more quickly online, but stories are likely to be less accurate.
- d Facebook is sure to become less popular among young people, but it is unlikely to disappear in the next five years.
- e Five years from now, there are bound to be fewer jobs for news photographers and journalists.

- 8 Explain the task and get students to do it, again 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, getting individual students to repeat their predictions, incorporating any suggestions and improvements that you made.

- 9 With the whole class, get students to repeat some of their predictions using the sentence patterns in the Focus box. Write the best three predications for each category in 8 on the board in note form, and get students to vote on them.

C21 SKILLS**CRITICAL THINKING:****Making informed predictions**

Go to page 160 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on pages 97–98 of this book.

12

Breaking news

Vocabulary

- News stories

Grammar

- Indirect questions and requests
- Punctuating quotes

Language skills

- Listening: Listening for specific information
- Listening: Listening for communication style
- Listening: Listening for questioning techniques
- Speaking: Role-playing a telephone call
- Listening & Speaking: Interview skills
- Reading: Skimming
- Writing: Writing an article
- Writing: Writing a fake news story



Talking point

To focus students on the topic, read through the questions and ask for their feedback. Encourage students to discuss the questions in pairs and then to share their ideas with the class.

C21 SKILLS

Communication

- Softening your communication style


Study skills

- Self-editing

12A Interviewing

Indirect questions and requests

1 With the whole class, get students to talk about reporters and journalists, and what they do. Then focus on the idea of a junior reporter on a local newspaper and her likely daily tasks. Get students to talk about the sorts of things that local newspapers report on in their countries.

2  **12.1** Explain the task and get students to look through the questions before playing the recording. Play the recording and then explain any potential difficulties, for example, *firm up* (which students at this level will probably be able to work out for themselves). Elicit the answers.

Answers

- a** to confirm the time of a telephone interview with Dr Davis
- b** James Burnie – he's not very helpful at first, but by the end he helps by offering to ask Dr Davis to answer the questions Shazia has emailed, and will email Shazia if there's a problem.
- c** The deadline is midday on Thursday, but Dr Davis is not in the office until Wednesday and hasn't answered her questions yet.
- d** Shazia asks if Dr Davis has a deputy who could answer her questions, or if Dr Davis can email her the answers to her interview questions.
- e** to get answers emailed and call Dr Davis late Wednesday if there are any problems

Transcript 12.1

Shazia Hello, it's Shazia Hussain from *The Globe*. Could I speak to Dr Davis, please? It's about a telephone interview he's agreed to do and I'm just firming up a time to call.

James I'm afraid Dr Davis isn't here. He's at a conference and he's left strict instructions that he doesn't want to be disturbed.

Shazia Ah! Right. Could you tell me when he'll be back in the office?

James Not till Wednesday morning. It's his first day back so I expect he'll be very busy. Maybe you could phone on Thursday?

Shazia Thursday. That's a bit late. Do you know if there's anyone else I could interview – maybe his deputy?

James No, unfortunately, that won't work. She's at the conference, too.

Shazia Right. That's tricky. The problem is we're going to print on Friday and I'd really like to include Dr Davis' comments. I emailed him the interview questions yesterday. Have you any idea if he received them?

James Just a minute, I can check. Yes, I think so. He's certainly picked up your mail.

Shazia Good. Well, I wonder if you could ask him to email the answers. And then if anything's not clear, I can call him late Wednesday. It would only take a few minutes.

James OK. I can certainly ask him to do that.

Shazia Great. That's really helpful.

James No problem. Can I ask when your deadline is?

Shazia Midday Thursday. That's the absolute latest.

James OK. I'll phone Dr Davis and explain the situation.


Shazia Great. Sorry, I don't know your name.

James It's James. James Burnie.

Shazia Right. Just one other thing, James. Do you think you could contact me if there's a problem?

James Of course. I'll email you as soon as I've spoken to him.

Shazia Fantastic!

3  **12.1** Get students to read through the questions and anticipate the missing words, but do not confirm answers yet.

Play the recording again and get students to check their answers.

Answers

- a** when he'll be
- b** if there's
- c** if he received
- d** you could ask him
- e** when, is
- f** you could contact

FOCUS

Grammar

Indirect questions and requests

Take students through the information and work on the intonation of the examples, getting individual students to repeat. At this level, some, at least, of the information should be familiar to students.

4 Go through the vocabulary, checking meaning and pronunciation. Then do the task with the whole class. Note the difference between 'proactive' (being in control

and thinking ahead) and 'reactive' (waiting for the other person to say or do something).

Answers

confident, indirect, polite, proactive

- 5 Explain the task and do it with the whole class, getting individual students to say the complete phrases with the correct intonation.

Answers

- a Does anyone know if we have a team meeting today?
 b Can you tell me what you thought of the conference?
 c Have you any idea why he cancelled the interview?
 d Do you know if Ana is in the office today?
 e I'd like to know how you feel about the decision.
 f Do you think you could send me a copy of the report?
 g I wonder if I could ask you a few questions.
- 6 As a change of pace, get students to do this individually in writing – it will give them more time to think about the answers. Walk around the class to monitor and assist where necessary. With the whole class, elicit the answers.

Possible answers

- a Have you any idea what time the press conference is tomorrow?
 b I wonder if I could ask you why the mayor cancelled the interview?
 c Do you think you could check this before you leave tonight?
 d Can you tell me if Tom Davis is still the press officer at the theatre?
 e Does anyone know where the meeting is?
 f Do you think I could write the article on the new shopping centre?
 g Do you know if that is the entrance to the Cornbury Building?

FOCUS

Pronunciation

▶ 12.2 Take students through the information and play the recording.

Get individual students to repeat the two questions with correct intonation.

Transcript ▶ 12.2

- a Could you tell me when he'll be back in the office?
 b Have you any idea if he received them?

- 7 Get students to work on this in simultaneous pairs. Tell them to 'coach' each other.
 Then, with the whole class, get individual students to repeat the questions.

C21 SKILLS

COMMUNICATION:

Softening your communication style

Go to page 172 of the course book now to do the exercise, or come back to it later. Related teacher's notes are on page 98 of this book.

For extra support, with the whole class, explain that in some cultures asking a lot of direct questions can be seen as negative and confrontational. In other cultures, people may be direct and use a lot of direct questions to get the information they want. They may see softening questions as less efficient and a waste of time.

Ask students whether they consider their own culture(s) direct or indirect. Treat this tactfully, especially in multicultural groups.

- 8 Divide the class into pairs, ensuring that students know who is A and who is B. Explain the task and get students to turn to the correct pages. Get them to go through the steps in the course book.

Walk around the class to monitor and assist where necessary, ensuring both students in each pair are using indirect questions. With the whole class, work on any difficulties. Then get some of the pairs to repeat their exchanges for the whole class, incorporating any suggestions and improvements that you made.

Interview skills

- 1 Make this more concrete by asking the whole class about interviews they have seen recently on television with politicians, sportspeople, celebrities, etc. Ask what it was about the interview style that made the interviews good (or bad).

Then get students to work on examples of good interview techniques in simultaneous groups of three. Walk around the class to monitor and assist where necessary. With the whole class, elicit suggestions.

Possible answers

(The interviewer does in-depth research before the interview.)

The interviewer plans the structure of the interview in relation to the time available.

The interviewer treats the interviewee politely but, if necessary, firmly, for example, by repeating questions that were not answered satisfactorily.

The interviewer adapts the questions they ask as the interview develops. They follow up on points that they did not anticipate but that occur in the interview.

The interviewer rounds off the interview satisfactorily.


- 2 Explain the task and get students to look at the notes individually. At this level, the language should not present problems. Elicit the answers.

Answers

She plans to ask five questions.

Benefits: You don't forget particular questions.

Risks: If you stick to the 'script', you don't follow up on things that the interviewee says.

- 3  12.3 Explain the task and get students to read through questions a–d and Shazia's notes again before you play the recording.

Play the recording once or twice and elicit and discuss the answers.

Answers

- a No, she doesn't ask questions b and d.
 b no
 a Perhaps you could start by giving us an update on progress?
 c How does the Council propose to deal with parking?
 e What do you see as the main benefits for the city?
 c But isn't it rather disappointing that you've only let 22 of the 50 units?
 So is your plan to pedestrianize the area around the centre permanently?
 d Yes, she asked open questions.

Transcript 12.3

Shazia Thank you for giving up your time, Mr Pelegrino. I really appreciate it as I know you've been involved with the shopping centre right from the beginning. Perhaps you could start by giving us an update on progress?

