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21

ENGLISH FOR THE 21st CENTURY

Level 1
Teacher's Book

21st
CENTURY
SKILLS

Information, Media and Technology • Learning and Innovation • Life and Career

Bill Mascull

Reviewed by a team chaired by:

Prof. Aziz Thabit Saeed

Mr. Kaldun Said

GARNET
EDUCATION

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Introduction

The course

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

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

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

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

Course components

Each level of the course comprises:

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

Unit structure

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



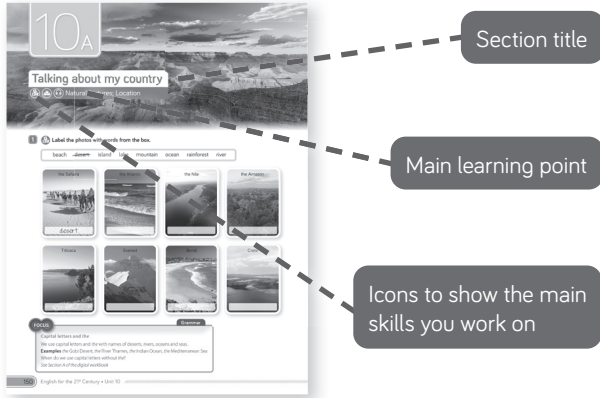
Speaking

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.



Interactive flashcards An interactive logo links 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 below.

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 ten units of the book, the grammar points treated in each unit build into a grammar sequence appropriate for the level.

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

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

Skills: Listening

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

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

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

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

Skills: Speaking

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

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

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

Skills: Reading

Reading activities are based around texts that have been written specifically for the level and relate to the topic of the unit. Reading is an integral part of the process of learning new vocabulary and grammar. It is also the means by which

students learn about contemporary events and issues related to a wide range of areas including technology and the digital world, health and lifestyles, the world of work, and various aspects of culture.

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

Skills: Writing

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

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

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

Pronunciation

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

C21 skills

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

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

C21 skills area and sub-skill

C21 SKILLS
CREATIVITY:
Using pie charts

See page 146 →

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 Units 2, 4, 6, and 8 features a slideshow and audio commentary relating to the theme explored in the previous two units. The slideshows can be accessed from the interactive course book or the resources section of the website: www.garneteducation.com/aou/student-resources. They provide extensive listening practice and a set of related discussion and writing activities.

The listening activities are designed to build skills for understanding the main ideas rather than every small detail. A strong emphasis on listening in pairs encourages students to share what they understand, rather than panic about what they have missed.

How to work with the slideshows

You study photos from each slideshow to predict what the slideshow is about, and the key words you'll hear.

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

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

As an additional activity for Levels 4 and 5, encourage students to create and share their own slideshows and commentaries, using appropriate software such as PowerPoint.

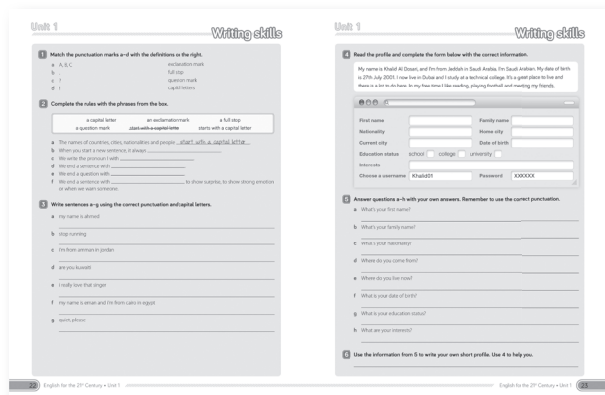
Teachers and students can pause and play back the commentary at any point. Subtitles can also be switched on and off to help students with parts of the slideshow they find tricky to understand.

- Transcripts can be found at the end of the course book. These should be used sparingly with students with lower levels of English as they can reinforce the idea that students need to catch every word.
- Visual organizers are available on the C21 website www.garneteducation.com/aou/student-resources as support for the note-taking phase of the listening activities and for the follow-up writing tasks.

Writing skills

Each unit introduces a Writing skills double-page spread to encourage the students to improve their writing skills through various guided activities. These help the students to learn how to produce connected texts in a variety of genres, following step-by-step guidelines. Students are encouraged to apply these guidelines on how to compose emails, text messages, postcards, personal profiles, application letters for professional contexts, etc.

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



Assessing progress

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

Planning ahead activities

Units 1, 3, 5, 7, 9 & 10

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 their progress and update their learning priorities and study plans.

Progress tests after every two units

Units 2, 4, 6, 8 & 10

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

Support material

Focus boxes

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

FOCUS

Grammar

Grammar Focus (Green)

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

FOCUS

Expression

Expression Focus (Pink)

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

FOCUS

Pronunciation

Pronunciation Focus (Yellow)

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

FOCUS

Writing

Writing Focus (Blue)

Provides information about English writing conventions and structures to help students improve their mechanics in written texts and assignments.

LANGUAGE REFERENCE

Every unit will provide a link within a 'Language reference' box, which will enable the students to learn more about the relevant grammar topics from each unit.

Activities

For some more extensive speaking or writing activities in the units, additional material can be found in the Activities

section at the back of the course book. These take the form of prompts such as charts or illustrations or full case studies and role-plays for pairwork and sometimes for small groups. For pairwork activities, where students exchange information, separate pages are provided for Student A and Student B so that they cannot see each other's information.

Transcripts

All the listening material is available in written form in this section. You can suggest to the students that they read the transcripts after the lesson as revision. You could also get the students to refer to the transcripts after a listening activity to check on anything they could not understand. However, students shouldn't focus too much on understanding everything, as this may slow down their progress.

Word list

The word list is a good resource for reviewing vocabulary. The word list contains all the words that the students should be aware of in a given unit. These words will also appear in each relevant unit and in the colour of each level course book. This will help the students understand the context they are used in. As suggested above, the students can use the word list in various ways to reinforce their understanding of the words and phrases they have studied.

Learning methods

One of the main dangers in language learning is for the teacher to talk too much, and become the main focus of class attention, instead of the students. C21 has been designed to maximize student-centred classroom interaction, and the notes in this teacher's book are written from this perspective. These general notes, and the unit-specific notes that follow them, present ways of putting students at the centre of learning.

Pairwork

Many activities in the course book lend themselves to pairwork, not just the ones shown as pairwork in the exercise instructions. Here is a procedure for introducing and exploiting pairwork in the reading of a dialogue.

- 1 Explain the task and make sure the whole class understands it.
- 2 Divide the class into pairs. Try to avoid students always working together in the same pairs.
- 3 With the whole class listening, the teacher reads the part of Speaker A with one of the students taking the part of Speaker B, perhaps only speaking the first few lines of the dialogue, while the rest of the class listens.
- 4 Another student takes the part of A and the teacher takes the part of B again, while the rest of the class listens. You can omit steps 3 and 4 if you think the class can start to work in simultaneous pairs without a 'model'.

- 5 Get the whole class to read the dialogue in simultaneous pairs, with each pair reading at their own speed, of course. The teacher should listen to different pairs, in larger classes walking around the room, noting mentally or on paper any points that are causing difficulty or need improvement, especially difficulties experienced by more than one pair.
- 6 When most pairs have finished, call the class to order.
- 7 Go over points that have been causing difficulty or need improvement and get one or two students to listen and repeat.
- 8 Get one or two pairs to redo the activity for the whole class, ensuring that they incorporate any corrections/improvements that you have mentioned.
- 9 Pairwork can often be followed up with written activities. Suggestions for these are given in the unit-specific notes.

Group work

Similarly, group work is a good way for students to do certain activity types, for example, discussion activities, in a way that is not dominated by the teacher.

- 1 Explain the activity and make sure the whole class understands it. Say what you expect at the end of the activity. For example, after the activity, you might want a spokesperson for each group to summarize what the group has discussed and the conclusions it has come to, being ready to summarize differing conclusions from within the group if necessary.
- 2 Divide the class into groups of three or four, and get students in each group to select a spokesperson, or, if they hesitate, appoint one yourself for each group. Try to avoid students always working together in the same groups. Also avoid groups always having the same spokesperson.
- 3 Get the students to start their discussion.
- 4 The teacher listens in to different groups, walking around the room if necessary, noting mentally or on paper any points that are causing difficulty, especially difficulties experienced by more than one group.
- 5 When most groups have finished, call the class to order.
- 6 Go over points that have been causing difficulty and get one or two students to listen and repeat after you.
- 7 Get the spokesperson from each group to give a summary of the outcome of its discussions. If there is time and interest, you can then develop a whole-class discussion, comparing the points of view of different groups.
- 8 Group work can often be followed up with written activities. Suggestions for these are given in the unit-specific notes below.

Unit-specific teaching notes

In the next part of this book, you will find step-by-step notes on the teaching of each unit, along with answers to exercises and suggestions for supplementary activities.

1

People & places

Vocabulary

- Countries and nationalities
- Capital cities

Grammar

- *be* with *I, you* and *we*

Language skills

- Speaking: Introducing yourself
- Speaking: Spelling names
- Listening: Understanding personal details
- Writing: Completing online forms

C21 SKILLS

Study skills

- Recording vocabulary

Communication

- Talking to classmates
- Checking information

As this is the first unit of the book, take it easy and be careful to make your explanations and instructions very clear. The first few lessons will help students to see and understand some of the features of the course.



The idea of this activity is to focus the students on the topic, activate some vocabulary related to it, and for students to make simple phrases and sentences about the photo, for example, *I can see lots of countries. I would like to travel to different countries. I visited France on holiday with my family.* See also the general comments in the Introduction (page 5 of these teacher's notes).

1A Where in the world?



Countries and nationalities;
Capital cities

- 1 With the whole class, get students to look at the table and find one or two of the countries on the map. Then get students to work on the countries in the rest of the table in simultaneous pairs. Walk around the class to monitor and assist, for example, with pronunciation of countries, particularly stress: *Brazil*, *India*, etc. When most students have finished, with the whole class get individual students to say: *Brazil is here*, *India is here*, etc.

- 2-3 Again, in simultaneous pairs, get students to complete the table. Walk around to monitor and help the students, for example, with stress of *China* vs *Chinese*. With the whole class, get individual students to read out the countries and nationalities with the correct stress, as shown in the underlined syllables in the answers below. Then, again in simultaneous pairs, get students to complete the table with the additional countries and nationalities and practise saying them with the correct stress.

Answers

	Country	Nationality
		-n
a	(Brazil)	(Brazilian)
b	(India)	Indian
	Ethiopia	Ethiopian
		-ese
c	(China)	(Chinese)
d	(Japan)	Japanese
	Taiwan	Taiwanese
		-ish
e	(Spain)	(Spanish)
f	(Poland)	Polish
	Sweden	Swedish
		-i
g	(Iraq)	(Iraqi)
h	(Oman)	Omani
	Saudi Arabia	Saudi

If students ask, you can say that *Saudi Arabian* is also correct.

- 4 With the whole class, prepare students for the exercise. Tell them they will probably also find countries

and nationalities that don't fit into any of the groups in the table, e.g., *France/French*.

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

FOCUS

Pronunciation

1.1 Play the whole recording, getting students to listen.

Then play the recording again, stopping after every pair to get individual students to repeat.

Work on any remaining difficulties, particularly those relating to stress.

Transcript 1.1

Brazil, Brazilian	India, Indian
China, Chinese	Japan, Japanese
Spain, Spanish	Poland, Polish
Iraq, Iraqi	Oman, Omani

- 5 With the whole class, get students to look at the first photo and to say where it is. Teach or remind them of the expression: *Perhaps it's ...*

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

With the whole class, get students to call out the answers.

Work on the stress of cities, e.g., Baghdad, Beijing, Brasilia, Madrid, Muscat, New Delhi, Tokyo, Warsaw.

Answers

Clockwise from top left: Warsaw, Baghdad, Beijing, Tokyo, New Delhi, Muscat, (Brasilia), Madrid

- 6 With the whole class, ask questions like the one shown and elicit answers from individual students.

Then get individual students to ask you one or two questions, and answer them.

Get students to work in simultaneous pairs. Walk around the class to monitor and assist where necessary, making sure that students are using correct stress of countries and nationalities, and also of *Yes, it is* and *No, it isn't*.

With the whole class, get particular pairs to ask and answer some of the questions, incorporating improvements you made earlier. Work on any remaining difficulties.

Answers**Country**

Poland
Iraq
Oman
China
Japan
India
Brazil
Spain

Capital city

Warsaw
Baghdad
Muscat
Beijing
Tokyo
New Delhi
Brasilia
Madrid

FOCUS**Pronunciation**

1.2 Play the whole recording, getting students to listen. Then play the recording again, stopping after every pair to get individual students to repeat.

Transcript 1.2

Baghdad, Jordan, Muscat
Lebanon, Delhi
Brazil, Iraq, India

C21 SKILLS**STUDY SKILLS: Recording vocabulary**

Draw students' attention to the C21 skills reference, and introduce the idea of C21 skills. (Look at the Introduction to these teacher's notes for more on these.)

As this is the first time students will meet them, spend a little time explaining what they are, using language appropriate for the students' level, but don't give a long lecture. Students will learn more about what C21 skills involve as they proceed through the book.

Get students to complete the exercises on page 24 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 85 of this book.

- 7** Explain the task and get students to work in pairs. (The complexity of this task will depend on whether your students are from one country, or more than one.) Walk around the class to monitor and assist where necessary.
- With the whole class, get particular pairs to draw and label their maps quickly on the board, and to quickly talk about them.
- Work on any remaining difficulties – stress in names and nationalities, for example.

- 8** **1.3** Give students an idea of what they are about to hear. Teach the expression 'introduce yourself' if necessary.

Play the recording once right through.

Then play it again, pausing after each item, getting students to identify the nationality in question.

Answers

Hitomi – Japan
Hassan – Egypt
Indira – India
Felipe – Spain

Transcript 1.3

- a** I'm Hitomi from Japan. I live in Kyoto.
b And I'm Hassan El Masry. I'm Egyptian. I'm from Alexandria in Egypt.
c Hi. I'm Indira. I'm from New Delhi in India.
d Me? Oh, yes, my name is Felipe. I'm Spanish. I live in Madrid.

FOCUS**Writing****Capital letters and punctuation**

Students should focus on the correct use of capital letters and punctuation. Take the students through the information and work on the examples with the class.

- 9** Read the example and then introduce yourself with your name and nationality, and where you are from. Then get individual students to stand up one by one and introduce themselves.
- Work on any remaining difficulties and get one or two students to introduce themselves again, incorporating your improvements.

1B About me

 *be with I, you and we*

- 1** **1.4** Tell students they are going to hear a conversation between Mark and Rashid, and explain the task.
- Play the recording once right through. Comprehension should be straightforward as the conversation contains points seen earlier, but explain difficulties if there are any. Play the recording again, stopping after each line of the conversation, and elicit the answers.

Answers

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

Transcript ▶ 1.4

Mark Hello. I'm Mark, one of the teachers.

Rashid Hello. I'm Rashid.

Mark Where are you from, Rashid?

Rashid I'm from Oman.

Mark Are you from Muscat?

Rashid No, I'm not. I'm from Salalah.

FOCUS

Grammar

be with I, you and we

Go through the explanations. (Teach or remind students of the meaning of *positive* and *negative*.)

Get students to read the exchanges in pairs for the whole class.

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

- 2 Explain the task and emphasize that students have to use information about themselves.

Write this skeleton conversation on the board so that students get the idea.

- Hello. I'm (name).
- Hello. I'm (name).
- Where are you from, (name)?
- I'm from (country).
- Are you from (town)?
- Yes, I am./No, I'm not. I'm from (town).

Get students to practise it in simultaneous pairs.

Walk around the class to monitor and assist where necessary.

With the whole class, work on points that need improving. Ensure students are correctly using capital letters and punctuation as in the Focus Writing box on page 16 of the course book.

Then get individual pairs to stand up and repeat the dialogue with their own information for the whole class.

FOCUS

Pronunciation

▶ 1.5 Get students to close their books and play the recording once right through.

Then play it again, stopping after each phrase, getting the whole class, and then individual students, to repeat.

Then, with books open, go through the material and get individual students to read the examples.

Transcript ▶ 1.5

I am	<i>I'm</i>	I am not	<i>I'm not</i>
you are	<i>you're</i>	you are not	<i>you're not/you aren't</i>
we are	<i>we're</i>	we are not	<i>we're not/we aren't</i>

- 3 Introduce this task by writing up the different persons of the verb *to be* on the board, getting students to tell you what to write.

Explain the task and go through it quickly with the whole class. Work on any points that come up, e.g., using *is* after the name of a city or country.

Answers

- a Hello. Where are / is you from?
b I is / am from Abu Dhabi.
c Is / Are you Abu Dhabian?
d No! Abu Dhabi is / are the capital of the United Arab Emirates. I'm Emirati.
e Is / Are you students?
f Yes, I am / are. I'm studying at Qatar University.
g My friend isn't / aren't a student.
h She lives here. She is / am Qatari.

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

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

Answers

- a I'm not from London.
b I'm from New York.
c You're on an English course.
d You aren't/You're not a teacher.
e We're students at college.
f We aren't/We're not good friends.

- 5 ▶ 1.6 To prepare students for the task, go through numbers up to 100, getting students to correctly stress easily confused numbers such as 13 and 30, 14 and 40, and so on (*thirteen* vs *thirty*, etc.).

Explain the task and play the recording, getting students to underline the numbers they hear.

Go through the answers and explain any remaining difficulties.

Then get students to repeat the numbers using the correct stress.

Answers

20, 16, 17, 18, 21

Transcript 1.6

- a Hi. It's my birthday tomorrow. I'm 20 years old.
- b My brother is 16 and I'm 17.
- c I start university next year when I'm 18.
- d In my country, we have a big celebration when you are 21 years old.

- 6**  Do this activity in simultaneous pairs.

Then, with the whole class, get two or three pairs in turn to say the exchange with the rest of the class listening, as ever, concentrating on correct stress.

Work on any remaining difficulties.

FOCUS

Expression

Talking about ages

Go through the explanation. Point out that English uses *be* with ages, rather than *have*, used in many other languages when talking about age. Also point out that you can say *I'm 18* or *I'm 18 years old*, but not *'I'm 18 years'*. Tell students that there is also the easier option of just saying *18* in reply to the question *How old are you?*

- 7** Explain the task and get students to work on it in pairs. Tell them that there may be several correct answers.

Walk around the class to monitor and assist where necessary.

Make a final check that each pair has come up with correct and plausible questions. Write the questions below up on the board.


Possible answers

- a Are you 19 years old?
- b Are you from Colombia?
- c Are you friends?
- d Are you at university?
- e Are you Japanese?

- 8** Then get students to ask and answer their questions in simultaneous pairs, either their own or the ones on the board.

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


When students have finished, get one or two pairs to read their questions and answers to the whole class, incorporating any improvements that you have suggested.

- 9**  Get students to do this writing task individually. Walk around the class and check that they are on the right track, completing the form with their details.

With the whole class, work on any problems, especially those that more than one of the students has been experiencing.

Possible answers

Name: Mitsuko Tanaka	I'm Mitsuko Tanaka.
Country/City: Japan/Kyoto	I'm from Japan. I'm from Kyoto.
Nationality: Japanese	I'm Japanese.
Age: 22	I'm 22 years old.

- 10**  In large classes, get students to introduce themselves to each other in small groups. In smaller classes (fewer than about eight students), get individuals to stand up and introduce themselves to the whole class.

Work on stress (the syllables to say loudest) and intonation (rise and fall of the voice).

Get one or two students to repeat, incorporating your improvements.

C21 SKILLS

COMMUNICATION: Talking to classmates

Get students to complete the exercises on page 25 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 85 of this book.

1c Personal information

Understanding personal details

- 1** With the whole class, get students to think of other situations where they spell their names. They might suggest all sorts of places where you make reservations, e.g., stations, or ask for services, e.g., government offices. Do not spend too much time on this.

- 2 Get students to look at and pronounce *full name*, *first name* and *family name*. If students ask, you can also say that *surname* is an alternative for *family name*.

They will probably say the name David Beckham, so ensure that they do this with correct stress and without pronouncing the *h* of Beckham.

Answers

full name: David Beckham
first name: David
family name: Beckham

FOCUS

Pronunciation

▶ 1.7 Play the recording and get students to repeat the letters, simultaneously and individually.

Transcript ▶ 1.7

say /eɪ/ a h j k
she /i:/ b c d e g p t v
ten /e/ f l m n s x z
my /aɪ/ i y
go /əʊ/ o
you /u:/ q u w
car /ɑ:/ r

- 3 Get each student to underline the letters in their first name and then get two or three students to spell out their names for the whole class.

- 4 Get students to work in pairs to write down names and then spell them for their partner.

Walk around the class to monitor and assist where necessary. Make sure they do not mix up often-confused letters such as *a* and *r*, *e* and *i*, *g* and *j*, etc.

Then get two or three students to repeat some of the names they said, this time for the whole class.

- 5 Get students to look at and discuss the photo in pairs for a few minutes.

Elicit students' ideas. Review the expression *Perhaps it's ...* from Section A.

Write any new words, for example, *conference*, on one side of the board and come back to them at the end of the class, at the beginning of the next one and later in the course in order to 'test' new vocabulary.

- 6 ▶ 1.8 Following on from the photo above, tell students they are going to hear a conversation between two people. Play the recording and elicit the answers. Explain any difficulties.

Answers

The two people are Tom Sandos and a receptionist. They are probably in a conference centre or a hotel (where a conference is being held).

Transcript ▶ 1.8

Tom Hello. I'm Tom Sandos. I'm here for the conference.
Receptionist OK. Can I have your family name, please?
Tom Yes, it's Sandos.
Receptionist Can you spell that, please?
Tom Yes, S-A-N-D-O-S.
Receptionist Sorry, can you repeat that?
Tom S-A-N-D-O-S.
Receptionist Fine. And can you spell your first name?
Tom T-O-M.
Receptionist OK, thanks.

- 7 ▶ 1.8 Play the recording again. Get students to complete the conversation in pairs. Walk around the class, monitoring and assisting.

Answers

a Tom Sandos
b family
c Sandos
d spell
e S-A-N-D-O-S
f repeat
g S-A-N-D-O-S
h spell
i T-O-M

C21 SKILLS

COMMUNICATION: Checking information

Get students to complete the exercises on page 26 of the course book now, or come back to them later. The teacher's notes for the exercises are on pages 85–86 of this book.

LANGUAGE REFERENCE

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

- 8 Get pairs to read the exchange simultaneously. Walk around to monitor and assist where necessary. With the whole class, work on any difficulties, particularly any pronunciation and intonation issues (e.g., the contraction *I'm*).

Then get two or three pairs to read the exchange for the whole class.



Online forms

- 1 Do as a rapid-pace whole-class activity (but don't go too fast in relation to students' ability).

Get students to read the text. Make sure they are reading this, and not the sentences.

Work on any unknown vocabulary and write up unfamiliar words on the board and come back to them at the end of the class, and thereafter.

Get students to complete the sentences individually, working on any difficulties. Walk around the class, monitoring and assisting.

With the whole class, elicit the answers.

Work on any remaining difficulties (for example, the pronunciation of *Columbia*, the form *interesting* not *interested*, etc.).

Answers

- a Her first name is Min-Jung.
 b She's from Seoul.
 c She lives in New York.
 d She goes to Columbia University.
 e She is x years old. (Get students to calculate this in relation to today's date.)
 f She's interested in football and art.

- 2 Explain the task and explain *registration form*.

Get students to work on this exercise in pairs, crossing out mistakes (explain *cross out*) and giving correct information instead. Walk around the class, monitoring and assisting.

Answers

Your first name	Min-Jung
Your family name	Lee
Your date of birth	16/5/1998 14/06/1998 DD/MM/YYYY
Your current country	USA
Your home country	South Korea South Korea
Education status	school college university ✓
Interests	football football, art
Choose a username	leemj
Password	JR0#34 (needs longer password)

- 3 Get students to complete the form on page 167.

Walk around the class, monitoring and assisting.

With the whole class, work on any common problems, but don't pre-empt the next activity. (If students mention it, talk about the American way of writing dates, MM/DD/YYYY, for example, with Lee Min-Jung's date of birth: 06/14/1998.)

4

Get students to check each other's forms in relation to the three criteria.

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

With the whole class, work on any remaining difficulties.

Writing skills

Get students to complete the activities on pages 22–23 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 75–76 of this book.

2

Introductions & conversations

Vocabulary

- Jobs
- Interests
- Titles and names

Grammar

- *be* with *he, she, it* and *they*

Language skills

- Reading: Reading for specific details
- Writing: Writing quiz questions
- Writing: Writing a profile
- Speaking: Talking about your interests
- Speaking: Introducing another person
- Listening: Listening for specific details

C21 SKILLS

Study skills

- Reading the question carefully

Communication


- Using titles and names



To focus students on the topic, read through the questions. Some examples of when you might need to introduce people include at a meeting or at a dinner. You could give people's names and where they are from.

2A Talking about other people

 *be* with *he, she, it* and *they*


1-2  Get students to look at the photos and read the information, and work on the exercise in pairs.

Walk around the class, monitoring and assisting.

Work on any common difficulties, but don't give the answers yet.

Answers

- a**
- 1 She's
 - 2 Where's
- b**
- 3 What's
 - 4 He's
 - 5 Is
 - 6 isn't
 - 7 He's

3  **2.1** Play the recording and get students to check their answers and complete the profiles.

Work on any remaining difficulties.

Get students to read the exchanges in simultaneous pairs, and then get a few pairs to read them for the whole class, incorporating improvements you have made, for example, on the intonation of questions.

