

Suitable for:
CEFR: B2

2nd Edition

CE21

ENGLISH FOR THE 21st CENTURY

Level 5 Teacher's Book

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EDUCATION

CE21

ENGLISH FOR THE 21st CENTURY

Level 5 Teacher's Book

Contents

	Introduction	4
Unit 1	Development	10
Unit 2	Change	19
Unit 3	Education	23
Unit 4	Collaboration	31
Unit 5	Culture	38
Unit 6	Identity	45
Unit 7	A better world?	50
Unit 8	Do we care?	57
Unit 9	Medicine	62
Unit 10	Making choices	70
Unit 11	The digitized world	75
Unit 12	Technology	82
	C21 skills	86
	Progress test answers	97
	Workbook answers	101
	Notes	118

Introduction

The course

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

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

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

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

Course components

Each level of the course comprises:

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

Unit structure

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

Sections

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



Vocabulary



Grammar



Reading



Writing




Listening



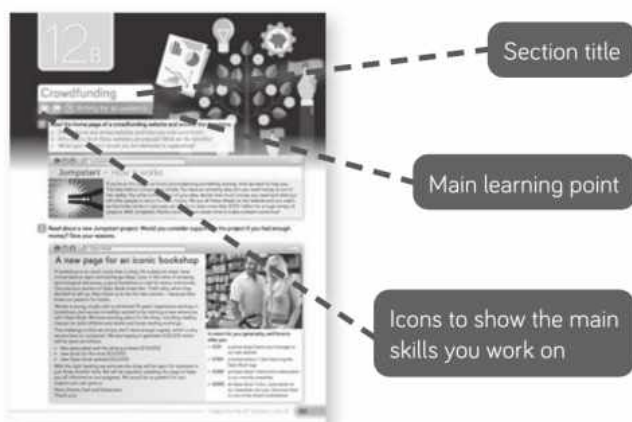
Speaking

Activities and flow of the material

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

Navigation

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



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

Opening pages

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

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

Highlights the skills developed in the unit.



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

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

The target section is divided into:

- Vocabulary
- Grammar
- Language skills.

These are explained next.

Vocabulary

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

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

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

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

Grammar

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

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

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

Skills: Listening

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

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

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

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

Skills: Speaking

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

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

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

Skills: Reading

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

Reading skills are developed in stages and students are introduced to the various ways in which we read, depending on our purpose. Skimming is a key skill that allows us, in a similar way to listening for gist, to get the general meaning of the text. Scanning focuses the 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 uses appropriate language to make this organization clear to the reader.

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

Pronunciation

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

C21 skills

Each unit introduces two or three C21 skills, so 30 skills areas are covered in a 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, collaboration and life skills).

C21 skills area and sub-skill

C21 SKILLS

CREATIVITY:
Generating ideas

See page 101 →

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

Development

Vocabulary

- The language of trends
- Megaprojects

Grammar

- Adjectives and adverbs
- Present perfect simple and present perfect continuous

Language skills

- Reading: Reading to interpret charts
- Reading: Reading to find specific information
- Reading & Listening: Life coaching
- Writing: Writing sentences about activities and achievements
- Listening: Listening to confirm predictions
- Listening & Writing: Listening to take notes and write summaries
- Speaking: Discussing large projects



The purpose of this activity is, as in all later units, to focus the students on the topic and activate some vocabulary related to it.

With the whole class, get students to talk about how people can change over short and long periods of time. Why do individuals change? What are the limits to change, if any? What about changes that happen gradually, over many generations? Do people choose to change, or do they have to? Ask students if they know people who have changed, and in what ways.

C21 SKILLS

Life skills

- Awareness of trends
- Personal development

Study skills

- Preparing for a lecture

1A Trends



The language of trends; Adjectives and adverbs

- 1** Go through the vocabulary of the questions with the whole class. Point out the prefixes *un-* and *in-*. Explain that the opposite of *equal* is *unequal*, but the opposite of *equality* is *inequality*.

Get students to discuss the questions in simultaneous pairs and to report back to the whole class. Encourage whole-class discussion.

Answers

- a** Income inequality is when some people earn much more than others, and the degree to which this is the case.
- b** The US and many other English-speaking countries have become more unequal, with company CEOs earning 450 times as much as average employees, for example. Scandinavian countries have a reputation for being more equal; although the disparity in incomes is less than in the US in these countries, it is increasing.
- c** Features of poverty include poor housing, poor diet, social exclusion and limited educational possibilities.
- d** Absolute poverty is more widespread in places like Haiti, Madagascar and the Democratic Republic of the Congo. But income inequality exists in poor, developing and rich countries.
- 2** Get individual students to describe the first graph – the axes, and what the bars represent. For example, 'In the first graph, the vertical axis relates to the share of national income of the richest 1%, and the pairs of bars show these figures for various countries for 1980 and 2012'.

Then get them to look at the second graph, explain that 'MPI' means 'Multidimensional Poverty Index'. They will hear more about this in the audio in 3, but get them to describe the graph and some of the countries in it. For example, 'On this measure, relative poverty in Nepal fell by about two thirds between 2006 and 2016'.

Get students to discuss the questions in simultaneous pairs. Walk round the class, monitoring and assisting if necessary. Then elicit their answers, but don't confirm yet whether they are right or wrong.

Answers

- a** Income inequality rose in many countries between 1980 and 2012.

- b** The United States
c France
d Poverty levels fell in many countries between 2003 and 2019.
e They fell (by around 60%).
f Bangladesh

- 3** **▶ 1.1** Play the recording once or twice as necessary, explaining any difficulties and getting students to check their answers.

Ask students where their country/countries would appear in the two graphs and extend this to a general discussion.

Transcript ▶ 1.1

Graph 1

There are different ways to measure income inequality. We can base it on the richest 10% of the population, the richest 5%, or, as is shown in this graph, on the richest 1% of the population.

We can see from this graph that income inequality rose in many countries around the world between 1980 and 2012. As the graph indicates, the most dramatic rise was in the United States, where income inequality more than doubled between 1980 and 2012. In Australia, the figure also went up significantly during the same period. As can be seen, there was also a sharp rise in income inequality in Sweden and Norway. Income inequality rose only slightly in Denmark, and the smallest rise overall was in France.


So why is any of this important, you might ask? Well, high levels of income inequality seem to go hand in hand with a number of social problems. For example, children in countries with high income inequality score lower in maths, reading and science than in more equal societies. There is also less social mobility in unequal societies and higher crime rates. And interestingly, although there may be some very rich people in an unequal country, this inequality is linked with financial instability, and high levels of debt and inflation.

Graph 2

I should start by giving you a brief explanation of MPI as it is shown in the graph. MPI stands for Multidimensional Poverty Index and it is one way of measuring poverty. Traditionally, poverty was measured simply in economic terms, but more recently there have been efforts to give a more holistic, three-dimensional picture. So, in addition to economic factors, MPI also takes into account a

person's education, health and living standards. So, it is clear from graph 2 that poverty levels in many countries fell in the last 20 years or so. And, as you can see, that decrease was very marked in some countries. In Nepal, for example, there was a dramatic decrease in poverty levels between 2006 and 2016. As the graph illustrates, poverty levels fell by around 60%. The biggest decrease was in Bangladesh, where poverty levels went down by about 70% between 2004 and 2019 – though it should be noted that this is the longest period shown for any country. There was also a significant fall in Ghana, of about 60% over a slightly shorter period. In Tanzania, there was also a slighter, but still significant, fall in poverty levels.

So why are these figures important? Well, the implications of poverty are huge. Most important are the effects on the people actually in poverty, which include malnutrition, poor education, or even no education at all, inadequate housing, etc. And for society as a whole, there are strong connections between poverty and crime, and more generally between poverty and social tensions. Which is why these MPI figures have been a cause for celebration in the countries involved.

- 4**  **1.1** Get students to look at the sentences and to anticipate which words might fill the gaps. Then play the recording once more and elicit the answers. Some of the verbs are difficult, but at this level students should be able to use the different forms correctly, e.g., the past form *rose*, the noun *rise* (not *raise* in this context), etc.

Answers

- a rose
- b dramatic rise, doubled
- c went up significantly
- d there was, decrease
- e significant fall

- 5** Do this as a fast-paced whole-class activity – after the previous exercises, the answers should be easy.

Answers

- a dropped
- b dramatically
- c significant
- d rise
- e significantly
- f slight
- g more
- h a fall

FOCUS

Grammar

Adjectives and adverbs

Talk students through the explanations, which should be familiar to them at this level, and the examples. Ensure that they understand the importance of the difference in form and function between adjectives and adverbs – speakers of some languages may need reminding that the distinction is important in English (apart from rare cases where the adjective and adverb forms are the same, e.g., *hard* and *fast*).

- 6** Explain the task, go through the examples and get students to work on it in simultaneous pairs. Tell them that they should add a suitable adjective/adverb to those items in 5 that do not contain one: a, g and h, and students will also need to modify items g and h. The adjectives and adverbs in the answers to these items in the key below are suggestions.

Walk round the class to monitor and assist where necessary.

Then elicit the answers, working on any difficulties.

Answers

- a Poverty levels in Cambodia dropped significantly between 2005 and 2014.
There was a significant drop in poverty levels in Cambodia between 2005 and 2014.
- b There was a dramatic increase in income inequality in Sweden between 1980 and 2012.
- c In Ghana, poverty levels fell significantly.
- d In Ireland, income inequality rose significantly.
- e There was a significant fall in poverty levels in Tanzania between 2008 and 2016.
- f Income inequality in Spain rose slightly.
- g Income inequality in the United States increased hugely.
There was a huge rise in income equality in the United States.
- h In Bolivia, there was a great fall in poverty levels.
In Bolivia, poverty levels fell greatly.

- 7** Get one pair of students to read out the exchange and work on any difficulties. Then get students to practise exchanges in simultaneous pairs. Walk round the class to monitor and assist where necessary.

Then get individual pairs to repeat some of their exchanges for the whole class. Work on any remaining difficulties, getting individual students to say the right thing.

8 1-3

Get students to look at the task on page 169 of the course book. In pairs, get them to name other subjects for which it might be interesting to find graphs – they should bear in mind the criterion in 2 – that it should be something that affects them and other people.

Get them to research these for homework, and be ready to describe a graph in the next lesson, but don't tell them which member of each pair will be called upon to give the presentation. Remind them to revise the graph-related language they have just seen, and to use it in the presentation.

4

In a later lesson, get students to give their presentations, insisting on the correct use of graph language and getting them to say how the subject they have chosen affects them and other people.

C21 SKILLS**LIFE SKILLS: Awareness of trends**

Discuss with the class the importance of keeping up with global trends and their implications, as well as ways they can keep up to date.

Get students to do the exercises on page 22 of the course book now, or come back to them later. Related teacher's notes are on page 86 of this book.

For extra support, suggest these questions, which students can ask themselves when considering the likely effects of trends: 'What does this mean for me? For the people involved? For the world as a whole?'

In pairs, get students to use these questions to discuss the likely effects of the trends in 2, on page 14 of the course book.

1B Personal development

Present perfect simple and present perfect continuous

- 1** With the whole class, get students to read the advert and then answer the questions about it. (If they have trouble anticipating answers to a and b, move swiftly on to the next activity.)
- 2** Again with the whole class, get students to guess the activities. Work on any difficulties.

Answers

- 1** Weight loss – continuing to lose weight, perhaps faster
- 2** Money management – continuing to save, or save more
- 3** To socialize more – going to parties and talking to people
- 4** Getting a job – making himself/herself more employable

- 3** **1.2** Play the recording, and elicit the answers.

Answers

- a** Exercise
- b** Not go out so much
- c** Go to parties and talk to people
- d** Look at job vacancies

Transcript 1.2

- 1**

A So Kay, how have you been since I last saw you?

B I've been really well. I've lost 9 kgs!

A Well, that's wonderful news. Because your target is to lose 12 kgs. You're nearly there! And how have you achieved such good results, do you think?

B Well, last time I saw you, you told me to do more exercise.

A That's right.

B Well, I've been swimming a lot lately and I feel much better.

A Well done, that's exactly the sort of thing I was talking about.
- 2**

A Hi, Alana. I haven't seen you for quite a long time.

B No, I'm sorry about that.

A That's OK. But I remember your target was to save money for a new car. Is that right?

B Yes, exactly.

A And has that been going well?

B Yeah, it's been going very well, thanks. I've saved nearly £800!

A Amazing! How have you saved so much?

B Well, I've been staying at home more. You told me last time that I needed to be conscious of my behaviour ... to think about why I do things.

A Exactly!

B And I realized I was spending so much money on going out because I got bored at home just watching TV.

A Right ...

- B So, I've been doing different things at home instead. Reading, drawing ... that sort of thing.
 A And so you haven't been going out so much because you're happier at home ...
 B Exactly!
- 3 A So Ali, could you remind me of your target, please?
 B Well, erm, it was just to meet people and make friends, really.
 A OK. And what have you been doing to make that happen?
 B I've been going to parties and talking to people.
 A Well, that's great, Ali. Because I know you're quite shy.
 B Yeah, but you told me last time that I should be open to new experiences.
 A Yes, I did. And how were the parties?
 B Yeah, OK. I've met a couple of nice people.
 A Excellent!
- 4 A So Sonia, what have you been up to?
 B I've been looking at job vacancies.
 A Very good. Because last time I saw you, you said your aim was to get a new job.
 B Yes, but I had to decide what sort of job I wanted.
 A Of course.
 B And you told me it's important to find out who you are, what's important to you ...
 A Yes, I did.
 B And I've decided that education is very important to me ... and I want to become a teacher.
 A OK.
 B So I've applied for a course.
 A Well done! That's a very big step.
 B I know. It might not work out, but you told me not to be afraid of failure.
 A That's right!

FOCUS


Grammar

Present perfect simple and present perfect continuous

With the whole class, take students through the information and examples, getting them to supply missing words – the previous exercise should have refreshed their memories on this.

Answers

achievements, activities

- 4  1.2 Explain the task. Play the recording again and elicit and discuss the answers, explaining their logic.

Answers

- a I've lost
 b I've been swimming
 c I've been staying
 d I've been going, talking
 e I've been looking
 f I've applied

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

Answers

- a 's been going, has improved
 b 's been talking, 's made
 c 's written, 've been discussing
 d 's bought, 's been cycling
 e 's been making, have gone up
 f 's become, 's been helping

- 6 Get students to look at the diagram, getting them to explain what each heading might cover. If necessary, explain *ethical* (= relating to principles of what is right and wrong) and its related noun *ethics*.

Then, as a fast-paced whole-class activity, get students to match the sentences in 5 to the different areas, working on the logic of the answers rather than just running through them.

Finally, ask students to discuss in pairs which areas of personal development in the diagram are the most important to them.

Answers

- a emotional
 b social
 c professional
 d physical
 e academic
 f ethical

- 7 Get students to read the text and work on any difficulties, for example, the pronunciation of *undoubtedly* and the meaning of *cognitive*.

Get them to underline areas of personal development. They should also underline particular activities and relate them to these areas. For example, they should underline *dieting* and *exercise*, and relate these activities to the physical area.

With the whole class, discuss the idea of the holistic approach. Some might argue that it sounds good in theory, but there are people who are not academic, others who dislike exercise, etc., and many people are just not interested in one or more of these areas. (You could talk about lapsed gym memberships, drop-out rates from adult evening classes, etc.)

- 8 With the whole class, get one or two students to talk about their recent activities and achievements. (Get them to make up examples relating to their jobs or subjects of study, etc., if they have no particular achievements to talk about. For example, 'I'm an actor. I've recently won an Oscar and I've been going to a lot of parties recently'.)

Get the whole class to work on their sentences in writing, individually. Walk round the class to monitor and assist where necessary.

- 9 Then get students to read their sentences to each other in simultaneous pairs. Walk round the class to monitor and assist where necessary.

With the whole class, work on any difficulties. Then get different students to read their sentences for the whole class.

- 10 1 Get students to look at the activity on page 169. Explain the task, divide the class into pairs and allocate the roles.

In simultaneous pairs, get Student As to work on the questions they will ask Student B. Get Student Bs to complete their targets, activities and achievements. Walk round the class to monitor and assist where necessary.

2

When pairs are ready, get them to start the activity. Again, walk round the class to monitor and assist where necessary.

With the whole class, work on any common difficulties, especially ones relating to the language in this unit.

Then get one or two pairs to repeat their exchanges for the whole class, incorporating your corrections and improvements.

Then repeat stage 1 above, this time reversing the roles.

C21 SKILLS

LIFE SKILLS: Personal development

Do the exercises on page 23 of the course book now, or come back to them later. Related teacher's notes are on page 86 of this book.

1c Megaprojects

Taking notes

- 1 With the whole class, check that students understand the prefix *mega-* (= very big). Get students to relate this to the answer to a – this is the Itaipu Dam on the Brazil and Paraguay border.

Then move on to b and c, getting students to talk about specific megaprojects and about why there is often controversy around them (e.g., arguments about their cost-effectiveness, effects on the environment, etc.).

- 2 Get students to note down, individually, what they expect to hear in the lecture. Walk round the class to monitor and assist where necessary.

Then, with the whole class, get students to discuss their expectations – technical details of the dam, its benefits and disadvantages.


C21 SKILLS

STUDY SKILLS: Preparing for a lecture

Take students through the information about how to prepare for a lecture on page 24 of the course book.

For extra support, ask students how they could prepare for the lecture they've just discussed in 2. What information do they want to find out?

Do the exercises on page 24 of the course book now, or come back to them later. Related teacher's notes are on page 86 of this book.

- 3  1.3 Play the recording once or twice, stopping at convenient points for students to take notes.

Get students to refer to their individual notes they took and ask some of them if they found all the information they were expecting to hear.

Transcript 1.3

... and as you can see from this photo, the Itaipu Dam is an absolutely enormous construction. No wonder it's often described as one of the modern wonders of the world. So, it's a hydroelectric dam, the second most powerful in the world. In fact, until very recently it was the *most* powerful hydroelectric dam in the world. But these days that honour goes to the Three Gorges Dam in China. As you will know if you have prepared for this lecture, the Itaipu Dam is built on the Paraná River in South America, on the border of Brazil and Paraguay. And due to its location,

the whole project has been shared between the two countries. I will come on to that later.

But first, the construction. Clearly, it is no easy feat to construct something of this size. It takes time and it costs money. To be precise, building started in 1975 and the dam officially opened in 1984. So that's nine years. And the construction process involved around 40,000 workers, and here's a figure for you if you can picture it, 50 million tonnes of earth and rock were moved throughout construction. So it won't surprise you that this cost a lot of money – a staggering 19.6 billion dollars, which makes it one of the most expensive structures on Earth.

So, what did they get for their money? Well, as you would hope for nearly 20 billion dollars, it has some very significant benefits, the most important being the amount of power actually produced. The dam produces an incredible 14,000 megawatts, which, to give you an idea, is enough to power 26% of all the electricity in Brazil and 78% of all electricity in Paraguay. And, of course, this energy is renewable, thereby reducing the global dependence on fossil fuels.

Another less obvious benefit, and I mentioned this earlier, is that the whole project has required a great deal of cooperation between the two countries. True, it hasn't all been plain sailing – there have been some quite high-profile disagreements over the years – but as a binational project, it has helped to build a relationship between Brazil and Paraguay or, at the very least, it has required a lot of communication between the two countries.

Having said all this, the Itaipu Dam has been very controversial, with the biggest issue being the displacement of people living by the river. In fact, some 10,000 families had to be moved from the area around the dam and the decisions on how to compensate these families were not at all simple. And just as important to many environmentalists was the destruction of Guaira Falls. These waterfalls, as well as the surrounding forest, were destroyed forever to allow construction of the dam to proceed. Ironically, since the dam is considered one of the modern wonders of the world, Guaira Falls were said by many to be one of the natural wonders of the world. So, as with any project of this size, there are ...

- 4** Give students time to read through the notes. Explain any difficulties.

Ask students to say which column was filled out first – probably the right-hand one; in this particular lecture the headings and structure only become apparent after the content has been completed in this way.

- 5** **1.3** Play the recording again, this time getting students to complete the notes.

Elicit the answers.

Answers

- a China
- b 1984
- c 40,000
- d 78
- e forest


FOCUS

Expression

Taking notes

Talk students through the information. (Confirm that Cornell is a university, in New York State. The system was developed by the university's Learning Strategies Center.)

- 6** Explain the first task and get students to work in pairs. Walk round the class to monitor and assist where necessary.
- With the whole class, ask individual students how well they could remember the content on the right just by looking at the headings on the left.
- Then get students to work in simultaneous pairs on the note-taking task. Again, walk round the class to monitor and assist where necessary.
- With the whole class, clear up any problems. Then get different students to read out parts of their summaries, and write a 'composite' summary on the board.
- 7** Get students to work on this in simultaneous pairs. Walk round the class to monitor and assist where necessary.
- With the whole class, work on any common problems, getting students to say the right thing.
- 8** With the whole class, explain the task and, to give students the idea, get one or two of them to say what they see in the photo, and one or two other students to say what they expect to hear first in the lecture – something related to energy efficiency, given its title.
- Get some suggestions from students as to how to prepare for the lecture – for example, find out about energy efficiency in buildings from architecture and engineering websites, etc.
- Then get students to work in simultaneous pairs on the complete task. Walk round the class to monitor and assist where necessary.
- With the whole class, do a round-up of students' ideas on what they expect to hear, and write them in note form on the board.

- 9  1.4 Explain the task and play the lecture extract, with students making notes individually in the right-hand column.

Then get them to work in simultaneous pairs on comparing and improving each other's notes. As ever, walk round the class to monitor and assist where necessary.

Then play the recording again, and get students to complete their notes individually.

Transcript 1.4

... which brings me on to the Pearl River Tower, the subject of this lecture and a very impressive construction from the perspective of an environmental engineer. So, the Pearl River Tower was designed by the architectural firm, SOM in Chicago. It sits on the Pearl River, hence the name, in the Chinese city of Guangzhou. At first glance it might not strike you as particularly unusual. It has a slightly different look to it, but it doesn't exactly stand out from other skyscrapers in the city or in the country as a whole. But there's a reason it's been described as 'the most energy-efficient skyscraper in the world' and that's because it's essentially a 'smart tower', and by this I mean it intelligently uses natural forces to maximize energy efficiency. And we're talking *really* efficient here. It uses nearly 60% less energy than traditional buildings of the same size, 58% to be precise. And how does it do this? Well, as a general point, it achieves it through clever, careful design. But more specifically, there are three main factors that allow the tower to be so energy efficient. First, there is the way in which the tower uses wind. The innovative design means the walls are a different shape to each other and this allows it to redirect wind that is pulled through the building, doubling the speed of it. This accelerated wind then pushes four integrated turbines inside the building. These wind-powered turbines then generate enough power for the building's heating, ventilation and air-conditioning systems.