Marti Well, the construction work is nearly finished and everything is on schedule for the big opening next October so that's really good news. We've already had a lot of interest from retailers and 22 of the 50 units have already been booked, making a total of 18 new stores and four restaurants and, of course, a five-screen cinema. We're thrilled to have attracted so many quality shops.

Shazia But isn't it rather disappointing that you've only let 22 of the 50 units?

Marti We're not concerned at this stage. It's a really exciting opportunity for retailers and we've had a lot of interest, especially from some of the big name fashion brands like Calvin Klein and Hugo Boss. We're confident we'll fill all the units in time for the opening.

Shazia OK. How does the Council propose to deal with parking?

Marti There'll be a 600-space underground car park, but we really want to encourage shoppers to leave their cars at home, or at least on the edge of the city. We don't need more traffic in our beautiful city. The centre will be a ten-minute walk from the train station so we hope shoppers from the local towns will take the train option. And we're extending our park-and-ride scheme so people can use our car parks on the edge of the city and come direct to the shopping centre by bus. And we're making the buses free to encourage people to use them.

Shazia I just can't see how that will work. Surely, if people want to shop, they want to park near the shops. I think you should have parking near the shops.

Marti But that's not our vision. We want a traffic-free zone around the shopping centre so that people really enjoy their shopping experience. There'll be benches, cafés so people can sit outside in summers, and lots of green spaces.


Shazia I see. So is your plan to pedestrianize the area around the centre permanently?

Marti Yes, that's always been our goal. We had to close all the roads around the building site during construction and we now plan to keep it that way. It will make the whole area more attractive.

Shazia OK. Thank you. I have one more question. What do you see as the main benefits for the city?

Marti It's a fantastic opportunity. It will be good for local business. It will bring more people into the city, and they'll spend money in the restaurants and the smaller specialist shops in town. And with its cinema and cafés, I'm confident it will become a new going-out area for local people. We've made a rather unattractive part of the town into a stylish place that we can all use and be proud of.

Shazia That does sound good. Thank you for your time, Mr Pelegrino. It's been very interesting.

- 4  12.3 Prepare students for the task and play the recording again, stopping at appropriate points to allow students to write their notes on Marti Pelegrino's answer for each question.

With the whole class, get different students to read out their notes. Write notes on the board – either the ones below or equivalent notes suggested by students.

Possible answers

Construction work nearly finished; everything on schedule for opening in October
22 out of 50 units booked
Parking – 600-space car park; hoping shoppers will take the train or use park and ride
Pedestrianize area around shopping centre.
Benefits – will bring more people into the city, more money being spent so good for businesses; a new going-out area; revamped unattractive part of town into a stylish place

- 5-7** Talk students through the tips for great interview questions and get students to comment on them. Then get students to work in simultaneous groups of three on scoring the interview they have just heard, discussing and giving reasons for their scores. Walk around the class to monitor and assist where necessary. Get pairs of groups to compare their rankings. Where there are large differences between scores, get each group to explain and if possible give more reasons as to why they gave the score that they did. With the whole class, write scores up on the board and have a whole-class discussion about them. Then, with the whole class, discuss what Shazia could have done to make it a better interview.

12B In the news



News stories;
Punctuating quotes

- 1** Discuss the question with the whole class. To make it more concrete, bring in copies of a local newspaper for students to look at, or go to a local news website on the internet. Give students time to think of examples in simultaneous pairs, and then elicit them from the whole class.
- 2** Explain the task. Get students to individually read through the format for structuring a news story and then the article itself. Walk around the class to monitor and assist where necessary. With the whole class, get one or two individual students to give the answers to the matching exercise, to give everyone the idea.

Then get students to work on the rest of the matching activity individually, again walking round the class to monitor and assist where necessary.

With the whole class, elicit the answers.

Answers

Headline: Plans to boost cycling as Brightwater expands
Introductory paragraph: A new cycling scheme ... network of cycle lanes.
Main body: The local Council's cycle plan ... cycling will become a real alternative." (3 paragraphs)
Conclusion: Cycle Sustain will ... the right decision."
Caption: Cycling lanes in Amsterdam

- 3** With the whole class, get students to read through the article again quickly in order to answer the questions. With the whole class, elicit the answers.

Answers

- a to create a cycling network in Brightwater
- b Brightwater Council, Brightwater Cycling Group, Residents Action Group
- c The Council wants to link the Science Park with a new housing estate; Brightwater Cycling Group wants separate cycling lanes; Residents Action Group wants a say in making the decision.

- 4** Get students to look through the article for the quotes. Elicit quotes from the whole class. Then get one student to write one of the quotes on the board, reproducing all the punctuation correctly.

Answers

- Councillor Jean Peterson says, "Brightwater is one of the fastest-growing towns in the country. Nobody wants a town that's gridlocked by cars so we need a cycling network that will encourage people to leave their cars at home."
- "Our aim is to bring the best of Holland's cycle-friendly approach to Brightwater," says de Wey.
- "This is the sort of plan we've been talking about for years," says David Chen of the Brightwater Cycling Group. "At the moment, cars have priority and cyclists' journeys are very stop-start, but with separate priority lanes, cycling will become a real alternative."
- Ibrahim Khan, Chairman of the Residents Action Group, says, "It's critical that residents get a say in making the right decision."

FOCUS

Grammar

Punctuating quotes

Take students through the rules and the examples. (Encourage them by saying that many native speakers/writers have trouble in this area.)

Tell students that single inverted commas, rather than double ones, are found in some newspapers in the UK, but that they should stick to double inverted commas in their own writing.

- 5 Get students to work on these individually and then elicit the answers with the whole class.

Answers

- a "It's depressing seeing so many empty shops in the town centre," said local resident Clara Jones.
 b Businessman Omar Mabsali says, "I can't afford a 30% rent increase so I'll have to close down my shop."
 c Sara Ling, Press Officer at Enviroset said, "We are doing everything we can to clear up the pollution in the river. We are confident the work will be finished by June."
 d The Business Manager for the Council said, "The expansion of the Science Park will create 1,500 jobs over the next five years."
 e "The Midas festival has attracted some amazing local artists and bands," said Festival Director Jane Dune. She added, "We are so delighted."

- 6 Do this with the whole class, getting one, or a series of, students to write sentences from the extract on the board and getting the rest of the students to give the correct punctuation.

Answers

The Council has received many complaints about the roadworks on Science Park Avenue. Jackie Amos, a manager at Optotek, said, "I am regularly stuck in queues for over an hour in the morning." She added, "Getting into the Science Park has become a nightmare." A spokesperson for the Council said, "We are working closely with Boland Construction to speed up the work."

C21 SKILLS**STUDY SKILLS: Self-editing**

Go to page 173 of the course book now to do the exercises, or come back to them later. Related teacher's notes are on page 98 of this book.

- 7 Get students to do this for homework, but explain the task clearly in class.

Refer them to page 188 of the course book, and go through the information. Point out the importance of going back and looking at the information mentioned in the bullet-point list. Then go through Steps 1–4 and the material below with them. Emphasize that their writing should contain two or three quotes.

Give a deadline by which students should email their work to you. Give feedback in a later class, praising good points and working on any that require further work, especially in relation to the material in this section.

12c Fake news


 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 pages 7–8 of this book.

C21 skills

Unit 1

A COMMUNICATION: OBJECTIVE AND SUBJECTIVE ARGUMENTS

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

Answers

a	O	f	O
b	O	g	O
c	S	h	S
d	S	i	O
e	O	j	S

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

B LIFE SKILLS: BUILDING RAPPORT

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

Possible answers

Students' own answers.

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

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

Answers

- a A probably doesn't know much about badminton so they ask a general question that does not require any particular knowledge of the sport.
- c A asks a question which allows B to give more details of how to play chess which will help open up the conversation.
- d A asks B a question that encourages them to talk in more detail about an activity they like.

- 3 Get students to create mini-dialogues using the questions they thought were acceptable from 1 in simultaneous pairs, continuing the conversations appropriately. Walk around the class to monitor and assist where necessary, e.g., use of *Really!* and possible follow-on comments, e.g., *That's right. I...*

Then get some of the pairs to repeat their mini-dialogues for the whole class.

C STUDY SKILLS: ACTIVE LEARNING

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

PLANNING AHEAD

Progress

- 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 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 (teach this word).

Communication in class

- 1-3 Get students to rate themselves and then share their answers in pairs. Treat tactfully.

Get them to write three ideas about how they can be more active and share their ideas in pairs.

Then get them to discuss their ideas with the whole class.