Answers

Name	(J. K. Rowling)
Job	Writer
Country	UK
Name	José Mourinho
Job	Football manager
Country	Portugal

Transcript 2.1

- A** What's her name?
B J. K. Rowling. She's a writer.
A Where's she from?
B She's from the UK.
A What's his name?
B José Mourinho. He's a football manager.
A Is he Brazilian?
B No, he isn't. He's Portuguese.

FOCUS

Writing

Capital letters and punctuation

Students should focus on the correct use of capital letters and punctuation. Take the students through the information and work on the examples with the class.

FOCUS

Grammar

be with *he, she, it* and *they*

Read through the information and get individual students to read the sentences and questions.

Explain anything that is not yet clear. Highlight the use of *is* for *he, she* and *it*, and the use of *are* with *they*.

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

4 Explain the task and ask students to work on it individually.

Walk around the class, monitoring and assisting.

With the whole class, elicit the answers.

Answers

Dr Mehmet Oz is a professor of surgery at Columbia University. It isn't his only job. He is also a television talk-show host. He is Turkish-American. Dr Mehmet is married to Lisa Lemole. She is also a talk-show host and an author of bestselling books. Their television shows and books are about health and lifestyles. They are both famous television personalities.

FOCUS

Pronunciation

 **2.2** Play the recording and get students to repeat all together and individually.

These should be quite familiar by now, but do work on any remaining difficulties.

Note the difference between the 's sounds – *he's* /z/ and *it's* /s/.


Transcript 2.2

he is	<i>he's</i>	he is not	<i>he isn't/he's not</i>
she is	<i>she's</i>	she is not	<i>she isn't/she's not</i>
it is	<i>it's</i>	it is not	<i>it isn't/it's not</i>
they are	<i>they're</i>	they are not	<i>they aren't/they're not</i>

- 5 Explain the task and get students to work on it in pairs. As ever, walk around the class, monitoring and assisting. With the whole class, elicit the answers and clear up any remaining problems. If necessary, explain that *She's not Japanese, He's not famous* and *They're not at university* are also possible, but don't get into this unless someone asks.

Answers

- a (He's)
- b She isn't
- c It's
- d He isn't
- e They're
- f They aren't
- g Where's
- h What's

- 6  **2.3** Play the recording and get students to double-check their own answers. Get individual students to read the complete sentences for the rest of the class.

Transcript 2.3

- a He's a famous footballer.
- b She isn't Japanese.
- c It's a city in Kuwait.
- d He isn't famous.
- e They're from Germany.
- f They aren't at university.
- g Where's she from?
- h What's his name?

- 7 Introduce the task and get students to practise pronunciation of the names of the people, the professions and the places, especially *businessman*. (*Business* should be two syllables not three – correct any tendency for students to say 'busynessman'.)
- 8 Get students to work on the quiz in pairs. Walk around the class, monitoring and assisting where necessary.

Answers

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

- 9 Before getting pairs to check their answers with other pairs, show how they should use the alternative answers as a basis for their questions, for example:
Is Lionel Messi from Spain/Argentina/Brazil?


Is Mercedes a famous French/Italian/German car company?

Get each pair to confer with another pair in order to check their answers, using the types of forms shown above.

With the whole class, check all the answers and clear up any remaining problems.

Answers


- a a footballer
- b German
- c Pakistan
- d Lebanese
- e Japan
- f German

- 10  This exercise is probably best done as homework – individually, or in pairs or small groups.

Tell students they can look on the internet in order to design their quiz. Bring their attention to Wikipedia® as a good source of information, if they don't already know about it.

Don't forget to get students to administer their quiz to each other in the next class, and to use their quizzes for language work related to what you've covered in this unit.

Reading student profiles

- 1  With the whole class, get students to match the interests (lettered) with the photos (numbered).

Answers

- 1 b, e
- 2 g
- 3 f
- 4 h
- 5 c, d

- 2 With the whole class, get students to talk about this. Help them with any vocabulary that they need. (If the question is not relevant to their circumstances, move on quickly to the next exercise.)
- 3 Explain the task, go through points a–h, explaining where necessary, and get students to work on it in pairs. Walk around the class, monitoring and assisting. With the whole class, elicit students' opinions. (No answers are given here as there are no 'right answers'. The purpose of the activity is to encourage discussion.) Work on any important vocabulary and other language points that have emerged, in a way that is appropriate for students' language level.
- 4 Explain the task and get students, in pairs, to match the points in 3 to the profiles. Walk around the class, monitoring and assisting. With the whole class, get a different pair to talk about the information relating to each of the three student

profiles, giving their reasons, using *It says*, for example, *It says that Funda comes from Izmir: this is c.*

Go through the answers again, getting individual students to identify the items of information in the text that relate to each point.

Go over any new vocabulary that has come up during the activity, and revise it later, as ever.

Answers

- 1 a, b, c, d, h
2 a, c, d
3 a, c, d, e, f, g

- 5 Do this as a fast-paced whole-class activity. Elicit answers from individual students. Then get students to ask and answer in simultaneous pairs.

After that, get particular pairs to ask and answer each question for the whole class.

Answers

- a No, she isn't. She's 18.
b Yes, she is.
c No, he isn't. He's from Sudan.
d Yes, he is.
e No, she isn't. But she lives in Vancouver now.
f Yes, she is.

C21 SKILLS

STUDY SKILLS: Reading the question carefully

Get students to complete the exercises on page 41 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 86 of this book.

- 6 Explain the task and get students to work on it in simultaneous pairs. At this point, get them to complete the table from memory.

Walk around the class, monitoring and assisting.

With the whole class, go through the answers. Introduce and teach the expression *Are you sure?*

Get students to go back to the previous page to check any information that they are unsure of.

Answers

	Funda	Abdul	Fawzia
a is on an International Business course	✓		✓
b is a part-time student			✓
c thinks the course is interesting			✓
d thinks people are friendly	✓		

e has children			✓
f is in a university sports team		✓	
g is a member of a university club	✓		

- 7 Explain the task. Get students to look at page 33 to check the photos.

With the whole class, elicit the answers.

Answers

- a Funda – 2
b Abdul – 1, 4
c Fawzia – 3, 5

- 8 With the whole class, get students to go back to Fawzia's profile on the previous page and answer the questions.

Answers

- a interests
b fan
c favourite

Work on pronunciation and stress of *interests*. (To those who enquire, confirm that *favourite* is spelt *favorite* in AmE.)

- 9-10 Get students to work individually on their interests.



Walk around the class, monitoring and assisting with vocabulary where necessary.

In simultaneous pairs, get students to ask and answer questions about each other's interests. Work on any remaining difficulties.

Then get some of the pairs to do this for the whole class.

2B Introductions


Introducing another person

- 1   2.4 Introduce the task and explain *tutor* – in the UK, a university teacher who teaches small groups of students. (Students from some other places where the only teaching is in large groups in vast lecture theatres will be unfamiliar with this.)

Play the recording and elicit the answers.

Answers

- a medical student
b year
c first

Transcript  2.4

Kay Dr Marlin. This is my friend, Jane. Dr Marlin is my tutor.

Dr Marlin Hello. Nice to meet you, Jane.

Jane Nice to meet you, Dr Marlin.

Dr Marlin Are you a student here?

Jane Yes, I'm a medical student.

Dr Marlin A medical student? Which year are you in?

Jane I'm in the first year. It's hard work.

Dr Marlin I know. I am the course director.

FOCUS**Pronunciation****Connected speech**

Get students to listen to exercise 1 again and make sure they focus on the phrases in the box. Repeat the phrases a few times with the whole class.

- 2** Get students to read through the whole exercise before doing it, then get them to do the exercise individually or in pairs. Walk around the class to monitor and assist where necessary.


With the whole class, go through the answers and work on any difficulties, for example, the importance of saying *This is my friend*, not 'It is my friend' or 'He is my friend'.

Get students to read the exchanges simultaneously in pairs. Walk around the class, monitoring and assisting again.

With the whole class, get one or two pairs to read the exchanges. Work on any remaining difficulties, especially of stress and intonation.

Answers

- a**
- 1 is
 - 2 from
 - 3 Nice
 - 4 you
 - 5 too
- b**
- 6 Hi,
 - 7 This
 - 8 meet
 - 9 too

- 3**  Explain the task and, with the whole class, get a student to suggest a person's name, country and relationship to you, and write these on the board, e.g., Ariella, Italy, boss.

Write the following skeleton exchange on the board, based on the ones in 2 and, to give students the idea, read it with you as A and two students as B and C.


- A** Hello, _____.
- B** Hello, _____. This is _____ from _____. He's/She's my _____.
- A** Nice to meet you.
- C** Nice to meet you, too.

Then get students to form groups of three and prepare and have the conversation in the same way.

Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties.

Then get two or three groups to repeat their exchanges for the whole class.

- 4**  **2.5** Explain the task and go through the information in the table. Correct any tendency for students to say 'freeyends' for *friends*. Work on the difference between *colleague* and *college*.

Play the recording once right through. Then play it again, stopping after each situation to give students time to complete the table. Play the recording a third time if necessary.

Elicit and discuss the answers.


Answers

Situations	First names	Title and family name, e.g., Mr/Mrs/Ms/Dr
Other students at college	✓	
Teachers at college		✓
Friends and family	✓	
Friends of my parents		✓
Colleagues at work	✓	

Transcript  2.5

At my college, we use first names with other students. With teachers, titles are really important. It's always Dr Lewis or Ms Charles. It's not polite to use first names with teachers.

At home, first names are OK with family and friends. With friends of my parents it's different. It isn't polite to use first names with older people, so I use the title and family name, for example, I say Mr Davies or Mrs Davies. My father is a businessman. All the people in his company are young. It's a small company and very informal and everybody uses first names. I'm not sure about other companies.

- 5**  Explain the task and get students to work in pairs.

Walk around the class, monitoring and assisting where necessary. Make sure that students are writing sentences, not just discussing the subject.

With the whole class, work on any problems they encounter.

Get pairs to read their sentences aloud for the whole class, and discuss them. For example, see if other students agree or not. Obviously, this will largely depend on whether students are from the same culture(s) or different ones.

C21 SKILLS**COMMUNICATION: Using titles and names**

Get students to complete the exercises on page 41 of the course book now, or come back to them later. The teacher's notes for the exercises are on pages 86–87 of this book.

LANGUAGE REFERENCE

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

2c Cool beauty   Slideshow

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

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

FOCUS**Expression**

Get students to practise the useful expressions provided in the box in pairs. Walk around the class to monitor their work.

Writing skills

Get students to complete the activities on pages 39–40 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 76–77 of this book.

3

Friends & family



Vocabulary

- Families and relationships
- Describing people

Grammar

- Possessive adjectives, *'s*, *have*, *has*
- *in* and *with*

Language skills

- Reading: Reading to find true/false information
- Speaking: Talking about your family
- Writing: Transferring information to a diagram
- Listening: Listening for specific details and key words



Talking point

With the whole class, get students to talk about the young people in the photo. As before, don't use language above their level.

Ask students to say whether they think the young people in the photo are friends or family and to explain their answers. There is no correct answer although the young people are likely to be a mixture of both friends and family, as it is highly likely that some of the young people are from the same family. Invite the students to say how the picture makes them feel.

C21 SKILLS

Study skills

- Organizing new words

Communication

- Asking for help
- Predicting a conversation

3A Happy families



Families and relationships

- 1 Get students to look at the photos and work on them in pairs.

Walk around the class to monitor and assist.

With the whole class, work on any common problems, getting students to listen and repeat.

- 2 Following on from the previous activity, go through the family vocabulary systematically, drawing a family tree on the board and labelling *father, mother, son, daughter*, etc. Work on pronunciation and stress, getting students to correctly say the words. They may have trouble, for example, with the *-th* of *father* and *mother*, the unpronounced *-gh* of *daughter*, etc.

Then, in pairs, get students to match the photos with the family names. Remind them that some words go with more than one photo.

Walk around the class to monitor and assist.

With the whole class, work on any difficulties. Then get one or two pairs to talk about their matches, giving their reasons. Ensure that they incorporate improvements you made earlier to pronunciation, etc.

Answers

- 1 c, i
2 a, f, g
3 (a), b, d, g, h, j
4 c, e, h

- 3 Explain *male* and *female* and draw the diagram on the board. With the whole class, get students to say which part of the diagram the words should go into. Work on any difficulties. (If students ask, say that the distinction that some languages make between a father's father and a mother's father does not exist in English – *grandfather* is used for both; similarly for *grandmother*. No need to get into *paternal grandfather* and *maternal grandfather* at this level.)

Answers

Male	Both	Female
(husband)	(children)	(daughter)
brother	parents	sister
father	grandparent	mother
grandfather	grandchild	grandmother
grandson		granddaughter
son		wife

- 4 Explain the task and get students to work on it in simultaneous pairs.

Walk around the class to monitor and assist. They may come up with *cousin, uncle, aunt, nephew, niece, brother-in-law, sister-in-law*, for example.

With the whole class, get particular pairs to say what they have found. Get students to come up to the board to add their words to the diagram. Work on meaning, stress and pronunciation.

FOCUS

Pronunciation

▶ 3.1 Students should be familiar with the idea of stress by now, but go through the information and get individual students to pronounce the words with the correct stress.

Play the recording once. Then play it again, stopping so that students can note down the number of syllables in each word.

Elicit the answers and clear up any misapprehensions.

Play the recording again, this time getting students to mark the stressed (or *strong*) syllable.

Elicit the answers. Then get individual students to repeat the words with the correct stress. Get students to be careful, too, with the correct vowel sound in *brother* and *cousin* – tell them it's the same sound as in the first syllable of *husband*.

Answers


wife	(1)	daughter	2
brother	(2)	husband	2
family	(3)	children	2
father	2	granddaughter	3
cousin	2	grandfather	3

Transcript ▶ 3.1

wife	cousin	children
brother	daughter	granddaughter
family	husband	grandfather
father		

FOCUS

Pronunciation

 **3.2** Play the recording and get students to repeat all together and individually.

These should be quite familiar by now, but do work on any remaining difficulties. Add some more words with similar sound (i.e., taught, fought, thought, etc.).

Transcript  3.2


bought

caught

C21 SKILLS

STUDY SKILLS: Organizing new words

Get students to complete the exercises on page 56-57 of the course book now, or come back to them later. The teacher's notes for the exercises are on pages 87 of this book.

 **3.3** Explain the task, and then play the recording once.


Play the recording again, stopping after each conversation. Elicit the answers. Discuss the answers, getting students to provide reasons.

Answers

Conversation 1 – Photo 3

Conversation 2 – Photo 1

Conversation 3 – Photo 2

Transcript  3.3

Conversation 1

Amira Here's a picture of me with my mother and father.

Jen Is the little boy your brother?


Amira Yes, he's six and his name's Hakim.


Conversation 2

Sachiko Here's a picture of me and my grandmother. We're in the sitting room in our house. My grandmother lives with us. She's very important to me.

Conversation 3

Brad Here's a photo of me on holiday in Canada. That's my younger sister, Connie. She's 14 and we're at the same school in Toronto.

 **6** This exercise assumes that students have photos of their family members on their mobile phones. If they do, go ahead with the exercise in groups if the class is large, or individually if not. Teach the word *relationship* if necessary. Ensure that students are applying the information about stress and pronunciation in relation to saying the words for family members.

 **7** Explain the task. Teach the word *important* if students don't know it, and get them to do the task individually.

Walk around the class, monitoring and assisting.

With the whole class, bring students' attention to the diagram and get them individually to place in it the people they listed in a. Again, walk around the class, monitoring and assisting.


With the whole class, work on any problems.


Get students to explain their diagrams to each other in pairs.

With the whole class, get one or two students to talk about their diagrams and the people in them.

3B Hometown

   Possessive adjectives, *'s*, *have*, *has*

 **1** Ask students to look at the text and identify a capital letter that is used incorrectly. When they identify the 'l' in the name *Liliana*, which needs to be capitalized, discuss the shape of upper and lower case letters and when capital letters need to be used.

 **2** Ask students to read the text individually and answer the questions with *T* (true) or *F* (false) in writing, getting them to find why the false answers are false. Walk around the class, monitoring and checking if there are any misapprehensions or problems with vocabulary, e.g., with *popular*.

With the whole class, check the answers.

Answers

a F – He has two brothers and a sister.

b F – His younger brother's name is Yousef.

c T

d F – His parents have a restaurant business.

e T

f T

FOCUS

Grammar

Possessive adjectives, 's, have, has

Go through the information and answer any questions. For possessive adjectives, write the complete list on the board, getting students to help you.

I you he/she/it we you (plural) they
my your his/her/its our your their

Point out the difference between *its* and *it's* as in *it is*.

For possessive 's versus s', explain that if there is only one person, the form is 's, but if there is more than one person then s' is used. With plural possessives, you put the apostrophe as soon as the plural is formed, e.g., children's.

For *have*, write the complete verb on the board, again with the help of students.

I have we have
you have you have
he/she/it has they have

Explain anything that is not yet clear. Highlight the use of *is* for *he*, *she* and *it*, and the use of *are* with *they*.

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

- 3 Get students to read through the text again and to suggest the answers.

Work on any difficulties. Point out again that possessive 's has nothing to do with the contraction for *is*, as in *he's a journalist*.

Answers

(possessive adjectives and 's)

I'm Kamal and I have two brothers and a sister. My younger brother is eleven and his name is Yousef. My older **brother's** name is Jamal and he's a journalist. My **sister's** name is Liliانا. She's a football fan and her favourite team is Barcelona. They are **Yousef's** favourite team, too. Our parents, Leila and Mario, have a restaurant in Beirut. Its name is the same as our family name, Malek. Their restaurant is very popular with local people and visitors to Beirut.

- 4 Remove from the board the possessive adjectives you wrote earlier and get students to find them again individually.
Walk around the class, monitoring and assisting where necessary.
With the whole class, work on any difficulties, for example, any confusion of *their* with *there*.

Answers

I	my	it	its
you	(your)	we	our
he	his	they	their
she	her		

- 5 Get students to work on the exercise individually. Again, walk around the class, monitoring and assisting. With the whole class, go through the answers, getting students to provide reasons.

Answers

- a mother's
b father's
c teacher's
d friends' (plural *friends*, so the apostrophe comes after the plural s)
e parents' (plural *parents*, so the apostrophe comes after the plural s)
f children's (plural *children*, so the apostrophe comes after *children* and before the s)

- 6 ▶ 3.4 Play the recording. Then play it again, stopping after each sentence to get students to repeat. Make sure they pronounce the voiced -s (/z/) sound of *friends'* and *children's* – voiced (i.e., with vocal cords/folds vibrating) because the preceding consonant is voiced.

Transcript ▶ 3.4

- a My mother's name is Sally.
b My father's car is white.
c My teacher's name is Phil.
d My friends' names are Jamie and Sam.
e My parents' house is old.
f Our children's school is very good.

- 7 Explain the task and prepare for it by writing up possessive adjectives on the board again, getting students to help you.

my our
your your
his/her/its their

Get students to read through the complete exercise before starting on it individually.

Walk around the class, monitoring and assisting. Make sure students are using capital letters for possessive adjectives at the beginnings of sentences where necessary (in b, c, d, f and g).

With the whole class, elicit the answers and work on any areas that require it.

Answers

- a your
- b His
- c Their
- d Our
- e my
- f Her
- g Its (Point out that some people who like dogs a lot would say *His*, so this answer is also correct.)

- 8 With the whole class, get students to talk freely about the photo, e.g., *There are four adults: two men and two women, and two children: two girls.*

Get students to read through the complete exercise before starting on it in pairs.

Walk around the class, monitoring and assisting.

When most pairs have finished, get each pair to compare their answers with another pair's answers. With the whole class, go through the answers with different students reading out the answers. Work on the pronunciation of *niece, nephew, brother-in-law, sister-in-law.*

Answers

- a Tim
- b Tina
- c name
- d his/David's
- e Laura
- f Tina, Sara's/Sara, Tina's
- g Tim's /Fiona's/Tim and Fiona's
- h Fiona

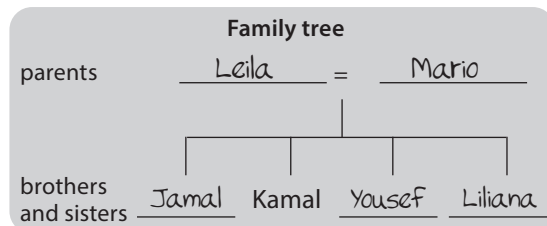
- 9 Ask and answer the examples with a particular student to give others the idea. Then, again in simultaneous pairs, get students to ask and answer the questions.

Walk around the class, monitoring and assisting, especially with possessive adjectives, but also correct intonation of *Wh-* questions (falling intonation).

With the whole class, get pairs to repeat their exchanges, incorporating any improvements that you made.

- 10 Explain the task. Check that students understand that it relates to *My hometown* on page 48 of the course book. Get students to complete the family tree in pairs.

With the whole class, elicit the answers and write up the family tree on the board.

Answers

- 11-12 Explain the task by getting one student to draw part of their family tree on the board, leaving some names blank and adding a few notes (e.g., 'lives in Australia', 'works in a bank', etc.) and getting other students to ask about the missing people.

Get students to work on their family trees in groups of three or four, and then present them to each other.

Walk around the class, monitoring and assisting.

With the whole class, work on any common problems.

Then get two or three students to present their family trees again, this time for the whole class, leaving gaps for other students to ask about.

C21 SKILLS**COMMUNICATION: Asking for help**

Get students to complete the exercises on page 57 of the course book now, or come back to them later. The teacher's notes for the exercises are on pages 87-88 of this book.

For extra support, encourage students to think of expressions they use to ask for help in the classroom (*I'm sorry, I don't understand./Can you explain, please?, etc.*). Remind students that it is important to react when they don't understand something.

3C First impressions**A B C Describing people**

- 1 Explain the expression *first impressions*. Go through the questions, explaining any difficulties.

Get students to work on the photos in groups of three or four. Walk around the class to monitor and assist where necessary with vocabulary, etc.

With the whole class, get individual students to report the 'findings' of their group.

- 2 Go through the vocabulary with the whole class, getting individual students to repeat the words and expressions. Point out that *hair* in this context is singular, unlike in many other languages. Work on pronunciation of difficult words, for example, *glasses* and *beard*. (Get students to contrast the latter with 'bird'.)

Answers

Top row left-right: T-shirt, beard, short hair, long hair
Bottom row left-right: blonde hair, glasses, headscarf, shirt

- 3 3.5 Explain the task, tell students that they will be working on it individually, and play the recording right through. Tell students they will need to hear the recording two or three times to be sure of the answers.

Then play the recording again, this time stopping after each item or two to allow students to match the names and the photos.

With the whole class, get individual students to talk about the people using correct sentences, for example, *Rosa has long hair*.

Answers

Top row left–right: Cheng, Marcus, Rosa

Bottom row left–right: Professor Hanson, Bo, Leila, Marcel

Transcript 3.5

- 1 The girl with long dark hair is called Rosa. She's 17 and she is in her last year at school in Bogotá in Colombia. She's on an exchange programme with my school, and she's staying with my family.
- 2 The young woman with the black headscarf is a student at Princeton. Her name's Leila and we're on the same Business programme. She's very clever. She's one of the best students in our year.
- 3 The young man in the red T-shirt is called Cheng. He's from Kowloon in Hong Kong. He's 18 and he has his own business.
- 4 – Who's the guy with short hair and a beard?
– That's Marcus. He's a university student from Warsaw. He has a summer job in our company. He's a nice guy and very hard-working.
- 5 – Who's the man in the blue shirt with glasses?
– That's one of my colleagues. His name's Bo and he's from Singapore. He's very good at his job.
- 6 – The guy with brown hair in the blue shirt is my colleague, Marcel.
– Where's he from?
– He's from France. He's a friendly guy, and tells very funny stories. I like him a lot.
- 7 The woman in the white shirt with blonde hair is one of my teachers, Professor Hanson. She's an excellent teacher. All her lectures are very interesting.

- 4 Continuing on from the previous exercise, get students to work on this exercise in pairs.

Walk around the class, monitoring and assisting as ever, to see what students are writing down and help them if they get stuck.

Answers

- a hair
b headscarf
c T-shirt

- d beard
e glasses
f shirt
g shirt, blonde

FOCUS

Grammar

in and with

Go through the points here as a follow-on from previous exercises and as a prelude to the next one.

Get students to say the sentences naturally, without stressing the prepositions.

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

- 5 Do this exercise at a good pace with the whole class. Work on pronunciation of (perhaps) difficult words, such as *sunglasses*, and get individual students to read out the sentences when they are complete.

Answers

- a in
b with
c in
d with

- 6 Explain the task and get the class to work in pairs. Walk around the class, monitoring and assisting. Work on any problems, especially with prepositions and possessive adjectives. Work on any difficulties with the whole class. With the whole class, get individual pairs to repeat some exchanges.



Listening for specific details


- 1 3.6 Look at the photo. Ask students if they take selfies, i.e., photos of themselves. Perhaps they can show some examples on their smartphones.

With the whole class, ask the questions to individual students. Elicit possible answers, e.g., **a** probably friends; **b** It's hard to say (teach this expression); **c** again, it's hard to say but possibly on holiday


Play the recording. Listen to the conversation two or three more times, stopping at key moments if necessary. Elicit the answers from the whole class.

Answers

- a They are family and friends.
b Karem is a student, but the rest of them have jobs.
c They are on holiday.