So, that's the clever usage of wind. Then there's its use of sunlight. Many buildings make use of solar power, but the Pearl River Tower takes it a step further. Firstly, with impressive forward planning from the designers, the building is positioned to receive maximum sunlight to its solar panels. And then the power generated is used to power metal mechanical window blinds *inside* the windows themselves. These blinds automatically track the sun and open and close to minimize the solar heat.

Finally, there are the double skin curtain walls. What do I mean by double skin? Well, there are two layers of window with a cavity in between and this cavity acts as insulation against the hot sun. So, instead of going into the buildings, the heat is trapped in between the two skins and rises to the top of the building. And as another example of how the building tries to use everything and not waste it, this trapped heat is then used for supplying hot water in the building!

Now, I should say at this point that most of these features are not unique to the Pearl River Tower, but whereas most buildings have used one or two of the features, what makes this tower truly impressive is how it has combined so many energy-efficient devices in such a holistic fashion. And the innovative engineering doesn't finish there. The tower also has ...

- 10 Get students to practise this individually. Then ask individual students, still covering the right-hand column of their notes, to summarize the lecture for the whole class using the headings in the left-hand column.
- 11 Get students to work in simultaneous pairs on the different parts of the activity, getting them to turn to page 170 of their course books when ready. Walk round the class to monitor and assist where necessary. Then, with the whole class, get students to talk about their own summaries and how satisfactory or otherwise they found the notes on page 170 of their course books.
- 12 Explain the task and get students to have initial short discussions about each photo in simultaneous pairs. The first photo on page 170 is of the International Space Station. Solar panels are visible, it seems to be orbiting the Earth, perhaps it's one of these projects where astronauts stay in space for long periods of time, etc. Benefits might include better understanding of space phenomena, plus technical advances that can be applied more generally, e.g., Teflon developed for use in space but later used for saucepans. Drawbacks might include the great cost of these space projects, money that could be used elsewhere. The second photo on page 170 is of the opening ceremony of the Olympics in Beijing in 2008, but get students to talk about the Olympic Games in general. The first photo on page 184 is of the Oresund suspension bridge linking Denmark and Sweden and the second is of Palm Jumeirah, an artificial *archipelago* (teach this word) in the United Arab Emirates. Get students to talk about other big infrastructure projects, for example ones in their own countries.

Then get them to do the necessary research in pairs for homework, ready to present and discuss the projects in the next class – don't forget to come back to this.

When doing the discussion activity in the next class, get students to work in simultaneous pairs. Walk round the class to monitor and assist where necessary.

Work on any difficulties with the whole class.

Then get students to give their presentations. Each pair should 'share' a presentation about one of the projects.

2

Change

Vocabulary

- Watershed events

Grammar

- Past perfect

Language skills

- Reading: Reading for specific information
- Speaking: Discussing personal watershed moments
- Reading & Speaking: Change management
- Reading & Writing: A university admission essay
- Writing: Writing a short report



With the whole class, get individual students to talk about the picture – an old wooden boat in front of skyscrapers, representing the idea of changing economy, ways of working, etc. Get students to talk about key events or trends in their own lives. It might be easier to concentrate on events like moving house, changing schools, getting into university, etc., but if students can talk about other personal trends that have affected them, so much the better.

Don't forget to get students to answer the second question about what people can do to adapt to change so as to benefit from it to the maximum. As usual, don't pre-empt the material in the unit too much.

C21 SKILLS

Critical thinking

- Watershed events

Life skills

- Dealing with change

2A Watershed events

Past perfect

- 1 Introduce the idea of *watershed events* – you could paraphrase this as ‘key events’ – and get students to read the introduction to the article.

Get students to suggest key historical events, and list them on the board.

- 2 Get students to read the complete article individually. Walk round the class to monitor and assist where necessary. Then work on any common problems – students at this level should be familiar with all the vocabulary, but remind them if necessary about *literacy*, the associated adjective *literate* and their opposites *illiteracy* and *illiterate*.

With the whole class, elicit and discuss the answers.

Answers

- a 1452
- b copied books by hand
- c increased literacy

FOCUS

Grammar

Past perfect

Take students through the information, which should be familiar to them at this level. Contrast the past perfect in Event 2 with the present perfect in Event 3. Event 1 is past simple, of course.

Answers

Event 2, Event 1, Event 3

- 3 Do this as a fast-paced whole-class activity. Ask students if they are surprised by any of the chronology, for example, the invention of the telegraph as early as 1837. Discuss the answers, as ever. For example, the internet may have been invented in 1969 and the PC in 1975, but when did they become widely used? (The 1990s and 1980s respectively.)

Ask students to then work in pairs to decide on three of the events they think were the most important and to give reasons for their choices. Develop this into a whole-class discussion.


Answers

newspaper (59 BCE); telegraph (1837); typewriter (1868); telephone (1876); ballpoint pen (1888); radio (1900); television (1927); internet (1969); mobile phone (1973); personal computer (1975)

FOCUS

Pronunciation

Talk students through the information (*schwa* is a ‘central’ vowel sound rather than the ‘full’ sound of the vowel).

-  2.1 Play the recording and get individual students to repeat the utterances.

Transcript 2.1

- a A How did you know about Alexandria?
- B I had been there before when I was a student.
- b A What have you had to eat?
- B I've had lots of pasta.
- c A Had he solved the problem?
- B Yes, he had solved the problem, but he forgot to tell anyone.
- d A Had you met the president before?
- B Yes, I had. A long time ago.

- 4 Do this as a fast-paced whole-class activity, discussing any problems with students with the correct *schwa* sound where necessary.

Answers

- a solved, stopped
- b became, had been
- c was developed, had been established
- d were sent
- e became, had been
- f used ('had used' also possible), wrote

C21 SKILLS

CRITICAL THINKING: Watershed events

Go through the explanation of *watershed events* on page 34 of the course book now. In pairs, ask students to make lists of their personal watershed events, for example getting their first jobs, moving schools or passing an important exam. Students will use this list for 5 on page 30 of the course book.

Do the exercises on page 34 of the course book now, or come back to them later. Related teacher's notes are on page 87 of this book.

- 5 Students share the personal events with their partners, following the example. Ensure that they are using verb tenses accurately.

Then, with the whole class, get particular pairs to repeat some of their exchanges. Again, insist on correct use of verb tenses.

2B Change management

 A reflective essay

FOCUS

Expression

Writing a reflective essay

Before getting students to look at their books, introduce the topic by asking students what they understand by *reflective* – thinking carefully and quietly about something, in this case one's own life, experiences, etc.

Talk the students through the information, explaining any difficulties, e.g., *attention grabbing* and ask them if the university application process in their own countries involved writing an essay like this. Don't be surprised if they say that this is not usual. Explain that in the English-speaking world it is becoming more and more common.

- 1** Explain the task and get students to work in simultaneous pairs on it. Walk round the class to monitor and assist where necessary.

With the whole class, get students to say what they came up with. Ask other students whether they agree and write on the board the ideas that have been 'accepted' by the class as a whole.

- 2** Get students to read the webpage on change and transition. Explain any difficulties (it should be quite straightforward for students at this level).

With the whole class, elicit and discuss the answers.

Answers

- a** Institution not specified, but it might be on the website of the counselling department of a university giving guidance to students. (Explain the idea of counselling if students are not familiar with it.)
- b** young people/students
- c** A page like this might appear on the website to provide support for students in situations of change/transition who have just left home, or who are about to leave the university for a job.
- 3** Go through the questions and get students to work on them in simultaneous pairs. Walk round the class to monitor and assist where necessary.
- With the whole class, work on any difficulties, getting students to say the right thing. Then get individual students to talk about the answers that their partner gave for the different questions, rather than repeat the ones they themselves gave.

- 4** With the whole class, get students to look at the Admission essay panel, and to answer and discuss the questions. (The university wants to get insights in to applicants' characters, not just their exam grades.)

- 5** Again, with the whole class, get students to talk about each essay title.

Answers

- a** Problem-solving is an increasingly valuable skill, and the university wants to find and recruit students who are good at it, rather than just *rote learning* (teach this expression).
- b** This is to get students to analyze their psychological and emotional maturity.
- c** Again, this is to get students to analyze their psychological and emotional maturity.
- 6** Explain the task, bringing students' attention to the two specific questions about the suggestions from 2 on the previous page, and about how Meryem will manage the change to being an international student.

Get students to read the text. Walk round the class to assist where necessary. All vocabulary should be familiar to students at this level, except perhaps *resilient* (= keeping strong through difficult events) – explain this if necessary.

With the whole class, elicit the answers.

Answers

She uses suggestions 1 (Her father's redundancy was not unexpected.), 2 (She began to get used to the idea.), 3 (She felt worried about leaving all her friends in Bursa, and about the effects on her studies.), 4 (She's been at the school for three years and has joined lots of clubs, made friends, etc.) and 6 (She's been preparing for university by remembering how it was to change schools.).

It looks as though Meryem will be able to manage the change to being an international student at university.

- 7** Get students to look through the essay again to find examples of features from the Focus box. Walk round the class to assist where necessary.

With the whole class, elicit the answers.

Answers

An attention grabbing first sentence: *When I was 15 years old, my father was made redundant.*

A positive attitude to difficult situations: *I started researching Istanbul and I became excited about all the things I could see and do.*

Details of the situation you were in and how you dealt with it: *spent all her life in Bursa, upset and nervous about leaving friends, worried about how her studies would be affected by a change of school. She researched Istanbul*

and her new school, she joined several sports teams, the drama group and the choir, and she has made new friends.

A description of how things have changed for the better: She has become a resilient, adaptable person who embraces change rather than fears it.

C21 SKILLS

LIFE SKILLS: Dealing with change

Do the exercise on page 35 of the course book now, or come back to it later. Related teacher's notes are on page 87 of this book.

- 8** Talk students through the four points.
Get students to write their essay for homework, and email their essays to you before the next class, when you should praise good points and give feedback on common problems.
- 9** Also in the next class, get students to read each others' essays in simultaneous groups of three or four, and be ready to comment, tactfully, on what they liked and didn't like about each essay, and what they found out about the writer.
With the whole class, get a spokesperson for each group to talk, again tactfully, about the essays that they looked at. Develop this into a whole-class discussion.

2c Is it getting better?

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

Education

Vocabulary

- Educational terminology
- Verb–noun combinations

Grammar

- Reported speech

Language skills

- Reading: Reading to predict content from titles and topic sentences
- Reading: Reading to match paragraphs with articles
- Reading: Reading for specific information and general ideas
- Speaking: Discussing education
- Reading & Speaking: Self-organized learning
- Listening: Listening to complete a report
- Speaking & Writing: Flipped learning

C21 SKILLS

Study skills

- Using an English–English dictionary

Creativity

- Acquiring knowledge

Study skills

- Learning at a distance



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

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

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

3A Effective teaching and learning



Educational terminology;
Verb-noun combinations

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

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

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

Elicit the answers.

Answers

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

- 2 Again, give students enough time to read through the extracts. Then elicit the answers, getting students to explain their reasoning.

Answers

- 1 C
- 2 B
- 3 A
- 4 D

- 3 Do this as a fast-paced whole-class activity. Again, work on the logic of the answers – for example, students should spot that a noun-related definition (for instance a) will have a noun as its answer and an adjective-related definition (for instance b) will have an adjective as its answer!

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

Answers

- a mentors
- b illiterate
- c methodology
- d repetition
- e at their own pace
- f guidance
- g digital literacy

C21 SKILLS

STUDY SKILLS: Using an English–English dictionary

With the whole class, ask students what information they can get from a dictionary, other than just the definition.

Encourage students to discuss in relation to dictionaries which they are most likely to consult, for example:

Longman Dictionary of Contemporary English, Cobuild English Dictionary, Oxford Advanced Learner's Dictionary and Cambridge Advanced Learner's Dictionary.

Students might talk about the following types of information:

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

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

Do the exercises on page 48 of the course book now, or come back to them later. Related teacher's notes are on pages 87–88 of this book.

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

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

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

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

Answers

- a set
- b information
- c explore
- d provide
- e exams
- f pose
- g skills
- h find out, look for

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

Answers

- a information, look for/find out
b tasks, sit
c question
d ways, guidance
- 7 Explain the task and get students to look at their respective pages.
- Get students to do the activity in simultaneous pairs. Walk round the class to monitor and assist where necessary.
- With the whole class, work on any difficulties, especially ones relating to the vocabulary of this section, getting students to say the right thing.
- Then get representatives of particular pairs to talk about their partner's attitudes/opinions in relation to skills, not their own. Develop this into a whole-class discussion.

3B Self-organized learning

Understanding referencing in texts

- 1 Get students to look at the photos and answer the questions in simultaneous pairs.
- Then elicit the answers, but don't tell students if they are right or wrong yet.
- Answers**
- The photos are of an educationalist, Dr Mitra, his 'school', and a learning computer. (If it arises, confirm that the form *educationist* also exists.)
- The headline suggests that, in the future, absorbing knowledge might not be the main aim of education (perhaps because knowledge in the traditional sense is immediately available on the internet).
- 2 Get students to read the article paragraphs. Then ask them if they were *on the right lines* (teach this expression if necessary) in their answers to 1 above.
- 3 Do this with the whole class, as ever getting students to explain their answers.
- Answers**
- a Dr Mitra / the Indian physicist turned radical educationalist
b 'the local children / The children

FOCUS

Expression

Understanding referencing in texts

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

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

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

- 4 Discuss this point with the whole class.

Answer

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

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

Students then recycle the process of 4 and 5 for each paragraph to put the rest of the text in order – i.e., identify the main idea(s) in the paragraph they have just put in order, and predict what ideas would follow on from it (on the next page in italics for G and H). They then identify the reference words near the start of the paragraph that link the two paragraphs. (The only one that develops the ideas in the previous paragraph is H: 'These' refers back to 'Self-Organized Learning Environments'.)

Answers

Correct order: H, G, E, F

H

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

G

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

E

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

F

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

Complete text for reference:

Is knowing obsolete?

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

Dr Mitra, the Indian physicist turned radical educationalist is now internationally known for his 'Hole in the Wall' experiments, which ran for a decade in different parts of India from 1999. In these experiments, he placed computers with internet access in public places in remote villages or slum areas and left them to

be explored by the local children without guidance from teachers or other adults.

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

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

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

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

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

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

However, despite a wealth of anecdotal evidence for the success of the method, many educators remain unconvinced about Dr Mitra's ideas and sceptical about how innovative they are. Some point out that the notion of autonomous question-led learning is as old as the teaching methods of the Ancient Greek philosopher

Socrates, and that only the method of researching the answers is different. Others note that task-based learning in groups has been familiar to language teachers since the 1970s.

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

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

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

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

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

- 7** Get students to turn to page 171 and give them time to read about Dr Mitra's ideas on the future of education. Get students to have simultaneous discussion in groups of three or four, appointing one student as reporter/notetaker. Walk round the class to monitor and assist where necessary. With the whole class, work on any difficulties, and then get the reporter from each group to say what its findings were, and encourage whole-class discussion.

C21 SKILLS

CREATIVITY: Acquiring knowledge

Do the exercises on page 49 of the course book now, or come back to them later. Related teacher's notes are on page 88 of this book.

3c Flipped classrooms

Reported speech

- 1** Don't explain what *flipped classrooms* are – all will be revealed as students do the section. Go through the points quickly – they should be self-explanatory. Get students to discuss them in simultaneous pairs. Walk round the class to monitor and assist where necessary. With the whole class, work on any common difficulties, especially in the area of education-related language. Get different pairs to say what they came up with and encourage whole-class discussion.
- 2** Read through the questions with the whole class, and get students to read the start of the article individually. With the whole class, elicit the answers.

Answers

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

Answer

The verbs in the written report are in the past tense.

FOCUS

Grammar

Reported speech

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

Answers

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

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

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


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

- 4 Get students to look through the report and then the dialogue individually. Assist them with any difficulties. With the whole class, elicit the answers, but don't confirm if they are right or not.

C21 SKILLS

STUDY SKILLS: Learning at a distance

Do the exercise on page 50 of the course book now, or come back to it later. Related teacher's notes are on page 88 of this book.


- 5  3.1 Play the recording once or twice, getting students to check their answers. Work on any remaining difficulties. Then get pairs of students to read the completed dialogue for the whole class, ensuring they use the correct reported speech forms.

Answers

- | | |
|--------|-------------|
| a seem | f picked up |
| b Will | g got |
| c will | h can |
| d is | i takes |
| e can | j is |

Transcript  3.1

- A Do you feel that the flipped approach has been a success?
 C Without a doubt. The pupils' marks have improved a lot.
 D And they seem to enjoy the classes much more than before.
 A That's excellent! I believe the introduction of flipped classes was an experiment for the school. Will you continue using flipped methods next year?
 D Well, that's the head teacher's decision, but I certainly hope we will.
 C Yes, I hope so, too.
 B So why have these improvements taken place?
 D I think the main reason is that the pupils can learn at their own pace. In the past, we had limited time to present new material in class. The good students generally picked up new things rapidly, but the weaker ones often got lost.
 C That's true. But with videos, the students can go back and watch again if they need to. This learning of new material takes place in their own time, not class time, so that there is plenty of time in class for practice.

- 6  3.2 Get students to read the next part of the report, anticipating what might go in the gaps.

Then play the recording, with students completing the gaps individually. Pause the audio occasionally to give them time to do this.

With the whole class, elicit the answers.


Answers

- a did
 b had not watched
 c had sent
 d had missed
 e had enjoyed
 f worked
 g had disappeared
 h didn't have
 i gave
 j could
 k couldn't go
 l was
 m would

Transcript  3.2

- B** Do the pupils always do the video homework you give them?
- C** That's a good question. These days, they generally do the homework, but at the start of the flipped classroom experiment some of them didn't watch the videos.
- B** So what did you do in that case?
- D** We sent them to the computer room to watch the videos, but then they missed the group practice.
- C** Since they enjoy the classroom sessions because they can work in groups with their friends, the problem of them not doing the homework has disappeared in general.
- A** I would imagine some children don't have internet access at home, though. Where do they watch the videos?
- D** Well, if they have a computer but no internet connection and the homework is a video we have recorded ourselves, we give them a copy on a data stick or DVD. If it's a YouTube video, the pupils can stay and watch the video in the computer room after school hours.
- B** I see. So you use materials that exist already and you create your own. How do you approach finding or creating materials for the video lessons?
- C** Well, I'm afraid we can't go into the details ...
- D** I can tell you that it's a lot of work making our own videos. It's very time-consuming.
- C** ... but rewarding, and we will be able to use them again next year so it won't be so much work then.

7 Give students time to read through the table and then elicit and discuss the answers with the whole class. Don't confirm the answers yet.

8  **3.3** Play the recording and get students to listen and check their answers. Work on any remaining difficulties.

Answers

- a** if, felt
b if, would
c why, had taken
d if, did
e what, had done
f where, watched
g how, approached

Transcript  3.3

- E** So how did the interview go? What did they ask you?
- C** Well, first of all they asked if we felt that the flipped approach had been a success, and they wanted to know if we would continue using flipped methods.
- D** And we said we would. At least we hoped so.
- E** OK, what else?
- C** Well, we mentioned the improved marks and student satisfaction and they asked why these improvements had taken place. We explained the basic method and then ...
- D** They wondered if the students always did their homework.
- C** Yes, right. So we explained that they generally do now, but they hadn't always and so the trainee teachers asked what we had done in that case.
- D** Then they asked about pupils who didn't have internet access and they wanted to know where they watched the videos.
- C** Then finally they wanted to know more about the process of finding and creating materials.
- D** But we didn't go into details about that.
- E** I see. Well, thank you both for dealing with that. I'll be interested to see what they say about us, though I believe their report won't be ready for a while; I hear they're visiting lots of different schools in the area.

9 Get students to work on rules for reported questions in simultaneous pairs. Walk round the class to monitor and assist where necessary.

With the whole class, elicit the answers.

Answers

The rules for changing tenses are the same for reported statements and reported questions.

When reporting a closed question, you use *if* after 'asked', 'wondered' or 'wanted to know'.

When reporting questions that had *do*, *does* or *did* in them, you omit these words from the reported question.

The order of words in a reported question is the same as the order of words in a positive sentence.

When reporting questions that contain personal pronouns (*I*, *you*, *he*, *she*, *we*, *they*), you use different pronouns.

10-11

1

Divide the class into groups of four. Explain the task and get pairs in each four to do the matching exercise simultaneously. Walk round the class to monitor and assist where necessary.

With the whole class, elicit the answers.

Answers

Students A and B:

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

Students C and D:

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

2

Then, in simultaneous groups of four, get students to ask and answer their questions aloud. This time Students A and B in each pair should read their exchanges aloud, and C and D should write what they hear, but using reported speech. Then C and D read their exchanges, with A and B writing about them using reported speech.

With the whole class, work on any common difficulties.

Then get some of the pairs to role-play their dialogues for the whole class.

Then get individual Students A and B to read out what they wrote in reported speech about the exchanges between C and D. Write some of them on the board. Then get C and D to say what they wrote down, again writing good 'models' on the board.

Work on any remaining difficulties in the area of reported speech.

- 12 Get students to prepare their questions individually. Walk round the class to monitor and assist where necessary to check the questions are on the right lines, clearing up any misunderstandings.
- 13 Get students to ask each other their questions in simultaneous pairs. Get students to make notes to help them prepare for the next activity. Again, walk round the class to provide assistance.
- 14 Then get students to write a report using correct forms of reported speech. They could do this for homework, emailing you their work before the next lesson. Don't forget to come back to it in the next class, praising good points and working on any remaining difficulties.

4

Collaboration

Vocabulary

- Networking
- Formal and informal language

Language skills

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

C21 SKILLS

Life skills

- Making a good first impression

Collaboration

- Teams and leaders



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

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

4A Networking



Joining groups, establishing rapport, ending conversations

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

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

- 2** **4.1** Explain the task, get students to focus on the questions, and ask them to describe the diagrams for b. Play the recording once or twice.

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

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

Transcript 4.1

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

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

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

Gina details – email, mobile phone number and web address if you've got one. What else? I've got a worry, a big one. I actually went to a networking event last summer and it was awful. I hung about for 15 minutes and nobody talked to me. In the end I felt so embarrassed I just left.

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

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

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

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

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

Gina I think I'd choose a woman on her own.

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

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

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

Rachel I don't know. Maybe the ones on the left?


Laura OK, look at the body language. If they're standing close together in a triangle all

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

Rachel Wow, that really makes sense.

Faisal OK, but what do you say when you go up to them?

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


- 3**  **4.1** With the whole class, read the networking tips and get them to anticipate what might go in the gaps. Then play the recording again and elicit the answers.