Unit 2

A CRITICAL THINKING: EVIDENCE AND WITNESS ACCOUNTS

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

Answers

- a PH
- b PSY
- c PSY
- d PSY
- e PH

- 2 With the whole class, get students to match the factors in 1 to the results here. As ever, discuss the answers as you go through them.

Answers

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

- 3 Get students to work on this in simultaneous pairs, and then discuss with the whole class.

B COMMUNICATION: TELLING STORIES

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

Unit 3

A LIFE SKILLS: WORKING TOWARDS A COMMON GOAL

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

Answers

Students' own answers.

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

B COMMUNICATION: AVOIDING PERSONAL REFERENCES

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

Answers

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

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

Answers

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

C LIFE SKILLS: RULES AND RESPONSIBILITY

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

PLANNING AHEAD

Repeat the procedure outlined on page 89.

Unit 4


A CREATIVITY: INTERNET FORUMS

- 1** Explain the task and ensure that students have access to monolingual or bilingual dictionaries, in paper or electronic form. Alternatively, explain any words they don't know, getting students to say them correctly. Get students to work on the notes in simultaneous pairs. Then elicit the answers with the whole class, explaining any remaining difficulties.

Answers

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

B CRITICAL THINKING: LOGICAL VS LATERAL THINKING

- 1**  **4.6** Read the introduction and have a brief whole-class discussion on how you could improve thinking skills. Explain the task and play the recording as students complete the activity individually, and then again, stopping at convenient points to elicit and discuss the answers.

Answers

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

Transcript 4.6

- Vicky** Hello, Consuela. Have you been at your exercise class? You look a bit hot!
- Consuela** No, actually I've just been at a workshop about thinking.
- Hassan** Yes, thinking makes me feel hot and tired, too. I try to avoid it.
- Vicky** Don't be silly, Hassan! Really, Consuela? Tell us about it.
- Consuela** It was about thinking and dance. We tried different ways of dancing and then did different types of mental problems.
- Vicky** Wow, that sounds fun! What course was that part of?
- Consuela** None of my regular courses. It was a special event at the science festival, taught by a man called Dr Peter Lovatt. He's a professor, but not at our university, and he also travels a lot giving seminars of this type.
- Vicky** Gosh, I wish I'd heard about that. It sounds really good. Tell us more.
- Consuela** Well, first we learnt a dance routine – that was fun!
- Hassan** What do you mean by routine?
- Consuela** A dance routine? It's a set of specific moves and steps to music. Doing this stimulates the brain to find patterns and follow rules when solving problems.
- Hassan** I see, and that's a typical left-brain function.
- Vicky** So, does that help develop logical thinking?
- Consuela** Well, Dr Lovatt didn't use that actual term, as I recall, but he said that kind of dancing helps with solving problems that have one correct answer, like maths problems.
- Hassan** Interesting ... So what kind of dance do you do to help you with lateral thinking?
- Consuela** Again, that actual term wasn't used, but we learnt that improvised dance helps you work with problems that have lots of possible answers.
- Hassan** Well, that's one phase of lateral thinking, isn't it? You come up with lots of possible ideas and then assess them and reject the totally unlikely ones.
- Vicky** You know more about this thinking business than you let on before, Hassan!
- Hassan** Well, I am a Psychology student. But I don't know much about dancing – what is improvised dance?

- Consuela** Basically, you don't follow set steps and routines. You do what you feel like doing.
- Vicky** Oh, I like that kind of dance best. Do you think it would help me get my English literature essay written faster if I do some dancing first? I haven't got any ideas for it at all at the moment!
- Consuela** Why not? It's worth a try!

Unit 5

A CRITICAL THINKING: COGNITIVE TRAINING

- 1** Go through the information. With the whole class, get students to say what they can see in each photo, and get them to match the photos to the cognitive skills. Develop discussion, for example, in relation to activities in which your students participate.

Answers

- a** 1, 4, 6
b 3, 6 (Students may say that yoga certainly improves general balance and coordination, but not necessarily hand-eye coordination – it could be done with the eyes shut.)
c 1, 2, 3, 6
d 1, 2, 4, 5
e 1, 5
f 4, 6
g 2, 3, 6

B CRITICAL THINKING: IDENTIFYING ASSUMPTIONS

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

Possible answers

The assumption is that ...

- a** people who smile are friendly – she's trying to make a good impression. But people often smile to cover nervousness, embarrassment, etc.
b good mothers cook for their children. But this woman's work may not leave time for cooking, or maybe the father cooks.
c people who give money to the homeless are good people. Alternatively, this person may be trying to

ease their conscience (teach this expression) for something bad they have done and/or doesn't like carrying loose change.

- 2-3** With the whole class, get students to complete the sentences and then discuss the assumptions.

Possible answers

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

C LIFE SKILLS: FOCUSING ATTENTION

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

Answers

Students' own answers.

PLANNING AHEAD

Repeat the procedure outlined on page 89.

Unit 6

A STUDY SKILLS: MEMORIZATION

- 1** Go through the strategy and then get students to apply it to the task. Refer A students to page 189 and B to page 190 of the course book. Walk round the class to monitor and assist where necessary.

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

B LIFE SKILLS: PERSUADING OTHER PEOPLE TO DO THINGS

- 1 Get students to match the suggestions with factors individually, and then, with the whole class, discuss the situation and the possible 'best' motivating factor.

Answers

- a fears
- b social pressure
- c rewards
- d achievements

- 2 Get students to discuss this in small groups and then with the whole class, incorporating any suggestions and improvements that you made. Treat this tactfully.

Unit 7

A LIFE SKILLS: THE CULTURE OF COLOUR

- 1 Introduce the subject and, with the whole class, get students to talk about the points a–h. If your students are from more than one culture, get them to compare and contrast their different cultures.
- 2 Explain the task and get students to work on it in simultaneous pairs. Walk round the class to monitor and assist where necessary. With the whole class, work on any difficulties. Then get different pairs to talk about what they came up with for each point.

B CREATIVITY: THE FEEDBACK SANDWICH

- 1 Introduce the principles of the feedback sandwich, and discuss them tactfully with the whole class.
- Then do the exercise as a fast-paced whole-class activity. Write up the positive formulations on the board – students will need this language in the next activity.

Answers

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

- 2 With the whole class, get students to use the positive language from the previous exercise, as well as other structures, to 'improve' these statements.

Answers

- a Could you check your punctuation, in particular the use of capital letters for people and places?
- b You've got the right tense, but it needs to be in the passive. Can you have another try?
- c When you use a time phrase, you must make sure you use the correct tense in the rest of the sentence.
- d Have a look at the sentence again. If you take this clause out of the sentence, does it still make sense? No? So what happens to the commas?
- e Are you sure about the order of the facts here? No? OK, so you need to go back and make sure they are in the order they happened.

C CRITICAL THINKING: REASONING

- 1 Go through the information with the whole class and get them to suggest the structure of the grid – write up the blank grid on the board.

Then elicit information from the whole class in order to complete the table.

Answers

	Tuna sandwich	Beef sandwich	Shrimp salad	Cheese and onion sandwich	Carrot, apple and walnut salad
Andy	X	X	X	Yes	X
Chun	X	X	Yes	X	X
Katie	Yes	X	X	X	X
Omar	X	Yes	X	X	X
Shanti	X	X	X	X	Yes

PLANNING AHEAD

Repeat the procedure outlined on page 89.

Unit 8


A CRITICAL THINKING: MORAL QUESTIONS

- 1 Get students to read the task and work on it individually. Walk around the class to monitor and assist where necessary.
With the whole class, get individual students to suggest possible courses of action, and write them on the board in note form (e.g., 'Tell exam supervisor', 'Do nothing', etc.), but without getting students to say whether each action is advisable or not.
Then go through the points one by one, getting students to talk about the advisability/morality of each one. Work on related language, e.g., 'I don't think I would ... because ...'.
- 2 Get students to work in simultaneous pairs with whole-class follow-up.
- 3 With the whole class, get students to suggest a few ideas of moral situations to provide inspiration.
Then get students to work on their ideas in simultaneous pairs. (They can choose one of the situations just mentioned, or one that they come up with now.) Walk around the class to monitor and assist where necessary.
With the whole class, get all the pairs to summarize the moral situation that they worked on, and write them quickly on the board in note form.
Get two or three pairs to say what they decided for 'their' situation, opening up what they say for whole-class discussion.
Then get the class to vote on what they think is the most interesting moral situation from the list on the board.