Transcript  3.6

- Murat** This is a photo of me taking a selfie with my three good friends. I am in the blue denim shirt, with the camera.
- Anna** And who's the young woman in the white top, with long hair?
- Murat** Oh, that's my wife. Her name's Hulya and she's a music teacher. She's a very good singer. The guy with a beard is my friend, Karem. Karem's a very clever guy. He's a medical student in his last year at Ankara University.
- Anna** OK. And who's the other girl?
- Murat** That's Hulya's friend, Melike. She's really nice. She's from Izmir like us, but she lives in London now. She has a job in a big department store. *Harrods*, I think.
- Anna** And are you a student, Murat?
- Murat** No, I have a job. I'm a website designer.
- Anna** Are you at work in the photo?
- Murat** No, we are all on holiday in Turkey.

- 2**  **3.6** With the whole class, work on the pronunciation of *clothes*, *shirt*, etc. *Clothes* is particularly difficult, and you can tell students that it helps just to say 'cloze'.

In simultaneous pairs, get students to list the clothes that they can remember from the recording. Then play the recording.

Discuss the 'Other words' from the recording. Ask students which items are 'key' and should go in here. (The ones given below are possibilities, but students may have other ideas.)

Answers

Clothes: (shirt), top

Faces: (beard), hair

Adjectives: (clever), blue, denim, young, white, long, good, nice, big

Other words: (friends), music teacher, medical student, university, department store, website designer, holiday

C21 SKILLS**COMMUNICATION: Predicting a conversation**

Get students to complete the exercises on page 58 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 88 of this book.

LANGUAGE REFERENCE

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


- 3** With the whole class, get students to give the answers to complete the table.

Name	Job/Study	Relationship to Murat
Murat	website designer	–
Hulya	music teacher	Murat's wife
Karem	medical student	Murat's friend

- 4** Explain the task and get students to complete it in simultaneous pairs.

Answers

- a** friends
b shirt, camera
c in, with
d That's
e with
f who's

- 5**  Explain the task and tell students what the overall process will be by outlining the points below to them. Get students to work on it in groups of four.

One person in each group starts by taking a selfie of the group.

All members of each group should then work on what they want to say about the photo, taking notes about people, faces, clothes, etc., applying language points from the previous exercises.

Students take it in turns to talk about the selfie to other members of their own group of four.

Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties.

Then get representatives of two or three groups to talk about the photo that they took. (Get each student to walk around the class showing the selfie to everyone, before talking about it and pointing to people in it.)

Writing skills

Get students to complete the activities on pages 54–55 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on page 77 of this book.

4

Networks

Vocabulary

- Events

Grammar

- Pronouns *he, she, it, we* and *they*

Language skills

- Reading: Reading for detail
- Reading: Reading to match information
- Writing: Using pronouns
- Writing: Writing a description
- Listening: Listening for conversation styles
- Speaking: Using conversation styles

C21 SKILLS

Communication

- Writing style
- Responses in conversations



Talking point

Introduce the Talking point by asking how many of the students already know what they want to do in their future courses or careers. Then ask: *Where can you get help to choose the right course or career?* For the rest of the class, ask for ideas about where they can get help and advice. Students should be able to identify: friends and family, libraries, the internet, and possibly also careers advisors and job fairs. Some students may have experience of training on how to write curriculum vitae or how to write internet profiles for sites such as LinkedIn. Ask the students to think about special events such as college open days, and job fairs, and also seminars and lectures (online or face to face). Ask: *What type of events are useful? Who can you contact to help you?* Get them to list ideas in order of usefulness.

4A Careers

Events

- 1 Get students to look quickly at the three leaflets on the page and write *job fair* and *stands* up on the board, explaining these words.

With the whole class, get students to discuss the two questions, eliciting sentences like:

People go to job fairs to look for a job, and

Companies have stands at job fairs to find people to work for them, or

Universities have stands at job fairs to tell people about their courses.

(Do not get into more advanced vocabulary like *candidate*, *recruit*, *application*, etc. Use language suitable for the students' level.)

- 2 Give students time to read and absorb the exercise and the information in the three leaflets. Walk around the class and provide help where necessary. With the whole class, work on any problems, for example, the meaning and pronunciation of *career* and *confused*. Get students to look at the exercise and work on it individually or in pairs. Again, walk around the class to check what students are underlining. With the whole class, elicit the answers. Explain why the answers are correct – get students to point out the places in the leaflets where they found these answers.

Answers

- a school
- b phone
- c young people
- d local
- e young people
- f universities

- 3 Explain the task and get students to work on it in groups of three.

Help students as usual, and then, with the whole class, get students to give the answers. Write the whole table up on the board, and get individual students to come up to fill in the gaps.

Answers

- a London Connect Job Club
- b 11 July
- c 19 June
- d 3 p.m.
- e 2.30 p.m., 5.30 p.m.
- f £50
- g £15

- 4 Explain *profile* and *final year* and any other vocabulary that you think your students will not understand.

In threes, get students to read the profile and to choose the right event.

Get individual students to use *because* when giving their reasons to the whole class.

Possible answers

The Computer Games event on 16 September because:

- she's interested in IT and computer games
- she isn't interested in a university course
- she's on holiday with her family in July, so she can't go to the first Computer Games event, or either of the two London Connect Job Club dates.

- 5 Get students to do this task for homework, researching information on the internet.

Tell students that they will make short individual presentations in the next lesson, and don't forget to include it in your lesson plan. In large groups, students can do their research in pairs. Then get particular individuals to present their information. If there isn't enough time to hear from every individual/pair, get some students to give information, but don't tell them in advance who will be doing this.

FOCUS

Pronunciation

4.1 Play the recording and get students to repeat the words simultaneously and individually. These should be quite familiar by now, but do work on any remaining difficulties.

Transcript 4.1

writer
September
computer
speaker
clever
answer
teacher


 Pronouns *he, she, it, we* and *they*

- 1 Get students to look at the two texts, and to answer the questions. (Explain *repeat* and *good reputation* if necessary.)

Answers

- a A
b B, because it uses pronouns so that names are not repeated.

- 2 Get students to look through the sentences and elicit answers from the whole class.

Answers

- a They
b We
c he
d it
e It, They
f She, We

C21 SKILLS**COMMUNICATION: Writing style**

Get students to complete the exercises on page 71 of the course book now, or come back to them later. The teacher's notes for the exercises are on pages 88–89 of this book.

LANGUAGE REFERENCE

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

- 3 Go through the possible pronouns, and then, either individually or in pairs, get students to use them to replace the underlined words in the sentences.

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

Answers

- a He is a good speaker.
b The science course is interesting.
c We are on a business course.
d She is interested in a university course.

- 4 Explain the task and get students to work on it individually. Give students time to read and absorb the text before they attempt the exercise.

Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers.


Answers

Hello Marti,

The English course is great! It is at the right level for me. I have two good friends, Lola and Hiroshi. We are the same age and our birthdays are in June. Lola is from Italy. She is in London for six months. She has a part-time job in a café in the evenings. Hiroshi is from Japan. He is very good at English. The school has interesting courses in the afternoons. Hiroshi and Lola are on a Business course. It is very hard work, but they think it's very useful.

Write soon.

Your friend,
Yasmin

- 5  Get students to look again at the email in 4 and use it as a model. Get students to make notes about their two friends before they start writing. Then students use facts from their notes to write an email. Check that the emails are between 50 and 80 words long.

FOCUS**Expression****Informal emails**

Go through the phrases used to open and close emails with the class. What other phrases do they know?

4B Conversations about careers and people

 Conversation styles

- 1  **4.2** Get students to say what they can see in the photo. Teach the expression *have a chat*.

Tell students they are going to hear two versions of a conversation between a company rep and a student. Get students to look at the exercise on the page. Play the recording once or twice and elicit the answers.

Answers

- a 1
b 1
c 2

Conversation 2 is better because the company rep doesn't ask all the questions and Tom gives extra information in his answers.

Transcript ▶ 4.2**Conversation 1**

- Company rep** Are you a student here?
Tom Yes, I am.
Company rep What course are you on?
Tom I'm on a Business course.
Company rep Do you want to work in business?
Tom Yes, I do.
Company rep What would you like to do?
Tom I would like to be a manager of a business.
Company rep That's great, our company is looking for graduates at the moment ...

Conversation 2

- Company rep** Are you a student here?
Tom Yes, I am. I'm on a Business course.
 I would like to be a manager of a business.
Company rep That's great, our company is looking for graduates at the moment.
Tom Oh really, that's interesting.
Company rep Yes, we are. If you like, I can give you my business card. You can call me when you finish university and we can have a chat.
Tom Oh, thanks! That would be great.

- 2** Get students to look through the conversation and then get a couple of students to read it for the whole class, as a model. Work on meaning, stress and intonation.

Get students to read the conversation in simultaneous pairs, integrating what you have told them about stress and intonation. Then, with the whole class, get students to look through the points, and elicit the answers.

Answers

- a** What do you enjoy most about university?
 What is the most difficult thing about it?
b Really!
c I don't like the early morning lectures.
 I get up early every day, but I don't like it!
d What course did you study at university?

C21 SKILLS**COMMUNICATION: Responses in conversations**

Get students to complete the exercises on page 71 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 89 of this book.

- 3** ▶ **4.3** With the whole class, go through the words in the box and explain any that students do not know, getting individual students to repeat them.

Tell them that they will hear five conversations and they have to identify the missing words in the conversations. With the whole class, get students to suggest what might go logically in the gaps, before they hear the recording, explaining why.

Play the recording once and then again, stopping after each conversation. Elicit and discuss the answers, getting students to say if the ideas they had before they heard the recording were correct.

Play the recording once again, getting individual students to repeat. Work on stress and intonation.

Get students to read the conversations in simultaneous pairs. Then get a different pair to read each conversation (i.e., Pair 1 reads Conversation a, Pair 2 reads Conversation b, etc.), incorporating any improvements that you made.

Answers

- a** 24, teacher
b age, class
c actor, films
d Ibrahim, son
e football player, team

Transcript ▶ 4.3

- a** **A** What is your university course?
B My course is Geography. We learn a lot about the environment.
b **A** What do you want to do when you finish university?
B I want to get an environmental job. I want to help the planet.
c **A** What skills do you need for your course?
B I need to write essays and do a lot of research.
d **A** What is the best thing about your course?
B I learn about other countries all around the world. I know about every continent!
e **A** What is the worst thing about your course?
B Sometimes we have too much work to do. And it makes me worry about climate change.


- 4** ◊ Get students to go back to page 47 of the course book and look at their diagrams and to choose three names from it. Demonstrate this for the whole class by getting one student to say three names from their diagram, and ask them about these people, as in the examples, with you as A and the student as B.

Get all students to do the same in simultaneous pairs, telling them first who is A and who is B in each pair.

Walk around the class to monitor and assist where necessary. Note any common difficulties.

Get the pairs to swap roles so that A becomes B and B becomes A, repeating the process above.


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

- 5  Demonstrate the conversations with individual students, as below.

Sample conversations

- a **A** I like tennis. How about you?
B I like rugby.
- b **A** Are you from France?
B Yes, I'm from Lille./No, I'm from Switzerland.
 How about you?
A I'm from Spain.
- c **A** My favourite writer is Paulo Coelho. How about you?
B My favourite writer is Gillian Flynn.

Other possible subjects for c: actors, sports figures. Avoid politicians and religious figures, living and dead.

- 6  Get students to look back at the conversations in 3. With a stronger student, get them to choose a topic for conversation among those suggested in part a, e.g., a good friend at work or college. Have a conversation with this student to give the others the idea.

Allocate topics to different pairs and get each pair to plan their conversation, using the headings 'Questions' and 'Extra information'. Walk around the class to check that students are preparing correctly, looking back at 3 and using the prompts given in the mind map.

Write *Tell me about your ...* on the board. Tell students that they must start their conversations like this.

Then get pairs to enact their conversations simultaneously. Again, walk around the class, monitoring and assisting where necessary.

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

With the whole class, for each topic, get one or two pairs to repeat their conversations, incorporating any improvements that you made.

4c Look at me!



Slideshow

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

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

FOCUS

Expression

Get students to practise the useful expressions provided in the box in pairs. Walk around the class to monitor their work.

Writing skills

Get students to complete the activities on pages 69–70 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on page 78 of this book.

5

Work



Vocabulary

- Jobs
- University subjects

Grammar

- Prepositions *for* and *in*
- Present simple with *I, you, we* and *they*
- *a* or *an*

Language skills

- Speaking: Talking about career goals
- Listening: Listening to complete notes
- Reading: Reading to identify paragraph topics
- Writing: Writing an online profile

C21 SKILLS

Study skills

- Word partnerships
- Study words

Communication

- Classroom language



Talking point

With the whole class, get students to look at and comment on the photos, saying what they can see, but don't push them to use language beyond their level, of course. (Some may anticipate use of the present continuous and say, for example, 'Three men are working on a building. They are cleaning windows.' etc.) Then get them to discuss the four questions.

Question 1: The men are window cleaners, deep-sea divers and firemen.

Question 2: Write up names of jobs that students suggest, helping them with the correct English names for these jobs if necessary. Write them up on one side of the board and come back to them at the end of the class, quickly testing students on them.

Question 3: Get students to say 'I want to be a ...'. Insist on use of 'a/an'. If students' level is good enough, get them to say a few words about why.

Question 4: Don't get into 'degree', 'masters', etc. Just get students to say things like 'I want to be a banker. I want to do economics at Cairo University.' or 'I want to be a pilot. I want to train to be a pilot in Florida.' (Teach 'train' at this point.)

5A My job



Jobs

- 1 Tell students that they will be looking at the vocabulary of jobs.

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

With the whole class, go through the answers. Work on stress and pronunciation, getting students to repeat after you. For example, insist on the correct *ch* sound of *architect*, the non-pronunciation of the *g* in *designer*, etc.

Then get individual students to say 'He's an engineer', 'She's a designer', etc., using full sentences.

Answers

- a (engineer)
- b architect
- c scientist
- d police officer
- e nurse
- f designer
- g construction worker
- h lawyer
- i journalist

- 2 Teach *dangerous* and get individual students to repeat with the correct stress.

Get students to work on the exercise in pairs. Walk around the class to monitor and assist where necessary. Ask individual students to explain why they have chosen to classify the jobs in the way that they have.

Possible answers

Dangerous jobs: (police officer), construction worker

Interesting jobs: (designer), engineer, scientist, police officer, nurse, lawyer, journalist

Jobs with good salaries: (engineer), architect, designer, lawyer

(Students may have other valid suggestions.)

- 3 Ask students, still in pairs, to think of one or two other jobs to add to each of the three categories. Help them with the names of these jobs in English.

Then combine pairs into groups of four and get the pairs to exchange their ideas with each other. Walk around the class to monitor and assist where necessary.

With the whole class, get individual students to repeat the additional dangerous, interesting and good-salary jobs that they came up with and write them on one side of the board, working on correct English forms and

pronunciation. Get them to say why they think they are dangerous or interesting. On the issue of good salaries, if there are students from more than one country in your class, get them to comment on salaries for the same job in different countries – they might be surprised that differences can be large. Come back to these jobs to revise them later.

- 4 5.1 Prepare students for what they are going to hear – nine people talking about their jobs. Students have to match each one to the photos in 1.

Play the recording and then again, pausing after each person to allow students to match the number of the person with one of the photos in 1.

With the whole class, go through the answers and work on any difficulties. Depending on their level, play the recording again and work on other vocabulary from the recording, e.g., meaning and pronunciation of *colleagues*, *parts*, *fashion company*, etc., but don't spend too long on this as you look at workplaces in 5.

Answers

- 1 e
- 2 h
- 3 a
- 4 f
- 5 c
- 6 i
- 7 b
- 8 d
- 9 g


Transcript 5.1

- 1 I'm a nurse in a hospital. The best thing about my job is the people. I have very friendly colleagues.
- 2 I'm a lawyer. I work for a German law firm. It's my first job after university so I have a lot to learn. I'm lucky I have a very helpful boss.
- 3 I'm an engineer in a factory. We're a large company with 2,000 people, and we make parts for cars.
- 4 I like my job. I'm a designer for an Italian fashion company in Milan. It's an expensive city so I'm lucky I have a high salary.
- 5 I'm a scientist. I work for a university. I work in a laboratory with six colleagues. The salary isn't good, but I have long holidays. That's important for me.
- 6 I think I have an interesting job. I'm a journalist for the *New York Times*. Every day is different. I'm in the office some days and some days I work at home.
- 7 I'm an architect and I work in the centre of London. I'm lucky I have flexible hours. I can change the time I start and finish work. I have small children so that's important for me.

- 8 Some days I work in the day and other days I work at night. I'm a police officer in the USA. It can be a dangerous job, especially at night.
- 9 I live in Stockholm in Sweden, but my job is in Dubai. I'm a construction worker for an international company. I work very long hours. I start early in the morning and finish late at night.

FOCUS

Pronunciation


 **5.2** Go through the information with the whole class and get students to repeat the examples here, and the names of all the jobs from 1, getting them to say how many syllables there are in each, and which syllable is stressed. Play the recording as students underline the stressed syllables. Play the recording again getting the students to listen and repeat.

Answers

- | | | |
|---|---------------------|------|
| a | engineer | 3 |
| b | architect | 3 |
| c | scientist | 3 |
| d | police officer | 2, 3 |
| e | nurse | 1 |
| f | designer | 3 |
| g | construction worker | 3, 2 |
| h | lawyer | 2 |
| i | journalist | 3 |

Transcript  5.2

- | | | | |
|---|----------------|---|---------------------|
| a | engineer | f | designer |
| b | architect | g | construction worker |
| c | scientist | h | lawyer |
| d | police officer | i | journalist |
| e | nurse | | |

- 5**  Get students to name different workplaces they have seen in previous exercises and then get them to give other examples. Insist on use of third-person -s with the verbs, but don't worry too much about exact pronunciation – they will see this later in the unit.

Answers

- a The engineer works in a factory.
 b The architect works in an office.
 c The scientist works in a laboratory.
 d The police officer works outside.
 e The nurse works in a hospital.
 f The designer works in an office.
 g The construction worker works outside.
 h (The lawyer works in an office.)
 i Some days the journalist works in an office and some days she works at home.

FOCUS

Grammar

Prepositions *for* and *in*

Go through the examples with *for* and *in* and get students to give other examples. *For* has the neutral vowel sound *schwa*. Show how these prepositions are not stressed and get students to say expressions with *for* and *in* that have come up in the previous exercises.

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

- 6** Do this exercise with the whole class. Ask students what they learnt about *in* and *for* in the Focus box above. (*For* + companies, *in* + places.)

Elicit the answers.

Answers

- a (for)
 b for
 c for, in
 d for, in

C21 SKILLS

STUDY SKILLS: Word partnerships

Get students to complete the exercises on page 87 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 89 of this book.

- 7** Go through the meaning and pronunciation of the adjectives in relation to each noun, as their meanings will be clearer in relation to those nouns, but don't elicit the answers yet.

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

With the whole class, elicit the answers.

Try not to get into complicated discussions with students, for example, on the idea that a particular job, in the sense of 'task', could be long, i.e., last a long time. They might also say that a company is helpful with its customer service, but steer clear of all this if you can.

Answers

- a (long)
 b high
 c large
 d helpful
 e high
 f helpful

- 8 5.1 Play the recording again and stop after each person, eliciting from students the collocations that they hear used to describe jobs and colleagues. The answers below also give other possible collocations and adjectives to work on. Some adjectives are not used in collocations here, e.g., *lucky*, but ask students for collocations that they might occur in, e.g., *lucky man*, *lucky woman*.

Answers

- 1 friendly colleagues
- 2 helpful boss (also point out *lucky*)
- 3 large company
- 4 high salary (also point out *expensive city*)
- 5 long holidays (also *salary isn't good*)
- 6 interesting job (also *every day is different*)
- 7 flexible hours (also *small children*)
- 8 dangerous job
- 9 international company, long hours

FOCUS**Pronunciation**

5.3 Play the recording and get students to repeat the words simultaneously and individually. These should be quite familiar by now, but do work on any remaining difficulties.

Transcript 5.3

good, long
dangerous, large
high, sigh

- 9 Explain the task and demonstrate what is required by getting one stronger student to talk about him or herself. Then get students to work on it in pairs. Walk around the class to monitor and assist where necessary.

With the whole class, get individual students to talk about their partner, combining the information from parts a and b of the exercise, e.g., 'Juan's choices are interesting work, high salary and long holidays. For him, it's important to have interesting work, to earn (teach this word if they don't know it) a high salary and to go on (teach this verb, too) long holidays.'

- 10 Get students to complete the sentence about themselves. Then get them to talk to other students (not just their partner) to find out what they want to do, using the pattern in b. If necessary, get two stronger students to do this as A and B before starting the task with the whole class.

Walk around the class to monitor and assist where necessary.

Work on any common difficulties, e.g., use of article before the name of the job, etc.

Get three or four random pairs to do the activity again for the whole class.

Go over any remaining difficulties.

5B My life

Present simple with *I, you, we* and *they*

- 1 5.4 Tell students that they will be looking at the present simple. As this is the basic present form, they will already know something about it.

Explain the task and play the recording. Elicit the answers. Remind the students to give reasons for their answers.

Answers

Conversation 1 relates to the left-hand photo and Conversation 2 to the right-hand one.

Transcript 5.4**Conversation 1**

Gina Do you have lunch at work?
Tomas Yes, I do. I have lunch in the cafeteria.
And you?

Gina I don't stop for lunch. I have a sandwich at my desk.

Conversation 2

Sasha Where do you live?
Aisha I live with my parents. They have a house in town. What about you? Do you live at home?
Sasha No, I don't. I live in a student residence. It's very nice.

- 2 5.4 Get students to look through both conversations and play the recording again, stopping regularly to allow students to complete the conversations.

With the whole class, check the answers and explain any difficulties, e.g., *cafeteria* and *student residence*.

Answers**Conversation 1**

- a lunch
- b cafeteria
- c sandwich

Conversation 2

- d do
- e live
- f have
- g Do
- h don't

FOCUS

Grammar

Present simple with *I, you, we and they*

Go through the information, but do not get into explanations using language above students' level.

Set one or more of the exercises in the workbook, if students have copies, for homework.

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

- 3 Read through the examples with the students. Then get students to do the exercise individually orally or in writing.

If students do the exercise in writing, walk around the class to monitor and assist where necessary. Looking at students' writing will allow you to see common difficulties, which you can then work on with the whole class.

With the whole class, get individual students to read out what they have written and correct pronunciation, where necessary – insist on students using the contraction *don't*, rather than the full form, and the correct pronunciation of the verb *live*.

FOCUS

Writing

Subject-verb agreement

Different verb forms come after different subjects in present simple sentences.

Get students to practise saying sentences using the third form singular and plural of verbs.

- 4 Go through the verbs in the box.
Explain the task and get students to complete the profile individually.
Walk around the class to monitor and assist where necessary.
With the whole class, work on any common problems that you have noticed.
Then get one or two students to read out the whole profile, insisting on correct pronunciation, especially of words like *colleagues*.

Answers

- a (work)
- b don't stop
- c have
- d like
- e don't like
- f live
- g don't go out
- h go

- 5 Start this activity by writing two sentences about yourself on the board, one true and one false.

Get individual students to interact with you, as in the examples and the possible exchange below.

Possible exchange:

- A (you) My mother is Australian.
- B (student) I think that's true.
- A (you) Yes, you're right.
- A (you) I don't have a car.
- B (student) I don't think that's true.
- A (you) No, you're wrong. I really don't have a car. I can't drive!

Then get students to interact in similar ways, in simultaneous pairs.

Walk around the class to monitor and assist where necessary.

With the whole class, get two or three pairs to repeat their exchanges.

- 6 Do this as a fast-paced whole-class activity. Elicit the answers.

Work on any difficulties, for example, the repeated *do* in *What do you do?* Explain that *do* appears once as part of the question structure and once as a main verb.

Answers

- a Do you work in the city?
- b Where do you live?
- c Do you speak Spanish?
- d What do you do?
- e What do you study?
- f Do you like music?

FOCUS


Pronunciation

- 5.5 Go quickly through the information.

Play the recording and get students to repeat, paying special attention to the pronunciation of *do you* as if it was one word, as well as the rising intonation of questions containing *do you*.

Transcript  5.5

- a Do you work in the city?
- b Where do you live?
- c Do you speak Spanish?
- d What do you do?
- e What do you study?
- f Do you like music?

- 7  5.6 Explain the task and get students to do it in pairs. Play the recording, stopping after each conversation, so students can compare what they hear with the questions they came up with.

Answers

- a Do you live with your parents?
- b Do you like sports [or *sport*]?
- c Do you have lunch at college?
- d Do you study English?
- e Do you speak Chinese?

(Other answers are possible as long as they are logical. Discuss them with your students.)

Transcript  5.6

- a A Do you live with your parents?
B No, I don't. I live in a student residence.
- b A Do you like sports?
B Yes, I do. I like all sports, especially basketball.
- c A Do you have lunch at college?
B No, we don't. We have lunch in a café near college.
- d A Do you study English?
B Yes, I do. I study English in a language school.
- e A Do you speak Chinese?
B No, I don't, but I speak a little Japanese.


- 8 Get students to read the exchanges in simultaneous pairs. Work on any problems and then get individual pairs to read their exchanges for the whole class.
- 9 To give students the idea, do the first item with the whole class. Get students to suggest the first word, then the second word, gradually writing the whole question on the board. Point out that the question mark is always last.

Then get them to do the other items individually, or for homework if you are running out of time.

Walk around the class to see what the common difficulties are and then deal with them with the whole class. With the whole class, elicit the answers and work on any other difficulties.

Answers

- a What interesting jobs do your friends have?
- b How do you relax after class?
- c What do you like about your course?
- d What kind of books do you like?
- e What social networking sites do you use?
- f Where do you have lunch on weekdays?