Answers

- a Dress
- b don't wear
- c business cards
- d contact details
- e phone/mobile
- f people
- g wait
- h three
- i one woman
- j triangle
- k May I join

- 4** Get students to work in simultaneous pairs on this – remind students that they should talk about both the usefulness and the appropriateness of the tips for their country. (If students are from more than one country, get students from different countries to work together.) Walk round the class, monitoring and assisting where necessary.

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

- 5**  **4.2** Explain the task, play the audio of the two recordings and elicit the answer – the first recording offers a better example. (The outsider joins the existing conversation, rather than *butting in* – teach this expression – and dominating the conversation, as in the second recording.)


Transcript 4.2

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

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

Laura And here's the second ...

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

- 6**  **4.3** Explain the task and play the audio of people talking about the two recordings from the previous exercise.

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

Answers

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

Transcript  4.3

Laura So, which do you think was better?

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

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

Faisal I agree. I think she was rude. The young man was polite and interested in other people's opinions.

Rachel Yes, but he said nothing about himself.


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

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

C21 SKILLS

LIFE SKILLS: Making a good first impression

Do the exercises on page 60 of the course book now, or come back to them later. Related teacher's notes are on pages 88–89 of this book.

- 7**  **4.4** Take students through the instruction and points a to d, and ask if there are recognized ways of ending conversations in their own language(s). (However, don't allow the class to turn into a language lesson about students' own language(s), of course!)

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

Elicit and discuss the answers.

Answers

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

Transcript  4.4

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

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

– I see. Oh, excuse me, somebody seems to be calling me. My phone's in my pocket and I felt it vibrate. Let me see. Yes, this is a really important call, I've got to go ... sorry!

Laura This is the second.

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

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

Laura And the third.

- ... but then we found that if we just adjusted the size of the packaging slightly, by that I mean 5 mm narrower on the top edge, and made it 8 mm longer from top to bottom, then it was possible to solve that problem.
- Well, I'm glad to hear you worked it out in the end. So, it's been a pleasure chatting to you, but I'm sure you want to meet some other people, and I need to mingle, too. I hope you enjoy the rest of the day.

- 8** ▶ **4.5** Explain the task, play the recording and elicit the answers.

Answers

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

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

Transcript ▶ 4.5

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

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

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

Possible answers

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

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

Ending conversations at networking events:

End conversations politely, not abruptly.

Use the other person's name when you say goodbye.

FOCUS

Pronunciation

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

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

Answers

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

Transcript ▶ 4.6

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

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

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

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

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

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

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

4B Class projects

   Formal and informal language

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

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

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

- 2** Explain the task and give plenty of time for students to absorb the information (points a to d and the extracts). Ask if they have experience of chats and if they like communicating this way.

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

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

Answers

- a D, L, M
b B, F, G, J
c C, E, H
d A, I, K

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

Answers

Tutors: D, K, L

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

- 4** Then get students to talk about the features of each. Explain the idea of *register*, mentioned in the sub-heading for this section – the idea of using language that is appropriate for a particular situation.

Answers

Note that other examples will also be possible.

	Chats with classmates	Emails to/ from tutors	Examples (extract)
Emoticons	✓	(X)	:/ (B)
Use of abbreviations	✓	X	esp = especially (A)
Past modal verbs	X	✓	If you could confirm (L)
Phrases including 'if'	X	✓	if that would suit you (D)
Phrasal verbs	✓	✓	check out this article (A), How are you getting on (C)
Informal phrases and vocabulary	✓	X	peeps = people (E)
More formal phrases and vocabulary	X	✓	The article in question (K)
Lack of punctuation	✓	X	Hey guys check out this article (A)

C21 SKILLS**COLLABORATION: Teams and leaders**

Do the exercises on page 61 of the course book now, or come back to them later. Related teacher's notes are on page 89 of this book.

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

- 5 Get students to turn to page 173 of their course books.

Read through the email and the chat message with the whole class and get students to comment on the appropriateness or otherwise of the language register used in each. (The email is too informal and the chat message too formal, obviously.)

Get students to rewrite each of them now in class, or for homework if this is more suitable. Get them to email their work to you and don't forget to provide feedback on it in the next class.

4C Different class   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

Culture



Vocabulary

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

Grammar

- Review of modals

Language skills

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



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

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

C21 SKILLS

Life skills

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

5A What is culture?

A B C Words to describe culture; Verb and noun forms

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

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

Answers

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

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

Answers

- 2**
- a attitudes
 - b behaviour
 - c etiquette
 - d practices
 - e traditions, customs
 - f artefacts
 - g generations
 - h values
 - i transcend

3

- a attitudes
- b customs
- c values
- d behaviour, generation
- e artefacts
- f etiquette

C21 SKILLS

LIFE SKILLS: Understanding different eating habits

Do the exercise on page 74 of the course book now, or come back to it later. Related teacher's notes are on page 90 of this book.

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

Answers

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

FOCUS

Pronunciation

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

Answers

- a same stress
- b celebrate/celebration
- c same stress
- d impacted/impact
- e same stress
- f signify/significance
- g stereotyped/stereotype
- h surveyed/survey

Transcript **5.1**

- a That's strange. I can't access the internet. What's happened to my internet access?
- b How are you going to celebrate your birthday this year?
What kind of celebration are you having for your birthday?
- c Thanks to new media, shopping habits in different cultures are converging. Shopping habits worldwide are showing a convergence thanks to new media.
- d New technology has impacted on cultural values in this area.
New technology has had a big impact on cultural values in this area.

- e He pioneered the study of cultural differences. He was a pioneer in the field of cultural studies.
- f What does this symbol signify? What is the significance of this symbol?
- g British people are often stereotyped as being polite, but cold. The stereotype of British people is that they are polite, but cold.
- h She surveyed 500 people to get data for her project. She carried out a survey of 500 people to get data for the project.

- 5** Explain the task, allocate students to groups A and B and get them to turn to their respective pages. (If the class is large – over ten students – create two or more A groups and two or more B groups.)

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

Walk round the class to monitor and assist where necessary.

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

5B Cultural differences



Review of modals

- 1** With the whole class, get students to discuss experiences of different cultures. (If they have limited direct experience of these, get them to talk about how people from different cultures seem when they see them on television, or differences within their own countries.)
- 2** **5.2** Explain the task, play the recording and get students to identify the topics that they hear, stopping occasionally if necessary.
- Elicit the answers with the whole class and get them to say what is the case in their own cultures for each item.

Answers

		Britain	Dubai	Greece
a	The way women dress	✓	✓	
b	The way couples behave in public		✓	
c	The times that restaurants are open	✓		✓
d	The habit of apologizing	✓		

Transcript 5.2

Federico Hi, guys. I'm Federico. I'm a student in my third year, and I also work for the university radio station. You look like a bit of a mixed bunch. Oh, that sounded rude. I mean you look like you come from lots of different countries.

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

Federico Cool, me too! Ciao, Maria.

Maria Ciao, Federico. And this is Mei-Ling, my roommate. She's from Shanghai in China.

Federico Hi, Mei-Ling.

Omar I'm Omar. I'm from Dubai, and these are my classmates, Takis from Greece and Julia from Brazil.

Federico Great. So can I interview you all for my radio show?

Julia That depends. What do you want to ask us about?

Federico About cultural differences. What do you find strange or interesting about living in Britain? What is different from home?

Maria That sounds fun. Let me think ...

Julia That's OK, I guess.

Omar I think British girls should wear more clothes. You see them walking around the streets in the snow and rain with bare legs that are turning blue!

Maria That's true. It's really weird. They must feel very cold.

Omar And it's not modest. Where I come from, women must cover their arms, legs and hair when they leave the house. And, talking of modesty, couples mustn't kiss in public.

Julia Well, I don't agree with that at all. I think women ought to be free to choose.

- Federico** OK, guys, I'm recording now. Let's get back to the subject of the British for now, OK?
- Takis** I find something very strange. My parents own a restaurant in Greece. Often customers turn up quite late at night. My mum and dad don't have to keep the restaurant open, but business is business, so they prepare a meal for the customer, of course. But here, OK, it's not so bad in the city, but if you go to smaller places you can't get anything to eat except at the times the restaurant owner decides.
- Mei-Ling** I know, you're right! But I think it might not be the owner who decides; there could be laws about it. Once I was in a little village in England and went to a café at about two, wanting lunch. They said to me, 'We're sorry, but you have to wait until five and then we may serve you a meal.'
- Maria** Oh, yes, and the classic British 'I'm sorry'.
- Julia** I think they are hypocrites. They are always saying sorry, but they don't really mean it. It's like somebody says, 'I'm sorry, I didn't catch what you said', when really they just weren't paying attention.
- Maria** I think that's unfair, Julia. In fact, it's sometimes quite sweet when they say sorry. A guy accidentally kicked my suitcase at the train station the other day and he said 'I'm sorry' to it!
- Omar** You can't be serious! He apologized to a suitcase? He must be crazy.
- Takis** Either that, or he wanted an excuse to get talking to Maria.

- 3** Introduce the subject of modals and get students to work on the exercise in simultaneous pairs. Walk round the class to monitor and assist where necessary. With the whole class, elicit and discuss the answers.

- 4**  **5.2** Play the recording again and get students to check the answers.

Answers

- | | |
|-------------------|---------------------------|
| a can | g don't have to |
| b should | h can't |
| c must | i might not, could |
| d must | j have to, may |
| e mustn't | k can't, must |
| f ought to | |

C21 SKILLS

LIFE SKILLS: Understanding proxemics

Do the exercises on page 75 of the course book now, or come back to them later. Related teacher's notes are on page 90 of this book.

FOCUS

Grammar

Review of modals

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

Get students to go through the transcript of the audio in 5.2 to find examples of all the modals in the table.


- 5** With the whole class, read through all the forum postings to prepare them for the task. Then elicit the answers, discussing the situations without pre-empting the following activities.

Answers

- | |
|--------------------|
| a must |
| b have to |
| c may |
| d might |
| e ought |
| f must |
| g shouldn't |
| h must |
| i shouldn't |
| j may |
- 6** Explain the task and get students to turn to page 174. Get them to work on the task in simultaneous pairs. Walk round the class to monitor and assist where necessary. With the whole class, work on any common difficulties and get representatives from different pairs to say what they came up with.
- 7** Get students to discuss the lists of dos and don'ts in simultaneous pairs or small groups. Walk round the class to monitor and assist where necessary. Don't forget to tell them that they should include warnings about what might happen to people if they don't follow the rules. Work on any common difficulties, getting individual students to say the right thing. Then get individual students to report on some of the things that they came up with. Encourage whole-class discussion.

5c Cross-cultural theories

Understanding commentary in lectures

- 1**  **5.3** Introduce the task and get students to focus on items a to c.

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

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

Answers

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

Transcript 5.3

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


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

This slide shows what is known as the 'Iceberg Model of Culture'. As you probably know, 90% of an iceberg is below the surface of the sea and so cannot be seen. This analogy is commonly used to describe culture because the majority of what constitutes culture is below the surface – in other words unseen, and often subconscious and taken for granted. The 10% that is visible is behaviour – the way that people dress, what and when they eat, their dances and literature and traditional celebrations, and so on. Below the surface, here at the bottom of the iceberg, are the core values of a culture – the things that are widely considered to be good or bad, right or wrong, acceptable or unacceptable. These core cultural values have been shaped by the history, religion and political background of a specific country or culture, and are passed on by education, the family and the media. Slightly higher up the iceberg we have attitudes that grow out of these core values.

These could be attitudes to gender roles, care of the elderly, work versus family, punctuality, showing

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

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

- 2** Get students to discuss the iceberg model in simultaneous pairs. Walk round the class to monitor and assist where necessary.
- Work on any common difficulties, especially in relation to cross-cultural language.
- With the whole class, get representatives from each pair to say what they came up with. (Be tactful in discussion of how the model relates to students' own cultures, of course.)
- 3**  **5.4** Get students to look through the booklist, pointing out that the authors are some of the 'big names' in cross-cultural studies, and also to look at items a to f.
- Then play the recording, stopping to explain any difficulties and to give students time to note the answers.

Answers

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

Transcript 5.4


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

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

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

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

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

- 4**  **5.5** Get students to look through the questions, and then play the recording.

Answers

- a Edward T. Hall
- b behaviours
- c when he was hired to train American diplomats in the 1950s

- d Monochronic – time is a commodity to be used well; Polychronic – time is flexible and unlimited
- e *The Dance of Life: The Other Dimension of Time*
- f positive

Transcript 5.5

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

Today I shall briefly introduce Hall's theory of time, which he published in his 1983 book, *The Dance of Life: The Other Dimension of Time*. Hall observed that cultures structured and perceived time differently and that this led to different behaviours. In monochronic societies, time is considered as a commodity that must be used well. To do this, monochronic societies assign tasks to specific times and like to complete one task before moving on to the next. Polychronic societies, in contrast, see time as flexible and unlimited. These societies are happy with a large number of tasks being carried out simultaneously. These fundamental differences in attitude result in behaviour that can irritate others – for example, a person from a monochronic culture will be upset by a polychronic person's lack of punctuality. A person from a polychronic society may be surprised or irritated by a monochronic person's insistence on taking their lunch break at a specific time because that is the time they always take their lunch.

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

- 5** Get students to turn to page 175 of their books and to read through the information under the first heading – Cultural attitudes to time. Explain any difficulties. (They will look at the other headings later – see the next page.)

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

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

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

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

- 6 ▶ 5.6 Play the recording, stopping after each extract to elicit the answers. Work on any difficulties.

Answers

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

Transcript ▶ 5.6

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

- 7 Get students to work on this in simultaneous pairs. Then elicit and discuss the answers with the whole class – don't pre-empt the following Focus section too much.

Answers

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

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

FOCUS

Expression

Understanding commentary in lectures

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

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

C21 SKILLS

LIFE SKILLS: Identifying cultural values, attitudes and behaviours

Do the exercise on page 76 of the course book now, or come back to it later. Related teacher's notes are on page 90 of this book.

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

- 8 Get students to turn again to page 175 of their books and to discuss the other descriptors – Power distance, Communication style and Individual versus group, first in simultaneous pairs and then with the whole class.

6

Identity



Vocabulary

- Youth culture

Grammar

- Comparatives and modifiers

Language skills

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



Talking point

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

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

C21 SKILLS

Critical thinking

- Assessing the credibility of statistics

Communication

- Presentation tips

6A Millennials

Effective reading

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

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

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

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

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

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

Answers

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

FOCUS

Expression

Effective reading

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

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

With the whole class, elicit the answer.

Answers

- a Students' own answers.
b title c – Are millennials creating a global culture?

- 4 Get students to look through the article for the answers.

Answers

- a 76
b 1.8 billion millennials; India, China and South East Asia
c six hours a day
d 80
e 86%

- 5 Discuss the questions with the whole class, along with the following question: Would people in the millennial age group who live in small towns or in the country have the same views as those who live in cities?

- 6 Get students to read the article again and, with the whole class, get them to suggest notes for each item a to c. Write the notes on the board.



Comparatives and modifiers

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

Answers

- a 83
b 31
c 79
d 22
e four
f North America
g 60%

C21 SKILLS

CRITICAL THINKING: Assessing the credibility of statistics

Do the exercise on page 86 of the course book now, or come back to it later. Related teacher's notes are on pages 90–91 of this book.

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

FOCUS

Grammar

Comparatives and modifiers

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

- 3 Get students to write their sentences individually. Walk round the class to monitor and assist where necessary. With the whole class, write some of the 'best' sentences on the board.
- 4 Introduce the task, get students to focus on the issues and get them to discuss them in simultaneous pairs. Walk round the class to monitor and assist where necessary, as ever. The points are given in noun form, e.g., *familiarity, interest, tolerance, belief*. Ensure students use appropriate related adjective or verb forms where necessary, for example, *familiar, interested, tolerant, believe*.
With the whole class, work on any common difficulties, getting students to say the right thing.
Get different pairs to present their opinions to the whole class, and have a whole-class discussion about them.

6B Cultural artefacts

Giving an informal presentation

- 1 Explain *artefacts* – objects that are culturally important. Then get students to look at the photos in simultaneous pairs, in relation to questions a to c. Walk round the class to monitor and assist where necessary.
With the whole class, work on any common difficulties. Then get representatives of each pair to say what they came up with. Encourage whole-class discussion. For example, what are the situations for communal eating at work and with friends and family in students' cultures? Is tea an important drink in students' cultures and in what situations is it consumed? Is it necessary to show your diploma certificates in job interviews? What collective activities are there in students' cultures?

Answers


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

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

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


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

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

- 2  **6.1** Play the recording once or twice, getting students to note the order of the items of information a to g. Ask if any students have been to Greece and seen people using a komboloi.

Answers

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

Transcript  **6.1**

Hi, I'm Takis. Most of you know me by sight at least, as we're in the same class, but you may not all know that I come from Nafplio, a small town in Greece. Now, Greece is a strongly polychronic culture and, as we have been learning, time in polychronic cultures is seen as something that is in infinite supply. In contrast, time in monochronic cultures is thought of as something that is in short supply. This difference impacts on the language that people use to talk about time. At home, in Greece, the main verb we use when talking about time is 'to pass your time', implying that time is infinite and sometimes the problem is to find things to do to fill it. In contrast, here in a monochronic culture, people are always worrying about wasting time, not having much time, arriving on time, spending time wisely, and so on. So the cultural artefact I have chosen is a set of worry beads, known in Greek as a 'kombolói'. I have one here to show you, but it's rather small, so you can also see a photo of it here on this slide. As you can see, it consists of 19 beads on a cord, or string, that is joined at the top with a silver piece, which we call the shield.

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

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

Whatever the truth is, nowadays worry beads have no religious significance in Greece at all – they are used as a kind of toy to relieve stress and pass the time. There are different ways of playing with them – for example, you can run them slowly through your fingers, one at a time, or flick and turn them rapidly like this [*sound effect of worry beads clacking*]. If you have ever been to Greece and sat for any time in a village café, you will surely have seen and heard old men playing with their worry beads and making that clacking noise. It used to be considered inappropriate for women to use worry beads. These days, however, some women can be seen using them, and worry beads are also becoming more popular with young people than they used to be. This may be because the financial crisis has left 50% of young Greeks unemployed, so they have lots of time on their hands. So, how do they fit in with polychronic culture? I said before that in such cultures, time is considered to be unlimited and so worry beads are one way to help you pass the time. The feel of the beads in your hand is soothing, the noise they make is satisfying, and you need to play with them for a long time to learn to be proficient. Another feature of polychronic people is their love of doing lots of things at the same time, and it is not unusual to see Greek people in cafés drinking coffee, chatting to friends, carrying on a conversation on the cellphone, smoking a cigarette and playing with a kombolói all at the same time.

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

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

- 3** ▶ **6.1** Get students to look through the items and anticipate the answers even before they hear the audio again.

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

Answers

- a Greece, polychronic
- b a set of worry beads
- c 19 beads on a cord
- d amber beads and the cord is silk
- e kombolói, a bit obscure
- f a kind of toy to relieve stress and pass the time
- g polychronic

- 4** Get students to work on the questions in simultaneous pairs. Walk round the class to monitor and assist where necessary.

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

FOCUS

Expression

Giving an informal presentation

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

- 5** Get students, individually or in pairs, to prepare an informal presentation on an everyday artefact from their own cultures, using the techniques in the Focus box. They can do this in class now or prepare their presentation for homework, to give in a later class. Get students to look back on the cultural dimensions in section 5C – Attitudes to time, Power distance, Communication styles and Individual versus group orientation.

C21 SKILLS**COMMUNICATION: Presentation tips**

Do the exercise on page 87 of the course book now, or come back to it later. Related teacher's notes are on page 91 of this book.

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

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

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

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

6c Culture shock


 Slideshow

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

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

7

A better world?



Vocabulary

- Global issues

Grammar

- Common prefixes
- Articles

Language skills

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



Talking point

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

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

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

C21 SKILLS

Life skills

- Personal responsibility

Creativity

- Generating ideas

Study skills

- Knowing your sources

7A Who's responsible?

Common prefixes

- 1 Practise pronunciation of the four issues – their meaning should be clear at this level, but teach the combination *disposal of waste* in relation to the word *waste*. Explain the task and divide the class into groups of three or four to discuss the global issues. As ever, walk round the class to monitor and assist where necessary.

With the whole class, work on any difficulties and get representatives from each group to say what they came up with. Encourage whole-class discussion.

- 2 Get students to read the text individually and assist with any difficulties, focusing students' attention on words and expressions such as *overuse*, *overcrowding*, *generate waste*, etc.

Get individual students to say how much the issues affect their countries and in what ways.

- 3 Get students to re-form the small groups that they were in earlier. Get them to brainstorm the ideas for solving the issues. Walk round the class to monitor and assist where necessary.

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

C21 SKILLS

LIFE SKILLS: Personal responsibility

Do the exercise on page 101 of the course book now, or come back to it later. Related teacher's notes are on page 91 of this book.

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

Then do the exercise as a whole-class activity.

Answers

- a reused
- b degrading
- c overfished
- d misunderstand
- e irreversible
- f precautions
- g Underinvestment

- 5 Get students to look at the statements in simultaneous groups of three or four and then report back. Insist on correct use of prefixes, obviously.

FOCUS

Grammar

Common prefixes

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

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

Answers

- a unsustainable
- b irresponsible
- c overpopulation
- d mismanagement
- e deforestation

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

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

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

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

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

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

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

7B Natural solutions

Articles

- 1 Get students to look at the photos on the right and supply the words *Velcro*, which students may know, and *burrs*, which they probably won't.

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

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

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

Answers

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

FOCUS

Grammar

Articles

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

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

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

Answers

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

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

- 5 Elicit the answers from the whole class, discussing, as ever, their logic.

Answers

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

- 6 With the whole class, get students to look at the photos on page 176 of the course book, and come up with their ideas.

Answers

- a bullet train – kingfisher
- b needle – mosquito
- c sonar – dolphin
- d water collector – beetle

FOCUS

Pronunciation

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

- 1 ▶ 7.1 Explain the task and play the recording once or twice.

Elicit the answers.

Answers

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

Transcript ▶ 7.1

- a the engineer
- b the seed
- c the dog
- d the answer
- e the invention
- f the plant

- 2 Play the recording again if necessary and elicit the answers.

Answers

- a stressed
- b unstressed

- 7 ▶ 7.2 Explain the task and play the recording, stopping occasionally at key points to explain any vocabulary and to allow students time to check their answers.

With the whole class, elicit the answers.

Answers

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

Transcript ▶ 7.2

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

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

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

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

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

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

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

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

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

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

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

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

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

Answers

Student A

tall buildings that have natural air conditioning that saves energy

Student B

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

C21 SKILLS

CREATIVITY: Generating ideas

Do the exercise on page 101 of the course book now, or come back to it later. Related teacher's notes are on page 91 of this book.