B LIFE SKILLS: CVS IN DIFFERENT CULTURES

- 1 Go through the information at the start of the section and ask students about the CVs that are usually preferred in their culture(s) – neutral ones, or ones that show experience/skills in action.
Move on to the CVs in the course book. Give students time to read them before having a whole-class discussion about the questions in the course book.

Answers

- a Neutral version nouns and gerunds
 - b Action version verbs, details about facts and figures
- 2 Get individual students to say which CV they prefer and why, and which one would be preferable in the US and in Britain.
 - 3  8.2 Play the recording once or twice, eliciting key points from students to write on the board. Students can then use these notes to write a paragraph for the CV, using the neutral style or the action style.
Walk round the class to monitor and assist where necessary. Get students to complete and put finishing touches to the CVs for homework. They should then email the CVs to you by a particular deadline, so that you can give feedback in a subsequent class.

Transcript  8.2

The internship was great! I helped to organize a programme of 20 different special events for the festival, including lectures and celebrity appearances. I was entirely responsible for recruiting and interviewing the members of the events team. I hired 30 volunteers and trained them all before the festival started. I also had to arrange all their work schedules, which was quite complicated because we had daytime and evening events. During the festival, it was my job to supervise their work and make sure that all the events ran smoothly. Everything went really well, I'm glad to say!

Unit 9

A CRITICAL THINKING: MAKING DIFFICULT DECISIONS

- 1 9.4 Explain the task, giving the meaning of *bungee jump* if necessary. Play the recording once or twice, stopping to give students time to complete the table, which you should write up on the board.

Then get students to talk about the information in the table using full sentences.

Answers

	Risk	Benefit
Certain	(I will feel very scared.)	I will feel good after jumping.
Possible	I will have a panic attack.	I will overcome my fear of heights.
	I will be embarrassed.	I will raise money for charity.
Unlikely	I will die.	

Transcript 9.4

- Abed** Hey, Mei-Ling, why don't you come along with Pablo, Djordje, Alicia and me next week? We're going to do a bungee jump and raise money for charity.
- Mei-Ling** A bungee jump? Are you crazy? No way!
- Abed** Go on, it's fun. I've done it twice before, and it will be Alicia's second time.
- Mei-Ling** No, honestly. I don't want to try bungee jumping. I'm scared of heights.
- Abed** Really? I didn't know that. But this could be the perfect way for you to overcome your fear. When you face the thing you are afraid of, and get over it, you don't feel scared anymore.
- Mei-Ling** I'm not sure about that. I mean, I'm really frightened of heights. I might have a panic attack at the top and then I would be really embarrassed.

Abed I doubt it. We're your friends, so you needn't be embarrassed with us. And everyone feels good after doing a jump. It releases adrenaline and other chemicals in your body which make you feel happy and relaxed – it's wonderful. Alicia was really frightened too before we did a jump the last time, but she felt great afterwards, and really proud of overcoming her fear.

Mei-Ling Yes, maybe, but what about the risks? If the rope breaks, you'll die.

Abed Actually, statistically speaking, it's not that risky. There's a one in half a million risk of dying; that's actually less than cycling in traffic.

Mei-Ling Yes, but what if I turn out to be the one in that statistic? The fact that another 499,999 people survived won't help me!

Abed It's really unlikely. The place we jump at is extremely professional – they check all the equipment very carefully. Anyway, like I said, it's for charity. Don't you want to help us raise some money for homeless people in the town?

Mei-Ling Well, possibly, but I could do something else ... running or swimming or shaving my hair off or something.

Abed Mmmm.

Mei-Ling OK, look, I'll think about it, OK? But I'm not promising I'll change my mind.

B COLLABORATION: COOPERATION AND TRUST

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

Possible answers

- People need to cooperate to find the best solution.
- One country, Zugad, has an advantage over the other three countries. In 'The Prisoner's Dilemma' the two prisoners are equal. In this situation there is one country on one side and three countries on the other side. In 'The Prisoner's Dilemma' it is one person on each side.
- Zugad. Because they have an advantage in having 70% of the total zoom.
- The zoom deposits will be used up and no research or development of alternative sources of energy will take place.

- e Zuga, Zugab and Zugac could offer to reduce their consumption of zoom. They could also offer to help fund the research and development project to develop alternative sources of energy. Zugad could continue selling zoom at an affordable price to the other countries in return for them reducing their consumption. They could also help fund their research.
- f An alternative source of energy will be found before the reserves of zoom run out.

C COMMUNICATION: MAKING SURE YOU UNDERSTAND

- 1 Go through the information with the whole class and get students to put items in the correct category. Get individual students to repeat the expressions with appropriate stress and intonation.

Answers

Asking for clarification	a, d, e
Checking your understanding	c, g
Checking other people's opinions	b, f

- 2-3 In pairs, students follow the procedure outlined in the course book. Walk around the class to monitor and assist where necessary. Get students to repeat their conversations for the whole class, incorporating any suggestions and improvements that you made.

PLANNING AHEAD

Repeat the procedure outlined on page 89.

Unit 10

A STUDY SKILLS: PLANNING YOUR WRITING

- 1 Go through the ideas here with the whole class. Then refer students to pages 184–185 of the course book and talk through the activity. Get students to refer to the article on page 138 of the course book in order to answer the questions, individually or in simultaneous pairs. With the whole class, elicit the answers.

Answer

Order: B, A, C

Ideas:

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

B CRITICAL THINKING: CHANGING YOUR PERSPECTIVE

- 1 Explain the task and read through the problem as a class. In pairs, allocate roles to students, A or B. Walk around the class to monitor and assist where necessary, ensuring that students understand and are thinking of some more arguments to support their point of view.
- 2 Get students to follow the procedure outlined in the course book. Walk around the class to monitor and assist where necessary. When the simultaneous pairs have finished, get students from each pair to give feedback on what happened – whether their perspectives changed and, if so, why, and if they reached any compromises.

Unit 11

A LIFE SKILLS: YOUR ONLINE IMAGE

- 1-2** Take students through the information at the head of the page and ask them if they are surprised by it, and if this is a valid action for employers to take, without pre-empting the activity.

Get students to discuss the points in simultaneous pairs. Walk round the class to monitor and assist where necessary. Elicit the answers and encourage whole-class discussion.

Make sure that the students discuss the consequences of doing the right or wrong thing. Work on any words that may be useful, e.g., disloyal, rants, ramblings, etc.

Answers

- a **X** – shows you are disloyal
- b **✓** – sites change privacy terms regularly so you need to keep up to protect yourself
- c **X** – will make potential employers suspicious that you have something to hide
- d **✓** – otherwise they may post inappropriate photos of you
- e **✓** – indicates interest in their activities
- f **✓** – otherwise you will come over as sloppy and a poor communicator
- g **X** – shows you are disloyal
- h **✓** – teenage rants or ramblings can be embarrassing at a later date
- i **✓** – makes you look interested in the job sector
- j **✓** – an empty or out-of-date profile is as bad as a full but juvenile one
- k **X** – gives a bad impression of your character and habits

B COMMUNICATION: THE POWER OF EMOTIVE WORDS

- 1** Remind students about the importance of emotive words and explain the task.
- Get students to read the reviews for themselves and elicit the answer.

Answer

Review A

- 2** Go through meaning and pronunciation of the vocabulary with the whole class. (Point out that *pathetic* just means 'bad' in this context.) Get students to do this task in simultaneous pairs or individually. Walk around the class to monitor and assist where necessary.

Elicit and discuss the answers. Work further on any vocabulary that requires it. There will probably be at least some words that students do not know, even at this level.

Answers

Review A

- a tragic
- b cruel
- c heartbreaking
- d victim
- e valuable
- f superb
- g troubled

Review B

- a compassion
- b pathetic
- c ridicule
- d idiotic
- e dreadful

- 3** Get students to do this individually, in class or for homework. Don't forget to check it as usual, especially in relation to use of emotive words.

C CRITICAL THINKING: MAKING INFORMED PREDICTIONS

- 1** Take students through the introductory information. Ask them if they agree that it is becoming more difficult to make reliable predictions. Ask students about election and referendum results that were not forecast by the 'experts'. Introduce the idea of *black swans* – totally unexpected events that change everything.

Explain the task and go through the 'Data gathered' and the four points a–d with the whole class. Then get students to work in simultaneous pairs on it. Walk around the class to monitor and assist where necessary. Work on any common difficulties.

Then get students to say what they came up with in their pairs. Encourage discussion, especially about points c and d.