- 10  Get students to interview each other in simultaneous pairs and get each student to note down the answers given by the person they speak to. Walk around the class to monitor and assist, for example, with vocabulary – job titles, leisure activities, kinds of books, etc.

With the whole class, work on any difficulties of vocabulary. Then get two or three students to talk about their partners, e.g., *Leah's friends have some very*

interesting jobs. For example, she has a friend who is a pilot. After class, to relax, she goes to the pool to swim. Work on any remaining difficulties.

C21 SKILLS**STUDY SKILLS: Study words**

Get students to complete the exercises on pages 87–88 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 89 of this book.

For extra support, give some examples of study words:


listen
match
check
use
true/false
complete
include
add
put in order

LANGUAGE REFERENCE

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

5c Career choices


 University subjects

- 1  Get students to quickly match the subjects and the pictures, individually suggesting the answers.

Answers

- a (architecture)
- b chemistry
- c economics
- d engineering
- e languages
- f mathematics
- g medicine
- h science
- i tourism

- 2 Get students to suggest other subjects, write them on the board and come back to them later to revise them.

FOCUS

Pronunciation

▶ **5.7** Play the recording and work on the pronunciation and stress of the subjects, getting individual students to repeat after you. Ensure that students correctly stress the names of the subjects. In addition to stress, ensure students pronounce the following correctly:

- the *ch* of *architecture* and *chemistry*
- the final *s* of *economics*
- the correct *g* sound in the first syllable of *engineering*
- the *gu* sound and the final *es* of *languages*
- the final *s* of *mathematics*
- the unstressed first *i* of *medicine*
- the sound of the *i* in *science*
- the voiced *s* in *tourism*

Transcript ▶ 5.7

architecture
chemistry
economics
engineering
languages
mathematics
medicine
science
tourism

- ▶ **5.8** Tell students that they are about to hear three students talking about what to study at university. Bring their attention to the notes on the right-hand side of page 82 in the course book, explaining any difficulties (for example, *marks*).

Play the recording.

Answers

mathematics, science, chemistry, languages

Transcript ▶ 5.8

- 1 My name is Ahmed. I'm not sure what to study at university. I'm good at mathematics. In my free time, I like making things. One of my hobbies is making model aeroplanes. I don't want to work in an office all day.
- 2 My name is Cheng. I have good marks in all science subjects and my favourite subject is chemistry. My father and mother are doctors, but I don't want to be a doctor. I'm not sure what to study.
- 3 My name is Isabel. I'm good at languages. My mother is from Singapore and we speak Chinese at home. I learn English and Spanish at school. I like travel and I want a job with people from other countries. I don't want to study languages.

- ▶ **5.8** Play the recording again. Have students compare with a partner, then play the recording for each conversation again and elicit the answers for each one.

Answers

- Ahmed** Good at mathematics
Likes making things, especially model aeroplanes
- Cheng** Good marks in all science subjects
Favourite subject is chemistry
- Isabel** Good at languages
Likes travel and wants to work with people from other countries

- ▶ Explain the task and get students to work on it in simultaneous pairs.

Walk around the class to monitor and assist where necessary. Make sure that students are providing reasons for their choices.

With the whole class, elicit answers about each of the three speakers, getting your students to give their reasons. Ensure students use third-person -s and correct forms of questions.

Possible answers

- 1 **A** What's the best course for *Ahmed*?
B I think the best course is *Engineering* because *he's good at mathematics* and *he likes making things*.
 - 2 **A** What's the best course for *Cheng*?
B I think the best course is *Chemistry* because *he's good at chemistry* and *he doesn't want to be a doctor*.
 - 3 **A** What's the best course for *Isabel*?
B I think the best course is *Tourism* because *she wants a job with people, she likes travel* and *she doesn't want to study languages*.
- ▶ Get the students to complete their questionnaire first. Then get them to ask questions about another student's answers.

C21 SKILLS

COMMUNICATION: Classroom language

Get students to complete the exercises on page 88 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 90 of this book.

FOCUS

Writing

Conjunctions

Get students to practise the use of conjunctions as a class. Write a sentence on the board: *I like playing the piano and the guitar.* Ask students to give you other examples using *and*. Do the same for the other conjunctions.



Identifying paragraph topics

- 1 Explain the vocabulary of the task, for example, the word *goals*. (Students may be familiar with this word from football, of course.)

Then, with the whole class, get students to identify the paragraphs.

Answers

- a Paragraph 1
b Paragraph 3
c Paragraph 2

Ask students about their own online profiles on social networking sites. What sort of information do they share?

- 2 Get students to read Femi's profile individually.

Then get them to point out all the uses of *a* and *an*. Ask why *an* is used in front of *excellent photographer*. (Because of the following vowel in *excellent*.)

Answer

My name's Femi El Masry and I'm 19. I'm from Sharm El-Sheikh in Egypt. I'm a student at New York University and I study Tourism Management. It's a very interesting course. I speak fluent English and Arabic.

My academic interests are languages and economics. In five years time, I want to be a hotel manager.

In my free time, I help with university conferences. I welcome visitors when they arrive and I take photos of the conference. I love photography and I'm an excellent photographer.

Contact me if we share interests.

FOCUS

Grammar

a or an

Go through the information with the students. As indicated, point out that *an* is not used in front of *u* where the *u* represents the sound *yu* (/j/) as in *university*.

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

- 3 Do this exercise as a fast-paced whole-class activity, getting students to explain their answers.

Answers

- a (a)
b an (because of the following vowel)
c a (not *an*, because of the *yu* (/j/) sound in *university*), an
d an, an (because of the following vowels)
e an (because of the following vowel), a
f an (because of the following vowel), a

- 4 Explain the task and get students to do it in class or for homework. If they do it in class, walk around the class to monitor and assist where necessary. Ensure that students are following the three-paragraph structure.

Get students to redraft their profiles following any general or individual comments you have made, especially in relation to *a* and *an*.

- 5 If students have written their profiles in class, collect them and make a poster display as suggested.

Otherwise, collect profiles in the next lesson and make the poster display then. Decide how much pre-correction you will provide before the students display their material. One approach is to allow them to write without intervention from you, and then point out places where there are errors, getting students themselves to correct them.

In both of the above cases, get students to make statements about themselves and their classmates as in the example.

FOCUS

Writing

Sentence structure

Get students to practise the structure of a simple sentence as a class. Write an example on the board: *I love cakes.* Ask students to give you other examples individually.

FOCUS

Writing

An online profile

Take the students through the information in the box and encourage them to do the exercises in the Writing skills section.

Writing skills

Get students to complete the activities on pages 85–86 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on page 79 of this book.

6

Jobs around the world

Vocabulary

- Companies and activities

Grammar

- Present simple with *he, she* and *it*

Language skills

- Speaking: Talking about other people's jobs
- Reading: Reading to find true/false information
- Listening: Listening for specific details
- Writing: Writing a job description

C21 SKILLS

Study skills

- Skimming a text

Communication

- Checking, confirming and correcting




Talking point

This unit is about working in different countries. Introduce the topic by asking the students to think about countries where people might go to work or study. Ask them to think of any experiences they or their friends or family have of working in another country, or what they know from books, the internet or other sources. Ask: *How is the way of working the same? How is it different?* Students should list some ideas about: the working week, the way that companies work, and any cultural similarities or differences. Ask the final question. It is possible that students won't think there are any advantages, but some possible advantages are travel (also a possible disadvantage), opportunities to learn about other cultures, to learn new languages, and to understand how large companies work.


6A Working around the world

 Present simple with *he, she* and *it*

- 1  Take students through the company description, explaining any vocabulary difficulties (e.g., *alarm systems* and the difference between *sales* and the verb *sell*). Then, with the whole class, get students to answer the questions. Explain that *make* means 'manufacture' or 'produce' here. Do not get into a long explanation of the differences between *make* and *do*.

Elicit the answers. Get individual students to read the complete items, insisting on correct pronunciation, for example, *of offices*.

Answers

- a (office) alarm systems
b Sydney, Australia
c employees all over the world
d sales offices
- 2  **6.1** Tell students to look at the exercise and that they will hear a conversation that will give them the answers.

Play the recording. Then play the part about Keri Anderton again, stopping to give students time to complete the answers.

Get individual students to read the completed sentences, ensuring they pronounce the third-person -s of parts b to e. (Don't worry too much about the voiced -s of *travels* versus the unvoiced -s of the other verbs. The key thing is that there should be an audible -s.) Then follow the same procedure for Alex Yeo.

Answers

Keri Anderton

- a (International Sales Manager)
b works
c travels
d visits
e understands

Alex Yeo

- f IT Manager
g works
h travels
i doesn't use
j uses

Transcript 6.1

Interviewer What does Keri Anderton do?

Man Keri's the International Sales Manager. She works at the head office in Sydney.

Interviewer Does she travel a lot for her job?

Man Yes, she does. She visits the sales offices every month, and goes to international trade fairs. She has a very busy job.

Interviewer Does she speak other languages?

Man No, she doesn't, but she understands a little Chinese and Japanese.

Interviewer What does Alex Yeo do?

Man He's the IT Manager in the Hong Kong office.

Interviewer Does he travel a lot in his job?

Man Yes, he does, but mostly in China. He also has meetings at the head office every month.

Interviewer Does he speak good English?

Man Yes, his English is excellent. He doesn't use it every day. But he needs it for emails and reports.

FOCUS


Grammar

Present simple with *he, she* and *it*

Go through the information and get students to do the related exercises. For extra practice, the students are invited to see Section A of the digital workbook.

FOCUS

Pronunciation

 **6.2** This is an opportunity to work on the three different pronunciations of the third-person -s. Play the first few words on the recording and get students to say what they hear. Then play the rest of the recording and get students to complete the table.

With the whole class, elicit the answers. Point out that the sound of the third-person -s depends on the previous sound, e.g., voiced /s/ in *sell* is followed by final voiced /z/.

Answers

Sound 1 /s/	Sound 2 /z/	Sound 3 /ɪz/
speaks	(does)	organizes
works	goes	studies
	sells	uses
	travels	

Transcript 6.2

does goes organizes sells speaks
studies travels uses works

- 3 This exercise is fairly self-explanatory – point out that students must use the verbs in brackets at the end of

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

With the whole class, elicit the answers. Insist on correct pronunciation of third-person -s.

Answers

- a (doesn't speak), uses
- b goes, doesn't give
- c has, doesn't have
- d works, doesn't speak
- e doesn't use, needs

4 Explain the task and do it as a whole-class activity.

After going through the answers, anticipate the next activity by getting students to read the questions again at natural speed, not over-stressing *does*.

Answers

- a Where does she work?
- b Does she use English at work?
- c Does he speak Chinese?
- d How many employees does it have?
- e What products does it sell?
- f Does he travel on business?

FOCUS

Pronunciation

▶ 6.3 Read the information and play the recording, stopping after each question to get students to repeat individually or as a class.

Transcript ▶ 6.3

- a Where does she work?
- b Does she use English at work?
- c Does he speak Chinese?
- d How many employees does it have?
- e What products does it sell?
- f Does he travel on business?

FOCUS

Pronunciation

▶ 6.4 Play the recording and get students to repeat the verbs in the third form simultaneously and individually. These should be quite familiar by now, but do work on any remaining difficulties.

Transcript ▶ 6.4

organizes uses finishes washes teaches

▶ 6.5 Explain the task and get students to look through all of the questions and answers. (If necessary, explain that Amy is a woman and Tomas a man.)

Play the recording. Students can already start to match the items. Elicit the answers that students have already got. Then play the recording again, stopping after any answers that students didn't get the first time.

Check the remaining answers and get students to read the exchanges in simultaneous pairs, concentrating on the natural rhythm of questions with *does* and the final -s of third-person verbs.

With the whole class, get different pairs to read the exchanges again.

If any students ask, confirm that companies can be considered singular or plural, so the questions *What do ATC Systems do?* and *How many employees do DAS have?* and the statement *It has 600 employees* are also possible.

Answers

- a (She works for ATC Systems.)
- b It sells computer software.
- c She organizes sales conferences.
- d Yes, she does. She uses it every day.
- e He works in Mexico for DAS.
- f It has 600 employees.
- g No, he doesn't. He works in the office all day.

Transcript ▶ 6.5

- a A Who does Amy work for?
B She works for ATC Systems.
- b A What does ATC Systems do?
B It sells computer software.
- c A What does Amy do in her job?
B She organizes sales conferences.
- d A Does she use English at work?
B Yes, she does. She uses it every day.
- e A Where does Tomas work?
B He works in Mexico for DAS.
- f A How many employees does DAS have?
B It has 600 employees.
- g A Does he travel for his job?
B No, he doesn't. He works in the office all day.

7 Read through the information about Selma Systems and the people in 2 again. Get students to work in simultaneous pairs to write questions. Walk around the class to monitor and assist, and to make sure that students are using a mix of question structures.

Then get students to form new pairs to ask and answer questions.

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

- 8 Get the students to read the profiles. One pair reads Takeshi Yuda's profile on page 169. The other pair reads Sophia Tradelli's profile on page 174. Get the students to ask questions to fill in the blank profile at the bottom of the pages. The students use the answers to the questions to write a paragraph.

Finding true/false information

- 1 Explain the idea of routines, for example, by talking about your own and then get students to discuss the questions in groups of three or four. Walk around the class, monitoring and assisting.
- With the whole class, get representatives from different groups to report back on their discussion to the whole class. If in a mono-nationality class, get students to justify their opinions. If in a multi-nationality class, compare and contrast different countries.

C21 SKILLS

STUDY SKILLS: Skimming a text

Get students to complete the exercise on page 101 of the course book now, or come back to it later. The teacher's notes for the exercise are on page 90 of this book.

- 2 With the whole class, write the three possible headings on the board. Then get students to skim through the profiles very quickly (less than a minute) and get them to close their books.

Elicit the answer. Get students to open their books again and to say why the answer is correct. (Teach the expression *The main point ...* as in 'The main point of each profile is the routine of each man.'). Get students to read the profiles in detail.

Answer

b

- 3 Explain the task and get students to read through the sentences. Get students to read the two profiles in pairs in more detail and then do the task. Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers. Get students to say where in the profiles the answers can be found.

Answers

- a (T)
 b F – They are typical. ('Like many Korean people, Lee works long hours.')
- c F – She doesn't work.
 d T – But he only works four days a week.
 e F – She doesn't take work home.
 f T

- 4 Point out to students that this activity is the opposite of skimming – it's looking for specific information, in this case, particular words.

With the whole class, get students to find the words, write them up on the board and 'test' them at the end of the class.

Answers

- a co-workers
 b canteen
 c normal
 d teenage kids

- 5 Get the students to complete the table on page 170 of the course book with information about Lee Jong-Man and Sara Al Azmi.

Answers

	Lee Jong-Man	Sara Al Azmi
Country	South Korea	Kuwait
Working week		
Days per week	6	4
Working hours	8.30 a.m.– 8/9 p.m.	7 a.m. – 3 p.m.
Lunch break		
Minutes/hour(s)	1 hour	30 minutes
Place, e.g., canteen	in the canteen (with his co-workers)	doesn't take it
Annual holiday		
Days a year	15	24
Days he/she takes	5	24
Other interesting details	His wife doesn't work.	She has two children and her husband is an accountant at an American company. He works full-time.

- 6 This is an interpretation task designed to check that students have understood the differences between the two workplaces. Students are asked to suggest whether the speaker is Lee Jong-Man or Sara Al Azmi.

With the whole class, ask students to suggest some of the differences between Jong-Man's working life and Sara's. If necessary, elicit the number of hours they work, their holidays, and time with their respective families.

Explain to students that they need to think about each of the profiles as they guess who is the most likely speaker. Encourage them to explain their suggestions. You can do this either as a whole-class task or in pairs.

Answers

- a Sara
- b Jong-Man
- c Sara
- d Jong-Man

- 7** Get students to compare South Korea and Kuwait with their own country. Encourage them to give details about work hours and lifestyle in general.
- 8** The students will probably need a few days to put the information together. Students should share their information in class after they have completed their research. If there is time, get them to prepare and give a poster display.
- 9** This is a short project that gets the students to find out more about the culture of another country that they don't know. Get students to do this for homework and to report back in the next lesson. Ask each group of students to choose a country, or, to save time, allocate one to each group. Make sure each member of the group knows which sub-task they will be working on. Prepare them for the sub-tasks by discussing what sort of search queries they could type in on a search engine. For example, "typical working week Japan" or "lunch breaks France". An additional task would be to find out the number of public holidays in their country of choice. Tell students that they will present their information in the form of a poster. Don't forget to do this in the next class.

6B Communication skills

Listening for specific details

- 1** **6.6** Tell students that they will hear two conversations to make arrangements for a meeting. Get them to look through the questions. Play the recording for both conversations and elicit the answers. Play the recording again, stopping after the sentences that give the answers. Work on any remaining difficulties.

Answers

- book a meeting room – 2
- ask about the time of a meeting – 1
- ask the person to repeat information – 1
- correct wrong information – 2
- confirm information – 2
- repeat information to make sure she understands – 1

Transcript **6.6****Conversation 1**

- Fatima** Hi, Martin. It's about the meeting tomorrow. Do you know when it is?
- Martin** It's in the morning. Just let me check. OK. The meeting's at 11.
- Fatima** Sorry, what time?
- Martin** Eleven o'clock. And it's in room six.
- Fatima** OK. Eleven o'clock in room six.
- Martin** That's right. See you there.
- Fatima** Thanks, Martin.

Conversation 2

- Fatima** Hi, Thomas. It's Fatima. I want to book a meeting room for next Tuesday.
- Thomas** For next Thursday. Let me check.
- Fatima** No, for next Tuesday.
- Thomas** Next Tuesday. OK. And for how many people?
- Fatima** Eight people and me.
- Thomas** So a room for nine people?
- Fatima** That's right.
- Thomas** OK. That's fine, Fatima. I'll send you a confirmation email.
- Fatima** Thanks. Bye.

C21 SKILLS**COMMUNICATION: Checking, confirming and correcting**

Get students to complete the exercises on page 101 of the course book now, or come back to them later. The teacher's notes for the exercises are on pages 90–91 of this book.

LANGUAGE REFERENCE

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

FOCUS

Pronunciation

▶ **6.7** Explain the task. Tell students that the idea is to underline the word that contains the correct information. Explain they will be able to tell which word it is by listening to the unusual intonation and stress of the word.

Play the recording and get students to underline the correct information.

Work on any remaining difficulties.

Answers

- a No, it's on Friday afternoon.
- b No, it starts at ten.
- c No, it's on Friday at eleven.
- d No, it's Mark Smith. M-A-R-K.

Transcript ▶ 6.7

- a A The meeting is on Friday morning.
B No, it's on Friday afternoon.
- b A The conference starts at 9.30.
B No, it starts at ten.
- c A The next course is on Friday at ten.
B No, it's on Friday at eleven.
- d A The visitor's name is Mike Smith.
B No, it's Mark Smith. M-A-R-K.

- 2 Get a particular pair to read one or two of the conversations in the Focus box to give other students the idea. Then get all students to practise the conversations in simultaneous pairs.

Walk around the class, monitoring and assisting.

With the whole class, get different pairs to read the conversations again.

- 3 ▶ **6.8** Explain the task. Get students to look through the items and do the task with the whole class. Then play the recording as students check their answers. Get students to read the exchanges in simultaneous pairs. Check they are using correct stress and intonation in the checking questions. With the whole class, get different pairs to read each of the exchanges. Work on any remaining difficulties.

Answers

- a what
- b what
- c how many
- d what
- e how many

Transcript ▶ 6.8

- a A I have my holiday in July.
B Sorry, what month?
- b A The meeting is at 9.30.
B Sorry, what time?
- c A The seminar is for 30 people.
B Sorry, how many people?
- d A Can we meet on the 1st of June?
B Sorry, what date?
- e A I have 18 days' holiday a year.
B Sorry, how many days?

FOCUS

Pronunciation

▶ **6.8** Play the recording again getting students to listen carefully. Then play it again, stopping after each conversation for students to repeat with correct intonation.

- 4 📍 Ask the students to go to page 170. Tell students who is A and who is B. Both As and Bs think of a time and room number. They then share the information using the model conversation in 2.

6c Just the job



 Slideshow

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

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

FOCUS

Expression

Get students to practise the useful expressions provided in the box in pairs. Walk around the class to monitor their work.

Writing skills

Get students to complete the activities on pages 99–100 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 79–80 of this book.

7

In the city

Vocabulary

- Places in town
- Transport
- Adjectives for places

Grammar

- *There is ...*, *There are ...*
- Questions and negatives using *there*

Language skills

- Reading: Reading a map
- Reading: Skimming texts
- Writing: Writing a description of a place
- Listening: Listening to label a map
- Speaking: Planning a new community

C21 SKILLS

Creativity

- Using word maps

Study skills

- Using a dictionary

Communication

- Contributing to a discussion



Talking point

With the whole class, get students to look at and comment on the photo, saying which city they think it is, but don't push them to use language beyond their level, of course. Encourage them to use *Perhaps* as in *Perhaps it's ...* – don't get into more complicated structures with *could be*, *might be*, etc.

Answer – It's the marina in Dubai.

Students discuss the good and bad things about living in a big city.

There is lots to do!

It's noisy.

7A City life



Places in town; Transport

- 1 Explain the task and any words you think students might be unfamiliar with. Do the task quickly with the whole class. Work on any pronunciation issues. Ensure students understand the difference between *bookshop* and *library*. Ask students to discuss in pairs which places they visit.

Answers

- 1 café
- 2 stadium
- 3 bookshop
- 4 campus
- 5 restaurant
- 6 cinema
- 7 supermarket
- 8 library

- 2 Write the four headings on the board as they are laid out in the course book and, with the whole class, get students to suggest the correct place for each of the words from 1. There will no doubt be discussion about this, which you should encourage – for example, some students will consider visits to a bookshop as a good use of their free time, but others not. Some will say you can go to the campus to eat and drink, others not, etc.

Possible answers

These represent the main purpose of each place.
 eating and drinking – (café), restaurant
 free time – cinema, stadium
 shopping – bookshop, supermarket
 studying – campus, library

- 3 With the whole class, get students to do this exercise. Walk around the class to monitor and assist where necessary.
 Elicit the answers and work on any difficulties. Again, there may be disagreements. For example, students may say that you can buy dictionaries in some supermarkets.

Answers

eating and drinking – eat lunch, drink coffee
 free time – watch a film, watch a football match
 shopping – buy food for supper, buy a dictionary
 studying – look for a book, go to lectures

- 4 Get students to do this exercise in pairs. Explain the task and walk around the class to monitor and assist where necessary.

With the whole class, ask individual pairs for words they came up with. Write up the words on the board and come back to them later to revise them.

FOCUS

Writing

Get students to practise the subject–verb agreement as a class. Write examples on the board: *He plays football; I play the piano*. Ask students to give you other examples individually.

C21 SKILLS

CREATIVITY: Using word maps

Get students to complete the exercises on page 117 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 91 of this book.

FOCUS

Pronunciation

▶ 7.1 Take the students through the information. (If you speak one of the varieties of English, e.g., some varieties of British English, where *restaurant* is pronounced as two syllables, ensure you say it here with three syllables so as not to confuse your students!)

Play the recording and get students to say how many syllables there are in each word.

Get students to repeat the words with the correct stress.

Answers

- bookshop – 2
- café – 2
- campus – 2
- cinema – 3
- library – 3
- restaurant – 3
- stadium – 3
- supermarket – 4

Transcript ▶ 7.1

bookshop
 café
 campus
 cinema
 library
 restaurant
 stadium
 supermarket

- 5 Explain the task and get students to suggest two or three other questions, e.g., *Where do you study?* or *Where do you buy food?*

Then get them to do the exercise. Walk around the class to monitor and assist where necessary.

With the whole class, work on any difficulties, for example, question forms.

Then, with the whole class, get individual pairs to repeat some of their exchanges.

- 6 Explain the task. Students work individually and then compare their answers in pairs. Go through the answers with the whole class.

Answers

- a bus
- b bicycle/bike
- c walking
- d subway
- e train
- f car

FOCUS

Expression

Transport

Go through the examples with *by* and get students to give other examples. Go through the use of verbs as well, and drill the examples with the students. Ask individual students to say how they travel to work or school.

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

Answers

- a (drives)
- b cycle
- c walks
- d by bus
- e by train
- f subway

- 8 7.2 Explain the task. Point out that some of the speakers use more than one form of transport. Draw a ✓ on the board to show what a tick is – some students may not be familiar with this. Tell them that a cross ✗ can mean that it's not the right answer!

Play the recording, explaining any difficulties – e.g., *factory*.

Then play the recording again, stopping after each conversation to give students time to complete the information.

Elicit the answers.

Answers

	Bike	Car	Train	Subway	Bus
Ali		✓			
Yoshiko			✓	✓	
Marti	✓				✓

Transcript 7.2

Conversation 1

- Sara How do you go to work, Ali?
 Ali I go by car. First, I take my two daughters to school and then I drive to the office.
 Sara How long does it take?
 Ali Around 30 minutes.

Conversation 2

- Sara How do you go to work, Yoshiko?
 Yoshiko I take a train to Tokyo Central Station and then I take the subway. There's a station very near my office so it's very easy.
 Sara So how long does it take?
 Yoshiko About an hour and a half.
 Sara That's a long journey every day!
 Yoshiko Yes, especially when I finish work late.

Conversation 3

- Sara Marti, how do you go to work?
 Marti I live near the factory so most days I cycle, but when it rains I go by bus.
 Sara How long does it take?
 Marti About 20 minutes. It's good exercise, too.

- 9 Direct students to the example answer for item 1 and ask them to read it. Elicit that students need to add other words to the word prompts when they write their sentences.