7c The climate change debate

Evaluating credibility; Identifying bias

- 1** Discuss with the whole class, and confirm to students that opinions a and c are compatible, but that it's a question of deciding which one is most applicable in relation to their own views/beliefs.

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

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

Answers

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

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

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

With the whole class, work on key vocabulary.

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

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

Answers

Article matches headline 1.

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

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

FOCUS

Expression

Evaluating credibility

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

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

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

Answers

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

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

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

Elicit and discuss the answers.

Answers

- a 2
b 4
c 3
d 1

- 6 Take students through the instruction and the article and get students to predict what they expect to read from the headline – an article doubting the reality of climate change.

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

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

Answers

- a 'Our coal industry is dead and our oil and gas sectors are dying, strangled by miles of 'environmental' red tape.'
b 'experts'; 'climate change professors'; 'the eco-warriors'
c 'A couple of hot summer days and the 'experts' will claim the end of the world is coming. Yet any meteorologist will explain that the weather is always changing and the occasional heatwave is entirely natural.'
d 'As normal, hard-working people, we just want homes, jobs and a good education for our children.'
- 8 Assign this task for homework individually or in pairs – don't forget to come back to it in a later class. Explain to students that they can search for articles related to each of the viewpoints in 1 by entering the entire sentence into Google and seeing what comes up.

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

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

C21 SKILLS**STUDY SKILLS: Knowing your sources**

Do the exercises on page 102 of the course book now, or come back to them later. Related teacher's notes are on pages 91–92 of this book.

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

Possible answers

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

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



8

Do we care?

Vocabulary

- Pollution
- Signalling words: Contrast

Language skills

- Listening & Speaking: Presentation signposting
- Listening, Reading & Speaking: A project on ocean pollution
- Writing: Writing a short report

C21 SKILLS

Communication

- Structuring a presentation

Life skills

- Dealing with criticism



Talking point

Get students to look at the photo and to say what it suggests – the idea that we should take care of the planet on which we live. Turning to the Talking point itself, get them to give examples of polluted places they know or have heard about, for example, the notorious swirl of plastic in the centre of the Pacific Ocean. Get them also to talk about air pollution, pollution of water sources, etc. They will hopefully say that pollution has to be tackled by a combination of individuals, corporations, governments and international organizations. Ask them how much can be done at *grassroots level* – teach this expression – by individual activists putting pressure on governments. Get them to talk about international organizations such as Greenpeace and the pressure they can put on governments and businesses. Invite students' opinions on demonstrations like the one in the photo.

8A Pollution



Presentation signposting

- 1 Introduce the subject of pollution and get students to look at the definition. Ask students if *pollution* is a countable noun or an uncountable noun (the latter – it's not possible to use it in the plural).

Ask students about pollution problems in their own country/countries. Treat tactfully, of course.

Possible answers

noise pollution, air pollution, light pollution, water pollution, land pollution, thermal pollution, soil pollution, radioactive pollution, visual pollution

- 2 8.1 Explain the task and talk students through the items a to d and get students to anticipate what the answers might be.

Play the recording once or twice and work on any difficulties.

Elicit the answers and get students to compare and contrast them with the answers that they had anticipated.

Answers

- a light pollution
- b the meaning of light pollution, why it's a problem, potential solutions
- c that the natural world has evolved around the light of the Sun, the stars and the Moon
- d solutions to the problem of light pollution

Transcript 8.1

Welcome everyone and thank you for coming. The purpose of today's lecture is to give a brief overview of light pollution, and to explain why it is a problem which needs to be addressed.

First of all, I'll establish what we mean by 'light pollution'. Then I'll move on to why it's a problem, and I'll finish by evaluating some potential solutions.

So, what is light pollution? Well, there are various definitions, but for the purpose of this lecture let's say it is the *excessive* introduction, by humans, of artificial light into the environment. Most of us contribute to this, of course, through residential lighting or car lights, but that is only part of it. Next time you walk through a city at night, notice all the different light sources you see – from shops, restaurants and bars trying to attract your custom, from electronic advertising boards, and from street

lights. Then there are big constructions that emit huge amounts of light into the environment – airports and sports stadiums, for example.

So, why is any of this a problem? Well, there's the waste of energy for a start – did you know that in the USA, 8% of the total energy is produced simply for outdoor lighting? Then there is the lack of dark skies for us to look at. For millions of years, we have looked up and seen the stars, the Milky Way, and the connection with the universe that gave us cannot be overlooked. But in any city in the world today, we simply cannot see much in the sky.

But there is a more fundamental issue ... and this is important ... the natural world (including humans) have evolved around the light of the Sun, the stars and the Moon. For example, birds use the Moon and stars to navigate, but today, because of light pollution, these animals are dying in their thousands.

And if the plight of animals is not enough to move you, think about the effects of light pollution on humans. For example, there is the strain on our eyes from constant artificial lighting, and then there is our sleep, which scientists have shown is being disturbed because artificial light is playing havoc with our biological clocks.

Now I'd like to discuss a few solutions to the problem of light pollution.

- 3 8.2 Introduce the idea of signposting and play the recording, stopping after the answer to each item in order to elicit it. (Make sure that students distinguish *I'll* and *I'd*.)

Answers

- a The purpose of today's lecture is
- b First of all, I'll, Then I'll, and I'll finish
- c and this is important
- d Now I'd like to discuss

Transcript 8.2

- a The purpose of today's lecture is to give a brief overview of light pollution, and to explain why it is a problem which needs to be addressed.
- b First of all, I'll establish what we mean by 'light pollution'. Then I'll move on to why it's a problem, and I'll finish by evaluating some potential solutions.
- c But there is a more fundamental issue ... and this is important ... the natural world (including humans) have evolved around the light of the Sun, the stars and the Moon.
- d Now I'd like to discuss a few solutions to the problem of light pollution.

FOCUS

Expression

Presentation signposting

Take students through the information and get them to complete the expressions. Explain *transition* if necessary.

Answers

(Introduce the topic)

The purpose of today's lecture is ...

(Explain the structure)

First of all, I'll ... Then I'll ... and I'll finish ...

(Signal important information)

... and this is important ...

(Explain a transition)

Now I'd like to discuss ...

- 4 ▶ 8.3 Explain the task, play the recording and elicit the answers.

Answers

Expressions from the Focus box that occur: what I'm ..., first of all, then I'll, we're now ...

Topic: noise pollution

Transcript ▶ 8.3

Hello, and a very warm welcome to all of you. Thank you for coming to this short talk on what I believe is a very important issue. What I'm going to be talking about today is noise pollution – what constitutes noise pollution, why it's a serious issue and how we can combat it. To give you an idea of what we'll cover today, first of all, I'll give a brief explanation of the problem ... detailing who noise pollution affects, using a few examples to illustrate the problem ... then I'll list the causes of noise pollution, breaking down these causes into four main groups. Then I will tell you of some suggested solutions to the problems of noise pollution. And these solutions will be a mixture of governmental policy and some smaller fixes that we can all implement individually. And finally, I'll analyze each of the suggested solutions – by which I mean I will assess their feasibility as well as listing the potential drawbacks. So, we're now going to move on to the first section of the lecture, which, as I say ...

- 5 ▶ 8.3 Introduce the idea of stages in a presentation. (Give students the well-known outline structure: 'Say what

you're going to say, say it and then say what you said.)

Get students to look through the items and play the recording again.

Elicit the answers.

Answers

a (Explanation of problem)

b Causes

c Solutions

d Analysis of solutions

most important issue: noise pollution

- 6 Get students to do this task in class or for homework. If the latter, don't forget to come back to it in a later class. Go through the different types of pollution and, if necessary, explain *thermal pollution* – pollution related to heat.

Get students to work in simultaneous pairs (or individually or in pairs if they are doing the task for homework). Point out the different stages of the task and say that the use of signposting expressions in the presentation will be as important as the content itself.

Get students to work on structure and content, researching 'their' type of pollution on the internet. Tell pairs that they should write a structure in note form, which you should check (now in class, or in a later lesson if they are doing this for homework). Walk round the class to monitor and assist where necessary with structure and vocabulary.

With the whole class, work on any common difficulties.

- 7 Then get some of the pairs to give their presentations, ensuring that they use signposting language correctly. Get the rest of the class to take notes on the four points in the course book on each presentation.

If necessary (and it probably will be), ask them to go back to the stages of the presentation where they should be using this language, and get them to use it correctly.

Then get students to suggest a list of issues that have emerged from their presentation, and get them to vote in order to identify the biggest one.

C21 SKILLS

COMMUNICATION: Structuring a presentation

Go to page 112 of the course book and go through the information. Ask students to study the three headings of the table in 2, then close their books. In pairs they check what they can remember. Ask about the purpose of the last presentation the students heard or gave. What was the purpose? Encourage students to use some of the ideas in the notes in their answers. Ask what other considerations a presenter should consider when preparing a talk.

Elicit ideas such as:

- who the audience are
- how much detail they are expecting
- what they already know
- how long the presentation is.

Explain that an understanding of these points should also help inform how they prepare and structure presentations.

Do the exercises now, or come back to them later. Related teacher's notes are on page 92 of this book.

8B The Ocean Cleanup project



Presenting a balanced argument

- 1 **8.4** Introduce the project and take students through the three questions. Play the recording once or twice and explain any difficulties, such as *crowdfunding* (= raising money for investment on the internet from many sources) and *crowdsourcing* (= getting people to contribute knowledge and information, again on the internet).

Elicit the answers. (Ask students if they know about TEDx Talks – get them to look at the website for homework if not. Tell them to each watch a TEDx presentation and to report back on it in the next class.)

Answers

- a to use the ocean currents and advanced technology to clean up the garbage that collects in the sea
- b Boyan Slat
- c From a 2012 TEDx Talk, which rapidly went viral, being watched millions of times. A crowd-funded, crowdsourced team of voluntary scientists and engineers then stepped up to help develop the idea.

Transcript **8.4**

It was the summer of 2011 when the then 16-year-old Boyan Slat was diving in Greece and realized he found more plastic bags than fish.

Being asked to write a high school science paper, he then used that time to investigate the plastic pollution problem, and why people claimed it was nearly impossible to clean up.

He first floated The Ocean Cleanup concept in 2012 in a TEDx Talk, which rapidly went viral, being watched millions of times. A crowd-funded, crowdsourced team of voluntary scientists and engineers then stepped up to help develop the idea.

The Ocean Cleanup was officially founded in 2013. The basic idea is to use the ocean currents and advanced technology to clean up the garbage that collects in the sea. There are five very large garbage patches in the world's oceans that contain around five trillion pieces of plastic. Most of the rubbish consists of small plastic particles suspended at or just below the surface. Potentially, the system could remove about half of the Great Pacific Garbage Patch, which is about the size of Texas, in ten years.

- 2 Read through the essay title with your students. (If necessary, work on the vocabulary *critic*, *criticize*, *criticism*.) Students will hopefully say that the information would include both scientific criticisms of the project and points in favour of the project, so that the statement is evaluated fully with a balanced argument.
- 3 Explain the task and get students to focus on the two questions.

Get them to read the article individually. Walk round the class to assist where necessary (e.g., with vocabulary such as *complacent*).

With the whole class, elicit and discuss the answers.

Answers

- a supportive of Slat and his project
- b 'However, this is not a reason to be complacent and every effort must be made to ensure wildlife safety'; 'to an extent these reservations are understandable'

C21 SKILLS

LIFE SKILLS: Dealing with criticism

Discuss with the class the importance of dealing with criticism positively. Remind them not to take negative feedback personally, and to think carefully about whether criticism is valid before responding. If criticism is valid, it should be seen as an opportunity to change, learn and improve. If criticism is not valid, it can be challenged with evidence to support your argument. Knowing how to evaluate the validity of criticism will help in forming a response. Give an example of criticism from your parents or partner such as 'Your room is too untidy.' Elicit ideas about how to respond positively in the case where 1) you think the person has a point, and 2) where you don't think the person has a point. Ensure that all responses are positive, particularly when students do not consider the criticism is valid.

Do the exercises on page 113 of the course book now, or come back to them later. Related teacher's notes are on page 92 of this book.

FOCUS

Expression

Presenting a balanced argument

Take students through the information. Ask them if they recognize the idea of balanced arguments in the essays that they are/were asked to write as students, and get them to identify the expressions in the essay.

Answers

'Whereas most young innovators'; 'Even so, the project continues'; 'despite criticisms'; 'However, this is not a reason'; 'On the other hand, issues such as'; 'Nevertheless, it is clearly'; 'And while the project must overcome obstacles'; 'On the contrary, Slat and his team'

- 4 Explain the task and give students time to read through all the items. (Tell them that there is more than one possibility in some of the items.)

With the whole class, elicit and discuss the answers.

Answers

- a While/Whereas
- b On the other hand/However
- c Nevertheless/However
- d However
- e Whereas/While
- f Despite
- g On the contrary
- h Even so/However/Nevertheless

- 5 Get students to work on this in simultaneous pairs. Walk round the class to monitor and assist where necessary. With the whole class, work on any difficulties, getting students to say the right thing. Then get various pairs to talk about the ideas that they came up with in relation to Boyan Slat, and encourage whole-class discussion.
- 6 This task can be done in class, or for homework, especially if students do not have internet access in class. Ask students to look at the two essay titles and the instructions to do in simultaneous pairs. Emphasize the importance of structure and balancing arguments. Get students to make notes about each point, which you will check, as well as the three paragraphs of the essay. If doing the activity in class, walk round to monitor and assist where necessary. If doing it for homework, get students to email you their notes and the three paragraphs (specify the deadline) and come back to them in a later class – don't forget to do this.

8C Isobar – a cool invention



 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

Medicine

Vocabulary

- Medical terminology
- Different types of English

Grammar

- Third conditional
- Third conditional + *might have*
- *should have/shouldn't have*

Language skills

- Listening: Listening for specific information
- Listening: Listening to identify words in context
- Speaking: Discussing epidemics and pandemics
- Speaking, Reading & Writing: Accidents
- Reading: Reading to identify signalling words and phrases
- Reading & Listening: Germs and disease
- Speaking, Listening & Writing: Antibiotics

C21 SKILLS

Communication

- Avoiding jargon

Study skills

- Categorization

Life skills

- Learning from mistakes



Talking point

Get students to say what the photo suggests – perhaps the idea of infection carried by insects, for example, malaria.

Ask students to suggest key medical developments and work on the related vocabulary. Of course, a lot will depend on their general/medical knowledge. The ones below are suggestions – students will hopefully come up with others.

Possible answers

- Ancient Greece – Hippocratic Oath for doctors – ‘Do no harm’. (Named after Hippocrates, about 470 to 360 BCE.)
- Pioneering of vaccination by Edward Jenner in 1796
- Discovery of hand-spread infection and the need for antiseptics by Ignaz Semmelweis in 1847
- Invention of pasteurization by Louis Pasteur in 1864 to prevent bacteria contaminating milk and wine
- Discovery of penicillin by Alexander Fleming in 1928 – to fight previously incurable infectious diseases
- First heart transplant by Christiaan Barnard in 1967
- Eradication of smallpox in the 1970s
- First face transplant in 2005 by Dubernard and Devauchelle

Have students discuss the final question: ‘What medical research do you think will be important in the future?’ Compile a list of suggestions on the board and hold a whole-class discussion to decide which ones the students think are most important and which are most likely to happen.

9A Pandemics

   Medical terminology; Different types of English

- 1 Work on the meaning of *pandemic* (= a disease that affects people over a very wide area) and get students to do the true-false task as a whole-class activity.

Answers

true: a and d; false: b, c, e

(There have been pandemics of some, but not all, of the diseases in e.)

- 2 Again, do this as a whole-class activity, discussing the answers with students and working on meaning and/or pronunciation of any vocabulary that requires it – some of it is quite specialized, but don't pre-empt the later activities too much.

Answers

Disease/ Pandemic	Date of pandemic	Death toll worldwide	Symptoms	Cause
(bubonic plague/ Black Death)	1346–1353	at least 75 million	(fever, lumps under the skin that turned black)	bacteria transmitted by fleas
(cholera/ first pandemic)	1816–1826	(hundreds of thousands)	acute diarrhoea, dehydration, blue skin	bacteria in drinking water and bad sanitation
(influenza/ Spanish flu)	(first major outbreak started 1918 – ended 1919)	at least 50 million	fever, headache, coughing blood	(a highly contagious virus)

- 3 Get students to work individually on the exercise. Walk round the class, monitoring and assisting. With the whole class, elicit the answers, working on pronunciation.


Answers

- a death toll
b acute
c contagious
d bacteria, virus
e dehydration
f diarrhoea

- g sanitation
h transmit
i outbreak
j symptoms

FOCUS

Pronunciation

 9.1 Play the recording once and get students to underline the stressed syllables.

Play the audio again and get them to repeat the words, stressing the correct syllables.

Answers

- a bac/te/ri/a
b con/ta/gious
c de/hy/dra/tion
d di/ar/rhoe/a
e out/break
f san/i/ta/tion
g sym/ptom
h trans/mit
i vi/rus

Transcript 9.1

- a bacteria
b contagious
c dehydration
d diarrhoea
e outbreak
f sanitation
g symptom
h transmit
i virus

- 4 Introduce the subject by asking students when the First World War took place (1914–18) and if they have heard about the flu epidemic that followed it. (Explain that *flu* is short for *influenza*.) Then get students to work on the exercise individually or in simultaneous pairs.

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

Answers

- a outbreak
b symptoms
c contagious
d transmitted
e acute
f virus
g death toll

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

The most obvious modern pandemic for your class to look at will probably be Covid-19. However, depending on your setting, there may be various others, such as bird flu or the Zika virus. If students have trouble finding material, set them the task for homework, doing research on the internet and reporting back on it in the next class. For example, you could steer them towards the Centers for Disease Control and Prevention in the US – www.cdc.gov.

When students give their presentations, with the whole class, praise good points that you heard and work on any difficulties, especially in relation to the vocabulary of this unit.

- 6 9.2 Clarify for students that *surgery* here just means *doctor's office* (the usual expression in the US), in this case the office of a type of doctor known in the UK as a *GP (general practitioner)* – teach this expression. It's not a place where surgery is carried out!

Get students to look at the questions and play the recording twice, the second time stopping at relevant points to elicit and discuss the answers.

Answers

- a her flu shot
b No. She has a heavy cold.
c The nurse because she speaks in everyday language.

Transcript 9.2

Nurse Hello, Mrs Carlyle. Are you here for your flu shot?
Mrs Carlyle Yes, that's right.
Nurse Oh dear, you don't sound very well.
Mrs Carlyle Yes, I'm feeling a bit poorly, I must say.
Nurse In that case, you should see the doctor first. I can't give you a flu shot if you're not well. Come, I'll take you down the corridor to see him. Dr Black, Mrs Carlyle is a bit poorly and I don't want to give her a flu shot if she's unwell. Could you examine her first?
Mrs Carlyle *[sniffs loudly]*
Dr Black Yes, come in. Sit down. Mmm, yes, you have copious nasal secretions. Please take a tissue. So, I'll take your temperature and while I'm doing that, open your mouth, please. Say 'Ah'.
Mrs Carlyle Ah.
Dr Black Your pharynx is a bit inflamed.
Mrs Carlyle Oh dear, is that serious?
Nurse No, it just means you've got a sore throat.

Dr Black Very well. I don't think it's anything to worry about – just a heavy cold. But don't have the immunization yet. It wouldn't be wise for me to administer a vaccine when a patient is unwell. You could have an adverse reaction. Go home, keep warm and make sure you ingest plenty of liquids.
Mrs Carlyle So I don't need the flu shot.
Dr Black No, as I explained, not now. Come back in two or three weeks.
Mrs Carlyle Oh, I see. Thank you, doctor.
Nurse Come with me, Mrs Carlyle. Did you understand what the doctor said?
Mrs Carlyle Not really. What did he mean about nasal secretions?
Nurse Nasal secretions ... he meant you have a runny nose.
Mrs Carlyle That's true.
Nurse And he told you to drink lots of water.
Mrs Carlyle Really, I don't remember him saying that.
Nurse Well, that's what he meant, though. And no shot until you're better. You might feel worse after the shot since you're not well now.
Mrs Carlyle OK, so in two or three weeks?
Nurse Yes, that's right.

FOCUS

Expression

Different types of English

Talk students through the information – at this level, students should be able to handle the distinction between the types of English.

- 7 9.2 Explain the task and play the recording again. With the whole class, elicit and discuss the answers.

Answers

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

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

Answers

- a do (or 'carry out')
- b cut
- c You must obey my instructions if ...
- d skin specialist
- e swelling, change in colour

C21 SKILLS**COMMUNICATION: Avoiding jargon**

Do the exercises on page 126 of the course book now, or come back to them later. Related teacher's notes are on pages 92–93 of this book.

Go through the information and ask the class which professions (other than medical) use special terminology. Can students think of times when they've not understood an expert, even when they were speaking in the student's own language? (Students might talk about areas as diverse as aviation, linguistics, business, finance, etc., as having their own jargon. They will no doubt also be able to talk about situations where they have not understood what was being said in their own languages.)

9B Accidents

Signalling words and phrases

- 1** Introduce the topic and get students to talk briefly about the symbols in simultaneous pairs. Get them to start by saying what they see in the symbols (e.g., someone being electrocuted, trees on fire, etc., before giving the noun 'labels' – electrocution, forest fires, etc.).

With the whole class, elicit the answers.

Answers

- a electrocution
 - b forest fire
 - c bicycle crash
 - d radioactive substance
 - e corrosive substance
- 2** Explain the task and get students to read the text individually, giving them plenty of time to do this, as it's quite a long article. (It continues on the next page of the course book.) Walk round the class to assist where necessary.

Ask individual students to say what each paragraph is about in one sentence.

Then get students to look at the sentences a–g and complete the task individually. Elicit and discuss the answers.

Answers

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

C21 SKILLS**STUDY SKILLS: Categorization**

Do the exercises on page 127 of the course book now, or come back to them later. Related teacher's notes are on page 93 of this book.

- 3** Get students to read paragraphs 1 and 2 of the text in 2 again in order to complete the chart.

With the whole class, elicit and discuss the answers, working where necessary on pronunciation.

Answers

	Type of energy	Transmitting agent (vector)	Example of accidental injury
a	(mechanical)	riding motorcycle, crashing	broken leg
b	chemical	bottle of turpentine	(poisoning)
c	thermal	(smouldering cigarette)	burn on thigh
d	(electrical)	cut cable on lawnmower	electric shock
e	solar radiation	sunbathing	(severe sunburn)

- 4** Explain the task and get students to work on it in groups of three or four. Walk round the class to monitor and assist where necessary.