Possible answers

a Useful:

- Current costs for renting or buying business property in the town
- Data about average wages for this job sector
- Current costs charged by other nursery schools in the town

The above data will help with predicting how much money she can expect to spend to set up and run a nursery school, and what she might earn from it.

Not very useful:

- A breakdown of the local population by age
 - Current and projected birth-rate data for the town
- She really only needs to know the current total number of children under school age; the other information is irrelevant, or speculative.

- b No, more research will be needed to make an informed prediction.
- c Information about existing nursery schools that she would be competing with; information about the availability of trained staff in the town; a breakdown of which areas in the town are wealthy enough to pay for nursery school education and which do not already have enough nursery schools; information about running costs (heating, lighting, rates, taxes, etc.).
- d The local education department; parents of children in the target age group (carry out surveys of their needs and expectations); a local chamber of commerce or small business advice centre; an accountant.

- 2 Explain the task and get students to think about it individually, making notes.

Then have a whole-class discussion about the situation.

Possible answers

More recent alumni, and the university itself could provide information about current accommodation and other living costs in the town, availability of other students of your nationality, range of nightlife, sports facilities, places of worship and clubs or special hobbies on offer.

The embassy of the country in question could provide league tables of overall rankings and league tables by subject.

PLANNING AHEAD

Repeat the procedure outlined on page 89.

Unit 12

A COMMUNICATION: SOFTENING YOUR COMMUNICATION STYLE

- 1 Go through the introductory information and ask students about forms of address in their own language(s).

Give time for students to read the items. Point out that two of the items a–f each have two possible answers. Then do the exercise with the whole class, discussing the answers.

Answers

- a I have a question, but I'm not sure if it's OK for me to ask it in this situation.
- b I am going to disagree with you, or I am unable to help you, but I want to be polite about it.
- c I don't know you well, but I am going to ask you, very politely, to do something for me.
- d I am going to give you some bad news or explain a problem that exists.
- e I am going to make a suggestion or invitation, but I don't want to be too direct because I don't know you well.
- f I really don't want to disturb you, but there is a problem I must mention.

B STUDY SKILLS: SELF-EDITING

- 1 With the whole class, get students to comment on the information and answer the questions.

Answers

Exam/time limited – c

Unlimited time – a and b

- 2 Get students to read the questions in the table and then match them with the four headings in the box. Discuss the answers with the whole class.

Answers

- a content
- b structure
- c style
- d details

Progress test answers

Units 1 & 2

1

- | | |
|---------------|--------------|
| a explain | f prove |
| b measure | g instrument |
| c observation | h experiment |
| d theory | i research |
| e estimate | j evidence |

2

Past simple	Present perfect	Present simple	Present continuous	going to ...	will ...
(He opened his briefcase.)	a He has opened his briefcase.	b He opens his briefcase.	c He's opening his briefcase.	(He's going to open his briefcase.)	d He will open his briefcase.
e We did a lot of research.	(We have done a lot of research.)	f We do a lot of research.	g We are doing a lot of research.	h We're going to do a lot of research.	(We will do a lot of research.)
i I didn't make mistakes.	j I haven't made mistakes.	(I don't make mistakes.)	k I'm not making mistakes.	l I'm not going to make mistakes.	m I won't make mistakes.
n Did the police interview her?	o Have the police interviewed her?	p Do the police interview her?	(Are the police interviewing her?)	q Are the police going to interview her?	r Will the police interview her?

3

Students' own answers.

4

- | | |
|--------------------|----------------|
| a happened | n looked |
| b were walking | o was bleeding |
| c were talking | p didn't know |
| d wasn't listening | q stopped |
| e was watching | r was crying |
| f was chasing | s waited |
| g barking | t found |
| h wanted | u looked |
| i crossed | v was crying |
| j started | w calmed |
| k followed | x went |
| l was running | y held |
| m fell | |

5

- a Introduce characters
- b Climax
- c Conclusion

6

Students' own answers.

Units 3 & 4

1

- a towards
- b set
- c way
- d reached
- e heading
- f spent
- g via
- h return journey
- i takes, cross

2

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

3

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

4

- a know 2
- b almost 4
- c sure 1
- d interrupt 3
- e stop 3
- f know 1
- g know, say 4
- h too 2

5

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

Units 5 & 6

1

- a heart rate
- b measuring distances
- c reasoning
- d concentration
- e reflexes
- f coordination
- g numeracy

2

- a changes his mind
- b bear in mind
- c make your mind up
- d on my mind
- e Never mind
- f you mind

3

Students' own answers.

4

- a Major life events
- b making decisions
- c earthquakes
- d yoga
- e to reduce
- f Social

5

- a sensory memory, working memory, long-term memory
- b Choose from: chunking, using songs and rhymes, patterns of letters, visual aids, linking
- c red, orange, yellow, green, blue, indigo, violet
- d The first eight numbers in pi are 3.1415926.
- e Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto
- f 31

6

- a It's important to remember that F
- b I think it would be a pity if F
- c Is it really worth I
- d Let me assure you that F
- e May I suggest that F
- f Can't I persuade you to I

Units 7 & 8

1

- a optimistic
- b passionate
- c powerful
- d sophistication
- e elegance
- f responsibility
- g excitement

2

- | | | |
|---|-----------------------|------------------------|
| a | (<u>o</u> ptimism | opt <u>i</u> mistic) |
| b | <u>p</u> assion | <u>p</u> assionate |
| c | <u>p</u> ower | <u>p</u> owerful |
| d | <u>s</u> ophisticated | <u>s</u> ophistication |
| e | <u>e</u> legant | <u>e</u> legance |
| f | <u>r</u> esponsible | <u>r</u> esponsibility |
| g | <u>e</u> xcited | <u>e</u> xcitement |

3

- a symbol, cheerful
- b associated, with, represents
- c seen, as, vitality

4

- a that
- b who
- c who
- d which
- e that
- f that/who
- g which

5

- a -
- b The company, which has become extremely successful, now employs over 500 people.
- c My husband, who works for Vodafone, has to travel a lot.
- d I'm learning Russian, which is quite a difficult language.
- e -

6

- a The focus **of** the photo ...
- b It **looks** ...
- c ... the women **are pretending** ...
- d **On** the right ...
- e If you look closely, **there are/you can see some** ...
- f **In** the background ...
- g ... it **seems** to be about midday ...

7

- a edit or enhance your photo
- b your picture or photo
- c the special effects
- d pictures

8

- a in using spreadsheets.
- b for managing a team for several years.
- c of database software.
- d to dealing with heavy workloads.
- e for layout and design.
- f of meeting tight deadlines.
- g at working under pressure.

Units 9 & 10

1

- a cautious
- b adventurous
- c daring
- d reckless
- e impulsive
- f risk-averse

2

- a travel, will be
- b will be, go
- c take, won't spend
- d don't have, might get
- e will/might worry, don't keep
- f take, won't be

3

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

4

- a If it was a nice city, I would take the job.
- b If I didn't know anyone there, I wouldn't go.
- c I wouldn't accept the offer unless the job was perfect.
- d I would go unless it was a long way from my hometown.
- e I love it here but if I didn't, I would go.

5

- a U
- b C
- c O
- d C
- e C

6

- a also
- b addition
- c As well as
- d Another
- e as well
- f and
- g addition to
- h additional
- i not only
- j but also

Units 11 & 12

1

- a on a post
- b a profile
- c update
- d people
- e community
- f messages
- g a comment
- h photos
- i profile
- j chat

2

- a is
- b won't
- c to
- d will
- e might/may
- f sure/certain

3

- a no opinion
- b false
- c true
- d true
- e no opinion
- f true
- g false

4

- a dreadful
- b massive
- c fantastic

5

- a Do you know which room the interview is in?
- b I'd like to know what time I should arrive.
- c Can you tell me if there will be more than one interviewer?
- d I wonder how many people they are going to interview.
- e Have you any idea why they changed the time?
- f Do you think you could help me write notes for the interview?

6

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

7

- a c

8

- a "The town has lots of excellent restaurants," says hotel manager John Sarjent.
- b Seventeen-year-old Peter May says, "I don't think there's enough for young people to do here."
- c "Weekend evenings are very quiet. My son and his friends usually take a bus to the city," says Peter's mother.
- d "The town council has discussed this recently," said Councillor Mary Smallwood. She added, "We are considering a number of ideas."