Students write the sentences individually or in pairs. Go through the answers with the class.

Answers

- a First, I take my two daughters to school and then I drive to the office.
- b I take the train to Tokyo Central Station and then I take the subway.
- c I cycle, but when it rains I go by bus.

- 10 Explain the task and get students to work in pairs. Walk around the class to monitor and assist where necessary. Note any problems that arise.

With the whole class, praise good points that you heard and work on any difficulties – e.g., use of the present simple: *When I go on holiday, I go by plane*, not *I am going by plane*.

Then get students to talk about their partner (not themselves) for the whole class. Ensure they use third-person -s correctly.

7B University cities

    *There is ..., There are ...*

- 1 Ask students what they already know about *there is* and *there are*.

Get them to look at the map for any words that they don't know or have forgotten.

With the whole class, go through the sentences and get individual students to say if they are true or false, correcting the false ones.

Answers

- a (T)
- b F – There is only (teach this word if necessary) one hospital, on Duke Street.
- c T
- d T
- e F – There are three restaurants, one on Queen Street and two on King Street.
- f T
- g T


FOCUS

Grammar

There is ..., There are ...


Go through the information with students and get them to give other examples using places on the map.

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

- 2  Explain the task and get students to write their true and false sentences individually.
Walk around the class to monitor and assist where necessary, especially in relation to *there is* and *there are*.

FOCUS

Pronunciation

 **7.3** Play the recording and point out the pronunciation of *There's* and *There are*.

Play the recording again and get students to repeat the sentences.


Transcript 7.3

There's a cinema.
There are two hospitals.

- 3 In simultaneous pairs, get students to read the sentences they wrote in 2 to their partner, and their partner corrects the false ones.

Walk around the class to monitor and assist where necessary.

With the whole class, get pairs to repeat some of their exchanges. Ensure that students concentrate on getting *There is* and *There are* correct.

- 4  Explain the task and get students to complete the sentences individually.

Walk around the class to monitor and assist where necessary.

FOCUS


Grammar

Countable and uncountable nouns

Go through the information with students and get them to give other examples of countable and uncountable nouns.

Write more examples on the board and ask students to tell you if the nouns are countable or uncountable.

  Adjectives for places

- 1  Read the instructions with the students. Explain *facilities* and get students to repeat it with the correct stress (on the second syllable).
Get students to tick the boxes individually for a university city that they know.
With the whole class, elicit individual students' answers and ideas about which facilities are important.
If students come from different cities, write the answers for different cities on the board and get students to compare them, for example, *There are green spaces in ..., but there aren't green spaces in ...*

- 2 Get students to complete the sentence. Then go through this with the whole class, getting individual students to make suggestions.

FOCUS

Writing

Adjective order

Get students to practise the adjective order as a class. Ask them to describe objects in the classroom by using the correct order. Write an example on the board to help them:

A useful big white board.

C21 SKILLS

STUDY SKILLS: Using a dictionary

Get students to complete the exercises on page 118 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 91 of this book.

For extra support, discuss with students the types of information that dictionaries give in addition to the meaning of a word:

- the pronunciation of a word,
- the meanings of its different senses,
- examples showing the meaning of the word in context for each of its senses, and
- related forms. (For example, adverbs are often not defined but just 'run on' from the definitions of the related adjective.)

- 3 Explain the task and get students to work on it in pairs, using monolingual or bilingual dictionaries for any words that they don't know. (They will probably know most of the words here.)

Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers. Students may suggest that *new* or *young* is the opposite of *old*. Do not spend too long on this as it is also covered in 4. In the context of describing city architecture, *modern* is an appropriate opposite.

Make sure students are pronouncing the words correctly, e.g., ensure that they do not confuse *quiet* with 'quite' and that they are not pronouncing the *-i* in *friendly* and *unfriendly*.

Answers

- a (attractive)
- b quiet
- c large
- d cheap
- e unfriendly
- f safe
- g modern

- 4 With the whole class, get individual students to give the answers.

Answers

- a attractive
- b large
- c small
- d modern

- 5 Get students to look at the photos and to say what they can see. The main photo is of a modern city and stadium and the small photo is of an old building, part of the university.

Answers

Students' own answers.

- 6 With the whole class, read the text and explain any difficulties, e.g., *multicultural*.

Elicit the answers to the questions.

Answers

- a in Bahrain
- b about 650,000
- c cheap buses and taxis

- 7 Get individual students to underline the adjectives and then go through the answers with the whole class.

Ensure students understand all the adjectives and can pronounce them correctly.

Answers

- friendly
- multicultural
- safe
- green

- 8 Get students to do this individually, in class or for homework. If they do it in class, walk around the class to monitor and assist where necessary. If they do it for homework, don't forget to collect the descriptions in the next class to check.

**Skimming texts**

- 1 Explain the background. Remind students about skimming texts, something that they saw in Unit 6. Remind them that they don't have to read and understand every word to answer the questions. They should read the text quite quickly to look for the relevant information for this task.

With the whole class, get students to read the text and to answer the questions.

Answers

Maristel and Rashid like it.
Maylin doesn't like it.

- 2 Get students to read the text in more detail to answer the questions.

Answers

- a It has modern buildings and beautiful old buildings. There are lots of international students.
b She goes to the International Student Centre and she goes on trips at weekends.
c He goes to the cinema, he meets friends for a coffee or a meal, he plays football with students on his course and he is a member of the film society.
d Her English isn't very good. She doesn't have many friends. She doesn't think it's the right university for her. (Students might want to add 'She is/feels lonely', even if this is not stated explicitly.)

- 3 With the whole class, get students to read the text again to underline the adjectives. Then ask them what they underlined, and which noun or noun phrase goes with each adjective.

Answers

Maristel

safe/great (city)
friendly (people)
modern (buildings)
beautiful (buildings)
old (buildings)
international (students)

Rashid

great (university)
busy (city)
good (cafés and restaurants, way to make friends)

Maylin

beautiful (city)
expensive (everything)
interesting (course)
right (university)

- 4-5 Explain the task and the scoring. The top score is 5 and the lowest score is 1. Get students to compare and discuss their scores in pairs. Emphasize that there are no right answers – their own experiences will no doubt influence the scores that they give, as well as their own suggestions.

Walk around the class to monitor and assist where necessary, especially with adjectives.

With the whole class, get individual students to back up the individual scores that they give with reasons. You may wish to add the scores of a number of students to see which idea scores the highest. Get

students from different pairs to compare and contrast the additional ideas that they come up with.

7c Student life



Questions and negatives using *there*

- 1 7.4 Explain the task and play the recording once or twice, depending on students' level.

Get students to raise their hands when they hear the target words.

Answers

apartment
bus stop
park
restaurants
supermarket

Transcript 7.4

Dan Hi, Tom. How are you?
Tom Oh, hi, Dan. I'm fine. How are you? Tell me about your new apartment.
Dan It's really nice. You must come and see it.
Tom I will. Is it in a nice part of the city?
Dan Yes. It's only two minutes from a park.
Tom That's good. Are there any good restaurants nearby?
Dan Yes, there are three very nice restaurants. An Italian, a French and a Japanese restaurant.
Tom Great.
Dan But there aren't any cafés.
Tom That's not so good. How do you get to the university?
Dan I go by bus.
Tom Is there a bus stop near the apartment?
Dan No, there isn't. It's ten minutes from here. And the subway is really far, about 15 minutes.
Tom Are there any shops?
Dan Yes. There's a supermarket on the next street, about a minute from here.

- 2 7.4 Draw the map on the board and explain the task. Students listen to complete the names of the four places.

Play the recording once or twice and elicit the answers.

Answers

a bus stop b restaurants c park d supermarket

- 3 Go through these quickly with the whole class. Play the recording again if necessary.

Answers

- a (T)
 b T
 c F – There are three restaurants.
 d T
 e F – The bus stop is ten minutes' walk from his apartment.
 f F – The supermarket is one minute away.

- 4 Again, do these quickly with the whole class, getting students to explain their answers.

Answers

- a (Is), is
 b Are, are
 c Is, isn't
 d Are, aren't

FOCUS

Grammar

Questions and negatives using *there*

Go through the information. Some students may already know these rules. Elicit how negatives are formed with *there*: *There isn't a ...* (singular), *There aren't any ...* (plural). Point out that the final point relates to *There isn't ...* not *There aren't ...*

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

- 5 Explain the task. Remind students of the information about *any* given in the Focus box.
 Get students to do the task individually. Walk around the class to monitor and assist where necessary.
 With the whole class, elicit the answers, getting students to explain their answers.

Answers

- a (a)
 b any
 c a
 d any
 e a
 f any

- 6 Explain the task and ask each student to write about the town or city where they live, or the town or city where they come from. Ensure that they are clear which town/city they are writing about.

Walk around the class to monitor and assist where necessary. Correct any misunderstandings about *a* and *any*.

With the whole class, get individual students to read out their sentences and make any further corrections that are required.

- 7 Explain the task and demonstrate it by asking one or two questions to individual students.

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

With the whole class, get five or six pairs to repeat one of their exchanges.

C21 SKILLS

COMMUNICATION: Contributing to a discussion

Get students to complete the exercises on page 118 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 91 of this book.

LANGUAGE REFERENCE

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

- 8 Explain the task and any unfamiliar vocabulary. Start a discussion about the project with the whole class to help give them the idea.

Divide the class into groups of three or four.

Walk around the class to monitor and assist where necessary. Ensure that all members of each group are participating in the discussion about point a.

Ensure that students move on to draw the plan in point b.

If you have heard problems with *there is/are*, *a* and *any*, as you probably will have, work on them further, getting individual students to say the correct forms.

When groups are ready, get each group to present its project to the rest of the class, with all members of each group speaking.

With the whole class, come back to any language points that are still causing difficulty.

If the class's language level is good enough, move on to a general discussion about living in the city centre as compared to living ten km away in the new community. Ask students to say which they would prefer, giving their reasons.

Writing skills

Get students to complete the activities on pages 115–116 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 80–81 of this book.

8

University life

Vocabulary

- Floors in a building
- Describing a location and giving directions
- Numbers

Grammar

- Prepositions of place
- Making questions with *how many*

Language skills

- Reading: Reading to understand maps and diagrams
- Writing: Writing a facts and figures quiz
- Writing: Writing a postcard
- Listening: Listening to complete sentences and find places on a map
- Listening: Listening for numbers
- Speaking: Describing locations
- Speaking: Giving directions

C21 SKILLS

Life skills

- Listening for key words

Communication

- Giving and checking numbers



Talking point

Ask about the ways students travel across their city. Elicit ideas such as: by car, by bus, cycling, walking, by metro or train. Get them to mark how good each method is (1 = poor, 5 = very good). Ask them to give reasons for their marks. Elicit ideas such as: *It's easy to buy tickets. The bus is expensive. It's easy to park. There aren't many trains.* Ask them to imagine they visit a city for the first time. Ask: *How do you find your way around?* If necessary, give them some useful vocabulary such as *tickets, posters, information offices, maps.*

8A On campus and in town



Describing a location and giving directions

- 1 Explain the subtitle of the section – i.e., explain *location* and *directions*.

With the whole class, go through the words, getting students to pronounce them correctly, and then get students to match words to the photos.

Answers

- a (gym)
- b student room
- c cafeteria
- d lecture theatre
- e meeting room

- 2 Explain the system of floor numbering that applies in the UK. (Confirm to anyone who asks that there is no ground floor in American buildings – you're already on the first floor.) Point out the importance of saying *top floor* not 'last floor', and that you say that something is *on* a particular floor, not *at* a particular floor. Insist on correct pronunciation of *basement*.

Draw the diagram of the Taylor Building on the board and elicit labels from the students.

Answers

- (from the top down)
- (roof)
- top floor
- third floor
- second floor
- first floor
- ground floor
- (basement)

- 3 **8.1** Outline what students are about to hear – five conversations about places in the Taylor Building. Students have to find the correct floor for each place. Play the whole recording. Then play the recording again, stopping after each conversation, and elicit the answers.

Answers

- 1 student rooms, third floor
- 2 gym, basement
- 3 cafeteria, first floor
- 4 lecture theatre, second floor
- 5 meeting room, ground floor

Transcript 8.1

Conversation 1

- A Excuse me, where are the student rooms?
- B The student rooms? They're on the third floor.

Conversation 2

- A Is there a gym in this building?
- B Yes, there is. It's in the basement. The stairs are over there.

Conversation 3

- A I'd like a coffee. Is there a cafeteria on this floor?
- B No, but there's one on the first floor.

Conversation 4

- A I'm looking for the Ansley Lecture Theatre. Which floor is it on?
- B The Ansley Lecture Theatre? I think it's on the second floor.

Conversation 5

- A I need a meeting room. Are there any free at the moment?
- B I'm not sure. All the meetings rooms are on the ground floor. You need to ask at the office.

- 4 Explain the task and get students to do it in simultaneous pairs. Walk around the class to monitor and assist where necessary. Work on any difficulties with the whole class. Point out that *Where is* can be pronounced *Where's*. Get two or three pairs to repeat some of the exchanges for the whole class. Ask some students to say *Where is* and others to say *Where's*.

C21 SKILLS

LIFE SKILLS: Listening for key words

Get students to complete the exercises on page 131 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 92 of this book.

- 5 Ask the students to look at the eight street diagrams. Get them to read the sentences and find the diagram that matches the meaning.

Answers

- a 3
- b 6
- c 4
- d 5
- e (1)
- f 2
- g 7
- h 8

- 6** ▶ **8.2** Explain the task and get students to look at the map. Ask individual students to name places and streets that they can see on the map. Explain unfamiliar words and work on stress and pronunciation.

Play the recording. Then play it again stopping after each item a to d (not after each gap), getting students to complete the sentences.

Elicit the answers and work on *opposite*, *near*, *next to* and *corner*, getting students to read out items that they have just completed. Ask the names of each of the places.

Answers

- a** (near), on, opposite – Swimming Pool
b near, next – Riverside Hotel
c on, on – Internet Café
d corner, next – Café

Transcript ▶ 8.2

- a** It's near the park. It's on South Street and it's opposite the cinema.
b It's near the river, next to the River View Apartments.
c It's on Market Street. It's on the right of the supermarket.
d It's on the corner of City Avenue and Market Street, next to a gift shop.

- 7** 📍 Get students to do this task individually. Tell students not to write the name of the place or street – they should just write *it*. Walk around the class to monitor and assist where necessary (and to check that they are not writing the names of the places or streets, just *it*).

With the whole class, work further on any location language that requires it.

- 8** With the whole class, give the location of a place without naming the place and get individual students to guess what you are referring to.

Then get students to do the exercise in simultaneous pairs. Again, walk around the class to monitor and assist where necessary.

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

- 9** 📍 Get students to ask and answer questions about their own area or the area where they are at the moment.

Walk around the class to monitor and assist where necessary.

Get two or three pairs to repeat their exchanges for the whole class. Work on intonation of questions.

- 10** Get the students to do this exercise in simultaneous pairs. Walk around the class to monitor and assist where necessary.

Answers

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

- 11** Do this exercise with the whole class.

Answers

- a** left
b straight on
c third left
d City
e right
f next to

- 12** 📍 Get the students to practise the phrases in 10 using the map in 6. The starting point for the speakers is the car park. Monitor the activity and check the students are using the phrases. Correct if there is any confusion or misunderstanding. With the whole class, come back to any language points that are still causing difficulty.

FOCUS

Pronunciation

▶ **8.3** Play the recording and get students to repeat the words simultaneously and individually.

These words have different spellings, but they all have the /ei/ sound in them.

Transcript ▶ 8.3

eight place straight station take

8B Facts and figures

    Numbers

- 1** Teach the expression *Facts and figures*. (Explain *figures* as just another word for numbers.)

With the whole class, get students to give (or guess) these figures.

Point out that thousands are separated by commas in English, not by spaces, full stops or any other form of punctuation.

- 2** ▶ **8.4** Explain the task and get individual students to read out the numbers in the box.

Get students to read silently through the sentences a–d. Warn students that the answers in the recording do not come in the same order as in the exercise on the page. Play the recording. Then play it again, stopping after each target item to give students time to complete the sentences.

With the whole class, elicit the answers.

Answers

- a 36,000
- b 120
- c 1,100
- d 100, 90

Transcript ▶ 8.4

Waterloo is one of the biggest universities in Ontario. It's famous for its Engineering programmes. The university is located in the city of Waterloo and is about 100 kilometres from Toronto – that's about 90 minutes by car. In total, there are about 36,000 students. That's with graduates and undergraduates. Most of our students are Canadian, but we also have a lot of international students. This year, there are students from around 120 different countries, mainly from countries in Asia and the Middle East. The university is well known for its excellent teaching and small class sizes. Today we have a teaching staff of about 1,100.

FOCUS

Pronunciation

▶ 8.5 Get individual students to read out the numbers. Point out that American speakers sometimes, but not always, leave out the *and*, e.g., *a hundred fifty*.

Tell students to listen particularly for stress in the recording, and then play it once right through.

Play the recording again, stopping after each item, getting individual students to repeat.

Transcript ▶ 8.5

eighty
a hundred
a hundred and fifty
five hundred and eighty
a thousand
one thousand eight hundred
seven thousand six hundred
ten thousand
thirty thousand six hundred

- 3 Do this as a whole-class activity. Refer students to the Focus box and ask students to give their answers.

Answers

- a a hundred and seven
- b six hundred and seventy
- c six thousand four hundred

- 4 ▶ 8.6 Explain the task and play the recording once or twice. Then get students to compare their answers in pairs. With the whole class, elicit the answers.

Answers

- a 240
- b 6,700
- c 17,800
- d 16,900

Transcript ▶ 8.6

- a two hundred and forty
- b six thousand seven hundred
- c seventeen thousand eight hundred
- d sixteen thousand nine hundred

- 5 Get individual students to say all the numbers in 4. Work on any difficulties.

FOCUS

Grammar

Making questions with *how many*

Read through the information with the whole class. Remind students that countable nouns are ones where you can add a plural *-s* unlike *information*, *baggage*, *equipment*, etc. With these, the equivalent question begins with *How much*.

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

Answers

- a How many teaching rooms are there in the building?
- b How many student residences are there on the campus?
- c How many teachers are there in your college?
- d How many classes do you have a week? (or How many classes a week do you have?)

- 7 ◉ Get students to prepare these questions individually. (If they are not at a college or university, get them to imagine questions.)

If students are having difficulty, write one or two of the questions on the board.

When individual students have completed their questions, get them to read them to a partner to check for accuracy. Walk around the class to monitor and assist where necessary.

Work on any points causing problems, especially ones experienced by more than one pair.

Answers

- a How many students are there at your college/university?
 - b How many staff are there at your college/university?
 - c How many students are there on your programme/course?
 - d How many lectures/classes do you have every week?
 - e How many hours do you study every week?
- 8 Put students into new pairs. They ask their questions and answer their partner's questions.
- 9 Explain the task and get students to do it in simultaneous pairs. Walk around the class to monitor and assist where necessary. (Explain, if necessary, that the Burj Khalifa is a very tall building.)

With the whole class, work on any common language problems, but don't ask for, or give, the answers to the questions. (Answers below in 10.)

C21 SKILLS

COMMUNICATION: Giving and checking numbers

Get students to complete the exercises on page 131 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 92 of this book.

LANGUAGE REFERENCE

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

- 10 Put the pairs from the previous exercise into groups of four and get them to compare their answers. Teach the expression *Are you sure?* and get them to try to persuade others to change their answers, if they differ.
- Walk around the class to monitor and assist where necessary, but still don't give the answers.
- With the whole class, work on any language difficulties, especially ones related to numbers, but still don't give the answers.
- Ask if any of the pairs have changed their answers following the discussion with other pairs. Ask them to say what their answers were and what they are now.
- With the whole class, elicit the answers.

Answers

- a 830 m
- b about 700,000
- c 160

- d 2,737 m
- e 780
- f 500 km

- 11 For homework, tell students to check on the internet for more interesting facts. Remember to check these in the next class.
- 12 Prepare students for the task by getting them to suggest three or four questions and write them on the board. Another possibility is for pairs or individuals to do the task for homework. Don't forget to check the homework. Pairs should then quiz each other as in 10 above.

8C City of dreams

Slideshow

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

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

FOCUS

Expression

Get students to practise writing a postcard in pairs by following the steps provided in the box. Walk around the classroom to monitor their work.

Writing skills

Get students to complete the activities on pages 129–130 of the course book now, or come back to them later.

The teacher's notes for the Writing skills activities are on pages 81–82 of this book.

9

Planning

Vocabulary

- Timetables, days and parts of the day
- Verb and noun phrases

Grammar

- Prepositions *on*, *in* and *at*
- Adverbs and expressions of frequency

Language skills

- Listening: Listening to complete a table
- Speaking: Talking about timetables
- Speaking: Talking about data
- Reading: Reading to find true/false information
- Reading: Reading to understand a pie chart
- Writing: Completing a questionnaire

C21 SKILLS

Study skills

- Writing example sentences
- Strategies for learning grammar

Creativity

- Using pie charts



Talking point

As with Talking points for previous units, the purpose of this activity is to focus the students on the topic, activate some vocabulary related to it, and for students to make simple sentences about the photo.

Above all, get them to talk about how organized they are, and whether they are ever late. Ask them about how late you can arrive before being considered 'late' in their culture(s)! Correct any tendency for students to say 'I arrive too late' instead of 'I arrive late'.

9A College days



Timetables, days and parts of the day

- 1 Go through the vocabulary items, practise pronunciation, and ask your students about how they spend or spent their days at university/college, e.g., 'I have ten hours of lectures and two hours of lab sessions a week, but no tutorials.' (You might have to explain *tutorial* to students from places where large lectures are the only form of teaching.)

With the whole class, get students to match the words to the photos.

Answers

- a seminar
- b lab session
- c lecture
- d tutorial

- 2 9.1 Explain the task. Get students to look at the table. Explain contact hours – the number of hours of teaching in different forms. Underline that the first column is about contact hours, but the other columns are about the number of lectures, etc., per week, not the number of hours.

Play the recording once right through and then play it again, stopping to allow students to complete the table.

To break up the activity, elicit the answers after each speaker the second time you play the recording, rather than after listening to all three speakers.

Answers

	Contact hours a week	Lectures	Seminars	Lab sessions	Tutorials
Marcus	(15)	(8)	2	1	0
Hamid	15	5	5	0	0
Franco	23	6	4	2	1

FOCUS

Expression

How to say the time

Go through the information with students. Practise the different expressions of time from the Focus box with the whole class.

Transcript 9.1

Marcus

My name's Marcus and I'm a psychology student in my third year. In a typical week, I have about 15 contact hours. I have eight lectures and two seminars, and a lab session of three hours. The rest of the time I study in the library or at home. In a typical week, I study for 30 hours. I really like the lab sessions. We do experiments and then we write a lab report about it later. It's a really interesting part of the course.

Hamid

I'm Hamid and I'm a first-year student on a Business programme. I have about 15 hours of teaching time, a mix of lectures and seminars. I have five courses this term, and for each course I have one lecture and one seminar a week. The lectures are an hour long and the seminars are two hours. The rest of the time I study on my own. I guess I study about 35 hours a week, including weekends. I really like the seminars. The groups are small, about 20 students, plus the teacher, of course. In the seminars, we have group discussions and sometimes we give presentations.

Franco

I'm Franco and I'm a second-year chemistry student. I have about 23 hours of teaching a week. In a typical week, I have six lectures, four seminars, and two lab sessions of four hours. Some of the lectures are very interesting, but there's never time to ask questions so I just listen and take notes. I also have a tutorial once a week. I like the tutorials. I get feedback on my essays and assignments, and I can talk about any problems with the course. The rest of the time I study on my own. I guess I study about six hours a day, so about 30 hours a week.

- 3 Explain the task and demonstrate what is required with you as Speaker A and a student as Speaker B – have two or three exchanges to give students the idea. Then get students to talk in simultaneous pairs. Walk around the class to monitor and assist where necessary. With the whole class, make corrections to points that require it, and then get a few pairs to repeat some of their exchanges, incorporating any improvements that you made.
- 4 Go through the expressions in the Focus box with the whole class. Then get students to match expressions to the photos in 1 as a fast-paced whole-class activity.

Answers

do experiments – b
 get feedback on essays – d
 give presentations – a
 have group discussions – a
 take notes – c
 write a lab report – b


- 5 With the whole class, get students to complete the sentences.

Answers

a take
 b have, give
 c get
 d do
 e write

C21 SKILLS**STUDY SKILLS: Writing example sentences**

Get students to complete the exercises on page 145 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 93 of this book.

- 6 Get students to write the sentences individually. Walk around the class to monitor and assist where necessary. Then get a few students to read their sentences for the whole class.
 Work on any difficulties.
- 7  Explain the task and work on any vocabulary that requires it, e.g., *fitness centre* and the pronunciation of *chemistry*. Get students to do the exercise in pairs or with the whole class. If doing it in pairs, walk around the class to monitor and assist where necessary.
 With the whole class, elicit the answers and work on any difficulties.
 Then get students to write their sentences individually. Walk around the class to monitor and assist where necessary.
 With the whole class, work on any difficulties and then get three or four students to read out their sentences, incorporating your improvements.

Answers

a T
 b T
 c T
 d T
 e F – It's on a Thursday.
 f T
 g T

FOCUS**Grammar****Prepositions on, in and at**



Go through the information explaining any difficulties. This is also a good opportunity to check that they remember days of the week.

Answers

We use on with days.
 I have lectures on Monday and on Wednesday.
 We use in with parts of the day.
 I study in the morning, afternoon and evening. I study all day!

FOCUS**Grammar**

Get students to work in pairs and practise the use of 'at' with expressions of time, for example by asking each other questions about their daily routine. Walk around the class to monitor their work.