Work on any common difficulties and then elicit examples of how analyzing accidents could minimize their risk. Encourage whole-class discussion.

- 5–6** Introduce the idea of 'function' of words/expressions in a text not as grammatical function but discourse function – the way that discourse, written and spoken, is structured around these 'signals'.

Get students to look back at the article in 2 and underline the signalling words and phrases. Then ask them to work on the matching activity individually. Walk round the class to monitor and assist where necessary.

With the whole class, elicit the answers to the matching exercise, given in the left-hand column below. As ever, discuss the logic of the answers.

Then, again with the whole class, give students time to think about additional words and phrases that could be used for each function, and then elicit them. Some samples are given in the right-hand column below, but hopefully your students will think of others.

Answers

		Additional words and phrases (samples)
a	attitude	The main issue is ...
b	explanation	This is why ...
c	exemplification	An illustration of this is ...
d	exemplification	This point can be exemplified by ...
e	exemplification	There was an occurrence of this phenomenon in ...
f	attitude	This is often a key facet of ...
g	contrast	A different approach is to ...
h	cause and effect	As a consequence ...
i	additional points	In addition ...

FOCUS

Expression

Signalling words and phrases

Take students through the information here, confirming what students are working on in this sequence of exercises.

- 7 Do this as a fast-paced whole-class activity, getting students to explain why they chose the answers that they did.

Answers

- a an important aspect of
- b that is
- c However
- d all of these are examples of

- 8 Get students to complete the text individually – tell them that there are two possibilities for some of the gaps. Elicit the answers with the whole class.

Answers

- a Therefore
- b for example/for instance
- c an important aspect of/fundamental to
- d However
- e also
- f that is
- g All these are examples of

- 9 1

Before they turn to the activity, with the whole class, ask students for examples of stressful situations. Ask if they think the modern world is more stressful than previous eras.

Then get students to look at the activity on page 178 of their course book and get them in pairs to put the stressful situations in the correct column.

With the whole class, elicit the answers. Write the table with answers on the board as students give them.

Answers

Physical	Mental	Emotional	Environmental
having a disability or impairment	exams	a family member falls ill	computer problems
having bad acne	fears and phobias	going on a date with someone new	crowds
visiting the dentist	job-hunting	your family moves to a different town	noise

- 2

Then, with the whole class, get students to suggest more examples for the table and put them, too, on the board. Get them to rate the relative importance of each.

Remind students about the signalling language that they have been looking at in this section (9B) and get them to apply it when writing their paragraphs about stress. Get them to do this in class or for homework, giving feedback as usual.

9c Germs



Third conditional; Third conditional + *might have*

- 1 Introduce the topic, and ask students to say what they can see in the photos: on the left, microorganisms of some kind, perhaps bacteria, and on the right a water pump. In relation to b, students could talk about infected food (salmonella, E. coli ...) and *waterborne* and *airborne transmission* (teach these expressions) of infectious diseases, and diseases that are spread by physical contact.
- 2 Get students to read the article extract individually, bearing in mind the question about what John Snow did next. Walk round the class to monitor and assist where necessary (the vocabulary should not present problems at this level). With the whole class, work on any difficulties, for example the pronunciation of *cholera* and *theory*. Ask students what they think John Snow did next, but don't tell students if they are right or not as it's the basis of the next activity.
- 3 **9.3** Play the recording, elicit the answer (Snow persuaded the authorities to turn off the pump and the incidence of the disease declined) and congratulate those students who had anticipated it.

Transcript 9.3

Accordingly, John Snow decided to investigate further. He interviewed people in the area and discovered that the workhouse had its own water pump, and that the brewery employees were given beer to drink while at work and so did not drink from the communal pump. The woman who lived far from Broad Street had preferred the taste of the water from the Broad Street pump to that of her local pump and had sent her son to fetch a bottle of it every day.

Dr Snow deduced that the source of infection was in the water from the Broad Street pump and arranged for the handle of the pump to be removed. The epidemic ended soon after.

Although Snow's research did not determine exactly what substance it was in the water that caused cholera, his investigations prepared the way for the 'germ theory' of diseases and for the introduction of clean water supplies and better sanitation in London and other cities.

FOCUS

Grammar

Third conditional

Talk students through the information and the examples. (Tell them that, as with other conditionals, they will hear all sorts of variations from native speakers, but that, as learners, they should stick to the patterns here.)

Get them to complete the rules.

Answers

past perfect, would/would not, past

- 4 Do this as a whole-class activity, relating the answers to the rules that they have just seen.

Answers

- a had caused, would have died
- b hadn't plotted, wouldn't have realized
- c hadn't liked, wouldn't have caught
- d would have died, hadn't had
- e hadn't removed, would have continued

FOCUS

Grammar

Third conditional + *might have*

Again, talk students through the information and the examples, and get them to complete the rules.

Answers

might/might not, past

- 5 Introduce the topic and explain the task. As these items are quite long, get students to work on them individually in writing. Walk round the class to monitor and assist where necessary.

With the whole class, elicit and discuss the answers, writing some of them on the board to illustrate correct use of the third conditional.

Discuss the answers both from the language point of view and in relation to the information contained in them.

Possible answers

- a If nineteenth-century surgeons had washed their hands between operations, they wouldn't have passed infections from one patient to another, and fewer of the patients who survived operations would have died later of infections.
- b If the surgeon Joseph Lister hadn't read Louis Pasteur's research into germs and disease in the 1860s, he wouldn't have introduced the use of antiseptics during and after surgery, and far more patients would have died.

- c The bacteriologist Alexander Fleming might not have discovered penicillin in 1928 if he hadn't failed to clean several dishes containing bacteria which were later killed by mould.
- d If other researchers hadn't built on Fleming's work with penicillin mould, mass production of penicillin might not have begun in June 1944, and many soldiers who were wounded in the last year of the Second World War would not have survived.



should have/shouldn't have

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

Answers

- a You shouldn't take antibiotics if you have a cold.
- b You should take antibiotics if you have an infection caused by bacteria.
- c You should use all the antibiotic pills the doctor prescribes for you.
- d Antibiotics are less effective than they used to be.

FOCUS

Grammar

should have/shouldn't have

Take the students through the information, which at this level should not be completely new to them – the previous exercise will hopefully have refreshed their memories.

- 2 9.4 Introduce the task, bring students' attention to the question and play the recording.

Answers

You should not take antibiotics for colds, sore throats, etc., as they are caused by viruses, not bacteria. In any case, you should take all the pills prescribed.

Transcript 9.4

- Linda Hi Jim, how did you get on when you took Tommy to the doctor?
- Jim Oh, thank goodness you rang, Linda. I'm not pleased at all. She looked at him, took his temperature, checked his ears and throat, then told me he just had a bad cold and I should make sure he drank plenty of liquids and kept warm.
- Linda Well, that's OK, then. Nothing to be worried about.
- Jim I don't agree. Shouldn't she have prescribed antibiotics? He's coughing like crazy, poor kid.
- Linda No, if she'd prescribed antibiotics, they would have been completely useless.

Jim What are you talking about? We always got antibiotics when we had colds or sore throats as kids.

Linda That's true, but we shouldn't have had them.

Jim What do you mean? And how do you know all this?

Linda Well, I'm bringing up three kids, Jim. Colds are caused by viruses. And viruses don't respond to antibiotics. It is pointless giving antibiotics for a cold.

Jim What about that really bad chest infection I had a couple of years ago? Antibiotics really helped me then.

Linda Well, that's probably because it was an infection caused by bacteria, not a virus. You did take all the pills, didn't you?

Jim How am I supposed to remember? Oh, actually, come to think of it, they gave me masses of pills. They would have lasted three weeks or so. I think I stopped taking them after a couple of weeks, after I felt better.

Linda Oh, no! You should have taken them all.

Jim Is that right? What have I done wrong now?

Linda If you had taken all the pills, you would have killed off all the bacteria that were making you ill. Since you didn't, those bacteria that were not killed will have become stronger and evolved to be resistant to that antibiotic. There are more and more infections that just can't be cured nowadays due to antibiotic resistance.

Jim Great! So I'm an idiot then!

Linda No, it's not your fault. But your doctor should have explained this to you.

Jim Hold on, Linda, Tommy's woken up and he's coughing like crazy again. Carol shouldn't have gone off on that business trip; I can't cope with it all on my own.

Linda Would you like me to come over to your place and help out?

Jim Oh yes, please, Linda! That would be wonderful.

- 3 9.4 Get students to read through the items before playing the recording again, stopping to give them time to complete the extracts.

With the whole class, elicit and discuss the answers.

Then get pairs of students to read the conversation for the whole class, correctly pronouncing the contraction *shouldn't* and the *schwa* (neutral) sound of *have*.

Answers

- a Shouldn't she have prescribed
- b shouldn't have had
- c should have taken
- d should have explained
- e shouldn't have gone

- 4 Get students to read through the situations and then individually write their sentences. Walk round the class to monitor and assist where necessary.

With the whole class, work on any difficulties, especially ones related to *should (not) have* and then get individual students to read out their sentences.

Possible answers

- a Surgeons should have washed their hands between operations and they should have used antiseptics. They shouldn't have worn coats covered in the blood of previous patients. Patients shouldn't have died unnecessarily.
- b Doctors shouldn't have prescribed antibiotics in such large quantities and shouldn't have prescribed them for illnesses that are not caused by bacteria. Patients should have used antibiotics correctly and they should have finished all the pills they were prescribed. We shouldn't have used antibiotics on animals in intensive farming, and people who eat animal products shouldn't have taken in extra antibiotics. Resistant 'superbugs' shouldn't have evolved.

C21 SKILLS**LIFE SKILLS: Learning from mistakes**

Do the exercises on page 128 of the course book now, or come back to them later. Related teacher's notes are on page 93 of this book.

For extra support, ask students to consider the following: What mistakes have you made in your life from which you were able to learn something? Have you managed to put the learning into practice and do things differently since then? Get students to discuss these questions, either with the whole class or in simultaneous pairs with whole-class follow-up correction and discussion.

- 5 Ask students what they know about Haiti – and when it was last in the news. (The frequency of natural disasters there means that it may well have been in the news again recently.) Then get them to turn to page 179 of their books and to read the article. Walk round the class to assist where necessary.

Work on any common difficulties – most of the vocabulary should be familiar to students at this level.

Then get students to work in simultaneous pairs on the sentences. Again, walk round the class to monitor and assist.

With the whole class, work again on common difficulties with *should/shouldn't have* and then get some of the pairs to read out their sentences, writing particularly good ones on the board.

10

Making choices



Vocabulary

- Volunteering

Language skills

- Reading & Writing: Avoiding plagiarism
- Reading & Writing: Paraphrasing
- Listening: Listening to complete a table
- Listening: Listening to identify interview tactics
- Speaking: Carrying out an interview
- Writing: Writing a report

C21 SKILLS

Creativity

- Paraphrasing

Collaboration

- Volunteering



Talking point

Get students to comment on the photo and ask them to speculate about the lifestyle they think the women in the photo might have. Get students to discuss the questions and to share their views on how much control they believe they will have over their own lifestyles in the future. Ask how important they think the influence of culture is on lifestyle and whether they feel this is the most important factor in determining the lifestyle different people lead.

Ask students to discuss the final question: 'In what ways can individuals change their lifestyle?' in pairs and then open out to whole-class discussion.

10A Whose words?

Avoiding plagiarism

- 1 Introduce the idea of *plagiarism*, the related noun *plagiarist* and the verb *plagiarize*. Bring students' attention also to the verb *cite*.
With the whole class, ask when it is acceptable to copy another person's work and when it is not. (It's never acceptable except when the source is clearly indicated.)
- 2 Students have, of course, already seen this paragraph in the article in 9B, activity 2. Divide the class into parallel groups of four and get each student to look at 'their' summary. (The table is the same on each page.) Get students to say which words and phrases in the summary fulfil the criteria in the table, and, if necessary, to point out what is lacking.
Round up the discussion by getting one or two Student As to talk about their summary for the whole class. Then do the same for Student Bs, Cs and Ds.

Answers

	Anna	Bill	Carol	Dave
Has paraphrased the ideas in their own words well	Insufficient paraphrasing	Yes	The ideas have been paraphrased but in a very informal way	Yes
Has cited the source they have used correctly	No citation	Yes	No citation	No
Has put phrases from the original text in quotes correctly	No quotes	Yes	No quotes	No quotes
Has added their own examples to illustrate key points	Examples from the text only	Yes	Yes	No
Might be accused of plagiarism	Possibly	No	Unlikely	Unlikely

- 3 Get each student to compare his/her notes on his/her summary with a neighbour's, for example Student A compares with Student B and Student C compares with Student D.

C21 SKILLS

CREATIVITY: Paraphrasing

Take students through the information on page 138 of the course book now, as it will be useful for the rest of the lesson. Ask students to think of other situations in which paraphrasing (written or spoken) is used. Some examples include note-taking in lectures, or journalists writing about politician's speeches.


Ask students which is easier – paraphrasing in written form, or in speech? Why? It's probably easier to paraphrase objectively in written form, as the original is in front of you when you make the paraphrase, whereas longer sections of speech, especially, are harder to remember and there is more of a tendency for the paraphraser to introduce his/her own interpretations/ideas.

Do the exercise now, or come back to it later. Related teacher's notes are on page 94 of this book.

- 4-5 Get students to work on this individually. As always, walk round the class to monitor and assist where necessary. When students have finished their summaries, get them simultaneously to assess their partner's summary in relation to the criteria in 2. Tell each student if they are on the right track – you are the ultimate arbiter, of course.
With the whole class, get students to say what some of the key points in summarizing should be, bearing in mind their work on the table in 2 and in this exercise.

10B Volunteers

Interviews

- 1 Ask students if they have ever done volunteer work of any kind. Work on the pronunciation of the noun *volunteer* and the related verb – same form and pronunciation.
Get students to look at the photo on the right and ask the questions. If students are unsure, practise tentative language such as 'It looks as though the woman is handling medicines. She might be a medical volunteer of some kind ...', etc. Situations that people like her might work in include emergency/disaster relief after earthquakes, hurricanes, etc., public health campaigns like vaccination programmes, etc.
- 2  10.1 Introduce the topic and play the recording once right through. Students can start to fill in the information in the table.

Then work on any difficulties, e.g., *logistics* (= organizing operations and the best way to do this) and the related adjective *logistical*.

Play the recording, this time stopping occasionally to give students time to fill in the information.

With the whole class, check their answers.

Then get students, in turns, to use the notes to talk about Juliette Tremblay.

Answers

Name	(Juliette Tremblay)
Previous job	working on a sheep farm
Typical tasks in that job	shearing, planning meals for workers, buying food and medicine, organizing cooking and cleaning schedules
Position with VDA	logistics
Typical tasks for VDA	making sure all equipment and medicine is available
First posting for VDA	Niger, August 2012
Feelings about the work	can be disturbing, rewarding

Transcript 10.1

Interviewer Good evening, and welcome to this week's edition of *Caring Society*. Today, Juliette Tremblay is joining us. She is a volunteer with the international organization Volunteer Doctors Abroad. Good evening, Juliette.

Juliette Good evening.

Interviewer So, Juliette, some of our listeners may not be familiar with Volunteer Doctors Abroad. Can you tell us a bit about the organization before we hear about how you yourself got involved?

Juliette Yes, of course. I'd just like to say that it's a fantastic organization, they do really great work all over the world, and I'm really proud to have been involved and also really excited about this opportunity to go on air and tell everyone about it.

Interviewer Sure. So tell us about the actual work they do.

Juliette Yes, well, Volunteer Doctors Abroad, as you can probably tell from the name, is a medical organization that works overseas. All the staff are volunteers, so they give their time without payment, usually for about six to nine months at

a time. They provide medical support in places that have been struck by natural disasters or conflicts. The organization operates in more than 50 countries and was founded in ...

Interviewer And how did you get involved, Juliette?

Juliette Well, it's a long story. When I finished school I decided to take a gap year. I ended up in Australia, working on a sheep farm, way out in the outback. I was meant to be helping with shearing the sheep, you know, removing the wool, but I hated it and I was useless at it.

Interviewer Is that so? I can imagine that's a tough job.

Juliette It certainly was. But what I turned out to be good at was running the logistical side of the farm. I would plan the meals for all the workers – there were a lot of them – drive into the nearest town to buy food and other supplies like medicines, organize the cooking and cleaning schedules, that sort of thing. I stayed three years in the end.

Interviewer So you're not medically trained at all?

Juliette No, not at all. I had intended to do a nursing course after I returned to Britain, but then I saw this ad for VDA and ...

Interviewer OK, so what is it that you do with Volunteer Doctors Abroad?

Juliette Logistics. When you're working in the field, in a combat zone or at the scene of a natural disaster, you still need all the stuff you would need in a normal hospital here – electricity, equipment, beds, medicine, and, of course, it's not like here where you can just nip out to the chemist's and pick something up like if, like, erm, you know ...

Interviewer ... if there's none left.

Juliette If there's none left, right. We need to have all the equipment and medication and make sure we've got enough of it. And it's my job to make sure it's all there when it's needed.

Interviewer Wow! It sounds challenging! But I can see how your experience on the sheep farm was relevant.

Juliette Exactly – all the same sort of skills, just used in a different place.

Interviewer So where was your first posting?


- Juliette** To Niger in Africa, in August 2012. I think one reason they sent me there is that having a French mother I'm pretty much bilingual and, of course ...
- Interviewer** ... they speak French there. Was that a conflict zone at the time?
- Juliette** No, we were there because of a natural disaster. The country experienced six months' worth of rainfall in the space of 24 hours. The River Niger burst its banks and flooded houses and fields, destroying all the food crops and leaving about 125,000 people homeless. People had found temporary shelter in schools and it was our job to get basic supplies to them, such as water bottles, blankets, that sort of thing, and, of course, food and medicine, too, so ...
- Interviewer** How has doing this work changed you as a person?
- Juliette** Of course, there are things that are disturbing, especially if you're working in a war zone, and I think it's probably much more shocking for the medical staff, the surgeons, and so on, who are actually working with wounded patients. But it's incredibly rewarding to see people's spirit, how they manage to face disaster and survive, and to know that you're helping them to do that.
- Interviewer** I can imagine. That must be very fulfilling.

C21 SKILLS**COLLABORATION: Volunteering**

Go through the information on page 139 of the course book and discuss the questions with the whole class, by getting students to talk about volunteering jobs in their own countries. (Introduce the word *charity* if it has not already occurred in discussions with students, and ask students about people who volunteer for them, or to imagine what they do in other countries – work with the homeless, raise money for research into particular diseases, etc. In multinational groups, you may find that there is a wide degree of knowledge/experience about volunteer work, as it is much more common in some places than others.)

Do the exercise now, or come back to it later. Related teacher's notes are on page 94 of this book.

- 3** Ask the question and elicit the features that indicate whether Juliette is used to being interviewed. (For example, she says that she's 'really excited about this opportunity to go on air and tell everyone' about Volunteer Doctors Abroad.)

- 4**  **10.1** Explain the task, go through the items, working on any difficulties, for example the pronunciation and meaning of *rapport*. Then play the recording again, getting students to find the tactics used by the interviewer.

Elicit and discuss the answers, if necessary going back to the parts of the recording that exemplify them.

Answers

b, d, e

FOCUS**Expression****Showing interest**

Talk students through the information. Ask them how much eye contact they feel comfortable with in their own cultures, and how much smiling and nodding is acceptable/desirable, before someone thinks, 'Don't overdo it!'

Get students to practise and say the expressions individually, repeating after you where necessary for improvement.

- 5** Introduce the task, divide students into pairs, perhaps ones that they have not worked in before, and get Student Bs to turn to page 181 of the course book. Talk students through the four steps of the task, a–d. (If students do not have internet access in the class, for example on their smartphones, get them to do step a of the task for homework, and continue with steps b–d in the next class.)

a

Get students to look up the White Helmets organization (www.whitehelmets.org/en) and the volunteer surgeon David Nott (davidnottfoundation.com) on the internet and report back on what they find, without pre-empting the following steps.

b–d

When students are ready (or in the next class, if they have done step a as homework), get them to prepare questions they will ask.

For the interview, remind students that they should use the techniques (showing interest, etc.) that they heard in track 10.1. If necessary, recap them now.

Then get students to turn to their respective pages and to interview each other in turn. As before, walk round the class to monitor and assist where necessary.

With the whole class, praise good points that you heard and work on others that require it, especially interview language.

Then get individual pairs to repeat all or part of their interview, incorporating your improvements.

With the whole class, have a round-up discussion about some of the key points about volunteers like the White Helmets and David Nott and their work.

10c What's the alternative?

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

The digitized world



Vocabulary

- Digital technology

Grammar

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

Language skills

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



Talking point

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

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

C21 SKILLS

Communication

- Terminology

Life skills

- Dealing with career uncertainty

Critical thinking

- Continuous improvement

11A Digital transformation



- 1 With the whole class, read through the text and point out the related term *information technology (IT)*. Get students to say how digital technology has changed their lives. Then get them to make links between the things listed under 'Area' and those listed under 'Technology'. For example, online banking is made possible by banking apps (and by the banks' internet websites, of course).
- 2 11.1 Explain the task and play the recording, stopping after each section to explain any difficulties and to elicit and discuss the answers – are the comments positive, negative or both?

Answers

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

Transcript 11.1

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

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

- 3 Go through the items, getting students to suggest what might go in the gaps. Then elicit the answers, if necessary playing the recording again to refresh students' memories.

Answers

- a to bring
 b to use
 c using, to book
 d buying
 e learning
 f to use
 g to milk
 h to be

FOCUS

Grammar

-ing and to + infinitive

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

Then get students to answer the question.

Answers

-ing: hate, risk, prefer
to + infinitive: helped, forced, want, expect
 object + *to + infinitive*: reminds, encourages

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

Answers

- a to use/using
 b not to use
 c to socialize
 d to recharge

- e to access
- f buying
- g going
- h to visit
- i to help, to prepare
- j to use/using

- 5 Get students to ask and answer the questions from 4 in simultaneous pairs. Walk round the class to monitor and assist where necessary.

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

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

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

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

C21 SKILLS

COMMUNICATION: Terminology

Do the exercises on page 152 of the course book now, or come back to them later. Related teacher's notes are on page 94 of this book.

11B Automation



Future perfect and future continuous

- 1 With the whole class, get students to discuss the issues. For example, students might talk about architects' drawings being done by hand and printed (as *blueprints*) on special machines 50 years ago, while now they are produced on computers. Computers have also become involved in the actual work of designing. The work of pilots is assisted by automatic pilot systems, etc. Work on any difficulties.