Workbook answers

1

Big questions

1A

1

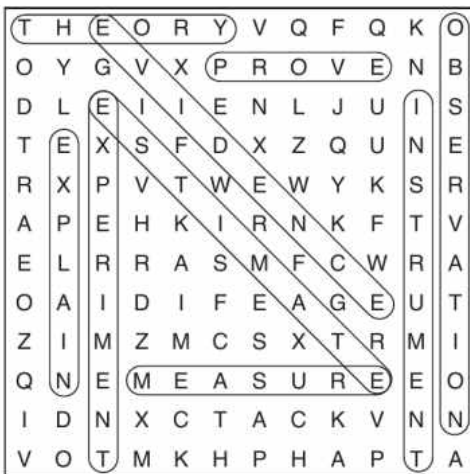
- a Why do we dream?
- b Is time travel possible?
- c What is the meaning of life?
- d How can the rich help the poor?
- e Could a computer think for itself?
- f Are we alone in the universe?

2

- a investigate
- b tell
- c test
- d conclude
- e change
- f solve

3

- a estimate
- b evidence
- c experiment
- d explain
- e instrument
- f measure
- g observation
- h prove
- i research
- j theory



Missing word: research

4

- a investigating
- b experiments
- c laboratory
- d observed
- e explanation
- f substance

5

- a objective
- b subjective
- c objective
- d subjective
- e objective
- f subjective

1B

1

- a How did Nils Bohlin make car travel safer?
- b Who brought light into the dark?
- c Which nation changed ocean navigation?
- d Who invented toothbrushes?
- e When were Jupiter's moons discovered?

2

- a discovered, e
- b produced, d
- c developed, b
- d used, c
- e invented, a

3

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

4

Present simple	Present continuous	Past simple	Present perfect	Future tenses
think	are developing	focused	have struggled	will change
suggest	are living	originated	has set up	are going to link

1c

1

- a Audio-lingual
- b Grammar translation
- c Total physical response
- d Communicative

2

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

3

- a evidence
- b speaking from experience
- c reference to another person's opinions

4

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

2 Stories

2A

1

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

2

- a was taking
- b was sailing
- c saw
- d was moving
- e organized
- f happened

3

- a was ringing, got off
- b was walking, heard
- c left, were carrying
- d was running, jumped
- e escaped, was ringing

4

- a (The lights went out while I was doing my homework.)
(I was doing my homework when the lights went out.)
- b He fell while he was running.
He was running when he fell.
- c The phone rang while I was making lunch.
I was making lunch when the phone rang.
- d My computer crashed while I was having an online interview.
I was having an online interview when my computer crashed.

2B

1

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

2

- a set the scene
- b introduce characters
- c rising action
- d climax
- e falling action
- f conclusion

3

- 2, rising action
- 3, climax
- 5, conclusion
- 1, set the scene
- 4, falling action

2c

1

- a old-fashioned, adjective
- b story, noun
- c not serious, adjective
- d demonstrate, verb
- e a person with crazy ideas, noun
- f idea, noun

- g chance happening, noun
- h imagine, verb
- i to be filled with wonder, verb
- j 1/1,000,000,000, noun

2

- a dictionary definition
- b engineering skills
- c extreme example
- d greater understanding
- e physical universe
- f thought experiment
- g three-dimensional
- h time travel

3

- a marksman
- b paradox
- c trigger
- d gust
- e jam
- f pose
- g intervene

4

- a Perhaps it isn't helpful to think so much about time travel in the way it's shown in science fiction films.
- b Maybe it's better to appreciate time in the way we experience it every day.
- c Rather than fantasizing about living in the past or the future, ...
- d ... we could simply look around and marvel at what's happening right now, in the present.

5

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

3 Movement

3A

1

- a towards
 - b via
 - c cross
 - d direction
 - e start
 - f journey
 - g reach
 - h spend
- Mystery word: distance

2

- a (British swallows spend their winter in South Africa.)
- b They make a round trip of 60,000 miles.
- c Before the winter, they leave the UK.
- d The swallows head towards Africa.
- e Their journey takes about six weeks.
- f They fly to Africa via France and Spain.

3

- a cross
- b On the way
- c reach
- d towards
- e head
- f back
- g round trip

4

- a about 9,000 miles
- b boats, nets and loss of habitat
- c They use the Earth's magnetic field.
- d by looking around
- e when the eggs hatch
- f They travel between nesting and feeding grounds.
- g crabs, raccoons and birds

3B

1



- a built
- b begun
- c done
- d gone
- e grown
- f improved
- g known
- h made
- i spent

2

- a were planted
- b was established
- c were set up
- d was constructed
- e was published
- f was improved
- g was built
- h were given
- i were attracted

3

- a New roads were built by the municipality.
- b Better healthcare is provided by the city.
- c People are attracted into urban areas by new jobs.
- d People are pulled out of the cities by the peace of the countryside.
- e In Bangladesh, people were forced into Dhaka by the floods.
- f In Ethiopia, people were pushed into urban areas by the famine.

4

- a unimportant
- b unknown
- c obvious (farmers)
- d unimportant
- e unimportant
- f obvious (government)

5

- hot: coffee, cross, job, stop
- go: home, most, over, show
- done: above, come, money, son

3C

1

- a Moving pets
- b Travelling inside the UK
- c Travelling from outside Europe
- d Moving animals inside Europe
- e Travelling with more than five pets
- f Unusual types of pets

2

- a 1, 4
- b 3, 6
- c 2, 5

3

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

4

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

5

- a checking
- b intrusive
- c keeping your turn
- d checking
- e cooperative
- f cooperative

4

Logical thinking

4A

1

It was daytime.

2

- a f, h d t, i, a
b r, b e t, r
c u, p f fruit

3

- a lateral thinking
b lateral thinking
c logical thinking
d lateral thinking
e logical thinking

4

- a Cut the cake horizontally. Then make two vertical cuts.
b He is a short man and cannot reach the top half of the buttons unless he uses his umbrella.

c

1	3	4	2
4	2	3	1
2	4	1	3
3	1	2	4

- d The sixth person took the basket with their egg in it.
e Yes. There are more ways to make seven than other numbers, e.g.:

1+1=2	1+2=3	1+3=4	1+4=5	1+5=6	1+6=7
2+1=3	2+2=4	2+3=5	2+4=6	2+5=7	2+6=8
3+1=4	3+2=5	3+3=6	3+4=7	3+5=8	3+6=9
4+1=5	4+2=6	4+3=7	4+4=8	4+5=9	4+6=10
5+1=6	5+2=7	5+3=8	5+4=9	5+5=10	5+6=11
6+1=7	6+2=8	6+3=9	6+4=10	6+5=11	6+6=12

4B

1

- a I'm hoping someone on this forum can help me.
b Can anyone recommend a reliable removals company?
c Can anyone give me some advice?
d What's the best way to pack paintings?
e Can anyone tell me how long it takes to pack a house?
f Has anyone got any good ideas?

2

- a general d specific
b specific e specific
c general f general

3

- a 2 d 5
b 4 e 1
c 3

4C

1

- a very small, adjective
b easily damaged, adjective
c members of a family who are of a similar age, noun
d move from one region to another, verb
e happening once every year, adjective
f simple, adjective
g really beautiful, adjective
h begin a journey, verb

2

- a life span
b exhausting journey
c enormous risks
d below zero
e northern hemisphere
f freezing temperatures
g above sea level
h readily available

3

- a cover
b away
c feed
d time
e destination
f navigate
g key
h drop

4

- a the pronghorn starts to move south in the autumn.
- b otherwise their path will be blocked by the snow.
- c to judge precisely when it is time to leave.
- d how animals know where they need to go.
- e young animals have memorized the route.
- f they don't know the way.
- g they need other ways of navigating.
- h remains a mystery.

5

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

5

The mind

5A

1

- a occipital
- b parietal
- c frontal
- d temporal
- e lobe
- f organ
- g cerebellum
- h stem

Mystery word: cerebrum

2

- a decide whether to catch the bus or walk
- b work out if a new sofa will fit in the living room
- c hit a ball with a bat
- d increase the amount of blood flowing to the muscles when exercising
- e calculate a 20% discount in a sale
- f understand a set of instructions
- g blink when a light flashes

3

- a cerebrum
- b frontal
- c parietal
- d occipital
- e temporal
- f stem
- g cerebellum

4

- a Do you mind
- b bear in mind
- c got a lot on your mind
- d change your mind

5

- a Never
- b make
- c bear
- d Would/Do
- e on
- f change

5B

1

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

2

- a He must be lost because he's standing by a signpost.
- b She could be doing yoga because she's sitting cross-legged.
- c She can't be going on holiday. She's wearing a business suit.
- d He may have lost his work. He looks very worried.
- e He might be making a decision because he is concentrating.
- f She might have won the lottery because she looks very excited.