- 8   **9.2** Explain the task to the students. Get them to carefully look at the times on the clocks and the sentences below them. Once they feel ready, play the recording and get the students to listen to each of the times. Pause for five seconds and then continue listening, always pausing in between. Get the students to match the clocks to two sentences (1–12). Listen to the recording one more time, if necessary, and then check the answers as a class.

Answers

a 4, 7
 b 5, 8
 c 2, 11
 d 6, 12
 e 3, 10
 f 1, 9

Transcript  **9.2**

a It's quarter to six. It's five forty-five.	b It's twenty past seven. It's seven twenty.
c It's quarter past two. It's two fifteen.	d It's ten to nine. It's eight fifty.
e It's half past ten. It's ten thirty.	f It's six o'clock. It's six.

- 9 9.3 Explain the task to the students. Get them to read the times listed in the activity. Then play the recording and get the students to listen to each of the times. Pause for five seconds and then continue listening, always pausing in between. Listen to the recording one more time, if necessary, and then check the answers as a class.

Answers: 19:50; 18:05; 12:30; 14:00; 18:15; 07:30; 11:20; 06:45.

Transcript 9.3

It's ten to eight.	It's quarter past six.
It's five past six.	It's seven thirty.
It's half past twelve.	It's twenty past eleven.
It's two o'clock.	It's six forty-five.

- 10 Explain the task and get students to look at the timetable on page 137 and work in pairs. The students should prepare four questions about Zoran's timetable. For example:

What does he do on/in ...

He has ... and ...

Monitor their work while you are walking around the class.

- 11 Get students to turn to page 171 and explain the task.

Steps 1–3: Walk around the class as students follow the instructions and complete the timetable with their activities.

Steps 4–5: In simultaneous pairs, students compare timetables. With the whole class, work on the questions they should ask to find out information, e.g., *How many lectures do you have?* and answers they should give, e.g., *I have six lectures a week.*

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

9B Good study habits



Adverbs and expressions of frequency

FOCUS

Grammar

Adverbs and expressions of frequency

Start with the Focus box to prepare students for what follows. Take students through the information and write the following adverbs on the board in a random order (to avoid providing the answers to 3):

(almost) always

usually

sometimes

(almost) never

Then write and explain *once/twice/three times a week* and *every Sunday/day/week*.

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

- 1 Get students to read the profile and explain any difficulties. Get students to write their answers individually and walk around the class to monitor and assist where necessary. Ensure that they are using third-person *-s* and *does* correctly when they correct the false sentences. With the whole class, elicit the answers and work on any difficulties.

Answers

- a F – He doesn't get up early on Fridays because he doesn't go to college that day.
 b T
 c T
 d F – He does go out with friends at the weekend.
 e F – At weekends, he often stays out after midnight with friends.
 f T

- 2 Explain the task by finding an example sentence for rule a in the profile – *He is always in bed before 11 p.m.* Write it on the board and underline the position of *always* – after the verb *be*, in this case *is*. Then get students to complete rules b and c in pairs.

Answers

- a after – *He is always in bed before 11 p.m.*
 b before – *On weekdays, Franco usually gets up early.*
 c start – *Once a month he goes home to visit his parents.*

- 3 Do this exercise with the whole class.

Answers

- 2 – not usually
 6 – always

Get students to complete the questionnaire individually. Walk around the class to monitor and assist where necessary.

With the whole class, get one student in a pair to ask their partner a question for each point, for example:

- A** *Are you always on time for your classes and lectures?*
B *I'm almost always on time.*

Then get the whole class to do this in simultaneous pairs. Again, walk around the class to monitor and assist where necessary.

With the whole class, get different students to talk about the person they just interviewed, for example, *Carla is almost always on time for her classes and lectures.*

Praise good points that you heard and work on any difficulties, getting students to listen and repeat.

C21 SKILLS

STUDY SKILLS: Strategies for learning grammar

Get students to complete the exercises on page 146 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 93 of this book.

For extra support, elicit from students some ways of learning new grammar material. For example, one way of dealing with this is to break learning down into distinct stages for discussion such as:

- identifying the form (What are we looking at? What types of words does it include? What is the word order? Is it always the same? Is it a positive, negative or question form?)
- getting the meaning from context (What time does it represent? What else is happening?)
- recording the new language (In a notebook? In a file?)
- practising (How do you practise it? When do you revise it?).

LANGUAGE REFERENCE

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

9c Surveys

Talking about data

Tell students that this section is about talking about information in the form of numbers – *data*. Practise pronunciation – 'dayta' /**deɪtə**/ rather than 'dahter' /**dɑ:tə**/ and say that the word is really plural, but that most native speakers consider it as singular, so students may well hear both '*the data is ...*' and '*the data are ...*'.

- 1** Get students to look at the pie chart. Explain *personal care* – taking showers, etc. Everything else should be familiar by now, but remind them if not.

Get students to say what the pie chart is about – the different amounts of time that someone spends on different activities.

Read out one or two of the headings and their related percentages to give students the idea, and then get individual students to do the same.

FOCUS

Pronunciation

▶ **9.6** Play the recording and get students to repeat the words simultaneously and individually to practise their pronunciation.

Transcript ▶ 9.6

pie by
pin bin
cup cub

C21 SKILLS

CREATIVITY: Using pie charts

Get students to complete the exercises on page 146 of the course book now, or come back to them later. The teacher's notes for the exercises are on pages 93 of this book.

- 2** Get students to look again at the pie chart from 1. With the whole class, get individual students to say if the statements are true or false. Work on any difficulties.

Answers

- a** F – The blue sector shows the time students spend sleeping.
b F – Students spend the most time on sleeping.
c T

- d F – On average, students have jobs (work) for 2 hours a day.
 e F – Students spend 1.5 hours a day travelling.

FOCUS

Expression

Sentence patterns with *spend*

Go through the information and write the two patterns on the board in the form of a table:

spend time	on an activity/doing something

Ask the two questions. Insist that students use the correct forms.

I spend (about) (+ time) a day *on* meals.

I spend (about) (+ time) a day *studying*.

- 3 Do the exercise as a fast-paced whole-class activity. Work on any difficulties, e.g., the pronunciation and meaning of *chat* if students don't know it.

Answers

- a (on homework)
 b chatting
 c researching
 d studying
 e on lunch

- 4 Read the dialogue with a student, with you as Speaker A and the student as Speaker B.

Work on the pronunciation and meaning of *on average* and *typical*. Also underline the way that numbers with decimals are said in English – *one point five*, etc., not 'one comma five'.

- 5 Get students to turn to page 173 and explain the task.

Step 1: Ask one student about how much time they spend on each activity, to give everyone the idea. Walk around the class as students complete column A.

Step 2: With the whole class, work on the questions for each activity in the table, e.g., 'How much time do you spend sleeping?', 'How much time do you spend on meals?'

With the whole class, work on the exchange, with you reading Speaker A and a student reading Speaker B to give them the idea. Then divide students into groups of three and get them to ask each other the questions and complete columns B and C.

Walk around the class to monitor and assist where necessary.

Step 3: With the whole class, get one of the groups to work out the average time for each activity, using calculators on their smartphones if necessary.

Get two members of the group to use the language shown in the exchange.

Then get all the other groups to do the same thing to work out their average times.

Walk around the class to monitor and assist where necessary, for example, with numbers.

Step 4: Again, with the whole class, get students to draw a bar or pie chart on the board showing the averages for their group. If students have experience of using spreadsheets, get them to produce a bar or pie chart for homework. If they don't have experience, just get them to produce approximate pie charts or bar charts manually.

Step 5: In the next lesson, get the groups to present their charts as poster displays, with other groups circulating to look at and discuss them. Monitor language they are using.

Then have a final run-through of any language issues, especially ones relating to the points of this section, helping individual students to say things correctly.

Writing skills

Get students to complete the activities on pages 143–144 of the course book now, or come back to them later.

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

10

The natural world

Vocabulary

- Natural features; Location

Grammar

- Capital letters and *the*
- *in* and *on*
- Punctuation and capital letters
- *and* and *but*

Language skills

- Listening: Listening to label a map
- Reading: Assessing readability of texts
- Reading: Scanning texts
- Writing: Writing an email about a trip
- Speaking: Talking about life in different places



As with Talking points for previous units, the idea of this activity is to focus the students on the topic, activate some vocabulary related to it, and for students to make simple sentences about the photo.

Depending on the class level, with the whole class, encourage students to talk about the desert, and what time of day it is (it's night-time).
(The Namib Desert in southern Africa.)


C21 SKILLS

Study skills

- Understanding charts and graphs
- Researching on the internet
- Scanning for information

10A Talking about my country

 Natural features; Location

- 1  Before doing the matching exercise, get students to talk about the photos and to guess where the photos were taken, e.g., *Perhaps/I think the Sahara is in Africa*. Get students to use *Perhaps/I think ...* rather than structures with *could* or *might*. Names of various countries, oceans, rivers, etc., will come up, but don't confirm answers at this point or overload them with too many new words.

Then, with the whole class, ask students to match the photos with the words in the box.

Insist on correct stress and pronunciation of names. (For example, point out the stress of *desert* vs *dessert* and the unpronounced -s in island.)

Answers

- a (desert)
- b ocean
- c river
- d rainforest
- e lake
- f mountain
- g beach
- h island

FOCUS

Grammar

Capital letters and *the*

Go through the information with the whole class.

Ask the whole class for the answers to the question, and discuss it with them. (Go back to the names of rivers, oceans, deserts, etc., that students gave at the beginning of the class, and get them to use articles correctly.)

Answers

The article *the* is used with the names of:

- deserts
- oceans
- rivers
- forests

It's not used with the names of:

- islands
- mountains (although it is used with the names of mountain ranges)
- lakes

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

- 2 This exercise can be done with the whole class or in simultaneous pairs. If doing it in simultaneous pairs, walk around the class to monitor and assist where necessary. Elicit the answers and work on any difficulties before moving on.


Answers

- a (Desert)
- b River
- c Beach
- d island
- e Ocean
- f Lake
- g mountain
- h Rainforest

(If students ask, confirm that the South American river is also called the Amazon, like the rainforest.)

FOCUS

Pronunciation


-  10.1 Play the recording.

Then play the recording again, stopping after each feature in order to get students to repeat, all together and individually. Insist on correct stress, e.g., *Everest*.

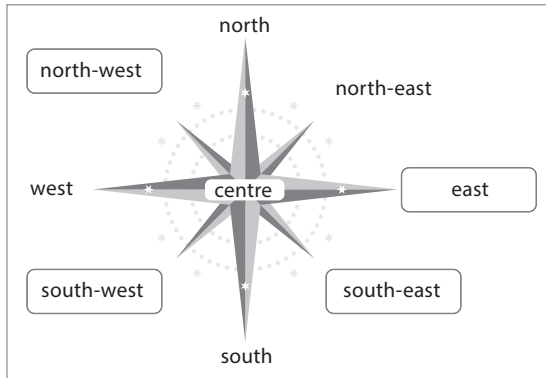
Then play the recording a third time, with students incorporating improvements when they repeat.

Transcript 10.1

the Sahara Desert
the River Nile
Bondi Beach
the island of Crete
the Atlantic Ocean
Lake Titicaca
Mount Everest
the Amazon Rainforest

- 3 Get students to do the exercise individually, and then compare their sentences with a partner's. Walk around the class to see what they are writing.
With the whole class, work on any difficulties, especially those experienced by more than one student, getting individual students to listen and repeat.
Then get a few students to read out some of their sentences.
- 4  Explain the task and get students to start.
Walk around the class to check what students are writing.
When students have finished, copy the diagram from the course book onto the board, and get individual students to give the compass directions.

Answers



Answers

- a (T)
- b F – It's on the west coast.
- c T
- d F – There's only one.
- e T

FOCUS

Pronunciation

▶ 10.2 Work on pronunciation of the compass directions – the *-th* sound may be difficult for some.

Transcript ▶ 10.2

- north
- north-east
- east
- south-east
- south
- south-west
- west
- north-west

FOCUS

Grammar

in and on

Go through the explanation and get students to read the examples, working on pronunciation, especially natural stress. (Italicization of the words *in* and *on* in the example sentences does not mean that they should be stressed.)

6 ▶ 10.3 Get students to look carefully at the map before playing the recording.

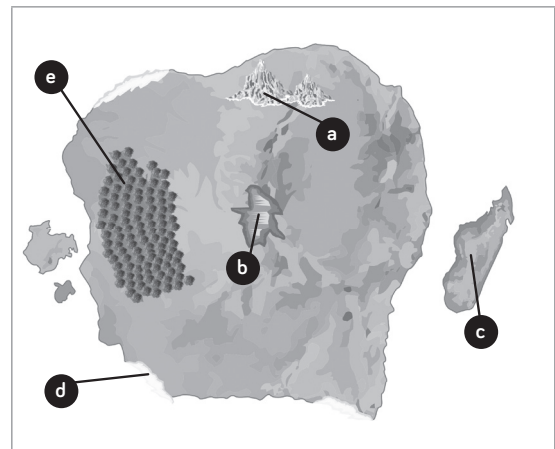
Tell students to work individually, or in pairs.

Play the recording, stopping after each description to give students time to label the places on the map.

Play the recording a second time if necessary.

Go through the answers with the whole class, working on any problems.

Answers




C21 SKILLS

STUDY SKILLS: Understanding charts and graphs

Get students to complete the exercises on page 161 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 94 of this book.

5 Remind students of the meaning of *true* and *false*. Get students to do the exercise individually or in pairs. Walk around the class to monitor and assist. Ensure students correct the false answers, e.g., *The x isn't in the centre of the island. It's ...*

With the whole class, go through the answers, explaining any remaining difficulties.

Transcript  **10.3**

Nobody lives on Rock Island, but visitors come every day in the summer. You can take a boat to visit the island. It's a very beautiful island and perfect for walking and trekking. The big lake in the centre of the island is called Lake Lemon. On the west side, the Monkey Forest has some very old trees. For mountain climbers, Mount Apu in the north is very exciting.

The coast is very beautiful. The two big beaches in the south have very white sand. They are called Shark Beach and Coral Beach. In the summer, many visitors come by boat on day trips. Shark Beach is on the south-west side, and is very popular for swimming. You can also visit some of the islands. Seal Island is an interesting island for birdwatching on the east side of the main island.

- 7** Explain the exercise and get students to work on it individually or in pairs.

Walk around the class to monitor and assist where necessary.

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

Answers

- a (in)
- b on
- c in
- d on
- e in


- 8** Explain the task. Divide the class into pairs and get students to turn to their respective pages. Each student must write some sentences about their own island in their notebooks.

Start the task and walk around the class, assisting students where necessary with writing of sentences.

Get students to tell their partner about their island. (Students should not show the page with 'their' island to their partner.) Then get students to draw and label their partner's island below theirs, based on what they hear.

With the whole class, work on any common difficulties.

Then get individual students to come to the board and talk about their own island, adding features to drawings of the two islands on the board.

- 9**  Before the class, if necessary, if your students all come from the same country, print off maps of different countries from the internet. (Try to get a reasonable range of countries in relation to the number of students.)

Explain the task. Ensure students understand all the vocabulary they will be using. Check meaning and practise pronunciation.

Hand out the maps. Get students to work on 'their' country individually or in pairs.

Walk around the class, monitoring and assisting where necessary. Remind students about negative sentences such as *There aren't any rainforests in Greenland. There aren't any deserts in Belgium.*, etc.

With the whole class, go over any key points that have been causing problems.

Get individuals or pairs to come to the board and give mini-presentations about their countries, incorporating the corrected language points you have been working on.

10B Travelling

-   Punctuation and capital letters; *and* and *but*

- 1** Do the activity with the whole class, getting students to say which text is easier to read. Hopefully, they will say that B is! Get them to give reasons.

FOCUS**Grammar****Punctuation and capital letters**

Go through the information. (Teach the word *punctuation* and the expressions *capital letter* and *full stop*. Remind students that new sentences also begin with a capital letter.) Get them to add at least one more example for each group.

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

- 2** Explain the task and get students to correct the sentences individually.

Walk around the class to check what they are writing and to assist where necessary.

With the whole class, elicit the answers.

Answers

- a Singapore is in south-east Asia.*
- b The Burj Khalifa is Dubai's tallest building.
- c How long is the Nile river?
- d Nyala is a city in Sudan.
- e Tunis, the capital of Tunisia, is on the Mediterranean coast.
- f On Sundays in England, most businesses and banks are closed.

*Point out that capitals are only used for north, south, etc., in the names of continents, countries, states, regions, cities, etc., e.g., *North America, South Africa, West Virginia, East Midlands*.

FOCUS

Grammar

Prepositions of time: at, on, in

Elicit that clock times are times such as *3 o'clock, half past ten*, etc. You could also point that you use *at the weekend* in British, but *on the weekend* in American English.

LANGUAGE REFERENCE

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

- 3 Refer students to the postcard. Explain any difficult language such as *sunset* and *fort*. Then get them to find six examples of time prepositions in the postcard. Do the exercise with the whole class.

Answers

in February
at 6 o'clock
at the weekend
in the 16th century
on Sunday
at 7 p.m.

- 4 Explain the task and get students to do the exercise individually. Walk around the class to monitor and assist where necessary.
With the whole class, check the answers, and get students to explain their choice in each case.

Answers

a on
b in
c in
d in
e at
f at
g on

- 5 Read through the text as it is, showing how difficult it is to follow. Then read it again, writing it on the board and getting students to suggest correct punctuation and adding *and* or *but*.

Possible answers

Hi everyone,
I'm in Beirut. The weather is very good. It is very sunny and it's warm during the day. My hotel is nice. It's called Hotel Riviera. It is a cheap hotel, but the room is big and comfortable.
I love the food. Baba ghanoush is a kind of dip made with aubergine, olive oil and lemon juice. The mosques are very beautiful. In the photo you can see the Mohammed Al Amin mosque with the city behind it.
See you soon,
Kay

- 6 Talk about the task and get students to do it for homework. They can write about a country that they know, or do research on the internet. Tell students that their email can be quite short, like the one in 5, but that they should try to use *and, but* and capital letters correctly.

Don't forget to collect and check the homework in the next class. Alternatively, get students to email it to you.

C21 SKILLS

STUDY SKILLS: Researching on the internet

Get students to complete the exercises on pages 161–162 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 94 of this book.

For extra support, discuss tips for using keywords in searches. Students will have their own ideas, but here are a few ideas, all available from an online search of 'searching the internet advice'.

- Use quotation marks to search for specific phrases.
- Use the minus symbol (-) to exclude searches with that phrase.
- Use specific rather than general words.
- Use country suffixes if you want sites from particular countries (for example, .uk; .au; .tk).

FOCUS

Expression

Get students to practise writing a short email in pairs by following the steps provided in the box. Walk around the classroom to monitor their work.

10c Country profiles

Scanning texts

- 1 With the whole class, ask students to look at the photos and the maps and elicit a few sentences from them, for example, *On the left, there's a photo of Egypt. It's a country in south-west Africa.*

Then elicit what students know about the countries, e.g., *Costa Rica has a big rainforest.*, etc. However, don't pre-empt the next exercise.

C21 SKILLS

STUDY SKILLS: Scanning for information

Get students to complete the exercises on page 162 of the course book now, or come back to them later. The teacher's notes for the exercises are on page 94 of this book.

- 2 With the whole class, get students to focus on points to look for in the profiles.

Get students to look at the information individually or in pairs.

Walk around the class, monitoring and assisting where necessary. With the whole class, go over any points that have been causing problems.

Elicit the answers with the whole class.

Answers

- a Pacific, Atlantic
 - b Western, Eastern, Sinai
 - c two (Libya, Sudan)
 - d Ras Mohammed
 - e Nicaragua, Panama
 - f Cerro Chirripó
- g It has a rainy season from May to December and a dry season from December to May, with a lot of sunny days.
- 3 Move on to the table, and get students to complete it in pairs, with each student in the pair working on one country – allocate countries in order to speed things up, rather than letting them choose.

Walk around the class to monitor and assist where necessary.

With the whole class, write the table up on the board and complete it by eliciting answers from students, or getting individual students to come up and complete different parts of the table. (Be strict about use of capitals, use of articles, the use of *point* in *2.4 million*, etc.)

Work on any remaining difficulties.

Answers

Country	Namibia	Costa Rica
Location	(North Africa)	Central America
Population	22 million	5 million
Capital	Cairo	San José
Where people live	(most live near the River Nile)	centre of the country
Natural features	the River Nile, deserts	Mount Cerro Chirripó, rainforest
Weather	hot and dry	(tropical)

- 4 Get students to work on the exercise. One possibility is for half of students to work on the answers for Egypt and half on the answers for Costa Rica.

Walk around the class to monitor and assist.

With the whole class, elicit the answers.

Answers

Egypt

- a (Egypt), (North Africa)
- b Egypt, 22 million
- c Egypt, Cairo
- d Most, near the Nile River
- e The Nile is the longest river in Africa.
- f Ras Mohammed is home to coral reefs and rare sea animals.

Costa Rica

- a Costa Rica, Central America
- b Costa Rica, about 5 million
- c Costa Rica, San José
- d Around 30% of, the centre of the country
- e Cerro Chirripó is the highest mountain.
- f Rainforests are home to many interesting plants and animals.

- 5 In pairs, get students to give the information relating to the two countries to each other.

Walk around the class to monitor and correct any problems of pronunciation, etc.

With the whole class, get one or two students to talk about their countries, incorporating any corrections that you made.

- 6** Read the exercise instruction with the students, and teach *would you like* and *I would like*.
Do the exercise as a fast-paced whole-class activity, with students giving their reasons. Insist on correct structures such as *I would like to visit x because ...*
- 7** With the whole class, go through the words in the box, explaining any that require it. Get students to pronounce words correctly. Remind them that the *s* in *island* is not pronounced.
Then get students to read through the whole text individually before trying to complete it.
Ask students to read the text again, this time completing the missing words, again individually. Walk around the class to monitor and assist where necessary.
With the whole class, elicit the answers and work on any difficulties.

Answers

- a** island
b population
c ice
d cold
e summer
- 8** Explain the task and write the three headings on the board. With the whole class, get students to suggest words and expressions to go under the desert heading, e.g., *dry, hot, difficult to find water, I don't like deserts, etc.*, to give them the idea.
Get students to do this in pairs in class. Walk around the class to monitor and assist where necessary.
Get pairs to compare their ideas with another pair's. Again, walk around the class to monitor and assist where necessary.
With the whole class, discuss any problems and get students to listen and repeat.
Then get one or two pairs to repeat what they come up with for the whole class, incorporating any improvements that you made.

Writing skills

Get students to complete the activities on pages 159–160 of the course book now, or come back to them later.

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

Writing skills

Unit 1

1

Review punctuation. Elicit what students know about punctuation and remind them that it refers to the symbols and marks that we use in writing. In English, this includes marks such as commas, apostrophes, exclamation marks, full stops and capital letters.

Introduce the task by asking, 'What is a sentence?' Get students to tell you as much as they can. For example, sentences start with a capital letter, sentences end with a full stop/question mark/exclamation mark, sentences have a subject and a verb, e.g., *Birds fly*.

Tell students to match the punctuation and descriptions.

Answers

- a capital letters
- b full stop
- c question mark
- d exclamation mark

2

Before the activity, ask some Yes/No statements. For example:

All sentences start with a capital letter. (Yes)

All sentences finish with a full stop. (No)

Some sentences finish with an exclamation mark. (Yes)

Some sentences end with a comma. (No)

Get students to read the activity and complete the rules with the phrases in the box.

When they have completed the task, have students compare answers with a partner, then elicit answers from the class.

Answers

- a *start with a capital letter*
- b *starts with a capital letter*
- c *a capital letter*
- d *a full stop*
- e *a question mark*
- f *an exclamation mark*

3

Test student's knowledge by asking them when we use capital letters. For example, the beginning of a sentences, the pronoun 'I' and the name of proper nouns, such as days of the week, months, names of people and places.

Write a sentence on the board and get students to correct it.

For example:

i like saudi arabia.

Get students to help you correct the sentence: *I like Saudi Arabia.*

Ask students to look at activity 3 and rewrite each sentence with the correct punctuation.

Check their work by saying a letter a–g, and getting students to say the sentence.

Answers

- a My name is Ahmed.
- b Stop running!
- c I'm from Amman in Jordan.
- d Are you Kuwaiti?
- e I really love that singer.
- f My name is Eman and I'm from Cairo in Egypt.
- g Quiet, please!

4

Tell students to read the profile and complete the form. You can support students by reading each sentence of the text and getting the class to repeat. Get students to ask each other questions about the profile in pairs. Then, check their answers as a class.

Answers

First name: Khalid

Family name: Al Dosari

Nationality: Saudi Arabian

Home city: Jeddah

Current city: Dubai

Date of birth: 27th July 2001

Education status school college university

Interests: reading, playing football and meeting friends

Choose a username Khalid01

Password XXXXX

5

Before they start the task, ask some of the questions to individual students in the class and elicit personal responses.

Tell students to answer the questions with information about themselves. If necessary, model the activity by writing answers about yourself on the board.

While they are working, move around the class, monitoring and checking punctuation. When they have finished, invite some students to share their personal answers with the class.

6

Get students to write a short profile about themselves. They should use the model in 4 to help them. While they are writing, move around the class, monitoring and supporting writing.

Complete the activity by inviting some confident students to read their profiles to the class. Remind students to read the punctuation by leaving a long pause at the end of a sentence when they see a full stop, question mark or exclamation mark.

Unit 2

1

Quickly get students to tell you when we use capital letters in English. Then, remind them that a sentence has a subject and a verb – students need to know this so they find the end of sentences and insert a full stop, question mark or exclamation mark.