- 2 11.2 Explain the task and go through the questions, getting students to hazard guesses as to the answers. Then play the recording and elicit the answers to see if students' guesses are confirmed. (In relation to e, if necessary explain *attributes* – positive characteristics.)

Answers


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

Transcript 11.2

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

- B** That's right. In a few years' time, digital technology will have completely changed the job market.
- A** But hasn't automation always been an ongoing process?
- B** Yes, of course. And throughout history, people have worried about machines taking their jobs. But the sheer scale and speed at which automation is currently happening makes this like a new industrial revolution. I predict that by 2040, computers will have taken up to 80% of today's jobs and robots will be performing tasks we haven't even imagined.
- A** You're painting a rather bleak picture of the future! What can people do to protect themselves?
- B** Well, we just have to think carefully about which skills we should be focusing on. By this I mean we need to concentrate on developing skills and attributes which are distinctly human.

- 3** With the whole class, explain any vocabulary that requires it (e.g., *dexterity* and *stamina*) and discuss the attributes and skills in relation to computers. For example, the view until recently has been that computers offer accuracy but not creativity, but point out that architects are now able to be more creative thanks to computers' increasingly powerful processing capabilities, coming up with designs that previously would have taken years to produce.

- 4**  **11.3** Explain the task and play the recording. Elicit the answers, pausing the recording if necessary.

Answers

Attributes: strength, creativity, dexterity, emotional intelligence, stamina

Skills: problem-solving, calculating, spelling, decision-making

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

Transcript 11.3

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

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

- A I suppose that skills like decision-making and creativity would also be included in this.
- B Ah! Well, decision-making probably not, actually. We can already see that computers are tremendously good at weighing up future possibilities and making good decisions.
- A Oh.
- B But creativity, creative thinking, yes, that is absolutely the sort of thing people should be focusing on.
- A Well, it's a fascinating view, thank you. In the next part of the programme we'll be hearing from some listeners. They'll be telling us how they feel about the possibility of automation in their industries. But first ...


- 5 With the whole class, get individual students to give their views. Ensure that they back them up with well-argued reasons.
- 6 Do this as a fast-paced whole-class activity.

Answers

- a 2
b 1
c 2
d 1


FOCUS**Grammar****Future perfect and future continuous**

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

- 7 Again, do this as a fast-paced whole-class activity, discussing the answers.
- Answers**
- a be doing
b have learnt
c soon be using
d have affected
e regularly be making
f have set up
- 8 Get individual students to suggest continuations for the sentences. Work on any difficulties.
- 9  **11.4** Explain the task, play the recording, explain any difficulties and elicit and discuss the answers. Do they think each speaker is realistic about the future?

Answers

Most concerned: 1, 3, 4, 2

Transcript  **11.4**

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

C21 SKILLS

LIFE SKILLS: Dealing with career uncertainty

Do the exercises on pages 152–153 of the course book now, or come back to them later. Related teacher's notes are on pages 94–95 of this book.

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

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

Encourage whole-class discussion.

11c Innovation and improvement



Assessment questions

- 1 Tell or remind students that *assessment* means the same as 'evaluation'. Then get students to work on the task in simultaneous pairs, comparing the apps they have on their smartphones in relation to points a, b and c. Walk round the class to monitor and assist where necessary. With the whole class, work on any common difficulties and get individual students to talk about their partner's apps, rather than their own, leading into whole-class discussion.
- 2 Get students to read the article individually. Explain any difficulties and get students to answer the question – would they agree to the spare processing capacity of their own phones being used in this way?
- 3 11.5 Explain the task and get students to look at the questions, anticipating what the answers might be. Play the recording. Explain any difficulties and elicit and discuss the answers.

Answers

- a He thinks they are a waste of time; there are more important things in the world.

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

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

Transcript 11.5

- Petra I was just reading an article about the best apps out there at the moment.
- Khaled Oh, I don't bother with apps anymore. Most of them are just a waste of time. Games and stuff. There are more important things in the world.
- Petra Yeah, but some apps *are* about important things.
- Khaled Really? Like what?
- Petra Well, there's this 'Power To Give' app which uses your phone's spare computer power to help important research projects.
- Khaled Is that an original idea?
- Petra Yes, no one's tried it before. It's really innovative.
- Khaled How much more power can a few phones generate?
- Petra Well, that's the thing. The more people who use the app, the better the results. Potentially, if millions of people download it, the grid will have access to more power than a supercomputer. That's what the website says anyway.
- Khaled OK, fair enough, but does this app actually do any good? I mean, I do want to help but not if it's supporting research into something bad or a waste of time like looking for extraterrestrials.
- Petra Actually, extraterrestrial research is just one of the projects. You can choose which project you support. There's cancer research, climate change research ...
- Khaled Oh, I didn't realize that. That's good then. But is it reliable? I hate it when these things go wrong. It drives me mad!
- Petra Well, I haven't downloaded it yet, but I've had a look at the reviews. There are a few people saying they've had problems.
- Khaled Right, so it's not very reliable.
- Petra Well, I don't know. Nothing's perfect, is it?

- Khaled** And is it safe?
Petra What do you mean?
Khaled Well, my phone's got all sorts of data on it – bank details, passwords, and this app connects my phone to some grid somewhere. Who's going to have access to it?
Petra Ah, no I checked that because I was a bit worried about it, too. Only HTC accesses the processing power, it doesn't touch any of your data.
Khaled OK. Well, it sounds pretty good I suppose. I'll have a look.

FOCUS

Expression

Assessment questions

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


Possible answers

innovative – Driverless cars are pretty innovative!

useful – Yes, will avoid having to own a car.

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

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

- 4  11.5 Explain the task, play the recording again and elicit and discuss the answers.

Answers

innovative, useful, reliable, safe

- 5 Explain the task, allocate students to pairs and get them to turn to page 182 of the course book.

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

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

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

Answers

- a Forest
 b Buycott
 c Olio
 d Awair
 e Wefarm

- 6 Again, get students to do this in simultaneous pairs and follow up with whole-class discussion.

- 7 Explain the task, go through the steps, and get students to work on it in groups of three or four. Walk round the class to monitor and assist where necessary. Ensure that each group quickly chooses an app to discuss – if they don't, 'impose' one.

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

Work on any common difficulties.

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

Then get students to vote on the most improved app.

C21 SKILLS

CRITICAL THINKING: Continuous improvement

Go through the information on page 154 of the course book and discuss the four bullet points with the whole class. (If they are interested in business, they may know the Japanese concept of *kaizen*, which means continuous, incremental improvement. The approach has been applied to the way that manufacturing and service operations are carried out all over the world.) Then get students to discuss small improvements they can make in their own lives.

Do the exercises now, or come back to them later. Related teacher's notes are on page 95 of this book.

12

Technology

Vocabulary

- Algorithms

Language skills

- Reading: Speed-reading
- Reading: Reading for specific information
- Reading: Reading to complete a table
- Speaking: Discussing speed-reading techniques
- Speaking: Discussing algorithms
- Reading, Speaking & Writing: Crowdfunding
- Writing: Writing a short review

C21 SKILLS

Study skills

- Reading appropriately

Communication

- Readability



Ask students to talk about past technological developments and whether they were a good thing or not. If they are short of ideas, suggest the following: use of fire for cooking, the wheel, indoor plumbing, steam engines, cars, (high speed) trains, computers, the internet, etc. Check if the class contains technological 'refuseniks', and ask them to give their reasons. For example, has anyone gone back to a 'basic' mobile phone, abandoning their smartphone? Don't forget to get them to talk about the benefits or otherwise of possible future technological innovations, for example, robots that do everything and remove the need for human employees.

12A Algorithms

Speed-reading

- 1 Introduce the idea of speed-reading and go through the steps a to d. (Students' smartphones may have a stopwatch function that allows them to time themselves reading.)
Then get students to read the article individually, as fast as they can.
- 2 Get students to answer the questions for themselves, individually, but don't elicit the answers yet.
- 3 Ask students to read the article again more slowly and check if they could have answered the questions better.
Elicit the answers from 2, and ask students if they were able to answer them after the first, fast reading, or if they needed to read the article a second time.

Answers

- a a set of step-by-step instructions that is used to solve a problem
- b to analyze huge amounts of data and use that information to perform a wide variety of tasks
- c predicting climate change; developing medicines

FOCUS

Expression

Speed-reading

Take students through the tips and discuss them. Students will no doubt have their own likes and dislikes (e.g., listening to music, or not, while reading) and their own tips.

Introduce the idea of *retention*, i.e., how much you remember after you read.

- 4 Get students to read the continuation of the article, first following technique 1 from the Focus box, timing themselves as before.
Elicit the notes that students have written, but don't allow students to go back to the article yet to check them. At this point, don't provide answers that students don't come up with themselves.

Answers

Why algorithms are used	Potential problems	Evidence or examples
To analyze data to create a more personalized experience for each of us. To analyze and use our personal data in different ways.	We are encouraged to do the same things we have always done without ever having our views challenged – could lead to an unrealistic perception of the world. Protection of our privacy.	Shopping chains use the data of their customers from their loyalty cards to make very detailed predictions.

C21 SKILLS

STUDY SKILLS: Reading appropriately

Do the exercise on page 164 of the course book now, or come back to it later. Related teacher's notes are on page 95 of this book.

For extra support, get students to talk about their preferences for fast and slow reading – some might say that there is no point in reading fast if you can't remember anything afterwards. Get them to talk about their approaches to reading a novel versus reading instructions for a new TV.

- 5 Ask students to read the next section of the article following techniques 1, 2 and 3 from the Focus box and to complete the table when they have finished (but not before), covering the text so that they can no longer see it.
Elicit the answers, but don't allow students to go back to the article yet. As before, at this point, don't provide answers that students don't come up with themselves.

Answers

Why algorithms are used	Potential problems	Evidence or examples
To replace humans in a wide variety of jobs; investment banks use algorithms to buy and sell currencies; many of today's aeroplanes use complex algorithms to program their automated flying systems	Competing algorithms led to 'flash crash' of stock markets If the autopilot and the 'fly-by-wire' system stops working, could lead to plane crash	Trillion-dollar stock market crash lasting just 36 minutes Air France plane crash into the Atlantic Ocean

- 6 Get students to turn to page 183 of their course books and use the same procedures as above, using all four tips from the Focus box, this time outputting their notes in the form of a mind map.
- 7 Ask students to look again at texts B and C and the article on page 183 so as to add to and correct their notes. Encourage whole-class discussion.
- 8 Get students to work in groups of three or four. Get them to work simultaneously on their experiences of speed-reading. Walk round the class to monitor and assist where necessary.
With the whole class, discuss the conclusions of the speed-reading 'experiments', ensuring that students are correctly using related vocabulary.
- 9 Feel free to change the composition of the small groups at this point. Get them to discuss issues a to d. As ever, walk round the class to monitor and assist where necessary.
With the whole class, work on any common difficulties. Then get representatives of different groups to discuss their experiences and opinions and encourage whole-class discussion.

12B Crowdfunding

 Writing for an audience

- 1 Ask students if they know what crowdfunding is. If not, let them find out about the concept when they read the Jumpstart page.
Get students to read the information individually and to answer the questions.
- 2 Get students to read the webpage and explain any difficulties, e.g., *iconic* (very famous and well known).
Discuss the project in relation to crowdfunding investors. Ask students in particular if traditional bookshops have a future in the age of online retailers.
- 3 Get students to work on this task individually. Walk round the class to monitor and assist where necessary.
With the whole class, elicit the answers.

Answers

- a 'We are a young couple with a combined 15 years' experience working in bookshops'
- b 'The previous owners of Open Book knew this. That's why, when they decided to sell up, they chose us to be the new owners – because they knew our passion for books.'
- c 'We will be regularly updating this page to keep you all informed on our progress.'
- d 'a good bookshop is vital for every community.'
- e 'we estimate the shop will be open for business in just three months' time.'
- f 'We are hoping to generate £20,000 which will be spent as follows: fees associated with the shop purchase (£15,000); new stock for the shop (£3,000); new Open Book website (£2,000)'
- g '£20: a personalized thank-you message on our new website; £100: a limited edition T-shirt featuring the Open Book logo; £250: an Open Book T-shirt and a subscription to our monthly newsletter; £500: an Open Book T-shirt, subscription to our newsletter and your name inscribed on one of the shop's bookshelves!'

FOCUS

Expression

Writing for an audience

Go through the information and discuss it with the students. (It might be a revealing list to them, especially if until now their only experience of writing has been of student essays.)

- 4 Get students, in simultaneous pairs, to discuss points a to e using each of the headings in the Focus box. With the whole class, elicit the answers and encourage whole-class discussion (e.g., in relation to the parking fine letter, the purpose of writing is to persuade the authorities to drop the fine, you want the appropriate person to read it, so you check you send it to the right address, etc.).
- 5 Explain the task and get students to discuss it in simultaneous pairs. Walk round the class to monitor and assist where necessary, as ever. Then discuss the projects with the whole class, getting students to vote for each project, giving their reasons.
- 6 Explain the task and get students to do it in class or for homework. (If students can meet outside class, get them to do it in groups for homework – otherwise, get them to do it individually.) Tell students that the research stage of the project is important – tell them they will have to justify the sector they have chosen in relation to its growth, attractiveness, etc. If doing as homework, get students to email their work to you by a particular deadline and give feedback in a later class. If doing in class, get representatives of each group to read out their webpage and encourage whole-class discussion about each one.

C21 SKILLS

COMMUNICATION: Readability

Do the exercise on page 165 of the course book now, or come back to it later. Related teacher's notes are on page 96 of this book.

(If it comes up, explain the difference between *readability* and *legibility*. The latter is used to talk about how easy it is to read someone's handwriting. Obviously, it's the former that is being discussed here.)

For extra support, get students to rewrite their webpages from 6 on page 162 of the course book with readability in mind.

- 7 Again, this can be done for homework, with students looking for appropriate photos, etc., online. They should bring their posters to the next lesson.
- 8 Get groups to exhibit their posters and have a whole-class discussion about each of them in relation to the points in this section.

12c Ahead of the game

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 LIFE SKILLS: AWARENESS OF TRENDS

- 1 Introduce the topic and get students to do the task in simultaneous pairs or small groups, in the classroom or for homework.
If doing in class, monitor and assist where necessary.
- 2 Get students to compare notes with others who researched a different topic.
In a large class, get students to give short simultaneous presentations to each other. In a small class, get them to give presentations to the whole class. Work on presentation language and technique as usual.

B LIFE SKILLS: PERSONAL DEVELOPMENT

- 1 Get students to read the extract individually and then talk about personal objectives in simultaneous pairs. Monitor and assist where necessary, with the language and the objectives.
- 2 Get students to work on this individually. Ensure they use the correct structure, following the order of the steps. Monitor and assist where necessary and then get individual students to present their objectives to the whole class.

C STUDY SKILLS: PREPARING FOR A LECTURE

- 1 Explain that many universities, at least in the UK, have Open Days which potential students can attend to get an impression of the university before deciding if they want to apply to it. The programme at Open Days sometimes includes 'taster' lectures or other events. These are designed to give students an idea of the type of material that will be covered in a specific subject, and an idea of the teaching style.
Students can use the internet or dictionaries to help them do parts 1 and 2 of this activity.

Get them to do the task individually. Monitor and assist where necessary.

With the whole class, elicit and discuss the answers.

Answers

- a Ethics and International Relations
- b Politics
- c Law
- d Business
- e Pharmacology
- f Drama
- g Archaeology
- h Psychology

- 2 With the whole class, get individual students to choose particular lectures and say why they chose them.

Answers

Helping others in a globalized world: Rich vs poor nations; international aid

Climate change and population growth: Ways in which rapid population growth worldwide is accelerating climate change, e.g., through deforestation to provide agricultural or building land; the effects of intensive farming; over-fishing; increased emissions as there are larger populations using more vehicles, etc.

Who's who in court and what they do: An overview of roles in a courtroom and the process of law during a trial

To Tweet or not to Tweet: Does social media marketing pay off?: Marketing via Twitter, Facebook, etc., and whether it is a worthwhile method for businesses

Drug discovery and protein modelling: An introduction to the process of using computer models of proteins in human cells to help in the development of new drugs

Thinking on your feet: An introduction to improvisation: Improvisation is an acting technique that requires actors to create a scene without scripts or time to prepare. This event might include audience participation, trying out the technique, or possibly examples of existing students of drama demonstrating it.

Digging for clues to the classical world: An overview of archaeological excavations that are currently taking place or have been carried out on archaeological sites from Ancient Greece and Rome

How do we study the brain?: An overview of brain imaging techniques, such as electroencephalography (EEG) or CAT scans (a form of X-ray) or MRI (magnetic resonance imaging)

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: WATERSHED EVENTS

- 1** Get students to look at the events and the dates and explain that CE in the context of dates refers to the current era, and BCE means 'before the current era' (previously referred to as 'AD' and 'BC').
- With the whole class, get students to 'vote' for each event in order to put them in order of importance.
- 2** Then get students, in simultaneous pairs, to discuss how they voted, and why, getting them to persuade each other to change their ideas.
- With the whole class, ask different pairs about the process and if any of them changed their minds.

B LIFE SKILLS: DEALING WITH CHANGE

- 1** Explain the task and get students to read the case study. Get them to complete the chart in simultaneous pairs. Monitor and assist where necessary.
- With the whole class, write up notes on the board, getting different pairs to contribute their ideas.

Answers

Challenges it presents:

Overcoming pain, learning to use a wheelchair, learning to walk again, coping with boredom and/or isolation; possibly worrying about money until his compensation is paid

Opportunities it offers:

Free time to learn something new at home; more time to spend with his wife, children or whoever else he lives with; time to start a new hobby; a lump sum of money could enable him to buy a house or buy a car that is suitable for wheelchair users or get his car adapted if he has one already, or pay for a holiday abroad when he is better

Things he can do to take advantage of the opportunities: Investigate online courses for learning something new; find out about hobbies he could do from home; contact banks about paying a deposit on a house and getting a mortgage; contact banks about other methods of investing the money he will get; read about things that interest his wife/children/parents/housemates in order to share interests and have better conversations together; research what adaptations can be made to cars and where/how; find out about exotic holidays

Unit 3

A STUDY SKILLS: USING AN ENGLISH-ENGLISH DICTIONARY

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

Answers

There are three separate meanings of the word.

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

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

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

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

Elicit the answers with the whole class.

Answers

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

B CREATIVITY: ACQUIRING KNOWLEDGE

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

Monitor and assist where necessary.

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

Answers

- a He has worked a long time in the oil industry in various jobs and he is now an Offshore Client Representative.
 - b Knowledge allows particular necessary actions to be taken; information or theoretical learning does not have this effect.
- 2 Get students to discuss the questions in simultaneous pairs. Monitor and assist where necessary.
- With the whole class, get students to talk about the ideas that they came up with.

C STUDY SKILLS: LEARNING AT A DISTANCE

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


Answers

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

PLANNING AHEAD

Repeat the procedure outlined on page 87.

Unit 4**A LIFE SKILLS: MAKING A GOOD FIRST IMPRESSION**

- 1  4.7 Introduce the topic, perhaps by saying that you never get a second chance to make a first impression, and get students to read through the questions. Play the recording, work on any difficulties and elicit and discuss the answers.

Answers

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

Transcript  4.7

- Diego** Hi Misaki, how did your interview for the internship go?
- Misaki** Not very well, I think. It didn't last very long – I was out of the interview room within 20 minutes.
- Sarah** That's strange. You are so well qualified for that position, I was sure you'd do well.
- Misaki** There were three people interviewing me. I hadn't expected that, and it made me feel very nervous. So maybe I didn't make a good first impression.
- Diego** You know, I was reading an article online a couple of days ago about first impressions. It said you've only got seven seconds to make a good impression when you first meet people at interviews or networking events.
- Sarah** Yeah, I read something similar, but it said three seconds. That's even worse.
- Diego** Whatever. Anyway, it's a very short time.
- Misaki** Did they give any tips for making a good first impression?
- Sarah** Let me think. Well, they said you should smile and shake hands with everyone.
- Misaki** I did that, I think. At least I remember shaking hands with them all. I don't know if I smiled or not, I was so nervous.
- Diego** The article I read said that smiling is really important, but I know it isn't easy in that situation.
- Sarah** True, and another thing I read was that you should make good eye contact with the person who is speaking to you. That makes you seem self-confident.
- Misaki** Oh dear, I definitely didn't do that! I tried not to look the interviewers in the eye at all, to show respect for them. In Japan, we generally avoid looking directly at people when we talk to them, especially bosses or interviewers.
- Sarah** Oh, no. For us Americans, not having eye contact looks like you're unreliable or not confident. I'm sorry Misaki, we should have told you this before. I never knew that. You usually make eye contact with me, maybe not as much as my American friends, but still ...
- Misaki** Well, you're my friend and I've known you for a long time.
- Diego** OK, let's not get too upset about this. Maybe you did better than you think you did, Misaki. I mean, 20 minutes is not such a short time, and maybe they had lots of candidates to interview. Come on, let's go for a coffee before our next lecture.

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

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

Possible answers

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

B COLLABORATION: TEAMS AND LEADERS

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

Monitor and assist where necessary.

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

Possible answers

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

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

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

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

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

Unit 5

A LIFE SKILLS: UNDERSTANDING DIFFERENT EATING HABITS

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

Possible answers

- a Britain
- b North America
- c in Muslim countries and communities
- d North America
- e the Far East (Japan, China, Korea)
- f Britain and some other European countries
- g Mediterranean countries (Spain, Italy, Greece)

B LIFE SKILLS: UNDERSTANDING PROXEMICS

- 1-2** Remind students about the meaning of the word *proxemics*, and the importance of the idea. Ensure students have the right materials to do this practical exercise. Get them to work in simultaneous pairs and report back on their experiences to the whole class, in relation to the descriptions of the three types of people. Encourage whole-class discussion.

C LIFE SKILLS: IDENTIFYING CULTURAL VALUES, ATTITUDES AND BEHAVIOURS

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

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

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

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

Possible answer

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

PLANNING AHEAD

Repeat the procedure outlined on page 87.

Unit 6

A CRITICAL THINKING: ASSESSING THE CREDIBILITY OF STATISTICS

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

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

Then get students to read the article and fill in the gaps.

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

Answers

- a add up
- b context
- c source
- d data

- e made up
- f survey
- g findings
- h sample
- i axis

B COMMUNICATION: PRESENTATION TIPS

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

Answers

Photo 1:

The presenter has lost eye contact with the audience. The presenter's body language implies shyness and nerves.

Photo 2:

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

Photo 3:

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

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

would be put off smoking for life rather than finding their parents' behaviour an excuse for smoking.

- f Responsible adults control their reactions to other people's moods; an employee who is scared of her boss and frequently spills her coffee should, firstly, keep her coffee cup well away from important documents and, secondly, work on different ways to react to her boss' bad moods.