3

- | | |
|---------------|---------------|
| a evidence | f possibility |
| b possibility | g evidence |
| c evidence | h deduction |
| d possibility | i conclusion |
| e evidence | |

4

- a must have driven
- b could have won
- c might have moved away
- d can't have tasted
- e may have got
- f must have stolen
- g can't have written

5c

1

- a concentration
- b distraction
- c attention span
- d focus
- e mindfulness

2

- a The idea of mindfulness is nothing new.
- b Mindfulness can reduce depression.
- c It can improve concentration.
- d Being 'mindful' means living in the present moment.
- e It means noticing the thoughts going through your mind.
- f It means paying attention to everything you are experiencing.

3

- Getting started: d, g, h
 Mix it up: b, c, e
 Keep focused: a, f, i

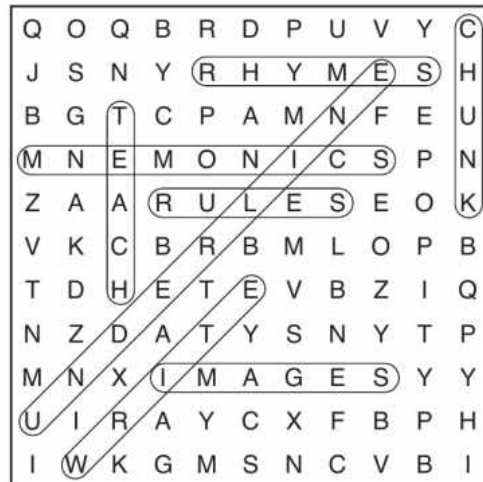
6 Changing minds

6A

1

- a the compass directions
- b the spelling of a common conjunction
- c the order of planets orbiting the Sun
- d the five lines of the treble clef staff
- e colours of the rainbow
- f first two rows of elements in the periodic table
- g the seven continents

2



- a rhymes
- b images
- c mnemonics
- d underline
- e rules
- f Chunk
- g Teach
- h Write

3

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

4

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

6B

1

- a social pressure
- b reward
- c social pressure
- d fear
- e achievement
- f fear
- g reward

2

Paragraph 1: Palm oil causes rainforest destruction.
 Paragraph 2: Palm oil contributes to climate change.
 Paragraph 3: Palm oil causes a loss of biodiversity.
 Paragraph 4: Palm oil will destroy your business.
 Paragraph 5: Palm oil can be replaced with other oils.

3

- a Let me remind you that ...
- b It would be a pity if ...
- c It is important to remember that ...
- d Are you sure you want ...
- e It would be a shame if ...
- f Why not ...?
- g I would ask you to ...

4

- a The writer is trying to persuade the manager of a shop.
- b The writer is using fear as a motivation.
- c The main argument of the letter is that people don't want to buy products containing palm oil.
- d Ten per cent of palm oil comes from outside Malaysia and Indonesia.
- e Palm oil can be found in cleaning products and lipstick.

6c

1

- a the words to a song, noun
- b image that confuses the brain, noun
- c idea that spreads within a culture, noun
- d unable to get free, adjective
- e understandable in more than one way, adjective
- f irregular area of colour, noun
- g choose to ignore, verb
- h make meaning from something, verb
- i guiding idea, noun
- j changed in shape, adjective

2

- a welcome
- b episode
- c show
- d questions
- e small
- f week
- g us
- h leading
- i fascinating
- j Professor

3

- a cast a shadow, block light
- b caught in a loop, stuck in a repeating situation
- c give us a clue, hint at something
- d go viral, become popular very quickly
- e loads and loads, a lot (informal)
- f losing my mind, going crazy
- g put that another way, rephrase
- h see the point, understand an idea

4

- a Our next illusion is known as 'Rubin's vase'.
- b It's named after the Danish psychologist Edgar Rubin.
- c When looking at this picture, some people see two faces looking at each other.
- d Others see a vase.
- e Our brains have to decide what is form and what is background.
- f Usually, we make these decisions based on clues from shadows, movement or colours.
- g Pictures of Rubin's vase don't give us any of those clues, so they are ambiguous.
- h That is, they can be interpreted in two ways.

5

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

7

Image

7A

1

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

2

- a exciting
- b youthful
- c energetic
- d lively

- e trustworthy
- f powerful
- g natural
- h elegant

Mystery personal quality: cheerful

3

nouns: energy, logo, slogan
 verbs: buy, eat, have
 both: control, name, worry

4

- a exciting, fresh
- b passionate, natural
- c reliable, exciting
- d optimism, creativity
- e sophisticated, powerful

7B

1

- a clause
- b phrase
- c phrase
- d clause
- e phrase
- f clause

2

- a which
- b who
- c who
- d which
- e which
- f who
- g which
- h which

3

- a My mum, who is the person I most admire, will be 90 this month.
- b She grew up in Treorchy, which is a mining town in South Wales, in the 1930s.
- c My mum, who was the youngest daughter, was expected to stay at home and look after her parents.
- d However, she won a scholarship which provided her with enough money to go to Cardiff University.
- e In 1958, she met my dad, who was a gym teacher, and they got married.
- f They moved to Sussex, which is where I was born, in 1972.
- g My mum, who was determined and hard-working, became the head teacher of a large school.

4

- a This athlete, who holds the most medals in her sport, was born in 1997.
- b This man, who calls himself the 'prime servant', aims for a corruption-free government.
- c He took over the company, which sells stylish gadgets, in 2011.
- d This 'Dancing Queen', who is famous in Bollywood, made her debut in 1984.
- e This actor, who was born in 1963, helps many charities.
- f His creations, which have clean, classic lines, are admired by everyone.

5

- a Brad Pitt e
- b Giorgio Armani f
- c Simone Biles a
- d Madhuri Dixit d
- e Narendra Modi b
- f Tim Cook c

6

- a You could add a paragraph about his early life.
- b I really like your opening paragraph.
- c I think there's an apostrophe missing in that sentence.
- d Your relative clauses are really good.
- e Perhaps you should make it a bit longer.
- f You have put in lots of detail.

7c

1

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

2

- a looks as if
- b look
- c looks as if
- d seems
- e looks as if
- f looks
- g seems

3

- a The teacher in the glasses is smiling.
- b The boy with the raised hand is smiling.
- c The children are moving a robot.
- d The children are working in a study group.
- e The children are looking happy.

4

- a He is happy.
- b He is lost.
- c The weather is cold.
- d She is sad.
- e The sea is rough.

5

- /s/ books, caps, helps, looks, sits, sleeps
- /z/ bags, boys, clothes, is, seems, wears

8

Different perceptions

8A

1

- a a, c, e, f

2

- a alter
- b amateur
- c controversial
- d infamous
- e lie
- f mislead

3

- a her
- b they
- c It
- d he
- e they
- f It

8B

1

- a using
- b meeting
- c leading
- d giving
- e learning

2

- a in
- b in
- c of
- d in
- e to
- f at
- g through

8C

1

- a allowed
- b exposure
- c capture
- d zillions
- e awash
- f landscape
- g sophisticated
- h high-resolution

2

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

3

Stress on first syllable	Stress on second syllable	Stress on third syllable	Stress on fourth syllable
architecture	pathologist	composition	mathematician
complicated	photographer		
	relationship		
	spectacular		
	symmetrical		

4

- a perspective,
Lines in an image lead the eye towards a point in the distance, creating a sense of depth.
- b golden ratio,
A special ratio, found by dividing a line into two parts so that the longer part divided by the smaller part is also equal to the whole length divided by the longer part. The number's value is 1.618.

- c symmetry,
Two or more sides of an image mirror each other, creating a sense of balance.
- d rule of thirds,
An image is divided into nine sections, with two horizontal lines and two vertical lines, and the main elements of the image are placed near the dividing lines.

5

- a Every photo works in a different way, depending on where and when it is taken, and what the photographer is trying to achieve.
- b Many good compositions follow the rule of thirds. Others use the golden ratio.
- c Some rely on spectacular colours, while others work best in black and white.
- d Photos can be dynamic or static, symmetrical or chaotic.
- e Some photos are very complicated, and some are very simple.
- f And some brilliant photos simply portray a favourite pet. What could be better than that?