Tell students to rewrite the profile using the correct punctuation.

Answers

My name is Khalid Al Dosari, and I'm from Jeddah in Saudi Arabia. I'm Saudi Arabian. My date of birth is 27th July, 2001. I now live in Dubai and I study at a technical college. It's a great place to live and there is a lot to do here. In my free time I like reading, playing football and meeting my friends.

2

Make some statements about punctuation rules (see 1 on page 22 for help) and encourage the class to respond. For example:

Titles have capital letters. (True)

We use capital letters for all nouns. (False)

We use capital letters for months. (True)

Explain the task and get the students to read and mark the statements as true (T) or false (F).

Check students' responses by reading each statement and eliciting answers from the class. Ask students to correct the false statements.

Answers

- a T
- b F
- c F
- d F
- e T

3

Model the task with the class. Write the first sentence on the board. Ask students to check the corrections with a partner. Then, invite students to come to the board and edit the sentence by correcting capital letters and full stops.

Elicit whether the sentence is correct (True) or incorrect (False).

Tell the students to rewrite each sentence correctly, paying attention to capital letters and full stops.

Answers

- a Today is Monday.
- b J. K. Rowling is a famous author.
- c My birthday is in October.
- d This is Dr Hamad.
- e My father works for the BBC in London.
- f The name of my English teacher is Mr Harris.

4

Tell students to tick the information that should be included in their profile.

Explain that a personal profile would include facts and NOT personal likes and dislikes or opinions.

Answers

- Your name ✓
- People in your family ✓
- Your favourite food ✓
- Your nationality ✓
- Information about your friends ✓
- Your appearance ✓
- Your favourite colour ✓
- Where you live now ✓
- Your interests ✓
- Your favourite sports team ✓
- Your education ✓

5

Ask students to order the sentences. Tell them to refer to activity 1 for help.

Elicit answers by saying the numbers in order and getting the students to read the matching sentence.

Answers

- Currently, I live in London. 6
- I'm from Beirut in Lebanon. 3
- I'm Lebanese. 4
- My date of birth is 23rd September 2003. 5
- My family name is About. 2
- My interests are baking, drawing and horses. 7
- My first name is Hana. 1

6

Tell students to use the sentences in 5 to write a short profile about Hana.

While they are writing, move around the class, monitoring and supporting students.

Share the profiles by getting students to read their completed profile to a partner.

Possible answer

My first name is Hana and my family name is Aboud. I'm from Beirut in Lebanon. I'm/My nationality is Lebanese. My date of birth is 23rd September, 2003. I'm currently living in London. My interests are baking, drawing and horses.

7

Ask the students to work in pairs and write a short conversation between two students and their professor. The students should use the model in 1, page 36, to help them.

Unit 3

1

Get students to tell you as much as they can about apostrophes. Then, explain the task and get students to match the sentence halves.

Answers

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

2

Explain the task by writing an example on the board, *Jamals mother is Leila*. Invite a student to draw the apostrophe in the correct place. Explain that the mother 'belongs' to Jamal, so Jamal has a possessive apostrophe.

Tell students to rewrite the sentences correctly by adding the possessive apostrophes.

While they are writing, quickly copy the sentences onto the board. Then, invite students to come to the board and add the apostrophes so that they can check their work.

Answers

- a My mother's name is Huda.
- b Omar's sister is 11 years old.
- c This is Faris's brother.
- d My friends' names are Huda and Amal.
- e It's my grandparents' house.
- f My father's car is black.

3

Tell students to read and edit the profile by adding possessive apostrophes.

Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers.

Answer

I'm Waleed and this is my family. I've got two brothers and a sister. My sister's name is Hind and she is a student at university. My brothers' names are Mohammad and Faris. My older brother's name is Mohammad. He's married. His wife's name is Norah. They have got two children. Their children's names are Leena and Sara. They all live in New York. Mohammad is a taxi driver. His taxi is yellow.

4

Ask students to answer the questions with full sentences and apostrophes. Explain that they will need to use possessive apostrophes and apostrophes to show omission. If necessary, elicit some examples of apostrophes to show omission such as, *he is = he's and they are = they're*.

Walk around the class to monitor and assist where necessary.

With the whole class, elicit the answers.

Answers

- a The writer's name is Waleed.
- b He's got two brothers.
- c His older brother's name is Mohammad.
- d They're his brother's children./They're Waleed's nieces.
- e Mohammad's taxi is yellow.

5

Tell students that they are going to write a profile about someone they know. First, ask to write down some ideas. The students can refer back to 3 to help them. Students could include the name of the person, their relationship with them, their job, nationality, interests and where they live.

6

Now, tell students to use their mind map in 5 to help them write a short profile about a friend or family member.

While they are working, move around the classroom monitoring and supporting the students.

7

Ask students to write a brief description of their family. Encourage them to check and edit their writing, paying special attention to capital letters, full stops and apostrophes. Finally, invite two or three students to read the description of their family to the whole class.

Unit 4

1

Quickly review subject-verb agreement. On the board, write the pronouns *I, He, She, It, You, We, They*. Select a verb, for example, *play*, and get students to say the sentences, *He/She/It plays; I/We/They play*. Do the same with the verb *wash*.

Get students to complete the rules by matching the sentence halves.

Check answers by reading the first half of each sentence and getting the students to complete it.

Answers

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

2

Get students to read through the text and replace the underlined words with a pronoun. Remind them to use capital letters if appropriate.

With the whole class, elicit the answers and work on any area that requires particular attention.

Walk around the class, monitoring and assisting as ever, to see what students are writing down and help them if they get stuck.

Answers

- a He
- b they
- c He
- d she
- e She
- f She
- g She
- h They
- i It
- j He

3

Explain the task and let students complete it individually.

With the whole class, elicit the answers and work on any area that requires attention.

Answers

- a study
- b works
- c live
- d goes
- e live
- f plays

4

Tell students to complete the profile with the correct form of the verbs.

When they have finished, check their work by reading the complete profile to the class.

Answers

- a has
- b wants
- c lives
- d wants
- e doesn't
- f wants
- g go

5

Get students to tick the information in the profile in 4.

Answers

- Her name ✓
- Her age ✓
- Her nationality
- School subjects ✓
- Interests ✓
- Her family
- Where she lives ✓
- Her best friend ✓

6

Explain the task to the class. First, students are going to brainstorm the content of their profile about a friend. Then, they need to order the content. Tell students to write a draft and then edit it. They should pay particular attention to the verb forms, order of information, capital letter and punctuation. Finally, tell students to rewrite their profile, including their corrections.

These profiles could be shared or displayed in the classroom.

7

Explain the task and tell students to look back at the examples in 4B. If necessary, model how to write a simple conversation on the board between yourself and a friend. As you do this, demonstrate how to write questions, responses and punctuation, for example:

Friend: Who is an important person in your life?

Me: My grandmother.

Friend: How old is she?

Me: She's 85 years old and she still works!

Friend: Really! What does she do?

Me: She knits baby clothes for people.

Get students to work on the task individually. Walk around to monitor and help where necessary.

When they have finished, organize students into pairs and get them to role play each other's conversations.

Unit 5

1

Elicit from students everything they have learnt so far about writing a profile. Then, ask them to tell you what they learnt in this unit – to organize profiles into paragraphs, write in the first person and use present tenses.

Tell students to read this profile and answer the questions individually.

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

- a Nawaf Al Zaida
- b Saudi Arabian
- c Arabic, English and (a little bit of) French
- d Medicine (general and research)
- e as a researcher in a laboratory
- f play basketball and watch football/Manchester United

2

Tell students to read the profile again and number the paragraphs.

- a 2
- b 1
- c 3

3

Explain the task and have students complete the rules individually.

- a sentence
- b general
- c topic
- d paragraph

4

Ask students to match the sentence halves.

Have students compare answers with a partner, then invite students to read the sentences to the class.

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

5

Tell students to think about someone in their family. Explain that they are going to write a profile about that person. Ask students to brainstorm some information to put in the profile and write it in the spaces provided. They can look at the text in 1 as a model.

Elicit some ideas from students.

Next, tell students to order the information and write their first draft. Remind them to organize the profile into paragraphs with topic sentences.

Finally, ask students to edit their draft for topic sentences, order of information, capital letters and punctuation.

These profiles can be shared with the class either by reading them to a partner or displaying them.

6

Elicit some university courses that the students like and write them on the board. Get students to tell you why they like them using the conjunction *because*.

Get students to read the task and tell them to work on it individually.

Walk around to monitor and help where necessary.

Unit 6

1

Elicit some questions from the students and write them on the board. Include some open *Wh* questions and some closed *Yes/No* questions. Ask students to look at the questions and tell you any rules they know for forming them.

Explain the task to the students and ask them to complete the sentences individually.

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

- a do
- b does
- c do, does
- d do, does
- e do, does

2

Ask students some *Wh* and *Do/Does* questions and get them to give personal answers.

Explain the task and tell the class to reorder the words and write the questions correctly.

Elicit answers by giving an answer and getting students to answer your *Wh* question. For example:

Sarah is a teacher. (What does Sarah do?)

Ali works for the government. (Who does Ali work for?)

- a Where does he work?
- b What does Sarah do?
- c Does Sarah speak English at work?
- d Does Ali travel for his job?
- e Who does Ali work for?
- f How many languages does he speak?

3

Prepare students for the task by practising it orally first. Read the answers and elicit *Do/Does* questions from the class. Remind students to use the third person and to pay attention to subject-verb agreement because they are writing about someone else.

While they are working, move around the classroom and monitor question formation, subject-verb agreement and punctuation.

Elicit questions from the class and tell students to role play asking and answering the questions with a partner.

- a (What does he do?)
- b How many days a week does he work?
- c Where does he work?
- d How many days' holiday does he get?
- e What time does he start work?

4

Get students to read the answers and write the questions from 3 in the correct place.

Elicit answers by saying each answer and getting students to give you the question. As they say each question, write it on the board, so that students can check their writing.

- a How many days' holiday does he have?
- b Where does he work?
- c How many days a week does he work?
- d What time does he start work?
- e What does he do?

5

Explain the task to the class and elicit some possible jobs they could write about. Explain that they can guess the answers for some of the questions if they don't know them.

Tell students to write down their ideas first. This could include the name of the person, their job and questions. Remind students to look at the questions in 4 to help them.

Next, tell students to order their ideas into the best order, and then ask them to write their first draft.

Students should edit and improve their draft by checking question forms, subject-verb agreement, capital letters and punctuation.

Ask students to read their completed profiles to a partner.

6

Explain the task and tell students to look back through the unit for ideas. Elicit examples of questions they might need to ask. For example, they might need to check and clarify facts (6B) and they may need to ask for repetition (6C).

If necessary, model how to write a simple conversation on the board between two colleagues. As you do this, demonstrate how to write questions, responses and punctuation. For example:

Colleague 1: What time do we need to book the conference room?

Colleague 2: At 9 o'clock.

Colleague 1: Sorry, what time?

Colleague 2: So, from 9 o'clock to midday. How many people are coming to the seminar?

Colleague 1: There are 100 people coming.

Get students to work on the task individually. Walk around to monitor and help where necessary.

When they have finished, organize students into pairs and get them to role play each other's conversations.

Unit 7

1

Elicit some linking words from the students and write them on the board. Highlight *so*, *and*, *but* and get students to tell you when and how we use them.

Explain the task and have students complete the rules individually.

Once they have finished, ask students to compare answers with a partner, then elicit answers as a class.

- a and
- b but
- c so
- d but, so
- e and

2

Explain the task and have students complete the sentences individually. Elicit answers from the class.

- a and
- b but
- c so
- d but
- e so
- f and

3

Before completing the task individually, tell students to read the phrases in the box with a partner. Then, read the profile with the class, leaving blanks where they exist.

Now, ask students to complete the profile by writing the correct phrase into each blank space.

- a at the University of Nottingham
- b as a translator
- c but it's quite expensive to study there
- d so it's an attractive place to live
- e near to the campus
- f but at the weekend it's quiet
- g but there are good transport links

4

Explain the task and have students order the information.

Elicit answers by saying a number and getting the class to read the sentence.

The name of the student (1)

Transport to the city 6

What she thinks of the campus 4

What there is on the campus 5

Where she lives 3

Where she studies 2

5

Explain the task to the class. Tell students to write down their ideas first. This should include the name of the university, where they live, the facilities and travelling in and around the campus.

Next, tell students to order their ideas into the best order. They should look back at 4 to help them.

Ask them to write their first draft.

Students should edit and improve their draft by checking linking words, the order of information, capital letters and punctuation.

Ask students to read their completed profiles to a partner.

6

Explain the task. The students should draw a simple map of the area where they live and write a description. They could start by brainstorming ideas and ordering the information. Tell students to look back through the unit to help them.

When students write the first draft, remind them to pay attention to the forms there *is/are*, there *isn't/aren't*, and countable and uncountable nouns.

While they are writing, move around and monitor and support students' writing.

Get students to edit and improve their draft by checking linking words, order of information, capital letters and punctuation.

Unit 8

1

Write a variety of numbers on the board. Include ordinal numbers and dates. For example 2nd; 2025 (year); 76, 590; 5th; 4,700; 1989 (year); 21,000. Point to the numbers at random and have the class read and say each of them.

Ask students to look at the task and match the numbers.

While they are doing the task, quickly write the numbers (words) on the board. To check their work, read the words and get students to say the corresponding letter.

- a third
- b eighty-three
- c a hundred
- d two hundred and three
- e seven hundred and thirty
- f twenty nineteen
- g two thousand three hundred
- h sixteen thousand

2

Ask students to read the Focus box about how to write numbers. Then, get them to complete the rules.

Check answers by reading the first part of each rule and getting the students to complete the sentence.

- a under
- b as words
- c in number form
- d in number form

3

Write some numbers and words on the board. Make mistakes and get students to make corrections. For example:

720 – *seven hundred, twenty* (seven hundred and twenty).

5th – *fiveeth* (fifth)

5,800 – *five thousand and eighty* (five thousand, eight hundred)

12,000 – *twelve hundred* (twelve thousand)

Now, get students to complete the task individually.

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

- a a hundred
- b second
- c two thousand four hundred
- d three hundred and ninety
- e eleven thousand
- f nineteen seventy-four

4

Get students to read the numbers in the box. Then, tell them to complete the profile by writing the numbers in the spaces. Check answers by reading the completed profile together as a whole class.

- a four hundred and forty-one thousand
- b seventy
- c three hundred and seventy-two
- d 1993
- e four hundred
- f 45

5

Tell students that they are going to write a profile about a city. Elicit some cities from the class and write them on the board.

Get students to write down their ideas first. This should include the name of the city, population, places to visit and temperatures. Make sure they include some numbers in their profile.

Next, tell students to order their ideas into the best order. They should look back at 4 to help them. Now ask them to write their first draft.

Students should edit and improve their draft by checking numbers, capital letters and punctuation.

Display the profiles for people to read or get students to read their completed profiles to a partner.

6

Ask students to imagine that they are going on holiday. Elicit a few destinations from the class.

Explain the task. Tell students to write a postcard with a short message to you (the teacher) from a holiday destination. They can look back at 8C to help them.

While they are writing, move around and monitor and support students' writing.

Display the postcards or get some students to read their message to the class.

Unit 9

1

Get students to read the two sentences and then complete the rules.

Elicit answers.

- a because
- b or

2

Say some sentences with missing linking words and get the class to say because/or. For example:

My favourite city is Madrid ___ it's hot. (because)

I want to study in Australia ___ America. (or)

My lectures start at 9 o'clock or 2 o'clock. (or)

Are you cross ___ you missed the seminar? (because)

Now get students to read the sentences and underline the correct linking words.

Elicit answers as a class.

- a or
- b because
- c because
- d or
- e because
- f or

3

Get students to tell you as many prepositions as they can. Then, review when we use *in* and *on* and elicit examples from the class. Get students to give examples relating to time.

Tell them to read the profile and find and correct six mistakes.

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

(early in the morning)

but not on Fridays

I am often tired in the evening

I have lectures on Mondays and Thursdays

I don't usually study on Saturdays

On weekdays, I always go to bed

but at weekends I sometimes

4

Write *usually, never, sometimes, always* on the board. Ask students some questions and get them to give personal responses using one of the adverbs. For example:

How often do you help your classmates? (I [always] help my classmates.)

How often do you arrive late to class? (I [never] arrive late to class.)

Tell students to read the profile about Ali again and complete the sentences.

Elicit answers from the class.

- a Ali usually gets up early.
- b He never gets up early on Fridays.
- c He often feels tired in the evening./He often goes to the library to study.
- d He always goes to bed before 11 p.m.
- e He sometimes stays up later to watch TV.

5

Have students read Ali's profile again and put the information in order.

Check their work by saying a number and getting students to give the information.

What Ali studies (1)

What he does at the weekend 6

What he does on other days 5

When he gets up in the morning 2

When he has lectures 4

Why he is tired in the evening 3

6

Tell students that they are going to write a profile about their weekly routine.

Get them to write down their ideas first. This could include when they get up, what they study, how long they study, when they have lectures, what they do at the weekend.

Next, tell students to order their ideas into the best order. They should look back at 5 to help them.

Tell them to write their first draft. They should use adverbs of frequency to explain how often they do things.

The students should then edit and improve their draft by checking linking words, prepositions, capital letters and punctuation.

Display the profiles for people to read or get students to read their completed profiles to a partner.

7

Ask students to describe their best friend's weekly routine. Tell them to use adverbs of frequency.

While they are writing, move around and monitor and support students' writing.

Have students read each other's routines in pairs.

Unit 10

1

Review when we use capital letters.

Tell students to read the sentences and rewrite them with correct use of capital letters. Go through the Writing Focus box with students to remind them of the correct use of capital letters with names of countries, cities and natural features.

Have them compare answers with a partner. Then write the sentences on the board so students can check their work.

- a The Red Sea is a popular place for tourists.
- b The Arabian Desert is very big.
- c The River Jordan is 251 kilometres long.
- d The north coast of Egypt is on the Mediterranean Sea.
- e Lake Nasser is in Egypt.

2

Get students to look at the pictures and guess where each one is.

Tell them to write a sentence from 1 under each picture.

Read a sentence and have students say the number of the picture, the sentence corresponds to.

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

3

Get students to read the phrases in the box with a partner.

Explain the task and ask them to complete the profile with the phrases in the box.

Read the completed profile and get students to check and correct their work.

- a (a big country)
- b in the middle of
- c there are seas
- d and to the west
- e lots of mountains
- f in the country
- g has hundreds of

4

Tell students to read the profile about Turkey again and tick the information contained in it.

Elicit answers from the class.

- Capital city ✓
- Climate ✓
- Location ✓
- Natural features ✓
- Population ✓
- Size of the country ✓

5

Ask the students to write a profile about a country. Elicit the names of some countries from the class and write them on the board.

Get students to write down their ideas first. This could include the size, climate, capital city, major cities, bordering countries, seas, mountains and lakes.

Next, tell students to order their ideas into. They can look back at 3 to help them.

The students should now write their first draft. While they are writing, move around the class monitoring and supporting them.

The students should edit and improve their draft by checking capital letters, punctuation and phrases for position and place.

Display the profiles for people to read or get students to read their completed profiles to a partner.

6

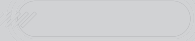
Explain the task to the class. They are going to write an email about a trip to an interesting country.

Review features and content of an informal email. For example, students could start with *Dear/To*, use the first person, include facts and opinions about weather, food and places to visit and sign off the email appropriately.

Ask students to draft their email and then edit it by checking punctuation, capital letters and prepositions of place.

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

C21 skills



Unit 1

A STUDY SKILLS: RECORDING VOCABULARY

- 1 Get students to do the activity in simultaneous pairs and elicit and work on the answers with the whole class.

Answers

- a (homes)
b rooms
c furniture

- 2 Do this quickly with the whole class, working on the logic of the answer, to exclude the other possibilities.

Answer

Homes

- 3 Complete quickly with the whole class.

(Accommodation)	Rooms	Furniture
house	kitchen	bed
flat	living room	table
apartment	bedroom	chair

Possible answers

hotel	bathroom	cupboard
hut	games room	wardrobe

- 4 Get students to work in simultaneous pairs or small groups. Ideas: vehicles, clothes, tools and buildings.

B COMMUNICATION: TALKING TO CLASSMATES

- 1 Get students to work on this individually and elicit the answers with the whole class.

Answers

- a 1 He does not know the right words.
2 She's afraid of making mistakes and she needs time to think.
3 He makes lots of mistakes.
b Discuss with students.

- c 1 He stops speaking and says the word in his language, then a classmate or teacher gives him the English word.
2 She takes time to think and plan what she wants to say.
3 He doesn't worry too much about making mistakes and practises speaking at home with his brother.

- 2 Give students time to prepare and do this in simultaneous groups before they 'perform' for the whole class.

C COMMUNICATION: CHECKING INFORMATION

- 1 Do with the whole class. When getting students to repeat a and b, point out that they should not pause before the word *please*, despite the comma.

Answers

- a Can you repeat that, please?
b Can you say that again, please?
c Sorry, is that with an s or a z?

- 2 ▶ 1.9 Play the recording and get students to find the missing words (Nazari, 0843 266 8541), and then practise the dialogue themselves, using their own names.

Transcript ▶ 1.9

Mariam Can I register for the film society?
Paul Yes, I just need some details. Can I have your last name, please?
Mariam Yes, it's Nazari.
Paul OK. And your first name, please?
Mariam Mariam.
Paul OK. And what's your mobile number?
Mariam It's 0-8-4-3-2-6-6-8-5-4-1.
Paul OK. That's everything. I'll text you your membership details.

- 3 Elicit the answers with the whole class. (*Nasari* is spelt wrong and the number is wrong.)
4-5 Elicit the answers after simultaneous pairwork. Paul can say *Is that with an s or a z?* and he can say *Can you repeat that, please?* for the phone number.
6 ▶ 1.10 Play the recording and elicit students' answers, which will vary, of course.

Transcript  1.10

- Mariam** Can I register for the film society?
Paul Yes, I just need some details. Can I have your last name, please?
Mariam Yes, it's Nazari.
Paul OK. Sorry, is that with an s or a z?
Mariam With a z. N-A-Z-A-R-I.
Paul OK. And your first name, please?
Mariam Mariam.
Paul Can you repeat that, please?
Mariam Mariam. Mariam Nazari.
Paul And finally, your mobile number?
Mariam Yes, it's 0-8-4-3-2-6-6-8-5-4-1.
Paul Can you say that again, please?
Mariam Yes, 0-8-4-3-2-6-6-8-5-4-1.
Paul OK. I think that's everything. I'll text you your membership details.

PLANNING AHEAD**Progress**

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

My learning plan for next week

- 1-2** Get students to make their plans and compare with their partner's. (Point out that it may not be possible to have exact timings for some things.)
- 3** Don't forget to come back to the action points next week to see if students have kept their good resolutions. (No need to actually use or teach this word at this level!)

Communication in class

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


Unit 2**A STUDY SKILLS: READING THE QUESTION CAREFULLY**

- 1-2** Do the underlining exercise quickly with the whole class and then get individual students to (carefully!) read the introduction and the texts on Zayed University and on Hassan, and to give responses to the questions.

Answers


- a** (Are all the courses in English?) – No some are in Arabic.
b Where are the two campuses? – In Dubai and Abu Dhabi
c When did the university start teaching men? – In 1998.
d What course is Hassan on? – Tourism.
e Is Hassan in his first year at university? – Yes.

B COMMUNICATION: USING TITLES AND NAMES

- 1-2**  **2.6** Explain the task, play the recording and then play it again for students to check their answers.

Answers

- a** Mac
b Lola
c Dr Masoud
d Mrs Searle

Transcript  2.6

- a**
Richard Hello, I'm the office manager. My name's Richard MacDonald. But everyone calls me Mac.
Kim Hello, Mac. Nice to meet you. My name's Kim and I'm an intern from Singapore University.
- b**
Dolores Hi, I'm the other intern. My name's Lola. It's short for Dolores and I'm from Colombia.
Kim Hi, Lola. I'm Kim and I'm from Singapore.

c

- Richard** Have you got a moment, Hakim?
Hakim Yes, sure.
Richard Hakim, this is Kim, our new intern.
Hakim Nice to meet you, Kim. I'm Dr Masoud.
Kim Nice to meet you, Dr Masoud.

d

- Hakim** Ginny, come over and meet our intern, Kim Lui.
Ginny Searle Oh, OK.
Hakim Kim, this is Mrs Searle. Mrs Searle is our sales manager.
Kim Nice to meet you, Mrs Searle.
Ginny Searle Nice to meet you, too, Kim.

Unit 3

A STUDY SKILLS:
ORGANIZING NEW WORDS

- 1 Go through the words in the box. Get students to label the clothing items.

Answers

(left-right) jacket, shirt, tie, trousers, shoes, jacket, blouse, skirt, shoes

- 2 The students need to think about clothing items that are only for men (shirt, tie) or women (blouse, skirt) and clothing items for both (shoes, jacket). Get students to think of some more clothing items to put in the three sections, for example, *tights*, in the women's section.

- 3 Go through quickly with the whole class. You will have to rely on your students for translations into languages that you don't know.

Answers

- a jacket
 b skirt
 c shirt

- 4 Discuss with the whole class, and talk about the benefits of organizing vocabulary in ways other than in lists.

- 5 Set this for homework and don't forget to come back to it in the next lesson.

B COMMUNICATION: ASKING FOR HELP

- 1 ▶ 3.7 Play the recording once or twice and elicit and discuss the answers.

Answers

Asking for a spelling – c

Asking for repetition of some information – a

Asking about the meaning of a word – b

Asking for clarification about a task – d

Transcript ▶ 3.7

a

Teacher OK. So open your books on page 45, and do exercise two.