B CREATIVITY: GENERATING IDEAS

- 1 Go through the information and discuss it with the whole class. Ask students how they come up with ideas. Students might say that some people are better than others at coming up with new ideas, but encourage them to talk about their 'techniques'. For example, talk about how people sometimes prefer to *brainstorm* – teach this word – in groups, encouraging the generating of new ideas, however crazy they might seem at first. Get students to discuss the photos in simultaneous pairs, with whole-class discussion as usual.

Answers

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

Unit 7

A LIFE SKILLS: PERSONAL RESPONSIBILITY

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

With the whole class, elicit and discuss the answers.

Answers

- a Responsible students find out what they have missed if they are unable to attend a lesson.
- b Responsible travellers find out about the laws in a country they are going to visit before they arrive there.
- c Responsible drivers check how much petrol they have in their tank before starting out on a journey.
- d Responsible diners inform a restaurant if they have severe allergies before they order any dishes.
- e Responsible adults do not blame their parents for their own habits; many children in this situation

C STUDY SKILLS: KNOWING YOUR SOURCES

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

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

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

Answers

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

PLANNING AHEAD

Repeat the procedure outlined on page 87.

Unit 8

A COMMUNICATION: STRUCTURING A PRESENTATION

- 1-2** Remind students about the importance of structuring in presentations.

Get them to look at the points and say what they think the presentation is about.

Then get students to work on the logical order in simultaneous pairs, and to complete the table.

With the whole class, elicit the answers.

Answers

- To inform people of a problem and to call for action to solve the problem.
- A number of solutions are possible. Students should justify their choices when presenting them to the class. One possibility is:
Introduction: a, d, g
Main ideas, First problem area: c, b, e (or f, h, l)
Main ideas, Second problem area: f, h, l (or c, b, e)
Main ideas, Call for action: m, k (or k, m)
Conclusion: j, i

B LIFE SKILLS: DEALING WITH CRITICISM

- 1-2** Ask students about personal experiences of criticism. (Treat tactfully.) Then, still with the whole class, get students to give the best response to each situation. (They might say 'It depends', but the main idea here is not to be defensive.)

Get students to discuss the alternative responses in simultaneous pairs and then have a whole-class discussion about them.

Answers

- a 1
b 3
c 2
d 1

Unit 9

A COMMUNICATION: AVOIDING JARGON

- 1** Remind students about jargon and get them to do the matching exercise.

Elicit the answers.

Answers

- 1 e
2 a
3 d
4 b
5 c

- 2** Get students to complete the sentences as a whole-class exercise.

Answers

- a fulfilment centre
b myocardial infarction
c trade fair, prospects
d deposit, mortgage
e claim, policy

- 3** Get students to work on the definitions in simultaneous pairs and then compare and contrast them with the whole class.

Answers

fulfilment centre: the warehouse where a company stores goods for sale, packs goods that have been ordered and sends them

deposit: an amount of money you can use as the first payment for something

mortgage: a loan from a bank to buy a flat or house

myocardial infarction: a heart attack

policy: a document that shows what is and is not insured by the insurance company

claim: a written request for money from the insurance company because something has been lost or damaged

prospects: potential customers

trade fair: a large exhibition for companies from a specific industry or field, e.g., car manufacturing, training, hotels and restaurants

B STUDY SKILLS: CATEGORIZATION

- 1-2** Take students through the introductory information and get them to comment on it, asking them for examples of situations of their own where they have to prioritize.

Divide students into groups of four and get them to look at the three diseases. Ask them to choose one of the diseases to research, or allocate them to ensure that each disease has at least one group working on it.

Get students to do the tasks and the resulting poster presentations in the class, if they have internet access there, or for homework. (The advantage of doing it in class is that you can supervise students while they are looking for information in the category-related tasks in 3 and 4.) Emphasize that they will need to download charts, etc., to use in their presentations.

- 3-4** Whether students will be doing the research in class or for homework, take them through these steps in class beforehand and explain any language or conceptual difficulties. If you have a computer available where students are able to look at the screen, you could show them how to look for information on each category (but do not patronise them, as they may well be very skilled at finding particular types of information).

If doing the tasks in class, walk round to monitor and assist where necessary, but again, only give advice where it is needed. Then get students to work together in their groups to organize the information that they have found.

If doing for homework, get students to discuss in the next class how they approached the categorization activity.

- 5** Get students from each group to give poster presentations about three or four of the categories, using the graphics that they downloaded in 2 above. As ever, work on half a dozen points for improvement in each group, if necessary getting students to say the right thing, for example by repeating sections of their presentations. Have a general discussion about points that emerged from the presentations.

C LIFE SKILLS: LEARNING FROM MISTAKES

- 1** Explain the task and go through the words that will be used to complete the extract, explaining any difficulties. Get students to read the text and fill in the gaps individually. Monitor and assist where necessary. Elicit the answers and work on any difficulties.

Answers

- a ashamed
 - b feedback
 - c wasted
 - d opportunity
 - e correct
 - f instructions
 - g blame
 - h admitted
 - i lesson
- 2** Get students to discuss the questions in small groups. Monitor and assist where necessary. With the whole class, get representatives of the groups to say what they came up with and encourage whole-class discussion.

PLANNING AHEAD

Repeat the procedure outlined on page 87.

Unit 10

A CREATIVITY: PARAPHRASING

- 1** Remind students about paraphrasing and get them to do the exercise individually. Monitor and assist where necessary.

With the whole class, elicit and discuss the answers.

Answers

- a prefer to process information as words or sounds
- b old ladies
- c (are) illiterate
- d hearing the same stories time after time
- e explain family relationships
- f narrate [...] in detail
- g middle-aged residents in rural areas
- h (attended primary school) but left after that
- i a considerable proportion of their education
- j rote learning
- k quote long sections of text

B COLLABORATION: VOLUNTEERING

- 1** Introduce the topic and get students to look at the profiles of Nour and Ted before deciding, individually or in simultaneous pairs, which of them would benefit from the points a to g, and why.

Answers

Nour: a, b, c, d, e

Ted: c, f, g

Unit 11

A COMMUNICATION: TERMINOLOGY

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

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

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

Possible answers

Student A

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

Student B

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

B LIFE SKILLS: DEALING WITH CAREER UNCERTAINTY

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

Answers

- a a delivery driver for a warehouse or fulfilment centre
- b A drone for delivering parcels. Drones are being introduced by large e-commerce companies like Amazon, and may replace conventional delivery methods in some areas.

- 2** Explain the task, go through the items and the mind map with the whole class and get students to do the exercise individually or in simultaneous pairs.

Elicit and discuss the answers.

Answers

Situation: b, i

Opportunities: d, e, g, k

Challenges: f, h

Action points: a, c, j

B COMMUNICATION: READABILITY

- 1** Discuss the idea of readability and take students through the three bullet points.

Get students to read the essays individually and then discuss them in simultaneous pairs. Monitor and assist where necessary.

With the whole class, get representatives of different pairs to talk about the issues and widen this out into a whole-class discussion. (In addition to the points below, students at this level will also point out that both essays contain basic language mistakes that also detract from overall readability.)

Answers**Essay A**

This extract is not very readable as it is poorly structured and the second paragraph is too long and covers too many points (solutions and conclusion). Linking words and phrases are so badly used that the meaning of a sentence is not always clear. Some sentences are far too long. From the sentence that starts 'Things you can recycling' onwards, the student appears to have run out of time or interest, as the text consists mainly of lists of ideas.

Essay B

This extract is not very readable. Frequent crossing out of words and insertions with arrows detract severely from readability and can put readers off. The paragraphing and structure is clear, but some errors in vocabulary may confuse the reader ('the lose of the howl crop'; 'altre gens'). This is structured as an essay discussing advantages and disadvantages and the paragraph structure follows that model, but none of the ideas are sufficiently developed for the reader to understand what the writer's views are.

Progress test answers

Units 1 & 2

1

- a House prices dropped slightly last year.
- b Crime rose significantly.
- c In 2014, the number of people learning English increased spectacularly.
- d University admissions fell dramatically a few years ago.
- e Last autumn, temperatures decreased slightly.

2

- a House prices have dropped slightly recently.
- b Crime has risen significantly recently.
- c The number of people learning English has increased spectacularly recently.
- d University admissions have fallen dramatically recently.
- e Temperatures have decreased slightly recently.

3

- a haven't been feeling
- b 've seen
- c 've been doing
- d 've been doing
- e 've been
- f has started
- g haven't had
- h 've been spending
- i 've decided
- j 've taken
- k 've been talking
- l 've spoken
- m haven't decided
- n has been
- o 've had
- p 've mown
- q 's been painting
- r hasn't finished
- s haven't seen

4

12/01/2020	Crick, Watson, Wilkins, Franklin - discovery of DNA double helix
Big question	1940s – What does DNA look like? Nobody knows
Answer to question	1953 – Crick and Watson create model of DNA – 'secret of life'
Reaction to answer	Scientific community amazed. C + W celebrated around world
But what about RF?	Before C + W's model, Franklin took photo of DNA. Did W copy her ideas?
Unfair recognition?	1962 – W + C + W get NP. F gets nothing
<p>Summary: In 1953, two scientists called Crick and Watson amazed the world by creating a model of DNA. However, their model would not have been possible without the work of a third scientist called Rosalind Franklin. Although Watson, Crick and Wilkins received the Nobel Prize in 1962, Franklin received nothing. Many people believe this was unfair.</p>	

5

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

6

- 1 The building officially opened in 1999, but construction had begun in 1994.
- 2 At the end of the construction stage, one tower was completed a few days before the other because there had been a 'building race' with each tower being built by a rival company.
- 3 In 2004, it became the second tallest building in the world, but it had been the tallest building in the world for six years before that.
- 4 In September 2009, Alain Robert successfully climbed tower two with no safety equipment after his previous attempts had ended in his arrest.
- 5 On the evening of 4th November 2005, there was panic among theatregoers in Petronas Towers because a fire had broken out inside the theatre. Luckily, no one was injured.

7

Students' own answers.

Units 3 & 4

1

- a at their own pace
- b repetition
- c mentor
- d methodologies
- e illiterate
- f Digital literacy
- g guidance

2

- a I was having a nice time
- b I had been to something like that before
- c people I knew there
- d he was there to make friends as well as professional contacts
- e his name was Pieter
- f she would be back five minutes later
- g could find me a job
- h he had lost his job two weeks before.

3

- a Developing a presentation
- b microfinance
- c The presentation
- d the group
- e Deciding on how the group worked together
- f working in pairs
- g Jane
- h Ibrahim
- i Jane and Ibrahim
- j group leader
- k Tanit
- l Jane and Everado
- m Everado
- n a deadline

4

Students' own answers.

Units 5 & 6

1

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

2

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

3

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

4

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

5

Students' own answers.

Units 7 & 8

1

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

2

- a -
- b an
- c the
- d The
- e a
- f an
- g a
- h -
- i a
- j the
- k the
- l -
- m the
- n -
- o -
- p -
- q the
- r -
- s a
- t the

3

- a Now the government wants us to stop driving our cars!
 - b \$100 million wasted on 'waste disposal education'
 - c Ministers refuse to acknowledge population problem
 - d Suspicion after new bill 'solves' housing crisis
 - e Hunger charity in chaos after shocking financial revelations
 - f Public outcry over latest impossible climate change targets
- Students' own answers.

4-5

Students' own answers.

Units 9 & 10

1

- a symptoms
- b outbreak
- c diarrhoea
- d death toll
- e dehydration
- f contagious

2

- a contagious
- b death toll
- c diarrhoea
- d outbreak
- e symptoms
- f dehydration

3

Possible answers

- a If his wife had called an ambulance sooner, Jack might not have died.
- b If he hadn't gone down a difficult route, he wouldn't have broken his leg.
- c If she had taken the correct amount of painkillers, she wouldn't have had to go to hospital.
- d If Pal hadn't cycled through the red light, he wouldn't have been hit by a car.

4

Students' own answers.

5

Possible answers

- a ('stand out' – show you are exceptional)
- b Due to the high number of applicants – must stand out
- c For instance, G.U. > 12,000 apps
- d Med challenging and also expensive
- e Despite this it's popular

6

Students' own answers.

Units 11 & 12

1

Note that these apps are inauthentic (as opposed to the real ones in section 11C).

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

2

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

3

- a video games, online data or finance
- b It allows people to remove the honey without disturbing the bees.
- c built-in neck pillow, eye mask, gloves, earphone holders and drink holder
- d It has an amazing 84 miles per gallon, and will cost just \$7,300.
- e *Flow Hive* – \$12 million; *BauBax* – \$10 million; *Elio Motors* – \$100 million

4-6

Students' own answers.

Workbook answers

1

Development

1A

1

- a trend
- b data
- c chart
- d percentage
- e increase
- f inequality
- g income
- h poverty
- i decrease

2

Adverbs: slightly, dramatically, significantly
Adjectives: significant, slight, dramatic
Nouns: rise, decrease, increase

3

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

4

- a slight rise
- b rose dramatically
- c significant drop
- d significant rise
- e dropped significantly

1B

1

- a I've been playing a lot of football recently.
- b She's been eating more vegetables lately.
- c He hasn't been saving his money recently.

- d I've bought a new bike.
- e We've been getting up at 7 a.m. lately.
- f I've given up sugar.
- g We haven't been watching TV in the evening.
- h They've been to the gym a lot.

2

- a activity
- b achievement
- c achievement
- d activity
- e activity
- f achievement
- g achievement
- h activity

3

- A How have you been? 1
- B Good, thanks. I've been working hard at the targets we set. 2
- A Which activities have you been doing? 3
- B I've been getting up earlier, and I've been attending every lecture. 4
- A Well done. Tell me about some of the targets you've achieved. 5
- B Well, I've passed my cookery exam, and I've been to the Careers Office. 6
- A Excellent. Have they given you more targets? 7
- B No, they said I've done everything I need to. 8

4

- a He's been getting up before 8 a.m.
- b He's been eating lunch every day.
- c He's been walking for an hour every day.
- d He's been tidying his room.
- e He's been spending less than three hours gaming.
- f He's been going to bed before 11 p.m.

5

- a set
- b been supporting
- c been choosing
- d reduced
- e started
- f been giving
- g been helping

1c

- 1**
- a Decide whether to write notes by hand or on a computer.
 - b Students who write notes by hand understand more of the lecture.
 - c Sit near the front so you can see the lecturer and the board.
 - d Put the date and title of the lecture on the first page.
 - e Write the notes in your own words not the lecturer's.
 - f Use abbreviations and symbols to help you record information quickly.
 - g Pay attention to signposts such as 'therefore' and 'finally'.
 - h Review your notes as soon as possible.

- 2**
- a Construction
 - b Location
 - c Dimensions
 - d Benefits?
 - e Drawbacks?

- 3**
- 1 c
 - 2 b
 - 3 c
 - 4 e
 - 5 d
 - 6 e
 - 7 a
 - 8 d
 - 9 a
 - 10 b

- 4**
- Possible answers
- a The new railway line will connect Tokyo and Paris.
 - b The trains will have a top speed of over 600 km per hour.
 - c The line will reduce the journey time to about 15 hours.
 - d The line will be around 10,000 km long.
 - e It will cost more than €700 billion to construct.
 - f It will open in spring 2030.

2 Change

2A

- 1**
- a Who had lived there before?
 - b What had Maryam done with the keys?
 - c Where had he gone?
 - d Why had she taken the car?
 - e Had you eaten anything?
 - f Had they read the instructions?
 - g Who had Boris rung?

- 2**
- a had worked
 - b began
 - c came
 - d had flown
 - e had realized
 - f looked
 - g had experimented
 - h came
 - i were
 - j had developed

3

	First event	Second event
a	finish presentation	sun comes up
b	do not sleep	tired
c	turn on computer	spill coffee
d	save presentation	computer crashes
e	leave flash drive	arrive for interview
f	lose job	do interview

2B

- 1**
- a 2
 - b 1
 - c 1
 - d 2
 - e 3
 - f 4
 - g 4
 - h 3

2

- a university
- b envelope
- c salary
- d local
- e carpenter
- f redundant
- g joinery
- h adaptable
- i apprenticeship

2c**1**

- a population growth, an increase in the number of people
- b gender equality, the state in which rights and opportunities are equal for men and women
- c second-class citizen, a person belonging to a group whose rights and opportunities are inferior to others in a society
- d life expectancy, the amount of time that a person can expect to live
- e solid fuels, solid material that can be burnt to provide heat and light – e.g., wood, charcoal, coal
- f human rights, rights that are believed to belong to every person
- g developing countries, poorer countries that are seeking to become more advanced economically and socially
- h general public, ordinary people

2

- a measure
- b respondents
- c overwhelmingly
- d dispute or challenge
- e isolation
- f demonstrate
- g deteriorating
- h speculate
- i purpose

3

- a explain
- b audience
- c timeline
- d changed
- e argument
- f counter
- g population
- h clearly
- i growing
- j richer
- k side
- l deceleration

4

- Stress on first syllable: loneliness, staggering
 Stress on second syllable: democracy, development, discussing, expectancy, industrial, spectacularly
 Stress on third syllable: population, revolution, sanitation
 Stress on fourth syllable: communication

5

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

3 Education

3A**1**

- a communication
 - b illiterate
 - c innovation
 - d repetition
 - e methodology
 - f creativity
- Mystery noun: mentor

2

- a guidance
- b creativity
- c Innovation
- d collaboration
- e illiterate
- f repetition
- g mentors

3

- a I use a dictionary to look up information and pronunciation.
- b The role of a coach is to provide guidance regarding the next steps.
- c In Finland, students don't sit exams until they are 18.
- d In the self-directed classroom, children pick up skills without adult direction.
- e Teachers facilitate learning by posing questions and suggesting ideas.
- f Technology lets everyone find out answers by themselves.

4

- a *Children collaborated on an environmental project.*
- b *noun (U)*
- c */gaid/*
- d *not able to read or write*
- e *a new idea or thing*
- f *repeat /rɪ'pi:t/*
- g *adjective*

5

- a */kə,mju:nɪ'keɪʃən/*
- b */'krɪtɪkəl/*
- c */'prɒbləm/*
- d */'dɪdʒɪtəl/*
- e */'meθə'dɒlədʒi/*
- f */'mentɔː/ 'gaidəns/*
- g *'gaidəns/*

3B

1

- a *It*
- b *they*
- c *them*
- d *it*
- e *those*
- f *its*
- g *he*
- h *their*

2

- a *the + noun:*
the 1970s, the movement, the world, the school(s), the students, the pupils
- b *the + noun + noun (+ noun):*
The Sudbury 'non-school' movement, the school system
- c *the + adjective + noun:*
the first school, the available facilities, the social class

3

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

4

- a *teachers*
- b *computers*
- c *discovery-based learning*
- d *children*
- e *the internet*
- f *look up information on the internet*
- g *knowledge*
- h *technology*

5

- a *it*
- b *much*
- c *his*
- d *the GROW model*
- e *the acronym*
- f *this*
- g *some of them*
- h *they*
- i *the goal*

3C

1

- a *past simple*
- b *past simple*
- c *past perfect*
- d *past perfect*
- e *past modal verbs*
- f *present continuous*

2

- a *he*
- b *her*
- c *my*
- d *she*
- e *they*
- f *their*

3

- a *past simple*
- b *past simple*
- c *past perfect*
- d *past simple*
- e *past continuous*
- f *past perfect*
- g *past continuous*
- h *past perfect*

4

- a cannot/can't, control
- b haven't done, can't do
- c doubles, are expected
- d have, is
- e have been trained, are
- f have had, has been

5

- a worked just like a traditional flip
- b recorded a video
- c didn't have to watch the video at home because it also became a station in class that small groups rotated through
- d what the other children did
- e did other activities relating to the video input
- f it was better than the traditional flipped classroom
- g the children who hadn't been able to access the material at home, could start by accessing the video in class

4

Collaboration

4A

1

- a Keep your phone on silent.
- b Offer business cards.
- c Dress appropriately.
- d End a conversation politely.
- e Approach groups standing in an open 'V'.
- f Join groups with at least one woman.

2

- Before: a, d, e
- During: b, h, i
- After: c, f, g

4B

1

a confused



b embarrassed



c sad



d angry



e worried



f pleased



g tired



h surprised



2

- a people
- b material
- c definitely
- d available
- e progress
- f confirm
- g require
- h examine
- i organize

3

- a How are people progressing?
- b Are you available on Tuesday?
- c We need to examine material on emissions next.
- d I need to confirm the submission dates.
- e Will they require our notes and materials?
- f I have organized the PowerPoint slides.

4c

1

- a reasoning behind something, noun
- b subjects that are included in your studies, noun
- c the sound of a bee or an excited crowd, noun
- d required by law or a rule, adjective
- e basic systems that help things run smoothly, noun
- f previous, adjective
- g thick, tropical forest, noun
- h avoidance of the overuse of natural resources, noun
- i expected, adjective
- j ordinary, adjective

2

- a unconventional subjects, unusual areas of study
- b scientific discoveries, advances in science
- c environmental problems, issues such as pollution and climate change
- d personal growth, development as a person
- e come to a standstill, slow down and stop
- f secretary general, title given to the head of some large organizations
- g economic situation, state of the economy in a country or region

3

- a Some areas of Bangladesh regularly suffer from flooding. A preposition is wrong.
- b Vital services like hospitals, transport and schools are shut down. The verb doesn't match the subject.
- c These lucky children get to jump into the ocean for surfing lessons! There is a missing article.
- d It's common for children to study scientific discoveries in a very hands-on way. There is a mistake with an apostrophe.
- e It's the children who manage classes, lead discussions and call meetings. A word is misspelt.
- f The school has been criticized for its lack of structure. The passive has been formed incorrectly.
- g It was described as 'the most impressive school I have ever visited.' The superlative is formed incorrectly.

4

- a another
- b a
- c they
- d the

- e what
- f and
- g any
- h are
- i no
- j even
- k there
- l who
- m it's
- n Although
- o its
- p for
- q their
- r in
- s it

5

- a The schools featured in the slideshow differ because of different environmental challenges and founder philosophies.
- b The floating schools in Bangladesh ensure that students can go to school, even in bad weather.
- c The Green School aims to encourage students to feel a deep respect for nature.
- d Creative subjects emphasize personal growth.
- e Fans of the Brooklyn Free School think that allowing students to take charge at school helps them develop into successful adults.