9 Risks & opportunities

9A

1

- a risk-taker
b risk-averse
c risk-averse
d risk-taker

2

- a risk
b takers
c risky
d risks
e avoid
f averse

3

- a having
b injure
c breaking
d making
e going
f stop

4

- a reckless
b brave
c thoughtful
d competitive
e daring
f adventurous
g careful
h impulsive
- Mystery word: cautious

9B

1

- a If I study hard, I'll pass my exams.
b If I pass my exams, I'll go to university.
c I'll get a part-time job if I need extra money.
d I'll retake my exams if I don't get the grades I need.
e If I get to university, I'll stay in student accommodation.
f I'll make more friends if I live on campus.

2

- a book, get
b get, sit
c choose, be
d have, reduce
e keep, be able to
f is, protect

3

- a book the first flight
b be in the safest part of the plane
c reduce take-offs and landings
d wear shoes
e keep seat belt on
f safe in turbulence

4

If you start clearing the road, you won't be able to finish it alone. If you go out and clear the road, the other villagers might not come out to help you, and if no one comes out to help you, you will end up doing an unfair amount of the work. Someone else might start clearing the road if you just wait inside the house, but if everyone waits for someone else to clear the road, no one will clear the road. Will you help someone if they start clearing the road?

9c

1

- a Meet a famous rogue trader
- b A normal start
- c Cover-up
- d Increasing risks
- e A new life
- f Who's to blame?

2

1967	+	born
1989	+	job at Barings Bank
early 1995	+	losses of £827,000,000
late 1995	+	arrested
1996	+	published book
1999	+	film <i>Rogue Trader</i>
2005	↓	Irish football team manager

3

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

4

Ask for clarification: 3, 6
 Check understanding: 1, 2
 Check opinions: 4, 5

5

- a the possibility of harm or loss
- b a gain or benefit
- c a person who buys and sells financial products
- d to legally stop and hold someone
- e money added to a person's salary
- f a place for confining criminals
- g to mislead someone for financial gain
- h coins or bills used to buy goods or services
- i a business that provides financial services

6

- a Use abbreviations and symbols.
- b Write down what's important for your purpose.
- c Identify topic sentences and summarize paragraphs.
- d Put it in your own words rather than copying word for word.
- e Use headings and subheadings.

10 Personal choices

10A

1

- a I would apologize to the owner.
- b I'd write down the registration number.
- c You could wait for the owner to return.
- d You could leave a note on the windscreen.
- e If it was a tiny scratch, I might drive away.

2

- a lived, sell
- b could, get
- c lived, buy
- d pay, could
- e were, have
- f came, take
- g apply, wanted

10B

1

- a In addition
- b As well as
- c additional
- d not only
- e also
- f but also

2

- a costs
- b conclusion
- c what you need
- d learning to fly
- e air time
- f introduction
- g disadvantages

3

Introduction: h, j
 Advantages: a, c, i
 Disadvantages: e, f, g
 Conclusion: b, d

10c

1

- a professionals
- b drones
- c intimate
- d privacy
- e adopted
- f emerging
- g permission
- h threatened

2

- a day-to-day business
- b difficult situation
- c digital footprint
- d emerging technology
- e ethical dilemma
- f intimate photos
- g physical barriers
- h prying eyes
- i real-life examples
- j technological advances

3

Stress on first syllable	Stress on second syllable	Stress on third syllable
controversy*	controversy*	individual
ethical	dilemma	situation
helicopters	enforcement	technological
	potentially	
	professionals	
	surveillance	
	technology	

*controversy can be pronounced with stress on either the first or second syllable.

4

- a ethical
- b requires
- c alternatives
- d resolve
- e situation
- f middle
- g stressed
- h revising
- i unfair
- j report

5

- a (1)
- b 2
- c 5
- d 8
- e 4
- f 7
- g 6
- h 9
- i 3

11 Media

11A

1

a (Twitter



This is a microblogging site that focuses on short updates. Registered users can post and read messages or 'tweets' – of 280 characters.)

b Facebook



This is one of the biggest social networking sites, with more than 1.5 billion users. Created by Mark Zuckerberg, it allows users to create profiles, send messages and upload photos and videos. It's a great way to share your life with friends and family.

c YouTube



This media-sharing site is best known for its videos. Anyone can upload a video for others to watch. You can watch anything from film trailers and concerts to TED lectures. Some famous celebrities, like Justin Bieber, started their careers by posting videos on this site.

d WhatsApp



This is a messenger service usually used on mobile phones. It is free to download and use. Many people prefer it to normal text messages, especially when they are abroad. In 2014, Facebook bought this app.

e LinkedIn



This is a business and employment-focused site. It allows members to share their CVs and build relationships with other professionals in their field. It also notifies members of job and training opportunities.

f Instagram



This service is a fun way to share your photos and videos with friends. Take a picture with your smartphone and upload it instantly. The first selfies were taken by people with this app. The name is a combination of the words 'instant camera' and 'telegram'.

2

- a a profile
- b a link
- c a video
- d a photo
- e a comment
- f a friend request
- g a tweet
- h a celebrity
- i a photo
- j an invitation

3

- a updates/site
- b community
- c site/updates
- d profile
- e service
- f device
- g phone

11B

1

- a will
- b is
- c to
- d won't
- e be
- f are

2

- a Radio will probably go completely digital in some countries.
- b Big radio companies are likely to die out.
- c The radio service is bound to become more personalized.
- d More radio programmes are sure to become podcasts.
- e Accessing radio online will certainly make it more interactive.
- f Analogue radio is unlikely to die out everywhere.

3

- a might
- b are bound
- c definitely won't be
- d certain to get
- e is sure to
- f unlikely to
- g will probably be

11c

1

- a tough
- b massive
- c evil
- d invaluable
- e abusive
- f horrific
- g traumatized
- h pathetic
- i ecstatic
- j unbelievable

2

- Positive: exceptional, invaluable, magical, magnificent
 Negative: abusive, horrific, pathetic, terrible
 Both: emotional, extraordinary, remarkable, unbelievable

3

- Adverbs of attitude: obviously, frankly, clearly, unfortunately
 Emotive words: so-called, beauty, shallow, wonders
 Opinion markers: I wish, to my eyes, in my view, I reckon

4

- a balanced
- b informal
- c personal
- d one-sided
- e formal
- f impersonal

12 Breaking news

12A

1

- a proactive
 - b nervous
 - c anxious
 - d direct
 - e indirect
 - f polite
 - g determined
 - h reactive
 - i confident
- Mystery adjective: assertive

2

- a Does anyone know when we'll finish?
- b Do you know if lunch is provided?
- c Have you any idea how long it will take?
- d Can you tell me which room we're in?
- e Could you tell me what the dress code is?
- f Can I ask you who will be on the interview panel?

3

- a have
- b Do
- c if
- d you
- e like
- f wonder
- g I

4

- a Could you tell me why a good public transport system is important?
- b I'd like to know a bit more about how it benefits older people.
- c Do you know if there are any environmental advantages?
- d Do you have any idea which cities are leading the way with public transport?
- e Do you know if any smaller cities have good public transport systems?
- f Can I ask you to name some of the barriers to developing an efficient public transport system?
- g I wonder if you would mind outlining the differences between urban and rural systems?

12B

1

- a headline
- b introductory paragraph
- c main body
- d conclusion
- e caption

2

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

3

- a "Recycling is inconvenient," said Mrs Stoop.
- b Mr Edwards said, "I would recycle if they paid me to do it."
- c "I'm 90 and recycling is just too hard," explained Mrs Fielding.
- d Dr Fisher told us, "Recycling reduces landfill and saves millions of trees."
- e "It doesn't make a real difference, does it?" queried Adam.
- f "I always recycle. It's good for the economy," insisted Fred Hutchins.

12c

1

- a internet
- b come
- c alarming
- d websites
- e crash
- f predicted
- g wipe
- h continent
- i noticed
- j happen

2

- a unlikely to be true, adjective
- b suspicious, adjective
- c ruin someone's reputation, verb
- d on purpose, adjective
- e in a hesitant way, adverb
- f did something in secret, verb
- g soundness, noun
- h in an analytical way, adverb
- i change in a skilful way, verb
- j say what will happen in the future, verb

3

Stress on first syllable	Stress on second syllable	Stress on third syllable	Stress on fourth syllable
asteroid	deliberate	democratic	association
businessman	manipulate	reassuring	organization
supervisor	phenomenon		
	political		
	validity		

4

- a (1)
- b 11
- c 3
- d 8
- e 6
- f 7
- g 4
- h 10
- i 5
- j 2
- k 9

5

- a 3
- b 1
- c 4
- d 8
- e 6
- f 5
- g 7
- h 2

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Workbook
Progress tests

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Interactive Workbook and Slideshows
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