Sonya Sorry, Mr Murray, can you repeat the exercise number, please?

Teacher Exercise two. It's on page 45. OK?
Sonya Fine.

b

Teacher So your project for this week is to find out about a megacity.

Mia Megacity? Sorry, what's the meaning of 'megacity'?

Teacher Megacity is a word for a very big city; a city with more than ten million people, for example, big cities like Shanghai, Mumbai, London or São Paulo.

c

Sonya I know a good website about megacities. It's perfect for our project. The address is www.nationsonline.org.

Chen Sorry, can you say the address slowly, please? I need to write it.

Sonya OK. It's www.nationsonline.org.

Chen Sorry, can you spell that, please?

Sonya Yes, w-w-w dot nations online. That's one word n-a-t-i-o-n-s-o-n-l-i-n-e dot org.

d

Teacher OK. Can you get into groups of three and discuss the two questions on the whiteboard? You need to make notes and report back to the class.

Mia I'm sorry, I don't understand the task. Can you explain it again?

Teacher OK. The task is for groups of three. In your group, discuss the two questions on the whiteboard. One person in the group takes notes, and then reports to the class at the end of the lesson. OK?

Mia Fine.

- 2 With the whole class, go through the words in the box and do the task.

Answers

- a repeat
- b Sorry, meaning
- c slowly, please
- d can
- e I'm, understand, explain

C COMMUNICATION: PREDICTING A CONVERSATION

- 1 3.8 Play the recording and get students to mark how much they understood of each conversation on the scale.

Transcript 3.8

Conversation 1

- Brad** This is a photo of my graduation in June. We're in the gardens at Princeton.
- Sara** Who's the girl in the gown?
- Brad** Ana Luiza. She's my wife.
- Sara** Where's she from?
- Brad** Colombia – a city called Medellín.
- Sara** Really? And are those her parents?
- Brad** No, that's my mother and father.
- Sara** They look very happy.
- Brad** Yes, it was a really great day.

Conversation 2

- Ayisha** This is a photo of me with my family.
- Sara** Is it your birthday?
- Ayisha** No, it's my son's birthday. We're in our living room in Dubai. You can see all his presents on the table.
- Sara** That's a lot of presents. What's your son's name?
- Ayisha** Jamal.
- Sara** Jamal. That's a nice name. And the man with the grey hair? Who's that?
- Ayisha** My father. He lives with us in our flat in Dubai.

- 2-3 Elicit the answers with the whole class.

Answers

- a graduation ceremony; birthday party (teach these expressions)
- b (possible answers) boy taking picture, his girlfriend, and parents; mother taking picture, grandfather, husband, son

Photo on left: girlfriend, gown, graduation, parents, son, students

Photo on right: birthday, living room, parent(s), presents, son

- 4 3.8 Play the recording again and get students to say how much they understood of each conversation this time. Get them to compare with their earlier efforts.

PLANNING AHEAD

Repeat the procedure outlined on page 86 of this book.

Unit 4

A COMMUNICATION: WRITING STYLE

- 1-2 Do the exercises and get students to compare their answers. Then check with the whole class.

Answers

- a Fatima and I are on the same course and we are good friends.
- b My brother is married and he has two children.
- c Harvard is an American university and it is famous for its Business courses.
- d My parents are Syrian and they live in Damascus.

- 3-5 Explain to non-Spanish speakers that Carmen is a girl's/woman's name and get students to work on the draft text in simultaneous pairs.

Then discuss with the whole class and get students to update their drafts.

Answers

Carmen Rodriguez is from Mozambique, but now Bristol is her home. Carmen is the new receptionist for the Business School. Carmen is married and has two children. Her husband is called Carlos and he is a lecturer in International Management. 'Bristol is a great city,' says Carmen. 'We are very happy here.'

For the last sentence they could also suggest:
'Bristol is a great city, and my family and I are very happy here,' says Carmen.

B COMMUNICATION: RESPONSES IN CONVERSATIONS

- 1 Explain the task and get students to work in simultaneous pairs on it. Then get them to read the conversations in simultaneous pairs.

Answers

Conversation 1

- a Oh, that's interesting.
b Which team do you play in?
c How about you?

Conversation 2

- d Really?
e It's a really good course.
f What course are you on?

- 2 Get students to work on this in simultaneous pairs and then read their conversations for the whole class.

Possible answer

Tom: What kind of leisure activities do you like?
Anne: I like reading.
Tom: Really? What kind of books do you like?
Anne: I like novels. How about you?
Tom: I like autobiographies.

Unit 5

A STUDY SKILLS: WORD PARTNERSHIPS

- 1-2 Work on the exercises in simultaneous pairs and then with the whole class.

A		B	
Adjective	Noun	Adjective	Noun
(close)	friend(s)	(Russian)	company/ business
good		large	
best		small	
		successful	
		global	

C			
Adjective	Noun	Adjective	Noun
(full-time)	job/work	interesting	colleagues/ boss
well-paid		helpful	
dangerous		friendly	
part-time		flexible	
interesting		good	

B STUDY SKILLS: STUDY WORDS

- 1-4 Get students to work on each exercise in simultaneous pairs and then with the whole class. For 4, discuss your students' favourite instructions with them!

Answers

- 1 a I'm 17 and I'm in / at / on my final year at school.
b Cairo is the capital of Egypt.
c My brother works for an oil company. It is an international company and he travels a lot.
d I'm on an English course in Boston. It's a great course and all the teachers are very good.
e Tim is a clever student and he gets good marks in all his subjects. He is a very friendly guy, too.
- 2 a Open your book on page 24.
b Do exercise 4.
c Take turns to introduce yourselves.
d Can you turn to page 47?
e Get into pairs.
f Now change partners.
g Check your answers with another student.

3

Instructions for doing the exercises	Instructions for pair and group work
Open your book on page 24.	Take turns to introduce yourselves.
Do exercise 4.	Get into pairs.
Can you turn to page 47?	Now change partners.
	Check your answers with another student.

- 4 Students' own answers.

C COMMUNICATION: CLASSROOM LANGUAGE

1-5 **5.9** Do 1 as a fast-paced whole-class activity and then play the recording to get students to check. Follow with students working on the rest of the exercises in simultaneous pairs and then check with the whole class.

Answers

- 1-2 a** So do you understand the task?
Yes, I think so.
- b** Who wants to go first?
I'll start.
- c** Is it my turn now?
Yes, you go next.
- d** Can you help me with exercise 3, please?
Sure. What's the problem?
- e** What does 'canteen' mean?
It's a word for a restaurant in a company.
- f** Is my answer to question 4 right?
Yes, that's correct.
- 3** Conversation 1
4 Conversation 2
5

Working in groups	Asking for help
So do you understand the task?	Can you help me with exercise 3, please?
Who wants to go first?	What does 'canteen' mean?
Is it my turn now?	Is my answer to question 4 right?

Transcript **5.9**

Conversation 1

- Thomas** So do you understand the task?
Sami Yes, I think so. We take turns to introduce ourselves.
- Thomas** OK. Who wants to go first?
Dorota I'll start. OK. Hi, I'm Dorota and I'm from Poland. I'm a first-year student at Warsaw University. I'm doing a degree in Business.
- Sami** Is it my turn now?
Thomas Yes, you go next.
- Sami** OK. My name's Sami. I'm at school in Tunis, in my last year. I'm 17. I like animals and I want to be a vet.
- Dorota** Great, Sami. Your turn now, Thomas.

Conversation 2

- Alexi** Ms Davies, can you help me with exercise 3, please?
Ms Davies Sure. What's the problem?
Alexi I don't know a word in question 1. What does 'canteen' mean?
Ms Davies It's a word for a restaurant in a company.
Alexi OK. Now I understand the question. OK. Is my answer to question 4 right?
Ms Davies Let me have a look. Yes, that's correct. Well done!

PLANNING AHEAD

Repeat the procedure outlined on page 86 of this book.

Unit 6

A STUDY SKILLS: SKIMMING A TEXT

- 1** Get students to skim-read the texts individually in order to answer the questions.

	Students' questions	Yes/No	Paragraph
a	Where can I have dinner?	Yes	Eating on campus
b	What are the library opening hours?	No	
c	Where can I study?	Yes	Studying in the library
d	Does the college have a residence for women?	Yes	Student accommodation

B COMMUNICATION: CHECKING, CONFIRMING AND CORRECTING

- 1-3** Get students to work on each exercise in simultaneous pairs and then with the whole class. For 3, ensure that students use all or most of the expressions in 1.

Answers

- 1 a** Sorry, where?
Can you say that again?
- b** So at the Mercure Hotel?
So the meeting starts at 10.30?

- c Exactly!
That's right.
- d No, at 11.30, not 10.30.
No, that's not right. It's on Tuesday.
- 2 R1 – Sorry, where?
Can you say that again?
So at the Mercure Hotel?
So the meeting starts at 10.30?
- G1 – Exactly!
That's right.
No, at 11.30, not 10.30.
No, that's not right. It's on Tuesday.

Unit 7

A CREATIVITY: USING WORD MAPS

- 1-2** Remind students about word maps. Get them to read the text then complete the word map in simultaneous pairs. Have a whole-class discussion. Help with any words they don't know.

Answers

- 1 a they are flexible; easy to add words
b puts them on cards, studies them on her way to college
- 2 Verbs: (swipe), type, click, scroll
Devices: (computer), tablet, Bluetooth mouse, charger
Parts: (keyboard), screen, mouse, RAM
- 3** Get students to share their topics with the class. Walk around the class to monitor and assist where necessary. Get individual students to present their word maps to the whole class, drawing them quickly on the board.

B STUDY SKILLS: USING A DICTIONARY

- 1** Get students to do this in simultaneous pairs and elicit the answers with the whole class.

Answers


- a sunny, timetable, umbrella, window
b film, football, friendly, furious
c today, together, tomorrow, topic
d conference, construction, continue, conversation
- 2** Do this with the whole class.

Answers

definition – a place to buy books
headword – bookshop
type of word – noun
example sentence – *This bookshop has a very good children's section.*
pronunciation – /'bukʃɒp/

- 3** Students will probably need quite a lot of help with this. Encourage them to choose nouns as headwords – probably easier than other parts of speech.

C COMMUNICATION: CONTRIBUTING TO A DISCUSSION

- 1**  **7.5** Play the recording once or twice, work on any difficulties and get students to do the matching exercise.

Answers

- a Make a suggestion.
b Say you like an idea.
c Ask for an opinion.
d Say you don't like an idea.
e Ask for a suggestion.
f Make a suggestion.
g Say you like an idea.

Transcript 7.5

- Jon** It's Ahmed's birthday next Saturday so we need to organize something for him. Any ideas?
- Fatima** How about going to a restaurant?
- Jon** Yeah! That's a good idea, Fatima. We can go to a club afterwards.
- Fatima** What do you think, Sui?
- Sui** No, I don't think it's a good idea. We always go to restaurants. It's not very special.
- Jon** Any other ideas?
- Sui** Why don't we organize a party for him?
- Jon** Yes, I like that idea. We can do it at the school. What do you think, Fatima?
- Fatima** Great idea! I know Ahmed loves parties.
- Jon** OK. So we'll organize a party for Ahmed.

- 2** Get students to write the expressions on cards or pieces of paper. Don't forget to get students to use them in a later activity.

PLANNING AHEAD

Repeat the procedure outlined on page 86 of this book.

Unit 8

A LIFE SKILLS: LISTENING FOR KEY WORDS

- 1 Do this quickly with the whole class. Tell them that *track number* is also used for trains, for example, in the US.

Answers

- a stand/bay number
- b gate number
- c platform number

- 2 ▶ 8.7 Play the recording and elicit the answers. Ensure students correctly pronounce A in parts b and c.

Answers

- a 23
- b 14A
- c 7A

Transcript ▶ 8.7

- a Emirates flight 5109 is now boarding at gate 23. Please go to the gate now.
- b Passengers for the coach to Oxford, please go immediately to bay 14A. The coach will depart in five minutes.
- c We regret to inform passengers waiting for the 12.30 service to Edinburgh that the train is running 15 minutes late. The train is expected at 12.45 and will now leave from platform 7A.

B COMMUNICATION: GIVING AND CHECKING NUMBERS

Get students to practise the stress and pronunciation of numbers in the examples.

- 1 ▶ 8.8 Play the recording. Elicit the answers, and get students to practise them, contrasting them with the incorrect answers.

Answers

- a 50
- b 180
- c 817
- d 1,019

Transcript ▶ 8.8

- a fifty
- b a hundred and eighty
- c eight hundred and seventeen
- d a thousand and nineteen

- 2 Go through the expressions and get students to do the exercises in simultaneous pairs.

Answers**Conversation 1**

- a Sorry?
- b Yes, 50A. I've got that.

Conversation 2

- c Just a minute, I need to write it down.
- d That's five six zero.

- 3 ▶ 8.9 Play the recording and get students to check their answers. Get students to practise the dialogues in simultaneous pairs. Then get two pairs to read the dialogues for the whole class, incorporating any corrections.

Transcript ▶ 8.9**Conversation 1**

- Jorge** Which bus goes to the business park?
Jess Bus 50A, I think.
Jorge Sorry?
Jess Fifty A. That's five zero. OK?
Jorge Yes, 50A. I've got that.

Conversation 2

- Jorge** I have the final numbers for the conference.
Maria Great. Just a minute, I need to write it down. OK. Go ahead.
Jorge We have 560 people registered.
Maria That's five six zero.
Jorge That's right. It's a lot of people.

- 4 Do this quickly with the whole class.

Answers

- a Just a minute, I need to write it down.
- b That's five six zero.
- c Yes, 50A. I've got that.
- d Sorry?

- 5 Allocate a different type of conversation to each pair – half the pairs write a conversation like the one in Conversation 1 and the other half like the one in Conversation 2. Walk around the class to monitor and assist where necessary. Get pairs to read their conversations for the whole class, incorporating any corrections that you made.

Unit 9

A STUDY SKILLS: WRITING EXAMPLE SENTENCES

- 1 Go through the information in the introduction and work on the exercise with the whole class.

Answers

P – a, b, d, e

E – c, f

- 2 Get students to write their sentences individually, before sharing with another student. Then get students into pairs to read them out for the whole class.
- 3 Do this exercise individually and then compare answers in pairs. Get individual students to read out some of their improved sentences to the class.

B STUDY SKILLS: STRATEGIES FOR LEARNING GRAMMAR

- 1 Get students to look at this individually and then discuss with the whole class.

Answers

Soraya

When I don't understand a grammar point, I ask my teacher about it after the class. I also ask my friend, Hamid. His mother's English so he speaks good English and he's good at explaining grammar.

Carlos

I do grammar exercises on an English language website twice a week for 20 minutes. I choose a grammar point for my level and do the exercises as many times as I like. It's great because it's easy to check the answers.

Marcia

I have a page in my notebook for my mistakes. I write what I say and then the correction. It looks like this:

What I say

I ~~not~~ like sport.

Correction

I ~~don't~~ like sport.

Xaio

I listen to lots of spoken English. For example, when I listen to conversations on the audio I pay attention to the grammar. I learn a lot because I hear how people use grammar in a real context.

Tamwad

After lessons I sometimes read the transcripts in my book. I highlight the grammar in the sentences and study them. I do the same for the reading texts. After the class, I read them again and highlight examples of useful grammar.

- 2 Get students to individually tick the strategies they use, and highlight any that they want to try.

C CREATIVITY: USING PIE CHARTS

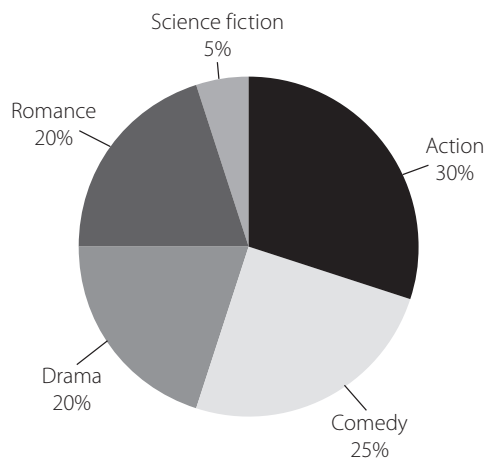
- 1 Get students to look at the pie chart and elicit the answers.

Answers

- a It shows café sales at the Riverbank Art Centre.
- b Sandwiches and salads are the best sellers.
- c Soup and desserts sell the least well.
- d It can help them to see which products sell well. (Point out to students that the pie chart doesn't show the *profits* from each product – teach this word.)

- 2 Get students to draw their pie charts, by hand or using software.

Answers



- 3 Go through the checklist with the students. A good title would be 'Most popular types of film'. It won't need a key if the sections (probably too early to teach 'segment') are labelled. Make sure that the colours are sufficiently different from each other so that each section is clear.

PLANNING AHEAD

Repeat the procedure outlined on page 86 of this book.

Unit 10

A STUDY SKILLS: UNDERSTANDING CHARTS AND GRAPHS

1 Do this with the whole class.

Answers

- a 1
- b 2
- c 3

2 Discuss with the whole class.

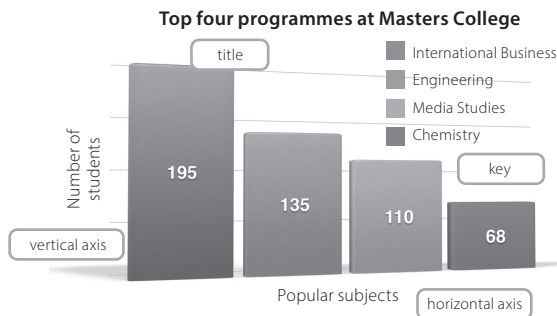
Answers

- a line graph
- b bar chart
- c pie chart

3 Again, do this with the whole class. Draw the bar chart on the board and elicit students' opinions on how to label it.

Answers

Numbers of students in different programmes at Masters College.



B STUDY SKILLS: RESEARCHING ON THE INTERNET

Go through the hints with the whole class.

1-2 Get students to work on this individually or with the whole class.

Possible answers

Research questions	A Keywords	B Answers
What's unusual about the Ice Hotel near Kiruna, in Sweden?	"ice hotel" kiruna	It's made completely out of ice.
Where do you find meerkats, and what do they eat?	"where meerkats live" "what meerkats eat"	southwestern Africa insects
The Burj Khalifa is in the UAE. It's the tallest building in the world. What other records does it hold?	"burj khalifa" records	Tallest building Tallest free-standing structure Highest number of storeys, etc.

C STUDY SKILLS: SCANNING FOR INFORMATION

1 Get students to discuss these in pairs, then with the whole class.

Answers

- a RC (but some students may say that they only scan reviews!)
- b SQ
- c SQ
- d RC

2 Get students to work on this individually and then elicit the answers with the whole class.

Answers

- a £37 each (if they are not seniors)
- b 90 mins
- c Central Bus Station, stand 14A

PLANNING AHEAD

Repeat the procedure outlined on page 86 of this book.

Progress test answers

Units 1 & 2

1

- a (Emirati)
- b Egyptian
- c Polish
- d Omani
- e French
- f Chinese
- g Mexican

2

- a (16)
- b 22
- c 15
- d 19
- e 24
- f 18

3

- a (I'm not from Dubai. I'm from Bahrain.)
- b We're not university students. We're college students.
- c You're not Spanish. You're French.
- d We're not Indian. We're Qatari.
- e I'm not a student. I'm a teacher.

4

- a I'm
- b have
- c full name
- d Sorry
- e spell
- f Thanks

5

First name	Maria
Family name	Woodman
Age	20
Home country	UK
Course	medicine
Interests	cycling

6



- a Is he
- b Is he
- c he isn't
- d 33
- e Is he
- f he isn't
- g He's interested

7

- 1 A (Hello, I'm Melike. I'm from Istanbul in Turkey.)
- 2 B Hello, Melike. Nice to meet you. I'm Ken.
- 3 A Nice to meet you, too, Ken.
- 4 B Are you an engineering student here?
- 5 A No, I'm not. I'm a medical student.
- 6 B Which year are you in?
- 7 A I'm in year 2. It's hard work.
- 8 B Yes, I know. I'm in year 3!

Units 3 & 4

1

		
a	husband	(wife)
b	<u>father</u>	mother
c	(<u>grandfather</u>)	grandmother
d	son	<u>daughter</u>
e	brother	<u>sister</u>
f	<u>uncle</u>	aunt
g	grandson	<u>granddaughter</u>
h	<u>nephew</u>	niece

2

- a grandfather
- b sister
- c cousin
- d brother-in-law
- e granddaughter
- f father
- g sister

3

My mother and father ~~has~~ have a restaurant business. My ~~parent's~~ parents' restaurant is very popular. ~~It's~~ It's called *Roma*. It has lots of ~~italian~~ Italian food. ~~David's~~ David's a chef in the restaurant. ~~He's~~ He's also a good friend. My ~~oncle~~ uncle and aunt live on the same street as my parents. ~~Their~~ Their favourite food is pizza.

4

- a in
- b with
- c with
- d in

5

- a Hanna
- b Hanna
- c Hamad
- d Basim
- e Reem
- f Said and Reem

6

- a new students
- b Science and Engineering
- c 6–7 May
- d 10 a.m.–4 p.m.
- e £10

7

- a (They)
- b We
- c It
- d She
- e He

8

- a Who is she?
- b Where do they study?
- c What course is he on?
- d When did you start?

Units 5 & 6

1

- a architect
- b engineer
- c designer
- d scientist
- e nurse

- f lawyer
- g police officer
- h journalist
- i construction worker

2

- a They work for a big construction company in Riyadh.
- b I'm very busy. I have lunch at my desk.
- c I live with my family. The house is about 15 minutes from my office.
- d Do you work in an office?
- e We finish work at about 6 p.m.
- f My friends are journalists. They work for CNN in the city centre.

3

- a (Do you study English?)
- b What do you do?
- c Do you like sport?
- d Where do you live?
- e Do you have lunch in a cafeteria?
- f Do you live in an apartment?

4

- a arch-i-tec-ture
- b com-put-ing
- c lan-gua-ges
- d tour-ism
- e de-sign
- f en-gin-eer-ing
- g ma-the-ma-tics
- h chem-is-try
- i e-co-nom-ics
- j me-di-cine

5

- a (? question)
- b . statement
- c . command
- d ! exclamation
- e ? question

6

- a For a large bank in Khartoum.
- b She manages a small department.
- c She goes to a small café.
- d No, she lives 30 km north of Khartoum.
- e No, she lives with her husband, Abdul.
- f No, she doesn't.
- g She goes to the mall.

7

Present simple		
	I, you, we, they	he, she, it
a	do	(does)
b	go	goes
c	have	has
d	like	likes
e	live	lives
f	make	makes
g	manage	manages
h	work	works

8

- a (W)
- b C
- c R
- d W
- e C

Units 7 & 8

1

- a cinema
- b bookshop
- c café
- d supermarket
- e stadium
- f library
- g student residence
- h restaurant

2

6.00	(Walks to the ground floor)	2 minutes
6.02	Walks to tram stop	8 minutes
6.10	Gets the tram	20 minutes
6.30	Arrives at the train station	
7.00	Gets the train to Cairo	2.5 hours
9.30	Arrives in Cairo, walks to office	30 minutes
10.00	Arrives at office in Cairo	

3

1 station	There is a/one station.
3 supermarkets	There are three supermarkets.
0 cinemas	There aren't any cinemas.
1 park	There is a/one park.
1 library	There is a/one library.
lots of small shops	There are lots of small shops.
0 hotels	There aren't any hotels.
2 gyms	There are two gyms.

4

- a (quiet)
- b cheap
- c safe
- d attractive
- e modern
- f busy

5

- a The hotel is at the end of Station Road.
- b The café is on the corner of North Street and High Street.
- c The bookshop is next to the café.
- d The bank is opposite the library.

6

- a Take the first left.
- b Take the second right.
- c Turn right.
- d Go straight on.

7

- a How tall is Big Ben in London?
(ninety-six) metres
- b What's the population of Cairo?
nine million five hundred thousand
- c How many days are there in a year?
three hundred and sixty-five
- d How far is Mexico City from Miami?
two thousand and sixty-four kilometres
- e How long is the River Yangtze?
six thousand three hundred kilometres

Units 9 & 10

1

- a (tutorials)
- b seminar
- c assignment
- d session
- e lecture, late
- f experiments

2

- a Are you sometimes late for class or work?
- b How often do you forget appointments with your tutor?
- c Do you ever skip meals?
- d Do you usually write your assignments at the last minute?
- e Are you always on time for lectures?

3

- a c
- b e
- c b
- d d
- e a

4

- a ocean
- b beach
- c river
- d desert
- e forest
- f lake
- g mountain

5

- a population
- b warm
- c summer
- d temperature
- e January
- f season
- g Mountain
- h parks
- i beaches
- j desert

6

- a South Africa
- b 20°C
- c Atlantic, Indian
- d 4.6 million
- e Table Mountain
- f national parks, beaches, desert

C21

ENGLISH FOR THE 21st CENTURY

Level 1 Teacher's Book

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

- ▶ a strong focus on independent learning, while at the same time actively highlighting the central role of collaborative learning
- ▶ essential 21st century skills highlighted in the 21st century framework, including those related to communication, study skills and life skills
- ▶ the key language skills that learners need to engage socially, academically and professionally with their surroundings.

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Grammar
Four skills – listening, speaking, reading and writing

21st century skills: Life and Career
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Interactive Course Book and Slideshows
Digital Workbook
Teacher's eBook
Progress tests
Ongoing assessment tests
Academic Skills material
Extra Vocabulary and Grammar material
Interactive flashcards for each unit

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