5 Culture

5A

1

- a generation
- b customary
- c transcend
- d attitude
- e etiquette
- f celebrated
- g practice
- h traditions
- i belief
- j artefacts
- k behaviour
- l tolerated
- m values

2

Across

- 2 tolerate
- 5 custom
- 7 believe
- 8 artefact
- 9 generation
- 10 transcend

Down

- 1 practices
- 3 traditions
- 4 behaviour
- 5 celebration
- 6 etiquette

3

-nce:

-ion:

Other ending:

No change:

insistence, performance

notification, prediction

arrival, behaviour

access, talk

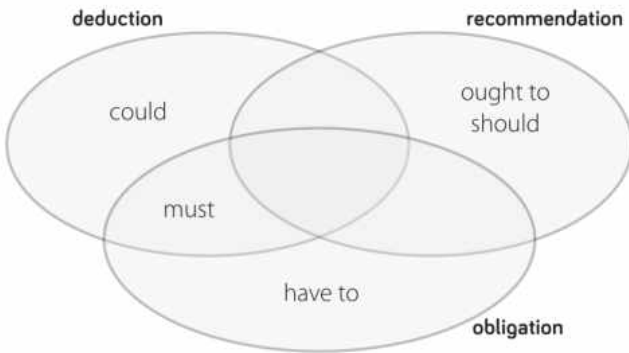
4

- a celebration
- b tolerance
- c arrival
- d behaviour
- e decision

- f criticism
- g slice
- h significance
- i schedule

5B

1



Word that doesn't fit: can

2

Possibility:

b, e

Recommendation:

d, f

Obligation:

a, c

Deduction:

g, h

3

- a You shouldn't buy food near major tourist sites.
- b You can use a cashpoint to withdraw money in the local currency.
- c If you have to go out after dark don't go alone.
- d You must take out travel insurance before you go.
- e You have to obey the laws of the country you are visiting.
- f You should keep money hidden in a money belt.

4

- a should
- b can
- c might
- d may
- e might
- f should
- g had to
- h should
- i can
- j ought to

5c

1

- a model
- b accepted
- c proposed
- d originally
- e expanded
- f assumes
- g criticism
- h validated

2

- a neutral
- b neutral
- c positive
- d neutral
- e negative
- f negative
- g positive

3

- a denial
- b defense
- c minimization
- d acceptance
- e adaptation
- f integration
- g ethnocentric
- h ethnorelative

4

- Positive: widely accepted, convincing, effectively
- Negative: doubts, criticism, unreasonable
- Neutral: proposed, consists of, categorized as

6 Identity

6A

- 1**
- a Millennials in North America are most likely to have a laptop.
 - b Millennials in the Middle East and Africa are least likely to have a tablet.
 - c Millennials in Asia own a far higher number of laptops and smartphones than of tablets.
 - d Millennials in Western Europe are most likely to have a smartphone.
 - e Millennials in Latin America own slightly more smartphones than laptops.
 - f Millennials in North America are more likely to own a laptop than a smartphone.

- 2**
- a false
 - b false
 - c true
 - d false
 - e false
 - f true
 - g true
 - h false

- 3**
- a much less
 - b slightly more
 - c considerably more
 - d somewhat more
 - e slightly less
 - f rather less

6B

- 1**
- a North American
 - b Mayan
 - c Tibetan
 - d Aboriginal
 - e Chinese
 - f Ukranian

- 2**
- a Name
 - b Introduction
 - c Adaptation
 - d Here and now
 - e Construction
 - f Common features

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

- 4**
- | | |
|--------------------------|---------|
| Where and how you stand: | e, g, h |
| Visuals: | c, d, f |
| Engage the audience: | a, b, i |

6c

- 1**
- a pick up quickly (informal), verb
 - b structure of bone that supports the body, noun
 - c showing a lack of respect, adjective
 - d style of cooking, noun
 - e a feeling of being confused, noun
 - f bargain persistently over the price of something, verb
 - g commitment, noun
 - h not very noticeable, adjective
 - i difficult, adjective
 - j place the dead are buried, noun

- 2**
- | | |
|----------------------------|--|
| Stress on first syllable: | cemetery, timekeeping |
| Stress on second syllable: | definitive, perspectives, professionalism, unspoken |
| Stress on third syllable: | conversation, disrespectful, punctuality, unfamiliar |
| Stress on fourth syllable: | misunderstandings |
| Stress on fifth syllable: | disorientation |

- 3**
- a Our biggest festival is *El Dia de los Muertos* – or, in English, The Day of the Dead.
 - b You've probably seen it in films. But people are often confused about *El Dia de los Muertos*.
 - c A lot of people they think it's supposed to be frightening, because of the skeleton masks and everything, but that's completely wrong.
 - d We are not afraid of death here in Mexico.

- e In fact, we laugh at it.
- f And that is something else that foreigners are sometimes shocked by.
- g I had a friend visit from Europe, and he couldn't understand why people were dancing and laughing when we were talking about death.
- h He thought we were being disrespectful, but he missed the point.
- i When we're at the cemetery laughing and dancing, we're laughing because we're telling funny stories about our loved ones who have died, remembering funny things they used to say and do.
- j We are celebrating their lives.

4

- a (1)
- b 7
- c 4
- d 6
- e 3
- f 5
- g 9
- h 2
- i 8

5

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

7 A better world?

7A

1

- a opposite of; not
- b not
- c not enough
- d wrong
- e again
- f remove
- g below
- h before
- i after
- j too much

2

- a mistreat
- b rethink
- c deforestation
- d overpopulation
- e substandard
- f prejudice
- g underinvestment
- h irresponsible
- i postgraduate
- j unachievable

3

M	T	K	N	N	H	E	R	E	T	H	I	N	K	N
U	N	A	C	H	I	E	V	A	B	L	E	Q	O	R
P	O	S	T	G	R	A	D	U	A	T	E	I	C	I
U	G	D	E	F	O	R	E	S	T	A	T	I	O	N
I	V	R	C	U	C	M	V	E	J	A	D	Q	S	G
I	S	T	G	P	Q	W	U	X	L	J	N	W	I	Z
Y	C	Y	J	X	P	L	E	U	C	X	A	D	I	T
F	T	V	F	K	X	K	P	G	L	L	K	B	T	F
I	Q	O	C	V	G	O	W	U	O	W	A	F	W	E
T	Q	E	G	J	P	M	I	S	T	R	E	A	T	A
P	O	I	R	R	E	S	P	O	N	S	I	B	L	E
U	N	D	E	R	I	N	V	E	S	T	M	E	N	T
J	D	V	Y	S	P	V	H	A	Z	P	S	V	I	N
H	O	F	F	Q	W	Q	T	X	K	C	Q	P	M	L
M	P	R	E	J	U	D	I	C	E	B	N	Z	H	X

Missing word: substandard

4

- a rechargeable
- b recycled
- c Rethink
- d underinvestment
- e replacing
- f unnecessary
- g unwanted
- h inorganic
- i unsustainable
- j Increase
- k unpredictable
- l overflow

5

- Environmental destruction: b, e, h
- Overpopulation: d, i, j
- Waste: a, f, g
- Water shortage: c, k, l

7B

1

- a a
- b a
- c a
- d the
- e the
- f the
- g the
- h the
- i a
- j the

2

- To refer to something for the first time: a, c
- To classify or define something: b, i
- There can only be one thing we are referring to: e, f
- The writer and reader know the thing being referred to: d, j
- Before a superlative: g, h

3

- a the, the
- b the, the
- c The, a
- d a, the
- e A, the
- f a, a
- g a

4

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

7C

1

- For emotional reaction: alarmist, killer, bullied
- Scare language: doom and gloom, burning up, ecosystem collapse
- Careful word choice because of implication: claims, proved
- Identifying with the reader: All of us, ordinary people like you and me, we aren't stupid

2

- Paragraph 1 What I'm going to be talking about today is our passive acceptance of climate change as a negative phenomenon.
- Paragraph 2 Let's begin by considering an aspect of climate change that's already affecting us.
- Paragraph 3 Next, let's look at the most important long-term impact of climate change.
- Paragraph 4 So, global warming may be good for the survival of the human race, but what about biodiversity and the natural ecosystem?
- Paragraph 5 To finish, we need to understand that the media cherry-picks negative facts about climate change.



Do we care?

8A

1

- a water
- b visual
- c thermal
- d noise
- e soil
- f light

2

- a light
- b visual
- c radioactive
- d thermal
- e noise
- f soil
- g water
- h air
- i personal

3

- a What I'm going to talk about today is noise pollution.
- b I'll start by identifying different types of noise pollution.
- c After that, I'll talk about how noise pollution is measured.
- d Then, we'll look at the effects of noise pollution.
- e Finally, I'll outline different ways to reduce noise pollution.

4

Introduce the topic: f, g
 Explain the structure: b, e
 Signal important information: d, h
 Explain a transition: a, c

5

a 7
 b 4
 c 3
 d 8
 e 9
 f 2
 g 6
 h 1
 i 5

8B

1

a Even so
 b whereas
 c Despite
 d Nevertheless
 e Despite
 f On the contrary

2

a for
 b against
 c against
 d against
 e for
 f for

3

a Despite hundreds of volunteers, beach clean-ups have a short-term effect.
 b Volunteers are treating the symptom not the cause of pollution. Even so, some of them might change their lifestyle and generate less waste.
 c The aim of a beach clean-up isn't really to solve the problem of water pollution. On the contrary, it's to socialize and make new friends in the community.
 d Removing rubbish from the beach doesn't stop water pollution. Nevertheless, it can save marine animals from eating plastics or getting tangled in nets.
 e It is easy to clear rubbish from the beach. On the other hand, it is very challenging to put on scuba gear and remove rubbish from the ocean.

8C

1

a high pressure, great force produced by containing gas or liquid in a container
 b day in, day out, continuously over a long period of time
 c moving parts, components of a machine that move
 d mass production, manufacture of a lot of standardized products
 e stupid idea, silly thought or plan
 f rural villages, small settlements far from major towns or cities
 g last-mile distribution, final stage of transportation

2

a attracted
 b portable
 c chamber
 d ammonia
 e insulated
 f patent
 g spurt
 h fluids
 i refrigerant

3

Stress on first syllable: complicated, innovative, multiple
 Stress on second syllable: analogy, encouragement, refrigerant, specifically
 Stress on third syllable: inspiration, insulation, manufacturing, overwhelming
 Stress on fourth syllable: specifications

4

a go
 b heard
 c have
 d work
 e to achieve
 f can make
 g to take away
 h see

5

a (1)	f 7
b 10	g 8
c 6	h 9
d 5	i 3
e 4	j 2

9 Medicine

9A

1

- a disease
- b plague
- c transmit
- d epidemic
- e bacterium
- f headache
- g symptom
- h virus
- i cholera
- j pandemic

Mystery word: sanitation

2

- Symptoms: diarrhoea, fever, headache, secretion
- Diseases: cholera, Ebola, influenza, plague
- Methods of transmission: air, fleas, food, water

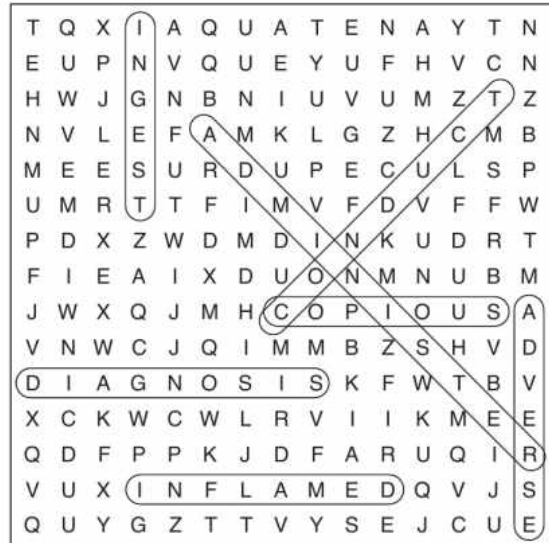
3

- a infectious
- b symptoms
- c headaches
- d secretions
- e plague
- f epidemic
- g transmitted
- h bacteria
- i infection
- j sanitation

4

- a conduct
- b inflamed
- c diagnosis
- d administer
- e ingest
- f adverse
- g copious
- h secretion

Missing word: secretion



5

- a inflamed
- b discolouration
- c abdomen
- d nausea
- e acute
- f dermatologist
- g conduct
- h inflammation

6

- a abdomen
- b epidem~~ic~~
- c diarrhoea
- d contagious
- e discoloration
- f dermatologist
- g inflammation

9B

1

- a Linguistics
- b Medicine
- c Health
- d Literature
- e Mathematics
- f Science
- g Engineering

2

- a An electrical accident results from electricity.
- b Mechanical accidents are caused by kinetic energy.
- c A radiation accident can result from exposure to ultraviolet light.
- d The transfer of too much heat energy can result in a thermal accident.
- e The ingestion of poisonous substances can cause a chemical accident.

3

- Electrical: e, i
- Thermal: d, f
- Mechanical: a, g
- Radiation: b, c
- Chemical: h, j

4

- a for instance
- b on the other hand
- c which means
- d in addition
- e ... is always an important aspect of ...
- f lastly
- g therefore
- h to conclude

5

- a Fundamentally,
- b that is
- c is always an important aspect of
- d For instance,
- e Therefore
- f However
- g Also,
- h Finally

9C

1

- a If they had boiled the water, they wouldn't have got diarrhoea.
- b He probably wouldn't have got measles if we had given him the vaccine.
- c I wouldn't have got food poisoning if I hadn't eaten those prawns.
- d If she had paid more attention, she might have avoided that accident.
- e If he had sneezed into his arm, I might not have caught his cold.
- f If they had played outside more often, they might have developed better immune systems.
- g It wouldn't have become infected if I had covered it with a plaster.
- h If she had put it in the fridge, it wouldn't have turned mouldy.

2

- a have happened, had lived
- b had worn, have got
- c have diagnosed, had gone
- d had identified, have prescribed
- e had followed, have healed

3

- a sponges
- b put in washing machine
- c drain
- d wash with antibacterial soap
- e disinfect after use
- f raw meat
- g fridge
- h chicken

4

- a Frank should have put the sponges in the microwave for two minutes.
- b He should have washed the dishcloths in the washing machine.
- c He should have cleaned the drain with baking soda and a toothbrush.
- d He should have washed his hands with antibacterial soap.
- e He should have disinfected the chopping boards after use.
- f He should have stored raw meat on the lower shelves.
- g He should have turned down the fridge to 5°C or below.
- h He should have cooked the chicken at 70°C or above.

10 Making choices

10A

1

- a quote
- b paraphrase
- c quote
- d paraphrase
- e paraphrase
- f quote

2

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

3

- a Mrs Harolds said, 'I don't want my child to be the one who gets autism.'
- b 'There is no link between the MMR vaccine and autism,' claimed Dr Smith in the *Daily Riot* (12/03/98).
- c In *The Lancet*, Edwards (2001) wrote, 'This sample is too small to make any claims regarding a possible connection between MMR and autism.'
- d Edwards stressed, 'if people don't take the vaccine, outbreaks of measles will increase in frequency.'
- e Public Health England announced, 'Vaccine uptake rates are currently among the highest in Europe, but an increase is still needed to reach the 95% target for two year olds.'

10B

1

- a interrupt gently and ask new question
- b tell interviewee they are going off subject
- c finish interviewee's sentence
- d find something in common
- e tell interviewee to stay relaxed

2

- a My mother died from pneumonia.
- b Yes, I have a degree in Microbial Science.
- c I mainly do research into parasites.

- d It's made me more creative.
- e I started at the London School of Hygiene & Tropical Medicine.
- f I work as a microbiologist.

10C

1

- a make a problem less bad, verb
- b table, graph or diagram, noun
- c highly advanced, adjective
- d watered down, adjective
- e become healthy again, verb
- f conventional, adjective
- g handle in a skilful manner, verb
- h set of actions performed in a certain way, noun
- i data collection and analysis, noun

2

- a wishful thinking, believing something because you want to
- b natural substance, solid, liquid or gas that is formed by living things
- c compelling evidence, fact that convinces you something is true
- d healing powers, ability to cure people
- e sensory nerves, nerves that carry information towards the brain
- f alternative therapy, not accepted as a medical treatment
- g scientific scrutiny, close inspection by experts
- h side effect, unintended effect of a medicine
- i mental habit, fixed way of thinking
- j concentration span, length of time a person can concentrate for

3

- Stress on first syllable: acupuncture, specialist, stimulated, ultrasound
- Stress on second syllable: alternative, compelling, conventional, effectiveness
- Stress on third syllable: definition, disagreement, interrupted, intervention

4

- | | |
|-------|------|
| a (1) | h 9 |
| b 12 | i 11 |
| c 13 | j 10 |
| d 6 | k 8 |
| e 5 | l 3 |
| f 4 | m 2 |
| g 7 | |

5

Therapy

- a** acupuncture A therapy in which fine needles are inserted into the skin at specific points to allow the free flow of energy around the body.
- b** homeopathy A therapy in which patients are given a highly diluted substance in the belief that it will cause the body to heal itself.
- c** dolphin therapy A therapy in which patients swim with dolphins in the belief that the ultrasound waves emitted by the dolphins have healing powers.
- d** reflexology A therapy in which practitioners apply pressure to certain points on the patient's hands and feet. They believe that these points can be manipulated to heal corresponding points in the rest of the body.
- e** apitherapy A therapy in which a patient is stung by bees hundreds of times. Supporters of this therapy claim a whole host of health benefits.
- f** laughter therapy Practitioners organize sessions where everybody is asked to start laughing. Often, this fake laughter turns into real laughter. Advocates of the therapy report several health benefits.
- g** tai chi An ancient Chinese martial art, often described as 'the perfect exercise for the elderly'. Not only can it reduce stress and blood pressure, and increase stamina, it can also improve balance.

11

The digitized world

11A

1

- a** internet
b smartphone
c computer
d tablet
e flash drive
f modem
g smartboard
h broadband
i camera

2

- a** machine consisting of a screen, keyboard and hard drive that processes digital data
b large interactive, touch-sensitive board often used in the classroom
c high-speed internet connection, using phone lines, fibre optics or mobile networks
d thin, flat mobile computer with a touchscreen
e small device used to store and transfer data
f global network connecting millions of digital devices
g handheld device that performs the functions of a telephone and a computer

3

- a** I like using online banking.
b It allows you to manage your financial affairs from home.
c I would like banks to make online services more secure.
d Sometimes I fail to remember my password.
e Online banking keeps growing and growing.
f However, it tends to lessen the need for street branches.
g We risk losing street banks altogether.

4

- | | |
|----------------------|-------------------|
| a to assess | e moving |
| b to measure | f to worry |
| c to download | g using |
| d to simplify | h pressing |

5

- a** hope to transform
b want to increase
c enjoy talking
d started using
e fail to access
f loves using
g tries to click
h would like to see

6

- a** symbol that changes a word into a keyword
b a term or phrase that helps users find information in a search engine
c a person who uses digital methods to organize protests or to do social activism
d website to which a user posts short and frequent updates
e computers that communicate directly without a central server
f the hardware or software of websites, such as Facebook and Twitter
g using remote servers to store, manage and process data
h software that allows people to use the internet for phone calls, e.g., Messenger, FaceTime and WhatsApp

11B

1

Across

- 2 stamina
- 4 sincerity
- 5 dexterity
- 8 courage
- 9 enthusiasm

Down

- 1 initiative
- 3 accuracy
- 6 empathy
- 7 love

2

- a We will have automated pets by the end of the decade.
- b By 2030, robots will have taken over reception desks.
- c In the next decade, robot soldiers will be fighting wars.
- d In the future, people will be living lives free from work.
- e The next generation of robots will be similar to humans in looks and behaviour.
- f By 2050, Airbus will be operated by robot mechanics.
- g Perhaps, robot athletes will be competing for Olympic medals.

3

- a By 2040, computers will have taken over most skill-based jobs.
- b In 20 years' time, we will be travelling in driverless cars.
- c In a few years, drones will be delivering our post.
- d By 2040, someone will have invented a machine that can do the cooking.
- e In the future, there won't be people working at the checkout.
- f By 2050, robots will have replaced nurses.
- g People won't be going to supermarkets in the future.

4

- | | |
|-----------------------|-----------------------|
| a will have lost | e will have replaced |
| b will be losing | f will be getting |
| c will be developing | g will be writing |
| d will have automated | h will have developed |

5

- a will have transformed
- b will have automated
- c will be taking
- d will be cleaning
- e will be cooking
- f will be changing
- g will be making
- h will be building
- i will have coated
- j will have covered
- k Will, be knocking
- l will be living

11c

1

- Innovative: c, k
- Useful: f, g
- Ethical: b, j
- Efficient: a, l
- Reliable: h, i
- Safe: d, e

2

- 1 Identify an app that can be improved.
- 2 Draw up a list of criteria.
- 3 Ask assessment questions to identify strong and weak points.
- 4 Make a list of new features and changes.
- 5 Brainstorm possible improvements.
- 6 Make a list of areas to improve.

3

- a How will she change people's lives?
- b How can we stop humanoids from being treated as slaves?
- c Is a humanoid robot likely to attack people?
- d Will a robot like this ever break down?
- e What new features does it have?
- f How good at her job will she be?

4

- a What new features does it have?
- b How will she change people's lives?
- c How can we stop humanoids from being treated as slaves?
- d How good at her job will she be?
- e Will a robot like this ever break down?
- f Is a humanoid robot likely to attack people?

12 Technology

12A

1

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

2

- a 2
- b 6
- c 4
- d 7
- e 8
- f 3
- g 1
- h 5

12B**1**

- a instruct
- b persuade
- c describe
- d request
- e entertain
- f recount

2

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

3

- a The main aim of the text is to persuade.
- b The register of the text is formal.
- c The target audience is people with money to invest.
- d The reader is likely to find this text on a crowdfunding site.
- e The most important feature of this product is no batteries are required.
- f All supporters of the project will receive updates on the project.

12c**1**

- a group of people with similar interests, age, etc., noun
- b activity thought to be suited to a particular group, noun
- c excite, verb
- d doubtful or questioning, adjective
- e control and use the power of something, verb
- f causing shock, adjective
- g make a thought or idea disappear, verb
- h placed over another image so both are visible, verb
- i making something game-like, noun

2

- a spatial navigation
- b memory formation
- c strategic planning
- d human behaviour
- e physical activity
- f mental health
- g solitary existence
- h augmented reality
- i scientific evidence
- j social interaction

3

- a But there are other reasons why the perception of video games is improving.
- b For instance, there is increasing scientific evidence that suggests several cognitive benefits to playing video games.
- c One study even shows that parts of the brain – the parts responsible for spatial navigation, memory formation and strategic planning – can get bigger after playing!
- d In other words, the parts of the brain we use to be aware of the space around us, to remember things and to solve problems, all grow after playing games.

4

- a (1)
- b 4
- c 3
- d 2
- e 5
- f 6
- g 13
- h 11
- i 10
- j 7
- k 12
- l 8
- m 9

5

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

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